



People's Democratic Republic of Algeria
 Ministry of Higher Education and Scientific Research
 Larbi Tebessi University -Tébessa-
 Faculty of Letters and Languages
 Department of Letters and English Language



The Role of YouTube Videos in Enhancing EFL Learners'

Vocabulary:

The Case of Second Year Students at Larbi Tebessi University -

Tébessa

A Dissertation Submitted to the Department of Letters and English Language in Partial
 Fulfillment of the Requirements for the Degree of Master in Language Sciences

Candidates:

Chaima BELGACEM

Sidali Aghiles KHENNOUCHI

Supervisor:

Ms. Nawel KRARZIA

Board of Examiners:

President: Mrs. Basma BOUGOFFA (MAA) - Larbi Tebessi University

Supervisor: Ms. Nawel KRARZIA (MAB) - Larbi Tebessi University

Examiner: Dr. Manel MIZAB (MAB) - Larbi Tebessi University

2020/2021

Abstract

Learning vocabulary is an important part of learning a foreign language. Consequently, instructors and educators start to use new methods of teaching such as the use of technologies in the EFL classrooms. The present research aims to investigate the effectiveness of YouTube videos in enhancing EFL learners' vocabulary, mainly for second year students at the Department of English at Larbi Tebessi University. It seeks to highlight the importance of using YouTube in the classroom environment as a tool for teaching English as a foreign language and for vocabulary mastery. The study hypothesizes that EFL learners who watch YouTube videos are more likely to learn and master vocabulary than those who are not exposed to YouTube videos for learning. To test this hypothesis and other assumptions, we have conducted a descriptive study that focuses on both qualitative and quantitative methods. Also, we have used the convergent parallel design. We have administered a questionnaire to 105 students of second year and an interview to 13 teachers as data collection tools. The interview and the questionnaire were conducted to investigate the attitude of the teachers and the learners towards the role of YouTube in enhancing EFL learner's vocabulary. The study results show the positive role of using YouTube videos to enhance EFL student's vocabulary as it is advantageous in facilitating language learning and teaching. Also, the findings show that both of the teachers and students have supported the use of YouTube.

Keywords: YouTube videos, vocabulary, learning, EFL, exposure

Acknowledgements

First and foremost, we would like to express our deep and sincere gratitude to our supervisor, Ms Nawel KRARZIA. We are really fortunate to have worked under her supervision and assistance, which shaped our academic experience in ways we cannot describe in only one page. We thank her for her valuable advice, trusted monitoring and endless patience. It was a great privilege and honor to work and study under her guidance.

Second, we highly appreciate the efforts of the broad examiners, Mrs Basma BOUGOFFA and Ms Manel MIZAB, and we thank them for devoting their time to read and evaluate our dissertation. We extend our gratitude to them for being great and competent teachers throughout our academic experience.

We must further thank Ms chaima BRAHAM for her endless support as well as cooperation in distributing the questionnaire to second year students. We also would like to extend our thanks to teachers and second year students who participated in our study for being cooperative and helpful.

Finally, we are also deeply grateful to the staff of the department of the English Language and literature at Larbi tebessi University.

Dedication

First of all, we praise and thank Allah, the Almighty, for His showers of blessings throughout our research work to complete the research successfully.

This research is dedicated to both our dear parents, who encouraged us and supported us through thick and thin, and our dear brothers and sisters who showed us love and empathy in moments of difficulty and stress.

This work is dedicated to all the teachers who helped us and all the persons who prayed for us and believed in us. Thank you from the bottom of our hearts.

List of Abbreviations and Acronyms

AETC: Association of Educational Technology and Communication

CTML: Cognitive Theory of Multimedia Learning

EFL: English as a Foreign Language

ICT: Information and Communications Technology

N: Number

P: percentage

SPSS: Statistical Package for the Social Sciences

VBL: Video Based Learning

VLC: Virtual Learning Classroom

WBL: Web Based learning

List of Tables

Table 01: Learners' Level of Proficiency in English.....	32
Table 02: Learners' Use of the Internet.....	33
Table 03: Frequency for Most Visited Internet Websites.....	33
Table 04: Selection of Most Visited Internet Websites.....	34
Table 05: Learners' Use of YouTube.....	34
Table 06: Using YouTube for Educational Purposes.....	35
Table 07: Learners' Approval of YouTube as an Educational Tool.....	35
Table 08: Using YouTube to Learn English.....	36
Table 09: How can YouTube be Helpful?	36
Table 10: Selections of How YouTube Can be helpful.....	37
Table 11: Teachers and YouTube Videos' Use.....	38
Table 12: Teachers' Use of YouTube in the Classroom.....	38
Table 13: The Combination of Verbal and Audiovisual Techniques.....	39
Table 14: Integrating YouTube in EFL Classes to Improve Learning.....	40
Table 15: Justification for Integrating YouTube in EFL classes.....	40
Table 16: Students' Level of Mastery of English Vocabulary.....	42
Table 17: Students Problems with Vocabulary Deficit.....	43
Table 18: Lack of Vocabulary and the Understanding of Courses.....	43
Table 19: Increasing the EFL vocabulary Through YouTube Videos.....	44
Table 20: Does YouTube help Increase Learners' Vocabulary?	44
Table 21: Types of YouTube Videos Visited by Learners.....	45
Table 22: Frequency of Visits for Each Type.....	46
Table 23: Traditional Methods and Learning.....	46
Table 24: YouTube as a Beneficial Method for Learning Vocabulary.....	47

Table 25: Learners' Opinions about the Usefulness of YouTube Videos.....	48
Table 26: Teachers' Use of Audio Visual Materials in the Classroom.....	52
Table 27: Using YouTube Videos in the Classroom for Educational Purposes.....	53
Table 28: Students Issues with Vocabulary.....	55
Table 29: Teachers Attempts for Solving Vocabulary Problems.....	56
Table 30: Teachers' Awareness of the Advantages of YouTube Videos in the classroom...	57
Table 31: Teachers' Use of YouTube Videos for Increasing Students' Aptitude to learn More Vocabulary.....	57

Table of Contents

Abstract.....	ii
Acknowledgements.....	iii
Dedication.....	iv
List of Abbreviations and Acronyms.....	v
List of Tables.....	vi

General Introduction

1. Background of the Study.....	1
2. Statement of the Problem.....	2
3. Research Questions.....	2
4. Hypotheses and Assumptions.....	2
5. Aim of the Study.....	2
6. Research Methodology and Tools.....	3
7. Sample and Setting.....	3
8. The Structure of the Dissertation.....	3

Chapter One: Literature Review

Introduction.....	5
1.1 Section One: An Overview of YouTube Videos.....	5
1.1.1 An Overview of Technology and the Internet.....	6
1.1.2 Educational Technology.....	7
1.1.2.1 Virtual Learning Classroom (VLC).....	8
1.1.2.2 Video-Based Learning (VBL).....	8
1.1.2.3 Web Based Learning (WBL).....	8

1.1.3 Multimedia for Learning.....	9
1.1.4 The Cognitive Theory of Multimedia.....	9
1.1.5 The History of YouTube.....	10
1.1.6 YouTube Video Types.....	11
1.1.6.1 Educational Videos.....	11
1.1.6.2 Vlogs.....	11
1.1.6.3 Movies.....	12
1.1.7 YouTube for Providing Content and Information.....	12
1.1.8 Using YouTube in Language Learning and Teaching.....	13
1.1.9 YouTube for Vocabulary Mastery.....	13
1.1.10 Techniques for Using YouTube Videos in Teaching EFL Learners.....	14
Conclusion.....	15
1.2 Section Two: Vocabulary Instruction.....	16
1.2.1 Definitions of the Concept Vocabulary.....	16
1.2.2 Importance of Vocabulary.....	17
1.2.3 Types of Vocabulary.....	18
1.2.4 Vocabulary and Multimedia Learning.....	18
1.2.5 Incidental and Intentional Learning.....	19
1.2.5.1 Incidental Learning.....	19
1.2.5.2 Intentional Learning.....	20
1.2.6 Techniques used in Teaching Vocabulary.....	20
1.2.6.1 Visual Techniques.....	20
1.2.6.1.1 Visual Aids.....	21
1.2.6.1.2 Audio Aids.....	21
1.2.6.1.3 Audiovisual Aids.....	22

1.2.6.1.4 Mime and Gestures.....	23
1.2.6.2 Verbal Techniques.....	23
1.2.6.2.1 Using of Synonyms and Antonyms.....	23
1.2.6.2.2 Using of Dictionaries.....	24
1.2.6.2.3 Using Context.....	24
1.2.7 The goal of Vocabulary Teaching.....	24
1.2.8 Word Difficulties.....	25
Conclusion.....	27

Chapter Two: Fieldwork

Introduction.....	28
2.1. Section One: Research Methodology.....	28
2.1.1 Research Design.....	28
2.1.2 Sample and Setting.....	29
2.1.3 Research Instruments.....	30
2.1.3.1 Aim of the Students' Questionnaire.....	31
2.1.3.2. Aim of the Teachers' Interview.....	31
2.1.4 Data Collection Procedures.....	31
2.1.5 Pilot Study.....	32
2.2 Section Two: Analysis and Discussion.....	32
2.2.1 Analysis and Discussion of the Students' Questionnaire.....	32
2.2.1.1 Analysis of the Students' Questionnaire.....	32
2.2.1.1.1 Section One: Background Information.....	32
2.2.1.1.2 Section Two: Students' Use of YouTube.....	34
2.2.1.1.3 Section Three: Learning Vocabulary through YouTube.....	42
2.2.1.2 Discussion of the Findings.....	49

2.2.2. Analysis and Discussion of the Teachers' Interview.....	52
2.2.2.1. Analysis of the Teachers' Interview.....	52
2.2.2.2 Discussion of the Findings.....	58
2.2.3 Comparison of the Results.....	61
2.2.4 Limitations of the Study.....	62
2.2.5 Recommendations and Implications.....	62
General Conclusion.....	63
References.....	64
Appendices.....	73
Résumé.....	77
ملخص.....	79

General Introduction

1. Background of the Study

Throughout the years, technology became helpful in all the aspects of life. The use of the Internet in particular has revolutionized our lives as it gives a worldwide connection between all the different countries, and provides various social media platforms such as blog, Skype and YouTube etc. Recent statistics show that internet users all around the world are approximately 4,66 billion people, which indicates a vast number of internet users, and it shows how people nowadays rely on the Internet in their everyday life. (Johnson, 2021)

In education, teachers and instructors always try to look for better methods and approaches to enhance the learning process. The Internet can serve many purposes. For example, YouTube, which is an important social medium, can be of a great service for the English as Foreign Language (EFL) field, as it gives a variety of content provided by native speakers that usually use this platform a lot. The EFL learners can benefit from this interaction between native speakers. Hence, it will help them to acquire pronunciation, grammar and vocabulary skills. Research findings on the impact of using YouTube in classrooms have shown that the use of YouTube videos inside the classroom is very effective for maximizing learning, facilitating difficult concepts and attracting students attention (Mayer, 2001). In addition, Heriyanto (2018) states that YouTube has a significant effect on students' vocabulary acquisition and provides them with linguistic and cultural sources in the target language. Callow (2012) stated that the integration of YouTube in the classroom can improve students engagement and participation.

2. Statement of the Problem

Vocabulary learning is an important and necessary process when learning a new language. However, our educational system does not place enough emphasis on vocabulary learning because most teachers ignore it in favor of focusing on grammar. The problem is that

we noticed that EFL students lack exposure to vocabulary, and they do not express their ideas in a clear way because they do not have a sufficient number of words. In addition, we noticed that the meaning of a word cannot be enough for the students to properly learn vocabulary. In order to learn vocabulary, students need to face a real context where the vocabulary is used.

3. Research Questions

Since the current study aims at investigating the role of YouTube videos in enhancing EFL learners vocabulary at the University of Larbi Tebessi, it addresses some questions about the importance of using YouTube videos in the classroom for enhancing vocabulary:

1. Are YouTube videos advantageous in learning the English vocabulary?
2. How can YouTube videos affect EFL learners' development of vocabulary?
3. Do teachers know the importance of involving audio visual materials such as YouTube to help students develop their vocabulary?

4. Hypotheses and Assumptions

1. We assume that YouTube videos are very advantageous for learning and mastering the English vocabulary.
2. YouTube videos affect EFL learners' vocabulary growth very positively.
3. If teachers integrate YouTube videos in the classroom, then students will be ready for understanding the content of lectures and mastering English vocabulary.

5. Aim of the Study

The purpose of this study is to emphasize the value of using YouTube videos in the classroom as a tool for teaching English as a foreign language and for learning and mastering vocabulary. The study also aims to raise teachers' and students' awareness of how YouTube can be used as an effective tool for learning and teaching vocabulary as part of the study's overall goal and for enhancing the quality of learning.

6. Research Methodology and Tools

In the present study, we have opted for the descriptive research that focuses on using both qualitative and quantitative methods to investigate the role of YouTube videos in enhancing EFL learner's vocabulary. In this study, we have administrated a questionnaire to second year students and an interview to teachers to investigate their attitudes towards the use of YouTube videos as an effective tool for vocabulary learning.

7. Sample and Setting

The population selected for this study is second year students at the Department of English at Larbi Tebessi University and 13 teachers from the same department. The sample size was calculated according to the equation of Steven Thompson (2012) in his book *Sampling* (third edition), to obtain a high validity and reliability coefficient. As a result, 105 students were selected to answer the questionnaire from the whole population. For the teachers' interview, we have targeted all the teachers, but we could not reach all of them so we interviewed the available teachers who were only 13. Furthermore, the sampling method used in this study is the simple random sampling, which is suitable for this study. According to Cohen, Manion, & Morrison (2007), the random cluster sample helps the researcher to group similar sub-samples of people.

8. The Structure of the Dissertation

The research is divided into two main chapters. The theoretical chapter as well as the field work. The first chapter is divided into two sections; each section is devoted to one variable. They are presented in this order YouTube and vocabulary. The first section is an overview of YouTube videos as well as the importance of YouTube videos for teaching and learning vocabulary. Furthermore, the second section contains an overview about vocabulary and its importance for the learners and teachers of English. The section also includes different techniques that help the learners master vocabulary in addition to the use of audio visual materials for learning vocabulary. The second chapter is about the field work, which is

divided into three sections. The first section introduces the research methodology and design. The second section initiates the research instruments and the analysis and discussion of the results. The third section is concluded with a summary of the results and implications.

Chapter One: Literature Review

Introduction

Teaching and learning methods have evolved as a result of technological advancements in the educational field. It encourages teachers to begin incorporating technology into EFL classrooms, such as YouTube, which has proven to be extremely beneficial in language learning and instruction.

The aim of this chapter is to explain the importance of the integration of YouTube videos in EFL classes and how it ameliorates students' vocabulary learning. The present chapter is composed of two sections: The first one starts with an overview of technology and the Internet. After that, we introduce educational technology and its main types. Then, we move to multimedia and the cognitive theory of multimedia learning. Also, we will give a brief history of YouTube videos, and we will mention some types of this audiovisual material. Additionally, we will move to the use of YouTube videos in language learning and teaching as for vocabulary mastery. Furthermore, we will conclude the section with the techniques of using YouTube videos in the EFL classrooms.

The second section is about vocabulary instruction. It starts with the different definitions of vocabulary and highlighting how it is important for learners and teachers. Then, we will discuss the types of vocabulary and how multimedia can be helpful for learning vocabulary. Afterwards, we will discuss incidental and intentional learning and the techniques of teaching and learning vocabulary. Finally, we will mention the goal and the word difficulties.

Section One: An Overview of YouTube Videos

We live in a digital world, where technology pervades every aspect of our lives. The learning and teaching process has altered as a result of technological advancements, particularly in the sphere of education. As a result, educators and instructors began to seek

out new teaching and learning approaches. The use of the Internet in education, particularly YouTube, has the potential to benefit EFL students especially with improving vocabulary.

1.1.1 An Overview of Technology and the Internet

Through the years, technology has reshaped the world. It has become a vital part of people's daily life. The word "Technology" was not established in one day. It has been a process that developed through historical advances in the way of life of human beings. The different eras that draw the history of technology are the Stone Age, the Copper Age, ancient technology and modern technology (Brian, 2011). According to Skrbina (2015), the word "technology" dates back to the era of the industrial revolution, where the term has evolved more as a result of many prominent inventions. The advancement of technology was coined during World War I and World War II.

The term technology has various definitions. In 2009, Arthur argued that technology is the invention of devices to resolve human purposes. However, Volti (2009) has defined technology as a system invented by humans in the form of objects that are used to fulfill specific goals. Definitions show that technology is for resolving human needs through creating objects.

Additionally, technology has various types. A much known type of technology is information technology, which is very useful and helpful in all fields. Also, information technology has many categories including phones, computers and the Internet. Furthermore, those categories of information technology allow all users to communicate and to exchange data through the Internet, whose advancement has caused the concept of the "global village" in which people cannot disconnect from this virtual world. As with most technologies, the Internet dates back to the post-world war era; it started in the 1960s as a way of government research to share information, and it was known as Defence

Advanced Research Projects Agency (Brian, 2009). The first of January, 1983, is considered as the official birth date of the Internet.

According to August (1995), the Internet is a worldwide connection that allows its users to exchange information, and it provides them with various platforms. The Internet enables individuals to communicate and to have access to information easily. The unlimited sources of information presented on YouTube, for example, allow its users to benefit from it and to use it for learning and teaching. A research finding concluded that the Internet gives limitless English resources that can help students to ameliorate and to direct their learning (Taylor, 2001).

1.1.2 Educational Technology

The integration of technologies in the field of education has increased during the past years as technology has become one of the most effective techniques used for teaching and learning. According to the Association of Educational Technology and Communication (AETC) (2004), educational technology can be defined as the field that is concerned with the use of technological resources to improve teaching quality and to facilitate learning tasks. In addition, educational technology cannot be applied easily; it requires a variety of knowledge in different areas such as didactics, psychology, pedagogy, and computer sciences.

On one hand, some research findings on the benefits of educational technology show that the use of both educational technologies and traditional teaching methods is effective depending on the way they are used (Dynarski, 2007; Kulik, 2003). In addition, researchers came to the conclusion that educational technology must be integrated in the classroom because it maximizes learning and attracts students' attention (Clement, & Sarama, 2003; Rogers, 2012). Moreover, educational technology has many types such as virtual learning classrooms, video-based learning, and Internet-based learning.

1.1.2.1 Virtual Learning Classroom (VLC). Virtual learning classroom has become very useful for learning, particularly for learning the English language. Beatty (2013) has defined virtual learning classroom as an online classroom that is expandable in content and time. Virtual classrooms are beneficial because they can be planned in different places and times. Yadav (2016) suggests that virtual classrooms allow both teachers and learners to interact with each other through videos, PowerPoint presentations, and audio chat. Research findings show that virtual classrooms provide learners with an environment that could increase interaction and English performance (Lane, 2015). Hence, a virtual learning classroom can bring to teachers and learners many benefits.

1.1.2.2 Video-Based Learning (VBL). Video-based learning has a remarkable impact on the field of education. During the past years, video learning was adopted in many universities as a teaching material. According to Zhang (2006), VBL can enhance students' engagement and ameliorate their learning outcomes in comparison with classroom activities. Additionally, video-based learning can be used as an effective tool for teaching (Zhang, 2006). The VBL presents information in an attractive way that makes the learning outcomes better. Therefore, many scholars developed video learning materials (Brooks, 2006). Furthermore, Zhang (2006) believes that the VBL has a great impact on students' achievement and interactions. It is proved that the VBL helps to increase the four language skills (Hovland, 1994). Therefore, video-based learning is beneficial for enhancing the students' learning outcomes.

1.1.2.3 Web Based Learning (WBL). Web based-learning has gained an important role in the field of education. WBL is defined as the use of web technologies to present content for learning and educational purposes (Jolliffe, Ritter & Stevens, 2001). The use of web-based learning to teach EF learners vocabulary has become very implemented (Son, 2008). In addition, web-based learning helps learners to construct new knowledge and

gives them more opportunities to interact (Lin, Shie & Holmes, 2017). Lai and Gu, (2011) state that web-based learning enables educators to practice teaching out of their classrooms. For example, students can join the online activities out of the educational institution. Thus, WBL can be employed as a tool for teaching and learning.

1.1.3 Multimedia for Learning

The inclusion of technology in educational institutions has increased. One of these technologies is multimedia. The term multimedia is defined as text and images or any combination of auditory and visual cues (Mayer, 2005). According to Mayer, and Johnson, (2011) multimedia is concerned with computer programs that contain a text with only one type of media, including graphics, drawing, images, animation, audio, and videos. Besides, multimedia can also be defined as “the presentation of material in a form of pictures and words, where the information can be stored, represented, transmitted and processed digitally” (Mayer, 2005, p.16). The integration of multimedia in EFL classrooms has been increasing; it has become the most used technique in teaching and learning. The use of multimedia in the classroom is highly debated. Some scholars supported the use of multimedia such as (Weidenman, (2002); Hoffler, 2007; Ilhan; & Oruc, 2016). Furthermore, Saminathen (2016) argues that multimedia has many educational benefits, such as self-monitoring and self-assessing. Those benefits led some foreign language teachers to develop their materials and to present them through using multimedia.

1.1.4 The Cognitive Theory of Multimedia

Due to the development of pedagogical techniques for foreign language teachers and learners, multimedia has become a valuable tool for educational institutions. Mayer (2005) suggests a new theory for learning, which is the Cognitive Theory of Multimedia Learning (CTML). According to the theory, the use of both images and words enhances the learners' language learning skills and vocabulary comprehension. With the use of visual materials and auditory cues, learners can easily make a meaningful mental representation of the given material. The theory aims to construct new knowledge from the presented material.

Mayer (2005), claims that students can learn more effectively from a combination of images with spoken text, than from a written text only.

Mayer (2005) states that meaningful learning from pictures and words can happen when learners use the five cognitive processes. This consists of selecting relevant words from the presented text, selecting relevant pictures, organizing the word into a “coherent verbal representation” and organizing the images into a “pictorial representation”, then integrating the “pictorial and the verbal representation” with prior knowledge (Mayer, 2005, p.87).

Multimedia learning presents principles to guide teachers and instructional designers to present visual and verbal information for optimal learning. Thus, the integration of any type of multimedia inside the classroom can be an effective tool to ameliorate learning.

1.1.5 The History of YouTube

During the past years, the Internet has revolutionized our world. It gives a worldwide connection between all different countries, as it provides various platforms, such as Skype, Blog and YouTube. YouTube, in particular, is considered as one of the most popular websites; it was created in February 2005 by Chad Harley, Steve Chen and Jawed Karim with the name <http://www.YouTube.com>. The website allows its users to create and share online videos and has become the most used website in the United States.

In November 2006, YouTube was bought by Google. According to YouTube facts and figures, 51 percent of YouTube viewers visit YouTube weekly and 52 percent of the users from 18 to 34 years old upload and share videos with each other. In addition, 100 million videos are viewed daily and 65,000 are uploaded every 24 hours (YouTube facts and figures). Moreover, YouTube is used for different purposes. Many people use it for sharing family videos, posting funny videos, making advertisements for products, or making prank videos.

Since YouTube gives varied content, EFL learners can highly benefit from it, as it helps them to acquire vocabulary, pronunciation and grammar. Bonk (2008) concludes that YouTube is an instrument of culture, which provides EFL learners with opportunities to learn more about the language.

1.1.6 YouTube Video Types

The varied content and English resources presented on YouTube provide EFL learners with benefits that can help them to learn and to acquire new vocabulary. Furthermore, YouTube contains many types of videos. We will mention the most effective types that can enhance the EFL learners' vocabulary, including educational videos, vlogs, and movies.

1.1.6.1 Educational Videos. The rapid development of information technologies has made videos a source of information for both teachers and learners. Educational videos become an important part of the learning and teaching process. The use of such technology in the classroom to teach foreign language learners is considered an effective tool (Cabero, 2007). Many researchers argue that educational videos are more efficient than other teaching methods (Choi & Johnson, 2007; Wisher & Curnow, 1999).

Furthermore, Capsi and Privman (2005) indicate that educational videos are divided into three main kinds which are: affirmation videos, "narrative videos", and videos of slides presentations. In addition, teachers have recognized the importance of audio-visual materials to capture students' attention among southeast European universities (Ismaili, 2013). Also, educational videos have been made to increase students' engagement and to enhance their vocabulary (Ismaili, 2013). To conclude, the use of educational videos in the classroom can be an efficient tool for vocabulary acquisition.

1.1.6.2 Vlogs. Vlog became one of the most popular forms of digital entertainment on the video-sharing platform YouTube. It can be defined as a type of blog which is filled

with online videos, and it is referred to as “conversational video blogs” (Gunelius, 2018, p.65). Due to vlog's benefits, learners and teachers can watch, upload or create content that can be used in the classroom environment. Several studies were conducted about the usage of vlogs for language learning and teaching. As to Watkins (2012), the integration of vlogs in oral expression sessions can enhance the talking time of students. Also, it helps learners to learn new vocabulary, to build self-confidence, and to decrease shyness. Further, vlogs can improve students’ ability of speaking and ameliorate their Vocabulary. Thus, involving vlogs in the EFL classrooms can increase learners’ vocabulary and improve their speaking ability.

1.1.6.3 Movies. The inclusion of videos in the field of education has been increasing tremendously. A much known type of video that is beneficial for foreign language learners is movies. Since there is a type of movie that is presented by the real voice of the native speakers, students can learn the correct accent and pronunciation of words (Keene, 2006). Movies are one of the most useful tools for teaching English as a foreign language because it attracts learners as they find more enjoyment in watching them. Keene (2006) claims that movies offer an unlimited amount of knowledge and it enhances the four language skills of learners. Some studies conducted by Seferoglu, (2008), Florence, (2009), and Mirvan, (2013) about the impact of movies on EFL learners show that movies can develop learners’ confidence in speaking and can help them to pronounce words correctly. Harley (1992), concludes that movies are very beneficial for EFL learners and learners of other languages.

1.1.7 YouTube for Providing Content and Information

YouTube videos can be the most advantageous website for foreign language learners because it provides them with linguistic information related to the target language. This audiovisual material serves as a valuable source for content in all disciplines. As to Berk (2009), using YouTube in an informative manner in the classroom can be very beneficial,

as it is very useful to facilitate and illustrate difficult concepts. Furthermore, those videos can be used to motivate learners and to encourage them to learn. According to Heriyanto (2018), YouTube has a significant effect on students' vocabulary acquisition, and it provides them with cultural and linguistic sources in the target language. In addition, the linguistic and cultural information offered by YouTube can highly influence students to develop and enhance their vocabulary. Again, Heriyanto (2018) concludes that YouTube has potential benefits for learning and teaching.

1.1.8 Using YouTube in Language Learning and Teaching

The inclusion of YouTube videos in educational institutions for language learning and teaching has increased due to its benefits. Many research findings have encouraged the use of YouTube in education (Mayer, 2001; Callow & Zammit, 2012). As to Mayer (2001), the use of YouTube videos is very effective for maximizing learning, facilitating difficult concepts, attracting students' attention and providing them with strong visual cues. Additionally, videos on YouTube are limited in terms of length, which makes them adequate for the classroom duration. Also, studies have shown that the inclusion of YouTube videos inside the classroom can improve students' engagement and participation (Callow & Zammit, 2012). Bonk (2009) argues that the verbal and visual content presented through online video clips address the different styles of the net generation. Consequently, educators and instructors can implement videos from YouTube as a teaching tool and for improving the quality of learning.

1.1.9 YouTube for Vocabulary Mastery

Learning vocabulary is not an easy task for foreign language learners; it requires many competencies to acquire it. Consequently, many researchers have established new techniques for teaching vocabulary. The use of technologies in educational institutions such as YouTube can affect students positively to improve their vocabulary. As pointed by

Bonk (2008), YouTube is an instrument of the culture as it gives foreign language learners unlimited opportunities such as enhancing vocabulary learning for foreign language students.

In addition, Yingkanon and Zarpetea, (2002) state that foreign language learners can perceive the utterance and visual stimuli at the same time and this led to improve their language skills and increase their vocabulary. Also, YouTube can facilitate the difficult concept and can help students to acquire new vocabulary. Thus, the combination of visual images and verbal input has prompted many teachers to adopt it in their classes.

1.1.10 Techniques for Using YouTube Videos in Teaching EFL Learners

This type of social media has been increasing in terms of its usage by educators; however, the use of such an audiovisual material is not an easy task. For this reason, instructors should know how to use it in their classes in order to gain better results. Clark & Mayer (2002) suggest some guidelines about the use of multimedia to ameliorate learning, in which YouTube videos must be appropriate for learners' levels, should not contain graphics and superficial text, and must be designed with the students learning outcomes.

Again Clark and Mayer (2002) suggest other guidelines about the use of videos to maximize learning and making students active when they are viewing the video. The guidelines for using YouTube videos in the classroom are as follow:

- **The segment** where videos should be short.
- **Notes** (students have to take notes and check them).
- **Pause** (the teacher must take pause to allow his students to predict what is going next).
- **Sound Off** (the teacher should turn off the sound and rely on the images and describing what happens).
- **Review** the content before presenting them in the classroom.

- **Cut** (the teacher must choose only the content that is related to the lesson and he must use video editors to cut unnecessary knowledge in the video).
- Teachers have to ask students questions about the content of the video. (p. 85)

To sum up, those techniques play a crucial role in making students active while watching the video as it also helps for facilitating the learning and teaching task and for maximizing learning.

Conclusion

From this section, we can conclude that YouTube is a virtual library that provides EFL learners with a variety of video clips for learning. EFL learners, as well as teachers, can benefit from the diversity of the content presented on YouTube and use it as a learning material. However, instructors and educators must follow the techniques of using videos inside the classroom environment for better learning. Further, YouTube offers EFL learners opportunities to acquire vocabulary and improve their learning quality. Also, YouTube contains many types of videos that can help learners to develop the four language skills. For that, many teachers adopt YouTube as a teaching tool in their classes.

1.2 Section two: Vocabulary Instruction

Learning vocabulary is an essential process in foreign language instruction, particularly for EFL students because it has a major role in the successful acquisition of any language. The way learners acquire and receive this vocabulary is important as well because when learners properly receive vocabulary, they will excel in mastering the language. Unfortunately, the focus on vocabulary in the educational system is not enough. Recent research shows that most teachers of English neglect the importance of vocabulary teaching and prefer focusing on the grammar of the language- (Beme & Blachowicz, 2008). Traditional teaching strategies are remaining, and they are insufficient to properly master and learn vocabulary that will enable students to use their words correctly while practicing their English language. In this section, we will discuss the importance of vocabulary in EFL learning and how it can be acquired through YouTube.

1.2.1 Definitions of the Concept Vocabulary

Vocabulary marked major importance and value when it comes to the appropriate understanding and mastering of a foreign language. Its contribution in communication, writing, and speaking makes it vital for foreign language learning.

Throughout time, many researchers gave various understandings of vocabulary. Lehrer (2000) suggested a definition for vocabulary saying that it is the knowledge of words and word meanings. Moving to Webster's dictionary (2021), vocabulary refers to "a list or collection of words or of words and phrases usually alphabetically arranged and explained or defined." This definition shows that vocabulary is a form of different words and phrases joined with their definitions. According to Oxford learner's dictionaries (2021), vocabulary is "all the words that a person knows or uses".

As stated by Schmitt and Schmitt (2005), generally speaking, vocabulary refers to both word knowledge and comprehension of its meanings; the word itself is a mixture of sounds

that convey meaning and can be expressed in an oral and written form. According to Stahl (2005) "Vocabulary knowledge is knowledge; the knowledge of a word not only implies a definition, but also implies how that word fits into the world" (p. 506). This definition shows that words cannot be restricted to only one definition, but can change and develop through time to have other meanings. To sum up, vocabulary is a concept that is hard to measure as it keeps developing through time.

1.2.2 Importance of Vocabulary

It is noticeable that vocabulary plays a very important role in the teaching and learning process as it provides the opportunity to understand and express different ideas without even the need for grammar. Wilkins (1972) noted that "without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed" (p. 111). This idea that Wilkins talked about can be noticed in our daily life, as we know we cannot deny the role of grammar in the understanding of an idea. However, we can still understand with the knowledge of vocabulary that we have. This shows that if we do not have vocabulary knowledge, then grammar will be useless to understand the desired idea, which results in a complete lack of communication.

Schmitt (2010) stated the idea that most of the learners rely more on dictionaries than on grammar, and that vocabulary that they learn can help them in learning a language. This idea shows how learners know the importance of vocabulary in their language learning as it provides a better understanding and learning of the language. Furthermore, Laufer and Ravenhorst-Kalovsky (2010) stated that the amount of vocabulary that we learn is an essential predictor of our reading performance and progress, and a lot of vocabulary perception comes from reading as well. This idea clearly shows the importance of vocabulary for our reading success and comprehension and how our reading success can enhance our vocabulary.

1.2.3 Types of Vocabulary

Specialists in the field of vocabulary have formed a strong distinction between the levels of vocabulary. According to them, there are two types of vocabulary: The first one is active and the second one is passive. Harmer (1991) made a clear division between the two types. He specified that active vocabulary simply refers to the type of vocabulary that students have already learned and have been taught, and that they are expected to be capable to use. On the other hand, passive vocabulary refers to the words that can be recognizable to the students when facing them, but most likely not be able to pronounce.

According to Hatch and Brown (1995), vocabulary has two kinds, a receptive and a productive vocabulary. Receptive vocabulary is the words that can be understood and acknowledged with the help of context. It is only the vocabulary or words that can be acknowledged only if they are seen while reading but are not written or spoken (Webb, 2009). On the other hand, productive vocabulary, according to Webb (2005), is simply the students' vocabulary or words that are understood and that can be easily spoken without any problem or hesitation as well as written in a correct form. He also stated that productive vocabulary can be seen as a system or process that is active because the students or learners, in general, will be able to convey their ideas to anyone.

1.2.4 Vocabulary and Multimedia Learning

Throughout time, many studies have been conducted on both vocabulary and multimedia. Many researchers explored how the instruction of multimedia can be effective for the improvement of vocabulary. Chun and Plass (1996), claim that the use of verbal and visual materials will develop the ability to remember, recall and preserve vocabulary items. Moreover, Al-Seghayer (2001) made different researches that explored the effect of different multimedia modes, starting with taking the definition of a text alone in a printed form, then taking the text with the help of some pictures, and finally presenting the text in

addition to some video scenes- (p.202). According to the result of the report, the students were able to learn more vocabulary using the text that comes with the video scenes than the text alone and the text with pictures. Students, after the experiment, were able to recall and remember more vocabulary. With these different options, a worthwhile learning experience is successfully provided

EFL Learners can be different when it comes to vocabulary; some of them can unconsciously acquire vocabulary while others can consciously and intentionally learn vocabulary, and this phenomenon can be found in the incidental and intentional vocabulary learning.

1.2.5 Incidental and Intentional Learning

The notion of both incidental and intentional learning started to appear in the twentieth century in the field of psychology. In this period, many scholars and researchers made experiments to appropriately understand these two psychological concepts (Smith, 1998).

As mentioned by Zimmerman (2014), vocabulary learning and perception can include both intentional and incidental learning. Intentional learning is generally based on the concentrated learning of the words, while incidental learning is mainly based on the vocabulary and the words that are collected when the learners' focus is on the employment of that vocabulary or word- (p. 297).

1.2.5.1 Incidental Learning. As stated by Kerka (2000), the concept of incidental learning is an involuntary, unexpected and unconscious desire to learn, understand and interpret a language. In the psychological context, this means that there is an implicit or implied learning. As specified by Coady and Huckin (1999), the acquisition of vocabulary and words that come in an incidental way is characterized as acquiring new words through the practice of some communicative tasks and activities such as interacting, listening, and reading, whereas the focus is on the meaning of idea or the general understanding. This idea

shows that learning occurs as a result of various exposure of the term or word in various situations.

1.2.5.2 Intentional Learning. Incidental learning often comes in parallel with intentional learning. As specified by Hulstijn (2001), learning the intentional words or vocabulary will provide us with lexical knowledge such as the rules of grammar and other important features like spelling, meaning, and sound. As mentioned by Paribakht and Wesche (1998), the concept of intentional learning is generally the learners' intentional focus on learning new words and vocabulary when facing a language, and it is usually when learners perform some particular tasks that enable them to intentionally learn new vocabulary.

1.2.6 Techniques Used in Teaching Vocabulary

Many instructors and professors have tried to understand how to properly teach and instruct vocabulary due to its major importance when it comes to learning. In order to do so, the English instructors have to face and be prepared to accept, and also to employ, a range of strategies that are based on several variables, including the lecture's material. Furthermore, they need to make sure that we have enough time, to consider the time limits that we have, and to make sure that the students have the capacity to communicate (Pavičić, 2008). Learning vocabulary depends on different techniques that can be practiced in different forms and different contexts, and that can help learners better process vocabulary. According to Gairns and Redman (1986), the techniques of teaching can be divided into two main categories. The first one is the visual technique while the second one is verbal.

1.2.6.1 Visual techniques. The visual techniques, or visuals, are such an efficient method to perceive and learn vocabulary, and a useful addition that uses a variety of resources such as the use of mime and gestures, the objects and different types of pictures in addition to the flashcard and other techniques that can be very helpful in learning and assessing vocabulary. According to Anderson (1979), more than 65% of students in the world can be

considered visual learners; that is why it is necessary to consider the use of visual aids when transmitting and teaching vocabulary to students.

As mentioned by Gairns and Redman (1986), visual techniques are believed to be one of the most useful methods that can present the words in different contexts as it helps the learning process of words, increases the engagement and enthusiasm to learn vocabulary, shifts the negative energy that can be present in the classroom into a positive one, and enables the learner to have a better learning experience.

1.2.6.1.1 Visual Aids. According to Rather (2004), visual aids can be in a form of any object that is visual, and that can help the students learn vocabulary better with the concept of each vocabulary in mind. It can be in the form of different kinds of pictures, posters, photos, flashcards, pictures that are joined with books, comics and maps, etc. All these visual instruments will attract students' attention and will catch their interest and make a comfortable classroom atmosphere. Budi (2011) stated that the use of visual aids will reveal the learners' level of vocabulary, and will improve the beginner's level when using these materials. As specified by Wright (1989), visuals can play a major and vital role in all facets of language that only a small portion of their full ability can be seen.

1.2.6.1.2 Audio Aids. Audio aids can be in the form of different audio materials such as music, recorded tapes, different kinds of songs, recorded materials, cassette decks, radios and any similar items. According to Akanbi (1988), audio aids are considered instruments that can be heard and at the same time can describe someone, something, or a particular event. Audio aids are usually cheap, fairly affordable, and readily accessible for an EFL teacher to use in class. This tool will also make teaching methods better and more efficient. On the other hand, the students will be able to get the most out of them in learning. According to Pike (1997), there are many important factors for carefully planning and making use of the audio aids:

- Prompting the student
- Catching and retaining the student's interest and focus
- Emphasizing the key concepts of the course
- Explaining and encouraging the spoken content
- Reducing the student's confusion and ambiguity
- Raising engagement
- Proving a realistic flavor
- Preserving the time which is allocated for the class and the costs at the same time

These factors will enable the instructor to communicate more effectively and efficiently so that the student can understand the lesson accurately and simply and finally assist the instructor in clarifying their reasoning and providing a coherent way for conversation.

1.2.6.1.3 Audiovisual Aids. Audiovisual aids can be found in different forms such as video clips, LCDs, overhead projectors, YouTube videos, TV, computers, etc. These tools can be a valuable resource to the instructors, and can make a major difference when it comes to the transmission of the course as they offer a wide range of vocabulary and draw a connection between the conceptual and the concrete objects. As stated by Marquez (2011), a demonstration or display of visual aids has more effect, influence and appeal. They have the potential to excite the learners who may also use many senses at once with the help of visual aids. Anil (2015) stated that there are no limits on how many words can be elicited from a single picture. This idea shows that whenever we have access to audiovisual materials, we hear and see recordings of native English speakers and content that will not only allow us to learn new vocabulary and meanings with a pronunciation that has no mistakes, but also help the learners recall and retain all the different type of words and bring them back whenever they encounter them.

1.2.6.1.4 Mime and Gestures. This method is used by teachers for a variety of reasons. In the opinion of Tellier (2004), it can extract from the student a different kind of vocabulary with the use of representative gestures and mimes. It is also a good and smart idea to equate or link words with expressions to help students remember them. As specified by Bois-Simon (1978), educators often use the mimes for a specific goal. Most of the time, it is used to make the learners use a specific word or form. This method can be an efficient and practical way that can reach all the facets of the language. Additionally, when an instructor uses mimes and different kinds of gestures, the students will positively respond, and the classroom will have an interesting and pleasant atmosphere. As stated by Harmer (1991), with the use of mimes, learners will be able to demonstrate a variety of acts such as moving, riding, leaping and different kinds of gestures.

1.2.6.2 Verbal Techniques. As mentioned by Thornbury (2002), the use of visual techniques is an effective method to deliver a better understanding of a particular concrete concept such as ‘air plane’ and ‘house’; however, sometimes we cannot understand some concepts or words that are abstract, such as ‘democracy’ and ‘happiness’. Verbal techniques are used to exchange a particular knowledge between people, and this knowledge can be both oral and written giving the words a deeper and more precise understanding. According to Thornbury (2002), the definition and description of the word’s meaning can be represented in different forms, such as giving synonyms and antonyms, referring to a particular idea by giving a similar situation as an example, or simply providing a complete and precise description or definition. Teachers usually use this kind of techniques for educational purposes and the most common techniques can be as follows.

1.2.6.2.1 Using synonyms and antonyms. Most of the teachers, in order to explain new words or vocabulary, tend to use both synonyms and antonyms that are most of the time introduced at the beginning or the end of the lesson to help learners understand the subject.

For instance, when explaining the meaning of ‘big’, the teacher can use the synonym “huge” or use the antonym “small”. However, sometimes we can have some words that are complex and that need more precision and explanation to fully understand it.

1.2.6.2.2 Using Dictionaries. Learners may use the dictionary to explain and validate their uncertainty and guesses about unfamiliar terms by looking for the word’s new meaning. According to Marckwardt (1973), dictionaries frequently include a variety of knowledge and details about a word that is not available almost everywhere. This means that the students can access valuable knowledge that reaches various facets of the language like the synonyms and antonyms, the verbs, the adverbs, the pronunciation, the prefixes and affixes, the grammar and more.

1.2.6.2.3 Using Context. Sometimes learning words directly without knowing their proper context is a problem. Using context or guessing from the context is a great approach that relates to the capability to derive the meaning of ambiguous or unclear sentences with the use of the context where the word or vocabulary appears. As specified by Ghazal (2007), guessing techniques are mostly used by the students to predict the word’s meaning by focusing on their prior experience and using verbal cues such as the structure of the grammatical sentence. As mentioned by Thornbury (2002), there are several advantages of using this approach. It enables students to get used to the word after hearing it many times, and it also allows them to generalize its application to other situations.

1.2.7 The Goal of Vocabulary Teaching

Nowadays, vocabulary teaching is taking major importance in the educational field. According to Walters (2004), to acquire and understand any language, we must first acquire vocabulary that has vital importance when it comes to learning languages. Teachers face new challenges every day when it comes to teaching languages, and their way of teaching will affect the learners’ ability to properly learn and use a language. Learners must correctly

acquire vocabulary to develop their language; that is why vocabulary teaching has major importance for appropriate language construction and development. As stated by Pikulski and Templeton (2004), teaching vocabulary to EFL students can be beneficial for a variety of reasons, one of which is that it will make it easier for learners to understand what they are reading because the comprehension of a word's meaning means the proper and full understanding of the full text. Furthermore, and in order to enhance the number of new terms, learners can use their vocabulary in different fields such as cultural, educational, and social fields. Schmitt (2000) suggests some vocabulary instruction bases that he thinks are important:

- Creating a vast vocabulary vision
- Incorporation of new terms or words with new ones
- Giving the term various situations that can be interacted with
- Encouraging a deep level when processing and making imaging easier
- Making the newly acquired word realistic and connect it to the learner
- Using a variety of different techniques and promoting self-directed learning techniques.

Instructors have to consider these vocabulary teaching bases to achieve a successful teaching experience.

1.2.8 Word Difficulties

The students of English often have difficulty in recalling, arranging and comprehending new vocabulary. It restricts their ability to fully comprehend any subject and prevents them from successfully using words. This common situation demonstrates that learners' vocabulary difficulties can be caused by a variety of factors. As believed by Nuttall (1982), there are several reasons that make learning words tough; she classified these learning difficulties into different levels.

- First of all, she introduced the concept of idioms by stating that idioms are made of a certain number of terms, and the meaning is determined by the entire set of words rather than by individual or single words. That is why learners must be taught how to use those terms to have full and clear meaning.
- Moreover, she talked about the difficulty of transforming the meaning where the use of metonymy, synthesis and other related types of allocated meaning can cause major problems in the comprehension of the word meaning. The main cause for this is that these terms are accompanied by a coded meaning that must be deduced.
- In addition to that, she mentioned another word difficulty about the multiple meaning of words where many English words nowadays can have several meanings, and we can find that every author uses a different word selection with a different meaning. This selection will make the average reader have difficulties when trying to understand. For instance, the word 'run' is a homonymous term with many meanings.
 - I went for a run this morning.
 - Barack Obama will run for the presidency next year.
- Furthermore, she has mentioned some other word difficulties such as the subordinate terms where words with a broad meaning or understanding are also similar to other words that have a particular meaning and are referred to by the broad one. Nuttall (1982); suggests the superordinate term 'building' and gives it some of its hyponyms like hospital, theater, and house.
- Apart from this, she added a common word difficulty that we can find in antonyms and synonyms. she reported that because there are no precise terms that can be exact equivalent antonyms or synonyms for each word, this will create a problem for the students. Terms such as 'magnificent', 'cute', 'fine' have all a shared meaning with the word 'beautiful', and when it comes to the opposite we can have words such as

'difficult' which is the opposite of 'easy' and the term 'clean' is the opposite of 'dirty'.

- Moreover, she has mentioned irony as one of the word difficulties. She reported that irony can be a real struggle because sometimes the vocabulary itself is not the problem but the way authors interpret these terms, will create a gap of a proper understanding. According to Nuttall (1982), irony can be one of the toughest language applications because of its hard interpretation and comprehension. That is to say, the author can say something in a particular word but mean something else.

Conclusion:

As we have seen in this section, vocabulary is a critical part of language teaching, and it has a significant impact on EFL students' ability to acquire and learn the language. Furthermore, the use of audiovisual materials and their various tools, such as projectors and YouTube videos, can be extremely beneficial in improving a student's ability to learn vocabulary. On the other hand, using these modern tools can be better than relying only on the traditional techniques and methods.

Chapter Two: Fieldwork

Introduction

The research study aims to investigate the effective role of using YouTube videos in enhancing EFL learners' vocabulary at the Department of English at Larbi Tebessi University. The study adopted the descriptive research using the mixed-method approach which involves a combination of qualitative and quantitative methods for analyzing the data. An interview for all the teachers of the Department of English and a questionnaire for second year students were administered to ensure the validity of the data findings. In addition, the research design opted for is the convergent parallel design, which is the appropriate design to explore the effect of YouTube on vocabulary learning. According to Jack Fraenkal et al. (2012), the convergent parallel design is utilized to investigate the main variables under a phenomenon.

The current chapter is composed of two sections. The first one includes the methodology of the research in which we will discuss the research design, the sample, the research instruments and the data collection. As for the second one, it is about the analysis and discussion of the results of the questionnaire and the interview. Each research instrument is going to be analyzed and discussed separately. After that, the results will prove or disprove the research hypotheses. Then, the chapter will conclude with limitations, recommendations and implications.

Section One: Research Methodology

2.1.1 Research Design

The research method adopted in this study is the mixed-method that combines both qualitative and quantitative data. We have opted for this method because we have used two research instruments for collecting the data which are a questionnaire and an interview. The questionnaire was analyzed quantitatively and the interview was analyzed qualitatively. The second reason behind the use of mixed methods is to give a more complete analysis from two

different methods because one data resource may not be enough. According to Greene et al. (1989), the use of mixed methods “seeks elaboration, enhancement, illustration, and clarification of the results from one method with the results from another” (p. 259). Furthermore, the type of methods chosen is based on triangulation that seeks to compare the quantitative statistical results and qualitative findings. In the research process, the two types of data have been obtained and analyzed separately and then compared.

Moreover, the research design chosen is the convergent parallel design, which is used to generalize the findings of both quantitative and qualitative data. The main purpose of using the convergent parallel design is to provide a comprehensive analysis of the research question by converging or merging quantitative and qualitative data. As pointed by Creswell and Clark (2011), the convergent parallel design involves the simultaneous combination of qualitative and quantitative data. In addition, the data are analyzed and interpreted according to the aim of the study.

2.1.2 Sample and Setting

The sample selected for this study is second year students that are 105 participants from the whole population (145 students), in addition to 13 teachers that teach different modules at the Department of English at Larbi Tebessi University. Furthermore, we have opted for the simple random sampling that is suitable for this study because the population selected is divided into four groups. As stated by Cohen, Manion, & Morisson (2007), the random cluster sample “enables the researcher to group together similar and homogeneous subsamples of people, and this is the best approached through software packages such as SPSS” (p. 586). In addition, we have followed the equation of the professor of statistics Steven Thompson that was adopted from his book (Sampling: Third edition), which is the following:

$$n = \frac{N \times p(1-p)}{\left[\left[N-1 \times \left(d^2 \div z^2 \right) \right] + p(1-p) \right]}$$

The population size, which is 145 students, is referred to as 'N', and the margin of error is 0.05% and referred to as 'd'. The confidence level is 0.95% and referred to as 'z', and 'p' stands for the Neutral Availability Ratio. The theory of Thompson helped us to calculate the exact number of participants from the whole population and it is 105 students. Since some of the students in each group were absent, we had to take the four groups to reach the targeted number. For the teachers' interview, we have chosen all the teachers because the sample is small, and we have interviewed only 13 teachers due to the unavailability of some of them and due to the system of learning adopted during COVID-19.

2.1.3 Research Instruments

The data collection instruments used in this study are a questionnaire and an interview. First, we have administrated a questionnaire to second-year students at the Department of English. O'Leary (2014) believes that the questionnaire can reach a large number of the population. The questionnaire is divided into three sections: the first one is about the background information of the participants; the second one discusses the attitude of students toward the use of YouTube, and the third section tackles vocabulary learning through YouTube. Moreover, the questionnaire consists of closed-ended, open-ended, and multiple-choice questions as it contains also Likert-scale questions.

Second, the type of interview administrated in this research study is a semi-structured interview for the teachers of the Department of English. According to Creswell (2012), interviews provide useful information when participants cannot be directly observed, and if it is structured effectively, the questions will encourage unbiased and truthful answers. Furthermore, the semi-structured interview consists of nine questions that combine open-ended and closed-ended questions, which are the source of data collection in this research. The interviewees were questioned individually and some of them were recorded through using an audio recorder and other answers were written down.

2.1.3.1 Aim of the Students' Questionnaire. The major goal of this questionnaire is to know if the use of multimedia resources such as "YouTube" can be beneficial for EFL learners in terms of learning and mastering vocabulary and improving their English language skills, and to see if its use will make students more interested in new learning techniques and if it will improve their learning experience. We will also see if learners have problems while trying to understand their courses due to the lack of vocabulary or not.

2.1.3.2 Aim of the Teachers' Interview. The purpose of this interview is to collect data about the perspectives and attitudes of teachers toward the use of YouTube videos in enhancing EFL learners' vocabulary and its advantages for EFL learners. Also, the interview aims to see whether the teachers are aware of the advantages of using YouTube in the classroom for teaching vocabulary and to see whether they use it in their classes.

2.1.4 Data Collection Procedures

The data was collected via two research instruments, which are a questionnaire and an interview. The data was gathered approximately in three weeks; the questionnaire was submitted in the classroom; however, the number of participants was not enough to reach the targeted population, so we have requested from 5 students that were absent during the submission to answer the questionnaire via Facebook. Furthermore, we obtained our data findings through the use of two statistical programs, which are SPSS and Microsoft Excel, then we transformed our data into frequency tables.

For the teachers' interviews, we have interviewed them in the classroom. Afterward, the interview was analyzed through identifying themes in each question, and each of the interview text was coded line by line manually while some statements were quoted directly. Subsequently, the data was entered into the SPSS program and grouped in the form of tables.

2.1.5 Pilot Study

To test the reliability and validity of the two instruments used in the present research, a pilot study was conducted for the student's questionnaire and the teacher's interview. Polit and Beck (2017) state that the pilot study is designed to prevent researchers from doing a larger sample without finding adequate data and whether the finding will support a larger scale. The aim of this study is not only to answer the research questions but to evaluate the adequacy of the methods and research instruments.

On the one hand, the questionnaire was administrated to 11 students who share the same characteristics of the targeted population. Then, the data was organized and entered into the SPSS program. Also, the students stated that the questions of the questionnaire were clear.

On the other hand, the pilot study of the teachers' interview was performed with one teacher who represents the targeted population. The results show that all the questions were clear and relevant except one question that had the same theme as another question then it was omitted.

2.2 Section Two: Analysis and Discussion

2.2.1 Analysis and Discussion of the Students' Questionnaire

2.2.1.1 Analysis of the Students' Questionnaire.

2.2.1.1.1 Section One: Background Information.

Question 1: What is your level of proficiency in English?

Table 1

Learners Level of Proficiency in English

Options	Participants	Percentage
Basic	4	3,8%
Average	41	39%
Good	39	37,1%
Very good	20	19%
Advanced	1	1%
Total	105	100%

According to the results shown in Table 1, most of the students (39%) believe that they have an *average* level in English along with 37.1% who think they have a *good* level. Moreover, 19% of students are convinced that they have a *very good* level and only one student believes that she has an advanced level with 1%. However, we can also notice that 3.8% of the students assume that they have a *basic* level. This shows that most of the students believe that they have almost a good level when it comes to English language proficiency.

Question 2: How often do you use the Internet?

Table 2

Learners Use of the Internet

Options	Participants	Percentage
Never	0	0%
Rarely	3	2,9%
Sometimes	25	23,8%
Always	77	73,3%
Total	105	100%

According to the results in Table 2, the majority of the students use the Internet, with a high percentage of 73.3%. Besides, 23.8% of the students claimed that they *sometimes* use it. However, only 3% of the learners rarely use it while no one claimed that he does not use the Internet.

Question 3: Which kind of content do you usually visit? (You can select more than one answer)

Table 3

Frequency for Most Visited Internet Websites

Options		Participants	Percentage
Facebook	No	59	56,2%
	Yes	46	43,8%
	Total	105	100%
Instagram	No	42	40%
	Yes	63	60%

	Total	105	100%
Blogs	No	96	91,4%
	Yes	9	8,6%
	Total	105	100%
YouTube	No	11	10,5%
	Yes	94	89,5%
	Total	105	100%
Educational Websites	No	60	57,1%
	Yes	45	42,9%
	Total	105	100%
Others	No	93	88,6%
	Yes	12	11,4%
	Total	105	100%

Table 4*Selection of Most Visited Internet Websites*

Options	Selection	Pourcentage
Facebook	46	17,1%
Instagram	63	23,4%
Blogs	9	3,3%
YouTube	94	34,9%
Educational websites	45	16,7%
Others	12	4,5%
Total	269	100%

The results in both Table 3 and Table 4 show that the digital content most frequently consulted by most students is that of YouTube (34.9% of the answers), followed by Instagram (23.4%). As for the remaining options, Facebook is frequently visited by only 17.1% of the students; educational websites attract only 16.7% of the students, and the least selected website is Blogs with 3.3%. Besides, other websites were added by the learners, namely Snapchat, Online books, Viber, Forums, Discord, and Scribed.

2.2.1.1.2 Section Two: Students' Use of YouTube.**Question 4: How often do you visit YouTube?****Table 5**

Learners' Use of YouTube

Options	Participants	Percentage
Never	0	0%
Rarely	4	3,8%
Sometimes	57	54,3%
Always	44	41,9%
Total	105	100%

According to the table's statistics, 54.3% of the students use YouTube *sometimes* and 41.9% of them *always* use it, which is a high number of visits for YouTube, whereas only 3.8% of the students *rarely* visit this website. On the other hand, no student did select the option of *Never*.

Question 5: Have you ever used YouTube for educational purposes?

Table 6

Using YouTube for Educational Purposes

Options	Participants	Percentage
No	3	2,9%
Yes	102	97,1%
Total	105	100%

According to the results and the statistics, 97.1% of the students used YouTube for educational purposes, whereas only 2.9% of the learners did not use this website for learning and education.

Question 6: If yes, does it actually help?

Table 7

Learners' Approval of YouTube as an Educational Tool

Options	Participants	Persantage
No	2	1,9%
Yes	100	95,2%
Total	102	97,1%

Not included	3	2,9%
Total	105	100%

According to the statistics shown in Table 7, 95.2% of the students approve that using YouTube for educational purposes helped them. While only 1.9% of the students did not think that YouTube helped them. These results show that the majority of the learners strongly agree that using YouTube for educational purposes helped them in their attempt to learn from this website. On the other hand, three students who claimed that it did not help them gave us three reasons: 1) They cannot understand all the courses through YouTube, 2) They prefer books instead of using technology, or 3) They think that the videos are short and have a messy playlist.

Question 7: Do you think that YouTube can be helpful in learning the English language?

Table 8

Using YouTube to Learn English

Options	Participants	Percentage
No	1	1%
Yes	104	99%
Total	105	100%

The findings gathered in Table 8 show that most of the participants (99%) approve that YouTube can be an effective tool in learning the English language, while only 1% of them disagree with this idea.

Question 8: If yes, in what way do you think it can help?

Table 9

How can YouTube be Helpful

Options		Participants	Percentage
Grammar	No	69	65,7%
	Yes	35	33,3%
	Total	104	99%

	Not included	1	1%
Total		105	100%
Vocabulary	No	23	21,9%
	Yes	81	77,1%
	Total	104	99%
	Not included	1	1%
Total		105	100%
Pronunciation	No	34	32,4%
	Yes	70	66,7%
	Total	104	99%
	Not Included	1	1%
Total		105	100%
Listening	No	34	32,4%
	Yes	70	66,7%
	Total	104	99%
	Not Included	1	1%
Total		105	100%

Table 10*Selections of How YouTube can be Helpful*

Options	Selection	Percentage %
Grammar	35	13,7%
Vocabulary	81	31,6%
Pronunciation	70	27,3%
Listening	70	27,3%
Total	256	100%

As indicated in Table 9 and Table 10, we can notice that 33.3% of the students selected *grammar* as an area of benefit, while 65.7% of them rejected it. Moving to *vocabulary*, 77.1% of the learners selected it while 21.9% did not. Furthermore, 66.7% of the students selected *pronunciation*, but 32.4% of did not. Moreover, 66.7% of the learners selected *listening*, and

the remaining 32.4% did not. In addition to this individual statistic data finding, we did a multiple-response analysis because the question allows more than one answer. Therefore, we had many selections. According to the selection statistics, we can notice that the majority selected *vocabulary* 81 times with a percentage of 31.6%, while both *pronunciation* and *listening* were equally selected 70 times with a percentage of 27.3 for each. Additionally, *grammar* was only selected 30 times with a percentage of 13.7%. This clearly shows that most of the students who approved that YouTube can be helpful chose vocabulary as the most helpful skill. The only student who said No to YouTube as a helpful tool for learning the English language, labeled “Not Included”, did not give a reason or justification for his opinion and left the answer sheet empty.

Question 9: Do your teachers use YouTube videos in the classroom?

Table 11

Teachers and YouTube Videos' Use

Options	Participants	Percentage %
No	87	82,9%
Yes	18	17,1%
Total	105	100%

As reflected in Table 11, we can notice that most of the participants, with 82.9% of the answers, claim that their teachers do not use YouTube in the classroom for education and teaching purposes. However, only 17.1% of them confirmed that their teachers use this website but at different intervals

Question 10: If yes, how often do your teachers use YouTube videos in the classroom?

Table 12

Teachers' Use of YouTube in the Classroom

Options	Participants	Percentage
---------	--------------	------------

Never	2	1,9%
Rarely	11	10,5%
Sometimes	7	6,7%
Always	0	0%
Total	20	19%
Not Included	85	81%
Total	105	100%

As shown in Table 12, we can notice that only 19% of the participants claimed that their teachers use YouTube videos in the classroom while 81% of the students disagree with that. Therefore, they were not included in the choices. According to the findings, 10.5% of the students claim that their teachers *rarely* use YouTube as a tool of teaching. On the other hand, 6.7% of the participants claim that they *sometimes* use it. In addition to that, no student stated that their instructors *always* use YouTube. Based on the results, the majority of the students claim that their teachers rarely use and take advantage of this website that can help better if it is used properly on a regular basis.

Question 11: Is the combination of verbal and audio visual techniques helpful to practice vocabulary in the classroom?

Table 13

The Combination of Verbal and Audiovisual Techniques

Options	Participants	Percentage %
Not helpful	0	0%
Somewhat Helpful	21	20%
Neutral	14	13,3%
Helpful	63	60%
Extremely Helpful	7	6,7%
Total	105	100%

As specified in Table 13, 60% of the students claim that the combination of both verbal and audiovisual techniques is *helpful*. Additionally, 6.7% of them affirm that it is *extremely helpful*, and 20% of the learners think that it is *somewhat helpful*. On the other hand, 13% of the students were *neutral* about it and no one claimed that it is *not helpful*. In line with the results, we can say that the majority of the students claim that the combination of verbal and audiovisual techniques is helpful.

Question 12: Do you think that integrating YouTube in EFL classes will improve the learning experience?

Table 14

Integrating YouTube in EFL Classes to Improve Learning

Options	Participants	Percentage %
Strongly Agree	35	33,3%
Agree	59	56,2%
Neutral	11	10,5%
Disagree	0	0%
Strongly Disagree	0	0%
Total	105	100%

As reflected in Table 14, 56.2% of the students *agree* that the use of YouTube in EFL classes can improve the learning experience, in addition to the 33.3% of the learners who *strongly agree* with this opinion. On the other hand, 10% of them are *neutral* about this idea while no one *disagrees* or *strongly disagrees* with this proposition. Taking account of the results, we noticed that the majority of the learners approve the idea that using YouTube in EFL classes can be beneficial for them.

The learners' justifications of the answers they provided in the previous question can be verified in the following table:

Table 15

Justification for Integrating YouTube in EFL Classes

Responses				Valid + Missing percentage %
Opinions		Valid Percentage %		
Native speakers useful interaction		5	4.8%	9,3%
Variety of knowledge sources		3	2.9%	5,6%
Learner engagement		1	1%	1,9%
Vocabulary memorization		5	4.8%	9,3%
Ameliorate educational experience		17	16.2%	31,5%
Improve language skills		8	7.6%	14,8%
Easy access		3	2.9%	5,6%
Variety of benefits		2	1.9%	3,7%
New and great teaching method		2	1.9%	3,7%
Improve learning skills		1	1%	1,9%
Understanding of courses		3	2.9%	5,6%
Others		4	3.8%	7,4%
Total		54	51.4%	100%
Valid		Missing		
N	P	N	P	
54	51,4%	51	48,6%	

In line with the statistical results shown in Table 15, the first thing that we notice is that 51.4% of the students have answered the justification question while 48.6% of them did not and left the answer sheet empty. Therefore, they are considered as missing data. According to the 51.4% of the data that we have, 16.2% of the learners agree that the integration of YouTube in EFL classes will ameliorate the educational experience. On the other hand, 7.6% of them justified that this YouTube integration will improve their language skills. Furthermore, we have noticed that 4.8% of the students think that the native speaker's interaction through the use of YouTube will be highly beneficial. Another 4.8% of them justified that it will help the memorization of the different kinds of vocabulary. Besides, 2.9%

justified that it is because of the knowledge variety and the different sources that we can find. Another 2.9% of the participants stated that it helps them in the understanding of their courses. Besides, 2.9% of the learners think that it is because of the easy access that YouTube can provide. On top of that, 1.9% of them think that it is because of the different variety of benefits. Another 1.9% of them justified that it is a great and new modern method. Furthermore, only 1% of the students think that it will improve their learning skills, and another 1% justified that it will help them in the interaction and engagement with the courses. In addition, 3.8% of the rest showed different opinions and justifications about the integration of YouTube in EFL classes.

2.2.1.1.3 Section Three: Learning Vocabulary through YouTube.

Question 13 what is your level of mastery in the English vocabulary?

Table 16

Students' Level of Mastery in English Vocabulary

Options	Participants	Percentage %
Basic	4	3,8%
Average	38	36,2%
Good	39	37,1%
Very good	21	20%
Advanced	3	2,9%
Total	105	100%

Following the findings shown in Table 14, 37.1% of the learners stated that their vocabulary mastery in English is *good*. Moreover, 36.2% of them claimed that they have an *average level*, while 21% of them confirm that they have a *very good level* and 3% of them have an *advanced level*. However, only 3.8% of the students said that their vocabulary mastery in English is *basic*. The results show that most of the students have between a good and average level in English vocabulary mastery.

Question 14 Have you ever faced problems in the classroom due to the lack of some vocabulary?

Table 17

Students Problems with Vocabulary Deficit

Options	Participants	Percentage %
No	26	24,8%
Yes	79	75,2%
Total	105	100%

In light of the results shown in Table 17, we can notice that 75.2% of the students approved that they already have faced problems in the classroom because of the lack of vocabulary, whereas only 24.8% of the learners had not faced this kind of problem. The results show that most of the students have faced problems with the appropriate understanding of courses due to the lack of vocabulary.

Question 15: Do you think that the lack of vocabulary can cause problems in the understanding of the courses?

Table 18

Lack of Vocabulary and the Understanding of Courses.

Options	Participants	Percentage
No	10	9,5%
Yes	95	90,5%
Total	105	100%

Considering the results shown in Table 18, we can notice that 90.5% of the students think that the lack of vocabulary can cause problems in the appropriate understanding of the courses. However, only 9.5% of them do not agree with this idea. According to the results, the

majority of the learners agree with the fact that the lack of vocabulary can cause problems in the appropriate understanding of the courses.

Question 16: Do you think that watching YouTube videos has increased your EFL vocabulary?

Table 19

Increasing the EFL vocabulary Through YouTube Videos

Options	Participants	Percentage %
No	6	5,7%
Yes	99	94,3%
Total	105	100%

Based on the results that we obtained through Table 19, we can notice that 94.3% of the learners agree that YouTube videos have helped them in increasing their EFL vocabulary, whereas only 5.7% of the students think that it did not help them. According to the findings, we can say that the majority of the learners think that YouTube can be a useful tool for increasing their EFL vocabulary.

Question 17: If yes, to what extent do you think YouTube helped you in increasing your actual vocabulary?

Table 20

Does YouTube help Increase Learners' Vocabulary?

Options	Participants	Percentage%
Somewhat Helpful	14	13,3%
Neutral	9	8,6%
Helpful	68	64,8%
Extremely Helpful	8	7,6%
Total	99	94,3%

Not included	6	5,7%
Total	105	100%

According to the results that we found in Table 20, 94.3% of the students are included in answering the question while only 5.7% of the learners who said no to the question are not included. We can see that 64.8% of them mentioned that YouTube is *helpful* and another 7.6% of them think that it is *extremely helpful*, while 13.3% of them mentioned that it is *somewhat helpful*. On the other hand, 8.6% of the whole students gave a *neutral* opinion about this view. The results show that the majority of the learners confirm that YouTube videos have helped them in increasing their actual level of vocabulary.

Question 18: Which types of YouTube videos do you usually watch and think are useful in learning vocabulary?

Table 21

Types of YouTube Videos Visited by Learners

Options		Participants	Percentage %
Educational Videos	No	24	22,9%
	Yes	81	77,1%
	Total	105	100%
Movies	No	32	30,5%
	Yes	73	69,5%
	Total	105	100%
Vlogs	No	77	73,3%
	Yes	28	26,7%
	Total	105	100%
Gaming Videos	No	96	91,4%
	Yes	9	8,6%
	Total	105	100%
Comedy Videos	No	64	61%
	Yes	41	39%
	Total	105	100%
Others	No	95	90,5%
	Yes	10	9,5%

	Total	105	100%
--	-------	-----	------

Table 22*Frequency of Visits for Each Type*

Options	Selection	Percentage %
Educational Videos	81	33,5%
Movies	73	30,2%
Vlogs	28	11,6%
Gaming Videos	9	3,7%
Comedy Videos	41	16,9%
Others	10	4,1%
Total	242	100%

Based on the findings shown in Table 21 and Table 22, we can notice that 33.5% of the learners chose educational videos with a selection of 81 times as they think it is a useful type of videos when it comes to learning new vocabulary. Moreover, 30.2% of the participants selected movies, with 73 selections. Furthermore, 16.9% of the students selected comedy videos, with 41 selections. Besides, 11.6% of the students selected vlogs, with 28 selections. However, only 3.7% of them chose gaming videos with a selection of 9 times, whereas 4.1% of them mentioned a different kind of YouTube videos which are Google, Online books, discord, Forums, and podcast sites. Based on the results that we have, the majority of the students opt for Educational videos and movies as the most favorable types for learning vocabulary.

Question 19 Do you think that relying only on traditional methods for learning is enough?

Table 23*Traditional Methods and Learning*

Options	Participants	Percentage %
---------	--------------	--------------

No	96	91,4%
Yes	9	8,6%
Total	105	100%

In view of the results that are shown in Table 23, we can notice that 91.4% of the students highly disagree with the idea that relying only on traditional learning methods is enough. However, 8.6% claim that traditional methods can be enough for educational learning.

Question 20: Do you think that YouTube can be a beneficial method for learning vocabulary?

Table 24

YouTube as a Beneficial Method for Learning Vocabulary

Options	Selection	Percentage %
Strongly Agree	38	36.2%
Agree	60	57.1%
Neutral	6	5,7%
Disagree	0	0%
Strongly Disagree	1	1%
Total	105	100%

According to the statistics and the results shown in Table 24, more than half of the students with 57.1% *agree* that YouTube can be beneficial for learning vocabulary. Another 36.2% showed their willingness by *strongly agreeing* with this idea. However, only 5.7% of the learners gave a *neutral* opinion about it. On the other hand, no one *disagreed* about the idea except for one student who represents 1% of the whole participants *strongly disagreed* about this idea. From these obtained results, we can say that the majority of students agree that YouTube videos can be a great tool for learning and acquiring vocabulary.

Question 21: In what way do you think it is beneficial?

Table 25

Learners' Opinions about the Usefulness of YouTube Videos

Opinions	Participants	Percentage %
Vocabulary improvement	30	28,6%
More interesting	8	7,6%
Native speakers speech	9	8,6%
Improve language skills	22	21%
Helpful in education	12	11,4%
Easy access	6	5,7%
Others	2	1,9%
Total	89	84,8%
Missing answers	16	15,2%
Total	105	100%

Based on the findings that are displayed in Table 25, 84.8% of the participants answered the question while 15.2% of them left the answer sheet empty. We have collected answers with different opinions and we classified them according to different themes. As we can notice, 28.6% of the learners shared the idea that YouTube videos can be very beneficial when it comes to the improvement of vocabulary. Moreover, 21% of the respondents mentioned that it will improve their language skills including listening, pronunciation, speaking, and even writing. Besides, 11.4% of them stated that it is helpful in education and that it is full of knowledge. Furthermore, 8.6% of the learners stated that the native speakers that they see and hear on YouTube can be very beneficial for them as they can interact with them, listen to appropriate correct pronunciation of the words as well as its proper use in the context. On the other hand, we can notice that 7.6% of the students mentioned that YouTube is more interesting than traditional teaching methods and that it will cause students to be attentive when it is used in the classroom. In addition, 5.7% of them claimed that YouTube is

easy to access, which makes the learners have access to knowledge whenever they want. Few other students, with 1.9% of the whole sample, suggested other opinions on how YouTube can be beneficial, such as the clarification of the ambiguous information and courses and the ability to repeat the video of the content and memorize the words easily. According to these findings, we can conclude that the majority of the students agree that YouTube can be beneficial in improving vocabulary in addition to other interesting benefits.

2.2.1.2 Discussion of the Findings. According to the data collected from students' answers, and after analyzing the first section of the questionnaire, most of the students showed that they have between a good and average level of English proficiency, and we also noticed that the majority of them have access to modern technology and use it most of the time. This shows that students are highly affected by technology and the Internet, and they consider it as an important aspect of their everyday life. On the other hand, we have noticed that the most visited content among the students is YouTube videos with 94 selections. This proves that most of the students spend their time watching a variety of YouTube videos.

According to the statistics in section two, YouTube videos are beneficial for students, and their use is becoming viral among the students and it can be helpful in education and learning. In addition to being helpful in education, a large variety of learners (99%) confirms that it is also helpful in learning the English language, and mentioned that YouTube videos have helped them with vocabulary as well as pronunciation and speaking skills. (See Chapter one: 1.1.7 YouTube for Providing Content and Information). This shows that most of the students agree with the fact that YouTube can be an effective instrument in education and the English language learning. Besides, 82.9% of the participants denied the fact that their teachers use YouTube videos in the classroom. This shows that learners are not exposed enough to beneficial audio-visual materials such as YouTube. According to Beme and Blachowicz (2008), the focus on vocabulary in the educational system is not enough and most

English teachers neglect the importance of vocabulary teaching and prefer focusing on the grammar of the language. Therefore, learners will not fully benefit from the effective learning experience that audio-visual materials can provide.

Besides, we noticed that the majority of the students approve that the idea of combining both visual and verbal material; can help practice vocabulary in classrooms. This shows the desire of students for audio-visual and verbal exposure to properly learn and memorize vocabulary. (See Chapter one: 1.2.6 Techniques used in teaching Vocabulary). In addition, the majority of participants agreed about the idea that integrating YouTube in EFL classes will improve the learning experience. This confirms the willingness of the students to integrate this tool into their educational path.

After analyzing the third section of the students' questionnaire, we have noticed that most of the students had a positive attitude toward the use of vocabulary for learning EFL vocabulary. According to the findings, most of the students have between an average and good level of English vocabulary mastery. Moreover, we have noticed that 90.05% of the learners agreed that they sometimes face difficulties in understanding the courses due to the lack of vocabulary. These difficulties will prevent them from appropriately understanding their courses and excel in their studies. The same students, with a massive percentage of 94.3%, also agreed that watching YouTube videos has increased their EFL vocabulary. This validates the idea that YouTube can be a very effective means when it comes to learning and acquiring vocabulary (See Chapter One: 1.1.9 YouTube for Vocabulary Mastery). In addition, the majority of learners mentioned different types of YouTube videos and the most prominent ones were educational videos and movies. This confirms the importance and effectiveness of these two kinds of videos and how they can be beneficial for vocabulary mastery.

Furthermore, we have noticed that the majority of students preferred modern methods rather than traditional ones, and they asserted that it is not enough to fully depend only on traditional

educational methods. On the other hand, most of the learners confirmed that YouTube can be a beneficial method for learning vocabulary, and that most of them claimed that it will ameliorate the educational experience due to its various benefits that can help the students in the process of vocabulary learning.

Based on the second research question of the study, which investigates how YouTube videos can affect EFL learners' development of vocabulary, and taking into account Tables 24 and 25, the majority of learners answered that YouTube videos are helpful and beneficial. We can conclude that the majority of the learners showed their attraction toward the use of modern technologies like YouTube, and that they have benefited from it in many ways, especially vocabulary learning and language skills' improvement. According to Heriyanto (2018), YouTube has a significant effect on student vocabulary acquisition, and it provides the student with cultural and linguistic sources in the target language. Further, the linguistic and cultural information offered by YouTube can highly influence students to develop and enhance vocabulary. In another hand, we can notice that most of the learners have a problem when it comes to vocabulary learning in the classroom due to the traditional methods that are used and to the lack of modern tools and exposure, which makes the students not able to properly understand their courses. The traditional teaching methods that separate vocabulary from its context make the learning of vocabulary hard. Generally, the students cannot remember the terms that are taught separately (Nation, 2009). As the results showed, this problem can be solved if modern ways, such as YouTube videos in the classroom are involved to ameliorate the learner's vocabulary mastery, properly understand the courses, and generally excel in education. According to Mayer (2001), the use of YouTube videos is very effective for maximizing learning. In another hand, Yingkanon and Zarpetea; (2002) also confirm that foreign language learners can perceive the utterance and visual stimuli at the same time, which leads to improve their language skills and increase their vocabulary.

2.2.2 Analysis and Discussion of the Teachers' Interview

2.2.2.1 Analysis of the Teachers' Interview.

Question 1: What do you think about multimedia learning in language pedagogy?

The teachers' opinions have been grouped into three parts. Six (06) of them agreed with the idea that multimedia represent an effective tool for learning, and they reported that multimedia has become a key to the successful learning situation. In addition, five (05) participants said that multimedia is important for teaching. While one teacher stated that "multimedia is a great tool if it is used efficiently". We can notice that there is no disagreement about the importance and usefulness of multimedia for language learning and teaching.

Question 2: Have you ever used audio visual materials in the classroom?

Table 26

Teachers Use of Audio Visual Materials in the Classroom

Options	Participants	Percentage %
No	2	15,4%
Yes	11	84,6%
Total	13	100%

As it is presented in Table 26, eleven (11) of the interviewees use audiovisual materials in the classroom. However, there are only two participants who do not use audiovisual materials in their classes.

-If yes, say why?

From this sub-question, we aimed to know the reason behind the teachers' use of audiovisual materials in the classroom. The teachers' justifications have been grouped into three parts which are: facilitate learning, facilitate teaching, and grab students' attention. The majority of the interviewees reported that they have used audiovisual materials in the

classroom because it facilitates learning. Furthermore, four (04) teachers use multimedia for facilitating the teaching task. Also, four teachers stated that they implement multimedia for grabbing students' attention. A teacher said that he uses audiovisual materials "to expose students to authentic material such as the combination of sound and video". It denotes that most of the teachers use audiovisual materials in their classrooms for facilitating the learning and teaching task.

-If not, say why?

As presented in Table 26, two teachers do not use audiovisual materials in their classes. The interviewees said that "the nature of their modules does not require using audiovisual materials and they did not feel any need for using them". We deduce that the minorities of teachers do not use audiovisual materials for teaching and they rely on the traditional methods of teaching.

Question 3: Have you ever used YouTube videos in the classroom for educational purposes?

Table27

Using YouTube Videos in the Classroom for Educational Purposes

Options	Participants	Percentage %
No	2	15,4%
Yes	11	84,6%
Total	13	100%

According to the teachers' responses, we can notice that eleven (11) of them use YouTube videos in the classroom for educational purposes. In addition, two teachers do not use YouTube videos in their classroom. The table reveals that the majority of the participants

implement videos from YouTube for teaching and learning as they show positive support for those materials.

-If not, say why?

From this question, we know why teachers do not use YouTube videos in their classrooms. Two interviewees reported that they do not use YouTube videos because students “will concentrate on the presentation of the lesson by a teacher more and the nature of their modules does not require the use of audiovisual aids”.

- If yes, how did your students interact with those videos?

In this question, we wanted to know the students’ interaction with YouTube videos. According to the teachers’ responses, six (06) participants stated that the students’ interaction with those videos was strongly positive and they showed great interest in seeing and hearing the native speakers. In addition, four (04) teachers reported that the students interact attentively with YouTube videos. An interviewee said that the use of videos “breaks the orthodox one-man show in teaching”. Further, two (02) of the interviewees said that the students’ interactions depend on their learning style, motivation, and their aptitude. Also, two teachers assume that the students enjoyed the use of YouTube videos in the classroom.

Question 4: What types of YouTube videos do you think are useful in teaching vocabulary?

This question aimed to discover the most useful types of YouTube videos for teaching the vocabulary of English. Six (06) interviewees believe that there is no specific type of video for teaching vocabulary and they choose the type depending on the theme and the content. However, two teachers state that EFL conversations and ted talks are beneficial for learning and teaching vocabulary. Additionally, three of the interviewees said that they use the type of video for vocabulary learning depending on the relevance of the content. Five (05) participants reported that educational videos are very useful and effective for learning

vocabulary. Moreover, ten (10) of the interviewees assume that the historical videos are beneficial for vocabulary learning. Moreover, ten (10) teachers out of (13) said that songs are useful for learning vocabulary. Also, an interviewee reported that “any YouTube videos are deemed fit if it help to meet the objectives of the lesson”.

Question 5: Have you noticed issues with retention or misuse of vocabulary by students?

Table 28

Students' Issues with Vocabulary

Options	Participants	Percentage %
Yes	13	100%
No	0	0%
Total	13	100%

Through this question, we seek to prove that students have a lack of vocabulary and they misuse words. We can notice that all the interviewees noticed issues of retention and misuse of vocabulary by their students. The interviewees said that the majority of students have below average active vocabulary and it reflects clearly in the language used to express themselves.

Do you think the amount of vocabulary they know is not critical or not enough?

The majority of the interviewees reported that the vocabulary of their students is not enough due to many reasons, such as the lack of exposure to the language and the lack of interaction. In addition, one teacher stated that “most of the student's vocabulary does not respond to the EFL goals and it is not sufficient as a means of academic achievement”. Moreover, some teachers said that student’s vocabulary is not critical due to the lack of practice and mainly due to translation (thinking in Arabic). Therefore, the majority of teachers agreed that most of the students have a lack of vocabulary.

Question 6: What are the reasons behind the difficulties that students face in learning vocabulary?

This question seeks to explore the reasons behind the difficulties that students face in learning vocabulary. Teachers asserted that the reason behind the difficulties of learning vocabulary is the lack of vocabulary. Also, five of the interviewees see that the first reason behind those difficulties is the lack of exposure to the target language. As we can see from Table (9), there are three participants who agreed that most of the students do not interact and engage in discussions. Furthermore, two participants claimed that students are not motivated to learn the language due to the interference of the mother tongue. In addition, five (05) of the interviewees are not interested in learning vocabulary and they are interested only in the mark. Two teachers said that students do not listen to native speakers. It denotes that there are many reasons behind the difficulties of learning vocabulary.

Question7: Have you tried to find a solution for this problem?

Table29

Teachers' Attempts for Solving Vocabulary Problems

Options	Participants	Percentage %
No	1	7,7%
Yes	12	92,3%
Total	13	100%

As presented in Table 29, the majority of the interviewees reported that they tried to find a solution for students' lack and misuse of vocabulary. However, there is only one teacher who did not try to find a solution to this problem.

Question 8: Are you aware of the advantages of using YouTube videos in the classroom?

Table30

Teachers' Awareness of the advantages YouTube Videos in the classroom

Options	Participants	Percentage %
Yes	13	100%
No	0	0%

In this question, we wanted to know whether the teachers are aware of the advantages of using YouTube videos in the classroom. The teachers claim that they are conscious of the advantages of using authentic material and mainly the way words are put together by native speakers combined with the cultural aspects.

- In your opinion what are the advantages of using YouTube videos in the classroom?

According to the teachers' responses, there are many advantages in using YouTube videos inside the classroom, such as improving learning, facilitating teaching, grabbing students' attention, and developing language skills. The interviewees said that the use of YouTube in the classroom is very effective to improve learning. However, five participants stated that one of the advantages of YouTube is that it facilitates the teaching task. In addition, the interviewees assume that using videos in the classroom is important for grabbing students' attention. Furthermore, 5 teachers reported that the use of YouTube in the classroom can develop the four language skills of students.

Question 9: Do you think that the use of YouTube videos increases your student's aptitude to learn more vocabulary?

Table31

Teachers' Use of YouTube Videos for Increasing Students' Aptitude to Learn More

Vocabulary

Options	Participants	Percentage %
---------	--------------	--------------

Yes	13	100%
No	0	0%

We can notice from Table 31 that all the interviewees strongly agreed that the use of YouTube videos increases students' aptitude to learn more vocabulary. A teacher reported that "the language requires the mobilization of all means available and the optimal conditions to achieve the objective of learning". It denotes that the use of videos from YouTube in the EFL classes is very effective for enhancing students' vocabulary.

- How?

The interviewees agreed that YouTube videos enhance students' vocabulary. Also, three participants state that videos from YouTube can improve students' pronunciation and speaking ability. In addition, some teachers said that videos are not necessary for teaching vocabulary. Furthermore, teachers reported that YouTube videos are a motivational source for EFL classrooms. Three interviewees argued that learners can benefit from the use of YouTube videos as a tool for enhancing vocabulary depending on their learning style and attitude. Moreover, the interviewees assume that YouTube videos can increase students' aptitude to learn more vocabulary through a variety of materials that can be used in class and even at home which help to build vocabulary.

2.2.2.2 Discussion of the Findings. Based on the results obtained from the teachers' interview, the majority of the interviewees, with the percentage of 35, 3%, think that the use of multimedia is very effective in language learning and teaching. Additionally, 35, 6% of the teachers said that it is very useful in language pedagogy, which reveals its importance as a great tool for teaching. Also, most teachers are familiar with the use of audio-visual materials in presenting their lessons because they grab students' attention, and they facilitate teaching as well as learning. Mayer (2001) has supported the use of multimedia in the classroom because learners can easily make a meaningful representation

from the given material, in which students can learn more effectively from the combination of visual and verbal input.

In addition, 84, 6% of the interviewees claim that they use audiovisual materials in the classroom such as YouTube, which is a very high number compared to the teachers who do not use those materials, and it reflects its importance in teaching and learning. Teachers utilize audiovisual materials in their classes to expose students to authentic materials and to improve communication by increasing visual and auditory perception. We can notice that the majority of the teachers implement audio-visual materials due to their benefits in facilitating the teaching task. Research findings have encouraged the use of audiovisual materials, such as YouTube, in educational institutions because they are very effective tools for learning and teaching (Mayer, 2001 & Callow, 2012). According to Mayer, (2005), the use of audiovisual materials in the classroom is very effective as it allows students to develop language skills.

Furthermore, students' interaction with YouTube videos was strongly positive which shows the effective role of implementing this material as a teaching tool. According to the teachers' responses, there are many types of YouTube videos that are beneficial for teaching and learning vocabulary, such as EFL conversations, Ted talks, historical and educational videos ect., and they choose the videos depending on the theme and the relevance of the content (see Chapter One: 1.6 Some of YouTube videos). It is proved by Callow and Zammit (2012) that the inclusion of YouTube in the classroom can improve student's interaction and engagement.

On the other hand, the majority of the interviewees agree that the students have a lack of vocabulary. All teachers said that most of the students' vocabulary does not respond to the EFL goals and is not sufficient as a means of academic achievement, which shows that there is a serious problem that needs a solution. 92,3% of the teachers tried to find

solutions to this problem by providing their students with synonyms, using words in a different context as well as listening to native speakers, and advising them on using authentic materials to learn vocabulary. Also, 7, 7% of the teachers did not try to find a solution, which shows that they are not aware of the problem.

Moreover, all the interviewees are aware of the advantages of using YouTube videos as a tool for teaching vocabulary in the classroom environment. Teachers claimed that the use of YouTube in EFL classes is beneficial for developing the language skills such as pronunciation and for facilitating teaching tasks. Zarppetea (2002) believed that the use of audiovisual material helps students to develop the four language skills and to facilitate difficult concepts. From this point, we can say that the use of YouTube is beneficial for EFL learners. As it is proved by Mayer (2001), the use of YouTube videos is very beneficial to improve student engagement, facilitate difficult concepts, and attract students' attention.

Likewise, 100% of the interviewees argued that the use of YouTube videos increases students' aptitude to learn more vocabulary, and this is through listening to EFL conversations. Also, most of the teachers declare that the use of videos from YouTube increases students' vocabulary, improves pronunciation, and motivates learners. From the previous point, we can say that YouTube videos are very effective for enhancing EFL learners' vocabulary. According to Bonk (2008), YouTube provides EFL learners with limitless opportunities such as increasing and developing vocabulary.

We conclude that YouTube videos are very advantageous for EFL students as they provides them with many benefits such as increasing their vocabulary and improving the learning quality. This answers Research Question 3; as regards the advantages of YouTube videos on learning English vocabulary. As it is proved by Bonk (2008) and Heriyanto (2018), YouTube videos are advantageous for learning vocabulary.

2.2.3 Comparison of the Results

Based on the convergent parallel design, the results of the questionnaire and the interview have been compared for looking for contradictions and for converging the qualitative and quantitative data. In this study, eleven (11) out of thirteen participants in the qualitative study group state that they use videos from YouTube in the classroom for educational purposes. However, 97, 1% of the quantitative study group reported that teachers do not use YouTube videos in the classroom (see Table 11). The results show that there is a contradiction between the teachers' and students' responses because the students said that teachers do not use YouTube videos in the classroom, while the teachers reported that they use videos from YouTube for facilitating the teaching and learning process.

Additionally, 57, 1% of the participants agree that videos from YouTube enhance their vocabulary. Further, all the teachers state that the use of YouTube in the classroom can increase students' vocabulary. It denotes the importance of involving YouTube in the EFL classroom for ameliorating vocabulary, grabbing students' attention, and developing language skills. In addition, this result proves Research Hypothesis 3, which claims that YouTube videos are beneficial for learning vocabulary. Furthermore, 99 % of the students are aware of the importance of YouTube in learning the English language. Also, all the interviewees are conscious of the benefits of integrating this tool in EFL classrooms. We deduce that both teachers and students are aware of the effectiveness of this audiovisual material.

Likewise, 56, 2% of the participants strongly agree that the use of videos in the EFL classes can improve learning, increase vocabulary and facilitate difficult concepts. Also, all the teachers believe that YouTube videos can improve the learning quality, promote a better understanding of the lectures and facilitate the learning and teaching task. This result

confirms Hypothesis 1 that is about the advantages of implementing YouTube in the EFL classrooms for facilitating the content of lectures and for ameliorating vocabulary.

2.2.4 Limitations of the Study

Our current study has faced certain constrains and restrictions that led the research to take a different path. The following are the most important limitations:

- Because of the time restraints, we changed our research method from experimental to descriptive.
- Because of the grouping system that was applied recently due to Covid-19, we could not distribute the questionnaires sooner to our sample, this wasted our time.
- With regard to the short time that teachers have to teach their lessons because of Covid-19, we had difficulties making interviews with them which took us some time to finish.
- Because of the unavailability of the complete number of students in each group, we had to take all four groups instead of three.

2.2.5 Recommendations and Implications

Educators and instructors must be conscious about the integration of audiovisual materials in the classroom in order to facilitate the learning and the teaching task as well as to enhance EFL learners' vocabulary. Also, Universities must provide teachers with technological devices such as ICTs and the Internet to use them in the classroom for teaching. In addition, our research opens the doors for suggesting the following studies:

- The impact of YouTube videos on students speaking skill
- The effect of YouTube videos on EFL learners' achievement and motivation
- YouTube videos for developing listening skills

General Conclusion

During the past years, most of the teachers relied on traditional methods of teaching and they neglected the use of modern teaching methods, which today's students highly require for a better learning experience. The use of technologies in educational institutions can be considered an effective tool for teaching and learning. We highlighted the spot on one of the most common and vast networks that link the world, which is the Internet, we introduced a very effective website called YouTube that is efficient in education, especially in language learning, and we discussed how this social medium can affect positively the EFL learners' vocabulary learning and mastery.

The second chapter of this study was dedicated to the fieldwork, where we have analyzed both the students' questionnaire and the teachers' interview. The findings of these instruments helped us to confirm the link between our two variables, which are YouTube videos and vocabulary, and to prove the efficiency of YouTube videos in enhancing EFL learners' vocabulary. In addition to that, we have confirmed two of our assumptions which state that the use of YouTube videos will affect EFL learners' development of vocabulary positively, and the other assumption which states that YouTube videos are very advantageous for learning and mastering English vocabulary. However, our hypothesis which states that 'If teachers integrate YouTube videos in the classroom during teaching, then students will be ready for understanding the content of lectures and mastering English vocabulary' was contradicted because the teachers and students opinions about the -use of vocabulary in the classroom were different. According to the students' questionnaire, most of the learners confirmed that their teachers do not use YouTube in the classroom, while in the teachers' interview, most of the teachers confirmed that they have used this tool in their previous classes.

References

- Akanbi, K. (1988). Selection, utilization and evaluation of instruction. In I. Agun & I. Imogie (Eds.), *Fundamental of educational echnology*. Ibadan: Y-Books, 91-92.
- Allen, K., & Marquez, A. (2011). Teaching vocabulary with visual aids. *Journal of Kao Ying Industrial & Commercial Vocational High School*, 1(9), 1-5.
- Anderson, Richard C., & P. Freebody. (1979). *Vocabulary knowledge and reading*. Cambridge: BoltBeranek and Newman, 19-79. Issued august 1979
- Association of Educational Technology and Communication, (2004). Definition .In Januszewski, Molenda (EDS). *British Journal of Educational Technology: A definition with commentary*. DOI: 10.1111
- August, J. (1995). Internet: The giant killer. *Vermont Business Magazine*, Oct 01,1995.
- Beatty, K. (2003). *Teaching & researching: Computer-assisted language learning*. London, Routledge.
- Berg, G. A. (2003). The knowledge medium: designing effective computer based learning environment. *Hershey, PA Information Science Publishing*.
- Berk, R. (2009). Multimedia teaching with video clips: TV, Movies, YouTube, and MTVU in the college classroom. *International Journal of Technology in Teaching Learning*.
- Berne, J. I., & Blachowicz, C. L. Z., (2008). What reading teachers say about vocabulary instruction: Voices from the classroom. *The Reading Teacher* 62 (4), 314-32.
- Bois-Simon, L. (1978). *The use of dramatic techniques in the teaching of English as a foreign language: A memoir*. Saint-Etienne: Centre interdisciplinaire d'études et de recherche sur l'expression contemporaine, University of Saint- Etienne.
<https://catalogue.bnf.fr/ark:/12148/cb34612745j>
- Bonk, C. (2008). YouTube anchors and enders: The use of shared online video content as a macro context for learning. *Paper presented at the American Educational Reasearch*

- Association (AERA) 2008 Annual Meeting. New York. Retrieved January 10, 2021, from <https://www.publicationshare.com/SFX7EED.pdf>*
- Brian, A.W (2009). *The nature of technology: What it is and how it evolves.*
- Budi Listiyono, (2011). Definition of learning multimedia.
<http://listiyonobudi.blogspot.com/2011/11>.
- Cabero, J. (2007). *The video in education and training. New technologies applied to education.* Madrid: McGraw-hill.
- Callow, J., & Zammit, K. (2012). Where lies your text? engaging high school students from low socioeconomic background in reading multimodal texts English in Australia, (47)2.
- Caspi, A., Gorsky, P. & Privman, M. (2005). Viewing comprehension: Student learning preferences and strategies when studying from video. *Instructional Science*, 33(1), 31- 47.
- Celce-Murcia, M. (2014). *Teaching English as a second or foreign language* p.297.
- Choi, H.J., & Johnson, S.D. (2007). The effect of problem based-video instruction on learner's satisfaction, comprehension and retention in college courses. *British Journal of Educational Technology*, 38, 885-895.
- Clark, R.E. (1983). Reconsidering the research on learning from media. *Review of Educational Research*, 53(4), 445-459.
- Clark, R.C., & Mayer, R.E (2002). E-learning and the science of instruction: *Power guideline for consumers and designers of multimedia learning.* San Francisco: Jose-Bass Pfeiffer.
- Clements, D.H., & Sarama, J. (2003). Research and policy in educational technology: A response to "Fool's Gold". *AACE Journal*, 11(1), 7-69.

- Cody, J., & Huckin, T., (1999). Incidental vocabulary acquisition in a second language. *Studies in Second Language Acquisition*, 21(2), 181-193.
- Cohen, L., Manion, L., Morrison, K., (2007). *Research methods in education (6th ed.)* Routledge.
- Creswell, J. W. (2008). *Research design: Qualitative, quantitative, and mixed-methods approaches (3rd ed.)*. Los Angeles: Sage.
- Creswell, J. & Plano Clark. (2011). *Designing and conducting mixed-methods research*. Los Angeles: Sage.
- Dynarski, M. (2007). The effectiveness of reading and mathematics software products: Findings from the First Student Cohort. *Washington, DC: Institute of Education Sciences*.
- Ellis, T.J. (2001). Integrating multimedia into a distance learning environment. *British Journal of Educational Technology*, 32(4), 497-500.
- Florence, Y. (2009). *Learning English through films: A case study of Hong Kong class*. Hong Kong University.
- Fraenkal, J. et al, . (2012). How to design and evaluate research in education. Gairn's, R., & Redman, S. (1986). *Working with words: A guide to teaching and learning vocabulary*. Cambridge [Cambridge shire: Cambridge University Press.
- Ghazal, L. (2007). *Learning vocabulary in EFL contexts through Vocabulary learning strategies*. No vitas-Royal, 1(2), 84-91.
- Greene, J. C., Caracelli, V. J., & Graham, W. F. (1998). *Towards a conceptual framework for mixed-method evaluation design*. *Educational Evaluation Policy Analysis*, 11(3), 255-274. <http://dx.doi.org/10.3102/01623737011003255>

- Gruneberg, M., & Sykes, R. (1991). Individual differences and attitudes to the keyword method of foreign language learning. *Language Learning Journal*, 4, 60-62.
- (Harmer, 1991).
- Gunelius, S. T. (2018). How to create a vlog. Retrieved from <http://doi.org/10.1111/j.14678535.2010.01086.x>.
- Harley, B., & Hart, D. (2000). Vocabulary learning in the content-oriented second language classroom: Student Perceptions and Proficiency. *Language Awareness*, 9(2), 78- 96.
- Hatch, E. & Brown, C. (1995). Vocabulary, Semantics, and Language Education. Cambridge: *Cambridge University Press*.
- Heriyanto, D. (2018). The effectiveness of using YouTube for vocabulary mastery. *English Teaching Journal*. 6(1).
- Hoffler, T.N. (2007). Instructional animation versus static pictures: A meta-analysis instruction, 17(6), 722-738.
- Hovland, A. (1949). Sheffield, experiments on mass communication studies in social psychology in World War two.
- Hulstijn, J. H. (2001). Intentional and incidental second language vocabulary learning: Areappraisal of elaboration, rehearsal and automaticity. In P. Robinson (ED), *Cognition and Second Language Instruction* (PP.285-286). UK: *Cambridge University press*.
- Ilhan, C.O., & Oruc, S. (2016). Effect of the use of multimedia on students performancA case of studies class. *Educational Research and Review*, 11(8), 877-877.
- Ismaili, M. (2013). The effectiveness of using movies in the EFL classroom: A study conducted at South East European university. *Academic Journal of Interdisciplinary Studies*, 2(4), 121-132.

- Johnson, J (2021). Worldwide digital population as of January 2021. *Published april 7,2021*
- Jolliffle, A., & Ritter, J., Stevens, D. (2001). The online learning handbook. Developing and using web based learning. *Psychology Press*.
- Keene, M. (2006). Viewing video and DVD in the EFL classroom. *Bunkyo Gakuin University Journal*, 8(1), 217-234.
- Kerka, S. (2000). *Incidental learning. Trends and Issues Alert* (No. 18). New York, NY: Peter Lang.
- Kulik, J.A. (2003). *Effects of using instructional technology in elementary and Secondary schools: what controlled evaluation studies say?*. SRI Project Number P10446.001. Arlington, VA: SRI International.
- Lane, Y.J (2015). Contextual EFL learning in a 3D virtual environment. *Language Learning and Technology*, 19(2), 16-31.
- Laufer, B., & Ravenhorst-Kalovski, G. C. (2010). Lexical threshold revisited: Lexical text coverage, learners' vocabulary size and reading comprehension. *Reading in a Foreign Language*, 22(1), 15-30.
- Li, C. (2017). Are they listening better? Supporting EFL college students DVD video comprehension with advance organizers in a multimedia English course. *Journal of College Teaching and Learning*, 9(4), 1-13, <https://doi.org/10.19030/tlc.v9i4.7298>
- Marckwardt, A. H. (1973). *The Dictionary as an English Teaching Resource. TESOL Quarterly*, 7(4), 369. Doi: 10.2307/358586.
- Mayer, R. (2001). Cognitive principles of multimedia learning: The role of modality and contiguity. *Journal of Education Psychology*.

- Mayer, R. (2005). The cognitive theory of multimedia learning. In R. E. Mayer (ED). *The Cambridge Handbook of Multimedia Learning*. New York: Cambridge University press. <https://doi.org/10.1017/CBO9780511816819>
- Mir van, X. (2013). The advantages of using films to enhance student reading skills in the EFL classroom. *Journal of education practice*, 4 (13).
- Nation, I.S.P. (2009). *Teaching ESL/EFL reading and writing*. New York: Routledge.
- Nuttall, C. E. (1982). *Teaching reading skills in a foreign language*. London: Heinemann Educational Books.
- O’Leary, Z. (2014). *The essential guide to doing your research project* (2nd ed.) London: SAGE.
- Pavičić, T. V. (2008). Vocabulary learning strategies and foreign language acquisition. Cleve don, UK: *Multilingual Matters*.
- Pike, B. (1997). *Creative training techniques*. Oxford: Oxford University Press.
- Pikulski, J. J. & Templeton, S. (2004). Teaching and developing vocabulary: *Key to Long-Term Reading Success*. Houghton Mifflin Company: USA.
- Polit, D. F. & Beck, C. T. (2017). *Nursing research: Generating and Assessing Evidence for Nursing Practice* (10TH ed.). Philadelphia, PA: Woilters Kluwer/ Lippincott Williams & Willkins.
- Rather, A.R. (2004); *Essentials Instructional Technology*, published by Darya gaj New Delhi.
- Rogers, F. (2012). Technology and interactive media as tools in early childhood programs serving children from birth through age 8. *Joint Position Statement Washington, DC: Latrobe, PA: Fred Rogers Center for Early learning at Saint Vincent College*. www.naeyc.org/files/naeyc/file/position/PS_WEB2.pdf

- Saminathan, B. (2016). Use of multimedia-as a tool for effective learning. *International Journal of Scientific Research*, 4, 12.
- Schmitt, N. (2000). Vocabulary in language teaching. *Cambridge: Cambridge University Press*.
- Schmitt, D. & Schmitt, N. (2005). Focus on vocabulary: Mastering the academic word list. *White Plains, NY: Pearson Education*.
- Schmitt, N. (2010). Researching vocabulary: A vocabulary research manual. *New York: Palgrave Macmillan*.
- Seforoglu, G. (2008). Using feature films in language classes. *Educational Studies*34 (1), 1-9. <http://dx.doi.org/10.1080/03055690701785202>
- Son, J. B. (2008). Learner experiences in web based language learning. *Computer Assisted Language Learning*. 201, 21-36.
- Stahl, S. A. (2005). "Four problems with teaching word meanings (and what to do to make vocabulary an integral part of instruction)," in E. H. Hiebert and M. L. Kamil (eds.), *Teaching and Learning Vocabulary: Bringing research to Practice*, Mahwah, NJ: Erlba.
- Stephan, K. Thompson. (2012). *Sampling (3rd ed.)*. 157-158.
- Taylor, R. (2001). Teaching well and loving it. In Fotos and Browne (ED), *New Perspectives on Call for Second Language Classroom*. 131-147.
- Tellier, M. (2004). The impact of the gesture on the understanding of a foreign language. Conference Poceeding: Do we have to speak in order to learn? Dialogue, verbalization and learning in a work situation at school: *Knowledge and Vivid Questions (Proceedings in CD-Rom)*. IUFM Nord Pas-de-Calais, Arras.
- Thornbury, S. (2002). How to teach vocabulary. *Harlow: Longman*.

- Volti, R. (2009). *Society and technological change*, 7th edition. New York
Worth publisher
- Walters, J.M. (2004) Teaching the use of context to infer meaning: *A longitudinal Survey of L1 and L2 Vocabulary Research*. *Language Teaching*, 37(4), 243-252.
- Watkins, J. (2012). Increasing student talk time through vlogging. *Language Education in Asia*. 3, 169-203.
- Webb. (2005). Receptive and productive vocabulary learning: The Effects of reading and writing on word knowledge. *Studies in Second Language Acquisition* Volume 27 issue 01 / March, pp 33 – 52.
- Webb. (2008): Receptive and productive vocabulary size of L2 Learners, *Studies in Second Language Acquisition*, Volume 30 Issue 01/March, 79 – 95.
- Weidenmann, B. (2002). Multicodierung und multimodalität im lernprozess. In J. I. Issing & P. Klimsa (Eds.), *Information und Lerner mit Multimedia and Internet* (pp. 45–62). Weinheim, Germany: Beltz.
- Wesche, M., & Paribakht, T. S. (1998). The influence of task in reading-based L2 vocabulary acquisition: Evidence from introspective studies. *Perspectives on Lexical Acquisition in a Second Language*, 18, 19-59.
- Wilkins, D. (1972). *Linguistics in language teaching*. London: Edward Arnold. Wong, W. & Van Patten, B. (2003). The evidence is in: drills are out. *Foreign Language Annals*. 36, 403-424
- Wisher, R., & Curnow, (1999). Perception and effect of image transmissions during internet based training. *American Journal of distance Education*. 13(3). 37-51.
<https://doi.org/10.1080/08923649909527034>
- Wright, A. (1989). *Pictures for language learning*. Cambridge [England: Cambridge University Press.

Yadav, G. (2016). Reflections on virtual classes: Spirit of the time, *International Journal of Advanced Research*, 4(4), 1116-1167.

YouTube facts & figures (web log post). Retrieved from

<http://www.websitemonitoring.com/blog/YouTube-facts-and-findings-statistics>

Zarpetea, P. & Yingkanou, E. (2002). Integrating technology in EFL. In the proceeding of the 7th Pancyprian *Conference of the Pedagogical Society of Cyprus, Nicosia, A39-456*. Available HTTP: <http://cte.uncwil.edu/et/articles>

Zhang, D. Zhou, L., Brigers, R.O., and Nonmaker, J.F. (2006). Instructional video in E-learning: *Assessing the Impact of Interactive Video on Learning Effectiveness. Information Management*, 43(1), 15-27.

Appendices

Appendix A: The teachers' Interview

1. What do you think about Multimedia learning in language pedagogy?
2. Have you ever used audio visual materials in the classroom? (wherever you have taught)
 - If yes, why?
 - If no, why?
3. Have you ever used YouTube videos in the classroom for educational purposes?
 - If no, Why?
 - If Yes, How did your students interact with these videos?
4. What types of YouTube videos do you think are useful in teaching vocabulary ?
5. Have you noticed issues with retention or misuse of vocabulary by students ?
 - Do you think the amount of vocabulary they know is critical or not enough
6. What are the reasons behind the difficulties that students face in learning vocabulary?
7. Have you tried to find a solution for this problem?
 - What are those solutions?
8. Are you aware of the advantages of using videos in the classroom?
 - (classically recorded videos or YouTube Videos)
 - In your opinion what are the advantages in using videos in the classroom?
9. Do you think that the use of YouTube videos increases your students' aptitude to learn more vocabulary in our department ?
 - How ?

Appendix B: The students' Questionnaire

Dear student,

We would appreciate your help in answering our current questionnaire which is designed to collect data on the views of second year students about the use of YouTube videos to learn and enhance their English vocabulary.

To answer the questionnaire, you are requested to tick (☒) the boxes corresponding to the options you think are the most appropriate to your beliefs and personal point of view. We assure you that the participants and their answers will remain strictly anonymous.

We are so thankful and grateful for your time and contribution to our work.

Section one: Background information:

1. What is your level of proficiency in English?

Basic Average Good very good Advanced

2. How often do you use the Internet?

Never Rarely Sometimes Often Always

3. Which kind of content do you usually visit? (you can select more than one answer)

Facebook Instagram Blogs YouTube Educational websites

Others

Section two: Student's use of YouTube:

1. How often do you visit YouTube?

Never Rarely Sometimes Always

2. Have you ever used YouTube for educational purposes?

Yes No

3. If yes, does it actually help?

Yes No

If no, Please say why?

.....

4. Do you think that YouTube can be helpful in learning the English language?

Yes No

5. If yes, in what way do you think it can help? (you can select more than one answer)

Grammar Vocabulary Pronunciation Listening

If no, please say why?

.....

6. Do your teachers use YouTube videos in the classroom?

Yes No

7. If yes, how often do your teachers use YouTube videos in the classroom?

Never Rarely Sometimes Always

8. Is the combination of verbal and audio visual techniques helpful to practice vocabulary in the classroom?

Not helpful somewhat helpful Neutral Helpful

Extremely Helpful

9. Do you think that integrating YouTube in EFL classes will improve the learning experience?

Strongly agree Agree Neutral Disagree Strongly Disagree

Justify please

Section three: Learning vocabulary through YouTube:

1. What is your level of mastery in the English vocabulary?

Basic Average Good very good Advanced

2. Have you ever faced problems in the classroom due to the lack of some vocabulary?

Yes No

3. Do you think that the lack of vocabulary can cause problems in the understanding of the courses?

Yes No

4. Do you think that watching YouTube videos has increased your EFL vocabulary?

Yes No

5. If yes, to what extent do you think YouTube helped you in increasing your actual vocabulary?

Not helpful Somewhat helpful Neutral Helpful

Extremely Helpful

6. Which types of YouTube videos do you usually watch and think are useful in learning vocabulary?

Educational Videos Movies Vlogs Gaming Videos

Comedy videos

Others

7. Do you think that relying only on traditional methods for learning is enough?

Yes No

8. Do you think that YouTube can be a beneficial method for learning vocabulary?

Strongly agree Agree Neutral Disagree Strongly Disagree

9. In what way do you think it is beneficial?

.....

Thank you so much for your collaboration

Résumé

L'apprentissage du vocabulaire est l'une des étapes les plus importantes pour apprendre et maîtriser la langue anglaise. Surtout pour les enseignants et les étudiants. La majorité des étudiants rencontrent des problèmes dans l'apprentissage du vocabulaire, et cela est dû à plusieurs raisons, notamment le manque de temps pour que les enseignants se concentrent sur l'enseignement du vocabulaire et aussi l'utilisation des méthodes traditionnelles dans la classe, ce qui empêche les étudiants de bien comprendre les leçons et d'exceller dans l'étude. Notre étude vise et cherche à sensibiliser les enseignants et les étudiants à l'utilisation des supports pédagogiques modernes, en particulier les supports visuels. Grâce à nos recherches, nous soulignerons l'importance d'utiliser des vidéos YouTube pour améliorer le vocabulaire des étudiants d'anglais, contrôlant ainsi la langue et excellant dans l'étude en général. YouTube est considéré comme l'un des moyens technologiques modernes les plus importants et son utilisation dans le système éducatif offrira aux étudiants une atmosphère confortable adaptée à leurs besoins et une grande efficacité dans l'apprentissage de la langue. Par conséquent, nous exhortons les étudiants et les professeurs à adopter des vidéos YouTube qui contribuent à améliorer le vocabulaire de l'étudiant à l'intérieur et à l'extérieur de la classe. Nos hypothèses indiquent que les étudiants bénéficieront des vidéos YouTube et que cela les affectera positivement dans l'amélioration et l'apprentissage du vocabulaire. Afin de confirmer nos hypothèses, nous avons adopté la méthodologie descriptive centrée sur l'analyse quantitative et qualitative. Nous avons mené une interview auprès de treize professeurs d'anglais et un questionnaire auprès de cent cinq étudiants de deuxième année du Département d'anglais Larbi tebessi, afin de connaître leur vision sur l'utilisation des vidéos YouTube comme moyen moderne d'améliorer le vocabulaire des étudiants d'anglais. Selon les résultats obtenus. La plupart des étudiants ont exprimé leur opinion positive sur l'utilisation de YouTube pour améliorer leurs capacités d'apprentissage du vocabulaire. D'autre part, les enseignants ont

exprimé leur intérêt pour cette méthode et leur volonté de la généraliser dans tous les systèmes éducatifs.

المخلص

يعتبر تعلم المفردات من اهم الخطوات لتعلم و اتقان اللغة الانجليزية. خصوصا على الاساتذة و الطلبة. اغلبية الطلبة يواجهون مشاكل في تعلم المفردات و ذلك يعود لعدة اسباب منها عدم توفر الوقت للأساتذة من اجل التركيز على تعليم المفردات و ايضا استعمال الوسائل التقليدية في القسم و هذا يمنع الطلبة من فهم الدروس جيدا و التفوق في الدراسة. دراستنا تهدف و تسعى الى توعية الاساتذة و الطلبة في استعمال الوسائل التعليمية الحديثة و بالأخص الوسائل البصرية. من خلال بحثنا سوف نسلط الضوء على اهمية استعمال مقاطع فيديو اليوتيوب في تحسين مفردات متعلم اللغة الانجليزية و بذلك التحكم باللغة و التفوق في الدراسة بشكل عام. ان موقع اليوتيوب يعتبر من اهم الوسائل التكنولوجية الحديثة و استعماله في المنظومة التعليمية سيوفر للطلبة جو مريح يتناسب مع احتياجاتهم و فعالية كبيرة في تعلم اللغة. و منه نحث الطلبة و الاساتذة على تبني فيديوهات اليوتيوب التي تساهم في تحسين مفردات الطالب داخل و خارج القسم. تشير فرضياتنا ان الطلبة سيستفيدون من مقاطع فيديو اليوتيوب و سيؤثر عليهم بشكل ايجابي في تحسين و تعلم المفردات. من اجل تأكيد فرضياتنا اعتمدنا على المنهجية الوصفية التي ركزت على التحليل الكمي و النوعي حيث قمنا بعمل مقابلة مع ثلاثة عشر استاذ و استبيان لمائة و خمسة طالبا من السنة الثانية في قسم اللغة الانجليزية من اجل معرفة ارائهم حول استخدام مقاطع فيديو اليوتيوب كوسيلة حديثة في تحسين مفردات طالب اللغة الانجليزية. وفقا للنتائج المتحصل عليها. معظم الطلبة عبروا عن نضرتهم الايجابية حول استخدام اليوتيوب في تحسين قدراتهم على تعلم المفردات. بالمقابل اعرب الاساتذة باهتمامهم بهذه الوسيلة و ارادتهم بتعميمها في كافة المنظومات التربوية و التعليمية.