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The Importance of YouTube Videos in Enhancing EFL Learners' Vocabulary

A Case Study of Second Year Students of English at Biskra University

A Dissertation Submitted to the Department of Foreign Languages in Partial Fulfilment of the Requirements for the Master's Degree in Sciences of Language

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Dedication

This dissertation is dedicated:

To the memory of my beloved mother (RIP) may Allah bless her soul; my first teacher who

taught me to always have faith in God in hard times.

To my dear father whose prayers and love helped me to reach my goals.

To my cherished second father and brother Houari who helped me in every step in my life.

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Abstract

Vocabulary mastery has always been one of the very complex tasks in the foreign language learning (FLL) process, it is regarded as the hardest challenge for both EFL teachers and learners. Due to its difficulties, students have many troubles to improve their level of communication, reading, writing, speaking. Therefore, the current study is meant to explore the importance of embedding YouTube videos in the classroom to enhance the vocabulary of second year students of English at Biskra University. It aims at investigating the extent to which the integration of YouTube videos can promote EFL learners' level in vocabulary. In effect, YouTube is considered as one of the essential applications of ICTs nowadays, which plays a fundamental role in creating a relaxed learning atmosphere that suits the learners' needs. We endeavor to raise students' awareness on how YouTube videos can contribute to developing vocabulary proficiency inside and outside the classroom. It is hypothesized in this research, if the EFL learners are exposed to YouTube videos, they will develop their vocabulary efficiently and increase their motivation in the classroom. To achieve the objective of this study, we relied on a descriptive method that focuses on quantitative framework. To this end, we were administered two questionnaires as a data collection tool for both teachers and second-year students in order to investigate their attitudes about the importance of YouTube videos as a new learning style in improving students' vocabulary. Based on the research results, it can be concluded that the students are very interested in developing their vocabulary load using authentic videos. In turn, it enhances two important factors which are motivation and participation in the classroom.

List of Abbreviations

EFL: English as Foreign Language

ESL: English as Second Language

ICT: Information and communications technology

OHP: Overhead projector

WWW: World Wide Web

TEFL: Teaching English as a Foreign Language.

List of Figures

List of Tables

List of Tables

Table of Contents

General Introduction

Chapter One: An Overview on YouTube Videos

Chapter Two: An Overview about Vocabulary

Chapter Three: Data Analysis

General Conclusion and Recommendations

Appendices

Appendix One: Students' Questionnaire

Appendix Two: Teachers' Questionnaire

Abstract in Arabic

1- **Background of the Study**

In the age of the digital era, information and communication technology (ICT) is becoming necessary and widely used in our professional and personal life in an easy and fast way and less cost. ICT played a significant and indispensable role in developing many fields like Industry, Economy, Education. Politics, culture, which became an inseparable part of the global development. The use of technology in general and the Internet, in particular, has changed the era of education completely. Therefore, the Internet has provided many popular platforms such as web blogs, Facebook, Skype, Twitter, YouTube has started being used in recent years with the invention of World Wide Web (WWW). According to Dudeney & Hockly (2007), ''Technology offers new ways for practicing language and assessing performance'' (p. 8).

World Wide Web (WWW), has the potential to facilitate people's language communication, and it becomes a good modern way to general high lines between educators over the world to share ideas, collaborate, research, and transfer knowledge and culture much faster through the social media websites. Hence, we should implement those platforms in the education process, especially the integration of YouTube videos which its usage disregard in in EFL classroom activities, and more precisely the ones that are concerned with learning and teaching vocabulary that merely assist students to comprehend the spoken and written discourse. In this regard, YouTube is one of the useful resource, that play a significant role in education and also is regarded as an exciting learning resource which it became a basic need for EFL learners to practice the language and also to be able to listen a real native English speaker and interact with them. In addition, learn more vocabulary through the accessibility of a wide variety of enjoyable visual lessons that positively affect students memory storage.

The current research aims to spotlight the importance role of using YouTube videos in enhancing EFL learners vocabulary and show its effectiveness as supplementary material to diverse the classroom environment for increasing learners' motivation for positive interaction between teachers and their students and at the same time between students and their fellow colleagues.

2- **Statement of the Problem**

Vocabulary is one of the serious problems that learners have within the context of English learning because it requires more than just knowing the meaning of the word but how using this word in the context with correct pronunciation. Hence, without the power words, we cannot master listening, speaking, reading and writing skills. The problem is that we noticed within students of English that most of them encounter many difficulties in reading texts, in communication, in understanding the whole message of discourse because of they have not sufficient amounts of words as well as the lack of vocabulary knowledge. As a matter of fact, the ineffectiveness of the traditional teaching in the classroom is considered as one of the reasons behind the failure of the current teaching methods. From another regard, teachers do not focus on teaching vocabulary as the whole part of the language in their sessions due to the limited time allocated for each language class since its development requires more time. So, we have to look at teaching and learning vocabulary through a new perspective.

Considering the widespread of the World Wide Websites nowadays, we have to provide a real situation of learning in EFL teaching by integrating a new technology material such as YouTube videos that is one of the useful websites that play a significant role in education. They are considered as an interesting learning resource, which can help learners to cope with

their vocabulary learning difficulties like identifying lexical units, word formation, word classes. Also, through YouTube, we can memorize and recognize many active and unfamiliar words with their meaning and function faster and for a longer time and to sustain students' attention when focusing on a wide variety of enjoyable audiovisual lessons that can affect students' vocabulary development.

For that sake, we try to establish a correlation between YouTube videos and vocabulary for the use of YouTube as a supplementary means can play a positive role in enhancing EFL learners' vocabulary. So, to what extent can we claim that YouTube videos are effective in attaining the pre-set objective, which is acquiring vocabulary load?

3- **Significance of the Study**

This study is very important for many reasons. First, because it will bring some benefit in the field of English learning and teaching in general. So, the finding can help to obtain the new insights and thoughts from the students towards using of YouTube Videos as motivation materials to develop their vocabulary and to make learning English more attractive and involved. Also, it can aid teachers to enhance their teaching instruction besides the use of textbooks to help students to learn English in an appropriate way. Another reason, it will help the researchers to use references of this work to aid them in their future research.

4- **Aims of the Study**

The aim of this research study to to raise students' awareness of how YouTube Videos can contribute to improving vocabulary proficiency in and outside the classroom and assist them in their English learning practices. Furthermore, we spotlight on the importance of YouTube videos as a useful way to diversity the classroom environment for increasing learners' motivation for positive interaction between students-students and teacher-students' for a better quality of learning and teaching and whether this learning resource facilitates the teaching process.

5- **Research Questions**

This Study is intended to answer the following questions:

1- What are the main difficulties that encounter students' in using their vocabulary?

2- To what extent doYouTube videos affect EFL learners vocabulary development?

3- Are teachers aware of YouTube videos as an active teaching aid in the classroom?

4- Can YouTube videos foster learner motivation in the classroom?

6- **Hypothesis**

We hypothesize that if EFL learners are exposed to YouTube videos, they will develop their vocabulary efficiently and increase their motivation in the classroom.

7- **Research Methodology and Tools**

The present study has been conducted through the descriptive method that focuses on quantitative design that provides a comprehensive picture about the concerned problem. To uphold this work with more valid data, we have administrated two questionnaires as an appropriate research tool for both students and teachers to investigate their perspective and attitude towards the incorporation of YouTube videos in the classroom setting to develop students vocabulary. Moreover, we use a semi-structured questionnaire as a mixture of closed-ended and open-closed questions to confirm or disconfirm our hypothesis.

8- **Population and Sample of the Study**

This study concerned with the Second year students of English language at Biskra University. The reason behind this choice that second year students in their beginner level to the advanced one in the process of English. So, they require to relying on practical techniques that granted their development in the language, especially their improvement of vocabulary that considered as an essential component in the Target language. Another reason, this population may have exposure to ICT's resources in the process of their studies which give them the opportunity to provide us with their valuable opinions on the current issue. We chose fifty participants among the second year students at the division of English as a sample of the study. Furthermore, Another questionnaire administered to ten teachers who are selected from different levels to examine their positive or negative attitude about using YouTube videos as a means to enhance the learners vocabulay.

9- **Structure of the Study**

This research divided into two main parts. The theoretical part and the field work. The First chapter is devoted to giving a general overview about YouTube videos . Through this chapter, we try to present YouTube's usefulness in a foreign language teaching and learning. It also deals with its various types such movies, documentary video, songs. Also, we provide its basic pedagogical applications to develop the language skills, and finishing by YouTube's potential problems and challenges. The second chapter is divided to give an overview about vocabulary. We explain the different definitions of vocabulary by various experts. After that, we mention its importance in the process of Foreign language. Then finishes by showing the main techniques and strategies for teaching vocabulary. The third chapter is allocated with the analysis of students and teachers' questionnaires to analyze and interpret the finding to prove the effectiveness of YouTube videos in enhancing EFL learners vocabulary.

Chapter One

An Overview on YouTube Videos

Chapter One: An Overview on YouTube Videos

Introduction

The breakthrough development of the 21st century urges the educational instructors to look for more updated technological tools and to use them within EFL classrooms. The website domain ***www.Youtube.com*** has been shown to be one of the most widespread online streaming video websites for language learning and teaching.

The main goal of this chapter is focused on the importance of YouTube Website, and how it can be a very useful tool in a foreign language teaching and learning. First, we introduce a general background on information and communication technology (ICT). Then, we try to pass through the notion of the Internet to gain an understanding of this concept. After that, we examine the difference between the old language materials and modern ones. Furthermore, we move to an overview on YouTube and its educational values. Moreover, we point out the types of YouTube videos, and we show the reason of why it should be incorporated in EFL teaching/learning context, and then we tackle the potential applications of YouTube videos that meant to be a very helpful for EFL learners to master the language skills. Furthermore, this chapter covers different strategies for using YouTube videos in the classroom. Finally, it deals with some challenges and problems that impede teachers for using such authentic material as a learning tool in a classroom setting.

1.1 Background of Information and Communication Technology (ICT)

We are living in the century of Electronic Media, the age of development that is changing the shape of society in the extremely rapid way with the help of information and communication technologies (ICTs), which became an indispensable part of everyday life. Michiels and Van Crowder (2001) have defined ICTs as ''a range of electronic technologies

which when converged in new configurations are flexible, adaptable, enabling and capable of transforming organizations and redefining social relations''(as cited in Chapman, Slaymaker, 2003, p. 5). It means that ICTs is the use of all means of telecommunications like a computer, handphone, laptops. That aid are used to facilitate and expedite the communication and processing information.

New Technology played a crucial role in changing personal lifestyle and influenced the majority of countries; it succeeded in boosting productivity and creativity and had the incredible power to increase the level of development. In the last few years, the extent of ICT usage in the world at large has increased dramaticall, its ease of use and the numerous immediate needs it can meet, have turned it into a key player culturally and socially in the 21st century (Beno, 2009). ICT has inevitably changed the way we live in many positive sides and prevailed numerous domains such as, politics, culture, society, economics, it is one of the fields that grow rapidly and get many advantages for the use of technology

Technology also has a fundamental contribution to transform and increase the flexibility of the educational landscape, especially when it used properly by educators. According to Unesco (2005), it is mentioned that ICTs can have the potential to promote the property of the foreign language teaching which provides for EFL teachers and learners plenty of popular materials used within the classroom setting to make the foreign culture and language more vivid process. Hence, teachers and learners became more enthusiastic in using technology tools in many places such as home, workplace, classrooms, seminars, etc. ICT is playing an effective role in Higher Education, which its usage affects many forms in university education like the accessibility to the high level of information, conducting research (Jacobsen, 1998).

ICT is one of the best creative tools that demonstrate the efficacy and the value of technology in many areas which made the human life more manageable and easier.

1.2 What is Internet

With the information and technology development, the Internet is one of the contrivances that dominate our life, and it is appreciated as being the most helpful and magnificent humankind inventions that provide tremendous opportunities for people and teachers as well as the educational institutions, to communicate with others around the globe, by using World Wide Web (WWW). Internet is defined as ''a World Wide broadcasting capability, a mechanism for information dissemination, and a medium for collaboration and interaction between individuals and their computers without regard for geographic location''(Leiner et al, 1997, P. 102). In other words, we can say that the internet has the potential to create a space to increase the collaboration and interaction between people over the world no matter what is the distance between them in the fastest and easiest way and in the shortest period.

The internet provides a collection of applications and online tools that become inevitable in order to facilitate the communication and transforming information, and this is through the most important usage WEB 2.0. Tierney et al. (2014) conducted that web2. 0 ''is a second generation in the development of the World Wide Web, conceived as a combination of concepts, trends, and technologies that focus on user collaboration, sharing of user-generated content and social networking'' (p. 320). Therefore, the internet has created a new space for connecting people and provided possibilities to EFL learners and teachers to practice the language that is purposely intended to meet the teaching and learning needs.

1.3 Language Teaching Materials

Language materials are one of the principle for the language teaching and learning which is viewed as the source of input for EFL learners. The teacher can play a role in arranging the classroom environment, and providing students with information that fit their needs. Every teacher must pay attention to the materials and instruction that they are using because it plays the role of controller between him/her and his/her students. According to Tomlinson (1998),

> Materials refer to anything that is used by teachers or learners to facilitate the learning of a language. Materials could obviously be videos, DVDs, emails, YouTube, dictionaries, grammar books, readers, workbooks or photocopied exercises. They could also be newspapers, food packages, photographs. (p. 2)

In other words, Materials can be anything which is used in order to enhance students' knowledge of the language. Therefore, a wide range of materials teaching is an essential part of the refreshing of the classroom setting and it is one of the helpful methods that learners rely on. Richards and Rodgers (2014) have stated '' Materials allow learners to progress at their own rates of learning and use different styles of learning, they also provide opportunities for independent study and use, and to provide opportunities for self-evaluation and progress in learning'' (2014, p. 35).

To sum up, there are different instructional materials that promote learning language divided into two types; Traditional language teaching materials that include, Board, flash cards, Realia, posters, textbook. Also, new teaching materials such audio player, projector, power point slides, videos, podcasting.

1.3.1 Traditional Language Teaching Materials

Traditional or old teaching materials contain old instructions that are used by the teacher who is the ones who give knowledge as a basic source in the classroom. Also, he/she is the person responsible for learning to occur in the classroom environment and students just play the role of following and passive receivers.   As Scrivener (2005) claimed ''traditional teaching [is imagined to work as] 'jug and mug' – the knowledge being poured from one receptacle into an empty one.'' (p. 10). Clearly, Traditional teaching is a teacher-centered approach. Materials like a textbook are considered a traditional resource that is a part of the educational program standards. Further, the classroom environment based just on chalk and Board as a technique to present the lessons.

1.3.1.1 Board

Despite the influence of technology resource nowadays. The board is one of the most available traditional tools that have used as a teaching aid in many schools and Universities. It remains the most effective place for teachers where explains their lesson course. Recently, this tradition has changed over the years from blackboards to green boards, white boards, but whatever it is colored with, its purpose is still the same. Harmer (2001) stated some different purposes of the board, which are summarized as follows:

- **Notepad:** Board can be a platform for teachers to present many object words, phrases; topics, those students have a misunderstanding or they have no idea about. Many teachers use colors to various perspectives of language to facilitate the task for learners.

- **Explanation aid:** Board can use it as explanation tool by introducing many examples to clear the whole picture of the content for learners.
- **Picture frame**: the board can use it as a piece of writing, teachers can draw many figures on it just to help learners to grasp the concepts.
- **Game Board**: used a Board for many various games to play with students, for example, 0X game, guessing the word, spelling game, etc.
- **Notes board:** Board can use it as sticky notes.

1.3. 1. 2 Textbook

The textbook is considered as one of the fundamental aspects of teaching-learning resources, and it is regarded as a vital part of the course curriculum that is used in an academic setting. Tomlinson (1998) states:

> A textbook which provides the core materials for a course. It aims to provide as much as possible in one book and is designed so that it could serve as the only book which the learners necessarily use during a course. Such a book usually includes work on grammar, vocabulary, pronunciation, functions and the skills of reading, writing, listening and speaking (p. 09).

It has been acknowledged that the textbook should have a specific criterion to be evaluated and include appropriate and accurate language knowledge for students to accomplish better learning performance. Cunningsworth (1995), proposes four criteria for evaluating textbooks, particularly coursebooks as cited in (Richards, 2001, p. 258) in his book Curriculum Development in Language Teaching.

1. They should correspond to the learner's needs. They should match the aims and objectives of the language learning program.

2. Should reflect the uses (present or future) which learners will make of the language. Textbooks should be chosen that will help equip students to use language effectively for their own purposes.

3. Must take account of students' needs as learners and should facilitate their learning processes, without dogmatically imposing a rigid "method".

4. They should have a clear role as a support for learning. Like teachers, they mediate between the target language and the learner.

1.3.1.3 Pictures

The picture is one of the oldest techniques that teachers use it in the classroom setting, in a term of small cards, drawing the image... etc. It acts as a way to facilitate and enhance comprehension of the lesson. In addition, it boosts students' memorization to the items. As Wright (1989) claims ''picture are not just an aspect of the method, but through their representation of place, objects and people they are an essential part of the overall experience we must help our students to cope with''(p. 2). Also, he indicates that pictures contribute to:

- Interest and motivation
- A sense of the context of the language
- A specific reference point or stimulus.

From this point, we have to say that a picture creates a significant context of communication and plays a great function in helping the students to accommodate many concepts with its meaning.

1.3.1.4 Realia

Realia is a tool that refers to a real thing or objects used in the classroom. As Richards , Platt, & Platt (1992), consider realia as actual objects and items which are brought into a classroom instruction as an example or as aids to be talk or written about in order to increase learners' understunding. Thus, Realia is one of the traditional teaching materials that make a subject matter more flexible and meaningful through the real and concrete situation to assist the student to be more active with interesting things.

1.3.2   New Language Teaching Materials

The teaching process is one of the most difficult and complicated tasks. It inevitably needs more challenges, art, and creativity to serve the increasing demands of students. Most of the teachers have always looked for a proper and effective environment for students' to make them gain more interesting learning. Therefore, Richards (2001) mentions that authentic materials which are the use of different technologies materials like, videos, auditory aids that have been widely introduced as one of the best teaching tools that play a powerful function in the educational platform, which constantly thriving to maximize EFL learners practice and support teachers' to developing their activities in the natural and clear way. Indeed, authentic materials play a significant use in education that serves both the teachers and the learners as a means of learning. House (2008) writes:

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

In other words, the use of the new technology resource with foreign language teaching has changed dramatically the traditional way of teaching and allowed what was

before impossible, because it delivers many opportunities for learners to be interactive and increase their enthusiasm, collaboration, and boost the spirit of interaction and participation during the classroom. Additionally, these materials have radically changed the role of the teacher that he is the only provider of the information and knowledge. As a final point, the use of new language teaching materials that provide the learners to exposure to the real-life communication and practice situation. There are many audios/visual aids that can be employed within a classroom context as new teaching materials, and the most used tools are PowerPoint slides, Overhead Projector (OHP), Videos, Podcast.

1.3.2.1 Overhead Projector (OHP)

This device is one of the popular and the dominant equipment used by teachers and training over the world in presenting the lecture and workshop. The National Audio-visual Supply (1992) defined overhead projector as ''a simple device that projects transparent materials of any type on a screen, within a normally lit room'' (p. 5). OHP provides many benefits to both teachers and learners because it's easy to transfer a various image through it, and this is with the aid of the large slides. Hence, the teacher can prepare various slides with a mixture of written word and images in order to highlight on the efficacy of the lesson.

Some of the characteristics of OHP that are mentioned in the literature:

- The Overhead projector is designed to be used in front of the viewing audience, thus permitting to maintain eye contact with the audience at all times.
- The Overhead projector features an efficient optical system that projects image bright enough to be seen in normal Lightroom.
- Through the use of blank transparency film and transparency markers, the overhead projector may be used as an electric chalkboard.

- On-the-spot reviews and repetition of material can be easily accomplished through the use of overhead transparencies (Sparks, 1981, p.11)

1.3.2.2 Videos

The addiction of people nowadays is increasing towards the internet and its diverse modes. Videos have been appreciated as one of the innovations that invaded the everyday life of people. In the recent years, videos take an enormous place and become the alternative form in a learning platform. Particularly, with the emergence of ICT, that provides plentiful educational resources which fitful the learner's needs. As Mayar (2001) revealed ''Video is a form of multimedia that conveys information through two simultaneous sensory channels: aural and visual. It often uses multiple presentation modes, such as verbal and pictorial representations in the case of on-screen print and closed-captioning' (as cited in Cruse, 2011, p. 6).

Videos are a one of the essential ways and factors that bridge the gap between students and their language learning, it helps to accomplish many purposes in EFL classes. This visual aid can help learners in building up their knowledge construction. Besides, it facilitates and promotes teachers' activity, and allow them to present their lesson in a comfortable way. Furthermore, it is suitable for all learning styles. According to Cisco Systems Inc (2012, p. 5) , which summarized the impact of video by three key concepts:

1- **Interactivity with content** (the learner relates to visual content, whether verbally, by note taking or thinking, or by applying concepts)
2- **Engagement** (the learner connects to the visual content, becoming drawn in by video, whether on-demand or real-time)
3- **Knowledge transfer and memory** (the learner may remember and retain concepts better than with other instructional media)

Videos can support the learner who can find various obstacles in the language learning as well teachers who can find also a comfort in its use as a teaching aid.

1.3. 2. 3 PowerPoint

PowerPoint is one of the essential tools that are widely used in many varieties. This means appeared firstly in business, and then spread in many institutions, especially in a pedagogical context. This software program has a positive effect on students and teachers because it provides high demands that they are in needs for it in the EFL classroom. Although by offering an efficient presentation through slides that allow learners to prepare their presentation and projects in the innovative and flexible way. As Castelli and Fiorentino states:

> Microsoft PowerPoint aids teacher in the creation of presentation, handouts, interactive
> animation, stand-alone knosks, task cards, and web pages to deliver information to students
> in a visually effective and high- speed fashion. (2008, p. 70)

This indicates that PowerPoint is a relevant and appropriate way to transform information and fulfill the requirements of EFL learners.

1.4 An Overview on YouTube

People now cannot separate themselves from the online world, especially through the use of Web2.0 application that is the interface of the virtual connection. Social networking is the space that individuals communicate and get interaction with others into different sites as Merriem Webster defines it ''the creation and maintenance of personal and business relationships especially online'' (Merriam-Webster Online).

There are many different sites that are used nowadays, one of them is YouTube, which is one of the most common and favorable websites that developed recently on a very fast scale. According to Watkins &Wilkins (2011), YouTube.com is a free online website on the

internet that affords to store and display video clips for watching and sharing. The existence of YouTube was in February 2005 made by three former employees Steve Chen, Chad Hurley, and Jawed Karim, and '' in In November 2006, YouTube was bought by Google Inc''(Shafaei & Nejati, 2009).

Meanwhile, according to YouTube Statistics (2015), YouTube is generated over a 1 billion users; also, the number of people watching YouTube per day is up 40% since March 2014 with 76 different languages. Furthermore, YouTube is ranked as the third most popular website. This attractive platform encompasses many channels that include a wide variety of videos such as educational, cultural, entertainment, and others. That can be a very beneficial in many fields. In this regard, the YouTube videos have the potential to be part of the teaching-learning process as an active technological tool to improving the student's performance (Shafaei & Nejati, 2009).

YouTube can be very helpful to fit the expectations of the learners for meaningful language use. As far as language teachers can gain benefits from the use of YouTube because it enables them to make their classroom more interesting and independent. On the other hand, bring these powerful videos in a foreign language and make EFL classes smoother by sharing short presentations through the videos instrument with learners' which give them the opportunity to make language points more clearly comprehending, and provide illustration examples (Keddie, 2014).

Although YouTube offers new possibilities for educators and teachers and training over the world to practice and interact through creating personal and official channels, which can upload and download many videos with many contents. They can make a discus with viewers that they can subscribe and comments and share interests, thoughts, and give

feedback. Furthermore, teachers can select any video from the YouTube and play it into a PowerPoint presentation to show it to their students' (Burke & Snyder, 2008). One of the most popular channels of educational videos is http://www.youtube.com/edu. That contain 10,262,196 followers. It helps many educators to acquire everything new, and help researchers with their work through their various lectures, news, and with free access (YouTube, 2015).

YouTube is supposed to be one of the dynamic social networking sites that have the highest potential to boost the development of educators in every aspect of their lives, and raise their knowledge and give the students the opportunities to increase the needed language skills.
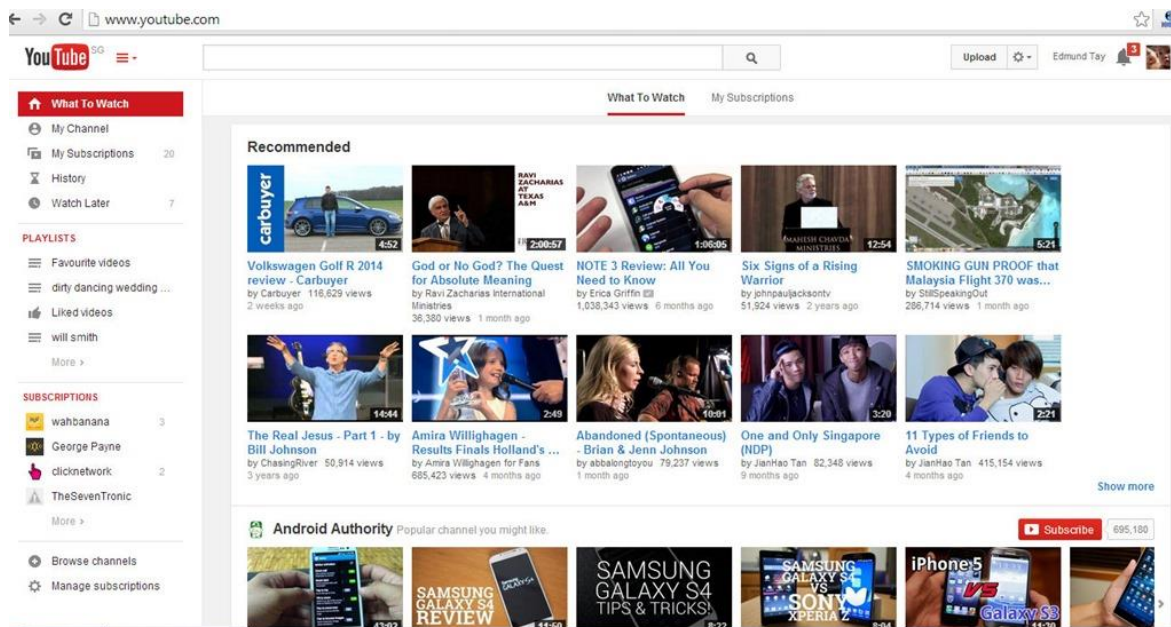
Figure 1.1: YouTube Homepage (https://www.youtube.com/)

1.5 Types of YouTube Videos

The diversity and a massive amount of videos that are available on YouTube website is a helpful thing for EFL learners. It is appreciated being one of the suitable techniques that improve students' skills (speaking, writing, reading, listening). Further, to enhance their vocabulary that is considered to be the root of second and foreign language learning. From this point, we will mention the most effective kinds of YouTube videos that contribute to the foreign language context.

1.5.1 Movies

Movies (films) are one of the powerful media that can be a useful resource in the teaching-learning process; it also has multiple advantages for learners. Movies with audiovisual and written clues that help to promote student's deeper understanding and give them the opportunity to listen to a natural conversation by native speakers that acts in a real situation (Swaffar &Vlatten, 1997).

Since the purpose of language teaching is to equip learners' with all aspects of communicative competence, students' can learn vocabulary by listening to many formal and informal communication through different angles of movies. Which allow them to acquire many idioms that can be very useful in speaking context. Otherwise, Ruusunen (2011), mentioned that the learners' can be exposed to the various English culture that is influencing their behaviors through authentic movies that are considered being one of the active and imaginative means. Also, The films can be an instrument that promotes student's motivation to the language rather than course book, and this through the various attractive images and sounds. Moreover, raising students' attitude by providing many ideas through watching movies, that can improve their performance of oral or written classes. Herron and Hanley

(1992), conclude that ''using movies in EFL classroom offers background information that activates prior knowledge, which is essential in stimulating the four skill activities in the classroom'' (cited in Ismaili, 2013, p. 122).

1.5.2 Songs

The Song is one of the entertainment methods that can use in and outside the classroom. It also plays a significant role in the students' learning process through the easy access from the different media platform like YouTube. Additionally, we can listen to various genres of music at any time and any place on many devices like phone, tablet, etc. According to Hornby (1990), ''song is a great language package that bundles culture, vocabulary, listening, grammar and a host of other language skills in just a few rhymes. Songs can also provide a relaxed lesson'' (cited in Arévalo, 2010, p. 124). In other words, the song is one of the motivational means that creating a good behavior that make learners' always inspired and relaxed, and increase students attentive in the classroom setting. Furthermore, the meaningful selection of the song can be used as a part in the subject matter.

The increasing involvement of songs in the English language learning context has led students to evolve many valuable aspects through the extensive listening that aid them to acquire many words, expression, idiom, and others. Therefore, it has developed the students listening and speaking skills in the language communicative setting, and assist them in making the connection between the words and their meanings. For that reason, using Songs in the classroom can be a good way because it adds a smooth and fun environment in the EFL class. In addition to that, listening and singing the song with the lyrics allows students' to express many emotional states and attitudes that make them very comfortable in the language classroom (Abbott, 2002).   Songs can develop a repetition mechanism through verbal and

non-verbal spoken language, so learners' can combine the sounds of expression just the way they hear it, which can record their voices when singing in order to enhance the pronunciation in the very natural way. Also, it is considered as a product of sharing culture (Alivaro, 2010). Likewise, It is remarkable that songs contribute to bringing the culture alive.

1.5.2 Documentary Films

Nowadays, With the progress of visual aid as a pedagogical tool for teaching-learning process, adapting those tools in a classroom setting can have a significant role in enhancing culture knowledge. In fact, Documentary videos have educational values which are increasingly practical to the scholar, teachers, learners, and others, because it contains a Formal English, sometimes students' find some difficulties with such videos due to the lack of excitation, but as standard English can be a very essential for foreign language.

Soong (2012) the Documentary film generally is characterized to be serious, it deals with specific points in very regular and clear and appropriate English language, it transforms the reality of society. Unlike other visual material such as movies or TV programs which tend to be more enjoyable and use informal conversation. So, Documentary films appreciated being a good teaching resource that helps students to convey ideas and information, exchange new perspectives thoroughly and effectively. Moreover, Sherman (2003) reported that the Documentary film is "highly-planned programs which present facts and opinions about single subjects" (cited in Soong, 2012, p. 133). Through the watching of Documentary films, learners' can grasp new words and pronounce those words in a correct way. In addition, the repetition of crucial items through the soundtrack that can be very useful in learning lexical content. Beside, documentary films provide opportunities to learners' to deal with the factual situation rather than the language that is used in the textbook.

1.6 The Importance of YouTube Videos in EFL Teaching-Learning

For the purpose of involving and fostering EFL learners' development in the field of foreign language learning, teachers are always required to use a new framework. YouTube is a satisfactory alternative way that can contribute to the educational field, even if it is not used as a tool in the classroom setting due to some difficulties, but in the fact it has a very important value in teaching and learning. ''YouTube is very important for learning because many researchers demonstrate that the majority of people learning via listening, watching and doing ''(Grey, 2013, p. 144).

YouTube is a platform that allows EFL learners as a lifelong experience to engage in learning practice by providing them with new and unprecedented ways that can be exploited in acquiring their English as a second and foreign language. Also, it gives an opportunity for the students that have no chance to be exposed to YouTube in order to be familiar with such instructional technologies (Burke et al., 2009). As Godwin-Jones (2007) indicates ''the clips provide a huge multimedia library of real language use by real people, a potentially rich resource for language learning or corpus collections'' (p.16). It means, the video clips that are available on YouTube contain a large number of native speakers in a real life situation of language use, additionally, plenty of substantial resources, a collection of written and oral texts that can enhance the quality of language learning. Thus, we recognized that YouTube has many implementations and potentials in term of accessibility, motivation and collaboration, providing content and information, which enhances speaking and listening, and improves learners' vocabulary.

1.6.1 YouTube for Providing Content and Information

EFL learners are always looking for a good material to obtain and searching for information and content that have a relation to their English studies. YouTube videos are the appropriate and positive resource that can give them an ultimate help. The most videos that have been shared on YouTube from individuals themselves or pedagogical organizations, and the larger part of them are used to present cultural significations and linguistic knowledge that has relation to target language (Terantino, 2011). In another regard, the majority part of videos on YouTube are in the English language, thus, YouTube that offers teachers of ESL/EFL many opportunities to access and provide lessons in their classroom to make more interaction with students. (Ghasemi, Hashemi, & Bardine, 2011).

In this respect, the access to many categories of videos and especially pedagogical channels and series, like Teacher Tube, School Tube, Big Think, TED which contains many debates, world-class-creation, discussions (Prensky, 2010). The suitable selection of videos make learners more exposed to world's knowledge. As (Duffy, 2008) states ''YouTube is increasingly being used by educators as a pedagogic resource for everything from newsworthy events from around the world to "slice-of-life" videos used to teach students within an ESL (English as a Second Language) course.''(p. 124)

1.6.2 YouTube for Listening and Speaking

One of the EFL learners' challenges is mastering speaking and listening skills, for that reason, students are trying to discover modern activities to aid them to cope with these difficulties, hence, YouTube has many beneficial videos in language communication which EFL learners and teachers to exploit it in the instructional way.

Authentic videos that are available on YouTube contain many native speakers' channels with a good deal of experience and a plenty of verbal and non-verbal communication with correct pronunciation. Learners can benefit from in their language learning, especially in EFL class activities such as, role play, open discussion, etc. Harmer (2001) points out that ' one major advantage of videos is that learners not only can listen to the language but also they can see it to support comprehension'. In other words, students can exhibit both audio and visual clips that can listen to and at the same time watch them to provide a deeper understanding and to improve the quality of listening and speaking spontaneously. For example, watching a film, listen to music, debate. Watkins & Wilkins have claimed, 'with YouTube, students and teachers could thoroughly examine any of these scenes with a deep focus on speech cadence, tonal shifts, grammatical nuance, conversational roles, or almost any other topic currently being examined in class' (2011, p. 114).

The high use of effective videos on YouTube and the exposure to online public spoken language with a real context affects speaking and listening skills, and gives EFL learners the ability to look forward to their foreign language learning in a more productive way.

1.6.3 Accessibility

With digital generation, now the modern devices and resources became easy to access. YouTube is one the media that are characterized by their efficiency, unlimited time of accessibility wherever the place is, and with the potential to upload and download and subscribe to enormous amounts of videos with free of charge. Additionally, it facilitates the interaction and communication with other social networking websites by sharing clips in many websites and commenting on it. We can access to YouTube from many devices, for example, smartphones increase the possibilities to use it on a daily basis to become up to date with the world news. Thus, it gives opportunities to be a good medium for education (Brünner, 2013). Media now take an enormous portion in a students' lives. So, the appropriate and creative selection of educational resources makes a critical value to the target language.

1.6.4 YouTube for Motivation

Motivation is one of the essential factors that every EFL learners and teacher need it to accomplish their goals in the teaching-learning process. So, without the motivation of students, there is no engagement in the class, teachers cannot achieve success to fulfill their objectives (Harmer 2007). The classroom setting required to be interesting, challenging, and engaging.

ICT can be a good tool, especially Web 2.0 application that gives the opportunity to increase learner engagement in much acceptable and useful discipline like, boost collaboration and motivation among students through the intelligent use of media. Berk (2009) mentioned that we have to use a regular and formal digital video as a means, by providing a collaborative

learning practice that allows learners to participate and illustrates examples that make them more active. Therefore, Duffy (2008), mentioned that YouTube as a web-based instruction can be a valuable tool for the creative classroom with fun and exciting videos. It is clear that the use of videos in the language classroom is very required because it makes the students get actively involved in the process of English language and this is what the Educause Learning Initiative (2006) states, ''YouTube is part of a trend among Net Generation students to replace passive learning with active participation, where everyone has a voice, anyone can contribute''(p. 2).

As the result, YouTube is good supplementary motivational learning material for students' to change the classroom routine and make students involve with the lesson content become more attentive.

1.6.5 YouTube for Vocabulary

With regard to the necessary role that the words play on foreign language, because of its crucial part of mastering speaking, writing, reading, listening skills. As Wilkins (1972) claim, ''Without grammar very little can be conveyed, without vocabulary nothing can be conveyed'' (p.111). EFL learners put more attention on how to learn vocabulary through practical activities and traditional learning like dictionaries which are still useful, but EFL teachers should look for new teaching-learning aid to apply it for teaching vocabulary and make their learners more motivated in learning process.

YouTube videos can give a modern and attractive ways to achieve this goal. YouTube with its extensive and endless resources offer large varieties of spoken language and different sort and style such as a song, poems, and conversation that serve language learning and it will be very helpful for learners to memorize in an easy way and acquire vocabulary in a meaningful setting (Alimemaj, 2010). Besides, videos determine learning outcome by support

27

students to cope with their problems. In a study by Silverman and Hines they found that the dynamic visuals, sounds, verbal definition, and static pictures presented in the video may provide multiple means to acquire word knowledge. (as cited in Tang & Logonnathan, 2015, p. 283). So, all the sorts that are available on the videos have a vital aid for increasing the learners' perception to remember new words with more enthusiasm by watching attractive short clips through subtitles and the way how native speakers talk with gestures. Thus, EFL teachers should utilize this resource in the EFL classes and make students more exposed to the real learning situation and actively involved. As Watkins & Wilkins points:

> Using YouTube both inside and outside the classroom can enhance conversation, listening, and pronunciation skills. YouTube videos can also be utilized as Realia to stimulate cultural lessons, enhance exposure to World Englishes, and promote authentic vocabulary development (2011, p. 113)

1.7 Strategies for using YouTube in the Classroom

Videos can be an extremely insightful pedagogical resource. Yet, the most important question is how to use this tool in a basic English course appropriately to accomplish learning objectives? Videos which are informative, humorous, current, interesting and engaging are most preferred by students (Bonk, 2008). However, YouTube as a popular platform for education, its usage has increasingly rapidly among educators in their daily life as an educational source, which should its application be a very active in the classroom.

Duffy (2008) recommends that videos should not be passive. He suggests some guidelines relating to the specific use of video to promote active viewing and maximize learning to summarize as we should play videos in short segments to give students opportunity to focus and think when watching. Also, 'videos are ideal for developing note-taking skills'

which should give students the support for taking notes through the primary view and then repeat for them then they will check notes. Using pause is a good function to give the students the necessary time to guessing and recalling what they have received from the video. Then, switch the sound can be a technique that allows the student to concentrate just on the visual image in the video and narrate. In contrast, we can turn the picture off and just utilizing the audio clues and represent what is on screen (Duffey, 2008). Also, he suggests that integrating and relating the activities with the video aids facilitate the subject matter, and the video as a motivational tool makes the content meaningful and clearer. Furthermore, the teacher keeps the student on task and gives student responsibility while watching, at the same time, introducing the video with a question or general instructions to achieve the purpose of the lesson. Lastly, after finishing watching the video the teacher makes a discussion with students by asking them a question related to their interests, understanding from the video and allows them to add a comment, suggest..etc.

1.8. Potential Problems and Challenges

Even though the importance value of YouTube as an innovative tool in a foreign language, this material encounters some potential challenges and barriers that prevent teachers from utilizing it as a principal part of the classroom setting. Hence, one of the most known limitations that encountered the proficient use of YouTube tool in as an EFL learning resource is due to the lack of the requirement that the teacher needs. Beggs (2000) notes that in order to access the online videos; it is necessary to have a high internet network that is a vital factor with a computer device. Otherwise, Sammons (1994), observe that the time is considered one of the causes that hinder teachers from using instructional technologies that need an extra time

for appropriate implementation, especially those tutors that have a limited time in the classroom with many pedagogical responsibilities.

Although teachers face constraints with bad pictures within the videos have shared, which may not be suitable to be shown in the classroom in front of the students to maintaining the discipline matters. Prensky (2010) writes, ''Mostly they involve sorting out the good and worthwhile from the bad and to be avoided just as with all other media, there are 'lowbrow' YouTube's, some with objectionable images and foul language''(p. 8). The biggest challenges and responsibility of the teachers are having to select the suitable online videos that should cover learning instruction and fit the content purposes. Additionally, it is recommendable that the videos should retrieve from a reliable source for accurate information (Burke, Snyder & Rager, 2009).

For that such reason, teachers have to take both the pedagogical constraint and technical ones into their consideration to controlling the learning environment and fit the learner exceptions.

Conclusion

Throughout the current chapter, we can say that YouTube videos are valuable and effective resources in the teaching-learning process. In effect, YouTube acts as an authentic tool which is highly useful in the language classroom in terms of motivation, promoting learners' skills. Moreover, they enhance and enrich EFL learners' vocabulary. YouTube as a powerful innovation has opened new possibilities for teaching foreign language in an easy, fast, and interesting way. The chapter also spotlighted how teachers can use YouTube videos in raising student's interest towards learning the target language as a platform for

communication, and how can it be beneficial resource for teaching language and a learning support. At the end, we concluded our chapter with the strategies and barriers that face teachers in implementing this material into the classroom situation. YouTube medium can be used in various instructional contexts that make it a tool which fulfills the learners' needs for high quality language learning.

CHAPTER TWO

An Overview about Vocabulary

Chapter Two: An Overview about Vocabulary

Introduction

Vocabulary has always been one of challenging tasks in the process of teaching and learning English as a second or foreign language (TEFL). It is undeniable that vocabulary has played a pivotal role to assist students in perceiving/receiving the input and producing the output of any language, whether it is first, second, or a foreign language. Although it has been neglected in the curricula for a long time while giving the full attention to grammar as a separate subject. Further, the traditional methods and approaches of teaching are not sufficient to handle the main purpose of learning vocabulary which makes EFL learners use their words correctly when they practice the language.

The focus of this current chapter will be on the importance of vocabulary in teaching and learning. Also, we mention different definitions of vocabulary by various experts. Moreover, on what makes words difficult, and the distinguish between active and passive vocabulary. In addition to some techniques and strategies which help learners remember vocabulary

2.1. Definition of Vocabulary

Vocabulary is one of the essential aspects that play a critical importance role for foreign language teaching and learning; it has considered as a necessary component for the development of English skills. The ultimate purpose of learning every language is to communicate accurately. Hence, any particular language has its terminology that diverges from the other languages. According to Richards &Renadya (2002) state, ''vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write''(p. 255). In other words, vocabulary is an area that requires

users of the language to get more challenges and to work regularly and independently inside and outside the classroom to express their ideas and attitude to communicate efficiently and productively in both forms either spoken or written.

Therefore, there are several definitions of the vocabulary defined by various researchers; According to Ur (1996, p. 60), ''Vocabulary can be defined roughly, as the words teachers teach in the foreign language''. It is evident that each set of vocabulary can make up for more than just one word, but it combines into a single meaning. For example, dry run. Brother in law, etc. Besides, vocabulary refers to '' a list or set of words for a particular language or a list or set of words that individual speakers of language might use''. (Hatch &Brown, 1995, p. 1). It means that vocabulary is a collection of words that used by one's as mean of communication. While, Richards & Platt and Platt (1992) argued that '' vocabulary is a set of a lexeme, including single words, compound words, and idioms.'' (p. 400). Furthermore, according to Roget (1980, p. 1036), vocabulary is:

a. A list of words often defined or translated.
b. All the words of Language.
c. Specialized expressions which are indigenous to a particular field, subject, trade or subculture.

Based on the definitions above, vocabulary refers to the total stock of words that teachers and learners use it in the process of teaching and learning English as a foreign language (TEFL). That requires having the various aspects of lexical knowledge and must cover its categories such as, verbs, nouns, adjectives, adverb, etc. and the combination of those parts of speech as well as their usage to understand the productive skill (writing and speaking) and receptive skill (listening and reading).

Despite that, Todd (1987) argues that there is no precise definition. He explains that word constitutes in four aspects which are, an orthographic, morphological, lexical and semantic. The orthographic word has space on either side of it. A morphological word considers form only. A lexical word discusses all the forms a word can take and which are clearly related by meaning as one. A semantic word recognizes the distinction between items that may be morphologically identical but differs in meaning.

2.2. The importance of vocabulary

Vocabulary is one of the necessary aspects in language teaching and learning and it is regarded as a key feature in the communication. Nevertheless, the majority of EFL learners focuses only on the grammar of the language but still cannot speak naturally. That is why the power of words and vocabulary size extremely played a significant function as a medium of interaction because with the limited words, learners will encounter many problems in handling a successful interaction. As Wilkins (1972) state ''without grammar very little can be conveyed, without vocabulary nothing can be conveyed'' (p. 111-112). Moreover, Krashen (1993) mentions the importance of vocabulary especially in the host community, because EFL learners who know grammar rules and they have poor vocabulary will face difficulties and problems in communication with native speakers. Therefore, only through vocabulary students can master other competencies because of without sufficient amounts of vocabulary they are unable to practice the language, convey ideas and attitude; also, they cannot manage the discourse.

McCarthy (1990, p. XII) argued that it doesn't matter precisely how properly learners looks of a foreign language are acquired, or how well they are mastering grammar knowledge, because with no words and phrases to talk about numerous ideas, learners are not able to come

about in any purposeful means. In another words, even though they have the ability to utilize grammatical rules effectively, but they are not able to express in a meaningful way unless words they have used. This claim is supported by Rivers (1983) who reveals that ''the acquisition of an adequate vocabulary is essential for successful second language use because, without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication.'' (p. 25). It is clear that grammar assuredly is very important for users of the language, but not as knowing vocabulary knowledge since it is always helpful for learners who are in need to learn, expand their words to fulfill the overall meaning without breakdowns in communication.

So, to guarantee the students' performance in learning the four skills such; reading, writing, speaking, listening, which determined by their knowledge of vocabulary and due to the appropriate use of that knowledge in a particular situation. Lexical play indispensable element in the EFL classroom because without knowing the words, it is impossible to study the language (Rivers, 1981). Indeed, teachers must pay full attention to helping students in increasing their vocabulary that it has treated as an integral part of the process of English language learning. They have to set fundamental principles for vocabulary development because Learning vocabulary requires a procedure and to make significant process, learners should be acquiring vocabulary in useful conditions.

2.3. Types of Vocabulary

Vocabulary acquisition is one of difficult processes that learners go through because word acquisition requires them to distinguish between two kinds of vocabulary, which are the active (productive) and the passive (receptive) ones. They are explained as follows:

2.3.1 Active Vocabulary

As to Harmer (1998), productive vocabulary is recognized as the stock of words that the speakers comprehend and can produce correctly in their speaking and writing. It is used in both oral and written forms. Thus, students can produce words actively retrieving it from memory to convey their ideas and attitude to others. For that reason, it is addressed as an active vocabulary (Webb, 2005). Also, ''the active knowledge of a word implies the ability to recall the sound which represents this word in the language and to pronounce it correctly'' (Szpotowicz and Kurpaska, 2012, p. 99).   In other words, productive vocabulary comes in two forms, writing or speaking when one's practices the language concerned with the ability of students to recall the words that are actively used either in writing or speaking.

2.3.2   Passive Vocabulary

According to Nation (2001), passive vocabulary refers to the words that foreign learners can recognize and comprehend, but quite difficult to recall it and use it. Passive vocabulary usual find by learners in reading or listening. It is called receptive vocabulary because learners just receive but they do not produce. Moreover, another definition suggested by Hiebert and Kamil (2005), ''Receptive or recognition vocabulary is that set of words for which an individual can assign meanings when listening or reading'' (p. 3). In other words, receptive vocabulary is any form of words that students understand when they encounter either in listening or reading text but they hardly use it in writing and speaking. Therefore, learners will find in their reading of text unfamiliar words which can combine the object with the sound and recognize its abstract meaning, but they cannot actively use it. In this context, receptive vocabulary (receive) is remarkably larger than productive vocabulary (achieve).

36

Richards and Rodgers (1987) give a further description that one's reading vocabulary is usually larger than his/her writing vocabulary. Otherwise, listening vocabulary is comparatively greater than speaking vocabulary.

To sum up, vocabulary constitutes in four categories which are divided into two units, speaking and writing vocabulary, in contrast, listening and reading vocabulary. Meanwhile, speaking vocabulary is the words that people produce and utilize in their speech. While writing vocabulary is a set of words that one's use in a different forms of writing such as essay, story... etc. On the other hand, reading vocabulary is word in printed text that we can comprehend and recognize when reading. Whereas listening vocabulary are those words that people hear and understand when they are speaking with other individuals. Pikulski &Templeton (2004), point out that vocabulary classified into two kinds, meaning and literate or function. Meaning or oral vocabulary refers to the collection of listening and speaking vocabulary while literate vocabulary refers relatively to the combination of reading and writing vocabularies.
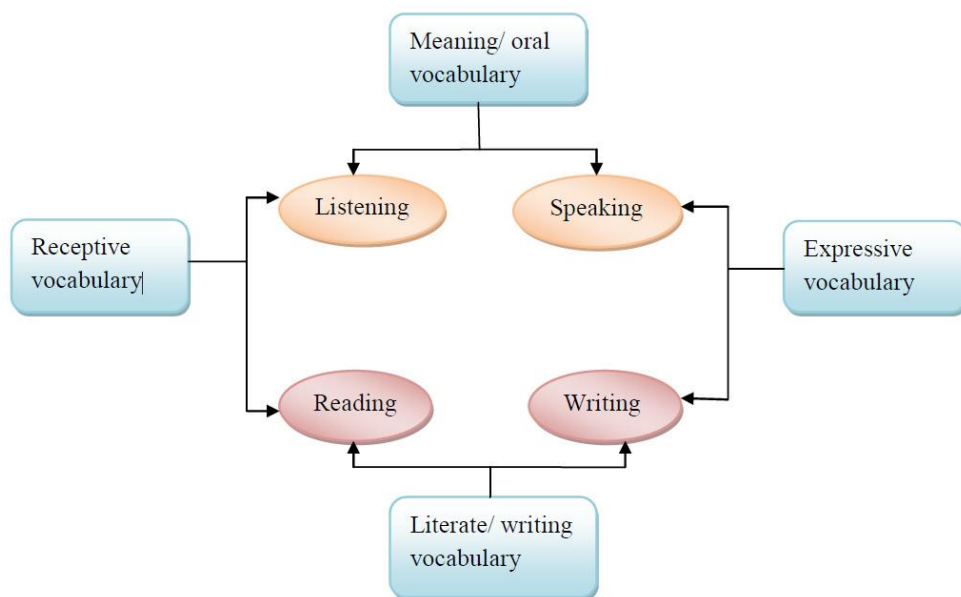
Figure 2.1: Vocabularies (Adopted from, Pikulski & Templeton, 2004, p. 2)

2.4 Word Mastery

It is acknowledged that knowing a word has been one of the difficulties that encounter foreign learners in the learning target language because knowing a word is the key to developing the four skills (speaking, listening, writing, and reading). According to (Read, 2000) ''words are considered as the building blocks of language, the units of meaning from which larger structures such as sentences, paragraphs, and whole texts are formed'' (p. 1).

Meanwhile, several educational research studies have been conducted to find an answer to this vital question: What does it mean to know or in involved a word? And all the views of scholars as John (2000) and Ellis (1994) claim that knowing a word means to recognize its meaning, form, and use. Otherwise, Oxford and Crookall (1990) who indicate that ''knowing an L2 word require more than just identify a single distinct meaningful element of speech or writing to fit with its first language''. Whereas Richards (1976) states that ''knowing a word involves knowing a great deal about general frequency, syntactic, and situational limitations of

its use; its underlying form and the forms that can be derived from it; the network of its semantic features; and the various meanings associated with the item''(cited in Ghazal, 2007, p. 85).

In this respect, vocabulary mastery needs various numbers of words with meaning; consequently their form and usage in the context of communication. Vocabulary knowledge requires mostly both, knowing a word which needs conscious and explicit learning mechanisms. While using a word involves implicit learning and memory. (Ellis,1994, as cited in Gu, 2003). Also, in 1989, Ellis and Sinclair propose that the aspects of 'knowing a word' mean " to understand it when it is written and spoken to recall it when we need it to use it with the correct meaning to use it in a grammatically correct way" (p.28).

Knowledge of the word involves numerous critical components to know such as frequency of occurrence, style, dialect, collocation, pronunciation, morphology, semantics, polysemy, spelling, etc. That is summarized by Tylor (1990) as follows:

1. **Knowledge of frequency of occurrence**: knowledge of some items in English iis far more frequent in speech than in writing such as indeed, nevertheless, lest, … etc.

2. **Denotation:** dictionary meaning of the word, for example, house, literally meaning, the place where one lives.

3. **Connotation:** means the words that have an emotional overtone besides its explicit or literal meaning, it concerned with social-cultural factors. For example, direct meaning of **red** is the denotation of a color, but in connotation is represent love.

4. **Knowledge of polysemy**: a single word that associates with a multiple related meaning. For example, the word funny is related to many senses such comic, humorous, laughable, entertaining...etc.

5. **Sound-spelling:** it is important for language learners to be aware of the distinctive relationship of sound and spelling. For example, dear- deer.

6. **Style:** refers to the level of formality, ex, formal, informal, colloquial, … etc.

7. **Dialect:** a form of a language that spoken in a particular variation with specific use of the word.

8. **Knowledge of morphology:** knowing the underlying form of the word, like react – reaction.

9. **Knowledge of semantics:** it deals with the meanings of words. E.g., The verb *action* can mean move, fall, rush, run ..., etc.

To recognize a word, learners must be able to apply it correctly and literally in all of its possible usages. Thus, learners will be able to communicate their thoughts and comprehend reading and writing materials efficiently. (Nation, 2001) has mainly dealt with the aspects that are involved in knowing a word. They are summarized in the table below which shows that there are three significant aspects as a form of the word (written form), (speaking form), (word parts). Also, the knowledge of the meaning of the word and the knowledge of its use.

Aspect	Component	Receptive knowledge	Productive knowledge
Form	spoken	What does the word sound like?	How is the word pronounced?
	written	What does the word look like?	How is the word written and 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 types of words must people use with this one?
	constraints on use (register, frequency . . .)	Where, when, and how often would people expect to meet this word?	Where, when, and how often can people use this word?

Table 2.1. Discovering the learning burden (Adapted from Nation, 2001, p. 27)

2.5. Word Difficulties

English learners always encounter difficulties in remembering, organizing and understanding the new words frequently. It affects their full comprehension of reading any topic and hinders them from using language effectively. This typical situation indicates that there are different reasons why learners have vocabulary problems.

According to (Nuttall, 1982, pp. 76-79) state some factors that make words difficult. She grouped these kinds of difficulty in seven types:

41

Idioms: are composed of a particular amount of words whose meaning is not deduced from individual words but the whole group of words. Thus, students have to be trained in the use of this kind of words. For example, actions speak louder than words means people's intentions can be judged accurately by what they do than what they say.

Transfer of Meaning: linguistic mechanisms occasionally refer to metaphors, metonymy, synthesis and other similar kinds of assigned meaning can cause serious problems for understanding word meaning. The principle reason for this is that these words always have a hidden meaning that requires being deduced.

Words with several Meanings: Many words in English have varying and multiple meaning, and each writer uses a particular word with a specific meaning which might complicate understanding for the ordinary reader. E.g., the word engaged is a homonymous word that has got several meanings:

> ➤ They got engaged on April 9th.

> ➤ The learners were very engaged in the last presentation of the graduation.

Thus, the various meanings of words are reflected in the flexibility of language.

Sub-technical words: some words have specific technical meanings related to a particular field of science which again makes them difficult for readers.

Superordinates: these are words which have a general meaning related to other words which have a specific meaning they referred to by the more general term. Nuttall (1982, pp. 76-79) propose an example of this kind of words and concerns the superordinate word "building" and its hyponyms: house, school, factory, cinema, hotel, etc.

Synonyms and Antonyms: this kind of words may cause an obstacle to learners since there is no exact synonym or antonym to another word. For example,

➢ Home, apartment, residence, dwelling are all sharing the common meaning to the term House.

➢ Bad is the oppose of good, hard is the oppose of soft.

Irony: the difficulty is not in the words themselves, but their use by writers. As (Nuttall, 1982) ''irony is probably the most difficult of all uses of language for the student to interpret'' (p. 78). Because there is a contradiction between what is said and what is done and meant. In other words, one's can say one thing but mean the opposite.

2.6. The Purpose of Teaching Vocabulary

Teachers and learners emphasize that vocabulary acquisition is a major factor in learning any language (Walters, 2004). Hence, the teaching process is one of the most complex challenges task for teachers because its central aspects are concerned with the learners' capacities to use the language skills and its components. So, for using the four skills, students require learning vocabulary instruction in a very accurate way. The awareness of vocabulary teaching has become more necessary for the language development. (Pikulski and Templeton, 2004) mention some purpose of teaching vocabulary for EFL learners which indicate that the particular reason for teachers is apprehensive about teaching vocabulary is to simplify the comprehension reading the text for students. Because if learners do not understand the meaning of the words, they cannot comprehend the entire text. Another reason, to increase the higher load of new words that students are able to practice them in different fields like education, culture, social .., etc. (Schmidt, 2000) lists some fundamental principles of teaching vocabulary:

a- Build a large sight of vocabulary.

b- Integrated new words with previous words.

c- Provide a number of encounters with a word.

d- Promotes deep level of processing.

e- Facilitate imaging.

f- Make new word "real" by connecting them to the student's word in some way.

g- Use variety techniques.

h- Encourage independent learning strategies. (p. 146)

However, teachers are required to be aware of all those principles for sufficient outcome of vocabulary instruction.

2.7. Strategies of Teaching Vocabulary

Teaching language vocabulary is a complex process since the teacher must handle as well as selecting the adequate input for students that fulfill their needs carefully. They must hold some strategies to follow in classroom activities to help students have the ability to identify, perceive and remember and utilize new words. Hence, teaching vocabulary occurs in different unplanned as well as planned forms.

2.7.1 Unplanned Vocabulary Teaching

(Seal, 1991, p. 298) defines this term as the ''teaching of problem vocabulary that comes sup without warning in the course of a lesson''. Most of the time, learners encounter some difficulties in the course, especially when they are exposed to an unknown vocabulary. In consequence, teachers discover that the vocabulary that they introduce needs more explanations because the majority of students do not recognize it well. For that reason, the teacher prepares some unplanned teaching to fulfill the meaning for the learners. Seal

proposed a three steps procedure where starting by conveying meaning stage through providing the students various synonyms and opposites, also giving anecdotes and using mime. The next step is checking the meaning, in this stage teacher check student understanding by asking them some questions. In the last stage, the teacher has consolidated the meaning by associating it to the context. Meanwhile, unplanned vocabulary strategy differs from lesson to lesson and from teacher to teacher, because the teacher has the flexibility to change his/her way of lesson presentation.

2.7.2 Planned Vocabulary Teaching

Teaching Planned vocabulary refers to ''deliberate, explicit, clearly defined and directed vocabulary teaching'' (Nation, 2001 as cited in Pavičić, 2008, p. 19). Also, (Seal, 1991, p. 298) defines as ''when the teacher goes into the classroom with an item or set of vocabulary items that he/she has decided before hand will be taught during the lesson''. It means the teacher has to be prepared before introducing his course which may include some uneasy vocabularies for learners. Hence, teacher must be systematic to use more formal way in teaching vocabulary to achieve useful results, They should have to allocate an enormous amount of time in teaching vocabulary for examining the diverse aspects of word knowledge. Moreover, to motivate and encourage students to engage in vocabulary process in a very active way (Nation, 2001).

2.8. Techniques used in Teaching Vocabulary

As Nunan (1999) state, ''vocabulary is more than lists of target language words, thus, preparing an appropriate plan for teaching vocabulary in a curriculum is a necessity both for learners and teachers'' (p. 82). With regard to the high value of vocabulary teaching, some

questions have been raised by teachers concerning how teaching vocabulary?. Especially, learners need to expose to a different context to distinguish the correlation between the form and the meaning of the word and its proper usage. Then, English teachers need to be trained to take into consideration several techniques which depend on several factors, such as the content of the lesson, time availability, also fits learners levels (Pavičić, 2008). There are many methods and ways that fulfill the task of presentation and support the preservation of the new words. Gairns and Redman (1986) grouped the teaching technique into two main types: visual technique and verbal techniques.

2.8.1 Visual Techniques

Visuals presentation is the effective supplement way that includes various tools. For example, mime, objects, pictures, flashcards, etc,. Which widely used to transmit the meaning of different vocabulary items and actions for help EFL learners to enhance their comprehension ability and serve vocabulary mastery? According to Gairns and Redman (1986), visual tools considered as one of the valuable tools to introduce words and assist the word retention. Moreover, it boosts learner's motivation and changes the negative variable that affects the classroom in a positive way. Wright (1976) determined the role of visuals in the language classroom ''potential of visuals is so great that only a taste of their full potential can be given'' (p. 6). Also, Meara (2005) argues that '' visual images work as a sort of temporary content; it fixes the physical form of the word, makes it more resistant to forgetting and provides a way of recalling the words via images when you need it'' (p. 78). For example, a teacher can gives her /his students a group of words and show them pictures and ask them to match the word with the suitable image that represents the word. Another example, he/she can

show them a picture and ask them to describe it in few sentences. Here are various techniques that teachers can integrate and follows inside the classroom setting.

2.8.1.1 Audio-visual Aids

Audiovisuals tools can be significant aid teacher to make a meaningful change in entire lesson course because through visuals resources such video, tape recorder, podcasts, power point, OHP transparencies, YouTube. The teacher can present vocabulary extensively and make a correlation between abstract and concrete objects. According to (Allen, Kate & Marquez, 2011), ''Visual aids impact and add interest to a presentation. They can create excitement. Visual aids enable students to use more than one sense at the same time. One picture can elicit unlimited words'' (p. 5). Because listening and watching to videos of native speakers and listening to songs and stories provide not just the meaning of lexical items with a correct pronunciation but also helps students to remember and memorize words in a motivational manner and to recall words easily when they are used in practical context. Moreover, the teacher can use different activities through three main stages: pre-viewing, while-viewing, and post-viewing.

2.8.1.2 Mime and Gestures

The teacher can incorporate mime and gesture method to elicit the meaning of certain words from students, and it can use to reinforce what already has been learnt. Hence, in order support learners to remember and acquire new vocabulary, they need to link words with the gesture to explain the various range of unknown words as well as through mime actions in term of association to create the sense of real life. (Bois-Simon, 1978, p. 67), who describes mime as a very useful way for all aspects of the language in which she asserts that ''mime is

47

used mostly by the teacher who has a deliberate purpose in mind and wants the students to use a particular word or structure.'' Further, in some exercises when a teacher uses body language, the facial expression will be more enjoyable for students and make a the classroom more dynamic. According to (Harmer, 1991) maintains, we will be able to present many ways of actions through miming such walking, running, jumping, expressions, prepositions, etc. On the other hand, Tellier (2008) highlights three roles for teaching gestures: control and manages the classroom, for example, to start and end an activity, request silence. Also, Evaluation and monitor (to show a mistake of the student and correct it, reward the student. Explanation and Clarification (explain new vocabulary, give significance on syntax, etc.)

2.8.2 Verbal Techniques

Verbal techniques are represented in the use of explanatory situation either orally or in written form because this method requires having a significant amount of the language knowledge since the teacher should present and clarify many words with their meaning to give learners a deeper understanding. Thornbury (2002) defines it as ''another way of defining the word meaning and it can include: providing an example situation; giving several example sentences; giving synonyms, antonyms or superordinate terms; or giving a full definition'' (p. 81). More specifically, there are standard devices that used by a teacher as a verbal presentation technique.

2.8.2.1 Using Synonyms and Antonyms

Occasionally, to illustrate new vocabulary items, teacher use both synonym and antonyms of the word either in the beginning or high level to facilitate the comprehension of this issue for the student. For example, the teacher in order to clarify the meaning of the word sorrow can use the synonym sad. Otherwise, use the opposite such as (success # failure, large

small). However, sometimes we need to provide an entire definition of the words that require broad description and explanation.

2.8.2.2 Guessing from context

The teacher can adopt guessing words from context strategy which is a useful skill to deal with the difficult words; this strategy refers to the ability to use contextual clues to deduce the meaning of unfamiliar sentences. ''Learners using guessing strategies draw upon their background knowledge and use linguistic clues like grammatical structures of a sentence to guess the meaning of a word.''(Ghazal, 2007, p. 85). In another words, students try to use guessing strategy to work out with the meaning of items through the context and language knowledge structure (Nation, 2001) emphasizes that learning from context includes many points such conversation and listening to different sorts of visuals like stories, music, podcast..etc, also, to the extensively reading. So, learners when they are exposed to unfamiliar words from reading a text of listening, they should first recognize the speech carefully then try to find out clues in context. However, Clarke & Nation (1980, p. 211) propose four steps for this strategy which are:

- ➢ Determining the part of speech of the word
- ➢ Looking at the immediate grammar;
- ➢ Studying the wider context (usually the conjunction relationships)
- ➢ Guessing the word and checking the guess

2.8.2.3 Use of Dictionaries

The dictionary is one of the positive learning resources that students can use for researching the meaning of new words with its standard spelling to clarify and confirm their confusion and guess about unknown words. (Marckwardt, 1973) states ''dictionaries often supply information about the language not found elsewhere'' (p. 369). It means that learners can find a useful information through the proper use of dictionary about the different aspects of the language such grammar, pronunciation, synonym, opposite, affixes, prefixes, verb, adverb..etc.

Most Teachers use this method to gives the students the opportunity to ascertain the meaning of the unfamiliar word individually to increase their autonomy and to make progress in their learning. Regarding the significant effect of the dictionary on the student. (Gairns and Redman, 1986) highlights its advantages in the second language learning; they have asserted that ''A learner who makes good use of a dictionary will be able to continue learning outside the classroom, and this will give him considerable autonomy about the decisions he makes about his own learning.'' (p. 79). Similarly, dictionary helps learners have a positive learning behavior and provide them with a high amount of beneficial information that expands their vocabulary stock. Hence, they will be more competent in communication, and become lifelong language learners (Leaney, 2007).

2.8.2.4 Collocation

Learners have always been looking for enhancing their communication ability by learning new words. In fact, identifying individual words is not sufficient for the language learning. For that reason, collocation is magnificent technique especially for beginners learners, (Palmer,

1933) defines collocation as ''a succession of two or more words that must be learned as an integral whole and not pieced together from its component parts'' (as cited in Howarth, 1996, p. 25). In this respect, collocation technique has considerable important in second language acquisition because of one of the principles for knowing a word is having knowledge or perception about other items. (Fernández et al., 2009) assert '' A word's collocates with others is thought to be one of the significant aspects related to words besides multiple meanings, synonyms, connotations and register according to dictionary makers.'' (as cited in Balcı, Ö., & Çakir, A. 2011, p. 23). Here are some common collocation (fast food, make a mistake, break a promise, heavy tea..etc). So, it is preferable that teacher introduces many words together for further vocabulary knowledge.

Conclusion

As we have mentioned in this chapter, vocabulary is a necessary aspect and it considered as the core of language use which has to be of fundamental importance in the field of language teaching. Otherwise, the goal of vocabulary teaching and learning require more than covering particular vocabulary size. Therefore, it is not adequate to teach just the word with its meaning. So, the teacher should increase attention among students about the variety of vocabulary strategies and techniques, either visual or verbal methods such use of dictionary, guessing the meaning from the context, use a synonym and the contrast of the word in order to fit learners' needs. Furthermore, it will be a necessity to cover all the aspects of vocabulary knowledge which are, word's use, formation, meaning. Moreover, it helps the students to overcome word difficulties and to make them realize the distinction between active and passive vocabulary for successful learning and mastery of the target language.

Chapter Three

Data Analysis

Chapter Three: Data Analysis

Introduction

This research study tried to examine the importance of YouTube videos in enhancing EFL learners' vocabulary at the division of English languages at Biskra University. This study based mainly on a descriptive method that focuses on quantitative design. To enrich the work with accurate data, two questionnaires were administered; one for the English students of the second-year, the other one for teachers to ensure the validity of the finding results. However, the present chapter deals also with the description of the aims of the data collection tools, participants of the study, analysis of the data instruments, and the interpretation of the results of the data collection tool. To explore the attitude and beliefs of both students and teachers about the usefulness of YouTube videos in specific and the ICTs use in the classroom in the general, and how it can evolve the vocabulary of the English foreign learners.

3. 1. Students Questionnaire

3.1.1 Aims of the Students Questionnaire

The primary purpose of this present questionnaire is to see either the exposure to technology materials such YouTube videos as a real language will help EFL learners to improve their vocabulary in term of both motivation and participation in the era of English language or not. Also, how they will benefit from those videos. Besides, whether the EFL learners support the implementation of these ICTs Tools as a teaching aid in the classroom environment and the way they engage with its use as part of the course.

3.1.2. Description of the Students Questionnaire

This questionnaire combines 20 questions composed of three sections which it includes a combination of both close-ended and open-ended questions with the possibility of adding

any further suggestions whenever necessary. We acquired the data findings through Microsoft Excel 2007 program and the results were shown in the form of Tables.

Meanwhile, Section one, it deals with the background Information which consists of five (5) questions in order to discover the frequency of using the Internet among the second year students and whether they use YouTube videos outside the classroom setting for pedagogical purposes, and also see their familiarity with its use. While Section two, cover ten questions (10). It aims to obtain the students' perception about using YouTube videos inside the classroom and if a teacher uses such a tool as a teaching aid. Furthermore, we surveyed how YouTube videos can be contributed as an interesting material to improve students learning English, and how could boost their capacity to acquire vocabulary. On the other hand, Section three, consists of five (5) questions, it seeks to point out the teaching vocabulary through YouTube videos which state students' attitude about the importance of vocabulary. Moreover, it deals with the major reasons that hinder students to use their vocabulary; and if the regular practice through YouTube videos can assist them to overcome this problem or not.

3.1.3 Description of the Data Collection Tools

In this current study, we used a quantitative method as a data collection, and this design was gathered through a questionnaire which is considered as one of the appropriate and reliable tools that supply us with valid data. Furthermore, this study needs to be conducted via classroom observation to investigate the correlation between YouTube videos and vocabulary to provide us with more validity to the finding, but due to many reasons especially possibilities and time which prevent us from using such means.

3.1.3.1 Participants

This questionnaire was submitted to 50 participants hand to hand before the spring holiday. They selected among Five hundred and sixty students (560) of the second year English at Mohamed Kheider University of Biskra, which their selection was random with no regarding their familiarity with the technology tools nowadays or gender, personal situation, age, etc. The principal reasons behind the choice of this population are, first, that second-year students are in their beginner level to the advanced one in the process of English. So, they require to relying on practical techniques that granted their development in the language, especially their improvement of vocabulary that considered as an essential component in the Target language. Another reason, this population may have exposure to the information and communication resources in the process of their studies which give them the opportunity to provide us with their valuable opinions on the current issue.

3.1.4. Analysis and Discussions of the Students' Results
3.1.4.1 Analysis

3.1.4.1.1 Section One: Background Information

Q1. How often do you use the Internet?

Options	Participants	Percentage
Always	25	50%
Often	15	30%
Occasionally	3	6%
Rarely	7	14%
Never	0	00%
Total	50	100%

Table1*: Learners Frequency of using the Internet

Table above reveals that, 50% of the participants are always accessed on the Internet, although, 30% of the respondents are using the Internet often as well as just 6% who access to

it occasionally. Besides, 14% of them rarely do. The results that mentioned showed that half of the students well familiarize with the Internet use. Consequently, 00% of them who never did. This probably due to learners nowadays belong to the large influence of the Internet and multimedia which take a significant part in their everyday life.

Q2. Do you permanently practice the English language outside the classroom via the internet (English group chatting, watching English videos, reading books online, etc).

Options	*Participants*	*Parcentage*
Yes	**38**	**76%**
No	**12**	**24%**

Table2: Students' Practice of English via the Internet outside the Classroom

As it is presented in Table 2, the majority of the EFL learners practice the English language outside of the classroom setting with 76%, and this through chatting via social media websites; watching online videos, reading several books online...etc. Moreover, 24% of the participants said they did not practice the language. Therefore, practicing English in the free time outside the classroom environment may assist learners to ameliorate their skills because the more students practice the language, the more they can gain knowledge to perform better in the English language process.

Q3. Which types of websites do you mostly visit?

Options	Participants	Percentage
Entertainment	5	10%
Educational websites	12	24%
YouTube website	14	28%
Social Media (Twitter, Facebook, Skype)	19	38%
Total	50	100%

Table 03: Frequency of most visited websites

This question was asked to check the most visited websites that the learners spend time on; from the data findings that mentioned above, we notice that 38% of the participants they are access to the social media which includes modern networking applications such as Facebook, Skype, Twitter, etc. Whereas 28% represents those who use YouTube videos sites. While, 24% prefer to visit Educational websites. In contrast, 10% of them show that they visit Entertainment sites. It means that there is a divergence among the choices of the learners, but still the social media are the most visited than other websites may be due to many factors, mainly it considered the basic platform of the interaction among people.

Q4. How often do you visit the YouTube website

Options	Participants	Percentage
Always	20	40%
Often	13	26%
Occasionally	8	16%
Rarely	9	18%
Never	0	00%
Total	50	100%

Table 4: Frequency of visited YouTube Video

Table 4 above display the frequency of YouTube video usage; we used this question as a separate to check the popularity of YouTube video usage among EFL learners and also to support the viewpoint of YouTube.Com statistics that claim that this medium one of the most popularly used websites on the Internet. Meanwhile, 20 participants with 40% percentage have always visited the Youtube.com. On one hand, we can see that 26% using YouTube often. That leads us to the previous interpretation that asserts the widespread of the YouTube Website nowadays. While 16% deals with those who use it occasionally, further, 18% they rarely visit the YouTube and 00% for the never option. It can denote that the larger number of the students is using YouTube websites.

Q5. Do you use YouTube Website for educational Purposes:

Options	*Participants*	*Percentage*
Always	10	20%
Often	19	38%
Occasionally	11	22%
Rarely	9	18%
Never	1	2%
Total	50	100%

Table 5: Students' Views about using YouTube videos for Educational Purposes

From this question, we intend to see how do foreign language learners use YouTube videos for educational purposes. From the results above, we can say that out of the whole sample just 38% are often using it for pedagogical purposes. While those who always utilise it for the same objective which is educational that represents 20%. It aids students to satisfy their needs in their English language studies. In contrast with the previous results, 18% show that the participants who rarely use the YouTube videos for the educational purposes and only 2% who never did so.

3.1.4.1.2 Section Two: Students' Attitudes towards using YouTube Videos in the Classroom.

Q6. Do your Teachers use teaching aids such as YouTube Videos in the Classroom?

Options	*Participants*	*Percentage*
Yes	21	42%
No	29	58%

Table 6: Frequency of using YouTube in the Classroom as a Teaching aid

According to Table 6, which show the frequency of using YouTube in the classroom as a teaching aid, it is apparent from 58% which represents the option *'No'* that the majority of the teachers did not incorporate YouTube videos as a supplementary tool within the classroom. Whereas 42% of the participants claim the implementation of YouTube videos inside the classroom. We can deduce that there are teachers who do not utilize such materials while state 'No' for unknown reasons.

If yes, How often does your Teacher use YouTube Videos in the Classroom?

Options	*Participants*	*Percentage*
Always	0	00%
Sometimes	15	71 %
Rarely	6	29 %
Total	21	100%

Table 7: Teachers' Frequency of using YouTube Videos

We intend through this question to check again the answer of those who respond 'Yes' which represent 21 students from the whole population 50, about the Teachers' Frequency of using YouTube videos. However, we can see that most participants with (71%) they claimed that teachers sometimes use YouTube videos inside the classroom and 00% to 'always' response which means the teachers do not always do so, while (29%) of the participants reveal that teachers rarely use YouTube videos within the lesson course. Therefore, from The results of 71%, which showed that teachers sometimes use the YouTube videos indicate that the instructors are aware of the use of YouTube videos, and they use such resource when available.

Q7. What is your point of view about incorporating YouTube Videos as a teaching aid in the Classroom?

Options	*Participants*	*Percentage*
Positive	35	70%
Neutral	14	28%
Negative	1	2%

Table 8: Students' attitude towards the integration of YouTube Videos as a Teaching aid

According to the results that mentioned above, it is clear that more than the half of respondents with 70% percentage have a positive opinion about the incorporation of YouTube videos inside the classroom. Whereas 28% of the participants are neutral with this view, they neither positive nor negative. In addition, 2% of them said they have a negative attitude about the integration of YouTube videos as a teaching aid. As a result, we realize that the majority of the students are extremely positive about this idea, probably because EFL learners as a digital generation needs more authentic materials to match their needs.

Q8. Do YouTube videos raise your interest to develop your English vocabulary?

Options	*Participants*	*Percentage*
Yes	40	80%
No	10	20%

Table 9: **Students' interest towards YouTube Videos for developing English Vocabulary**

The majority of participants (80%) considers that while they use YouTube videos in their interest for developing English vocabulary is raised efficiently. Unlike 20% of the respondents who reported that YouTube videos did not bring up their interest to enhance their vocabulary. Hence, from the previous results, we note that this technology material very helpful in raising the interest of EFL learners in order to boost their English vocabulary. While those who respond negatively to this statement think that these resources did not suit their interest and ability for increasing vocabulary awareness.

Q9. What might be the reasons for practicing English using YouTube Videos?

As it is seen in Table 10 which mentioned Below, that the reasons for practicing English using YouTube videos are widely different from the students' point views. However, 30% of the participants chose that YouTube Videos help them to recognize and remembering new vocabulary, while, 22% of them consider YouTube videos is a useful teaching tool to enhance their English skills in a natural context. Whereas 18% represents those who shows that YouTube videos provide a break from the textbook-based activities.

As well as, 14% reached for those who claimed that the videos enhance the motivation and interest towards the English language learning. On the other hand, the data results also reveal that the same percentage with 8% goes to those who reported that the reason behind

practicing English using YouTube videos are that videos bring the foreign language

culture context into the classroom and the same time facilitating learning

Options	Participants	Percentage
YouTube videos are an effective teaching tool to enhance my English skills in a natural context	11	22%
YouTube Videos help to recognize and remembering new vocabulary	15	30%
YouTube videos provide a break from the usual textbook-based activities.	9	18%
Videos enhance my motivation and interest towards the English language learning	7	14%
Videos bring the foreign language culture context into the classroom	4	8%
Facilitate learning	4	8%
Total	50	100%

Table 10: students' reasons for using YouTube Videos

Therefore, as we can observe from the finding results that the principle reason for

practicing English via YouTube videos is that EFL learners need to recognize and

remembering vocabulary items. Otherwise, some students add further comments as

additional reasons which summarized as follows:

- By watching videos of native speakers, you can also get their accurate pronunciation and their way of talking and using fixed expressions in different situations.
- YouTube videos aid the students use their vocabulary correctly, and the comfortable setting makes them memorize easily and faster.
- YouTube videos give the learners opportunity to expose to the native speaker's speech which can give them many valuable ideas that the students will benefit from it and also foster both listening and speaking skills.

Q10. Are you satisfied with the traditional method of teaching using Blackboard and papers?

Options	Participants	Percentage
Satisfied	**23**	**46%**
Not satisfied	**27**	**54%**
TOTAL	**50**	**100%**

Table 11: Students' attitude towards the Traditional Method of Teaching

The findings of the questions 10 show that there is a convergence in the frequency of the percentage of the students who satisfied and those who not satisfied with the old method of teaching using Blackboard and papers. Nevertheless, 54% of   the learners acknowledge that not satisfied with that method of teaching. Although, 46% assumed that they are satisfied. In fact, the above results stated that most of the half of the participants does not prefer the old method of teaching which lead us to denote that they might agree with the modern teaching materials.

Q11. In your opinion, using YouTube videos in the classroom lectures will be more interesting than the traditional method?

Options	Participants	Percentage
Strongly agree	11	22%
Agree	26	52%
Neutral	7	14%
Disagree	5	10%
Strongly disagree	1	2%
Total	50	100%

Table12: Students' Preference of YouTube Videos over Traditional Method

This question seeks to investigate the learners' attitude about whether the use of YouTube videos in the classroom lectures will be more interesting than the traditional method or not. As we can see from the table 12 that out of 52% of the students are agreeing that the classroom lectures will be more interesting with the use of YouTube videos and also 22% of them have strongly agreed with this idea. While 14% of the participants who asserted that they are neutral between the use of both methods. Whereas, the rest finding results classified between, 10% of the respondents who disagree and 2% of those who strongly disagree. However, the participants who agreed that the lectures will be more interesting with the use of YouTube videos have stated particular reasons which presented below:

➢ In a time of technology nowadays, most of the students are familiar with the use of internet and listening to the YouTube videos motivate them to be more interactive. Also, facilitate the information they need to develop their capacities.

➢ Because it is a new exciting method of delivering a lesson, the students will be full of enthusiasm, and eager to watch the video that shows how the native speakers behave, it would be like looking at a TV as the learners prefer.

- When some teachers used to deliver some lessons via watching videos, all learners enjoyed the video and at the same time, they explained to them what is necessary to know.

- YouTube videos as audiovisual materials considered as an active listening resource for EFL learners.

- Blackboard and papers make the students feeling bored of the study. In contrast, YouTube videos help them to remember the lesson content and make the classroom more active more than having instruction in a rigid method.

On the other hand, those who disagree with the YouTube videos and agree with the traditional method they also mentioned some reasons behind their choice like:

- The student becomes familiar with the traditional way of the papers; reading, dictation, role plays for a long time, and it works with them.

- We prefer the traditional method of teaching because as a beginner students; we found some difficulties to understand the quick speech of the native speakers.

To sum up, the participants who they were neutral stated that both of the teaching methods have its advantages and disadvantages. Also, the education process needs mixed procedures such YouTube videos which can reinforce the traditional way. In short, all based on the teacher guidance.

Q12. Which of the following language aspects do you think you need YouTube videos For?

Options	Participants	Percentage
Vocabulary	17	34%
Pronunciation	17	34%
Grammar	3	6%
Listening	13	26%
Total	50	100%

Table 13: Student Attitude towards Language Aspects

Table above show, the students' perception towards the most language aspects that they need YouTube videos for. It is clear from the findings that the participants agree that both vocabulary and pronunciation is the most priority aspects that learners need YouTube videos to improve them, 34% for each. Yet, 26% said that listening skill is greater importance to improve through the YouTube videos, while only 6% of the respondents that needs YouTube videos for enhancing Grammar skill. We deduce that EFL learners can boost various language skills through the use of YouTube videos. Other suggestions from the respondents who asserted that writing and speaking skills also one of the necessary proficiency that needs to be promoted through the use of YouTube videos.

Q13. What kind of YouTube Videos that contributed to improving your Learning English?

From this question, we want to explore the most types of YouTube videos that students preferred and at the same time contributed to developing their English. However, as illustrated in both Table 14 that half of the participants (50%) prefer watching movies videos that in their opinions help them to improve their learning of English language and 24% represent those

who use music videos, whereas, 10% of them use the documentary videos as a way of practicing English. On the contrary, 16% of the learners who indicated their preference towards TV shows.

Options	Participants	Percentage
Music videos	12	24%
Movies videos	25	50%
Documentary videos	5	10%
TV show	8	16%
Total	50	100%

Table 14: Types of YouTube Videos Students Prefer

Therefore, we notice that most of the students choose movies and music as the best tool that they use it to develop their ability in language mastery. It might be because those two types are more interesting and motivational.

Q14. Does using youtube videos in the classroom enhance students' motivation and participation?

Options	Participants	Percentage
Strongly agree	14	28%
Agree	28	56%
Neutral	6	12%
Disagree	1	2%
Strongly disagree	1	2%
Total	50	100%

Table 15: YouTube Videos for Enhancing students' Motivation and Participation

It is apparent from the survey results that the wide than a half of the respondents with the percentage 56% agree that using YouTube videos in the classroom enhance students' motivation and participation, and also 28%   support that idea and they strongly agree with

YouTube videos as a motivational source in the EFL classroom. While 12% of them show their neutral opinion about that statement. Otherwise, 2% goes to those who show their disagreement and strongly disagreement which they consider YouTube videos do not increase students' motivation and participation.

If you agree, Because:

Options	Participants	Percentage
The classroom would be more enjoyable and comfortable	19	38%
It makes the students pay more attention until the end of the lecture	31	62%

Table 16: YouTube Videos and the Classroom Environment

We can be remarkable from Table 16 above that the majority of participants (62%) stated their considerable agreement with the statement which indicated that using YouTube videos make the students pay more attention until the end of the lecture. Whereas, 38% of learners showed their agreement concerning the first statement that says that the classroom would be more enjoyable and comfortable. In fact, that both results lead us to the positive role of the YouTube videos as an interesting teaching aid in the classroom, especially it deals with a psychological side of the learners which reduce the anxiety and enhance the motivation of the student.

Q15. Do you think YouTube Videos can simplify understanding the lesson content?

Options	Participants	Percentage
Yes	26	52%
No	6	12%
Somehow	18	36%
Total	50	100%

Table 17: YouTube Videos as a Facilitator of the Lesson Content

We observed that the overall percentage of the students who says 'Yes', that YouTube Videos can simplify understanding the lesson content is 52% while 12% of the participants' response negatively towards this idea. On the other hand, 36% of the learners in their opinion that YouTube videos are somehow can simplify the lesson content. The data findings prove that YouTube videos can be facilitators tool that aid students to understand the lesson.

Section Three: Teaching Vocabulary through YouTube Videos

Q16. In your opinion, vocabulary is important in comparison with other modules of the English language?

Options	Participants	Percentage
Very Important	45	90%
Less important	5	10%
Not Important	0	00%
Total	50	100%

Table 18: Students Attitude towards Vocabulary Importance

Through this question, we seek to see learners standpoints towards the importance of vocabulary in the English language, especially vocabulary which not taught as separate modules like another subject of the language. However, the overall views of the participants with more than a half (90%) indicate that vocabulary is crucial in comparison with other modules of the English language. Yet, 10% of them claimed that vocabulary is less important than other subjects. Whereas none of them says, that it does not important. Hence, we emphasize the necessity of the vocabulary in the Target language and the EFL classroom, also, the EFL learners are very aware of that language aspect.

Meanwhile, The students give us some justification about that issue which summarized below in specific points:

- ➢ Vocabulary has a significant effect on students reading skills and the same time give them the opportunity to enrich their writing style.
- ➢ Vocabulary is useful because the greater amounts of words help us to reinforce our self- confidence to practice the English language.
- ➢ Vocabulary enables the student to go forward with the language, promote their critical thinking, make them get fluency.
- ➢ Vocabulary supports the students to express themselves and feel at ease when communicating with other people.
- ➢ Because vocabulary aspects help me a lot for doing well in other modules and be good in them.
- ➢ Through vocabulary, learners can understand what they listen to, be able to read efficiently, ameliorate their pronunciation, and express their thoughts.

Q17. What are the main reasons that prevent students to use their vocabulary?

Statement	*Participants*	*Percentage*
Lack of motivation and interest to speak English	14	28%
Lack of practice the meaning of the new words in a natural context	12	24%
Luck of strategies and techniques in learning vocabulary	7	14%
Fear of making mistakes and feeling embarrassment when pronouncing the words	12	24%
Lack of interesting in the current method of teaching (textbook, printed materials)	5	10%

Tabe 19: The reasons that Hinder Students to Practice Vocabulary

As it shown in table 19 above, 28% of the participants demonstrates that the major reasons that prevent students to using their vocabulary inside the classroom are due to Lack of motivation and interest to speak English. While 24% represents those who stressed that lack of practice the meaning of the new words in a natural context and also the fear of making mistakes and feeling embarrassment when to vocalize the words are the most problems that hinder them to practice their active vocabulary (24% for each). On the contrary, 14% of the respondents considered that the lack of strategies and techniques in learning vocabulary is one of the most difficulties they encounter EFL learners to using vocabulary aspect. Likewise,

10% of the participants who agreed with the last statement which represents the reason of the lack of interesting in the current method of teaching (textbook, printed materials). As we can see the data finding reveals that the motivation factor considered the foremost reason to involve vocabulary and to speaking any language because the more the teacher encourages the students and he promotes their motivation as much they being interesting to faster their vocabulary learning.

Q18. Do you think practicing English using Videos on YouTube regularly and repeatedly may help you to acquire more Vocabulary?

Options	Participants	Percentage
Yes	40	80%
No	10	20%
Total	50	100%

Table 20: YouTube Videos versus Vocabulary

As it is presented in the data results, which shows that the vast majority of the participants (80%) assumed that practicing English using videos on YouTube regularly and repeatedly help them to acquire more vocabulary which they expressed a positive attitude. The other 20% of the learners did not find that the regular practice is beneficial for them, might be they have other ways to acquire vocabulary. However, the positive answer of the participants leads us to denote that EFL learners have the willingness to improve their vocabulary level because as much as the students practice as much as they can learn to pronounce the words in the correct way and the same time promote their vocabulary load.

Q19. How necessary is the combination of both visual and verbal techniques for practice vocabulary in the classroom?

Options	Participants	Percentage
Very necessary	7	14%
Necessary	30	60%
Not very necessary	13	26%
Total	50	100%

Table 21: The Necessity of Visual and Verbal Techniques

According to data findings, more than a half of the participants (60%) stated that the combination of the visual and verbal techniques like videos, power point, etc. On the other hand, the use of dictionaries, guessing from context, etc, they are necessary for the diversity of the classroom while 14% indicates that the combination of both methods is very necessary. In contrast, 26% of the participants did not see the necessity for using both techniques with each other in the English classroom. However, we could note that the students support the combination of teaching techniques in order to the reinforcement of the language.

Q20. To what extent, the listening to native speakers' videos can develop your level in vocabulary?

Options	Participants	Percentage
High	31	62%
Medium	15	30%
Low	3	6%
Not at all	1	2%
Total	50	100%

Table 22: Enhancing Vocabulary through Native Speaker's Speech

We can see from Table 22 that 62% of students with the "high'' response asserted that listening to native speakers' videos develops their level in vocabulary. 30% of them consider the level of developing vocabulary through listening to native speakers videos is medium. Yet, the other respondent's choose the 'low' response, whereas one student with 2% percentage said that found the listening to videos of native speakers did not ameliorate his/her level of vocabulary may be because not able to follow the quick speech on the video. From the results that mentioned above, we can realize that listening to native speakers videos assists learners in progressing their level of vocabulary which leads them to foster their English proficiency in general.

Q21. Any suggestion and comment about the efficacy of YouTube videos

At the end of the questionnaire, we ask the participants to feel free to state any further comment about this research study. Subsequently, most of them emphasize the importance of YouTube videos as a new strategy and as a useful supplement teaching material. In addition, they show their good feedback about the topic as interesting study. Also, they have suggested some ideas to be exploited inside the classroom, for example, the teacher would give a video or recording to the students then he/she asks them to write it as a form of story and read it loudly. It helps them in getting the new vocabulary and reinforce their reading and writing skills. They also asserted that the teacher should be a good guide to let the learners watching videos in organizing way not randomly in order to benefit from it.

3.1.4.2 Discussion of the findings

Based on the data findings obtained from the three sections we can claim that:

First of all, the results reveal that the majority of the students are very familiar with the use of Information and communication technology through their daily use of the internet. Hence, half of them 50% use it always and 30% of the participants use it often. Moreover, the English language learners are aware of practicing the language independently outside the classroom setting via many online activities. Also, they have visited the YouTube website on a daily basis, and they are conscious about its pedagogical features. This means that EFL learners have a willingness to develop their Level of English through the many useful Educational videos via this popular platform.

On the other hand, In section two, EFL learners show their positive attitude towards the integration of YouTube videos as a teaching aid in the classroom. They indicate that the lectures will be more interesting than the traditional method. On the contrary, YouTube videos facilitate for them the information they need and make the classroom an active context rather than having instruction in an indeclinable method. Although, they asserted that YouTube videos can play as a facilitator tool to simplify understanding the lesson content in general and raise their interest to develop English vocabulary in a natural context. Otherwise, most of the learners assumed that not all teachers use such tool for delivering lesson courses and even do so, they sometimes incorporate it within the classroom lecture not always.

In terms of motivation, Most of the students show their satisfaction towards YouTube videos as a motivational means, and they confessed that the use of this resource enhances their participation and curiosity inside the EFL classroom. Furthermore, they pointed out that videos make the students pay more attention until the end of the lesson and give them the opportunity to learn in a comfortable atmosphere.

Concerning the third section, the majority of the students with percentage 90% claimed that vocabulary is important in comparison with other modules of the English language, and it is a necessary element that assists them to practice the four skills. Also, as they showed that vocabulary enables the student to go forward with the language, promote their critical thinking, make them get fluency and feel at ease when they communicate with other people. On the other hand, as it is illustrated in the data results that the lack of motivation and interest to speak English is the main reason that prevents students to practice their vocabulary. Besides, the fear of making mistakes and feeling embarrassment when pronouncing the words. Moreover, Lack of practice the meaning of the new words in natural context.

Likewise, Most of the participants agreed that the practicing English using videos on YouTube regularly and repeatedly may help them to acquire more vocabulary, and this through the useful listening to native speakers speech which may assist them to exploited their right pronunciation and provided them with new words to use it in their verbal and non-verbal messages. Otherwise, 60% of the EFL learners declares the necessity combination of both verbal and visual techniques for practice vocabulary in the classroom. Probably to enrich the classroom with plentiful strategies that support the development of learning vocabulary and increase learners English language proficiency.

3.2. Teachers' Questionnaire

3.2.1 Aim of the Teachers' Questionnaire

The purpose of this survey is to gather useful data about the teachers' perspective towards the strengths of ICT and visual materials, and the most important to see the usefulness of YouTube videos as an as an active educational source in EFL classroom; and its

role in enhancing learners vocabulary. Otherwise, to show if the teachers share the same perception with the students.

3.2.2. Description of the Teachers' Questionnaire

As we have mentioned above, this questionnaire seeks to investigate the teachers attitude about the importance of YouTube videos in enhancing EFL learners vocabulary. As well as collecting data about the teaching experience. We were started with an introduction to present our topic and we have asked the teachers to answer all the questions by ticking (√) in the corresponding box and by providing us with a full statement when necessary. Our survey made up of two sections which include of twenty-one questions (21) with both types close-ended and open- ended questions.

The First section deals with the personal information which composed of five questionnaires (5). Here, we were asked the teachers about their age, gender, their degree, also about what level they teach,. In addition, the teaching experience of the teachers. The second section, Teachers' Attitudes towards Using YouTube Videos in the Classroom (Questions 1 to 16). This sections it is meant to see teachers' point a view toward the integration of YouTube videos and if they are aware of its use as a teaching technique. Moreover, if they face any difficulties while incorporating this authentic material in the classroom. Also, to know how teaching vocabulary through Youtube videos can be useful for EFL learners. And at the end of this questionnaire, we have asked the teachers for further suggests and comments.

3.2.3 Administration of the Teachers' Questionnaire

This survey is addressed to the ten teachers (10) who are engaged in many modules like Oral, written, phonetics, psychopedagogy modules, etc. their selection was randomly and from different teaching level. Since vocabulary aspects, it is the key element in many teaching sessions because the teachers can present and teach new vocabulary items via various activities with the use of ICT materials. However, we were distributed eight questionnaire hand to hand and two questionnaires for the teachers of English classes at Biskra university via the Social Media (Facebook) to not waste more time; we took four days to collect back ten complete surveys. We appreciate all the teachers' contributions and their precise answers.

3.2.4. Analysis and Description of the Results

3.2.4.1 Analysis

3.2.4.1.1. Section One: Personal Information

Q.1. Teacher's Age

Options	*Participants*	*Percentage*
Less than 25 years	**0**	**00%**
26-35 years old	**6**	**60%**
Over 35 years old	**4**	**40%**

Table 23: Teacher's Age

It is clear from the data findings that the percentage of the teacher's age grouped into two parts. Out of 6 teachers with percentage 60%, their age is around 26 to 35. While 40% of the sample are over 35 years old and no one less than 25 years old. It means the English department includes different generation of both young teachers and old one who have more experience in the language teaching.

Q2. Gender

Options	*Participants*	*Percentage*
Male	**9**	**90%**
Female	**1**	**10%**

Table 24: Teacher's Gender

As data findings illustrate, Among 10 participants, 90 % of them were a male teacher and only one female which represents 10% of the whole population.

Q3. Teacher's Degree

Options	*Participants*	*Percentage*
Licence Degree	**0**	**00%**
Master Degree	**0**	**00%**
Magister Degree	**7**	**70%**
Doctorate Degree	**3**	**30%**

Table 25: Teacher's Degree

Table 25 shows that more than a half (70%) of our sample have a Magister degree. Whereas 3 teachers with 30% of the whole population hold a Doctorate Degree. In fact, our sample composed of full-time and part-time teachers at the division of the English language which most of them are prepared for their Doctorate qualification.

Q4: Currently, are you teaching:

Options	Participants	Percentage
First-Year	1	10%
Second-Year	1	10%
Third-Year+ First year	1	10%
Master Degree	3	30%
First year+ second year	3	30%
Second year + Master degree	1	10%

Table 26: Levels that teachers are currently teaching

As it can be seen in Table 26 , that all the teachers that participate in our research study are taught different English classes from First –Year levels to a Master Degree. What has been noticed that each teacher deals with more than one English level. However, 30 % of the respondents reported that are teaching the Master Degree, While 30% also represents those who are teaching the First-Year + the second year levels. Whereas, the rest of the results spread equally. Hence, 10 % of the participants are teaching the second year, 10% also are teaching the First year levels, while another 10% of them are teaching both the third year and First year levels of the students.

Q5. How long have you been teaching English?

From that direct question, we seek to check the diversity of the teaching experience among our sample. We classified the data results in Table 27 Below:

Options	Participants	Percentage
3-8 years	5	50%
10-25 years	3	30%
34 years	1	10%
37 years	1	10%

Table 27: Teachers Experience

The overall results indicate that the vast majority of teachers is experienced. Hence, 50% of them, they have teaching experience between 3- 8 years and 30 % of them with a more teaching experience between 10- 25 years. While we have 2 teachers with the same percentage 10% who have a long experience, one with 34 years of teaching and the other one with 37 years. From the results that mentioned above, we can claim that our participants experience in the English teaching process.

3.2.4.1.2. Section Two: Teachers' Attitudes towards using YouTube Videos in the Classroom

Q1. Do you use visual materials in delivering your courses?

Options	Participants	Percentage
Yes	10	100%
No	0	00%

Table 28: Teachers' use of visual materials

Based on data results that display above, we can say that the total participants with percentage 100% they use Visual materials in delivering their English courses. 100% indicate the positive use of visual materials by the teachers who shows their acceptable attitude and no sign of refusing. We can deduce that the teachers are aware of the implementation of that technology teaching method.

If yes, would please mention how often do you use them?

Options	Participants	Percentage
Always	1	10%
Often	2	20%
Occasionally	6	60%
Rarely	1	10%
Never	0	00%

Table 29: Frequency of using Visual Materials

From this sub-question, we aim to know the frequency use of the visual material as teaching tools in delivering the lesson course. Hence, the data findings from Table (29) demonstrate that out of 1 teacher with percentage 10% who have always integrate the visual materials in their courses, which indicates that his/her is open to new source concerning the way of teaching. While 20% of them are using it often, whereas the majority of the respondents out of 6 teachers (60%) reported that they have occasionally used it in delivering their lesson courses which also show their positive support to those techniques. And only one teacher with percentage 10% who rarely utilizes the visual materials as a supplementary tool in their teaching course. It denotes that not all the teachers are always using the visual materials in their presentation of the courses that might be due to their teaching circumstances, but in the matter of fact, they incorporate it within a classroom lesson.

Q2. Does the technology aids help your students to develop their ability to master some vocabulary load?

Options	Participants	Percentage
Yes	10	100%
No	0	00%

Table 30: Developing vocabulary load through using of technology aids

The data findings reveal that all the teachers (10) with percentage 100% show their full agreement and positive attitude towards the statement that suggests that the technology aids help the students to develop their ability to master some vocabulary load. Thus, the students can acquire and enhance their vocabulary size through the practice of technology resources. 100% indicates that the teachers seem to be sure about that the technology aids nowadays can make a change in the improvement of vocabulary load of the EFL learners.

Q3. What tools do you usually utilize in the classroom?

Options	Participants	Percentage
Videos	**3**	**30%**
Audio recordings	**1**	**10%**
Podcasts	**0**	**00%**
PowerPoint Slides	**1**	**10%**
Videos + PowerPoint	**5**	**50%**

Table 31: Teachers' Materials

From this question, we seek to know the tools that teachers rely on inside the classroom; As illustrated in Table 31 that there are a wide different in the choices of the teaching tools among the teachers. We can see that the teachers use more than one device in the classroom, the half of the participants reported that they rely on both Videos and PowerPoints with percentage 50%. Whereas, 30% represents those who chose only the use of Videos in the classroom. For the rest of the data results; 10% of the teachers who use Audio recordings, Also, 10% of them rely on PowerPoint Slides. The findings also indicate that no one of the participants of our study has used the podcasting material. We deduce that the choices of the teaching materials by the teachers may depend on the nature of the course and it's up to the availability.

Q4. What is your attitude towards the use of teaching aids such as YouTube videos in the EFL classroom?

Options	Participants	Percentage
Positive	**10**	**100%**
Neutral	**0**	**00%**
Negative	**0**	**00%**

Table 32: Teachers' Attitude towards the use of YouTube Videos as Teaching aids

It is evident from the results that displayed in Table above that; almost all teachers (100%) stated the positive attitude concerning the use of YouTube videos as a teaching aid in the EFL classroom, and none of them show their negative response towards this material, which proves that the whole participants support the use of YouTube videos. They provide us with some reasons behind their responses which summed up below as following:

➢ Usually, students get bored when teachers dictate or give handouts; YouTube videos will be more meaningful and enjoyable.

➢ YouTube videos as ICT tools are a new way of helping teachers to deliver their courses.

➢ It is like breaking of routine, and the videos involve the students directly within the atmosphere of practicing English.

➢ The learners become more enthusiastic and excited to comment on what they watch.

➢ The Videos are real and authentic input, which the students stimulate them.

➢ Students prefer to see and listen to the language being spoken in its real context (sound+ picture).

➢ It would help their usual memory to develop and facilitate assimilation.

➢ I think YouTube videos imply ' vivid' classroom activities; they represent innovation in the classroom organization and lecture delivery. Also, the students dislike routine and formal teaching.

Q5. Does YouTube video enable the teacher to create follow-up activities where the students can be actively involved?

Options	Participants	Percentage
Strongly agree	6	60%
Agree	4	40%
Disagree	0	00%
Strongly Disagree	0	00%

Table 33: YouTube videos for Creating Follow-up activities

According to the teacher response; we can notice that the more than a half of them (60%) Strongly agrees with the idea which claims that YouTube video enables the teacher to create follow-up activities where the students can be actively involved. While 40% of the respondents also agree with that, and none of them showed their disagreement concerning this statement. We deduce that those teachers are totally agreeing with the usefulness of YouTube videos in promoting the activity task.

Q6. Do you find any difficulties when using YouTube videos in your courses?

Options	Participants	Percentage
Yes	6	60%
No	4	40%

Table 34: Teachers' Difficulties in using YouTube Videos in the Courses

The aims behind this question and the next questions as well to determinate if the teachers have encountered any difficulties when using YouTube videos in their course. However, According to the data findings that mentioned above, 60% of the teachers stated that they do face some difficulties are related to the use of YouTube videos. Whereas, 4 teachers (40%) say they did not have any obstacles.

Q7. What are the main challenges that affecting teachers to integrate YouTube videos in the classroom?

Options	Participants	Percentage
Lack of Time	3	30%
Lack of teaching aids	3	30%
Lack of the internet access	4	40%

Table 35: Constraints and barriers in using YouTube videos

In this question, we want to clarify the main challenges that affecting the use of YouTube videos in the classroom instruction. According to the responses of the participants that presented in Table 35; it can be seen that there are no big differences in the data results, since 40% of the teachers asserted that lack of the internet access unable them from using YouTube videos online. Whereas, 30% of respondents considered that the problem is the lack of teaching aids, and 30% of them declared that lack of time is one of the main obstacles, probably because they need to finish the syllabus and the equipment of YouTube videos require more time. However, it is noticeable that the internet connection is one of the necessities that teachers need to access and benefit from that online website. There are some teachers add other difficulties which are:

➢ The crowded classes.

➢ Lack of teaching materials and problems of students' discipline and organization

➢ Some videos are longer. Others are not authentic and do not suit classroom practice.

➢ Lack of equipment and materials.

➢ Classroom miserable conditions both inside and outside (broken sockets, noise)

➢ It is hard to find authentic videos without offensive scenes.

Q8. Using YouTube videos within the classroom lessons will enhance learners motivation more than using printed texts

Options	Participants	Percentage
Yes	9	90%
No	1	10%

Table 36: YouTube Videos versus Printed texts

We remarkable from the data results, the large majority of the teachers (90%) agreed that using YouTube videos within the classroom lessons will enhance learners motivation more than using printed texts. While 1 teacher answer ' No ' in his/her opinion that we can use the two methods. Hence, 90% of the teachers' answers indicates that YouTube videos are an ideal source to motivate the EFL learners. Teachers who responses that YouTube videos will boost learners motivation more than printed texts gave us some reasons behind their choices which are:

➢ Breaking the habit, and a new way of delivering the educational messages.

➢ Both are essential; They can be used complementary tools.

➢ Would immerse them into real- world activities and they would identify themselves as agents.

➢ Enhance the classroom interactions and rising of students' curiosity.

➢ Nowadays, learners are familiar with new technologies and get easily bored with printed materials.

➢ Because you can reach all the types of the students.

Q9. Do you consider teaching vocabulary using YouTube videos as:

Options	Participants	Percentage
An Educational strategy	3	30%
An entertaining strategy	0	00%
Both	7	70%
A waste of time	0	00%

Table 37: Teachers' Attitude towards Teaching Vocabulary using YouTube Videos

It appears from the results that obtained, about 30% of the teachers considered that YouTube videos as an educational strategy more than an entertaining. While 70% of them share the same attitude that YouTube videos deal with the both strategies. We can realize that the teachers considered that the integration of this resource can be enjoyable and attractive for the learners and the same time they can profit from the educational lessons.

Q10. Teaching vocabulary through YouTube videos can be useful for EFL learners.

Options	Participants	Percentage
Strongly agree	7	70%
Agree	3	30%
Neutral	0	00%
Disagree	0	00%

Table: 38 Teachers'Attitude towards Teaching Vocabulary via YouTube videos

In this question, we asked teachers about their perceptions about teaching vocabulary through YouTube videos and if they considered a useful teaching tool. Therefore, 70% of them are strongly supporting the idea, while 30% of the participants also show their agreements about the usefulness of YouTube videos in teaching vocabulary and 00% of

Disagree response. Some teachers state how YouTube videos can be beneficial to improve learners vocabulary. Which is summarized as following:

➢ While they are viewing a video, students are exposed to different words, some of them are new to them. So, also, it is a good source to learn vocabulary via video subtitles.

➢ If the teaching input has been very carefully chosen, they enable the learner to enrich his/her vocabulary and discover words in the context used by native speakers. The positive implications are numerous, especially the different semantic connotations of language use.

➢ Because YouTube videos motivate the students and give them the opportunity to learn the authentic language in context with an image which helps them to remember and recall words.

➢ The absorption of the vocabulary directly from its original possessor (L1 users)

➢ Audiovisual aids can be useful if they are used judiciously in the classroom by teachers and students alike.

➢ Through YouTube videos, The learners can expand their vocabulary knowledge and be aware more of its various uses (meaning; spelling, form... etc.)

Q11.   Do you think that students will acquire vocabulary through listening to native speakers' speech?

Options	Participants	Percentage
Yes	9	90%
No	0	00%
No answer	1	10%

Table 39: Acquiring vocabulary via Native Speaker's Speech

Through this question, we need to confirm if listening to YouTube videos, especially via native speakers speech that will support students to acquire vocabulary. In fact, the majority of the teachers with percentage 90% claimed that The listening to L1 users assists learners in acquiring a number of vocabulary items. Whereas one teacher did not answer neither Yes nor answer because in his/her opinion teaching and learning is an academic science, ICT is just a means. However, the participants who agree with this idea gave us some reasons which are presented as it is:

➢ This is in terms of articulation listening comprehension and identification through the concentration on real language conversation.

➢ Can be useful in acquiring new vocabulary better than realia.

➢ The students are active and can make deductions of various interpretations of vocabulary which embedded in the native speakers' sequences.

➢ Learners listen to the accurate way of pronouncing a word, and they can imitate them.

➢ They will be linked psychological, unconsciously with the stream of speaking process.

Q12. Which YouTube channels do you rely on when using YouTube videos?

Options	*Participants*	*Percentage*
BBC Learning English	**5**	**50%**
YouTube Teachers	**0**	**00%**
TED-Ed	**1**	**10%**
Google in Education	**1**	**10%**
1+2+3+4	**2**	**20%**
No answer	**1**	**10%**

Table 40: Popular Educational YouTube channels

According to the Table 40 above which indicate that the majority of the teachers rely on many diverse channels. The Most used channels are BBC Learning English with 50% and 10% for TED- Ed and Google in Educations. Whereas, out of 2 teachers with 20% percentage are relying on all of them. On the other hand, one teacher did not choose anyone of them, he/she states that all the channels that we have mentioned are valid.

As other suggestions one teachers add that also he relies on National Geography Channel.

Q13. Which YouTube videos do you use?

Options	*Participants*	*Percentage*
Live streaming	**0**	**00%**
Downloaded video	**9**	**90%**
Modified videos	**0**	**00%**
Downloaded video + Modified videos	**1**	**10%**

Table 41: Types of YouTube Videos that Teachers use in the Classroom

We aim through this question to elucidate how teachers use YouTube videos inside the classroom because not all of them use online YouTube videos due to lack of access to the internet. However, there is the alternative way which is the downloaded videos that almost all the teachers agrees to its use with percentage 90%. While 10% of the participants say that they use both the downloaded videos and modified videos. Consequently, we deduce that the downloaded videos seem to be the suitable input that teacher use it, and this probably because they are free to choose the appropriate video that suit the content of the lesson.

Q14. What optimal duration for YouTube videos do you think is appropriate in the classroom?

Options	Participants	Percentage
1 Min	0	00%
2-4 min	5	50%
5-10	4	40%
11-30 min	1	10%
More	0	00%

Table 42: The Optimal Duration of YouTube Videos in the Classroom

The reason behind this particular question is to specify the optimal duration for YouTube videos in the classroom. As a matter of fact, learners can benefit from the use of educational videos inside the classroom, in which teachers should take into their consideration the length of videos to be used. In this regard. half of the participants (50%) state that 2-4 is the appropriate time for played a video while 40% of them considered 5 to 10 min is the proper length. Otherwise, one teacher with percentage 10% said that 11-30 min in his/her perception is the suitable duration, and no one choose '1 min'option.

Q15. The integration of educational YouTube videos within the lessons has a useful impact on learning English

Options	Participants	Percentage
Strongly agree	8	80%
Agree	2	20%
Neutral	0	00%
Disagree	0	00%
Strongly Disagree	0	00%

Table 43: Teachers' Attitude towards the Impact of YouTube Videos

Results revealed that the vast majority of teachers showed their strong agreement towards the integration of educational YouTube videos within the lesson, and they consider this data input as having beneficial impact in learning English. Therefore, the overall percentage is grouped between 80% for strongly agree and 20% for agree and none of the teachers disagreed with the idea. The data results approved the effectiveness of YouTube videos in learning English.

Some teachers are presented number of reasons behind their agreement which are:

➢ Connecting images and sound to language are one of the best techniques.
➢ YouTube videos decrease inhibition and increase immersion and feedback.
➢ Listening and seeing new vocabulary spoken by native speakers can be stored in long-term memory.
➢ Besides learning the language in its authentic context, learners can have a good exposure to the culture of the speaker and promote the classroom interaction.
➢ Pedagogical exposure to educational YouTube videos can enhance learner motivation, acquire and enrich vocabulary and even improve on pronunciation in terms of genuine accent and natural fluency.

16. Would you suggest any further proposals on how to benefit from YouTube videos in teaching vocabulary

This free space was for the teachers to add any further suggestions about the topic. However, they provided us with the following proposals:

➢ The good selection of content and duration of the video.
➢ Choosing the authentic videos by natives.

- ➢ Integration language works activities when using videos.

- ➢ Students are encouraged to watch the YouTube videos outside the class to gain time and to use the session for discussing them.

- ➢ Using downloaded videos and modifying them

- ➢ Topic-oriented videos

- ➢ Summary of pictured stories

- ➢ Describing video events to narrate the events orally.

3.2.4.2. Discussion of the results

Based on the data results that obtained from the section one, which revealed that there is diversity in the age of the teachers which lead that there is a different generation in the English division, which the most of them have a long experience with the language with high qualification were providing us with vital information.

In Section Two, which deal with different questions concerning the technological aids and YouTube videos on one hand. Also, we see its effectiveness on learning English in general and on vocabulary proficiency on specific. Therefore, the data findings show that The vast majority of English language teachers are familiar with the use of visual materials in delivering their lesson courses. Additionally, many of the teachers reported that the technological aids develop the ability of the students to master some vocabulary load. All participants tend to use different tools as teaching materials such videos, Audio Recording, PowerPoint Slides, etc. Which means that the educational process is fruitful with modern technological procedures.

In the same context, we surveyed the teachers' perception towards the use of YouTube videos as a teaching tool in the EFL classroom in which the greater part of them show their

positive attitude. They assumed that the students prefer to see and listen to the language being spoken because they get bored from the traditional method and the formal teaching of dictation and handouts. So, videos take the advantage of being a meaningful and enjoyable tool that is breaking the routine and involve the learners directly with the atmosphere of practicing English and vivid the classroom activities. Furthermore, it aids them in creating follow-up tasks which all the learners actively involved. Another advantage of the videos is that make the students more enthusiastic which increase mainly the classroom interaction. Although the data results show that there are some difficulties which impede teachers from organizing such tasks, especially with the crowded classes and the problems of students' discipline, In addition to the lack of internet access which hinder most of the teachers benefit from all the privileges of the YouTube videos online. Beside to the lack of teaching materials and lack of time.

Concerning the teaching methods of the learning, the majority of EFL teachers agree that YouTube videos will boost the motivation of the learners more than the printed texts because the new generation is familiar with the use of new technologies that raise their curiosity as a real and authentic input, even though some participants have reservation regarding to the use of traditional method. What most teachers agree about is that a YouTube videos are considered one of the best educating and entertaining resources that bring a good learning environment. Otherwise, they strongly support that the exposure to YouTube videos linked psychological, unconsciously with the stream of speaking process, especially the exposure to native speakers videos which is a good source to learn vocabulary that mainly motivate the students and get them get interested and give them the opportunity to learn the authentic language in the context which helps EFL learners to listen to a way of pronouncing a word that can be stored in long-term memory, this is what the data results show.

Meanwhile, the teachers should be determining the source of the videos from which channels, also the duration of these videos, etc. before use with the students. However, Most of the teachers appear that they were relying on various and valid channels that assist them to deliver their courses. Moreover, Most of the EFL teachers use downloaded videos inside the classroom, and they consider that the optimal duration of the videos is between 2- 4 and 5-10 and it is up to the teaching aims. Teachers also highlighted the importance of the integration of educational YouTube videos within the lessons which they affirmed that had a useful and positive impact on learning English in general. Which means that videos have different potential applications and the reason for that is the effective exposure to the various educational YouTube videos which enhance learners motivation and decrease inhibition, acquire and enrich vocabulary, and even improve on the students' pronunciation in terms of genuine accent and natural fluency, which serve to achieve the objective of teaching learning process.

Conclusion

Throughout this present research study, we used one research instrument which is the questionnaire that was helping us to check the perception of both students and teachers towards the use of YouTube videos. From what has been discussed through the finding results, we can confirm two main things: the positive attitude of both EFL learners and teachers towards the implementation of YouTube videos in enhancing the students vocabulary. Hence, this material gives the students the opportunity to recognize many new words and increase both their vocabulary knowledge and load. Also, teachers and learners have strongly supported concerning adapted such new forms of technology as an educational tool in

classroom instruction that assist and facilitate the English learning and developing vocabulary of students and change the classroom situation.

The obtained results stress that there is significant exposure towards the use of the world wide web and take advantage of its use. Furthermore, Through this study, we have tried to explore the teachers and students point views about the use of YouTube videos as a motivational means. However, we can say that YouTube videos it can be one of the motivational and beneficial and exciting teaching learning resources that can break the routine and raise students vocabulary. Also, it has a positive impact on learning English as well. Besides, watching videos are creating a good atmosphere that makes learners showing most eager interest to following the English class.

General Conclusion

Vocabulary is one of the very crucial competencies in the process of EFL teaching and learning. In spite of its necessity for EFL learners this aspect almost neglected in the language teaching curriculum. Alongside this research study, we tried to identify the usefulness of the ICT aids and their affection in all aspects of life, especially education. Also, how the Internet as one of the applications of the ICTs have changed the quality of the teaching-learning process. We attempted to shed some light on the importance of YouTube videos in enhancing EFL learners' vocabulary.

This research was divided into two main parts. First, the theoretical part which is composed of two chapters. Through the first chapter, we try to present the YouTube videos as an independent variable. We start with a background of ICT in general in which we try to clarify the distinction between the traditional materials and modern ones. Then, we move to YouTube videos as one of the technological resources and how it can be a very useful tool in foreign language teaching and learning. We then illuminate its importance as an effective platform that allows EFL learners as lifelong experience, students to engage in the English language practice. Likewise, we discuss the various types of YouTube materials such movies, documentary clips, songs, and videos. In addition, we explain its basic pedagogical applications to develop the language skills. Moreover, we review some strategies and guidelines concerning the use of YouTube videos in the EFL classroom, and how the EFL learners can take benefit from its usage in a way that enables them to boost their participation. We conclude our chapter by revealing the challenges and barriers that prevent teachers from using YouTube videos in the classroom setting.

The second chapter is meant to introduce vocabulary acquisition as a dependent variable. We start this chapter with its different definitions from various experts in the field. Similarly, we show the importance of vocabulary in the process of foreign language teaching and learning; and demonstrate the types of vocabulary which is divided into both active and passive. Furthermore, we highlight on the main techniques and strategies for teaching vocabulary and we dealt with the most significant aspects that involve knowing a word. On the other hand, we present the factors that make acquiring a vocabulary difficult task.

The third chapter is dedicated to the analysis of students' and teachers' questionnaires to interpret the results and to generate the findings in order to prove the effectiveness of YouTube videos in enhancing EFL learners' vocabulary. There are two questionnaires used in order to establish the relationship between the two variable and to validate our hypothesis which state that if the EFL learners are exposed to YouTube videos, they will develop their vocabulary efficiently and increase their motivation in the classroom. For this sake, we administered two questionnaires, one handed to the English students of the second-year which were chosen randomly with no regarding to gender, personal situation, age, etc. Another question was handed to ten English teachers.

The findings and results indicate that both EFL learners and teachers show a high degree of interest and positive affirmation towards the importance of YouTube videos as a teaching technique in the learning environment. From the current study, we found that the current method of teaching of the one-way lecturing not satisfy certain of the students' needs which revealed that teachers and students highlight the good contribution of YouTube videos of creating a most attractive atmosphere where making the student more motivated and get rid of the routine; and sustain their attention. Correspondingly, YouTube videos represent a new way of authentic input that assists students in their educational setting which offers EFL

learners with diverse information and knowledge which give them an extra help in their English studies. Besides, the effective role of YouTube videos in serving vocabulary learning according to what we have found. In this regard, the natural context is so essential for the students take advantage to enhance their level. Thus, EFL learners who are exposed to authentic resources are likely to enhance their vocabulary development. However, the success of such technological tools depends on the good selection of the authentic videos by the teachers.

Many challenges and limitations hinder students and teachers in getting benefit from the use of such materials due to overcrowded classes and inappropriate conditions for learning and teaching processes which makes it difficult for learners to concentrate on acquiring vocabulary. In fact, this research study encountered many obstacles, one of them is the limited period allocated for the study which forced to use just one tool to obtain data from both teachers and students; even though, it is not adequate to deal with such a topic which needs an experimental work in order to observe the correlation between the two variables, besides, the lack of Internet access and equipments which consume time especially for teachers who rely on YouTube videos as a part of their sessions. Moreover, the lack of laboratories prevented us from carrying out an indepth study. Nevertheless, from the significant results of the questionnaires, we can affirm the strong support from both teachers and students towards the importance role of YouTube videos in fostering EFL learners' vocabulary and in enhancing their motivation in the classroom. Moreover, the exposure to such ICT materials provides opportunities for the development of the process of teaching and learning in the classroom or outside of it effectively.

3.3. Suggestions and Pedagogical Implications

At the end of our study, we suggest some pedagogical implications concerning the integration of ICT in the education process and the importance of YouTube videos in teaching and promoting EFL learners' vocabulary.

3.3.1. Implications for teachers and students

➢ EFL learners emphasize the importance of vocabulary as their major concern. So, it should be given more time to teaching vocabulary and students must focus on learning vocabulary since their first exposure to it in the Middle School and meanwhile, teachers should support them to develop and consolidate it at university level too.

➢ Teachers should consider the different learning style and assist their students in reflecting their experience with English videos to communicate their ideas and attitudes, and to raise their sense of interest towards the language. Additionally, it will provide them with a good feedback to overcome different learning problems.

➢ In addition, by providing EFL learners with the opportunity to acquire more vocabulary and be comfortable, teachers attempt to create a cognitive learning by engaging the students in learning using interesting video activities that foster the sense of challenges among them to meet their expectation.

➢ English teachers should be aware that the use of the technological resources requires a training in order to meet curriculum goals. For this end, teachers should be involved in the technological training program.

➢ English teachers should establish of a good teacher-learner partnership, because effective classroom discipline relies on teachers' competence to create a good relationship with their students.

- One of the beneficial procedures is opening a pedagogical channel for both learners and teachers to interact with it as online courses like they do in any educational group in social media. It is a good opportunity to comment and share valuable thoughts to reinforce the social interaction among learners.

- Most of students are not satisfied with the traditional method of teaching. According to them, English is a vivid language. Hence, it is recommended to survey the students' viewpoints about how to use authentic YouTube videos in which teachers can provide learners with CD of various English situations explained by native-speakers to increase their knowledge in a natural context to contribute to their learning needs.

- For students, the constant practice outside the classroom is highly recommended for learning vocabulary in order to make progress in improving their English level. Because the more learners practice, the more they can acquire vocabulary and correct pronunciation in order to get experience so as to perform efficiently and effectively.

- The students should be autonomous by having a sense of responsibility towards their English learning and keeping on trying to induce themselves to use their active vocabulary and not to be afraid of making mistakes because it is a part of learning development process.

- Finding and selecting the appropriate and valid videos is the most important step for both teachers and students. For this sake, we suggest that it would be good to subscribe to channels that deliver reliable educational lessons to improve learning and teaching.

3.3.2. Implications for Educational Institutions

➢ Educational organizations and institutions should be aware of the integration of multimedia forms in order to afford them to the stakeholders to make teaching-learning process more learnable and teachable.

➢ Universities are responsible for providing the teachers with all the facilities and sufficient conditions such as Internet access and classroom organization, etc. In order to enable them to use ICT materials like YouTube videos in the classroom.

3.3.3. Suggestions for Further Studies

➢ We conducted this research study from the descriptive way. Rather, it would be better to be carried out as an experimental method, for example, integrating a video production to stimulate learners' motivation and participation in order to evolve their vocabulary. In addition, it is recommended to explore further details about the problematic of this topic from various perspectives.

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APPENDICES

Students' Questionnaire

Dear students,

You are kindly requested to respond to this questionnaire, which is an attempt to gathering necessary information concerning the importance of YouTube videos in enhancing EFL learners vocabulary for the second-year student of English at Biskra University.

We would be so grateful if you could sincerely answer the following questions.

DERRADJI Hayet

Master Two Researcher

<u>Section One:</u>   **Background Information**

Q1. Do you have access to the Internet?

    a. Always ☐   b. Often ☐   c. Occasionally ☐   d. Rarely ☐   e. Never ☐

Q2. Do you permanently practice The English language outside the classroom via Internet (chatting, watching English videos, reading books online, etc.)

    a. Yes ☐   b. No ☐

Q3. Which types of websites do you mostly visit?

    a. Entertainment ☐   b. Educational websites ☐   c. YouTube website ☐
      d. Social Media (Twitter, Facebook, Skype) ☐   e. Other.................................

Q4. Do you visit YouTube website:

    a. Always ☐   b. Often ☐   c. Occasionally ☐   d. Rarely ☐   e. Never ☐

Q5. Do you use YouTube website for educational purposes:

    a. Always ☐   b. Often ☐   c.Occasionally ☐   d. Rarely ☐ e. Never ☐

Section Two: Students' Attitudes towards Using YouTube Videos in the Classroom

Q6. Do your teachers use teaching aids such as YouTube videos in the classroom?

a. Yes ☐   b. No ☐

If Yes, How often does your teacher use YouTube videos in the classroom?

a. Always ☐   b. Sometimes ☐   c. Rarely ☐

Q7. What is your point of view about incorporating YouTube videos as a teaching aid in the classroom?

a. Positive ☐   b. Neutral ☐   c. Negative ☐

Q8. Do YouTube videos raise your interest to develop your English Vocabulary?

a Yes ☐   b No ☐

Q9. What might be the reasons for practicing English using YouTube videos?

a. YouTube videos are an effective teaching tool to enhance my English skills in natural context ☐
b. Videos help me to recognize and remember new vocabulary ☐
c. YouTube videos provide a break from the usual textbook-based activities. ☐
d. Videos enhance my motivation and interest towards the English language learning ☐
e. Videos bring the foreign language culture context into the classroom ☐
f. Facilitate learning ☐

Other, would you please mention it ....

Q10. Are you satisfied with the traditional method of teaching using Blackboard and papers?

a. Satisfied ☐   b. Not satisfied ☐

Q11. In your opinion, using YouTube videos in the classroom lectures will be more interesting than the traditional method?

a. Strongly agree ☐ b. Agree ☐ c. Neutral ☐ d. Disagree ☐ e Strongly disagree ☐

Please, would you say why?

....

Q12. Which of the following language aspects do you think you need YouTube videos For?

Vocabulary ☐   b. Pronunciation ☐   c. Grammar ☐   d. Listening ☐

Other,would you please state them ....

Q13. What kind of YouTube videos that contributed to improving your learning of English?

a. Music videos ☐   b. Movies videos ☐   c. Documentary videos ☐   d. TV ☐ show

Q14. Does using YouTube videos in the classroom enhance students' motivation and participation?

a. Strongly agree ☐   b. Agree ☐   c Neutral ☐   d. Disagree ☐   e. Strongly disagree ☐

If you agree, Because:

a. The classroom would be more enjoyable and comfortable ☐

b. It makes the students pay more attention until the end of the lesson ☐

   Other, please mention it...

Q15. Do you think YouTube Videos can simplify understanding the lesson content?

a. Yes ☐   b. No ☐   c. Somehow ☐

Section Three: Teaching Vocabulary through YouTube Videos

Q16. In your opinion, vocabulary is important in comparison with other modules of the English language?

Very important ☐   Less important than other modules ☐   Not important ☐

Would please state why,

....

....

Q17. What are the main reasons that prevent students to use their vocabulary?

a. Lack of motivation and interest to speak English ☐

b. Lack of practice the meaning of the new words in natural context ☐

c. Luck of strategies and techniques in learning vocabulary ☐

d. Fear of making mistakes and feeling embarrassment when pronouncing the words ☐

e. Lack of interest in the current method of teaching(textbook, printed materials) ☐

Q18. Do you think practicing English using videos on YouTube regularly and repeatedly may help you to acquire more vocabulary?

a. Yes ☐   b. No ☐

Q19. How necessary is the combination of both visual and verbal techniques for practice vocabulary in the classroom?

a. Very necessary ☐   b. Necessary ☐   c. Not very necessary ☐

Q20. To what extent, listening to native speakers' videos can develop your level in vocabulary?

a. High ☐   b. Medium ☐   c. Low ☐   d. Not at all ☐

Q21. Please feel free to state any suggestions or comments about the efficacy of YouTube videos

....

....

Thank you so much for your collaboration

Appendix Two
Teachers' Questionnaire

Dear teacher,

You are kindly requested to fill in this questionnaire which is an attempt to gathering information needed for a master dissertation about the importance of YouTube videos in enhancing EFL learners vocabulary.

We would be grateful if you could answer all the questions by ticking ($\sqrt{}$) in the corresponding box and by providing a full statement when necessary.

Derradji Hayet

Master Two Researcher

Section One: Personal Information

Q1. Age: a. Less than 25 years old ☐   b. 26 to 35 ☐   c.   Over 35 years-old ☐

Q2. Gender: a. Male ☐   b. Female ☐

Q3 Would you please specify your degree?

   a.   Licence Degree ☐   b. Master Degree ☐   c. Magister Degree ☐   d. Doctorate ☐

Q4.   Currently, are you teaching:

   a.   First-year ☐   b. Second-year ☐   c. Third year ☐   d. Master degree ☐

Q5. How long have you been teaching English?

       .... Years

Section Two: Teachers' Attitudes towards Using YouTube Videos in the Classroom

 Q1. Do you use visual materials in delivering your courses?

   a.   Yes ☐   b. No ☐

 If yes, would please mention how often do you use them?

   a.   Always ☐   b. Often ☐   c. Occasionally ☐   d. Rarely ☐   e. Never ☐

Q2. Does the technology aids help your students to develop their ability to master some vocabulary load?

a. Yes ☐   b. No ☐

Q3. What tools do you usually utilise in the classroom?

a. Videos ☐   b. Audio recordings ☐   c. Podcasts ☐   d. PowerPoint Slides ☐

Q4. What is your attitude towards the use of teaching aids such as YouTube videos in the EFL classroom?

a. Positive ☐   b. Neutral ☐   c. Negative ☐

Would you please justify your answer,... ....

Q5. Does YouTube videos enables the teacher to create follow-up activities where the students can be actively involved?

a. Strongly Agree ☐ b. Agree ☐ c. Disagree ☐ . Strongly disagree ☐

Q6. Do you find any difficulties when using YouTube videos in your courses?

a. Yes ☐   b. No ☐

Q7. What are the main challenges that are affecting teachers to integrate YouTube videos in the classroom?

a. Lack of time ☐   b. Lack of teaching aids ☐   c. Lack of the Internet access ☐

Other, please specify...

Q8. Using YouTube videos within the classroom lessons will enhance learners motivation more than using printed texts?

a. Yes ☐   b. No ☐

If yes, Would you say why?

Q9. Do you consider teaching vocabulary using YouTube videos as:

a. An educational strategy ☐   b. An entertaining strategy ☐   c. Both ☐ d. A waste of time ☐

Q10. Teaching vocabulary through YouTube videos can be a useful for EFL learners

a.   Strongly agree ☐   b.Agree ☐   c. Neutral ☐   d. Disagree ☐

Would you please state how?..

....

Q11. Do you think that students will acquire vocabulary through listening to native speakers' speech

a. Yes ☐   b. No   ☐

Please state how? ....

Q12. Which YouTube channels do you rely on when using YouTube videos?

a. BBC Learning English ☐   b. YouTube Teachers ☐. TED-Ed ☐. Google in Education ☐

Others, please specify, ...

Q13. Which YouTube videos do you use?

a.   Live streaming ☐   b. Downloaded videos ☐   c. Modified videos ☐

Others, please specify ....

Q14. What optimal duration for YouTube videos do you think is appropriate in the classroom

a.   1 min ☐   b. 2 to 4 min ☐   c. 5 to 10 min ☐ d. 11 to 30 min ☐   e. More ☐

Q15.   The integration of Educational YouTube videos within the lessons has a useful

impact on learning English.

a.   Strongly agree ☐   b.Agree ☐   c.Neutral ☐   d. Disagre ☐   e. Strongly disagree ☐

Please state how?...

Q 16. Would you suggest any further proposals on how to benefit from YouTube videos in teaching vocabulary.

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Thank you very much for your collaboration.

Abstract in Arabic

الملخــــــــــــص

من المعروف أن إتقان المفردات الانجليزية من أصعب المهام في عملية تعلم اللغة، فهي تعتبر تحدي صعب لكل من المعلمين والطلبة. نظرا لصعوباتها العديد من الطلبة يواجهون الكثير من المشاكل في تحسين مستواهم في التواصل، القراءة، الكتابة، والتحدث الخ . هذه الدراسة تهدف الى كشف أهمية فيديوهات اليوتيوب في تعزيز مفردات طلاب لغة الانجليزية في جامعة بسكرة. نظرا ان موقع اليوتيوب يعتبر من أهم تطبيقات التكنولوجيا في وقتنا الحاضر، وذلك لدوره الأساسي في خلق جو مريح للتعلم الذي يتناسب مع احتياجات المتعلم. ومنه الغاية من هذا البحث هي إظهار دوره الفعال في عملية التعليم، و أيضا لرفع مستوى الوعي لدى الطلاب اتجاه فيديوهات اليوتيوب وكيفية مساهمتها في تطور المفردات سواء داخل القسم أو خارجه. فرضية هذا البحث تشير إذا ان طلبة اللغة الانجليزية كلغة أجنبية تطرقوا إلى فيديوهات اليوتيوب سيطورون مفرداتهم بكفاءة، وزيادة تحفيزهم في الفصول الدراسية. لتحقيق الهدف من هذه الدراسة وتأكيد فرضيتنا اعتمدنا على المنهجية الوصفية التي ركزت على التحليل الكمي حيث استخدمنا استبيانين احدهما الى عشر أساتذة و خمسون طالبا من السنة الثانية في قسم اللغة الانجليزية لسبر أرائهم حول أهمية فيديوهات اليوتيوب كأسلوب جديد لتطوير مفردات الطلاب. النتائج المتحصل عليها بينت النظرة الايجابية للطلاب لاستخدام اليوتيوب ورغبتهم بتطوير مقدار مفرداتهم باستخدامه كموقع للفيديوهات الاصلية. بالمقابل، دور هذه الفيديوهات في تعزيز عاملين مهمين وهما : التحفيز والمشاركة في القسم.