

*Democratic and Popular Republic of Algeria  
Ministry of Higher Education and Scientific Research*

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*A Dissertation Submitted in Partial Fulfillment of the Requirements for the  
Master's Degree in Didactics and Applied Linguistics*

# *The Effectiveness of Using YouTube Videos to Enhance Students' Vocabulary*

*The Case of Second Year LMD Students at the University of Mostaganem*

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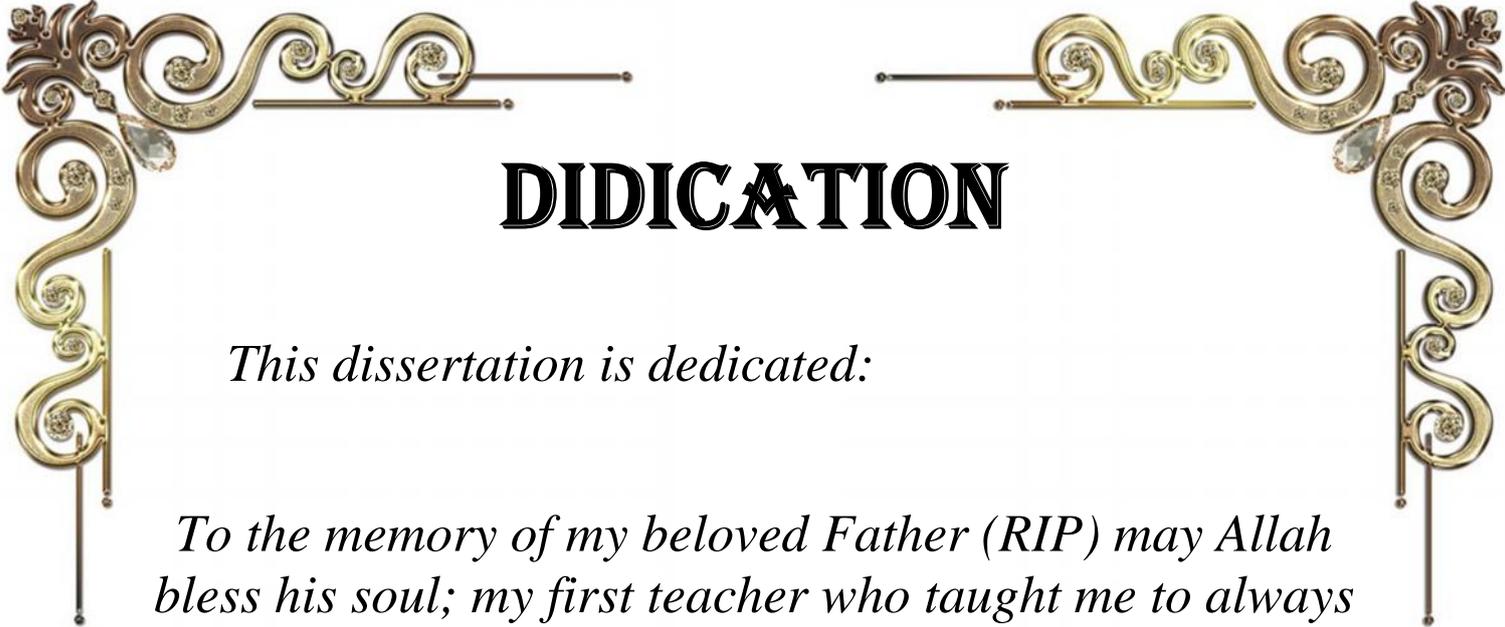
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**Academic year :  
2017/2018**



# DIDICATION

*This dissertation is dedicated:*

*To the memory of my beloved Father (RIP) may Allah  
bless his soul; my first teacher who taught me to always  
have faith in God in hard times.*

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

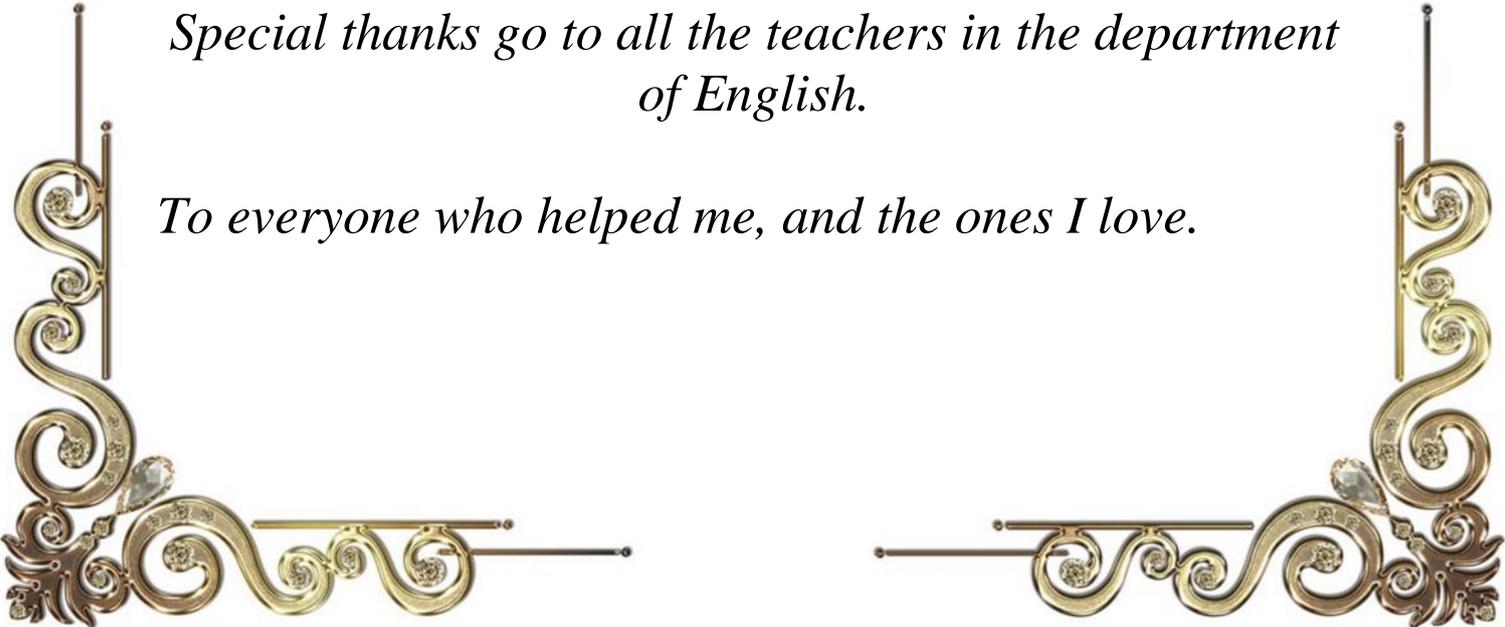
*To my brothers and sisters, the roses of my life for their  
love, support and understanding*

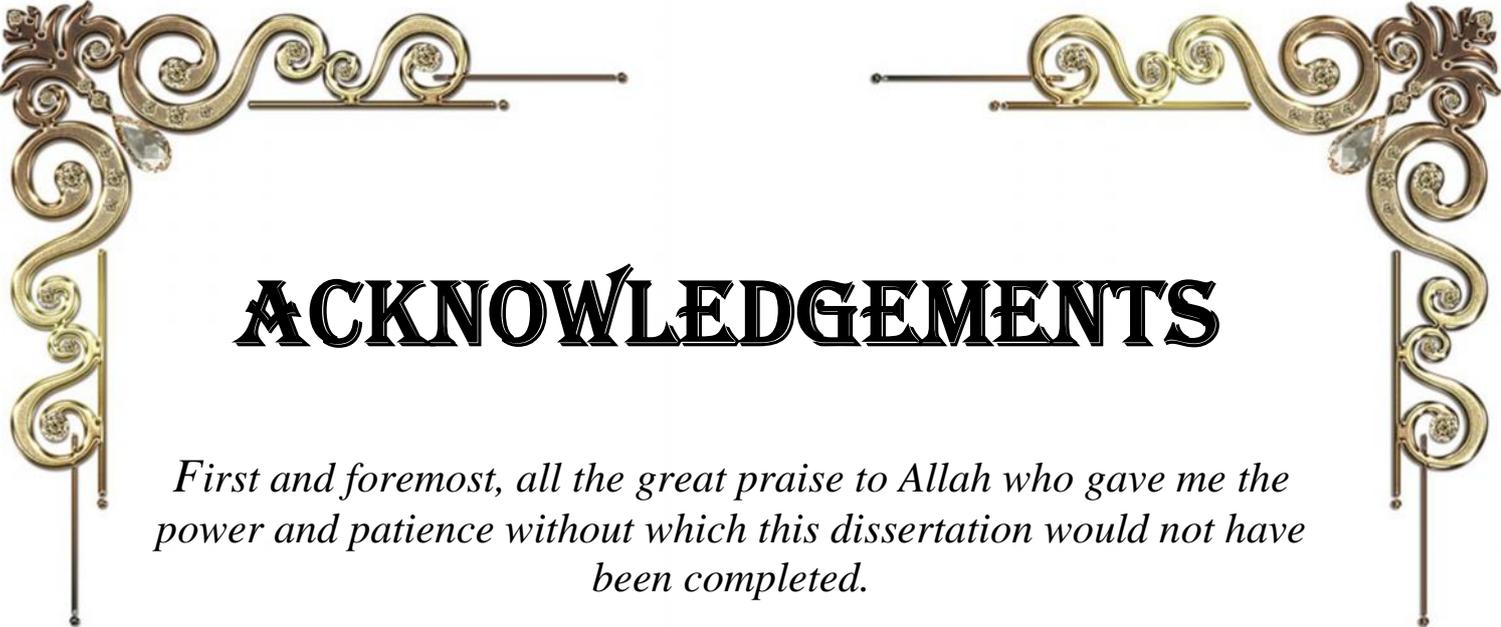
*To all my past and present classmates at the University  
of Mostaganem for their help and support during the  
preparation of this paper*

*Thank you for the wholehearted support you have been  
always giving me.*

*Special thanks go to all the teachers in the department  
of English.*

*To everyone who helped me, and the ones I love.*





# ACKNOWLEDGEMENTS

*First and foremost, all the great praise to Allah who gave me the power and patience without which this dissertation would not have been completed.*

*I am equally immensely indebted to my supervisor: Miss. HAIRECH Faiza for her sincere effort, her guidance, her valuable advice, encouragement and patience.*

*My tremendous gratitude goes to the board of examiners; namely, BAHRAOUI Sofia and REZGA Fatima Zohra for evaluating and reviewing my work.*

*I would also like to thank all the teachers for their contribution and thoughtful comments for the betterment of this study, especially, Miss. ZIANI, ELOUCHD and DJOUB.*

*I would like also to express my deepest appreciation for the teachers who trained me all throughout my education.*

*I would like to thank the staff of the library of the University of Mostaganem who enabled me to collect the necessary documentation without which it would not have been possible for me to complete this work.*

*Finally, my immense gratitude goes to students of second year who participated in this study and for being cooperative and helpful in the practical part.*

## **Abstract**

Technology has changed society throughout history. Over the last few decades, cellular devices, iPads, computers, and most importantly the internet especially YouTube have completely overhauled the way people interact in society and the way educators work in schools. Vocabulary mastery is integrated as the hardest task in the foreign language learning (FLL). It is regarded as a very complex challenge for both EFL teachers and learners. The objectives of this research are to find out the importance of embedding YouTube videos in the classroom and to promote EFL learners' level in vocabulary. In fact, 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. The sample of this study is second year students at the Department of English in the University of Mostaganem, who have many troubles to improve their vocabulary mastery. This study employs a descriptive method that focuses on qualitative framework, implementing characteristics of a case study. For gaining the data, two questionnaires are administrated 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 mastery. The findings show that the students are very interested in developing their vocabulary stock using authentic videos. In turn, it enhances two important factors which are motivation and participation in the classroom.

**Key Words:** YouTube videos, difficulty, vocabulary mastery, EFL, ICT

## **List of Acronyms**

**EFL:** English as Foreign Language

**ESL:** English as Second Language

**FLL:** Foreign Language Learning

**ICT:** Information and communications technology

**TEFL:** Teaching English as a Foreign Language

**WWW:** World Wide Web

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**GENERAL  
INTRODUCTION**



### General Introduction

#### 1. Background of the Study

Nowadays, information and communication technology (ICT) is becoming a fruitful means that used in our skilled and private life in an easy and quick manner and fewer prices. ICT played a significant role in developing many fields like Industry, Economy, Education, Politics, and culture, which represent the problem and gives solution at the same time. 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 Tsou, Wang & Tzeng, (2006), many countries have done institutional efforts to modernize their equipment, spent large amounts in technology, proved the positive effects of integrating computers in language learning.

The World Wide Web (also referred to as the Web, WWW or W3) 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 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 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 Internet and the World Wide Web

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 plays an important role in language learning. Vocabulary is also an essential skill for learning to read, speak, write and listen. Without sufficient vocabulary, people cannot communicate and express their feelings both in form of spoken and written effectively. The more people master vocabulary the more they can speak, write, read and listen as they want. Wilkins in Thornbury (2004: 13) states that “*without grammar very little can be conveyed, without vocabulary nothing can be conveyed*”. It means that even someone has good grammar but it will be useless if they do not know much vocabularies. In addition, it is supported by Ur (1996: 60) that “*vocabulary is one of important things to be taught in learning foreign language because it will be impossible to speak up without variety of words*”. Those statements imply the importance of teaching vocabulary as a foreign language. 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, and 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’ 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 tackles an important issue for many reasons. First, through this study it will bring some benefits in the field of English learning and teaching in general. So, the finding can help to obtain the new insight and thoughts from the students about using YouTube videos as motivation 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 is that it will help the researchers to use references of this work to aid them in their future research.

### **4. Purpose of the Study**

The main objective of this research study is to investigate students' awareness of how YouTube videos can contribute to improving vocabulary mastery in and outside the classroom and assist them in their English learning path. Furthermore, we spotlight on the importance of YouTube videos as a useful tool to diversity the classroom environment for increasing learners' motivation for positive interaction between student-students and teacher-student for a better quality of learning and teaching and whether this learning resource facilitates the teaching process.

### **5. Research Questions**

Based on the objective of the study, we address the following questions:

- 1- What are the main difficulties that encounter students in developing their vocabulary?
- 2- To what extent do YouTube videos affect EFL learners' vocabulary development?
- 3- Are teachers aware of the positive role of using YouTube videos as an active teaching aid in the classroom?
- 4- Can YouTube videos foster learner's motivation in the classroom?

### **6. Hypotheses**

In this research, the following hypotheses are proposed:

- 1- The use of YouTube in EFL classes may improve students' vocabulary mastery and increases their engagement to a great extent.
- 2- Students view the use of YouTube in their class as a helpful tool to enhance their vocabulary learning.
- 3- Teachers perceive that the use of YouTube is a significant tool to improve students' vocabulary mastery.
- 4- When 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

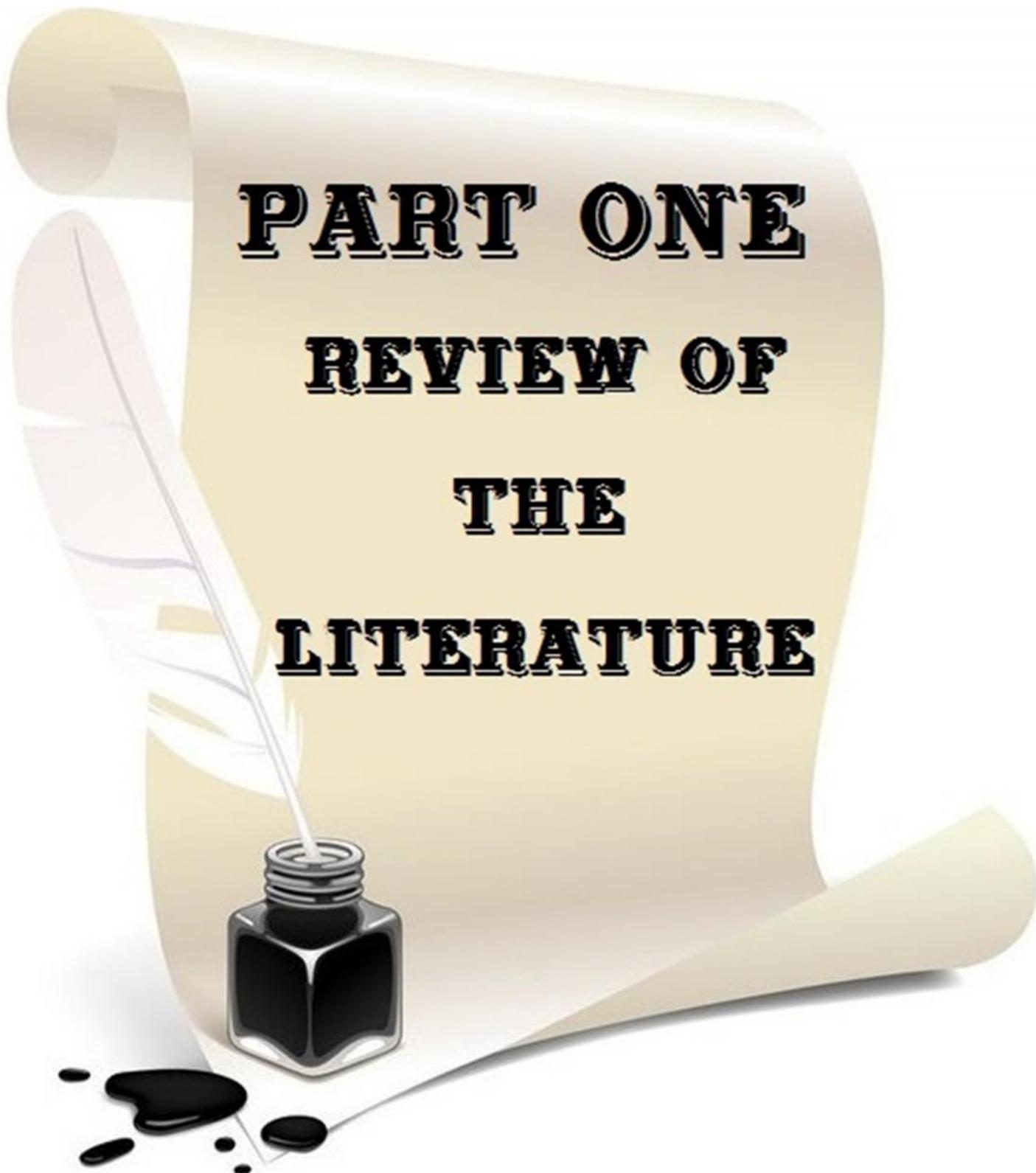
attitude towards the incorporation of YouTube videos in the classroom setting to develop students' vocabulary. Moreover, we use semi-structured questionnaire as a mixture of closed-ended and open-ended questions to confirm or disconfirm our hypothesis.

### **8. Population and Sample of the Study**

This study is concerned with second year students of English language at Mostaganem University. The reason behind this choice is that second year students in their beginner level to the advanced one in the process of English learning. So, they require to rely 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 fifteen participants among second year students at the division of English as a sample of the study. Furthermore, another questionnaire administrated to ten teachers who are selected from different levels to examine their positive or negative attitude about embedding YouTube videos as a means to enhance the learners' vocabulary.

### **9. Structure of the Study**

This research is divided into two main parts. The first part is theoretical, and it is divided into two chapters. 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 as movies, documentary video and 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 devoted to 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 teaching. Then it ends by showing the main techniques and strategies for teaching vocabulary. The second part of this dissertation is also divided into two chapters, which presents the practical side of the research. The third chapter introduces the methodology adopted in this research work. Last but not the least, the fourth chapter is devoted to analyzing the students and teachers' questionnaires, and to interpreting the findings so as to try to prove the effectiveness of YouTube video in enhancing EFL learners' vocabulary.

A rolled-up parchment scroll is the central focus, with a quill pen resting in an inkwell at the bottom left. The scroll is unrolled to reveal the title text. The quill pen is white with a grey stem and is positioned as if it has just finished writing or is about to begin. The inkwell is a small, dark, hexagonal glass container with a silver-colored rim. Several dark ink splatters are visible on the surface below the inkwell. The entire scene is set against a plain white background.

**PART ONE**  
**REVIEW OF**  
**THE**  
**LITERATURE**

# **CHAPTER ONE**

## **AN OVERVIEW OF YOUTUBE VIDEOS**



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### Introduction

Multimedia and the Internet become quickly a very important part of our daily life. Thanks to a very fast development of multimedia technology, there is almost every year introduced a brand new service, device or software making our life easier, helping us with our jobs, with entertainment and also with education. One of the most interesting technologies that emerged in the last few years is a streaming video technology. Despite the fact that its introduction is not considered to be revolutionizing, effect and impact of its usage is huge.

Because YouTube Website is a very useful tool in foreign languages teaching and learning, and because streaming videos have great potential for EFL learners, in the following chapters we introduce a general background on information and communication technology (ICT). Then, we try to pass through the notion of 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 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 tool 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)

Advancements in information and communication technology have revolutionized the notion of teaching and learning in terms of strategies, context, and methods. One of the most remarkable tools used in teaching and learning in the 21st century is YouTube, especially in language education. The literature demonstrates the need for elaboration of the use of YouTube in university level language skills education settings. Michiels and Van Crowder (2001) have defined ICT's as "*a range of electronic technologies which when converged in new configuration are flexible, adaptable, enabling and capable of transforming organizations and redefining social relations*" (as cited in Chapman, Slaymaker, 2003, p. 5). It means that ICT's is the use of all means of telecommunications like a computer, handphone, laptops. That aids are used to facilitate and expedite the communication and processing information.

In this technology era, a new trend of using the information and communication technologies (ICTs) has been recently highlighted. This new tool influences people's lives in many aspects including education and English language learning. The purpose of this study is to examine whether using YouTube videos impacts the type (formal or informal) of English EFL students use for in-class writing or not, as well as to understand the students' perceptions on how the use of online videos helps to facilitate or inhibit their English vocabulary skills.

Technology plays an important role in people's lives especially today's college students. Technology has become routine among second year university students, permeating many aspects of their lives, including learning. As Ralston (2012) poignantly pointed out; *"technology is a fact of life as a medium of daily communication affecting language learning"*. 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 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 Defining 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 invention 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 individual and their computers without regard for geographic location"* (Leiner & al, 1997, p.102). In other worlds, we can say that the internet has the potential to create as space to increase the collaboration and interaction between people over the world no matter what is distance between them in 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 & al. (2014) conducted that web2. *“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 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 standards for the Language educating and learning which is seen the source of input for EFL students. The teacher can assume a role in arranging the classroom condition, and giving understudies data that fit their needs. Each teacher must focus on the materials and direction that they are useful in light of the fact that it assumes the role of controller between him/her and his/her students. As indicated by Tomlinson (1998); *“Materials refer to anything that is used by teachers or learners to facilitate the learning of language .Materials could obviously be videos, DVDs, emails, YouTube, dictionaries, grammar books, readers, workbooks or photocopied exercises. They could also be newspapers, food packages, and photographs”*. (p. 2)

In other words, Materials can be anything which is utilized as a part of request to improve students' knowledge of the language. In this way, an extensive variety of materials teaching is a basic piece of the refreshing of the classroom setting and it is one of the accommodating strategies that students depend 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 “*( p. 35)

To sum up, there are different instructional materials that promote learning language divided into two types; Traditional language learning materials that include; Board, Flash, cards, posters, textbook. New materials such audio player; projector, and power point slides.

### 1.3.1 Traditional language Teaching Materials

Traditional or old teaching materials contain old instructions that are used by the teacher who is the one who gives 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 as 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.

### 1.3.2 New Language Teaching Materials

The teaching process is a very complicated task that needs more challenges, art, and creativity to serve the expanding requests of students. The majority of the teachers have dependably searched for an appropriate and powerful condition for students to make them gain more interesting learning. Consequently, Richard (2001) notices that authentic materials which are the use of various innovations like, videos, sound-related guides that have been generally presented as a one of the best teaching tools that play a powerful function in the educational stage, which always flourishes to expand EFL students' practice and bolster teachers to build up their activities in the regular and clear way. Without a doubt, authentic materials play a huge use in education that serves both the teachers and the students as a method for 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, boosts 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. There are many audio/visual aids that can be employed within a classroom context as new teaching materials, and the most common tools are PowerPoint slides, Overhead Projector (OHP), Videos.

### 1.3.2.1 Overhead Projector (OHP)

This device 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 image in order to highlight on the efficacy of the lesson.

### 1.3.2.2 Videos

In recent years, a great tendency towards the use of technology and its integration into the curriculum has gained a great importance. Specially, the use of video material in foreign language teaching has grown rapidly (Canning-Wilson, 2000; ÇAKIR, 2006; Meskill, 1996; & Hemei, 1997). Canning-Wilson (2000, p.1) defined video “*As the selection and sequence of messages in an audio-visual context*”. She also described video, at the most basic level of instruction, is a form of communication and it can be achieved without the help of language, since we often interact by gesture, eye contact and facial expression to convey meaning. Çakir (2006, p. 67) stated, “*It is a well-known fact that audio-visual materials are a great help in stimulating and facilitating the learning of a foreign language*”.

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. Harmer (2001) indicated that the main benefit from videos is that students not only listen to the language but they can also see it through video clues and gestures which consequently allow students to go beyond of what they listen. They would be able to make connection between words and images which can help them in analyzing the language (Harmer, 2001, as cited in Arteaga Potosí, Guarín Loaiza, and López García, 2009, p. 13). 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

This tool appeared firstly in business, and after that spread in numerous establishments, particularly in an instructive setting. This product program has beneficial outcome on students and teachers since it gives levels of popularity that they are in requirements for it in the EFL classroom. In spite of the fact that, by offering a productive introduction through slides that enable students to set up their presentation and projects in the creative and adaptable 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 demonstrates that PowerPoint is a relevant and proper approach to change data and satisfy the necessities of EFL students.

### 1.4 An Overview on YouTube

It is a video sharing website that allows users from over the world to watch videos posted by other users and upload videos of their own. It includes several kinds of videos such as educational, entertainment, political, historical, medical, and personal videos. 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 Mereiem Webster defines it “ the creation and maintenance of personal and business relationship especially online” (Merriem-Webster Online).

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&Najati,2009).

Although YouTube offers new possibilities for educators 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 interest, thoughts, and give feedback. Furthermore, teachers can select any video from the YouTube an 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 contains 10,262,196 followers. It

## CHAPTER ONE: AN OVERVIEW ON YOUTUBE VIDEOS

helps many educators to acquire everything new, and help researchers with their work through their various lectures, new, 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. Here is the Homepage of YouTube site

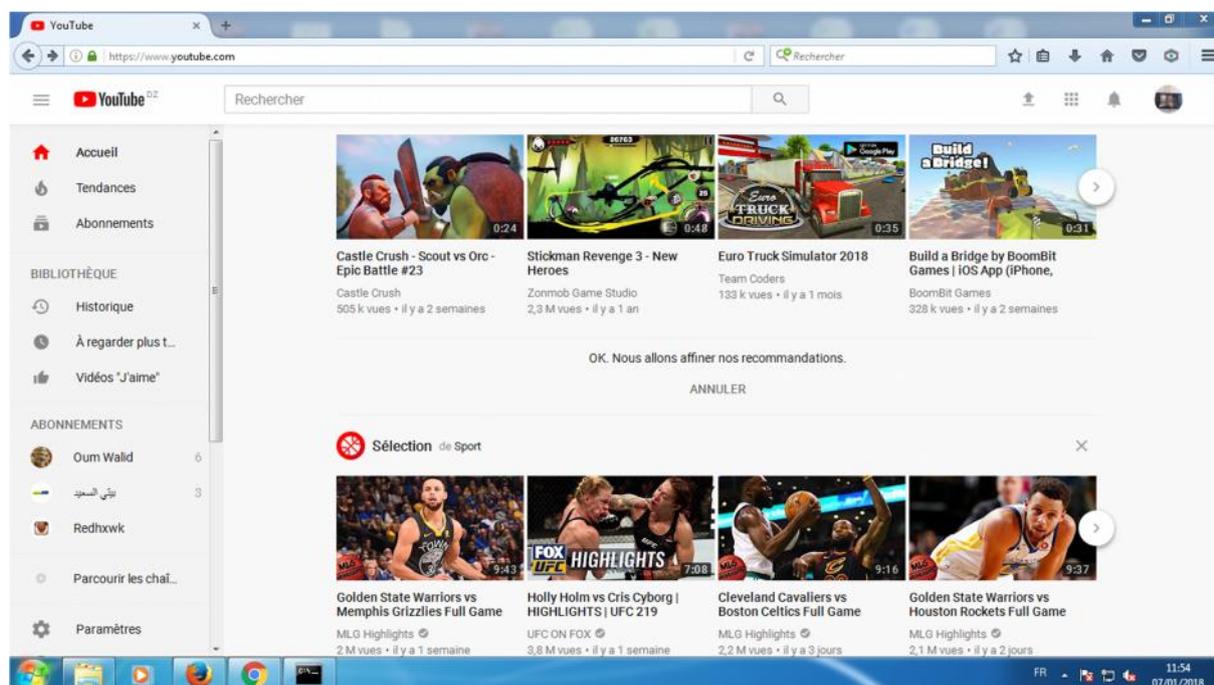


Figure 1: YouTube Homepage (<http://www.youtube.com/>)

### 1.5 Types of YouTube Videos

The process of informal learning can also be illustrated by the example of EFL student's exchange where a student in a foreign country engages in social situations with native speakers and informally learns its language. Today with all technology advances and services like YouTube, a person does not have to travel abroad to be exposed to a foreign language (Eaton2010). To be surrounded by (in this case) English speakers all a learner has to do is to open a web browser; type in the address field [www.youtube.com](http://www.youtube.com) and he can commence to learn. The amount of English speaking videos of various quality, content and type is wide, and depends only on a particular learner what type he spontaneously chooses. It is appreciated being one of the suitable techniques that improve students' skills (speaking, writing, reading, and listening). From this point, we'll 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 useful resource in the teaching-learning process; it also has multiple advantages for learners. The main students' objective is to develop language skills in natural form while watching an entertaining video or doing an activity closely connected with a chosen clip. The research on educational video usage shows that videos appeal to visual learners in support of the Cognitive Theory of Multimedia Learning (Eick & King, 2012) The Cognitive Theory of Multimedia Learning is the idea that we have both auditory and visual channels for processing information and building memory and that the active process of learning is more successful when both the auditory and the visual channels are stimulated simultaneously, also known as the dual channel assumption (Moreno & Mayer, 2002). According to Mayer and Moreno (2002, p. 90) *“the cognitive process of integrating is most likely to occur when the learner has corresponding pictorial and verbal representations in working memory at the same time.”*

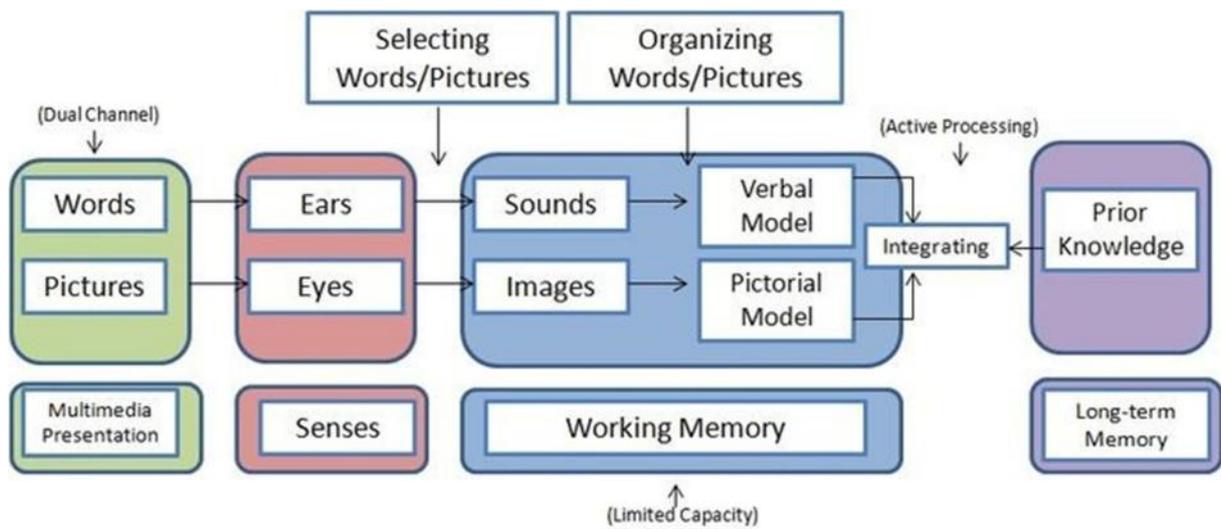


Figure 2 : Moreno and Mayer's Cognitive Theory of Multimedia (2002)

### 1.5.2 Songs

The song is one of the entertainment methods that can use in and outside the classroom. On YouTube many music videos are uploaded by bands or companies that have the rights to upload them. Some of the videos are, however, uploaded by Tubers who either created a not official music video or put lyrics into to the video clip, so that while listening to a song, lyrics can be read. 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.

### 1.5.3 Documentary Films

The documentary is a form of authentic video material that “*tells stories, makes assertions or observations about the real historical world [...] and provides audio-visual evidence to back up such assertions.*” (Nelmes 2012: 211) Similarly to news, documentaries consist of moving images, graphics, commentary, interviews, music and sound effects and include a wide range of both planned and spontaneous speech (Sherman 2003: 62-63). The aim of documentaries is to examine the connection between humans and their environments, and is often structured around the way in which people are affected by the systems, processes, and political events of the societies they are a part of (Hart 1992: 5). This makes the documentary a mode through which foreign language students can gain insight into issues of target-language societies.

Thought the watching of Documentary films, students can get a handle on new words and articulate those words effectively. Furthermore, the repetition of critical things through the soundtrack that can be exceptionally helpful in learning lexical substance. Next to, Beside, Documentary Films provide chances to students to manage the truthful circumstance as opposed to the language that is used as a part of the textbook.

### 1.6 The Importance of YouTube Videos in EFL Teaching-Learning

A learner comes across thousands of new words during his studies. Not only in study materials or in classroom but also when reading for pleasure. Unfortunately, if the already learnt vocabulary is not used actively, a learner either starts to forget it or the vocabulary moves from active knowledge to passive knowledge. For this reason it is important to practice the vocabulary as often as possible and develop it. YouTube videos are perceived as a good way of practicing vocabulary, because it offers vocabulary in wide range of contexts, which at the same time is an important source of new vocabulary. Previously learnt vocabulary, idioms and collocations may be heard in their natural contexts, in appropriate situations, or in situations a learner had not known before they were appropriate. This means that not only a learner practices vocabulary he learnt before, but also he learns new contexts and new situations where to use it. In example, television talk shows either with celebrities or with

interesting writers, poets or scientists offer a lot of different contexts to learn vocabulary from or to hear it in its natural context in an entertaining way.

Together with vocabulary comes also its pronunciation. It is very necessary to avoid mispronunciation when using new vocabulary. This is also the area where YouTube can help. Vocabulary is there used by native speakers of English who use the right pronunciation together with stress, rhythm and intonation which cause learners a lot of troubles. It is also beneficial that people in YouTube clips speak at normal speed for native audience, which a learner never or very seldom experiences in classroom. The accents and other (for a learner) unfamiliar sounds may be heard on YouTube as well. A lot of channels are today focused on speakers of English presenting a wide range of accents of English (according to its geographical occurrence). *“Very useful activities for improving vocabulary can be those focusing on new lexical sets to be learnt through sequence, on reinforcing language already learnt, on note taking activities and on sounds, stress and intonation”* (Stempleski and Tomalin 1990).

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 Developing Listening and speaking Skills through YouTube Videos**

One of the EFL learner's 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, developing listening skills is together with pronunciation practice a positive aspect of using English videos on YouTube. Unlike audio files, video files present pictures which usually contain setting and non-verbal communication which can also help a learner to understand the language. 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”*. Paying attention to pictures a learner may anticipate what a conversation will be about and he can guess meaning of the words he did not recognize. 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 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.

### 1.6.2 YouTube for Motivation

It is often assumed that using authentic videos in the classroom is motivating and engaging for students (Berk 2009; Prensky 2012; Holland 2014; Sherman 2003). As motivation is considered one of the most important factors for success in a second language (Drew and Sørheim 2009: 21), it is useful to look at implications for motivation and how they relate to the use of videos in language teaching. QTT (Sara Skjæveland master in literacy studies, university of Stavanger, 2016, P.30)

There are many different reasons for practicing English on the Internet, either on learner's own or in the instructor-led courses. Basically, each person who is learning online has his own specific reasons connected with his own specific needs. Generally the main reasons are considered to be the following: The need of self-development, the effort of learning English, no time for attending courses, lack of money, unwillingness to leave home for classes in learner's spare time, unavailability of English courses in the area where a learner lives and occupational duties. Using YouTube video as a means of supporting English language learning can be seen as a good motivation. *"Children and adults feel their interest quicken when language is experienced in a lively way through television and video. This combination of moving pictures and sound can present language more comprehensively than any other teaching medium."* (Stempleski 1990: 3). As the result, Using YouTube may also be self-motivating to some extent.

### 1.6.3 YouTube for Vocabulary

Unfortunately, if the already learnt vocabulary is not used actively, a learner either starts to forget it or the vocabulary moves from active knowledge to passive knowledge. YouTube videos can give a modern and attractive ways to achieve this goal. YouTube videos are perceived as a good way of practicing vocabulary, because it offers vocabulary in wide range of contexts with its extensive and endless resources offer large varieties of spoken language and different sort and style such as a song, poems, and conversations 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). Together with vocabulary comes also its pronunciation. It is very necessary to avoid mispronunciation when using new vocabulary.

This is also the area where YouTube can help. In a study by Silverman and Hines they found that the dynamic visuals, sounds, verbal definition, and static presented in the video may provide multiple means to acquire word knowledge. (As cited in Tang & Logonnathan, 2015, p.283). 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. However, the most critical inquiry is how to use this apparatus in a fundamental English course suitably to achieve learning goals? Videos which are informative, humorous, current, interesting and engaging are most preferred by students (Bonk, 2008). Nonetheless, YouTube as a mainstream stage for education, its usage has progressed quickly among teachers in their everyday life as an educational source, whose application ought to be an exceptionally dynamic in the classroom. Duffy (2008) recommended that videos should not be passive. He suggested 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 perfect for creating note-taking abilities which should give EFL students the help for taking notes through the essential view and afterward repeat for them at that point 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 use the sounds and present what is on screen (Duffy, 2008).

### **Conclusion**

Throughout the current chapter, we can state that YouTube videos are valuable and effective resources in the teaching-learning process. As a result, YouTube goes about as an authentic tool which is exceedingly helpful in the language classroom regarding motivation, developing students' skills, and enhancing EFL learners' vocabulary. YouTube as an effective advancement has opened new conceivable outcomes for teaching foreign language in an easy, quick, and interesting way. The part likewise spotlighted how teachers can use YouTube videos in raising learner's interest towards taking in the objective language as a stage for communication, and how it can be a helpful resource for teaching language and learning support. Finally, we finish up our chapter with the techniques that face teachers in implementing this material in their classes. All in all, YouTube medium can be used as a part of different instructional settings that make it a tool which satisfies the learners' needs for effective language learning.

**CHAPTER TWO**

**AN OVERVIEW**

**OF**

**VOCABULARY**



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### Introduction

Teaching and Learning a foreign language cannot be separated from vocabulary. Meaning that in learning a new language people have to know its vocabulary. Vocabulary can be defined in various ways. Experts have proposed some terms about vocabulary. According to Richards and Renandya (2002: 255), vocabulary is a core component of language proficiency and provides much of the basis for how EFL learners speak, listen, read and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, EFL learners often achieve their potential and may be discouraged from making use of Foreign language learning opportunities around them such as listening to the radio, listening to the native speaker, using language in different context, reading or watching YouTube videos.

The focus of this chapter is on the importance of vocabulary in teaching and learning, but it is necessary first to establish what vocabulary means to focus on teaching it. Also, it reminds readers of the importance of vocabulary to language learning, we mention different definitions of vocabulary by various experts. Moreover, on what makes words difficult, and the distinction between active and passive vocabulary. In addition to some techniques and strategies which help learners remember vocabulary.

### 2.1 Definition of Vocabulary

Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. Wilkins (1972) wrote that “. . . *while without grammar very little can be conveyed, without vocabulary nothing can be conveyed*” (pp. 111–112); it has considered as a necessary component for the development of English skills. The ultimate purpose of learning every language is to communicate accurately. Richards & Renadya (2002) stated “*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, students often instinctively recognize the importance of vocabulary to their language learning. As Schmitt (2010) noted, “*learners carry around dictionaries and not grammar books*”. (p. 4)

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 lexeme, including single words, compound words, and idioms*” (p. 400).

Based on the statements 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, adverbs, ....., etc. and the combination of those parts of speech as well as their usage to understand the productive skills (writing and speaking) and receptive skills (listening and reading).

Despite that, Todd (1987) argued that there is no precise definition. He explained 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 but differs in meaning.

### **2.2 The Importance of Vocabulary**

Vocabulary represents one of most important skills necessary for teaching and learning a foreign language. It is the basis for the development of all the other skills: reading comprehension, listening comprehension, speaking, writing, spelling and pronunciation. It is regarded as a key feature in the communication for students in their attempt to use English effectively. 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) stated “*Without grammar very little can be conveyed, without vocabulary nothing can be conveyed*” (p. 111-112). Moreover, Krashen (1993) mentioned 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

competences because of without sufficient amounts of vocabulary they are unable to practice the language, convey ideas and attitude; also, they cannot manage the discourse.

MrCarthy (1990, p. 12) argued that it doesn't matter precisely how properly learners look of foreign language are acquired, or how 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 an other words, even though they have the ability ti utilize grammatical rules effectively, but they are unable to express in a meaningful way unless words they have used. This claim is supported by Rivers (1983) who revealed that "*The acquisition of an adequate vocabulary is essential for successful second language use, because without an extensive vocabulary, we'll 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 sine 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 student's performance in learning the four skills such reading, writing, speaking, and 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 procedures and to make significant process, learners should be acquiring vocabulary in useful conditions.

### **2.2.1 Types of Vocabulary**

Vocabulary acquisition is one of the difficult processes that learners go through, because words acquisition requires them to distinguish between two kinds of vocabulary. According to Jeremy harmer (*The Practice of English Language Teaching*, New ed : Longman 1991); in the language test, there are two kinds of vocabularies, active (productive) vocabulary and passive (receptive) vocabulary. To make clearly the writer explains both of them as follows:

### **2.2.2 Active Vocabulary**

Active vocabulary means the stock of words that a person actually uses in his own speech or writing. It is used in oral or written expression by the student. Also, "*The active knowledge of*

*a word implies the ability to recall the sound which presents this word in the language and to pronounce it correctly*” (Szpotowicz & Kurpaska, 2012, p. 99).

### 2.2.3 Passive Vocabulary

Passive vocabulary means the words that the students recognize and understand them when they occur in a context or students need someone to say something that help them recall the word meanings. The students usually find passive vocabulary in listening or reading materials. They will find the meaning of the word when they read the words in a text and will know the meaning of the unknown word, on the text. Moreover, another definition suggested by Hiebert and Kamil, “*Receptive or recognition vocabulary is that set of words for which an individual can assign meaning when listening or reading*” (2005, p. 3).

To sum up, vocabulary contributes 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 and vocabulary are those words that people hear and understand when they are speaking with other individuals. Pikulski & Templeton (2004, p. 2) point out the 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.

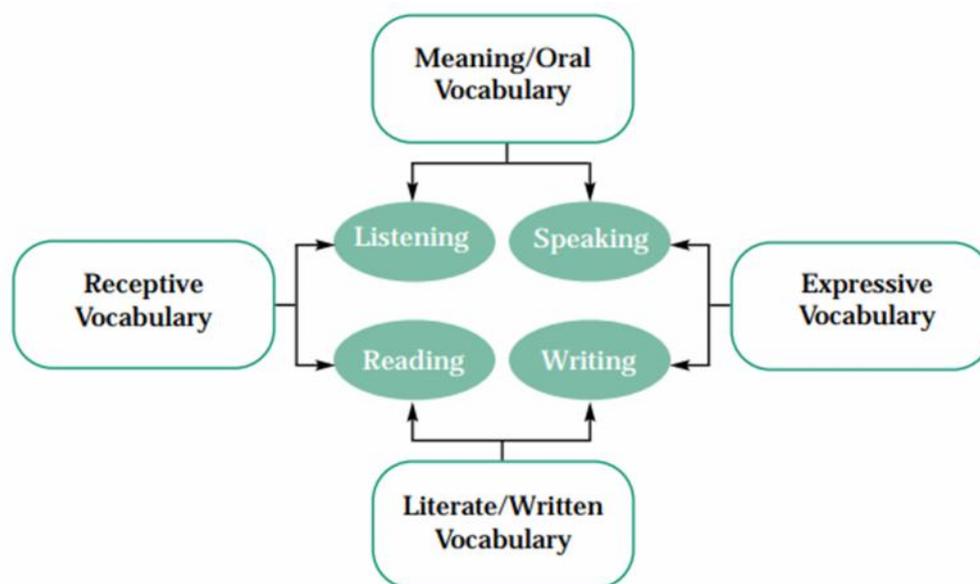


Figure 3: Vocabularies (Adopted form, Pikulski & Templeton, 2004, p. 2)

### 2.3 Word Mastery

It is recognized that knowing a word has been one of the difficulties that encounter EFL learners in the learning process, because knowing a word is the way to build up the four abilities (speaking, listening, writing, and reading). According to Read, *“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”* (2000, 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) claimed that knowing a word means to recognize its meaning, form, and use. Otherwise, Oxford and Crookall (1990) who indicated 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) stated *“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 mechanism. While, using a word involves implicit learning and memory (Ellis, 1994, as cited in GU, 2003). Also, Ellis and Sinclair proposed that the aspects of knowing a word’ meaning *“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”*(1989, p. 28).

There are several aspects of lexis that need to be taken into account when teaching vocabulary. The list below is based on the work of Gairns and Redman (1986) in Moras: a. Boundaries between conceptual meaning: knowing not only what lexis refers to, but also where the boundaries are that separate it from words of related meaning (e.g. cup, mug, bowl)

b. Polysemy: distinguishing between the various meaning of a single word form with several but closely related meanings (head: of a person, of a pin, of an organization).

c. Homonymy: distinguishing between the various meaning of a single word form which has several meanings which are not closely related (e.g. A file: used to put papers in or a tool).

- d. Homophony: understanding words that have the same pronunciation but different spellings and meanings (e.g. flour, flower).
- e. Synonymy: distinguishing between the different shades of meaning that synonymous words have (e.g. extend, increase, expand).
- f. Affective meaning: distinguishing between the attitudinal and emotional factors (denotation and connotation), which depend on the speaker's attitude or the situation. A Socio-cultural association of lexical items is another important factor.
- g. Style, register, dialect: Being able to distinguish between different levels of formality, the effect of different contexts and topics, as well as differences in geographical variation.
- h. Translation: awareness of certain differences and similarities between the native and the foreign language (e.g. false cognates).
- i. Grammar of vocabulary: learning the rules that enable students to build up different forms of the word or even different words from that word (e.g. sleep, slept, sleeping; able, unable; disability).
- j. Pronunciation: ability to recognize and reproduce items in speech

In line with Gairns and Redman, Ur (1996: 60) states that there are some items need to be taught in teaching vocabulary as follows:

- a. Form: pronunciation and spelling a learner has to know what word sounds or its pronunciation and what it looks or its spelling. These are obvious characteristics and one or the other will be perceived by the learner when encountering the item for the first time. In teaching, teachers need to make sure that both of these aspects are accurately presented and learned.
- b. Grammar The grammar of a new item will be necessary to be taught if this not obviously covered by general grammatical rules. An item may have an unpredictable change of form in certain grammatical context may have some idiosyncratic with other words in sentences; it is important to provide learners with this information at the same time as teachers teach based form. When teaching a new verb, for example, teachers must give also its past form, if it is irregular (think, thought). Similarly, when teaching noun, teachers must present its plural form, if it is irregular (mouse, mice), or draw learners' attention to the noun having no plural at all (advise, information). In presenting verbs such as want and enjoy, teachers also have to present kinds of verb following them (want to, enjoy-ing).

- c. **Collocation** The typical collocation of particular items are another factor that makes a particular combination becomes „right“ or „wrong“ in a given context. Collocation is word partners, for example make mistake not do mistake and do homework not make homework. Therefore, this is also another information about a new item which may be worth teaching. In introducing words for example decision and conclusion, the teacher may not that he/she takes or makes one. Collocations are often noted in dictionaries, either by providing the whole collocation under one of the head-words or by a note in parentheses.
- d. **Aspect of meaning: denotation, connotation, appropriateness** the meaning of a word is divided into two aspects, denotation and connotation. Denotation refers to the literal meaning of a word, the dictionary definition. For example, the word snake in a dictionary, its denotative meanings is any of numerous scaly, legless, sometimes a venomous reptile having a long, tapering, cylindrical body and found in most tropical and temperate regions. Connotation, on the other hand, refers to the associations that are connected to a certain word or the emotional suggestions related to that word. The connotative meanings of a word exist together with the denotative meanings. The connotations for the word snake could include evil or danger. A more suitable aspect of meaning that often needs to be taught is whether a particular item is the appropriate one to be used in a certain context or not. For example, learners may know that weep is virtually synonymous in denotation with cry, but it is more formal, tends to be used in writing than in speech, and generally it is less common.
- Aspect of meaning: meaning relationship** How the meaning of one item relates to the meaning of others can also be useful in teaching. There are various meaning relationships, for examples:
- 1) **Synonyms:** items that mean the same or nearly the same, for example bright, clever, and smart may serve as synonyms of intelligent.
  - 2) **Antonyms:** items that mean the opposite, for example: rich is an antonym of poor.
  - 3) **Hyponyms:** items that serve as specific examples of a general concept, for example: dog, lion, and mouse are hyponyms of animal.
  - 4) **Co-hyponyms or co-ordinated:** other items that are the same kind of things, for examples: red, blue, green, and brown are co-ordinates.
  - 5) **Superordinates:** general concepts that cover specific item, for example: animal is superordinate of dog, lion, and mouse.

- 6) **Translation:** words or expressions in the learner's mother tongue that are more or less equivalent in meaning to the item being taught.
- 7) **Word Formation** Vocabulary items, whether one-word or multi-word, can often be broken down into their component. Word formation is the creation of a new word. The mechanisms of word formation are:
- a. **Agglutination:** the process of forming new words from existing ones by adding affixes to them, like shame + less + ness = shamelessness.
  - b. **Back-Formation:** removing seeming affixes from existing words, like forming edit from editor.
  - c. **Blending:** a word formed by joining parts of two or more older words, like smog, which comes from smoke and fog. There are two mechanisms of word blending:
    - 1) **Acronym:** a word formed from initial letters of the words in a phrase, like English laser from light amplified by stimulated emission of radiation.
    - 2) **Clipping:** taking part of an existing word, like forming ad from advertisement.
  - d. **Calque:** borrowing a word or phrase from another language by literal, word-for-word or root-for-root translation; for example the English phrase to lose face, which is a calque from Chinese.
  - e. **Compound:** a word formed by stringing together older words, like earthquake.
  - f. **Conversion:** forming a new word from an existing identical one, like forming the verb green from the existing adjective.
  - g. **Neologism:** a completely new word, like quark.

Nation (2000: 27) proposes what learners need to know about the word.

First, he states that there are three significant aspects as a form of the word (written form), (speaking form), (word parts). Also, the meaning's knowledge of words and the knowledge of its use. They are summarized in the table below

## CHAPTER TWO: AN OVERVIEW OF VOCABULARY

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 1 :discovering the learning burden (Adapted from Nation, 2001, p. 27)*

### 2.4 Word Difficulties

EFL learners go always across difficulties in remembering, organizing and understanding the new words frequently which 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. The first steps in successful teaching vocabulary are to identify the difficulties that faced by the students. Thornbury (2004: 27) proposes some factors that make some words more difficult as follows:

1. **Pronunciation:** Research shows that words that are difficult to pronounce are more difficult to learn.
2. **Spelling:** Sounds-spelling mismatches are likely to be the cause of errors, either of pronunciation or of spelling, and can contribute to a word's difficulty. While most English spelling is fairly law-abiding, there are also some glaring irregularities. Words

that contain silent letters are particularly problematic: foreign, listen, headache, climbing, bored, honest, cupboard, muscle, etc.

3. **Length and complexity:** Long words seem to be no more difficult to learn than short ones. But, as a rule of thumb, high frequency words tend to be short in English, and therefore the learner is likely to meet those more often, a factor favoring their “learnability”.
4. **Grammar:** Also problematic is the grammar associated with the word, especially if this differs from that of its L1 equivalent. Remembering whether a verb like *enjoy*, *love*, or *hope* is followed by an infinitive (to swim) or an –ing form (swimming) can add to its difficulty.
5. **Meaning:** When two words overlap in meaning, learners are likely to confuse them. *Make* and *do* are a case in point: you *make breakfast* and *make an appointment*, but you *do the housework* and *do a questionnaire*.
6. **Range, connotation and idiomaticity:** Words that can be used in a wide range of contexts will generally be perceived as easier than their synonyms with a narrower range. Thus, *put* is a very wide- ranging verb, compared to *impose*, *place*, *position*, etc. Likewise, *thin* is a safer bet than *skinny*, *slim*, *slender*. Uncertainty as to the connotations of some words may cause problems too. Thus, *propaganda* has negative connotations in English, but its equivalent may simply mean *publicity*. On the other hand, *eccentric* does not have negative connotations in English, but its nearest equivalent in other languages may be *deviant*. Finally, words or expression that are idiomatic (like *make up your mind*, *keep an eye on...*) will generally be more difficult than words whose meaning is transparent (*decide*, *watch*).

Gower, Philips and Walter (1995: 143) explain what makes a vocabulary item is easy or difficult. How easy or difficult a vocabulary item is can depend on a number of factors:

1. **Similarity to L1:** The difficulty of a vocabulary item is often depends on how similar the items are in the form and meaning to the students’ first language. Words which are similar in the first language and English may be misleading rather than helpful.
2. **Similarity to English words already known:** Once students have some English then a word which is related to an English word they are already familiar with is easier one which is not. For example, if students have already met the word *friendly* they should be able to guess the meaning of *unfriendly*.
3. **Connotation:** Another difficult aspect that learners have to get grips with is the connotation of the word. For example, does the word have positive or negative

connotation to a native speaker? Either *skinny* or *slim* could be used to describe someone who is thin – but these words are very different in their connotation and by choosing one rather than the other the speaker conveys a particular attitude.

4. **Spelling and pronunciation:** The spelling of many English words can cause problems for students who speak languages with very regular spelling system. Particular spelling patterns can also cause confusion where the pronunciation is concerned. For example, it is easy to understand why many students confuse the meaning, spelling and pronunciation of these words: *through*, *though*, *thought*, *tough*, *thorough*.
5. **Multi-word items:** A lexical item may consist of more than one word, as in a compound noun such as *tennis shoes* or *sports car*, or a phrasal verb such as *to put someone up*. Phrasal verbs are notoriously difficult for learners of English because they are made up of simple words (often prepositions or adverbs).
6. **Collocation:** How a lexical item collocates (or „goes with“ other items) can also cause difficulty. For example, people are *injured* or *wounded* but things are *damaged*, and we can say a *strong wind* and *strong coffee* – but it’s a *light* wind not a *weak* wind and *weak* coffee not *light* coffee.
7. **Appropriate use:** When to use vocabulary appropriately is also problematical. Some words and expressions are restricted to use in particular context (for example, we can use *pushing* to mean almost in *He is pushing fifty*. But *pushing* is only used in this way with older people – we do not say *he is pushing there!*). Also it is important that students know whether the word or phrase has a marked style – informal or formal.

### 2.5 The Purpose of Vocabulary in ELT

Recent research indicates that teaching vocabulary may be problematic because many teachers are not confident about the best practice in vocabulary teaching and at times do not know where to begin to form an instructional emphasis on word learning (Berne & Blachowicz, 2008). Teaching words is a crucial aspect in learning a language as languages are based on words (Thornbury, 2002). It is almost impossible to learn a language without words; even communication between human beings is based on words. Both teachers and EFL students agree that acquisition of the vocabulary is a central factor in teaching a foreign language (Walters, 2004). Teaching vocabulary is one of the most discussed parts of teaching English as a foreign language. When the teaching and learning process takes place, problems would appear to the teachers. They have problems of how to teach students in

order to gain satisfying results. The teacher should prepare and find out the appropriate techniques, which will be implemented to the students. A good teacher should prepare himself or herself with various and up-to-date techniques. Teachers need to be able to master the material in order to be understood by students, and make them interested and happy in the teaching and learning process in the classroom. The teachers should be concerned that teaching vocabulary is something new and different from student's native language. They also have to take into account that teaching English for a young learner is different from adults. The teachers have to know the characteristics of his\her learners. They moreover need to prepare good techniques and suitable material in order to gain the target of language teaching. 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 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- Integrating new words with previous words.
- c- Provide a number of encounters with a word. d- Promotes deep level of processing. Facilitate imaging.
- d- Make new word "real" by connecting them to the student's word in some way. g- Use variety techniques.
- e- Encourage independent learning strategies. (p. 146)

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

### **2.6 Strategies of Teaching Vocabulary**

Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less than their potential and may be discouraged from making use of language learning opportunities around them. 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, Seal (1991), for example, classified vocabulary teaching strategies as planned and unplanned activities in classroom.

### **2.6.1 Unplanned Vocabulary Teaching**

(Seal, 1991, p. 298) *defines* this term as *the “teaching of problem vocabulary that comes up without warning in the course of a lesson”*. As the terms show, the unplanned strategies refer to occasions when words may be learned incidentally and accidentally in class when students request particular meanings of the word, or when the teacher becomes aware of any relevant words to which attention needs to be drawn. To deal with the improvised nature of such teaching situations, Seal proposed a three C's method, which may start from conveying meanings by giving synonyms, anecdotes, or using mime. Then the teacher checks the meanings to confirm that students understand what has been conveyed. Finally, the meanings can be consolidated by practicing them in contexts.

### **2.6.2 Planned Vocabulary Teaching**

Unplanned vocabulary teaching strategies may differ from teacher to teacher, from lesson to lesson, or even from class to class. Nevertheless, no matter how much time may be spent in teaching words incidentally, it is likely that unplanned vocabulary activities occupy less time than planned vocabulary teaching strategies (Hatch and Brown 1995). It refers to *“deliberate, explicit, clearly defined and directed vocabulary teaching”* (Nation, 2001 as cited in Pavi i , 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.

### 2.7 Techniques used in Teaching Vocabulary

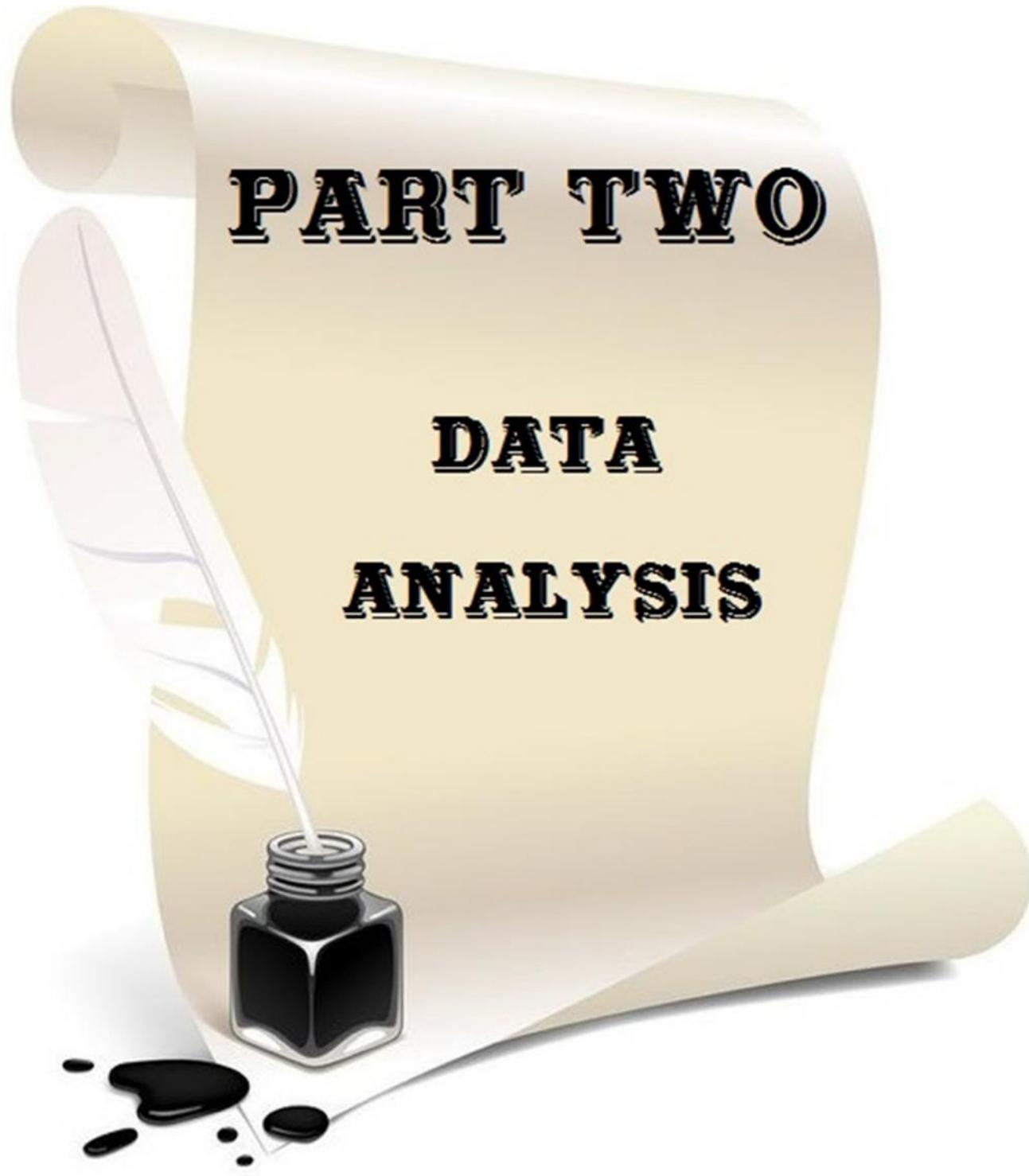
According Harmer; “*teaching vocabulary is clearly more than just presenting new words. This may, of course, have its place but there are other issues too*” (Harmer, Jeremy. *The Practice of English Language Teaching* (New ed : Longman 1991), p. 159). It means that when a teacher teaches vocabulary to his students, he should know their characteristics so that he can choose suitable techniques or methods which make the students enjoy and active in learning vocabulary in the classroom. It will be to increase particularly their vocabulary mastery and their English ability in general. Gairns and Redman (1986) grouped the teaching technique into two main types: visual technique and verbal techniques.

Simply teaching vocabulary done for 4 steps. Those are:

1. **Introduction:** Teacher recognize new vocabulary with clearly and good pronunciation. Use picture, online videos, or real thing such as; Fruit meal and drink, Animals, Clothes and colors, Day, month, weathers, School environment, ect.
2. **Modeling :** Teacher gives an example by doing as model
3. **Practicing :** Teacher trains the students to imitate and practice by repetitions
4. **Applying:** Students apply vocabulary in the exact condition with the teacher aid and adequate tasks and activities.

### Conclusion

By the end of this chapter we mentioned that vocabulary is an important aspect of foreign language development. Otherwise, the goal of vocabulary teaching and learning requires more than covering particular vocabulary size. Therefore, in teaching new vocabulary, teachers should make variation and make teaching learning process more interesting. It is important to give students a lot of variety in what they learn to. Besides teachers should consider four principles for teaching vocabulary as suggested by Nunan (2003:135-140). The four principles for teaching vocabulary are as follows; the first is focus on the most useful vocabulary first, the second is focus on the vocabulary in the most appropriate way, the third is give attention to the high frequency words across the four stands of a course, and the last is encourage learners to reflect on and take responsibility for learning. Otherwise, the goal of vocabulary teaching and learning requires more than covering particular vocabulary size. Therefore, teachers must not teach just the word with its meaning. So, they should pay attention among students about the variety of vocabulary strategies and techniques, going through the four steps in order to fit learners' needs. 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.

A graphic illustration of a scroll. The scroll is unrolled, showing a light beige surface. A quill pen is positioned vertically on the left side of the scroll, with its tip resting in a small, dark, hexagonal inkwell. Several dark ink splatters are visible on the surface below the inkwell. The text 'PART TWO' is written in a bold, black, serif font at the top of the scroll. Below it, the words 'DATA' and 'ANALYSIS' are written in the same font, stacked vertically.

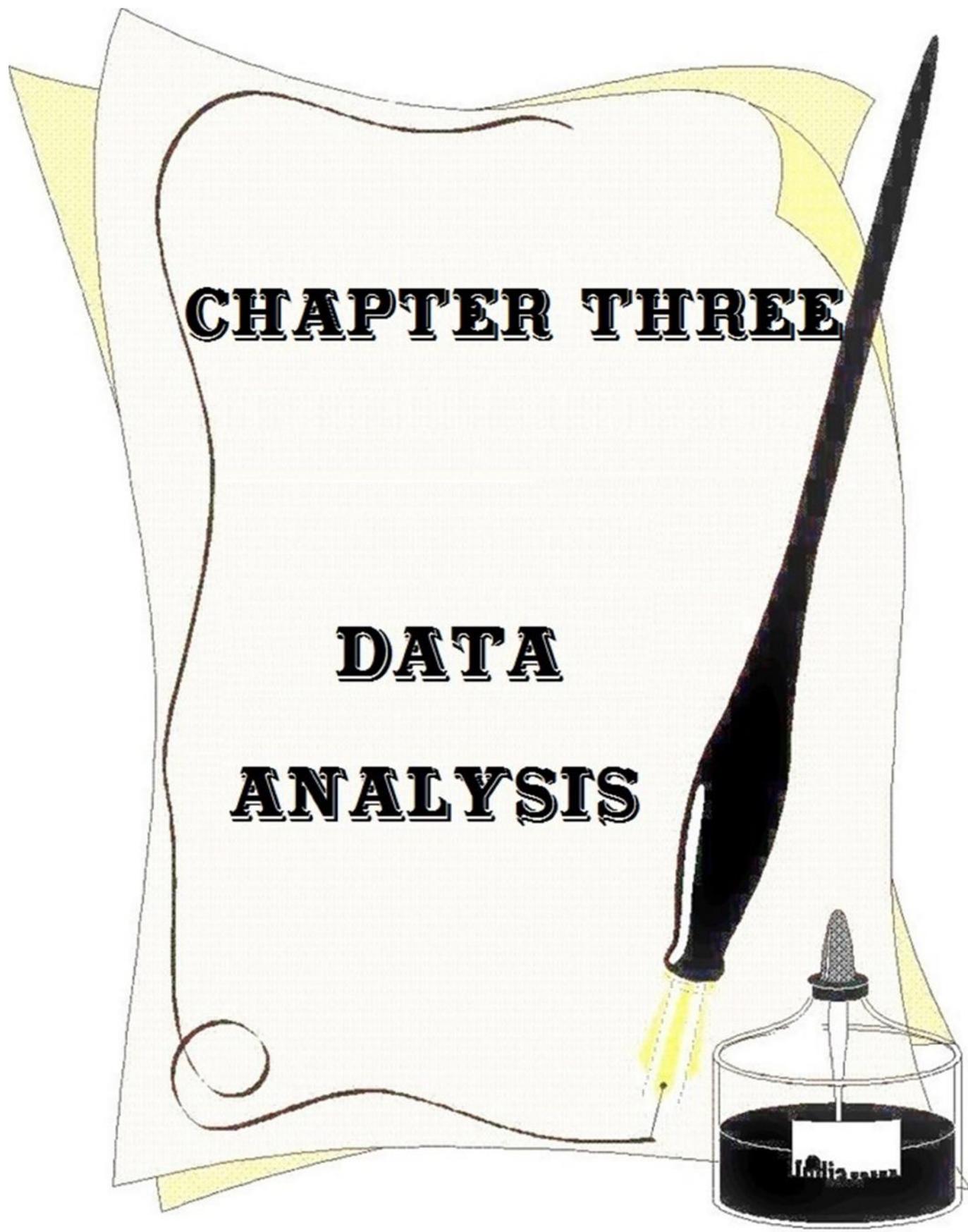
**PART TWO**

**DATA**

**ANALYSIS**

# **CHAPTER THREE**

## **DATA ANALYSIS**



## CHAPTER THREE: METHODOLOGY

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### Introduction

As it is indicated in the title, this chapter includes the research methodology of the dissertation. In more details, this chapter mainly based on a descriptive method that focuses on quantitative design. To enrich the work with accurate data, two questionnaires are administered; one is for the second-year' English students, and the other is for teachers to ensure the validity of the finding results. However, the present section deals also with the description of the aims of the data collection tools, population of the study, analysis of the data instruments, and the description of the research tool. To explore the attitude and beliefs of both students and teachers about the use of YouTube videos in particular and the ICTs use inside the classroom in the general, and how it can improve the vocabulary mastery of the EFL learners.

### 3.1 Study Design

This study was designed to identify what students and teachers say about embedding YouTube videos in the process of teaching and learning vocabulary, as well as the effects of teacher practices on student vocabulary mastery by surveying 15 students of different teachers were surveyed. The study used a students' survey including 20 questions divided in three sections, therefore, the teachers' one comprises of 10 questions divided in 2 sections, in the hope of discovering the link between vocabulary mastery and YouTube videos . Furthermore, it was of interest to see if this tool must be considered as a fundamental method in the process of teaching/learning vocabulary.

The sources of vocabulary mastery mentioned in the survey include the importance of YouTube Videos as a subject, the desire to have good grades in vocabulary, parental desires, teacher desires, and student desires. The teacher practices mentioned in the survey are categorized as follows: the use of technology and visual aids, connecting to students and parents/teacher availability, grouping, implementing problem-solving, focusing on computational skills, and assessment/effort.

### 3.2 Study Population

According to Burns and Grove (1993:779), a population is defined as all elements (individuals, objects and events) that meet the sample criteria for inclusion in a study .Fifteen second year students and ten teachers participated in this study. They are selected randomly from both males and females in the department of English in the University of Mostaganem.

### 3.3 Data Collection Instruments

To ensure the reliability and validity of results, the data, which forms the basis of this study, are collected from two questionnaires. The teachers' questionnaire which comprises of 10 questions organized in two sections, and the students' questionnaire which covers 20 questions organized in three sections. The questionnaires consisted mostly of closed-ended questions and a few open-ended questions, as these provide more diverse detail. In the open-ended questions, the participants are required to respond in writing, whereas closed-ended questions have options which are to make a cross in the chosen answer. Questionnaires are decided upon because they offered the possibility of anonymity because subjects' names were not required on the completed questionnaires.

### 3.4 Data Collection Procedure

Questionnaires are personally distributed to students and teachers to complete. The data are collected over a period of six months starting from January, 2018. We find some participants in the university Library where they are admitted and teachers are found in the English department during visiting times. Some of the participants are found out of the university and others in social media such as Facebook.

### 3.5 Description of Process

#### 3.5.1 Research Tools

##### 3.5.1.1 Definition of Questionnaire:

A questionnaire is a structured written list of questions which are answered by a lot of people in order to provide information for a report or a survey.

Thus, the purpose of a questionnaire is to convert the information needed into a formalized set of questions and present these to one or more respondents to collect the desired responses and then finally interpret and analysis the data being collected.

##### 3.5.1.2 Descriptive Research Studies

To describe accurately the characteristics of a particular participant, situation or a group. Includes surveys and fact-finding enquiries. The main characteristic of this method is that we have no control over the variables; we can only report what has happened or what is happening.

##### 3.5.1.3 Quantitative Research

Quantitative Research is used to quantify the problem by way of generating numerical data or data that can be transformed into usable statistics. It is used to quantify attitudes, opinions, behaviors, and other defined variables – and generalize results from a larger sample population. Quantitative Research uses measurable data to formulate facts and uncover patterns in research. Quantitative data collection methods are much more structured than Qualitative data collection methods. Quantitative data collection methods include various forms of surveys – online surveys, paper surveys, mobile surveys and kiosk surveys, face-to-face interviews, telephone interviews, longitudinal studies, website interceptors, online polls, and systematic observations.

##### 3.5.1.4 Qualitative Research

Qualitative Research is primarily used to gain an understanding of underlying reasons, opinions, and point of views. It helps to develop ideas or hypotheses for potential quantitative research. Qualitative Research seeks to answer questions about why and how people behave in the way that they do. It provides in-depth information about human behavior

### 3.6 Description of Research Tool:

#### 3.6.1 Students Questionnaire

##### 3.6.1.1 Aims of the Students Questionnaire

The main purpose of students' questionnaire is to see either the exposure to technology materials such YouTube videos will help EFL learners with improving their vocabulary mastery in terms of both motivation and participation or not. Also, how they will profit by those videos. Besides, whether the EFL learners support the implementation of these ICTs tools as a teaching help in the classroom condition and the way they connect with its use as a major aspect of the course.

##### 3.6.1.2 Description of the Students Questionnaire

This questionnaire includes 13 questions made out of three segments which it incorporates both close-ended and open-ended questions with the possibility of adding further suggestions whenever necessary. We gain the data findings and the results are shown in the form of graphs.

Meanwhile, Section one manages the foundation data which consists of five questions so as to find the recurrence of using the Web among the second year students and whether they use YouTube videos outside the classroom setting for academic purposes, and also observe their recognition with its use. Section two, also covers five questions. It aims to obtain the students' perception about using YouTube videos inside the classroom and if a teacher uses such devices as an educating help. Moreover, we overview how YouTube videos can be contributed as an essential material to improve students' vocabulary mastery. On the other hand, Section three, consists of three questions, it seeks to bring up the teaching vocabulary through YouTube videos which state students' attitude about the significance of vocabulary mastery. Moreover, it manages the real reasons that hinder students to use their vocabulary; and if the regular practice through YouTube videos can assist them to beat this issue or not.

### **3.6.1.3 Description of the Data Collection Tools**

This study is basically conducted through a quantitative method as a data collection, and this outline is assembled through a questionnaire which is considered as one of the appropriate and reliable instruments that supply us with accurate data. Furthermore, this study should be led by means of classroom perception to investigate the connection between YouTube videos and vocabulary mastery to provide us with more validity to the findings, however because of numerous reasons particularly potential outcomes and time which keep us from using such means.

### **3.6.1.4 Participants**

This questionnaire is submitted to 15 students hand to hand, which their selection is random with no regarding to their familiarity with the technology tools nowadays or gender, personal situation, age, etc. The key purposes 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. Thus, this population may have exposure to the information and communication resources during the process of their studies which give them the chance to provide us with their valuable opinions on the current issue.

## **3.6.2 Teachers' Questionnaire**

### **3.6.2.1 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.

### 3.6.2.2 Description of the Teachers' Questionnaire

As we have mentioned above, this questionnaire seeks to investigate the teachers' attitude towards 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 twelve questions with both types close- ended and open-ended questions.

The First section deals with teachers' personal information which composed of three questionnaires. Here, we are asked the teachers about their age, gender, and their degree. The second section, Teachers' Attitudes towards Using YouTube Videos in the Classroom (Questions 4 to 12). The aim of this section is 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 asked the teachers for further suggests and comments.

### 3.6.2.3 Administration of the Teachers' Questionnaire

This survey is addressed to the ten teachers in the division of English department. their selection was randomly and from different teaching level. Since vocabulary aspects is the key element in many teaching sessions because teachers can present and teach new vocabulary items via various activities with the use of ICT materials. However, we were distributed six questionnaires hand to hand and four questionnaires for the teachers of English classes at the department of English in the University of Mostaganem to not waste more time; we took one week to collect back ten complete surveys. We appreciate all the teachers' contributions and their precise answers.

**Conclusion**

This chapter describes the research methodology, including the population, sample, data collection instruments as well as strategies used to ensure the reliability and validity of the study. We use a quantitative, descriptive survey design. We administered two questionnaires to collect the data from a convenient sample of 15 students and 10 teachers. The questionnaires have both closed and open-ended questions. The sample characteristics include students and teachers who are dealing with vocabulary mastery teaching and learning process, and are willing to participate. Questionnaires were distributed to subjects to ensure validity of the findings.

**CHAPTER FOUR**

**DATA**

**INTERPRETATION**

**AND**

**RECOMMENDATIONS**



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## Introduction

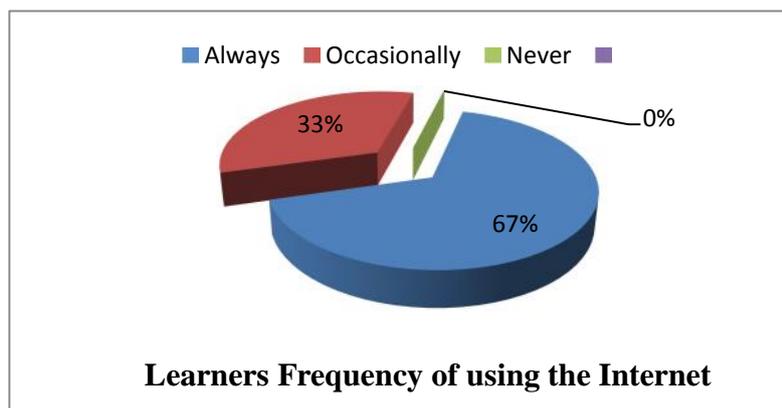
This chapter gives us the summary of the entire research while discussing interpretation of the data analysis and recommendations depending on the findings. It describes the analysis and discussions of the data collected from both teachers and second year students. The students' questionnaire comprised of three sections and data generated will be presented as follows: background information, students' attitudes towards using YouTube videos in the classroom, and teaching vocabulary through YouTube videos. The teachers' data are grouped into two sections that are; personal information and teachers' attitudes towards using YouTube videos in the classroom. Data were analyzed to identify, describe and explore the importance of embedding YouTube videos in the classroom and students' vocabulary mastery and to determine the need for ongoing terminal care education in this setting. The questionnaires schedules are attached as Appendix A and B.

## 4 Analysis and Discussions of the Students' Results

### 4.1 Analysis

#### 4.1.1 Section One: Background Information

*Q 1 How often do you use the Internet?*

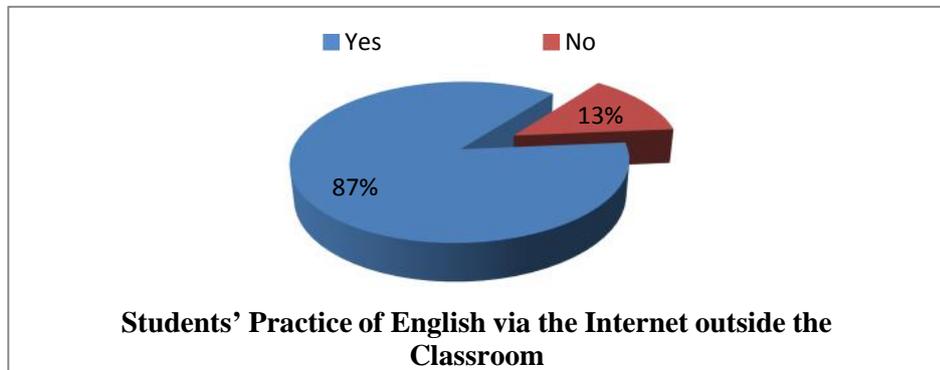


*Graph 1: Learners Frequency of using the Internet*

The Graph 1 above indicates that, 67% of the students are always accessed on the Internet, although, 33% of the respondents are using the Internet occasionally as well as no one of them never do. The results that mentioned showed that more than the half of the students well familiarize with the Internet use. Consequently, no one of them never

do so. This is probably because learners nowadays belong to the large influence of the Internet and multimedia which take a significant part in their everyday life.

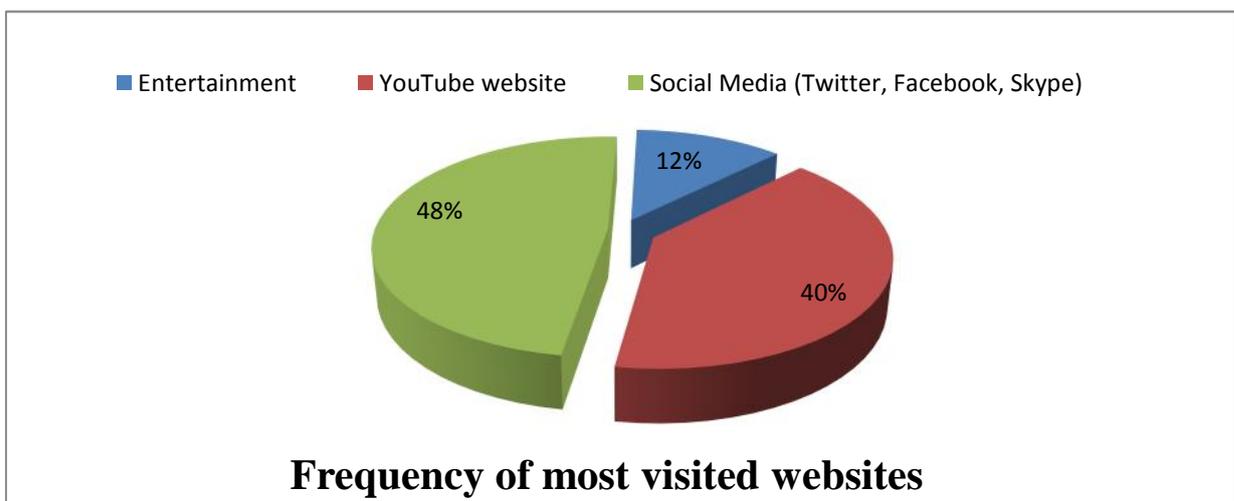
**Q 2 Do you permanently practice the English language outside the classroom via the internet (English group chatting, watching English videos, reading books online, etc).**



*Graph 2: Students' Practice of English via the Internet outside the Classroom*

As presents the Graph 2, the majority of the EFL learners practice the English language outside of the classroom setting with 87%, and this through chatting via social media websites; watching online videos, reading several books online...etc. Moreover, 13% of the participants say they do 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.

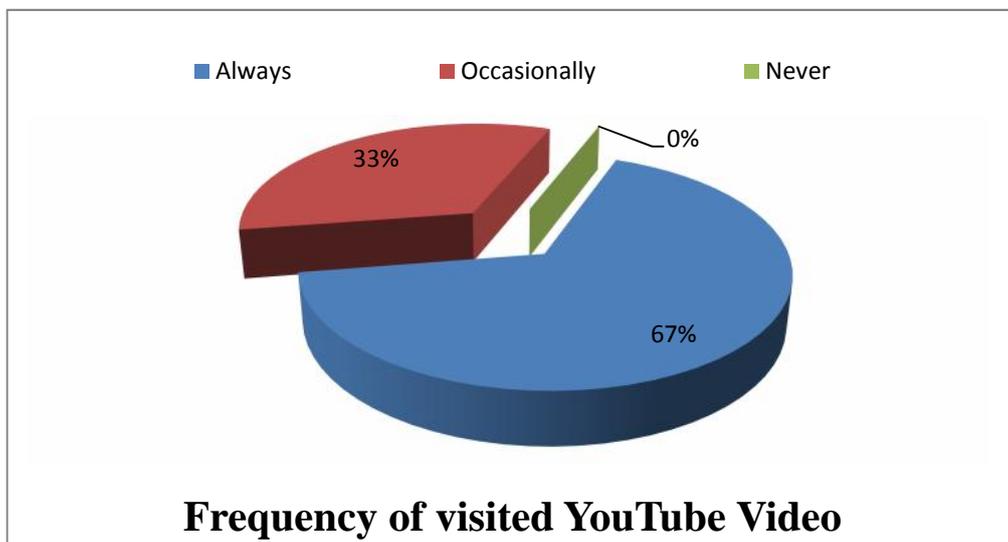
**Q 3 Which types of websites do you mostly visit?**



*Graph 3 : Frequency of most visited websites*

This question was asked to check the most visited websites that the learners spend time on; from the findings mentioned in the graph 4 above, we notice that 38% of the participants have 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 visiting 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 more visited than other websites. This may be due to many factors, mainly because it has become the cheapest means of communication.

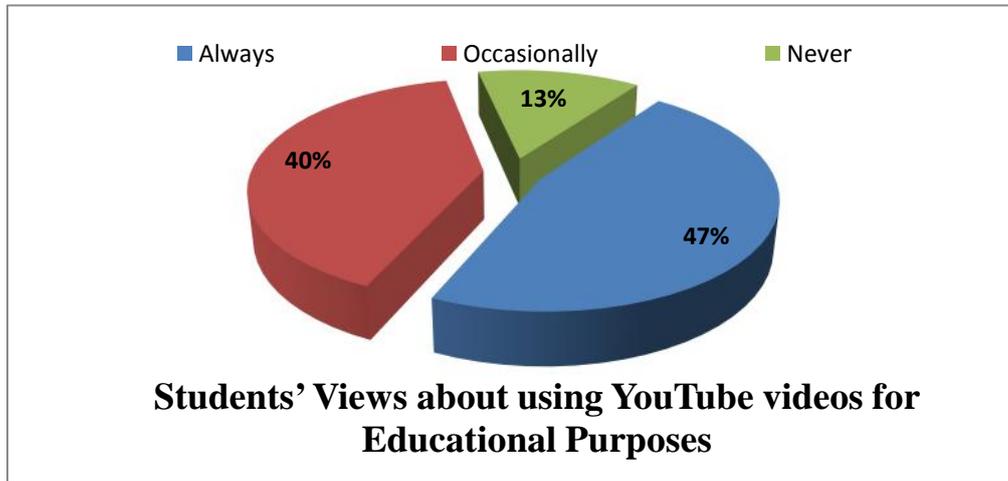
***Q 4 How often do you visit the YouTube Website?***



*Graph 4: Frequency of visited YouTube Video*

Graph 4 above displays 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, 67% of the participants have always visited the Youtube.com. On one hand, we can see that 33% using YouTube occasionally. That leads us to the previous interpretation that asserts the widespread of the YouTube Website nowadays. While no one of them who never do so. It can denote that the larger number of the students is using YouTube websites.

*Q 5 Do you use YouTube Website for educational Purposes?*

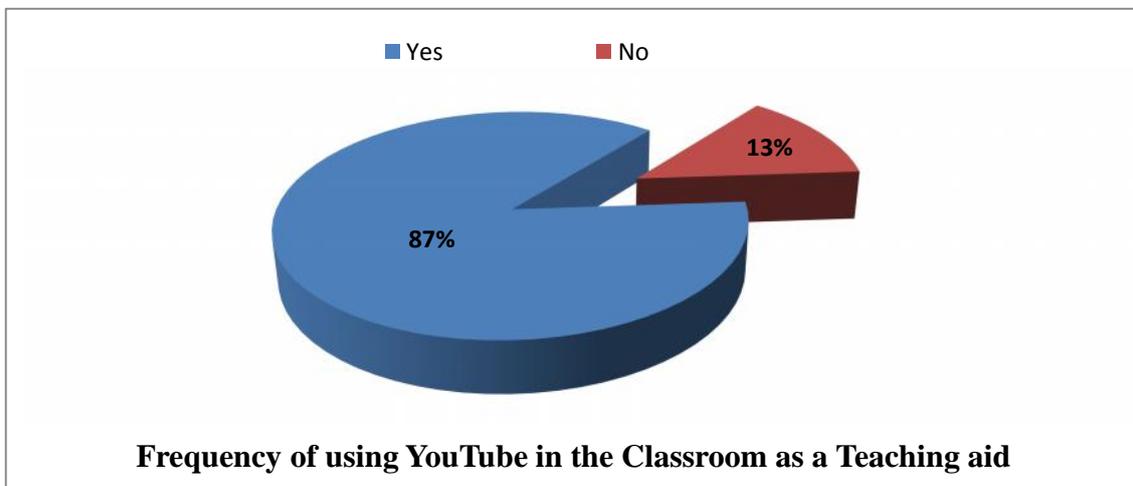


*Graph 5: Students' Views about using YouTube videos for Educational Purposes*

From the results showed in the Graph 5 above, we can say that out of the whole sample just 13% are “Never” using YouTube Videos for educational purposes. While those who always use it for the same objective which is pedagogical represents 47%. It aids students to satisfy their needs in their English language studies. In contrast with the previous results, 40% shows the participants who occasionally use YouTube videos for the educational purposes.

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

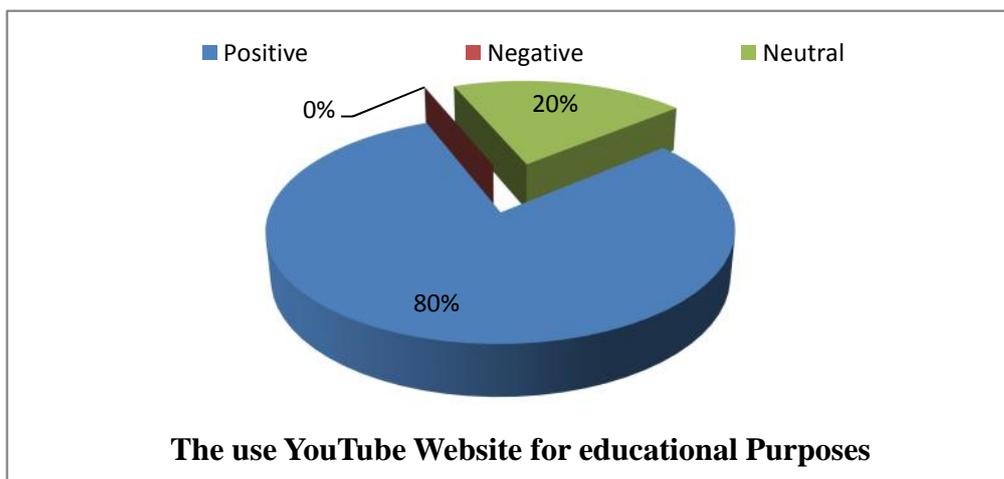
**Q 6 Do your Teachers use teaching aids such as YouTube Videos in the Classroom?**



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

According to Graph 6, which shows the frequency of using YouTube videos in the classroom as a teaching aid, it is apparent from 87% of students who represent the answer “Yes” that the majority of teachers (13) incorporate YouTube videos as a supplementary tool within the classroom. Whereas, 13% of the participants indicates that their teachers haven’t the interest of implementing this tool inside the classroom. We can notice that teachers are familiar with using such materials.

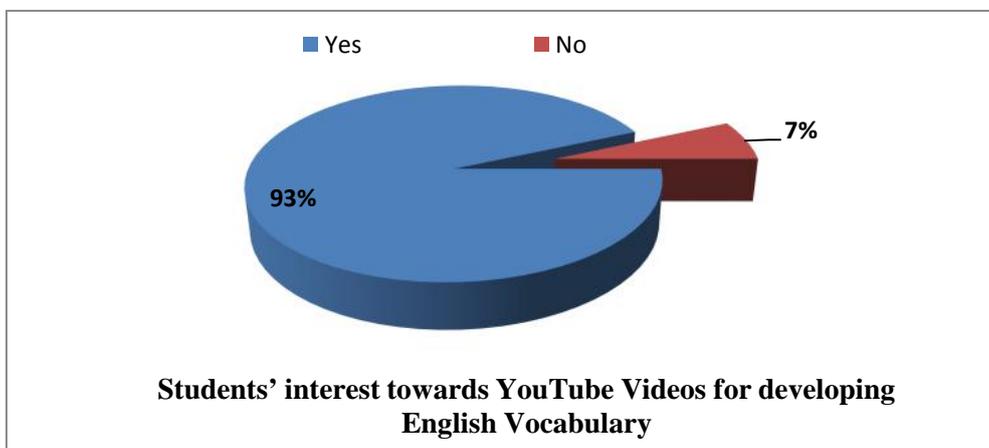
**Q 7 What is your point of view about incorporating YouTube Videos as a teaching aid in the Classroom?**



*Graph 7: Students' attitude towards the integration of YouTube Videos as a Teaching aid*

According to the results that mentioned in the Graph 7 above, it is clear that the majority of respondents with 80% have a positive opinion about the incorporation of YouTube videos inside the classroom. Whereas, 20% of them are neutral with this view, they neither positive nor negative, and no one of them has 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 this digital generation needs more authentic materials to match their needs.

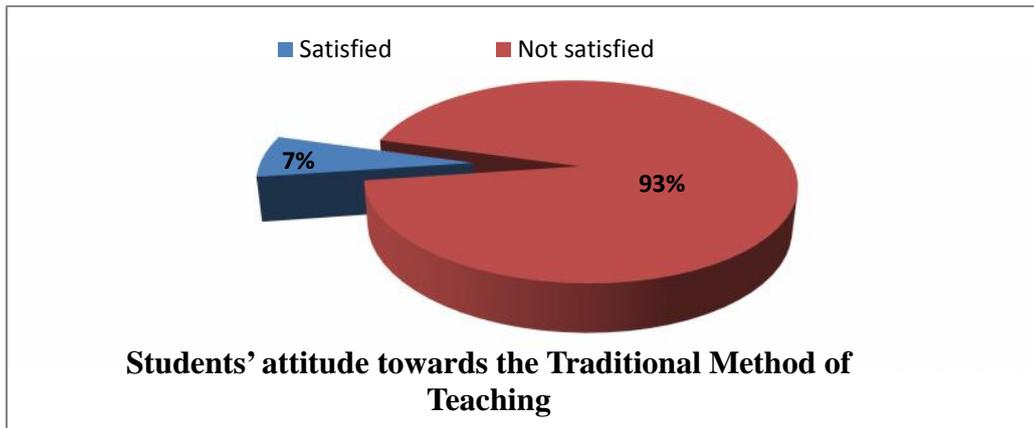
***Q 8 Do YouTube videos raise your interest to develop your English vocabulary?***



*Graph 8: Students' interest towards YouTube Videos for developing English Vocabulary*

The vast majority of participants (93%) consider that while they use YouTube videos in their interest for developing English vocabulary is raised efficiently. Unlike 07% of the respondents who reported that YouTube videos do not bring up their interest to enhance their vocabulary. So that, we note that this technology material is 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 this resource does not suit their interest and ability for increasing vocabulary awareness.

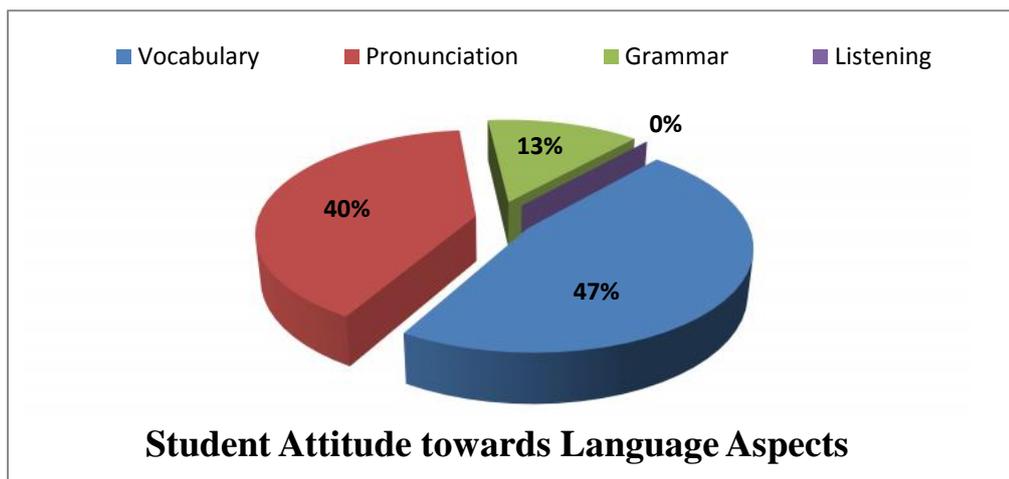
*Q 9 Are you satisfied with the traditional method of teaching using Blackboard and papers?*



*Graph 9: Students' attitude towards the Traditional Method of Teaching*

The findings of this question show that there is a clear difference in the frequency of the percentage of the students who are satisfied and those who are not satisfied with the old method of teaching using Blackboard and papers. Nevertheless, 93% of the learners acknowledge that they are not satisfied with the traditional method of teaching. Although, 07% assumed that they are satisfied. In fact, the above results state 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.

*Q 10 Which of the following language aspects do you think you need YouTube Videos for?*

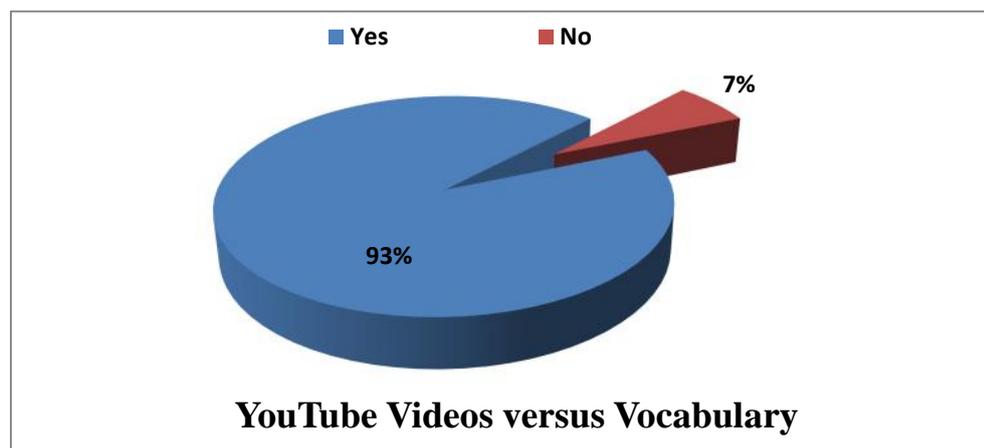


*Graph 10: Student Attitude towards Language Aspects*

Graph 10 above shows, 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 are the most priority aspects that learners need YouTube videos to improve them, 47% for vocabulary and 40% for pronunciation. Yet, 13% said that grammar skill is greater importance to improve through the YouTube videos, while no one of the respondents who needs YouTube videos for enhancing listening skill. We deduce that EFL learners can boost various language skills through the use of YouTube videos.

#### 4.1.3 Section Three: Teaching Vocabulary through YouTube Videos

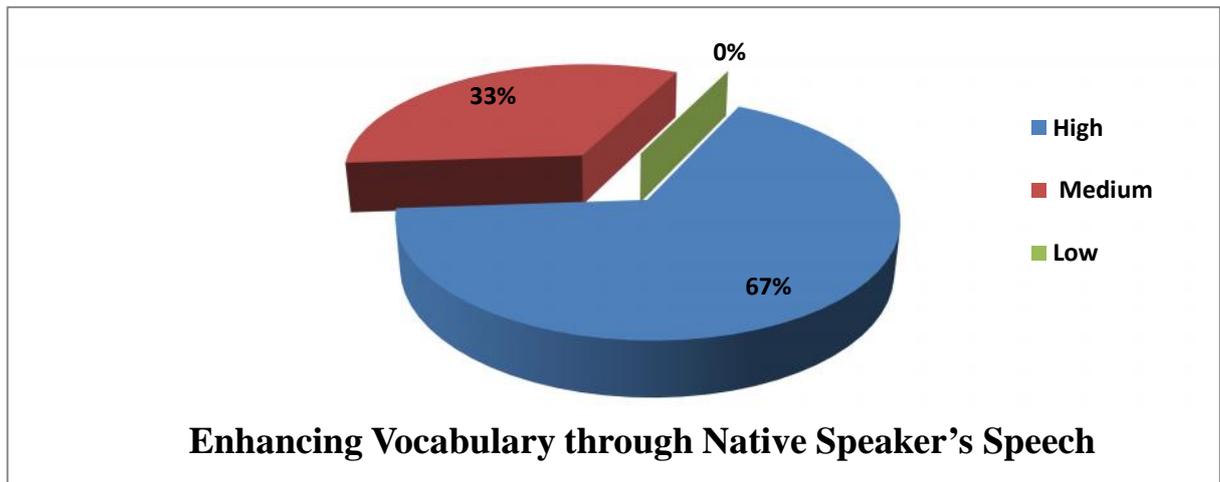
*Q 11 Do you think practicing English using Videos on YouTube regularly and repeatedly may help you to acquire more Vocabulary?*



*Graph 11: YouTube Videos versus Vocabulary*

As present the data results, which shows that the participants (93%) assumed that practicing English using videos on YouTube regularly and repeatedly help them to acquire more vocabulary which they expressed a positive attitude. One of the learners does not find that the regular practice is beneficial for him, maybe he/she has 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 at the same time promote their vocabulary mastery.

**Q 12** *To what extent, the listening to native speakers’ videos can develop your level in vocabulary?*



*Graph 12: Enhancing Vocabulary through Native Speaker’s Speech*

We can see from Graph 12 that 67% of students with the “High” response assert that listening to native speakers’ videos develops their level in vocabulary. 33% of them consider the level of developing vocabulary through listening to native speakers’ videos is medium, may be because they do not be able to follow the quick speech on the video. Whereas, no one of them chose the ‘low’ response. From the results that mentioned above, we can realize that listening to native speakers’ videos assists students in developing their level of vocabulary which leads them to develop their English proficiency in general.

**Q 13** *Any suggestion and comment about the efficacy of YouTube videos*

At the end of the questionnaire, we asked 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 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 reinforces 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.

## 4.2 Discussion of the findings

This section summarizes the major findings and their implications. Accordingly, the discussion is presented based on the research questions of the study.

First of all, the results reveal that the majority of the students are very familiar with the use of ICT technology through their daily use of the internet. Hence, more than the half of participants (67%) use it always and 33% of them use it occasionally. Moreover, 87% of them are aware of practicing the language outside the classroom setting via the Internet. Also, they are conscious about its pedagogical features. This means that EFL learners have a willingness to develop their English Vocabulary through this useful Online Tool the Internet platform.

Results in section two indicate that, EFL learners show their positive attitude towards embedding 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 the role of facilitator tool to simplify understanding the lesson content in general and raise their interest to develop English vocabulary in a natural context. Otherwise, 13% of the learners assumed that not all teachers use this tool for delivering lesson courses and even do so; they sometimes incorporate it within the classroom lecture not always.

In terms of motivation, the most majority of the students show their satisfaction towards YouTube videos as a motivational means, and they revealed that the implementation of this resource enhances their participation and curiosity inside the EFL classroom. Furthermore, they pointed out that YouTube videos give them the opportunity to learn in a comfortable atmosphere.

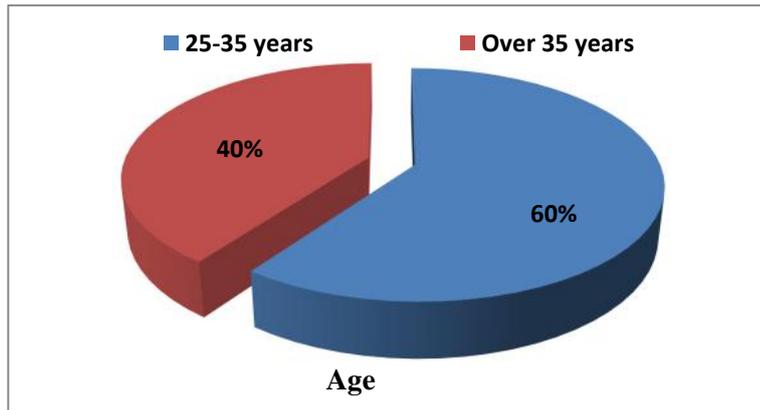
Concerning the third section, 93% of the participants agreed that the practicing English using videos on YouTube regularly and repeatedly may help them acquire more vocabulary, and this through the useful listening to native speakers speech which may assist them to exploited their right pronunciation and provided them with new words to use in their verbal and non-verbal messages.

## 5 Analysis and Description of Teachers' questionnaire Results

### 5.1 Analysis

#### 5.1.1 Section One: Personal Information

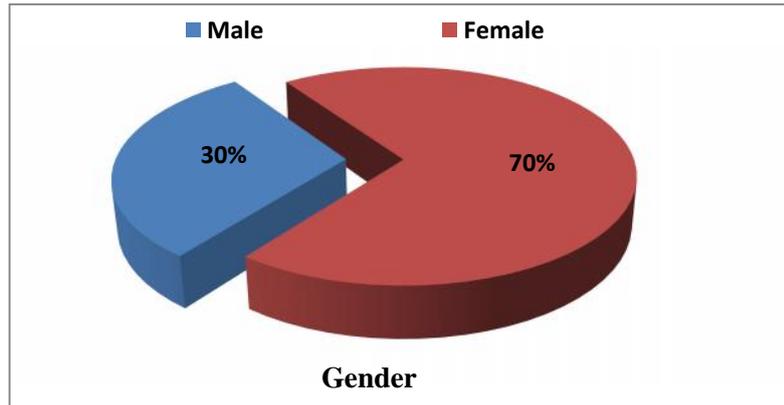
##### Q 14 Teacher's Age



Graph 13: 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 over 35 years. While, 40% of the sample are around 25-35 years. It means that the English department includes different generation of both young teachers and old one who have more experience in the language teaching.

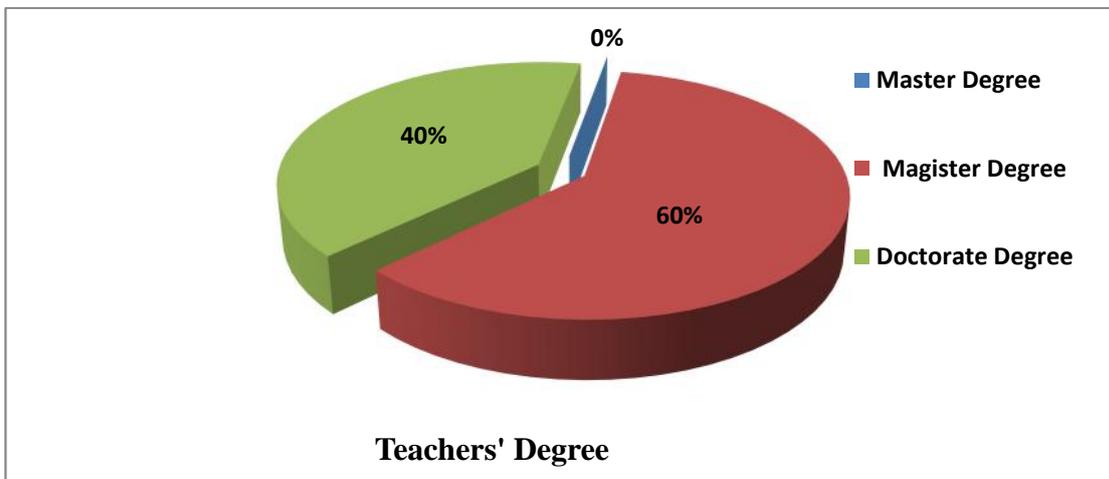
**Q 15 Gender**



*Graph 14: Teacher's Gender*

As data findings illustrate in the Graph 14, Among 10 participants, 70 % of them were female teachers and 03 males which represents 30% of the whole population.

**Q 16 Teachers' Degree**

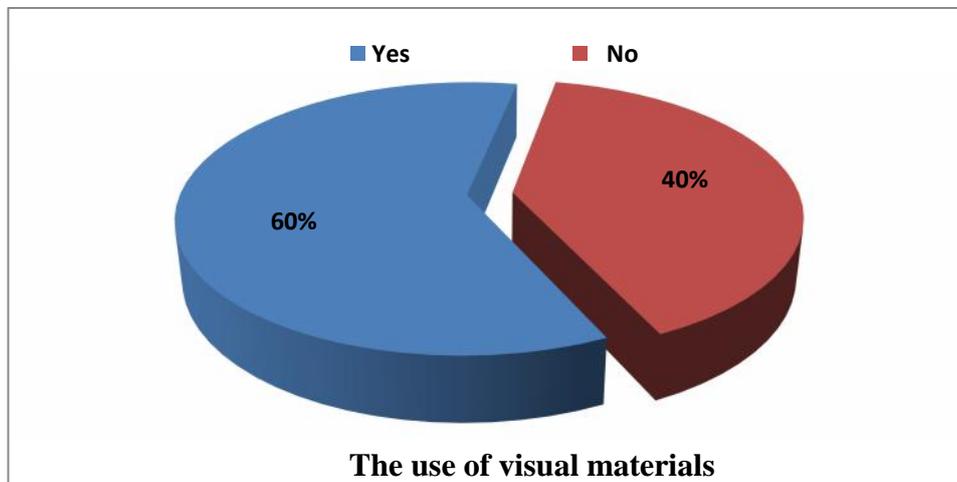


*Graph 15: Teacher's Degree*

Graph 15 shows that more than a half (60%) of our sample has a Magister degree. Whereas, 04 teachers with 40% of the whole population hold a Doctorate Degree. In fact, our sample does not contain teachers with Master Degree at the division of the English.

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

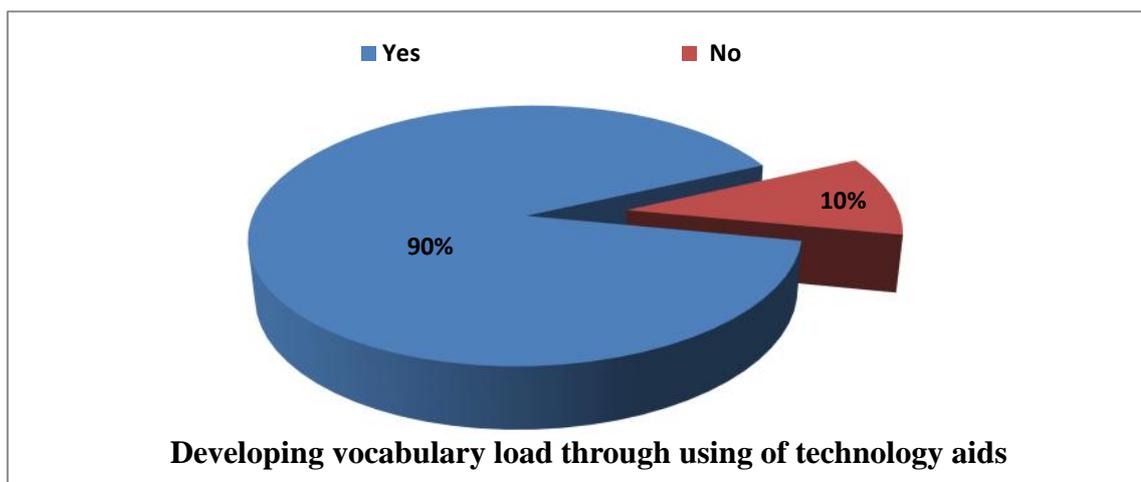
Q 17 Do you use visual materials in delivering your courses?



Graph 16: Teachers' use of visual materials

Based on data results that display above, we can say that the total teachers (60%) use Visual materials in delivering their English courses, and 40% of them who do not use visual materials in their classes. This indicates the positive use of visual materials by the teachers who show their acceptable attitude and no sign of refusing. We can deduce that the teachers are aware of the implementation of that technology teaching method.

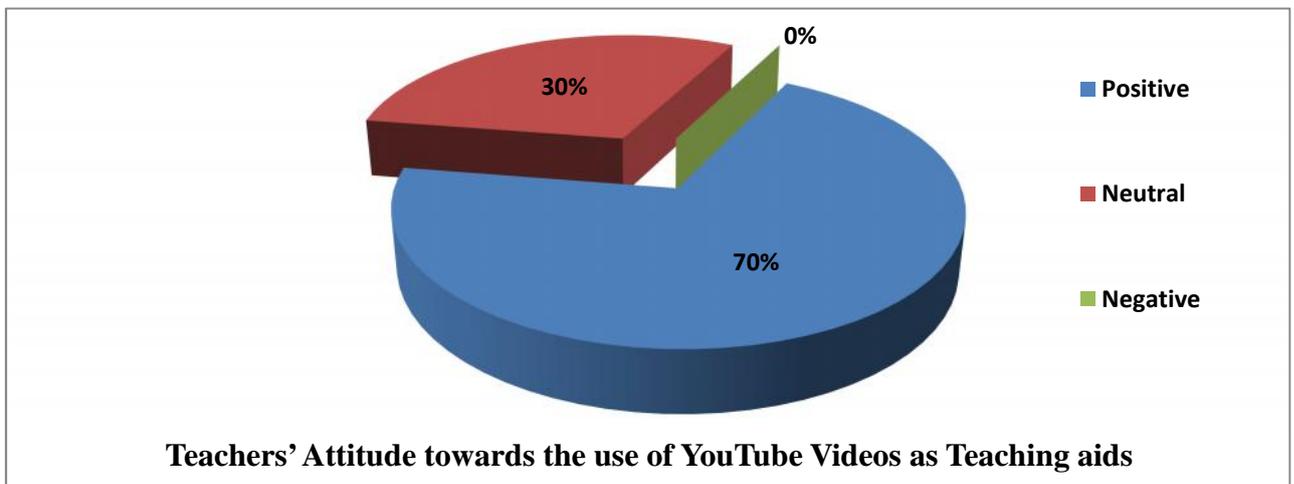
Q 18 Does the technology aids help your students to develop their ability to master some vocabulary load?



Graph 17: Developing vocabulary load through using of technology aids

The data findings in Graph 17 reveal that most of the teachers (09) with percentage 90% 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 their English vocabulary. Thus, the students can acquire and enhance their vocabulary size through the practice of technology resources. This indicates that the teachers seem to be sure about that the technology aids nowadays can make a change in the improvement of vocabulary mastery of the EFL learners.

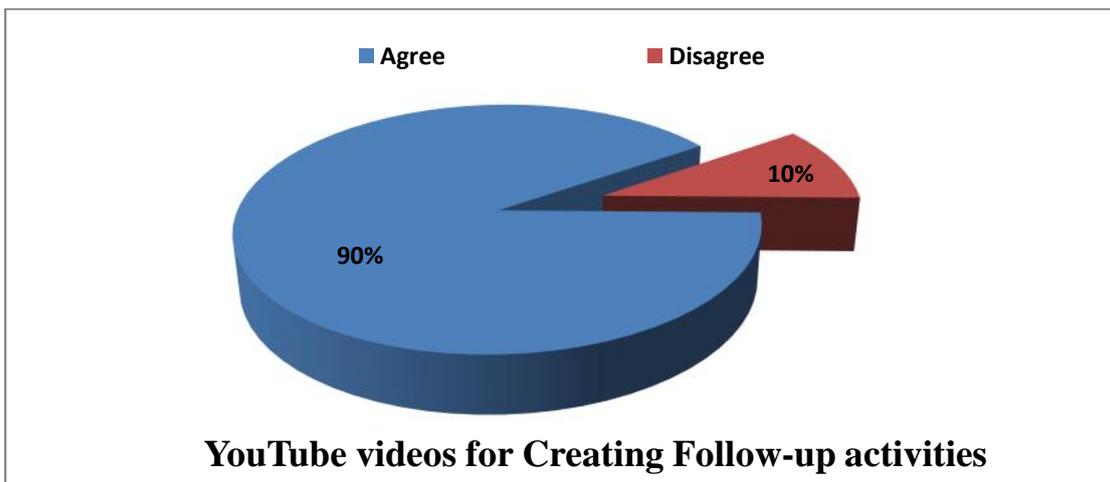
**Q 19**      *What is your attitude towards the use of teaching aids such as YouTube videos in the EFL classroom?*



*Graph 18: Teachers' Attitude towards the use of YouTube Videos as Teaching aids*

It is evident from the results that displayed in Graph 18 above that; almost the majority of teachers (70%) state the positive attitude towards the use of YouTube videos as a teaching aid in the EFL classroom, and 30% of them show their negative response towards this material, which proves that the whole teachers support the implementation of YouTube videos.

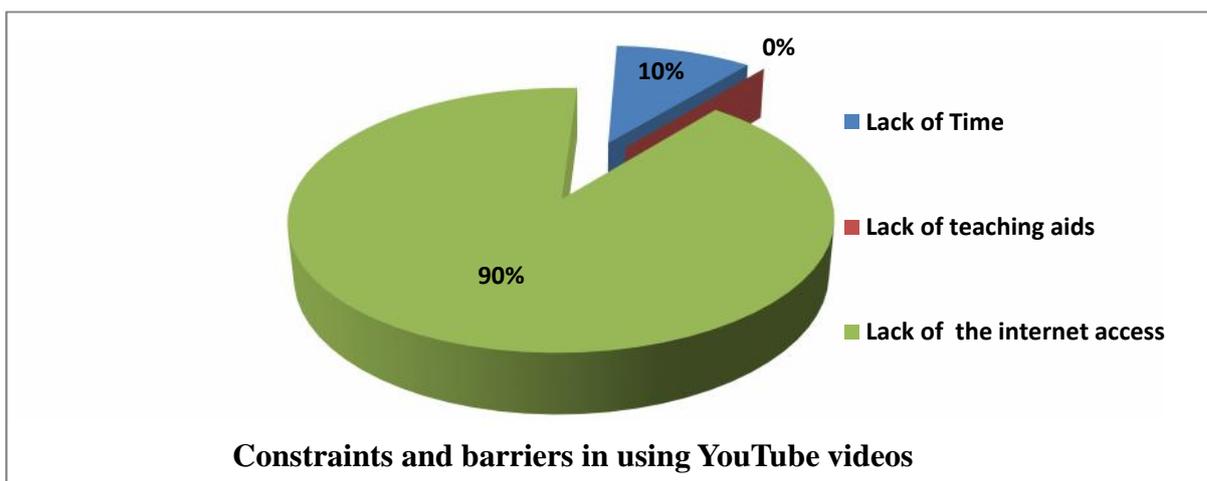
**Q 20** Do YouTube videos enable the teacher to create follow-up activities where the students can be actively involved?



Graph 19: YouTube videos for Creating Follow-up activities

According to the teacher response in the Graph 19 above; we can notice that the majority of them (90%) agree with the idea which claims that YouTube video enables the teacher to create follow-up activities where the students can be actively involved. While one of them shows his disagreement concerning this statement. We deduce that those teachers are totally agreeing with the importance of YouTube videos in promoting the activity task.

**Q 21** What are the main challenges that affecting teachers to integrate YouTube videos in the classroom?

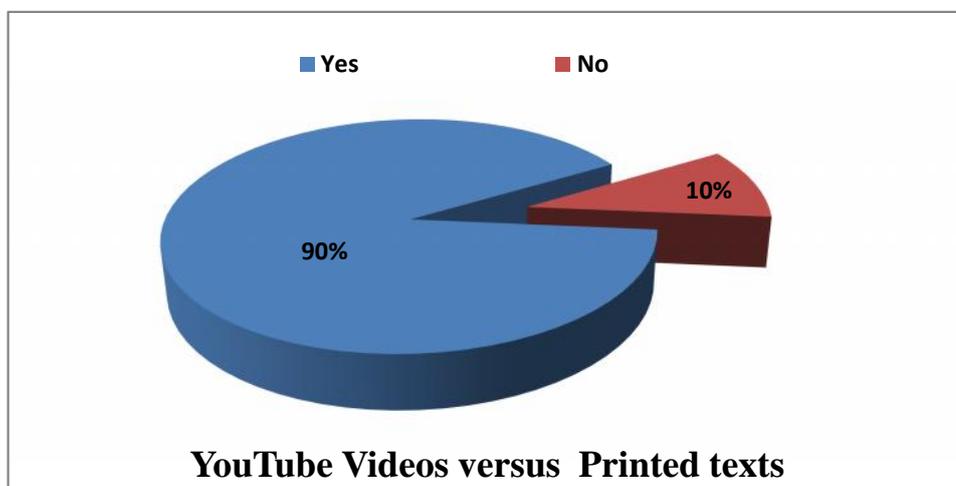


Graph 20: Constraints and barriers in using YouTube videos

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

teachers that presented in Graph 20; it can be seen that the majority of teachers asserts that lack of the internet access disable them from using YouTube videos online. Whereas, 30% of respondents considered that the problem is the lack of teaching aids, and one of them declares that lack of time is one of the main obstacles, probably because he needs 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.

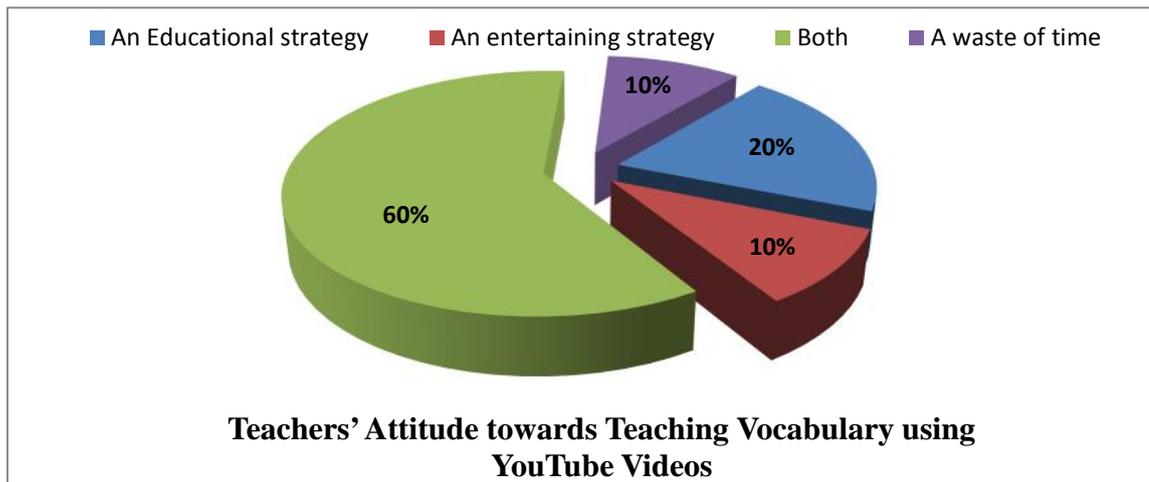
***Q 22 Using YouTube videos within the classroom lessons will enhance learners' motivation more than using printed texts***



*Graph 21: YouTube Videos versus Printed texts*

We notice from the data results in the Graph 21, the large majority of the teachers (90%) agree that using YouTube videos within the classroom lessons will enhance learners' motivation more than using printed texts. While one teacher answers "No", which indicates that YouTube videos are an important tool to motivate the EFL learners.

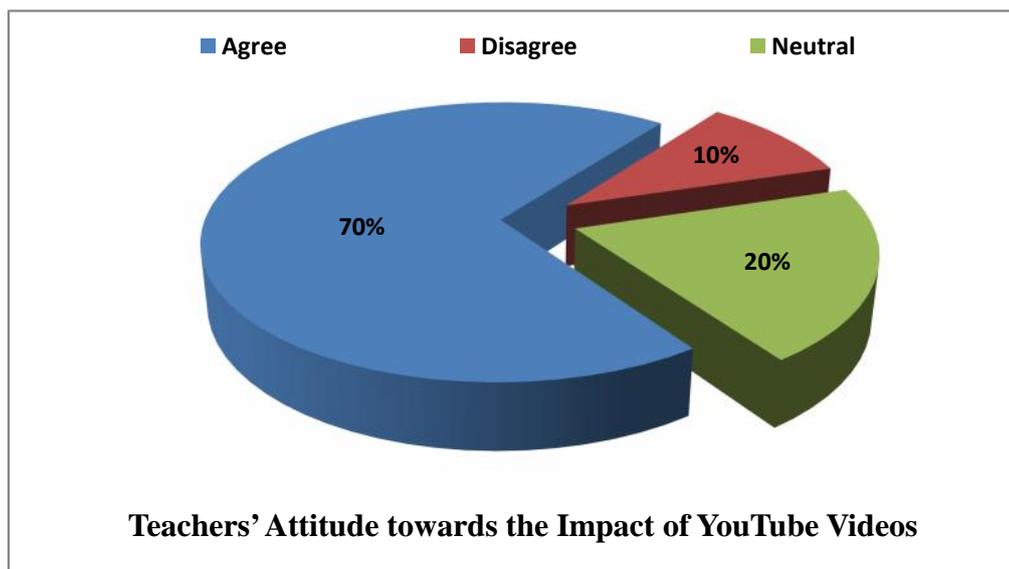
**Q 23** *Do you consider teaching vocabulary using YouTube videos as:*



*Graph 22: Teachers' Attitude towards Teaching Vocabulary using YouTube Videos*

It appears from the results that obtained, about 60% of the teachers considered that YouTube videos as both an educational and an entertaining strategy. Whereas, one of them considers that it is a waste of time. We can realize that the teachers consider that the integration of this resource can be enjoyable for the learners and at the same time they can profit from the educational lessons.

**Q 24** *The integration of educational YouTube videos within the lessons has a useful impact on learning English*



*Graph 23: Teachers' Attitude towards the Impact of YouTube Videos*

Results reveal that the majority of teachers (70%) show their agreement towards the integration of educational YouTube videos within the lesson, and they consider this source as having beneficial impact in learning English. Therefore, one of them disagreed with the idea. The data results approve the effectiveness of YouTube videos in the teaching/learning process of English.

***Q 25      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
- Describing video events to narrate the events orally.

### ***5.1.3 Discussion of the results***

Based on the data results that obtained from the section one, we noticed 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 teacher's attitudes towards using YouTube Videos in the classroom, we see its effectiveness on learning English in general and on vocabulary Mastery on specific. Therefore, the data findings show that the majority of teachers use visual materials in delivering their lesson courses. Additionally, 90% of the teachers report that the technological aids develop the ability of the students to master vocabulary. The greater part of the participants (70%) stated the positive attitude towards the use of this technological aid as a teaching tool in the EFL classroom. They assumed that the students prefer to see and listen to the language being spoken because they get bored from the traditional methods and the formal teaching of dictation and handouts. This means that the educational process is fruitful with modern technological procedures.

In the same context, the data results show that there are some difficulties which impede teachers from organizing such tasks, especially with 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, the majority of EFL teachers agree that YouTube videos will boost learners' vocabulary 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 (10%) have reservation regarding to the use of traditional method. Most teachers (60%) agree that YouTube videos are considered both as important educating and entertaining resources that bring a good learning environment. This is what the data results show.

Meanwhile, the teachers suggested that they should be determining the source of the videos from which channels, also the duration of these videos, etc. before show them to their 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, Because of the luck of Internet access in the University of Mostaganem. Teachers also highlighted the importance of the integration of educational YouTube videos within the lessons which they affirmed that has a useful and positive impact on learning English in general. This means that videos have different potential applications and the reason for that is the effective exposure to the various educational YouTube videos which enrich and enhance learners' Vocabulary and even improve the students' pronunciation in terms of genuine accent and natural fluency, which serve to achieve the objectives of teaching /learning process.

### **5.2 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 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' competences 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.

### 5.3 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.

### 5.4 Suggestions for Further Studies

This research investigates the potential effectiveness of using YouTube videos for facilitating second year students' vocabulary Mastery. 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.

### 5.5 Pedagogical Recommendations

According to the findings of this study that encompass the university teachers and learners and the importance of embedding YouTube videos in the teaching/learning path, we recommend some pedagogical implications in order to improve academic achievement. As know YouTube videos have an immense importance in enhancing vocabulary mastery. So that, we recommend adding this new tool in the English teaching curriculum so that the learner within learning the language can be more satisfied and avoid the boarded method in developing students' vocabulary. Also we recommend a test at the first lecture so that the teachers can discover the leaners' learning styles and personality traits and students interests to know how the plan the lecture according to students needs to insure an academic success and vary the teaching techniques and use technology. Teachers need to be trained to deal with students with their differences and accept them and know how the fix misunderstanding that would be resulted from these differences and adding modules which improve the mastery of multimedia and ICT.

## Conclusion

After going through four chapters, explained many theories, analysis, and findings now it's time to conclude by giving a summary to the entire 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. As it was explained in the first chapter, this study was carried out to find the relationship between the impact of using YouTube Videos and students' vocabulary mastery. This chapter discusses the interpretations of results obtained from the data analysis and provided the recommendations based on the findings through this study. 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 mastery. 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. Hence, it concludes the entire research by exploring pathway for further studies based on this study while explaining the limitations of the complete study.

**GENERAL  
CONCLUSION**



### General Conclusion

This research study was conducted to explore two issues answering the four questions that this work is based on. First, the effect of watching an online YouTube video on fundamental vocabulary mastery. Second, participants' attitudes and opinions towards the effectiveness of using YouTube videos to learn English vocabulary, and whether it is a helpful tool for this case or not. Ten teachers and fifteen second year students take part in this research. However, certain procedures are considered to fulfill the research objective. First, the participants are randomly chosen to acquire an accurate idea about their English Vocabulary level, and an increased reliability. Second, to uncover participants' attitudes and beliefs about the effectiveness of embedding this new tool in vocabulary learning inside and outside school, students and teachers are asked to complete two questionnaires survey.

This research was divided into two main parts. First, the theoretical part covers two chapters. Through the first chapter, we try to present a general overview on YouTube videos. 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 illuminate its importance as an effective platform in the language teaching curriculum. 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 mastery as a dependent variable which cannot be separated from teaching and learning a foreign language. 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 second part (data analysis) also comprises of two chapters; the third chapter is dedicated to indicates the methodology followed doing the entire research, which started by the design of our study moving to the population of this investigation and then the data collection instruments and procedures. Finally, we conclude this chapter by description of research tool in which deals with 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.

## GENERAL CONCLUSION

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The fourth chapter is the final section of our research which covers the data interpretations and recommendations. There are two questionnaires used in order to establish the relationship between the two variables 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 fifteen 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 notice that old method of teaching is not satisfying the students' needs. 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, three reasons can be identified from the participants' responses, to justify their opinions. These reasons are the ease of using YouTube video, the availability and ease of access to YouTube web site, and the entertainment aspects of this new tool. 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. So potentially, learners can benefit from exposure to linguistic items. Thus, we may recommend that teachers engage learners in production tasks after exposing them to video clips, as Schmitt (2008) pointed out.

Finally, according to the results of this investigation, we can consider that YouTube videos have a potential effectiveness for facilitating second year students' vocabulary Mastery. So that, it is recommended to explore further studies about this problematic of this research from various perspectives.



**WORKS CITED**

## WORKS CITED

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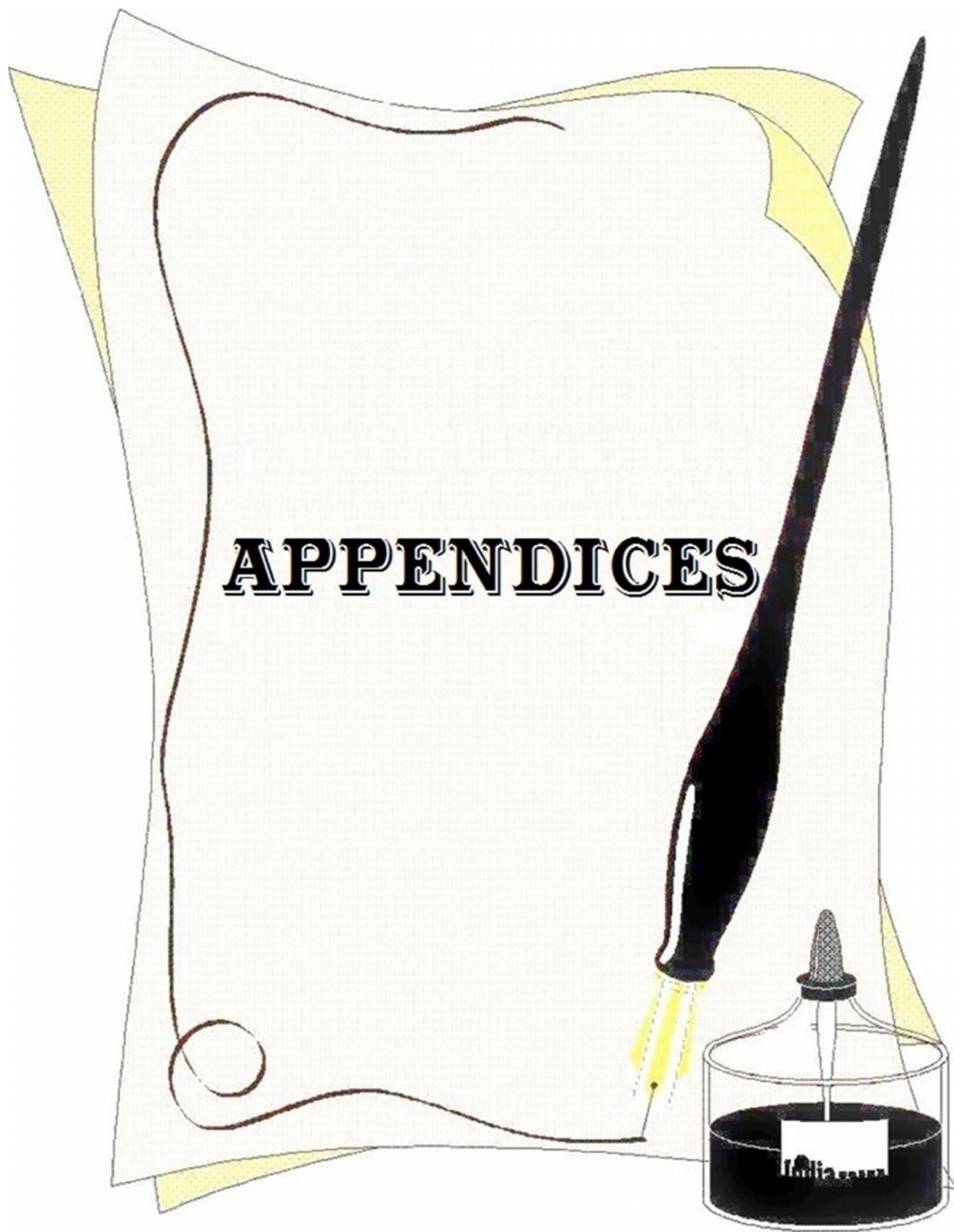
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# APPENDICES





**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

**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

**Q09.** Are you satisfied with the traditional method of teaching using Blackboard and papers?

- a. Satisfied  b. Not satisfied

**Q10.** Which of the following language aspects do you think you need YouTube videos For?

- a. Vocabulary  b. Pronunciation  c. Grammar  d. Listening

**Section Three: Teaching Vocabulary through YouTube Videos**

**Q11.** Do you think practicing English using videos on YouTube regularly and repeatedly may help you to acquire more vocabulary?

- a. Yes  b. No

**Q12.** To what extent, listening to native speakers' videos can develop your level in vocabulary?

- a. High  b. Medium  c. Low

**Q13.** Please feel free to state any suggestions or comments about the efficacy of YouTube videos

.....  
.....

Thank you so much for your collaboration



**Q7.** Do YouTube videos enable the teacher to create follow-up activities where the students can be actively involved?

a. Agree

b. Disagree

**Q8.** 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

**Q9.** Using YouTube videos within the classroom lessons will enhance learners' motivation more than using printed texts?

a. Yes

b. No

**Q10.** Do you consider teaching vocabulary using YouTube videos as:

a. An educational strategy

b. An entertaining strategy

c. Both

d. A waste of time

**Q11.** Teaching vocabulary through YouTube videos can be a useful for EFL learners

a. Agree

c. Disagree

d. Neutral

**Q12.** 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.