

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
UNIVERSITY OF MOHAMED BOUDIAF - M'SILA

FACULTY OF LETTERS AND LANGUAGES
DEPARTMENT OF ENGLISH
N°:.....



DOMAIN: FOREIGN LANGUAGES
STREAM: ENGLISH LANGUAGE
OPTION: LINGUISTICS

**Using YouTube Videos in Class To develop EFL Learners'
Vocabulary**
A Case of First Year Students at M'sila University

**Dissertation Submitted to the Department of English in Partial Fulfilment of the
Requirements for the Degree of Master in Linguistics**

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September 2020

Dedication

To our great parents who have provided us with their encouragement, love, and understanding,

To our beloved sisters and brothers for their love and support, to our families, the symbols of love and giving,

To all the people in our life who touch our hearts.

We dedicate this research.

Acknowledgements

We are grateful to ALLAH for the good health and well being that is necessary to complete this work. First and foremost, we offer our sincerest gratitude to our supervisor, Miss BerkaniOumessaad, who has supported us throughout our thesis with her patience and knowledge whilst allowing us the room to work in our own way. We are indebted to her for her excellent guidance and caring. She provides us with an excellent atmosphere for doing research. It has been an honor to have such a kind and competent person as a supervisor.

Special thanks to the members of the jury who have accepted to read and examine this work and offer us insights and feedback.

We would like to express special thanks to all our teachers of the department for their direct and indirect support and encouragement.

Words fail to express our gratitude to our families: parents, brothers, and sisters who have provided us with their encouragement, love, and understanding.

Abstract

The present study aims to verify the role of incorporating youtube videos into the EFL classes to improve the academic vocabulary level of EFL learners and also to raise teacher's awareness on using this conventional tool in the teaching process and be able to include ICT instruction in EFL classes. In this descriptive study, questionnaires were conducted for both EFL students and teachers. For students, the questionnaire was conducted to investigate their academic vocabulary performance when teachers used youtube as a tool in their lessons. As far as teachers, a questionnaire was conducted to investigate their awareness when using such material and to examine the extent of youtube clips usage among them. The results showed that this study confirms the effectiveness of using youtube videos as a teaching tool. Students showed a positive attitude towards the tool and recommended teachers to apply it more in their lesson explanation. Teachers also supported the use of such material and advised learners to use it outside the classrooms. Even though, they do not use it as regularly as needed.

List of Abbreviations

ICT: Information of Comunication and Technology

EFL: English as Foreign Language

TBL: Technology Based Learning

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General Introduction

General Introduction

1. Background of the study

In the present era of technology and the rapid development of teaching and learning strategies, there has been a growing body of literature concerning YouTube for vocabulary mastery. Multiple research findings highlighted the value of using YouTube videos to enhance EFL learner's vocabulary. The use of YouTube and other Web technologies in education has been suggested as a tool to attract 21st-century student (Duffy, 2008, Roodt & De Villiers, 2011 in Roodt & Peier, 2013) Villiers, 2011 in Roodt & Peier, 2013) as cited in (Zaidi et al., 2018).

In a study done by (R.T. Williams and Peter Lutes, 2007) that focuses on how commonly accepted principles of learning are supported and enhanced by video use, and how video can be used to stimulate and motivate students to learn English. Results indicated that with the expectations from learning theory, and with anecdotal experiences; videos have a remarkable and positive effect on learners' motivation and interest, boost their productive and receptive skills (Si amer & Meguenni, 2018), upgrade their English language skills namely: reading, writing, speaking, and listening (AL-Ameri & Rababah, 2020), their minds and senses (Berk, 2009), improve attitude towards content, establish enjoyable and meaningful learning environment (Berk, 2009) and increase teacher\learner interaction (Ahmadi, 2018).

(Berk, 2009) gives extensive research which embraced the field of education in general concerning multimedia teaching with video clips, movies, YouTube, and mtvU in college classrooms. He also claimed that YouTube videos could sustain multiple learning styles and stimulate both hemispheres of the brain. It results to increase students' comprehension and memory. Similarly, the cognitive theory of multimedia was studied thoroughly by Mayer and others spotlight the positive effect videos carry for initial courses simplify ambiguous concepts, the attention of weak students as well as visual/ special students (Mayer, 2001) as cited in (Heriyanto, 2015).

(Yuksel & Tanriverdi, 2009) conducted an experimental study, its main focus was to examine the effects of using English captions on intermediate-level EFL students' vocabulary acquisition of a video episode. The participants were randomly selected to one of the two groups: Group A (movie clip with captions); Group B (movie clip without captions). Findings of the experiment were surprising because both groups (i.e., captions and no captions) improved significantly; The improvement of the students' vocabulary knowledge indicates

that both groups remembered seeing the words, and they could accurately assume, translate or give synonyms at least to half of the words, which indicate the amount of effect video clips have on EFL learners. The authors address the need for further work on other aspects of language. However, in the same line of research, a study found learners preferred using standard subtitles rather than another type called “bimodal” it refers to using English dialogues to English subtitles.

(Watkins and Walkins, 2011) as cited in(Si amer & Meguenni, 2018) mention that the results of using YouTube videos, whether inside or outside the classroom, improves listening, pronunciation as well as conversational skills. He added these videos also develop original vocabulary, the understanding of cultural lessons, and promote more realistic exposure to the language. Other recent studies also discovered YouTube videos improve EFL English sentence structure (Wening Sahayu1* & Friyanto2, 2019). (Si amer & Meguenni, 2018) added EFL learner will overcome their anxiety towards making mistakes when they are exposed to the educational YouTube videos (p.39).

An experimental study aimed to assess the impact of YouTube videos about academic writing and its skills on the writing performance of students. (Olasina, 2017) highlighted some of the ICT difficulties in developing countries in South Africa. The results show limited resistance to the exploration of YouTube sites for academic writing. There were some negative encounters linked to lack of internet access, equipment malfunctions. However, frustrations concerning low-computer literacy and lack of access to technology issues were founded. The researcher also observed from pretest and post-test findings that students enhanced both student-teacher communication as well as student-student interaction, and improved learners’ retention, relevance, and interactivity. (Olasina, 2017) insisted on the fundamental development that the YouTube platform adds to the transformative technology pedagogies.

Based on the previous studies mentioned above, this current study will attempt to investigate the effectiveness of YouTube videos as a teaching tool in EFL classrooms, and assess teachers’ awareness of the matter stated above.

2.Statement of the problem

Learning vocabulary in the EFL context is regarded to be a substantial issue that university students face permanently. On the one hand, not only do they encounter a new complicated incomprehensible set of vocabulary in the curriculum but also, they probably required to understand and relate the terms immediately to the lesson context. In the other hand, the university teachers tend to forget, ignore, or do not take into consideration this issue since

university student supposedly has to have an already established upgraded vocabulary set. This misconception eventually will be the cause of a negative teaching and learning experience for both students and teachers.

However, this current wave of technology has given us a new conventional road that leads to creative and easy access to different outlets such as YouTube videos that provides a much adequate solution to the issue mentioned above. As it seemed, the usage of YouTube videos might contribute to their vocabulary development and fulfill the perpetual urge to employ academic vocabulary in higher education in freshmen year.

For that reason, this study tries to descriptively correlate between YouTube videos and vocabulary development for EFL learners and teachers. It seeks to answer then the following questions:

a-How often do EFL learners use youtube clips in their classes?

b-Do YouTube videos affect EFL student's academic Vocabulary development?

c-Are teachers aware of usefulness of YouTube videos in classroom?

3.Objectives of the study

This research aims to investigate the efficiency of using YouTube videos as a teaching method and students' vocabulary development. It also attempts to raise teachers' awareness about the importance of using YouTube videos in the classroom and to propose some recommendations that would help both teachers and learners to make of teaching/ learning vocabulary a good deed.

4.Assumptions

Based on the problem stated above, If EFL Learners are exposed to the use YouTube videos they may develop their academic Vocabulary effectively.

Teachers are expected to be aware of the importance of integrating youtube videos in the language teaching method in increasing their student's vocabulary level.

5.Research Methodology

5.1. Method

The current study seeks to investigate the effectiveness of watching YouTube videos in class and vocabulary development. The descriptive method will be conducted. In this descriptive study, data were analyzed both quantitatively and qualitatively.

5.2. Sampling

The population of this study is 240 first-year students of the English language at the University of Mohamed Boudiaf-Msila and 5 teachers of oral and written expression. A sample of 25% which represents 1/4 of the population and equals 60 students will randomly be chosen so that all students have an equal chance to participate in the investigation. Our second sample represents 5 teachers who are expected to accept participation in this research. We attempt to work with university students because they have been studying English for almost six years. We assume they reach a proficiency level in the English language.

5.3. Data gathering tools

The present study has been conducted through the descriptive method that focuses on both quantitative and qualitative design that provides a comprehensive picture of the concerned problem. For this purpose, we have administered two questionnaires as an appropriate research tool for both students and teachers to investigate their perspective and use of youtube videos in the classroom setting to improve student's vocabulary. Besides, we have used a semi-structured questionnaire as a mixture of closed-ended and open-ended questions to confirm or disconfirm our assumptions.

6. Significance of the study

This paper will contribute significantly to the amount of data in the research community EFL learning and teaching since it brings attention towards the usage of YouTube videos as a teaching tool and showcases the ability for it to influence vocabulary to become the new source of knowledge. Moreover, this study may facilitate vocabulary development of formal academic terms and concepts in higher education levels and relieve the tension between student misunderstanding and teacher's explanation of lessons.

7. The structure of the study

This research is divided into two main parts. The Theoretical part and the fieldwork. The first chapter is devoted to giving a general overview of youtube videos. This chapter presents the importance of youtube and its usefulness in foreign language learning and teaching. It also discusses types of youtube videos such as youtube channels especially educational one, and explain how matter the problems of youtube videos. The chapter includes too a theoretical overview on vocabulary definition among researchers and illustrating vocabulary types/tiers, in addition to the academic vocabulary and its valuable importance to EFL learners. Last but not least it sheds the light on vocabulary development in language teaching and learning together with the use of video materials and the chapter three is field work which divided into three sections ,first ,it describes reseaech methodology and design .it defines also

research tools which followed by the main findings and the interpretations of resultsand so on

Chapter One

Overview on YouTube

Videos

Introduction

With the information and technology development in 21c, the Internet is one of the instrument that dominate our life, and it is appreciated as being the most helpful inventions that provide opportunities for people and teachers as well as the educational institutions, to communicate with others around .The main goal of this chapter is focused on the importance of YouTube and how this app can be a very useful tool in a foreign languages learners and teachers as well .First, we are going to introduce a general background on information and communication technology (ICT). Then, we examine the difference between the old language materials and modern ones.

Furthermore, we move to the types of YouTube video and we focus on the educational channels Moreover, this chapter c different strategies for using YouTube videos in the classroom. Finally, it deals with some problems that face teachers for using such materials in a classroom setting.

1.1 Background of ICT

Nowadays, along with widespread use of ICT, life has become easier and less complicated. Particularly, the use of the internet by teachers and especially has changed the area of education completely. there are various online platforms that millions of people access on daily basis such as web bloggers, SNS, Facebook, or youtube. According to Ducknevy and Hockly (2007) as cited in (Hayet, 2016) "Technology offers new ways practicing language and accessing performance"[P.8]. Additionally ,the use of youtube provided educational videos inside language classroom is becoming the norm. Urging the EFL Learner to access this platform might motivate them to develop their vocabulary use. in this regard ,the current research aims to present the importance role of using youtube videos in Enhancing EFL Learners vocabulary

ICT provides a set of application and online instruments which ease communication and the transfer of information through the most important using websites...thus, internet has created a new method to connect ppl and provided possibilities to english learners and teachers to practice the language that aims to meet the needs of teaching and learning.

1.2 Language Teaching Materials

Teaching Materials are the aids used by the facilitator to help him/her to facilitate his/her lesson effectively, Language materials are known as one of the principle for the language teaching and learning, on (Tomlinson, 1998) in suggested that materials is "anything is used by teachers or learners to facilitate the learning of language". James D. Brown as cited

in(Tomlinson, 1998) also indicated that materials is any systematic description and exercise to be used in classroom teaching .

Both (RICHARDS & RODGERS, 1999, p. 35) 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”. Materials could obviously be videos YouTube, dictionaries, grammar books, readers, workbooks or photocopied exercises. They could also be newspapers, food packages, photographs.(RICHARDS & RODGERS, 1999, p. 2) ,It can be divided into two parts;old teaching materials such as cards, , posters, textbookc,CDS,Movies ,websites,software,Apps Also, new teaching materials such,power point slides, videos, podcasting.it aims to ;make lessons intersting ; make learning easy; help learning ,to what has been learnt yo remain in the minds of the learners for a longer time; help the faciliator to deliver his/her lesson successfully

1.2.1 Traditional Language Teaching Materials

In traditional teaching,yhe teacher is known to be the prominent figure in the learning process.In such context, the textbook that is designed by the program standards is considered as the main source of knowledge. Moreover, the teaching materials are so traditional, mainly the chalk and the board for presenting lessons.(Hayet, 2016)

Nowadays, teaching styles have attained a shift from memorization to a modern way that involves an interactive method through repetition.

1.2.1.1 Board

The board is one of the most available traditional tools that have been used as a teaching instrument in many schools and Universities. It may remain the most place for teachers to explain their lesson course effectively. Recently, this tradition has changed over the years from blackboards to green boards, white boards, but whatever it is colored with, its purpose is instructional aids, easy to use draw visuals make list support your words and voice orgnize lesson and class.

Harmer (2001) assumes that the board can be considered as a notepad for teachers to present many ideas, phrases, or topics. That is, teachers can use colors to multiple perspectives of language to make the task easier for the students who have misunderstanding. Moreover, Harmer (2001) assures that the board can be regarded as more than an explanation aid. For him, it can be used as a picture frame or game board. For example, teachers can use

the board to draw many figures or play games like guessing the word, just to assist their students grasp the concept.

1.2.1.2 Pictures

The picture is one of the oldest techniques that teachers use it in the classroom setting, in a term of small cards, drawing the image... etc. According to(Wright, 1989, p. 2), it acts as a way to facilitate and enhance comprehension of the lesson. In addition, "it aims to students for memorization Interest and motivation and students may catch their interst and imagination".

In addition ,Wright(1989) claims that pictures can assist learners to be more interested and motivated. Also, he indicates that pictures can be a sense of the context of the language as well as a specific reference point of stimulus. So, it can be said that a picture creates a significant context of communication and plays an edsential role in helping students to accommodate different concepts with its meaning.

1.2.2 New Language Teaching Material

The use of the new technology resource with foreign language teaching has changed dramatically the traditional way of teaching and allowed what before impossible, because it delivers many oppotunities for learners to be interactive during the classroom (Richards, 2001, p. 41). Additionally, these materials have radically changed the role of the teacher that he is the only provider of the information and knowledge. For instance, there are many audios/visual aids that can be employed within a classroom context as new teaching materials, and the most used tools are PowerPoint slides, Videosyoutube, Podcast. House (2008)as cited in(Hayet, 2016) claims:

In other words, by integrating new technology materials in foreign language teaching, teachers can provide their students with many opportunities to collaborate and interact and foster their motivation to participate in tge classroom activities.

1.2.2.1 PowerPoint:

PowerPoint is one of the essential tools that are widely used in many varieties. It is considered to be a multimedia technology and also acts as a tool for collaboration and content sharing which means appeared firstly in business, and then spread in many institutions, especially in a pedagogical context.(Castelli & Fiorentino, 2008) assume that this software

program has a positive effect on students and teachers because it provides high demands that they are in need for it in the EFL classroom. Although by offering an efficient presentation through slides that allow learners to prepare their presentation and projects in the innovative and flexible way.

In other words, the use of powerpoint is vital to foreign language teaching because it provides learners with many opportunities to interact.

In another meaning, the use of powerpoint is considered as a vital tool to those who teach a foreign language because it furnishes learners with many chances to interact and increase their excitement.

1.2.2.2 Videos:

Videos are a powerful tool today's classroom. It provides strong context through which to teach. Frank Smith as cited in (Kabooha & Elyas, 2018) noted that all learning stems from a "demonstration". "There are no more impactful demonstrations than videos". Nowadays, according to Inc, students are very much visual learners. Further, the quick spread of broadband internet access, is making the use of videos in the classroom reliable. It helps to accomplish many purposes in EFL class. It may allow teachers to not only tell students what they need to learn from a specific lesson, but illustrate examples to help develop understanding.

This visual aid can help learners in building up their knowledge construction. Besides, it facilitates and promotes teachers' activity, and allows them to present their lesson in a comfortable way. Cruse (2011) as cited in (Watkins & Wilkins, 2011)

That is, videos can support language learners who face many obstacles in language learning, especially vocabulary, as well as teachers who find the use of videos comfortable as a teaching aid.

1.3 An overview on youtube videos:

People now cannot separate themselves from the online world, technology can offer learners many online materials such as websites and provide them an incredible source for information, however there are a significant number of online materials that can be integrated into traditional English lessons, such as the YouTube websites. YouTube is considered a source of online material that can play a key role in the teaching and learning field. Using YouTube videos to teach English classes as supplementary material will provide learners with good understanding and knowledge of their lecture. In addition, it is likely to

make the learning process more fun and meaningful. Furthermore, it enables students to make their classroom more interesting and independent. On the other hand, it gives them the opportunity to memorize their lessons more easily examples (Keddie, 2014) as cited in (Alqahtani, 2014). It provides language learners a new tool to improve skills by creating context for these videos can help students to explore a new vocabulary in different domains and explore also a world online English learning possibilities.

Figure 1.1 .youtube videos



1.4 Types of YouTube Videos

YouTube is a social network which helps people share video information, for educational purposes, YouTube is an international platform, it helps people also in home which can watch YouTube and enhance their vocabulary, it is one of the suitable techniques that improve students' skills (speaking, writing, reading, listening). Further, to enhance their vocabulary that is considered to be the root of second and foreign language learning. From this point, we will mention the most effective kinds of YouTube videos that contribute to the foreign language context. There are a lot of types of YouTube videos such as movies, films, songs for

- Senlson (2011) as cited in (Cruse, 2006; Mayaratri, 2015) “YouTube was created as a video-sharing service for the everyday user, the potential for educational use has not gone unnoticed. Overtime, scores of colleges and universities as established a presence on YouTube by creating their own video-sharing webpages called YouTube channels”. There are a lot of types of YouTube channels

1.4.1 YouTube channels

YouTube channels is one of the most important and useful tool in Education that teachers and learners use for determine some opportunities of their lessons.

Teachers have chosen that channels for senlson (Snelson et al., 2012) youtube was creattes as a video -sharing service for the everyday user, the potential for educational use has not gone unnoticed. Overtime, scored of colleged and universities as established a presence on youtube by creating their own videos-sharing webpages caeled youtube channels. there are a lot of types of youtube channels;

1.4.1.1 Educationnal channels

Figure1.2

Types of youtube channels



YouTube is a free and fantastic video sharing platform which makes it a priceless one for language learning. Free lessons are provided for learners to watch or virtually sit-in at any time. There are hundreds of English language channels available on YouTube serving different purposes and directed to different audiences from children to adults. For instance, “Speak English with Mr. Duncan” is a YouTube channel where live videos are streamed three days a week from his home in England; “BBC Learning English” is one of the most famous channels for learning English where lessons are uploaded everyday; for intermediate English learners there are different channels to refer to, such as: EnglishClass101, which uploads fast-paced lessons for those with a good grasp of English,” On the GO with EF” is a slightly unusual English learning channel due to the creativeness of its vloggers, who travel the world emphasising key words and expressions used in each context; regarding the advanced learners, channels like “Rachel’s English” or “Business English Pod” are the way to go.

- **Speak English With Mr. Duncan**

Self-proclaimed English addict, Mr. Duncan is passionate about the English language. Through his YouTube channel – 8103[Speak English With Mr. Duncan](#) – he teaches English to the world for free, three days a week, live from his home in England. You'll get a lot out of his lessons; the videos are fun, easy to watch and focus more on practical language and how the language is spoken, rather than getting into the nitty-gritty of grammar. His entertaining lessons cover a variety of topics throughout the week, from nature, slang, news, fashion, and even survival instinct.

- **Easy English**

Not lessons as such, but 5499[Easy English](#) remains one of the most useful English learning channels for beginners. Each video features real-life conversations and interactions with English speakers in real-life situations. People are interviewed on the street and asked simple questions about their day or their life. You'll pick up correct pronunciation and get used to hearing the language spoken by different people.

BBC Learning English

The BBC (British Broadcasting Corporation) is a British institution – you'll be hard-pressed to find a better place to learn British English. Every day, a new lesson is published on the [BBC Learning English Channel](#) each one designed to help you learn English effectively using a variety of different formats.

There's also a super informative feature called BBC News Review, where reporters discuss topical subjects and stories and show you how to use the language from the latest news items in your everyday English. The [BBC Learning English website](#) offers some fantastic resources for learners of all ages too, including children.

- **Jennifer ESL**

Jennifer is the kind of English teacher you wish you had; she's patient, clear and very knowledgeable. She teaches American English and regularly publishes lessons and resources grouped into easy-to-use, comprehensive playlists on her channel – [Jennifer ESL](#). Lessons cover all essential elements of language learning: listening, speaking, reading, writing, grammar, vocabulary, pronunciation and American culture. You'll also learn alongside her students, which gives lessons an intimate, classroom-feel.

1.4.1.2 Intermediate

There are hundreds of video lessons to choose from, each covering topics crucial to language learning. Lessons are generally fast-paced and better suited to learners with a good general grasp of the language.

- **On the GO with EF**

The [0EF YouTube channel](#) takes a slightly different, yet very entertaining approach to language learning, in that it takes you on a virtual holiday while you learn. EF Vloggers travel the world to show you some of the best cities and discuss languages and culture on the way. You'll discover 7020 [LA with Angelina](#), 902 [Cape Town with Maria](#), and 506 [Vancouver with Asia](#) while learning the key phrases and vocabulary used in the videos.

- **VOA Learning English**

This is a fantastic idea from international news and broadcaster, Voice of America. Their [VOA Learning English](#) YouTube channel encourages you to learn American English with captioned TV news reports, using simpler language and read at a much slower speed. You'll learn about current affairs and become familiar with watching English news, all while improving your English skills

1.4.1.3 Advanced

- **Rachel's English**

Rachel is a classically trained opera singer and an expert in English pronunciation. As she says, helping students find full conversational confidence is her passion – you'll enjoy her lessons immensely!

- **Business English Pod**

What happens if you're required to [speak English at work](#)? Meetings and presentations often involve using language you wouldn't typically use on the street. Head to [Business English Pod](#), where lessons cover complex language situations like "How to disagree with ideas", "How to make an offer" and topics such as finance, law, and the economy.

- **Language learning for children**

British Council Learn English Kids [Learn English Kids from the British Council](#) takes a fun and informative approach to language learning for children. Videos come in a variety of formats; you'll find simple "How to" videos, like "How to make popcorn" – all hosted by children – and animated nursery rhymes, songs, and stories, perfect for younger children. In fact, whatever your age, if you're learning the language, listen and sing along to nursery rhymes in English, as they help to improve memory and recall.

- **Fun Kids English**

[Fun Kids English](#) is a brilliantly engaging channel for children of all ages. Created by professional teachers, musicians, and published children's authors, it's jam-packed with educational animated English videos and catchy songs. With new videos posted every week, each one is designed to help children learn about the alphabet, phonics, animals, foods, colors, actions, transport, jobs and lots more!

Making use of a variety of materials can promote learning, so try factoring in at least one video a day alongside your usual language learning and you'll soon notice an improvement to your English.

1.5 The Importance of YouTube Videos in EFL Teaching-Learning

This study purpose is to achieve many goals for teachers and learners in the educational process. Using yt videos is one of the most goals in teaching and learning english nd how to use them as an additional means to courses. Next, this study is going to give students the right to use modern technology to learn english and provide them with sources of online teaching videos on yt. Furthermore, teaching with youtube videos during the course helps the learners completing the syllabus quickly. Finally, using YouTube during the course helps the learners a lot to understand english better and give them the opportunity to learn it outside the class. Finally, using YouTube during the course helps the learners a lot to understand english better and give them the opportunity to learn it outside the class (Kabooha & Elyas, 2018)

The next purpose is to make students learn english or any foreign lng by themselves nd make them more Enthusiast to search and equire new vocabularies it also helps teachers in the teaching process. Another aim is that using yt video provides learners with conversations to better understand their lessons. The final goal is to help teachers complete a lot of thier tasks more efficiently. (Kabooha & Elyas, 2018)

1.6 YouTube for Vocabulary

YouTube videos can give a modern and attractive ways to achieve this goal. YouTube with its extensive and endless resources offer large varieties of spoken language and different sort and style such as a song, poems, and conversation that serve language learning and it will be very helpful for learners to memorize in an easy way and acquire vocabulary in a meaningful setting (Alimemaj, 2010) as cited in (Alqahtani, 2014).

1.7 Strategies for using YouTube in the Classroom

(Duffy, 2008) argues that youtube videos are vital for promoting active viewing and maximizing the learning process. He suggests that teachers can play videos in short segments to give their students opportunity to focus and think when watching. Besides, he claims that videos are among the excellent tools that help students to develop note-taking skills. That is, youtube videos can give learners the support to take notes through the primary view and then they will check their notes through the second view. Additionally, using pause, according to (Duffy, 2008), is another strategy for integrating youtube videos in the teaching process. He believes that the pause strategy gives the students the necessary time to guess and recall what they have learned from the video.

(Duffy, 2008) also suggested more strategies for employing youtube videos in the classroom. Switch the sound, for instance, permit learners to concentrate only on the visual audio and express orally what they have seen on the screen. This strategy, therefore, support learners to improve recalling and narrating skills. In addition, Duffy (2008) believes that teachers can turn the picture off and just use the audio clues and represent what is on screen. Finally, he suggests that relating the classroom activities with youtube videos facilitate the subject matter. Furthermore, the teacher also can use the summary strategy to make the students summarize what they have understood from the video.

Conclusion:

Throughout the current chapter, it can be concluded that youtube videos are extremely important, valuable, and effective tool to be integrated in the teaching-learning process. Furthermore, youtube videos are considered as an authentic resource, which fosters learners' motivation to participate in the classroom activities and practice the target language. In addition to that, it is believed that youtube videos enhance and enrich EFL learners' vocabulary. This chapter also shed lights on the strategies that teachers can use to integrate youtube videos in the teaching process.

Chapter Two:
Overview on vocabulary

Introduction:

Vocabulary remains and will always be one of the most vital parts in foreign language learning. A solid understanding of this skill is the golden ticket to achieving continuous development in language skills. If students can acquire this skill, it will help them to understand difficult concepts that might overlap with other words. First and for most; Higher Education based mainly on academic vocabulary. Academic vocabulary among the general vocabulary is considered low frequent and have less recurrence rate. The issues altercate immediately. Students face a great shortage in academic vocabulary due to lack of word usage in their communication or writings; learners are not capable of attaining its essence. The dilemma will constantly emerge if we do not consider finding appropriate resolutions. This study will highlight new tools and methods for learning this skill that ultimately will help to revive vocabulary learning.

In this chapter, we will explain the vocabulary terminology in general as written in English dictionaries and dive deeper into other interpretations that were given by some researchers moving along to further explain its complex nature. After examining the vocabulary concept, its nature, types, and frequencies, academic vocabulary occupies an important part in our current study, so we touched upon its denouncing importance in higher education. Move along to the notion of vocabulary development while assuring some of the strategies that help acquire this fundamental skill.

2.1 Definition of Vocabulary:

There has been a range of definitions interchanging between general and more detailed description concerning the term vocabulary for example Merriam Webster dictionary define it as follow:

vocabulary is either an individual word or a collection of terms, codes, and symbols that might be organized alphabetically in form of a list or books (dictionary). it refers to the amount of words known for an individual or a group of people in spite of vocabulary quantum. moreover vocabulary might concern with a specific set of words related to specialized field of study such as (scientific vocabulary). (Merriam-Webster, n.d.)

Similarly (*the Cambridge English Dictionary, 2020*)” the words that are known or used by a particular person or that are used in a language or subject”. Ur (1996: 60) also defines

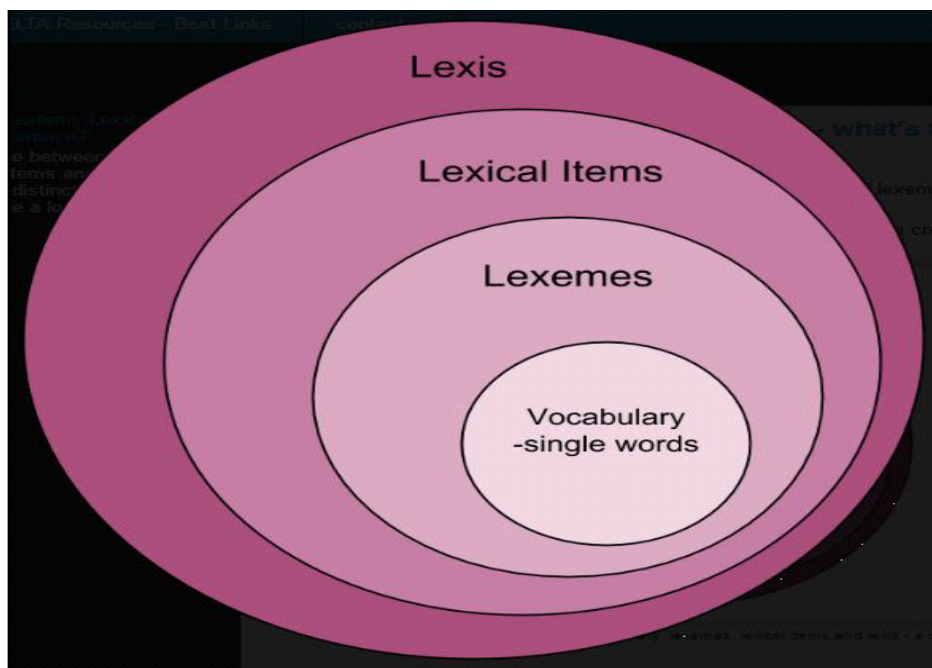
vocabulary as a group of words from a second or a foreign language other than the mother tongue. These groups of words have been taught and learned in foreign language courses. In order to understand how vocabulary works we need to make distinction between vocabulary and lexis since there are some studies which agreed on the notion that vocabulary and lexis carries the same terminology, Jackson and Amvela (2000) as cited in (Caro & Mendinueta, 2017) insinuate that vocabulary, lexis, and lexicon are synonymous. Larsen-Freeman and Decarrico (2010) approved also on the notion above when they mention that vocabulary/lexis embraces "...not only syntax and morphology but also phonetics, phonology, semantics and lexis (that is, vocabulary)" (p.18). However words consist of multiple aspects in regards to meaning, it is commonly presented in delicate multi-hued formation of English lexicon(Widiastuti, 2011).

The new vocabulary may be composed of more than one word, but it combines only one concept. Furthermore, (Moon, 2017) asserted that habitually, vocabulary not only encompasses individual word but rather carries series of words. To support this, (Schmitt & Meara, 1997; Miller, 1999; Nation, 2001) As cited in(Caro & Mendinueta, 2017).Also mention Lexis comprises of a scheme of word units that correlate to other units to create a set of connections ranging from polysemy, synonymy, ambiguity, collocation ,and frequency.

The figure below displays the stratified overlaps between vocabulary and lexical divisions:

Figure 2.1

Vocabulary and lexical divisions



Moreover, (Shen, 2008) has preferred the claim of teaching isolated or de-contextualized vocabulary lists inhibiting learners' vocabulary development. Results of the study indicate that although learners use various strategies requiring multiple levels of linguistic knowledge, the strategy of matching the target item to the learners' existing mental lexicon is predominant for both beginning and advanced learners. In the framework of building the awareness between vocabulary and lexical divisions established in this section. Vocabulary is the nucleus of the stratified overlap of lexical divisions. There is a substantial need to fully grasp this multi-dimensional aspect of vocabulary knowledge, due to its involvement in re-constructing the vocabulary development practices. Such course of action not only will help teachers to raise their attention on the multi-layered nature of vocabulary, in order to select a variety of new tools and methods to help with targeting the vocabulary development, but also provide students with the ability to accumulate the demanded components to enhance this knowledge.

2.2 The complex nature of vocabulary:

Schmitt illustrated in his book “vocabulary in language teaching” about the complex nature of vocabulary as he explained the ambiguity of the vocabulary mechanism and difficulty of learning it all at once but rather that takes a great time and continuity due to permanent exposure to word knowledge. He stressed that learning vocabulary comes gradually with the knowledge of knowing the different degrees of learning from one learner to another according to the intensity of the exposure and vocabulary types. He also urged the need to pay attention

to vocabulary knowledge and its multifaceted nature, not only focusing on the two aspects, which are meaning and form. Moreover, Nation as cited in (Schmitt, 2000) gave recommendation about kinds of word knowledge that learners and teachers should be aware of and consider, when dealing with vocabulary development. It is mentioned as follows:

- The meaning of the word
- The written form of the word
- The spoken form of the word
- The grammatical behavior of the word
- The collocations of the word
- The register of the word
- The associations of the word
- The frequency of the word

However, it is not necessary to develop the aspects mentioned above simultaneously, as Schmitt remarked upon, but it is desirable to know how to balance between them.

2.3 Types of vocabulary:

Some scholars (FAN, 2015; Karimah, 2019; Moon, 2017b; Schmitt, 2000; Schmitt & Meara, 1997; Widiastuti, 2011) categorized vocabulary into two types: productive\active vocabulary, and receptive\passive vocabulary. The first type, also called expressive vocabulary, refers to words and statements that learners use on a daily basis it includes some of the general \every day words as well as high-frequency ones. The second type refers to the set of words that learners are able to recognize and understand their meaning at the time of encounter whether in reading context (seeing) or listening context (hearing) but they are unable to employ in written forms as well as speaking situation. Passive vocabulary partakes a larger frame than active vocabulary since students only use limited vocabulary in speaking or writing but when they listen or read most of the vocabulary that they can understand and recognize is larger than the one they use. To support this check figure 2.2 and 2.3.

Figure 2.2

Types of vocabulary

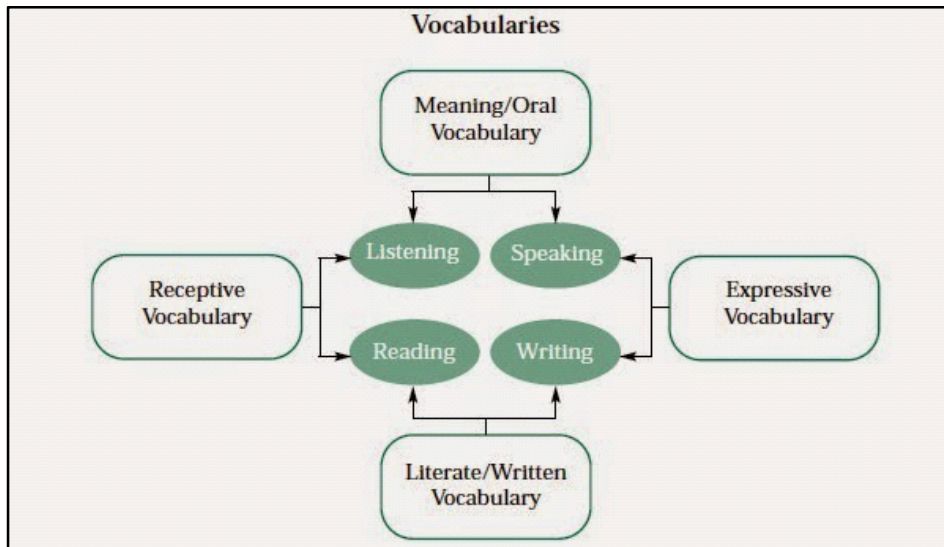
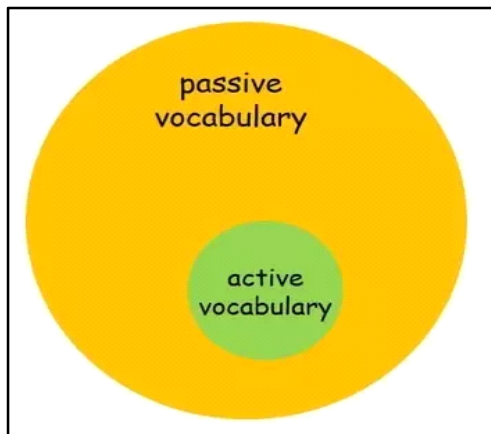


Figure 2.3

Active Vs passive



In spite of the types above, we need to consider the other aspect that determines the rate of recurrence of word group which classify words into three tiers. Check the figure bellow for further demonstration:

2.3.1 Tiers of vocabulary:

- Tier one:

This level contains the general high-frequency words that neither do not have multiple meanings nor need explicit teaching instructions. They are Basic English vocabulary used on a day to day basis, and understood by all English speakers. Nouns, verbs, adjectives, adverbs, along with sight words and early reading words are a part of this tier. There are approximately 8,000 words in English listed in the first level. (Marzano, 2012; Nushi & Jenabzadeh, 2016a)

- Tier two:

Apart from tier one, tier two is a mixture of more advanced high-frequency and multiple meaning words on top of low-frequency vocabulary that might not consider acquired incidentally. This tier gathers words used in mature language and affect learner's four skills. It demands a form of direct instructions. There are about 7,000 word families in English (or 700 per year) in tier two. (Marzano, 2012; Nushi & Jenabzadeh, 2016a)

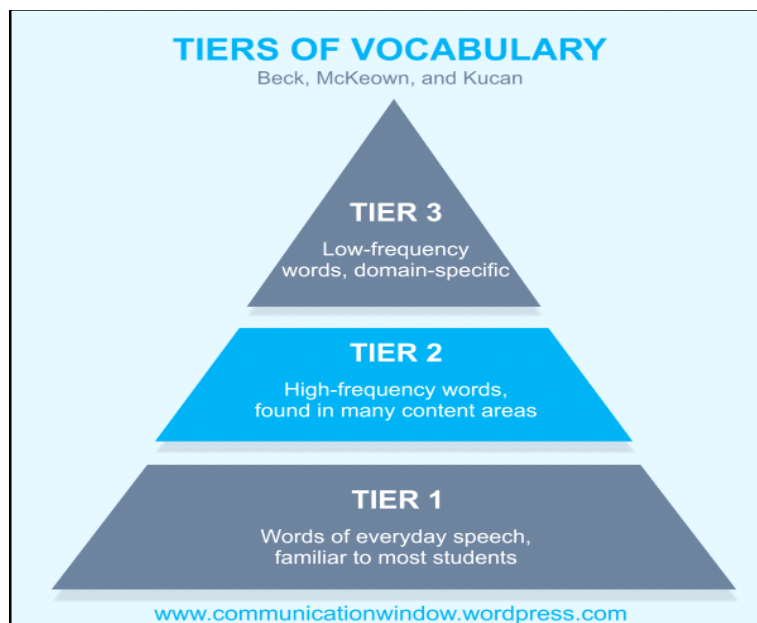
- Tier three:

The last tier gathers all the low-frequency words as well as content area vocabulary. These words could only find in formal academic settings. Even though they do not appear in tier one or two, they are highly crucial to know when it comes to higher education and subject specific materials. The remaining 400,000 words in English fall into this tier. (Marzano, 2012; Nushi & Jenabzadeh, 2016)

A great point to consider when dealing with vocabulary tiers. There is no clear-cut between the last two tiers, since them both contain academic words and subject-specific terms, it is subjective to individual's expertise.

Figure 2.4

Tiers of vocabulary



2.4 Academic Vocabulary:

This dimension of competence comprises information of the low-frequency vocabulary of a language as well as the ability to interpret and produce increasingly complex written language. In the case of EFL learners, they encounter far more low frequency words, complex terminology, and abstract expressions, each time they pass educational grades, that are not been used in daily dealings. Students are required to understand linguistically and conceptually demanding texts in the content areas (e .g literature, social studies, science, linguistics) and to use this language in an accurate and coherent way(Cummins, 2014).

In (Sibold, 2011) different research papers stated that weak academic performance is the result of weak academic language skills (Baumann, Edwards, Font, Tereshinski, et al, 2002; Biemiller & Boote, 2006; Carlo, August, McLaughlin, Snow, et al, 2004). He also synthesizes the studies result, the width and the depth of vocabulary fluctuates from one student to another in terms of knowledge and usage(Sibold, 2011).

In order to help student, acquire a superior comprehension on content vocabulary, multiple-meaning words, abstract concepts, it is necessary to insert direct instructions. The use of direct instruction will help learners to gain a proper absorption of materials leading to great use of academic vocabulary in the academic settings(Sibold, 2011)

“Vocabulary instruction involves numerous levels and components, and each requires time, which might explain why so few community college reading professionals are interested in adding vocabulary instruction their classes. With so much to cover and so little time,

vocabulary instruction remains dispensable in the minds of many developmental educators. Unless the instructor has actually studied the research in detail, he or she does not realize the long term importance of this significant literacy component” (Nist & Olejnik, 1995) as cited in (Willingham & Price, 2009).

We can clearly observe in this passage the negligence of developing such important skill among teacher due to its requirements and time demanded nature. In order to find an appropriate solution that corresponds to the demands and conditions of acquiring this skill, we must take into account our current era, which is saturated with new types of equipment, it is destined for another dimension, which is embodied in the modern methods used in multiple academic frameworks, namely technology and the use of videos.

2.4.1 Importance of academic vocabulary:

There is no doubt about the importance of academic vocabulary in postgraduate studies, as a matter of facts, it constitutes the space that characterizes the formal atmosphere. Giving the idea, of students not been able to understand vocabulary items, they will face different obstacles concerning lesson content and the formation of completed spoken and written texts (White et al., 1990). Besides, The ultimate forecast of EFL academic achievements is vocabulary knowledge (White et al., 1990).

An other point in which showed the significance of vocabulary that it carries an crucial role in language teaching, the more amplified vocabulary knowledge is, the easier it gets to learn and use the language. (Widiastuti, 2011).

Last but not least, EFL courses must reflect the most important constituent, according to scholars, in learning a foreign language (ALQAHTANI, 2015). Wilkins (1972) as cited in (ALQAHTANI, 2015) states that:

“There is not much value in being able to produce grammatical sentences if one has not got the vocabulary that is needed to convey what one wishes to say ... While without grammar very little can be conveyed, without vocabulary nothing can be conveyed” p97.

This statement closes the case on how much valuable is vocabulary to language learning. Vocabulary sustains an undeniable reputation in the amelioration or weakness of EFL student’s language skills. This mighty force must be taken into consideration and opt for embracing it to the fullest.

2.5 vocabulary development:

In a research article done by (August et al., 2005) they insisted on the urge for a continuous attention towards English Language Learners' vocabulary development. The article provided us with variety of interventions in hope to be useful in vocabulary development. We summarized them as follows:

- The exploitation of language transfer (cognate knowledge).
- Develop effective vocabulary instructions.
- The use of the first language to support the second language.
- Teaching tier one words (basic vocabulary) in terms of (concrete demonstration, cognate status, depth of words, meaning and utility).
- Build vocabulary through student-direct reinforcement activities (review and reinforce vocabulary by open discussions).

After the suggested interventions, (August et al., 2005) mentioned some challenges that occur in effective vocabulary instructions regarding the choice of target words as well as the substantial deficit in vocabulary development exceeds the time limit for adequate direct instructions. In order to take advantage of such strategies to its maximum capacity, the use of technology was been advised to be a suitable solution for that matter. Similarly, (Nushi & Jenabzadeh, 2016) they suggested websites that help to develop vocabulary and facilitate the process of teaching. The need for further research concerning vocabulary development mentioned in order to facilitate students' language learning experience.

2.5.1 Vocabulary development in language teaching:

In the book titled “*vocabulary in language teaching*” done by (Schmitt, 2000) covered the major elements evolved around vocabulary knowledge in language teaching the author declared that

“in any well-structured vocabulary program there needs to be the proper mix of explicit teaching and activities from which incidental learning can occur, with rank beginners, it is probably necessary to explicitly teach all words until students have enough vocabulary to start making use of the unknown words they meet in context. But beyond this most basic level, incidental learning should be structured into the program in a principled way”(Schmitt, 2000, pp. 145–146).

He gave two reasons why it is necessary to combine the two approaches together, the first was to give more dimension to the word for better knowledge quality; the second was to multiply the amount of exposure to increase the memorization of words, since word knowledge such as (frequency) necessitate continuous exposure to reach satisfactory results in vocabulary development.

He added, using only explicit approach for teaching and learning vocabulary would not be so sufficient in terms of word meaning, giving the consideration they will not be able to receive all aspects of the practical meaning of the word (context).

2.5.1.1 Explicit approach:

Explicit approach mostly focuss on explicit vocabulary exercises that could be found in vocabulary related books and dictionaries.

Sökmen(1997) as cited in (Schmitt, 2000) provided a number of principles to explicit vocabulary teaching, among them:

- Integrating new words with old.
- Underlying the meaning concept of a word.
- Teaching word families instead of individual word form.

Despite all what been mentioned above, having the knowledge to make certain words easy or difficult to learners, teachers must be aware about the intra-lexical factors (the word knowledge)and crosslinguistic factors(the distance between native and foreign language).(Schmitt, 2007)

2.5.1.2 Incidental approach:

In a study done by (Schmitt, 2007) on the current perspectives on vocabulary teaching and learning both intentional and incidental learning were suggested to be a great approach to attain vocabulary knowledge.

He stressed that it is obligatory to provide students with the maximum display language in order to apply incidental learning in vocabulary teaching and learning(Schmitt, 2000). Vocabulary Indirect instruction may be viewed as incidental in nature. Proponents of indirect instruction do not advocate for specific instruction or attention to vocabulary before or after a passage is read. While engaged in indirect instruction, a student might read a text, discuss the

text, make connections to past learning experiences and even mention words they found compelling, without an instructor explicitly mentioning the vocabulary he or she would like the student to learn (Willingham & Price, 2009).

There are many ways teachers can teach vocabulary and word recognition especially given different school and student contexts (*Department of Education and Skills*, 2020). The report describes a number of studies that reflect instructional practices for vocabulary instruction and word recognition found in the literature such as reviewing and reinforcing vocabulary. to increase fluency, doing class read- aloud, directly teaching phonics, using discussion to draw out the different contexts and meanings a particular word can have, doing word analysis, using multimedia and multiple modes in teaching vocabulary, and more (Irvine & Hoffman, 2016).

Finally, (Schmitt, 2000) suggested to use “computer-aided language learning” as a teaching and learning tool for vocabulary thanks to its capacity to carry the vital requirements to understand vocabulary (pictures, sounds).

2.5.2 Vocabulary development in language learning:

In the book titled “multimedia of learning methods and development” (Allesi & Trollip, 2001) summarized four steps for knowledge acquisition:

- Perception and attention.
- Encoding.
- Memory.
- Comprehension.

In a report done by (Koller et al., 2005) showcased the new form of learning and teaching with the insertion of technological tools and methods. They further explain TBL in various position (education, industry, and government). they also discussed the current trends such as the rapid acceleration of technological change, to highlight delivery modes as well as methods and tools used to supply technology-based learning programs (Koller et al., 2005). Blended learning, also known as hybrid or integrated learning, was suggested among other modes and tools to be the most used current modal in training and learning this model refers to the combination of technology and for improved engagement and better retention. (Koller et al., 2005)

2.6 The use of video materials in vocabulary development:

First and foremost watching video materials has become an integral part of nowadays generation. It provided a new way to engage effectively with mastering English's skills and crafts a new wave that promotes online materials to be included in EFL educational systems. "Technology-based learning (TBL) in the early 21st century is transforming the way people learn at a time when two powerful trends converge" (Koller et al., 2005). This means, the technology wave that hit the learning strategies has flooded EFL learners with new means that allow them to dive deeper in developing language learning skills such as vocabulary. Moreover, the use of video materials since it is the new teaching materials of this century could be used in vocabulary development. (Nushi & Jenabzadeh, 2016)

Video materials provide authentic and reliable content produced directly from native English speakers in addition they are flexible tools that can be manipulated and shaped depending on several teaching and learning instructions in a user-determined manner. (Si amer & Meguenni, 2018)

Conclusion:

The theoretical chapter showcases some aspects of vocabulary knowledge in order to make clear understanding on vocabulary terminology and its distinctive intertwining nature. One of the many points discussed in this chapter was mentioning the types and tiers of vocabulary that have shown us another dimension of the word and its frequency. and finally accessing the connection between YouTube videos and vocabulary development in the academic context in the process of learning and teaching inside EFL classrooms.

Moreover, YouTube videos manifest a new conventional tool that might provide essential help in teaching and learning vocabulary, injecting a quick boost in developing such required skill in higher education, especially in first year.

Through these factual knowledges mentioned above, the proceeded chapter will display statistical analysis and discriptions in order to confirm the validity of the assumptions and the questions of the current study.

Chapter Three:

Data Analysis

Introduction

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

3.1 Students Questionnaire

3.1.1 Aims of the Students Questionnaire

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

3.1.2 Description of the Students Questionnaire

This questionnaire combines 23 questions composed of four sections which it includes a combination of both close-ended and open-ended questions with the possibility of adding any further suggestions whenever necessary. We acquired the data findings through Microsoft Excel 2007 program and the results were shown in the form of Tables. Meanwhile, Section one, it deals with the background Information which consists of eight (8) questions in order to discover the frequency of using the Internet among the second-year students and whether they use YouTube videos outside the classroom setting for pedagogical purposes, and also see their familiarity with its use. While Section two, cover ten questions (10). It aims to obtain the students' perception about using YouTube videos inside the classroom and if a teacher uses such a tool as a teaching aid. Furthermore, we surveyed how YouTube videos can be

contributed as an interesting material to improve students' learning English, and how could boost their capacity to acquire vocabulary. On the other hand, Section three, consists of five (5) questions, it seeks to point out the teaching vocabulary through YouTube videos which state students' attitude about the importance of vocabulary. Moreover, it deals with the major reasons that hinder students to use their vocabulary; and if the regular practice through YouTube videos can assist them to overcome this problem or not.

3.1.3 Description of the Data Collection Tools

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

3.1.4 Participants

This questionnaire was submitted to 60 participants online. They selected among two hundred and forty students (240) of the first year English at Mohamed Boudiaf University of M'sila, which their selection was random with no regarding their familiarity with the technology tools nowadays or gender, personal situation, age, etc. The principal reasons behind the choice of this population are, first, that first-year students are in their beginner level to the advanced one in the process of English. So, they require to relying on practical techniques that granted their development in the language, especially their improvement of vocabulary that considered as an essential component in the Target language. Another reason, this population may have exposure to the information and communication resources in the process of their studies which give them the opportunity to provide us with their valuable opinions on the current issue.

3.1.5 Analysis of the students' questionnaire

3.1.5.1 Section one: Background Information

Q2: What is your gender?

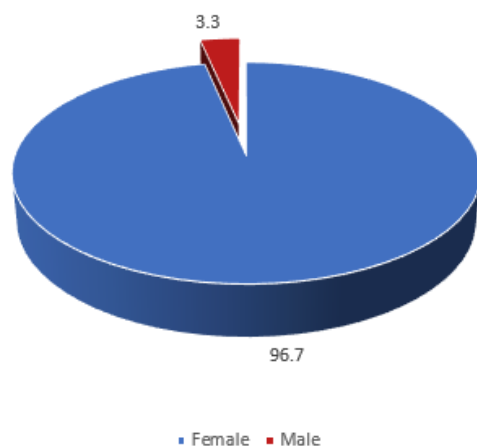
Table 3.1

Gender Frequency.

<i>Options</i>	<i>Participants</i>	<i>Percentage</i>
Female	58	96.7%
Male	2	3.3%

Figure 3.1

Gender



Among our 60 participants, 96,7% of them are females and 3,3% are males. Thus, the results shown in the table 1.1 and graph 3.1 confirm that the majority of our informants are females.

Q3: Which age group describes you?

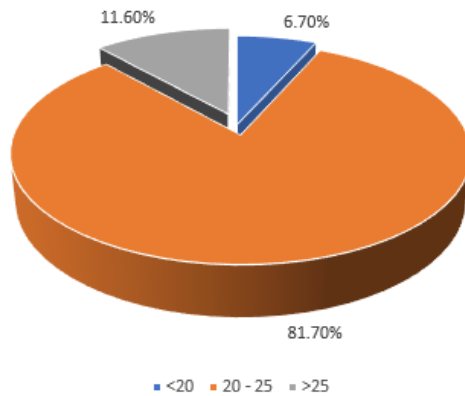
Table 3.2

Age groups Frequency.

<i>Options</i>	<i>Participants</i>	<i>Percentage</i>
<20	4	6.7%
20 – 25	49	81.7%
>25	7	11.6%

Figure 3.2

Age



As shown in table 2.3 and graph 2.3 great number of the students (81.7%) are between 20-25 years old. Whereas, 11.6% of them are above 25 years old and 6.7% are under 25 years old. So, the findings revealed that the majority of the participants i.e. 81% belong to 20-25 age group.

Q4: Do you have access to the Internet?

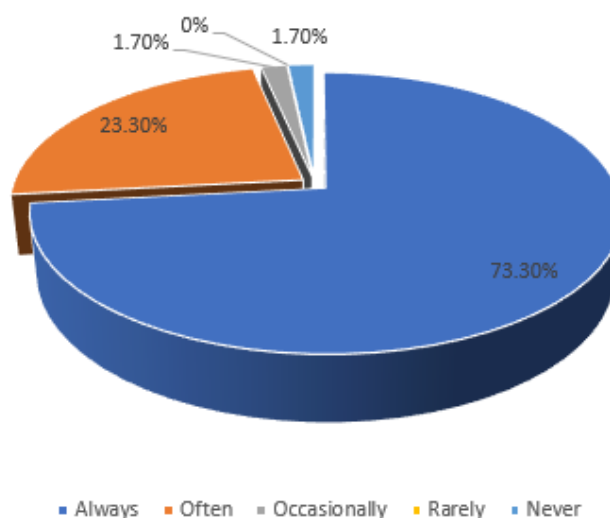
Table 3.3

Frequency of Internet Access

<i>Options</i>	<i>Participants</i>	<i>Percentage</i>
Always	44	73.3%
Often	14	23.3%
Occasionally	1	1.7%
Rarely	0	0%
Never	1	1.7%

Figure 3.3

Frequency of Internet Access



According to the table 2.3 and graph 2.3 we can notice that 73% of the students always have access to the internet, and 23.3% of them often have access to the internet. While only 1.7% occasionally or never have access to the internet. However, 0% i.e. no one rarely use the internet. So, the majority of the participants i.e. 81% always use the internet.

Q5: Do you permanently practice The English Language outside the classroom via Internet (chatting, watching English videos, reading books online, ...etc.)?

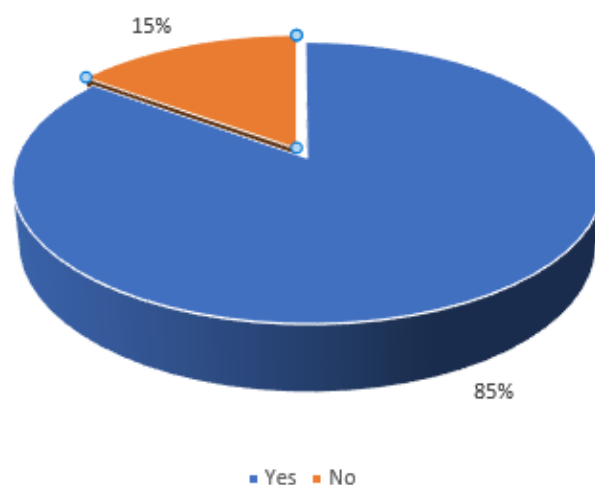
Table 3.4

English Practice outside the Classroom via the Internet

<i>Options</i>	<i>Participants</i>	<i>Percentage</i>
Yes	51	85%
No	9	15%

Figure 3.4

English Practice outside the Classroom via the Internet



As shown in table 2.4 and graph 2.4, 85% of the students mentioned that they permanently practice the English language outside the classroom via internet (chatting, watching English videos, reading books online, etc.). Whereas only 15% answered that they do not practice English outside the classroom through internet. That is, most of the students use internet outside the classroom to practice English.

Q6: Which types of websites do you mostly visit?

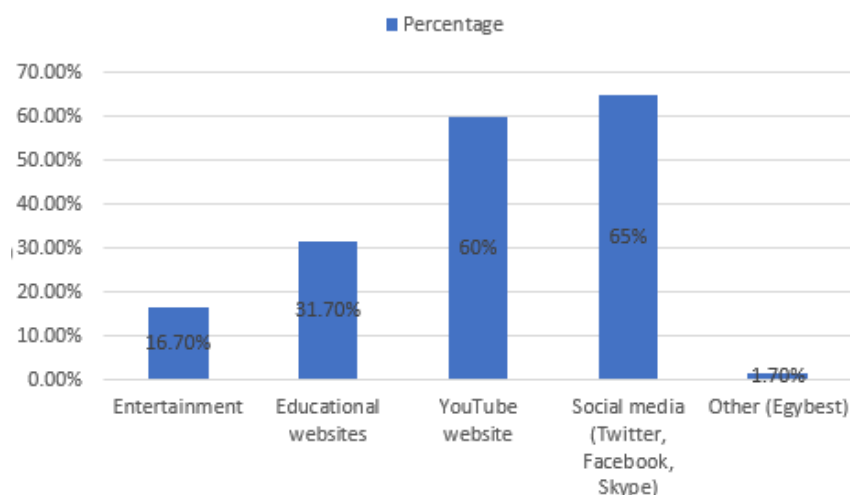
Table 3.5

Frequency the Most Visited Websites.

<i>Options</i>	<i>Participants</i>	<i>Percentage</i>
Entertainment	10	16.7%
Educational websites	19	31.7%
YouTube website	36	60%
Social media (Twitter, Face book, Skype)	39	65%
Other (E g y best)	1	1.7%

Figure 3.5:

Frequency the Most Visited Websites.



This question was asked to check the most visited websites that the learners spend time on; from the data findings that mentioned above, we notice that -65% of the participants they are access to the social media which includes modern networking applications such as Face book, Skype, Twitter, etc. Whereas 28% represents those who use YouTube videos sites. While, 24% prefer to visit Educational websites. In contrast, 10% of them show that they visit Entertainment sites. It means that there is a divergence among the choices of the learners, but still the social media are the most visited than other websites may be due to many factors, mainly it considered the basic platform of the interaction among people.

Q7: Do you visit YouTube website?

Table 3.6

YouTube- Visiting frequency.

<i>Options</i>	<i>Participants</i>	<i>Percentage</i>
Always	31	51.6%
Often	19	31.7%
Occasionally	9	15%
Rarely	1	1.7%
Never	0	0%

Figure 3.6

YouTube- Visiting frequency.

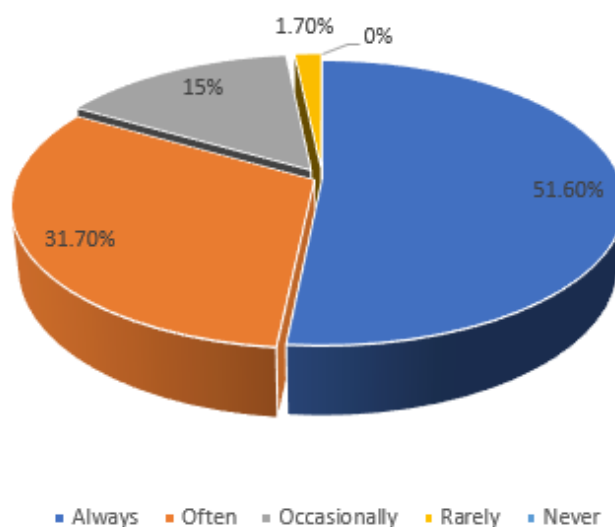


Table 6 above display the frequency of YouTube video usage; we used this question as a separate to check the popularity of YouTube video usage among EFL learners and also to support the viewpoint of YouTube.Com statistics that claim that this medium one of the most popularly used websites on the Internet. Meanwhile, 31 participants with 51,6 percentage have always visited the Youtube.com. On one hand, we can see that 31.7% using YouTube often. That leads us to the previous interpretation that asserts the widespread of the YouTube Website nowadays. While 15% deals with those who use it occasionally, further, 1.7% they rarely visit the YouTube and 00% for the never option. It can denote that the larger number of the students is using YouTube websites.

Q8: Do you use YouTube website for educational purpose?

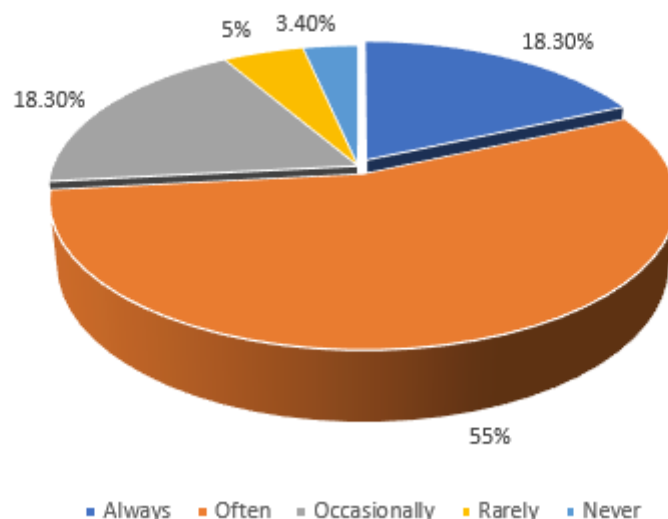
Table 3.7

Students' Views about Using YouTube Videos for Educational Purpose

<i>Options</i>	<i>Participants</i>	<i>Percentage</i>
Always	11	18.3%
Often	33	55%
Occasionally	11	18.3%
Rarely	3	5%
Never	2	3.4%

Figure 3.7

Students' Views about Using YouTube Videos for Educational Purpose



From this question, we intend to see how do foreign language learners use YouTube videos for educational purposes. From the results above, we can say that out of the whole sample 50% are often using it for pedagogical purposes. While those who always utilize it for the same objective which is educational that represents 18.3%. It aids students to satisfy their needs in their English language studies. In contrast with the previous results, 5% show that the participants who rarely use the YouTube videos for the educational purposes and only 3.4% who never did so.

3.1.5.2 Section two: Students attitudes towards using YouTube videos in the classroom

Q1: Do your teachers aids such as YouTube videos in the classroom?

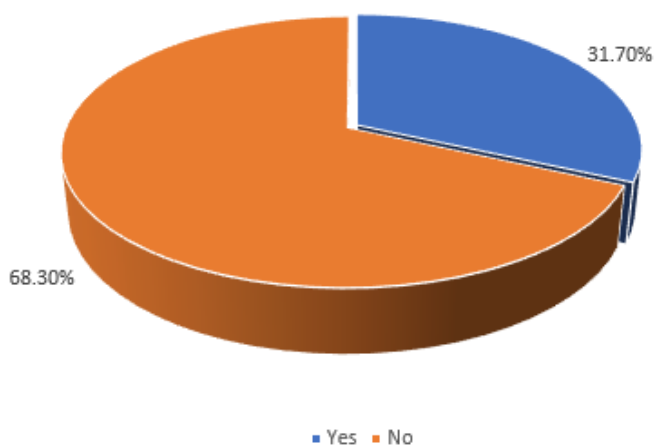
Table 3.8

Frequency of Using YouTube in the Classroom as a Teaching Aid

<i>Options</i>	<i>Participants</i>	<i>Percentage</i>
Yes	19	31.7%
No	41	68.3%

Figure 3.8

Frequency of Using YouTube in the Classroom as a Teaching Aid



According to Table 8 which show the frequency of using YouTube in the classroom as a teaching aid, it is apparent from 68.3% which represents the option ‘No’ that the majority of the teachers did not incorporate YouTube videos as a supplementary tool within the classroom. Whereas 31,7% of the participants claim the implementation of YouTube videos inside the classroom. We can deduce that there are teachers who do not utilize such materials while state ‘No’ for unknown reasons.

Q2: How often your teacher use YouTube videos in the classroom?

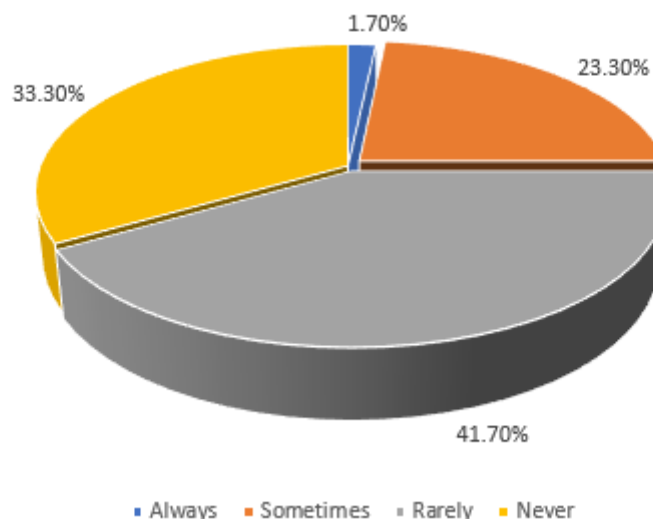
Table 3.9

Teachers’ Frequency of Using YouTube Videos

<i>Options</i>	<i>Participants</i>	<i>Percentage</i>
Always	1	1.7%
Sometimes	14	23.3%
Rarely	25	41.7%
Never	20	33.3%

Figure 3.9

Teachers' Frequency of Using YouTube Videos



We intend through this question to check again the answer of those who respond 'Yes' which represent one of students from the whole population 60, about the Teachers' Frequency of using YouTube videos. However, we can see that most participants with (1.7%) they claimed that teachers always use YouTube videos inside the classroom and 23.3% sometimes' response which means the teachers do not always do so, while(41.7%) of the participants reveal that teachers rarely use YouTube videos within the lesson course. Therefore, from the results of 33.3%, which showed that teachers never use the YouTube videos indicate that the instructors are aware of the use of YouTube videos, and they use such resource when available.

Q3: What is your point of view about incorporating YouTube videos as a teaching aid in the classroom?

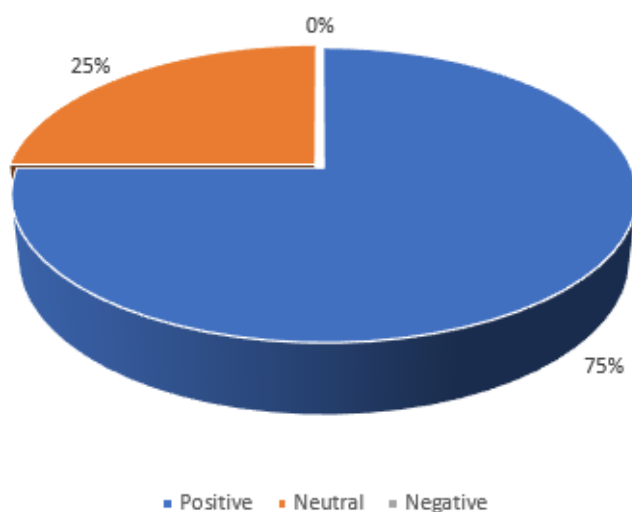
Table 3.10

Students' Attitude towards the Integration of YouTube Videos as a Teaching Aid

<i>Options</i>	<i>Participants</i>	<i>Percentage</i>
Positive	45	75%
Neutral	15	25%
Negative	0	0%

Figure 3.10

Students' Attitude towards the Integration of YouTube Videos as a Teaching Aid



According to the results that mentioned above, it is clear that more than the half of respondents with 75% percentage have a positive opinion about the incorporation of YouTube videos inside the classroom; whereas 25% of the participants are neutral with this view, they neither positive nor negative. In addition, 00% of them said they have a negative attitude about the integration of YouTube videos as a teaching aid. As a result, we realize that the majority of the students are extremely positive about this idea, probably because EFL learners as a digital generation need more authentic materials to match their needs .

Q4: Do YouTube videos raise your interest to develop your English Vocabulary?

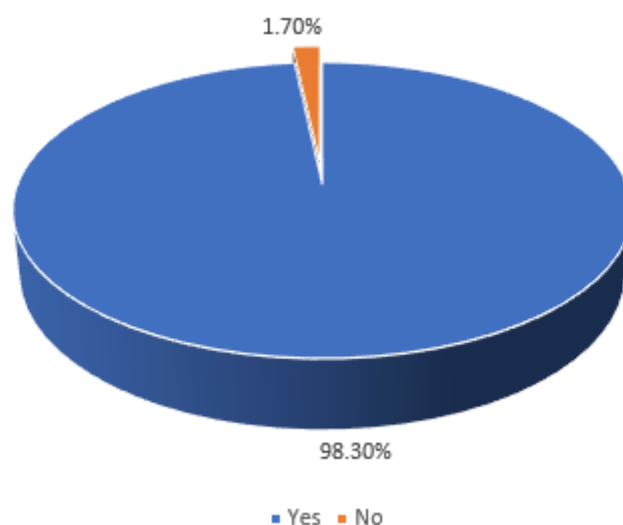
Table 3.11

Students' Interest towards YouTube Videos for Developing English Vocabulary

<i>Options</i>	<i>Participants</i>	<i>Percentage</i>
Yes	59	98.3%
No	1	1.7%

Figure 3.11

Students' Interest towards YouTube Videos for Developing English Vocabulary



The majority of participants (98.3%) consider that while they use YouTube videos in their interest for developing English vocabulary is raised efficiently. Unlike 1.7% of the respondents who reported that YouTube videos did not bring up their interest to enhance their vocabulary. Hence, from the previous results, we note that this technology material very helpful in raising the interest of EFL learners in order to boost their English vocabulary. While those who respond negatively to this statement think that these resources did not suit their interest and ability for increasing vocabulary awareness.

Q5: Are you satisfied with the traditional method of teaching using Blackboard and papers?

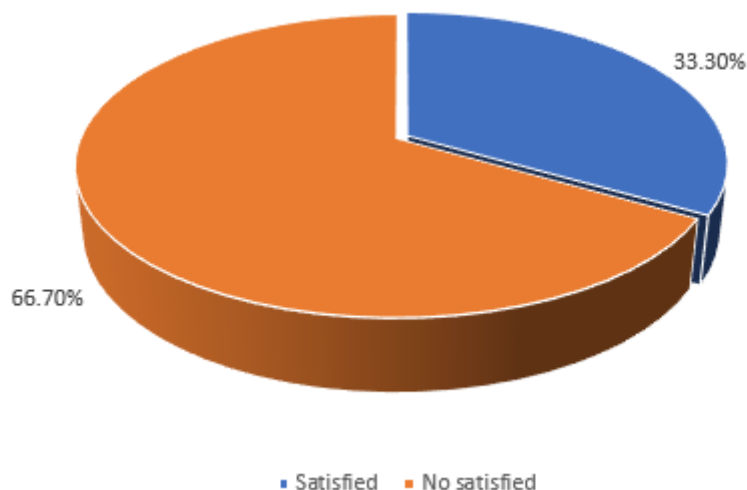
Table 3.12

Students' Attitude Towards The Traditional Method Of Teaching

<i>Options</i>	<i>Participants</i>	<i>Percentage</i>
Satisfied	20	33.3%
No satisfied	40	66.7%

Figure 3.12

Students' Attitude Towards The Traditional Method Of Teaching



The findings of the questions 13 show that there is a convergence in the frequency of the percentage of the students who satisfied and those who not satisfied with the old method of teaching using Blackboard and papers. Nevertheless, 66.7% of the learners acknowledge that not satisfied with that method of teaching. Although, 33.3% assumed that they are satisfied. In fact, the above results stated that most of the half of the participants does not prefer the old method of teaching which lead us to denote that they might agree with the modern teaching materials.

Q6: In your opinion, using YouTube videos in the classroom lectures will be more interesting than traditional method?

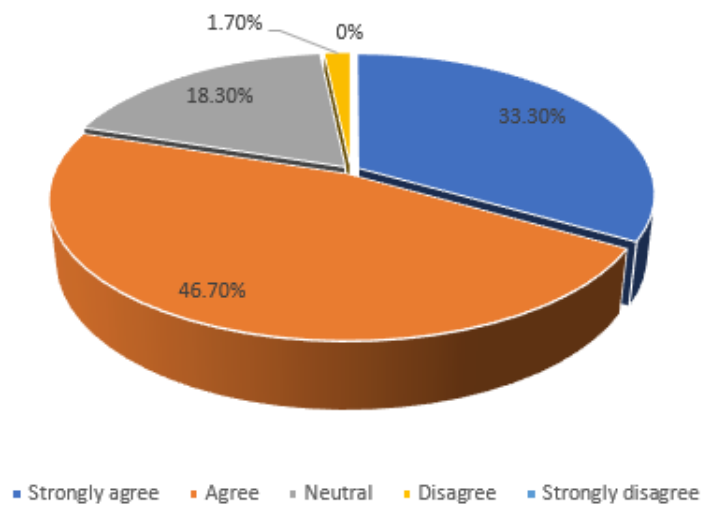
Table 3.13

Students' Preference of YouTube Videos over Traditional Method

<i>Options</i>	<i>Participants</i>	<i>Percentage</i>
Strongly agree	20	33.3%
Agree	28	46.7%
Neutral	11	18.3%
Disagree	1	1.7%
Strongly disagree	0	0%

Figure 3.13

Students' Preference of YouTube Videos over Traditional Method



This question seeks to investigate the learners' attitude about whether the use of YouTube videos in the classroom lectures will be more interesting than the traditional method or not. As we can see from the table that 28 out of 46.7% of the students are agreeing that the classroom lectures will be more interesting with the use of YouTube videos and also 33.3% of them have strongly agreed with this idea. While 18.3% of the participants who asserted that they are neutral between the use of both methods. Whereas, the rest finding results classified between, 10% of the respondents who disagree and 1.7% of those who strongly disagree. However, the participants who agreed that the lectures will be more interesting with the use of YouTube videos have stated particular reasons which presented below :

- In a time of technology nowadays, most of the students are familiar with the use of internet and listening to the YouTube videos motivate them to be more interactive.
- Also, facilitate the information they need to develop their capacities.
- Because it is a new exciting method of delivering a lesson, the students will be full of

Q7: Which of the following language aspects do you think you need YouTube videos for?

Table 3.14

Student Attitude towards Language Aspects

<i>Options</i>	<i>Participants</i>	<i>Percentage</i>
Vocabulary	11	18.3%
Pronunciation	25	41.7%
Grammar	3	5%
Listening	21	35%
Other	0	0%

Figure 3.14

Student Attitude towards Language Aspects

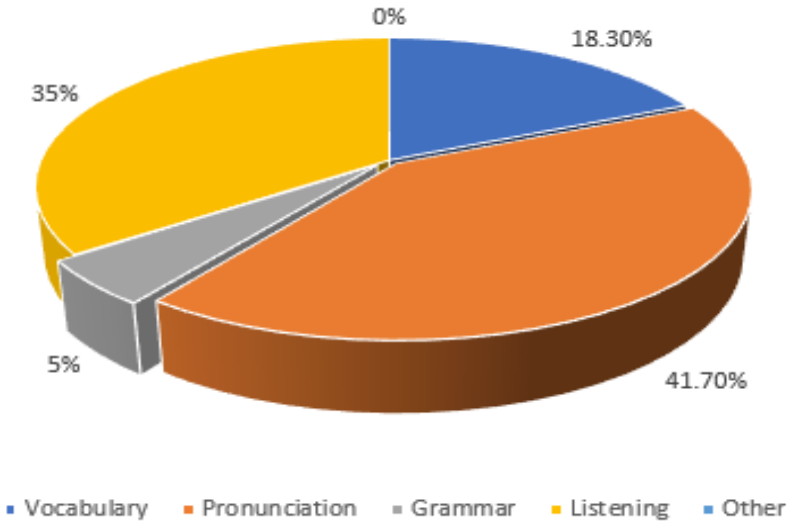


Table above show, the students’ perception towards the most language aspects that they need YouTube videos for. It is clear from the findings that the participants agree that both vocabulary and pronunciation is the most priority aspects that learners need YouTube videos to improve them, 18.3% for each. Yet, 35% said that listening skill is greater importance to improve through the YouTube videos, while 41.7% agreed that they use a YouTube videos for enhancing their pronunciation and only 5% of the respondents that needs YouTube videos for enhancing Grammar skill. While We deduce that EFL learners can boost various language skills through the use of YouTube videos. Other suggestions from the respondents who

asserted that writing and speaking skills also one of the necessary proficienciesthat needs to be promoted through the use of YouTube videos.

Q8: What kind of YouTube videos that contributed to improving your learning of English?

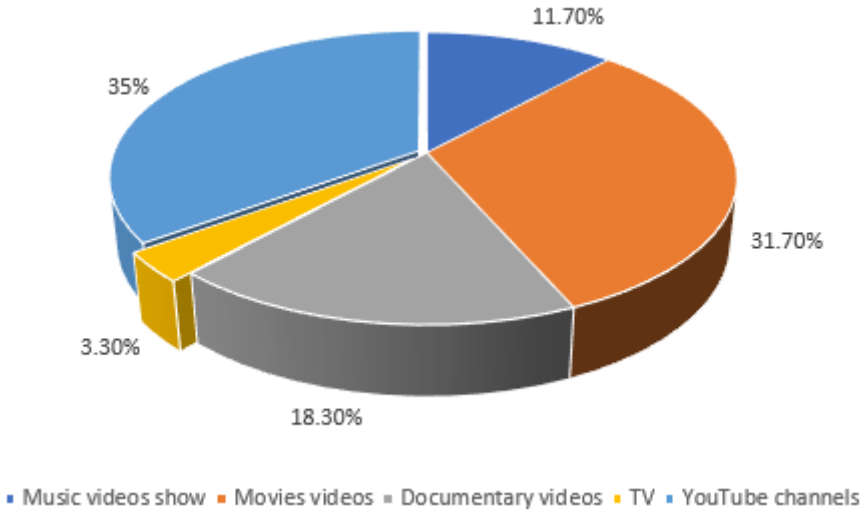
Table 3.15

Types of YouTube Videos Students Prefer.

<i>Options</i>	<i>Participants</i>	<i>Percentage</i>
Music videos show	7	11.7%
Movies videos	19	31.7%
Documentary videos	11	18.3%
TV	2	3.3%
YouTube channels	21	35%

Figure 3.15

Types of YouTube Videos Students Prefer



From this question, we want to explore the most types of YouTube videos that students preferred and at the same time contributed to developing their English. However, as illustrated in both Table 14 that half of the participants (50%) prefer watching movies videos that in their opinions help them to improve their learning of English language and 24% represent those Options Participants Percentage Vocabulary 17 34% Pronunciation 17 34% Grammar 3 6% Listening 13 26% Total 50 100% who use music videos, whereas, 10% of

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

Q9: Which types of YouTube channels that most used enhancing vocabulary?

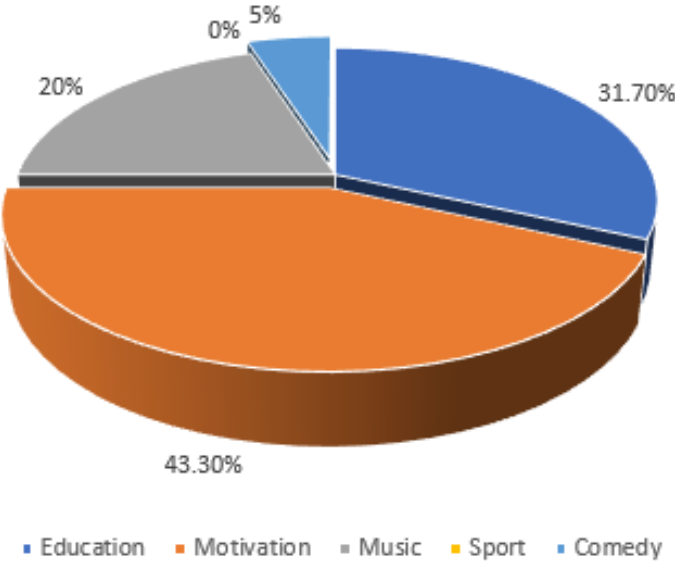
Table 3.16

Frequency of YouTube Channels Most Using

<i>Options</i>	<i>Participants</i>	<i>Percentage</i>
Education	19	31.7%
Motivation	26	43.3%
Music	12	20%
Sport	0	0%
Comedy	3	5%

Figure 3.16

Frequency of YouTube Channels Most Using



Therefore, we notice that most of the students choose motivation with 43.3 % and education channels with 31.7% as the best tool and 20% they choose a musical channel that they use it to develop their ability in language mastery. It might be because those two types are more interesting and motivational.

Q10: Do you think YouTube videos can simplify understanding the lesson content?

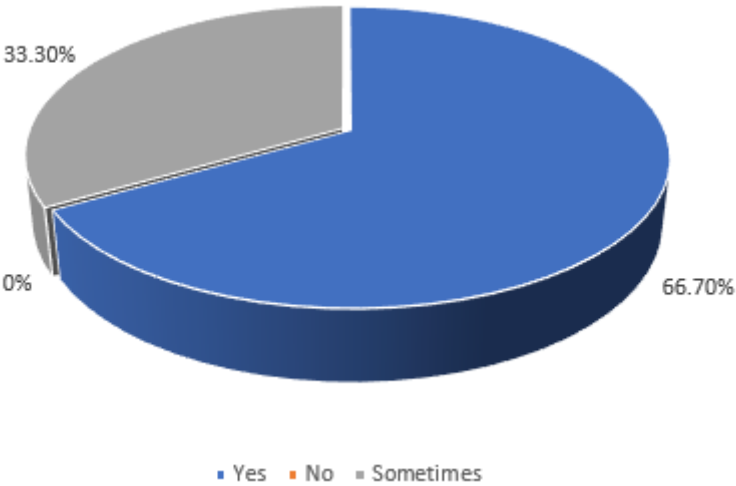
Table 3.17

YouTube Videos as a Facilitator of the Lesson Content

<i>Options</i>	<i>Participants</i>	<i>Percentage</i>
Yes	40	66.7%
No	0	0%
Sometimes	20	33.3%

Figure 3.17

YouTube Videos as a Facilitator of the Lesson Content



We observed that the overall percentage of the students who says ‘Yes’, that YouTube Videos can simplify understanding the lesson content is 66.7% while no one of the participants’ response negatively towards this idea. On the other hand, 33.3% of the learners in their opinion that YouTube videos are somehow can simplify the lesson content. The data findings prove that YouTube videos can be facilitators tool that aid students to understand the lesson.

3.1.5.3 Section Three: On your approach to learning new vocabulary

Q1: Please check one of the statements below that best describes what happens when you learn new vocabulary

Table 3.18

Description of How Learners Learn New Vocabulary

	Strongly agree		Agree		Neutral		Disagree		Strongly disagree	
	Partici pants	Perce ntage	Partici pants	Perce ntage	Partici pants	Perce ntage	Partici pants	Perce ntage	Partici pants	Perce ntage
State ment 1	5	8.3%	33	55%	14	23.4%	6	10%	2	3.3%
State ment 2	17	28.3%	28	46.7%	14	23.3%	1	1.7%	0	0%
State ment 3	39	65%	17	28.3%	4	6.7%	0	0%	0	0%
State ment 4	7	11.7%	20	33.3%	23	38.3%	8	13.3%	2	3.4%
State ment 5	7	11.7%	21	35%	19	31.7%	11	18.3%	2	3.3%
State ment 6	23	38.3%	25	41.7%	10	16.6%	1	1.7%	1	1.7%

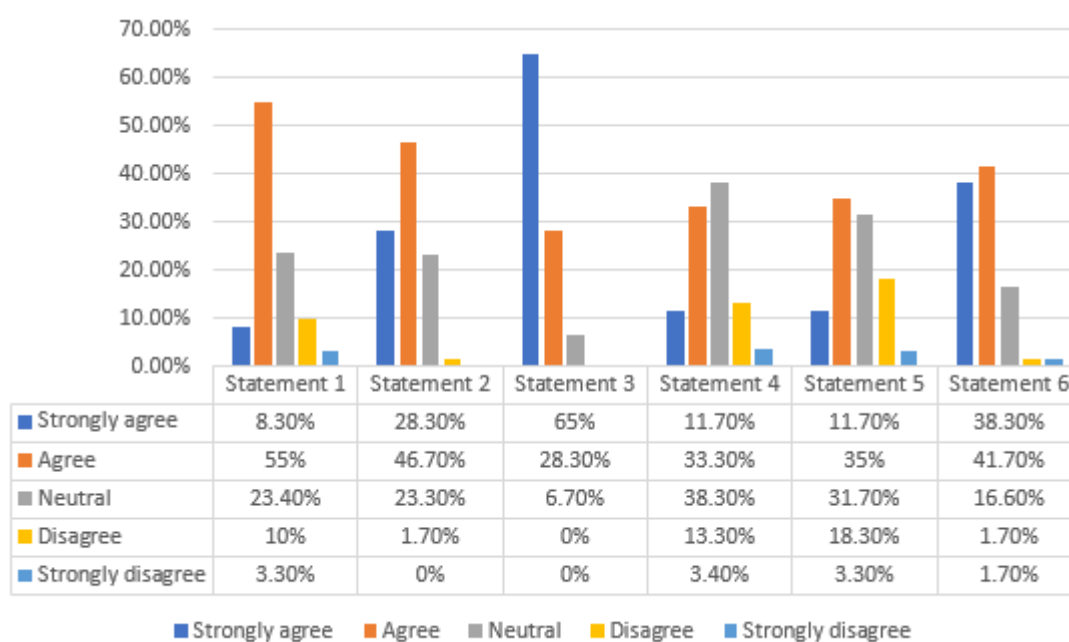
Table 3.19

Students' Attitude towards Vocabulary Importance

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
<i>Statement 1</i>	8.30%	55%	23.40%	10%	3.30%
<i>Statement 2</i>	28.30%	46.70%	23.30%	1.70%	0%
<i>Statement 3</i>	65%	28.30%	6.70%	0%	0%
<i>Statement 4</i>	11.70%	33.30%	38.30%	13.30%	3.40%
<i>Statement 5</i>	11.70%	35%	31.70%	18.30%	3.30%
<i>Statement 6</i>	38.30%	41.70%	16.60%	1.70%	1.70%

Figure 3.18

Students' Attitude towards Vocabulary Importance



In that table above we noticed that in 1st statement most of students they agreed with 55% of them while 10% they disagreed and in the second statement 47% are agreed that and a few of student disagreed with 1.7%. In the third statement we can see that a 28.8% is disagreed and no one disagreed in other hand in the fourth statement there are and about 13.3 degree and in the fifth statement we can day there is 35 agree and 18 of them disagree and in the last statement most of students 47% agreed in construct 1.7% disagreed.

3.1.5.4 Section four: Assessing learners’ views on teacher's behavior on teaching vocabulary towards them

Q1: Did you have come across terms and academic vocabulary used in universities entering prior entering Universities?

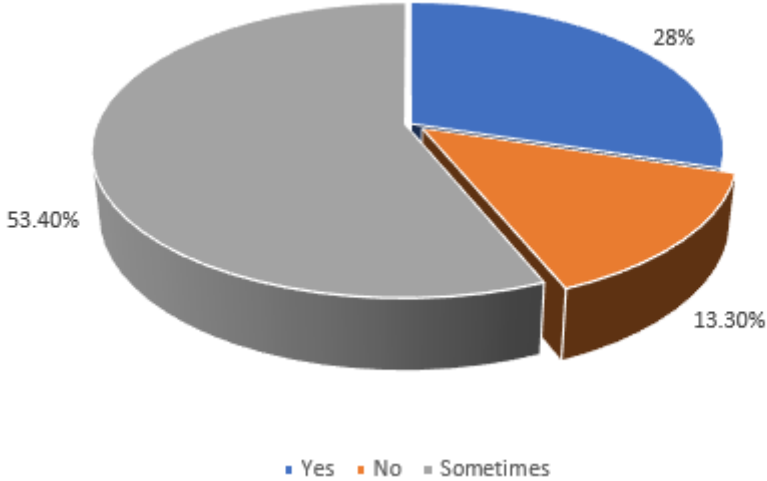
Table 3.20

Frequency of Using Academic Vocabulary in Universities

<i>Options</i>	<i>Participants</i>	<i>Percentage</i>
Yes	17	28.3%
No	8	13.3%
Sometimes	35	53.4%

Figure 3.19

Frequency of Using Academic Vocabulary in Universities



We observed that the overall percentage of the students who says ‘Yes’, that Teaching academic vocabulary can simplify understanding in the lesson content in the universities is 28.3% while 13.3% of the participants’ response negatively towards this idea. On the other hand, most of them 53.4 % of the learners in their opinion that YouTube videos are somehow can simplify using academic vocabulary in the lesson content. The data findings prove that YouTube videos can be facilitators tool that aid students to understand the lesson.

Q2: Does teachers explain hard and complicated terms during class session?

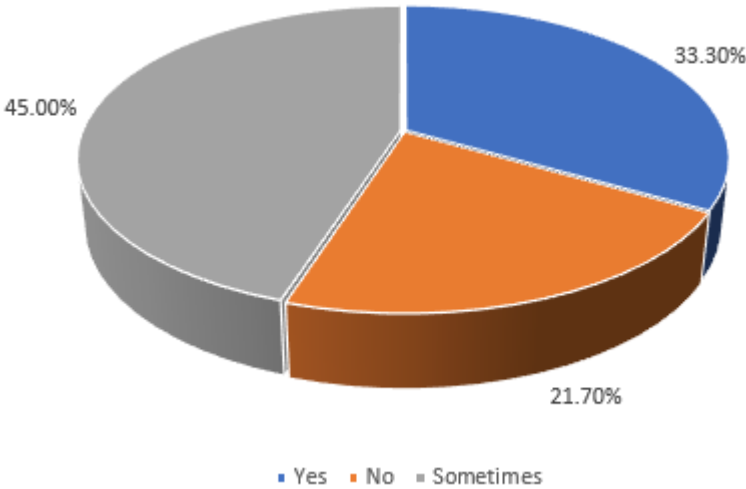
Table 3.21

Teachers Frequency of Explaining Hard Terms during Class Session

<i>Options</i>	<i>Participants</i>	<i>Percentage</i>
Yes	20	33.3%
No	13	21.7%
Sometimes	27	45%

Figure 3.20

Teachers Frequency of Explaining Hard Terms during Class Session



Teachers We observed that the overall percentage of the students who says ‘Yes’, that can simplify explaining the complex terms is 33.3% while 21.7% of the participants’ response negatively towards this idea. On the other hand, 45% of the learners in their opinion that teachers are somehow can simplify explain the hard word. The data findings prove that some tools can be facilitators tool that aid students to understand the lesson.

Q3: Do they provide you with sufficient definitions to difficult academic words?

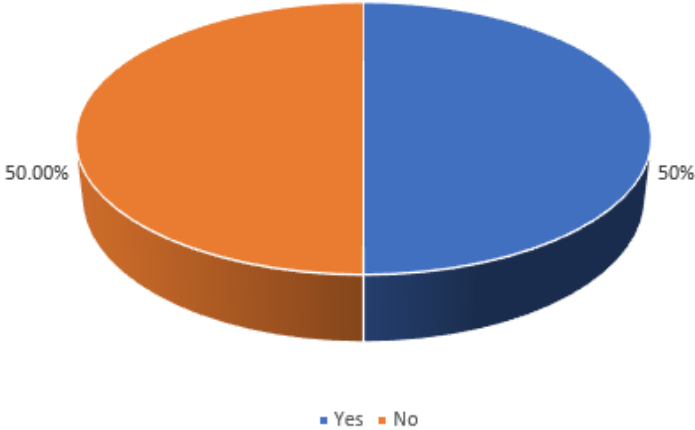
Table 3.22

Teachers Frequency of Providing Some Definitions

<i>Options</i>	<i>Participants</i>	<i>Percentage</i>
Yes	30	50%
No	30	50%

Figure 3.21

Teachers Frequency of Providing Some Definitions



We noticed that the overall percentage of half of the students who says ‘Yes’, that Teachers can simplify explaining the academic terms with some sufficient definitions is 50% while 12% of the participants’ response negatively towards this idea. On the other hand, 50%.

Q4: If teachers used video materials to explain hard concepts that you don't understand, would you agree on using such method?

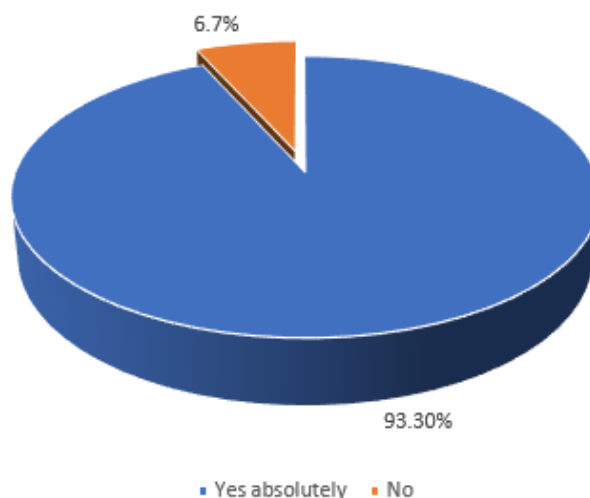
Table 3.23

Teachers Frequency of Using Some Materials for Explaining Their Lessons

<i>Options</i>	<i>Participants</i>	<i>Percentage</i>
Yes absolutely	56	93.3%
No	4	6.7%

Figure 3.22

Teachers Frequency of Using Some Materials for Explaining Their Lessons



We observed that the overall percentage of the students who says ‘Yes’, that Videos can simplify understanding the lesson content is 93.3 % while 6.7% of the participants’ response negatively towards this idea.

3.2 Teachers’ Questionnaire:

3.2.1 Aim of the Teachers’ Questionnaire:

The purpose of this survey is to gather useful data about the teachers’ perspective towards the strengths of ICT and visual materials, and the most important to see the usefulness of YouTube videos as an active educational source in EFL classroom; and its role in enhancing learner’s vocabulary. Otherwise, to show if the teachers share the same perception with the students .

3.2.2 Description of the Teachers’ Questionnaire:

As we have mentioned above, this questionnaire seeks to investigate the teacher’s attitude about the importance of YouTube videos in enhancing EFL learner’s 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.

3.2.3 Analysis of Teacher Questionnaire:

3.2.3.1 Section one: Personal Information

Q1: Age?

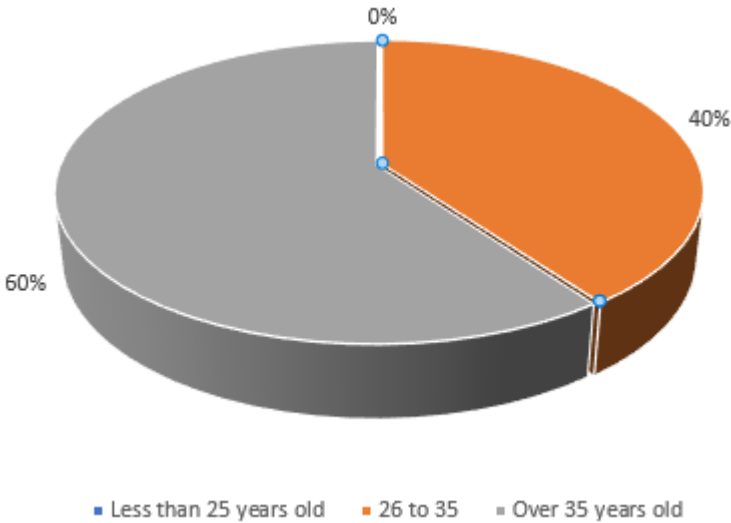
Table 3.24

Age

<i>Options</i>	<i>Participants</i>	<i>Percentage</i>
Less than 25 years old	0	0%
26 to 35	2	40%
Over 35 years old	3	60%

Figure 3.23

Age



It is clear from the data findings that the percentage of the teacher’s age grouped into two parts. Out of 2 teachers with percentage 40%, their age is around 26 to 35. While 60% of the sample are over 35 years old and no one less than 25 years old. It means the English department includes different generation of both young teachers and old one who have more experience in the language teaching.

Q2: Gender?

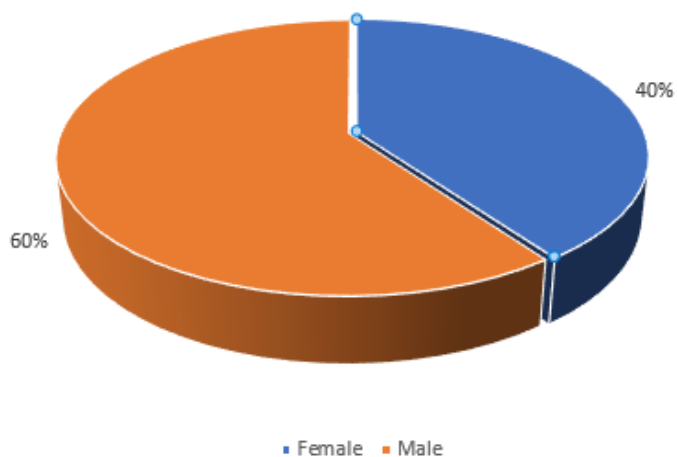
Table 3.25

Gender

<i>Options</i>	<i>Participants</i>	<i>Percentage</i>
Female	2	40%
Male	3	60%

Figure 3.24

Gender



As data findings illustrate, among 5 participants, 60 % of them were a male teacher and two female which represents 40% of the whole population.

Q3: Would you please specify your degree?

Table 3.26

Degree

<i>Options</i>	<i>Participants</i>	<i>Percentage</i>
License Degree	0	0%
Master Degree	0	0%
Magister Degree	5	100%
Doctorate	0	0%

This table shows that (100%) of our sample has a Magister degree.

Q4: Currently, are you teaching?

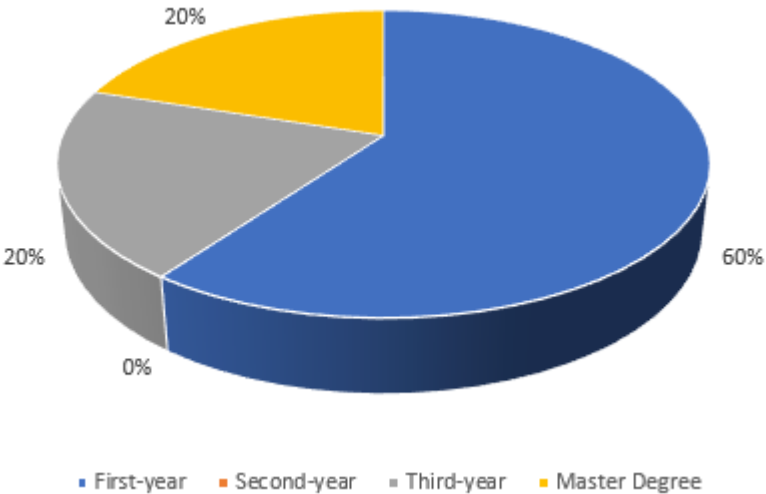
Table 3.27

Teacher`s frequency of teaching degree

<i>Options</i>	<i>Participants</i>	<i>Percentage</i>
First-year	3	60%
Second-year	0	0%
Third-year	1	20%
Master Degree	1	20%

Figure 3.25

Teacher`s frequency of teaching degree



As it can be seen in that table, that all the teachers that participate in our research study are taught different English classes from First –Year levels to a Master Degree. What has been noticed that each teacher deals with more than one English level. However, 20% of the respondents reported that are teaching the Master Degree, and most of them are teaching first year 60%, yet, third year 20%.

Q5: How long you been teaching English?

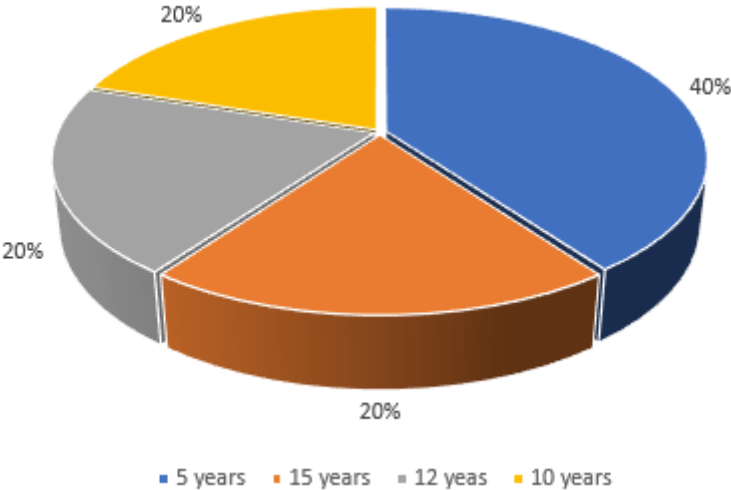
Table 3.28

Teaching Experience

<i>Options</i>	<i>Participants</i>	<i>Percentage</i>
5 years	2	40%
15 years	1	20%
12 years	1	20%
10 years	1	20%

Figure 3.26

Teaching Experience



The overall results indicate that the vast majority of teachers is experienced. Hence, 40% of them, they have teaching experience 5years and 20 % of them with a more teaching experience 15 years. While we have 2 teachers with the same percentage 20% who have a long experience between 10-12 years.

3.2.3.2 Section two: Teacher's attitudes towards using YouTube videos in the classroom.

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

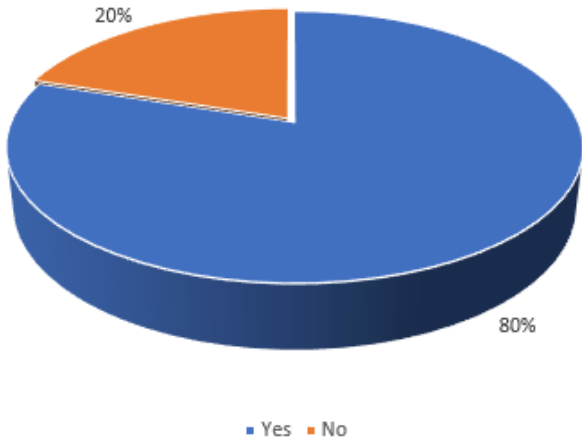
Table 3.29

Using Visual Materials in Delivering Courses

<i>Options</i>	<i>Participants</i>	<i>Percentage</i>
Yes	4	80%
No	1	20%

Figure 3.27

Using Visual Materials in Delivering Courses



Based on data results that display above, we can say that most of the participants with percentage 80% they use Visual materials in delivering their English courses. 80% indicate the positive use of visual materials by the teachers who shows their acceptable attitude and 20% sign of refusing. We can deduce that the teachers are aware of the implementation of that technology teaching method.

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

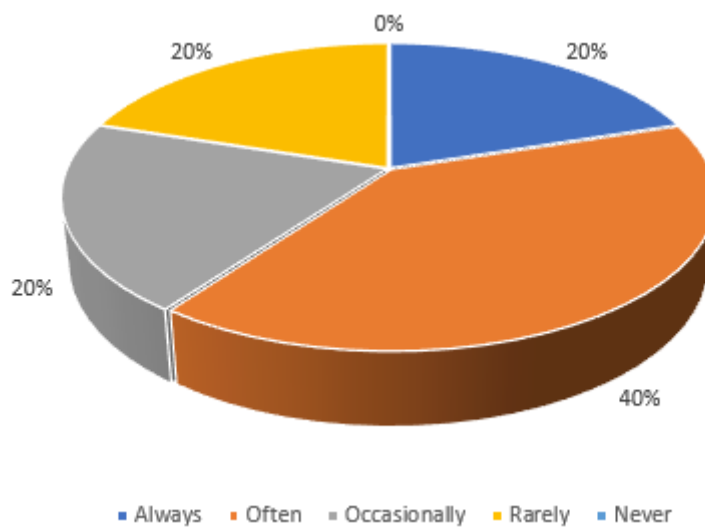
Table 3.30

Frequency of Using Visual Materials in Delivering Courses

<i>Options</i>	<i>Participants</i>	<i>Percentage</i>
Always	1	20%
Often	2	40%
Occasionally	1	20%
Rarely	1	20%
Never	0	0%

Figure 3.28

Frequency of Using Visual Materials in Delivering Courses



From this sub-question, we aim to know the frequency use of the visual material as teaching tools in delivering the lesson course. Hence, the data findings from (demonstrate that out of 1 teacher with percentage 20% who have always integrate the visual materials in their courses, which indicates that his/her is open to new source concerning the way of teaching while 20% of them are using it often, whereas 20% of the teachers (reported that they have occasionally used it in delivering their lesson courses which also show their positive support to those techniques. And only one teacher with percentage 20% who rarely utilizes the visual

materials as a supplementary tool in their teaching course. It denotes that not all the teachers are always using the visual materials in their presentation of the courses that might be due to their teaching circumstances, but in the matter of fact, they incorporate it within a classroom lesson.

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

Table 3.31

Efficacy of Using Visual Materials in Developing Vocabulary Load

<i>Options</i>	<i>Participants</i>	<i>Percentage</i>
Yes	5	100%
No	0	0%

The data findings reveal that all the teachers 5 with percentage 100% show them full agreement and positive attitude towards the statement that suggests that the technology aids help the students to develop their ability to master some vocabulary load. Thus, the students can acquire and enhance their vocabulary size through the practice of technology resources. 100% indicates that the teachers seem to be sure about that the technology aids nowadays can make a change in the improvement of vocabulary load of the EFL learners.

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

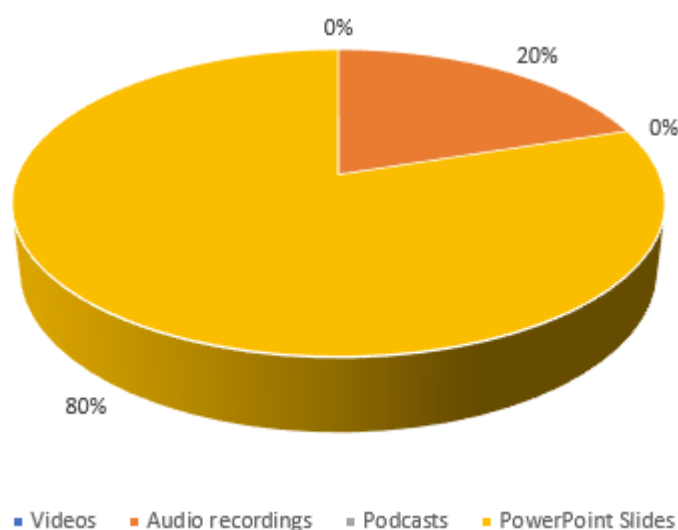
Table 3.32

Most Used Tools in the Classroom

<i>Options</i>	<i>Participants</i>	<i>Percentage</i>
Videos	0	0%
Audio recordings	1	20%
Podcasts	0	0%
PowerPoint Slides	4	80%

Figure 3.29

Most Used Tools in the Classroom



From this question, we seek to know the tools that teachers rely on inside the classroom; As illustrated in that there are a wide different in the choices of the teaching tools among the teachers. We can see that the teachers use more than one device in the classroom, the most of the participants reported that they rely on both Videos 20% and Power Points with percentage 80%. Whereas, 00% represents those who chose only the use of for the rest of the data results; 00% of the teachers who use Audio recordings, Also, 10% The findings also indicate that no one of the participants of our study has used the podcasting material. We deduce that the choices of the teaching materials by the teachers may depend on the nature of the course and it's up to the availability

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

Table 3.33

Teachers 'Attitude towards Using YouTube as Teaching Aids

<i>Options</i>	<i>Participants</i>	<i>Percentage</i>
Positive	4	80%
Neutral	1	20%
Negative	0	0%

Would you please justify your answer?

- The results are not conclusive
- I advocate the use of visual aids because they boost students' motivation towards EFL learning
- Using teaching aids helps me increase my learners' interest; gain time; and help to able students to understand
- Because it helps them to enhance their academic vocabulary and practice their skills

It is evident from the results that displayed in Table above that; almost all teachers (80%) stated the positive attitude concerning the use of YouTube videos as a teaching aid in the EFL classroom, and 20% of them show their negative response towards this material, which proves that the whole participants support the use of YouTube videos

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

Table 3.34

Creating Inclusive Follow-up Activities Using YouTube

<i>Options</i>	<i>Participants</i>	<i>Percentage</i>
Strongly Agree	1	20%
Agree	4	80%
Disagree	0	0%
Strongly Disagree	0	0%

According to the teacher response, we can notice that the 20% of them strongly 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 80% of the respondents also agree with that, and none of them showed their disagreement concerning this statement. We deduce that those teachers are totally agreeing with the usefulness of YouTube videos in promoting the activity task.

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

Table 3.35

Difficulties in Using YouTube Videos in the Class

<i>Options</i>	<i>Participants</i>	<i>Percentage</i>
Yes	0	0%
No	5	100%

The aims behind this question and the next questions as well to determinate if the teachers have encountered any difficulties when using YouTube videos in their course. However, according to the data findings that mentioned above, 100% of the teachers stated that say they did not have any obstacles.

Q7: Do you consider the use of YouTube videos as an efficient pedagogical tool for developing and enhancing the learner's vocabulary development?

Table 3.36

Pedagogical Efficiency of Using YouTube Videos

<i>Options</i>	<i>Participants</i>	<i>Percentage</i>
Yes	5	100%
No	0	0%

According to the data findings that mentioned above, 100% of the teachers stated that say they consider the YouTube videos as an efficient tool for developing learner`s vocabulary.

Q8: Which YouTube channels do you rely on when you using YouTube videos?

Table 3.37

Most Relied on YouTube Channel

<i>Options</i>	<i>Participants</i>	<i>Percentage</i>
BBC Learning English	2	40%
YouTube teachers	1	20%
TED-Ed	0	0%
Google in Education	0	0%
Other (depends on the topic)	1	20%
Other (Personal videos. Short documentaries)	1	20%
Other (Historical and literary channels)	1	20%

According to the Table above which indicates that the majority of the teachers rely on many diverse channels. The Most used channels are BBC Learning English with 40% and %0 for TED- Ed and Google in Educations. Whereas, out of 1 teacher with 20%percentageare relying on all of them. On the other hand, one teacher did not choose anyone of them, he/she states that all the channels that we have mentioned are valid. As other suggestions one teachers add that also he relies on National Geography Channel.

Q9: Which YouTube videos do you use?

Table 3.38

Most Used YouTube Channel

<i>Options</i>	<i>Participants</i>	<i>Percentage</i>
Live streaming	0	0%
Downloaded videos	5	100%
Modified videos	0	0%
Other	0	0%

In that table above we can see that all of teachers 100% choose downloaded videos

Q10: What optimal duration for YouTube videos do you think is appropriate in the classroom?

Table 3.39

The Most Appropriate Duration of YouTube Video Used in Class

<i>Options</i>	<i>Participants</i>	<i>Percentage</i>
1 min	0	0%
2 to 4 min	3	60%
5 to 10 min	1	20%
11 to 30 min	1	20%
More	0	0%

We noticed that 60% choose 2 to 4 min duration when they using YouTube videos while from 5 to 10 min and from 11 to 30 about 20% of them.

Q11: The integration of Educational YouTube videos within the lessons has a useful impact on learning English

Table 3.40

The Usefulness of Using Educational YouTube Videos

<i>Options</i>	<i>Participants</i>	<i>Percentage</i>
Strongly Agree	3	60%
Agree	2	40%
Neutral	0	0%
Disagree	0	0%
Strongly Disagree	0	0%

In this question, we asked teachers about teaching vocabulary through YouTube videos and if they considered it a useful teaching tool especially in educational type. Therefore, 60% of them strongly agree and 40 % agree.

Please state how?

- They capture the learners' intention. Easy understanding in class. Enable students- teachers' interaction
- Sometimes learning English from native mouths can spare students pronunciation mistakes teachers usually make.
- Enhancing students listening skills
- Students never feel bored when it comes to the positive effect videos leave on them.

Q12: Would you suggest any further **proposals on how to benefit** YouTube videos in teaching vocabulary **propositions to benefit from**

- Provide internet access in classrooms
- We have to encourage students to exploit YouTube educational channels
- When teachers make channels of their own, they can interact smoothly with students
- Using them especially in oral and written performance.
- Yes, I suggested that in lessons we should determine vocabularies by the content

Q13: How important is vocabulary work in your lessons?

Table 3.41

Importance of Vocabulary Work in Lessons

<i>Options</i>	<i>Participants</i>	<i>Percentage</i>
Not important	0	0%
Very important	5	100%
Somewhat important	0	0%

In the table above we can notice that all of teachers said the vocabulary is very important 100%.

Q14: Do you explain unfamiliar words to your students?

Table 3.42

Explaining Unfamiliar Words to Students

<i>Options</i>	<i>Participants</i>	<i>Percentage</i>
Yes, I do	5	100%
No, I don't sometimes	0	0%

According to this table all of teachers they explain unfamiliar words 100%

Q15: What is your method to explain those hard terms?

- Provide context
- Giving examples
- placing them in a context
- Giving examples and brainstorming are very useful to learn EFL.
- By identify the terms with the easiest items in lessons

Q16: Do you use any sort of technological devices in vocabulary instructions?

Table 3.43

The Use of Tech Devices in Vocabulary Instructions

<i>Options</i>	<i>Participants</i>	<i>Percentage</i>
Yes	2	40%
No	3	60%
Sometimes	0	0%

Based on data results that display above, we can say that most of participants with percentage 60% they don't use any technological devices vocabulary instructions in delivering their English courses. 40% indicate the positive use of visual materials by the teachers who shows their acceptable attitude.

Q17: What tools and techniques do you use in class to help your students with learning new vocabulary?

- PowerPoint slides, videos, texts.
- YouTube short videos
- employing the words in a sentence.
- using gestures and facial gymnastics to communicate meaning
- asking students to refer to electronic dictionaries
- Explaining new words and asking students to write some few examples or short passages using them the correct way.
- YouTube videos and power point.

Q18: How do you advise your students to learn new vocabularies in English?

- Reading, social media, movies
- I tell them to use effective methods
- Using pocket and electronic dictionaries
- Consulting YouTube podcasts
- By writing and using them in their daily life.
- By watching and repetition

Q19: Did you consider using YouTube videos to explain vocabulary related to lesson context?

Table 3.44

Using YouTube Videos to Explain Vocabulary Related to Lesson Context

<i>Options</i>	<i>Participants</i>	<i>Percentage</i>
Yes, I did	3	60%
No, I didn't	2	40%

Based on data results that display above, we can say that the 60 % participants they use YouTube videos in delivering their English courses to explain vocabulary. While 40% they refusing

Q20: Are you aware of the usefulness of using YouTube videos to explain hard concepts related to lesson content?

Table 3.45

Teachers 'Awareness of Using YouTube Videos in Explaining hard concepts

<i>Options</i>	<i>Participants</i>	<i>Percentage</i>
Yes	5	100%
No	0	0%

Based on data results that display above, we can say that the total participants with percentage 100% they use Visual materials in delivering their English courses. 100% indicate the positive use of visual materials by the teachers who shows their acceptable attitude.

3.2.3.3 Section three: Teachers suggestions and recommendations

Q1: Could you elicit other advantages of using YouTube in EFL classroom?

- It is fun to use, and unlike other social media, it stimulates students' listening skills.
- Amongst the advantages is that students turn it be punctual in class attendance. They become more inquisitive in their learning process. They have greater motivation to learn English
- All the advantages have been elicited formerly
- learning new vocabularies and how to use them in their correct contexts
- Yes, maybe they will be able to enhance their skills by using such as materials

3.2.4 Discussion of the findings:

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

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

learners have a willingness to develop their Level of English through the many useful Educational videos via this popular platform.

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

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

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

Conclusion:

In this chapter that demonstrate analyse the demands of the research that have been assembled using

Two questionnaires, one dedicated to teachers and the other devoted to first year LMD students.

The data gathered were analysed through Microsoft Excel 2007 program and transformed into statistical numbers represented in tables, graphs and frequency charting circles.

The findings of the study discovered a noteworthy perceptiveness of how students and teachers respond to watching youtube videos in relation to students' vocabulary development. The definitive words of this chapter and this thesis proved of the effectiveness of implementing youtube videos to develop first year EFL student and showed the amount of excitement and improvement EFL students have for this tool. Surprisingly there was a high awareness among EFL teachers concerning the use of youtube platform to enhance explain and develop teaching learning experience. However, our study suggests for teachers to increase their usage of youtube videos in classrooms and take advantage to this tool to maximum capacity since efl students of Msila University are using it outside the classroom and are aware of its benefits.

4.1 General introduction:

The use of youtube platform as a teaching tool to enhance vocabulary has been proven effective and contains magnificent results (AL-Ameri & Rababah, 2020; Antolín Prieto, Rebeca; Clemente Mediavilla, 2017; Berk, 2009; Watkins & Wilkins, 2011; Wening Sahayu^{1*} & Friyanto², 2019; Zaidi et al., 2018). Msila s' University EFL students are surprisingly well aware of such means, they already used youtube to help them acquire more knowledge whether inside or outside the classroom. They refer to youtube platform when they need clarifications for lesson content. They agree on YouTube videos to be a facilitator tool that help them to understand the lesson and are intrigued by it because youtube videos, as they mention, allow them to acquire more vocabulary in great way. The participants reveal that teachers rarely use YouTube videos within class. However, teachers support TBL in regards of its capacity to provide authentic materials to student, "it is fun to use, and unlike other social media, it stimulates students' listening skills" is an answer in the findings. Most of them claim that they occasionally use the platform to download videos related to the lesson context.

Concerning the study answers to the assumptions and questions, mentioned in the general introduction. (page) , The study confirms their validity through the data and results extracted from the statistical analysis of the practical part:

- EFL students are aware and use youtube videos regularly outside the classroom ,they want to engage more with this tool inside the classrooms
- EFL' vocabulary did in fact develop when using youtube videos and also enhanced their conversation skills.
- Teachers are aware of this conventional tool and recommended their students to use it outside the classroom.
- However, they do not use it often in classes but only when it requires more explanation or as motivation booster.

This research paper emphasizes the effectiveness of youtube videos on vocabulary development and stresses that teacher should use it more often.

4.2 Pedagogical Implication and some Recommendation:

The use of audio-visual means in teaching and learning has become the trend of the present era, the university of msila has also take its share of this new phenomenon. The reason for making this section is to provide for incoming researchers to use this section as a primary platform for further research or to expand on our current topic "*investigating the relationship between watching youtube videos and EFL' vocabulary development*". Hence, our study opens the door to these following recommendations:

4.2.1 The use of youtube web site as a teacher/learner connector:

This notion involves the procedure of opening a youtube channel dedicated to each subject of the study and controlled by a supervised teacher who in turn is going to provide student with lessons, activities, projects and notes that he/she did not have the opportunity to explain during the sessions.

This idea already been applied since we coincided with it along our search. Several universities are using youtube channels to provide their students with valid information on several subjects related to higher education.

4.2.2 Testing some (youtube) educational channels Efficiency:

Youtube videos contain a variety of channels in all spheres of life. This feature can be exploited to experiment with particular channel for its effectiveness in giving positive value to foreign language education.

4.2.3 Youtube videos as authentic cultural source:

Youtube videos hold original cultural sources; these sources express real-people speaking their mother tongue as embodied in reality. Learners can use this platform to engage more with L2 learning.

4.2.4 The negative aspect of technology-based learning:

Even though, the majority of research studies led the use of Technology based learning in a positive direction; they supported its usage for education. This does make us researchers, wondering about the other side to TBL which possibly hides a negative aspect that neither of the current studies covered. By endorsing in such topic, we can prevent future problems and fix current issues related to it.

4.2.5 EFL vocabulary development:

It is one of the most sought-after topics nowadays. In order to, fill the lack of vocabulary development between EFL and ELL. It requires innovative strategies that can be renewed and be an adequate substitute for the previously mentioned in our study.

APPENDICES

Students Questionnaire

Dear students,

You are kindly requested to respond to this questionnaire, which is an attempt to gathering necessary information concerning the importance of YouTube videos in enhancing EFL learner's vocabulary for the first-year student of English at M'sila University, we would be so grateful if you could sincerely answer the following questions.

BAIOU Imane

DEHMECHE Fatima

Master Two Researcher

Section one: Background Information

Q1: What is your name?

.....

Q2: What is your gender?

a. Female b. Male

Q3: Which age group describes you?

a. <20 b. 20 – 25 c. >25

Q4: Do you have access to the Internet?

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

Q5: Do you permanently practice The English Language outside the classroom via Internet (chatting, watching English videos, reading books online, ...etc.)?

a. Yes b. No

Q6: Which types of websites do you mostly visit?

a. Entertainment b. Educational websites

- c. YouTube website d. Social media (Twitter, Facebook, Skype)
- e. Other

Q7: Do you visit YouTube website?

- a. Always b. Often c. Occasionally?
- d. Rarely e. Never

Q8: Do you use YouTube website for educational purpose?

- a. Always b. Often c. Occasionally?
- d. Rarely e. Never

Section two: Students attitudes towards using YouTube videos in the classroom

Q9: Do your teachers aids such as YouTube videos in the classroom?

- a. Yes b. No

Q10: How often your teacher use YouTube videos in the classroom?

- a. Always b. Sometimes
- c. Rarely d. Never

Q11: What is your point of view about incorporating YouTube videos as a teaching aid in the classroom?

- a. Positive b. Neutral c. Negative

Q12: Do YouTube videos raise your interest to develop your English Vocabulary?

- a. Yes b. No

Q13: Are you satisfied with the traditional method of teaching using Blackboard and papers?

- a. Satisfied b. No Satisfied

Q14: In your opinion, using YouTube videos in the classroom lectures will be more interesting than traditional method?

- | | | | |
|----------------------|--------------------------|-------------|--------------------------|
| a. Strongly agree | <input type="checkbox"/> | b. Agree | <input type="checkbox"/> |
| c. Neutral? | <input type="checkbox"/> | d. Disagree | <input type="checkbox"/> |
| e. Strongly Disagree | <input type="checkbox"/> | | |

Q15: Which of the following language aspects do you think you need YouTube videos for?

- | | | | |
|----------------|--------------------------|------------------|--------------------------|
| a. Vocabulary | <input type="checkbox"/> | b. Pronunciation | <input type="checkbox"/> |
| c. Grammar | <input type="checkbox"/> | d. Listening | <input type="checkbox"/> |
| e. Other | | | |

Q16: What kind of YouTube videos that contributed to improving your learning of English?

- | | | | |
|-----------------------|--------------------------|------------------|--------------------------|
| a. Music videos show | <input type="checkbox"/> | b. Movies videos | <input type="checkbox"/> |
| c. Documentary videos | <input type="checkbox"/> | d. TV | <input type="checkbox"/> |
| e. YouTube channels | <input type="checkbox"/> | | |

Q17: Which types of YouTube channels that most used enhancing vocabulary?

- | | | | |
|--------------|--------------------------|---------------|--------------------------|
| a. Education | <input type="checkbox"/> | b. Motivation | <input type="checkbox"/> |
| c. Music | <input type="checkbox"/> | d. Sport | <input type="checkbox"/> |
| e. Comedy | <input type="checkbox"/> | | |

Q18: Do you think YouTube videos can simplify understanding the lesson content?

- | | | | | | |
|--------|--------------------------|-------|--------------------------|--------------|--------------------------|
| a. Yes | <input type="checkbox"/> | b. No | <input type="checkbox"/> | c. Sometimes | <input type="checkbox"/> |
|--------|--------------------------|-------|--------------------------|--------------|--------------------------|

Section Three: On your approach to learning new vocabulary

Q19: Please check one of the statements below that best describes what happens when you learn new vocabulary

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
I learn new vocabulary mostly from activities in English classes and from the homework assigned for class.					
I learn new vocabulary mostly from activities in English classes and from the homework signed in my courses and from self-initiated learning activities I do outside the class time.					
I learn new vocabulary from using technology devices such as Internet websites and watching YouTube videos inside and outside the class activities					
I find difficulties in understanding new vocabulary items					
I find academic vocabulary to be difficult words list to acquire					
Understanding the academic and technical vocabulary included in lesson content will lead to the understanding of the lesson objectives and aims					

Section Four: Assessing learners views on teacher's behavior on teaching vocabulary towards them.

Q20: Did you have come across terms and academic vocabulary used in universities entering prior entering Universities?

- a. Yes b.No c. Sometimes

Q21: Does teachers explain hard and complicated terms during class session?

- a. Yes b.No c. Sometimes

Q22: Do they provide you with sufficient definitions to difficult academic words?

- a. Yes b. No

Q23: If teachers used video materials to explain hard concepts that you don't understand, would you agree on using such method?

- a. Yes absolutely b. No

Teacher Questionnaire:

Section one: Personal Information

Q1: Age?

- a. Less than 25 years old b. 26 to 35 c. Over 35 years old

Q2: Gender?

- a. Female b. Male

Q3: Would you please specify your degree?

- a. License Degree b. Master Degree
c. Magister Degree d. Doctorate

Q4: Currently, are you teaching?

- a. First-year b. Second-year
c. Third-year d. Master Degree

Q5: How long you been teaching English?

.....

Section two: Teacher's attitudes towards using YouTube videos in the classroom.

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

- a. Yes b. No

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

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

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

- a. Yes b. No

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

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

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

- a. Positive b. Neutral c. Negative

Would you please justify your answer?

.....

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

- a. Strongly Agree b. Agree
c. Disagree d. Strongly Disagree

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

- a. Yes b. No

Q7: Do you consider the use of YouTube videos as an efficient pedagogical tool for developing and enhancing the learner's vocabulary development?

- a. Yes b. No

Q8: Which YouTube channels do you rely on when you using YouTube videos?

- a. BBC Learning English b. YouTube teachers
c. TED-Ed d. Google in Education
e. Other.....

Q9: Which YouTube videos do you use?

- a. Live streaming b. Downloaded videos
c. Modified videos d. Other.....

Q10: What optimal duration for YouTube videos do you think is appropriate in the classroom?

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

Q11: The integration of Educational YouTube videos within the lessons has a useful impact on learning English

- a. Strongly Agree b. Agree
c. Neutral d. Disagree
e. Strongly Disagree

Please state how?

.....

Q12: Would you suggest any further proposals on how to benefit YouTube videos in teaching vocabulary

.....

Q13: How important is vocabulary work in your lessons?

- a. Not important b. Very important
b. Somewhat important

Q14: Do you explain unfamiliar words to your students?

- a. Yes, I do b. No, I don't sometimes

Q15: What is your method to explain those hard terms?

.....

Q16: Do you use any sort of technological devices in vocabulary instructions?

- a. Yes b.No
b. Sometimes

Q17: What tools and techniques do you use in class to help your students with learning new vocabulary?

.....

Q18: How do you advise your students to learn new vocabularies in English?

.....

Q19: Did you consider to use YouTube videos to explain vocabulary related to lesson context?

- a. Yes, I did b. No, I didn't

Q20: Are you aware of the usefulness of using YouTube videos to explain hard concepts related to lesson content?

- a. Yes b.No

Section three: Teachers suggestions and recommendations

Q1: Could you elicit other advantages of using YouTube in EFL classroom?

.....

Thank you very much for your collaboration.

الملخص

وسعت هذه الدراسة إلى الحث على فعالية مشاهدة مقاطع فيديو يوتيوب وتطوير مفردات المتعلمين EFL;. ويهدف إلى التحقق من فعالية دمج أشرطة الفيديو يوتيوب في فصول EFL لتحسين مستوى المفردات الأكاديمية من المتعلمين EFL وأيضا لرفع مستوى وعي المعلمين على استخدام هذه الأداة التقليدية في عملية التدريس. وتكون قادرة على إدراج تعليم تكنولوجيا المعلومات والاتصالات في فصول EFL في هذه الدراسة الوصفية، وأجريت استبيانات لكل من الطلاب والمعلمين EFL. بالنسبة للطلاب، تم إجراء الاستبيان للتحقيق في أداء مفرداتهم الأكاديمية عندما استخدم المعلمون يوتيوب كأداة في دروسهم. وفيما يتعلق بالمعلمين أجريت للتحقيق في وعيهم عند استخدام هذه المواد ودراسة مدى استخدام لقطات يوتيوب فيما بينهم. وأظهرت النتائج أن هذه الدراسة تؤكد فعالية استخدام أشرطة الفيديو يوتيوب كأداة تعليمية. و أظهر الطلاب موقفا إيجابيا تجاه الأداة وحثوا المعلمين على تطبيقها بشكل أكبر في شرح الدرس. كما أيد المدرسون استخدام هذه المواد ونصحوا المتعلمين باستخدامها خارج الفصول الدراسية. على الرغم من أنها لا تستخدم بانتظام حسب الحاجة.

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