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**The Impact of YouTube Videos on Improving EFL
Learners Vocabulary: Sampling First Year LMD
Students at University of Ghardaia**

*Dissertation submitted to University of Ghardaia for obtaining
the Master's degree in Didactics*

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DEDICATION

This study wholeheartedly dedicated to my beloved parents who have been my source of inspiration and gave me strength when we thought of giving up. Who continually provide their moral, spiritual, emotional and financial support.

To my brothers <Abdellatif, Badreddine, Abdelkader= and my little sister <Yasmine= may Allah safe her.

Mounir Mellakh

*For my **Dad** and **Mom**; My greatest heroes
<May Allah have mercy upon you as you brought me up when i was young=*

*For my **Siblings***

Karima, Khadidja, Sara, Mouna, Omar, Makhlouf, Mustapha

My lifelong companions

Thanks for your endless love, support, encouragement.

Moulay Omar Abdessalam

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Abstract

This study aims to investigate the potential effect of using YouTube videos as a medium in the teaching and learning process to enhance Algerian EFL students' vocabulary and promote their performance. The sample for this study consists of first-year LMD students at the University of Ghardaia University, faculty of letters and languages at the Department of English, during the academic year 2022-2023. The primary goal of this study is to determine whether or not employing technology resources, such as YouTube videos, can assist Algerian English foreign learners in improving their vocabulary in terms of both motivation and engagement during English language classes. Through data analysis, students and teacher's questionnaire analysis, the findings indicate that incorporating YouTube videos into EFL classrooms can have a significant positive effect on enhancing EFL learners' vocabulary development. Moreover, it is suggested that the integration of YouTube videos in classrooms and their usefulness in increasing the students' motivation and facilitating the teachers' instructions for a better outcome.

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List of Abbreviations and Acronyms

EFL: English as a Foreign Language

ICT: Information and Communication Technology

LCD: Liquid crystal display

LMD: Licence, Master, Doctorate diploma system

YTV: YouTube Videos

ELT: English Language Teaching.

ESL: English as Second Language.

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**General
Introduction**

General Introduction

Introduction

1. Background of the Study

Currently, information and communication technology (ICT) is regarded as necessary since its rapid worldwide expansion covers different areas, including education. ICT has introduced technological tools to contribute to education and facilitate the learning and teaching processes of SLA. In fact, it has played a significant and indispensable role in developing the language of EFL learners. Furthermore, the Internet has provided many popular platforms and social media websites that have been increasingly used in recent years.

YouTube is considered one of them; the latter has the potential to facilitate people's language communication, and it has become a good modern way to connect educators all over the world to share ideas, collaborate, research, and transfer knowledge and culture much faster. New paths can be offered with the use of technology for learning and practicing language as well as evaluating performance (Dudeney & Hockly, 2007). Hence, we should implement this platform in the education process with the integration of YouTube videos, whose usage has been neglected in EFL classroom activities. The use of videos that are easy to find, free to watch, and accessible to everyone who can fit in EFL classrooms, and especially videos concerned with learning and teaching vocabulary that serves as the foundation part of the acquisition of English, since it is of paramount importance for EFL learners and one of the keys to expressing the language, Therefore, Schmitt (2000, p. 55) spotlights the importance of vocabulary acquisition as "lexical knowledge is central to communicative competence and to the acquisition of a second language". In this regard, YouTube is one of the richest types of resources and is regarded as an interesting learning resource that has become a basic need for EFL learners to practice the language and to be able to listen to real English native speakers and interact with them. In addition, we can learn more vocabulary through the accessibility of a wide variety of

enjoyable visual lessons that can positively affect the learner's retention and perception of vocabulary through YouTube videos (Hockly & Dudeney, 2007).

2. Statement of the Purpose

This research aims to investigate the potential effect of using YouTube videos as a medium in the teaching and learning process to enhance Algerian EFL students' vocabulary and promote their performance. Furthermore, we highlight the importance of the integration of YouTube videos in classrooms and their usefulness in increasing the students' motivation and facilitating the teacher's instructions for a better outcome.

3. Statement of problem

For EFL learners, mastering English is closely related to how many words they can know and use adequately. Though developing the vocabulary is vital, it poses several problems, especially for non-native students of English. Many Algerian students have difficulties remembering the meaning, pronunciation, and spelling of words. Insufficient vocabulary knowledge may lead to weak academic performance; the same is true for mastering listening, speaking, reading, and writing skills. According to David A. Wilkins (2002:13) "without vocabulary, nothing can be conveyed". Based on that statement, students' vocabulary must be improved (Wilkins, 2010).

In an attempt to overcome the problem, the use of multimedia was assumed to be an appropriate method to help the teacher and students solve their problems in teaching and learning vocabulary. And YouTube videos as the center of our study. Using visual media in the classroom will take the teaching and learning process towards a positive attitude and can attract the students' attention and motivation to the lesson. As per Prof. Dr. Maribel Montero Perez et al. (2018) and Nova et al., (2017), learners can improve their vocabulary through the use of videos.

This study is an attempt to determine whether YouTube videos are effective in developing vocabulary or not? And how can we use them so they can serve a positive role in enhancing EFL students' vocabulary, using first-year students of Ghardaia University as a case study?

4. Motivations

YouTube technology can be considered a valuable learning tool, and using its videos can provide meaningful learning and teaching experiences. Also aid learners in learning effectively; besides, the teachers can help them practice their job in a convenient way and develop their teaching instructions in their classes. The findings can be of help to other researchers to show the importance of the combination of YouTube videos and vocabulary learning in that process and how it effectively improves the students vocabulary for better results.

5. Methodology

This study is conducted quantitatively through the descriptive method and is concerned with the first-year students of English at Ghardaia University. We administered questionnaires for both students and teachers, which contained a variety of questions to examine the effect of the YouTube video on the learners' vocabulary. And to investigate their perspectives and views about the usage of YouTube videos in the classroom.

6. Limitations

There are some limitations to the current study. The population in the study was limited to first-year EFL students. Additionally, the students in the study had mixed levels of proficiency, which can lead to unstable results. Furthermore, the time constraint must be considered because the study was carried out over a short time frame.

7. Structure of the Dissertation

The current research study is divided into two main parts: the theoretical part and the fieldwork. The theoretical part consists of two chapters; the first chapter is divided to give an overview of vocabulary. We explain the different definitions of vocabulary. After that, we mention its significance in the process of learning a foreign language, while the second chapter is devoted to giving a general overview of YouTube videos. Through this chapter, we try to present YouTube's usefulness in foreign language teaching and learning. Afterwards, the second part is devoted to the analysis of students and teachers' questionnaires and interviews and the interpretation of the findings to prove the effectiveness of YouTube videos in enhancing EFL learners' vocabulary.



PART ONE :
LITERATURE
REVIEW

Chapter one: Vocabulary

1.1. Introduction of Vocabulary

Vocabulary as the base of language has a big influence on students' comprehension and the development of their English skills. It is the basic component of creating communicative language. Vocabulary knowledge is a critical tool in studying the English language because a limited vocabulary will impede successful communication. Vocabulary mastery will help the students communicate effectively, and it is certainly essential in producing communicatively both verbal and nonverbal language.

Vocabulary has an important role in studying the English language because, without extensive vocabulary, students would be unable to use the structure and function of the language and communicate in a comprehensible manner since it is impossible to study a language without vocabulary. Knowing the importance of vocabulary, the students' are required to master it. That is why it is necessary for the teacher to create techniques, strategies, methods, and media that make the students' study of vocabulary easier. The creative and appropriate teaching strategy and media will increase the students' interest in studying vocabulary, which will make it easier for them to understand the material, especially vocabulary. Kamil and Hiebert (2005:28) suggest that effective vocabulary instruction should be achieved by considering a long-term proposition, which means that the students do not easily forget the words they have just learned. (Kamil & Hiebert, 2005)

Vocabulary as the base of language has a big influence on students' comprehension and the development of their English skills. It is the basic component of creating communicative language. Vocabulary knowledge is a critical tool in studying the English language because a limited vocabulary will impede successful communication. Vocabulary mastery will help the

Part one : Literature Review

students communicate effectively, and it is certainly essential in producing communicatively both verbal and nonverbal language.

1.2. Definition of Vocabulary

Vocabulary is vital for EFL learners' communication and understanding of what they read; it has been regarded as a core component for developing English skills. As Schmitt (2000) emphasizes, "lexical knowledge is central to communicative competence and to the acquisition of a second language" (p. 55). Therefore, Richards and Renadya (2002) stated that 88 vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write" (p. 255). That means vocabulary is indispensable for learners to develop their overall English skills. Hence, they should get familiarized with it more frequently to express their thoughts for better communication, verbally or non-verbally. (Richards & Willy A., 2002) (Schmitt, 2002)

According to Scrivener (2005.p 227), "vocabulary typically refers mainly to single words (e.g., dog, green, wash) and sometimes to very tightly linked two- or three-word combinations (e.g., stock market, compact disc, sky blue, go off)." As a result, words can be expressed according to the context and their use, whether they are single words or combination words. Besides, vocabulary refers to a list or set of words for a particular language or a list or set of words that individual speakers of a language might use" (Hatch & Brown, 1995. p. 1). Which means vocabulary is a set of words that need to perform the language. (Hatch & Brown, 1995) (Scrivener, 2005)

According to the definitions above, vocabulary refers to the collection of words that are used by the teachers and the learners to express written or verbal ideas in the process of teaching and learning EFL. Taking into account the lexical knowledge, its usage, and how it forms.

1.3. Types of Vocabulary

According to (Hatch and Brown, 1995. P. 181-243) states that there are five kinds of vocabulary in which they are follows:

1.3.1. Word Classes

It is known well as parts of speech such as noun, verb, adverb, adjective, pronoun, preposition and conjunction.

1.3.2. Word Families

It is a group of words that have a common pattern. They have the same letter combinations, a similar sound and they are a wonderful tool for those new to spelling. (Hatch & Brown 1995)

According to the National Council of Teachers of English, there are 37 common word families. Let's see some of them on the table below:

Word families	Examples
Ack	Attack, black ,hack and pack
Ay	Day, play , okay and bay
Ink	Drink, pink , link and think
Ain	Brain, chain, gain and pain
Eat	Great, beat , cheat and meat
Ip	Clip, flip, dip and grip
Ake	Lake , snake, cake and wake
Ell	Sell, bell, tell and smell
It	Bit, hit , split and quit
Ock	Block, clock , knock and lock

1.3.3. Word Formation

Word-formation can denote either a state or a process, and it can be viewed either diachronically or synchronically. For example:

1.3.3.1. Compounding

Is a word formation process based on the combination of lexical elements.

Closed: basketball, headphones, rowboat, rainforest, toothpaste, frostbite

Open: tennis shoe, fabric softener, gym shorts, banana split, peanut butter

1.3.3.2. Blending

Is a new word created by combining two separate words with different meaning.

Example: Documentary + Drama = Docudrama // Stay + Vacation = Staycation.

1.3.3.3. Clipping

It is the simple process of forming a new word by clipping off part of an existing word.

Example: Motorbike = Bike / Gymnasium = Gym / Document = doc

1.3.3.4. Collocation

It refers to the two words that usually found together.

Example: this week, once more, once again, as well.

1.3.3.5. Homonyms

Words with identical pronunciations but different spellings and meanings, Example:

To, Too, Two / See. Sea.

1.4. Aspects of vocabulary

There are three major aspects to teaching vocabulary, as follows:

1.4.1. Meaning

The teacher should attempt to convey the message of meaning without really giving it. And if the teacher wants to check whether the student comprehends the word, phrase, or sentence, we ask them the concept-checking questions.

(For example, ask: Are elephants tiny? to confirm whether students understand the meaning of the word “tiny”).

This aspect is really effective in enabling students to guess and predict by using their knowledge and contextualizing the meaning on their own.

1.4.2. Pronunciation

The teacher should drill the pronunciation of the word or the phrase or the sentence. Which deals with sounds at word level (e.g. word stress), or in connected speech (e.g. sentence stress). It enables the student to remember it longer and to ease the pronunciation of the student without difficulties.

1.4.3. Form

Teachers should write the word, phrase, or sentence on the board. To know how the vocabulary units are formed. And how the words are spelled to distinguish them from similarly pronounced words. Besides, they have to identify the part of speech.

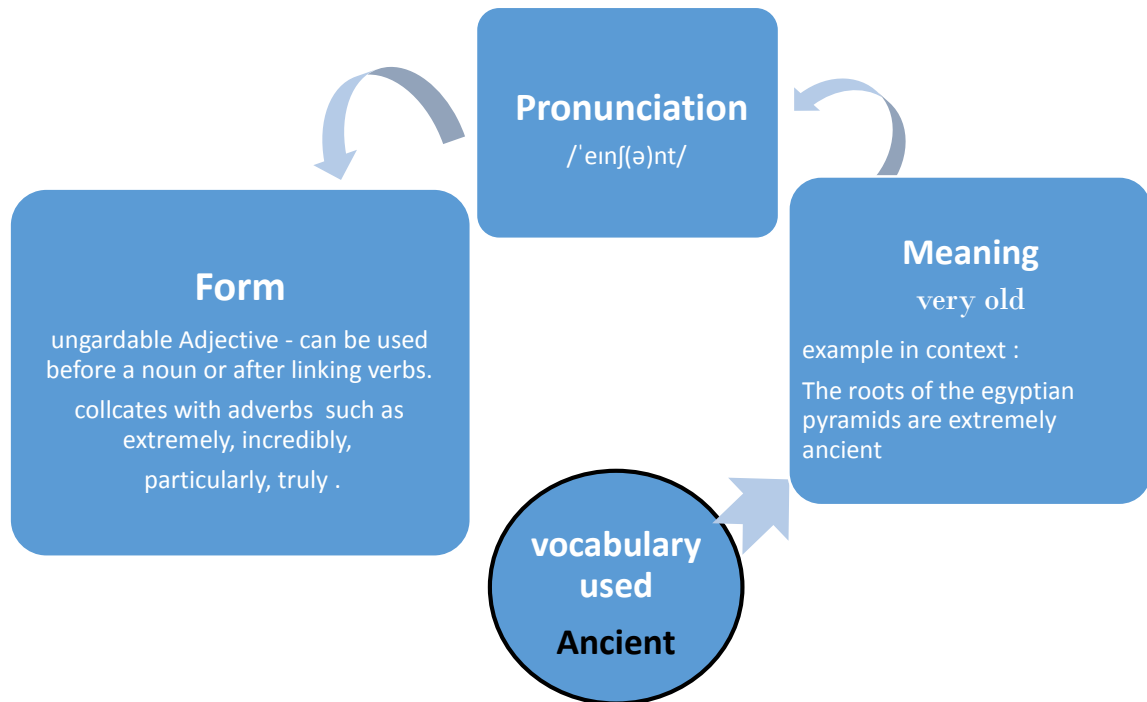


Figure 01: A sample of the three major aspects to teach vocabulary

These three aspects are crucial in teaching vocabulary and should be implemented, which can help students improve their English and communication skills easily and confidently.

1.5. Teaching Vocabulary

With numerous words in the English language, it has become quite challenging to teach vocabulary. Although the average native speaker uses around twenty thousand words in everyday speech, In contrast, the vocabulary of a student of EFL usually consists of around 2.500 to 9000 words. In addition, EFL learners will not need to produce every word they learn; some they will just need to recognize. And some use it to perform the language, such as writing or speaking. Knowing what the learners need based on their effectiveness and usefulness to achieve particular requirements Therefore, it is essential to teach vocabulary.

1.6. Importance of vocabulary:

In all languages, vocabulary is very important to convey the idea of expressing desires and feelings and communicating with others. Vocabulary is one of the elements that help speakers communicate whenever they want to communicate with other people in a language. Harmer (2002: 13) states that without grammar, very little can be conveyed, and without vocabulary, nothing can be **conveyed**. Vocabulary is the main element of communication. Trigon (1984: 82) points out that the importance of vocabulary in language is essential for successful language use because, without an extensive vocabulary, we will be unable to use the structure and function that we have learned for comprehensible communication. Students learn vocabulary both directly and indirectly. You can express yourself and understand the ideas of others if they are good at their vocabulary. Without vocabulary, we cannot read, write, or speak (Harmer, 2002).

1.7. Cognitive theory of multimedia Learning

Mayer and Moreno (2002) define multimedia learning as learning from words and pictures and multimedia instruction as the vehicle that delivers the words and pictures for learning (Mayer and Moreno). The underlying assumption in multimedia learning research is that multimedia instructional messages designed around the way the human mind works are more likely to lead to meaningful learning than informational messages. Messages are not designed around how the human mind works. The cognitive theory of multimedia learning is based on three principles of cognitive learning: the human information processing system consists of two visual-visual and auditory-speech processing channels, one each. Limited processing capacity and active learning are related to the performance of a coordinated set of cognitive processes in the learning process. The cognitive theory of multimedia learning identifies five cognitive processes in multimedia learning: choosing the appropriate word from a presented text or story;

choosing the appropriate image from the presented graphic; arranging selected words into a coherent verbal representation; and arranging selected images into a coherent image. Representation and integration of visual and verbal representations and prior knowledge The three prerequisites for students' cognitive learning abilities are external processing, primary processing, and general processing. The three educational goals are to reduce redundancy, handle basic computation, and encourage generalization. Multimedia instruction messages should be designed to guide correct cognitive processing during learning without overloading the student's cognitive system. (Mayer & Moreno, 2002)

1.8. The Use of Multimedia in Vocabulary Acquisition

With the arrival of technology in the field of education, students are moving towards multimedia learning. Many countries have shifted their education focus from teacher centered instruction to student-centered instruction. Since the statistics appealed that the educational systems that use multimedia instructions in their classrooms have higher quality teaching and instructions and outshine their student's performance.

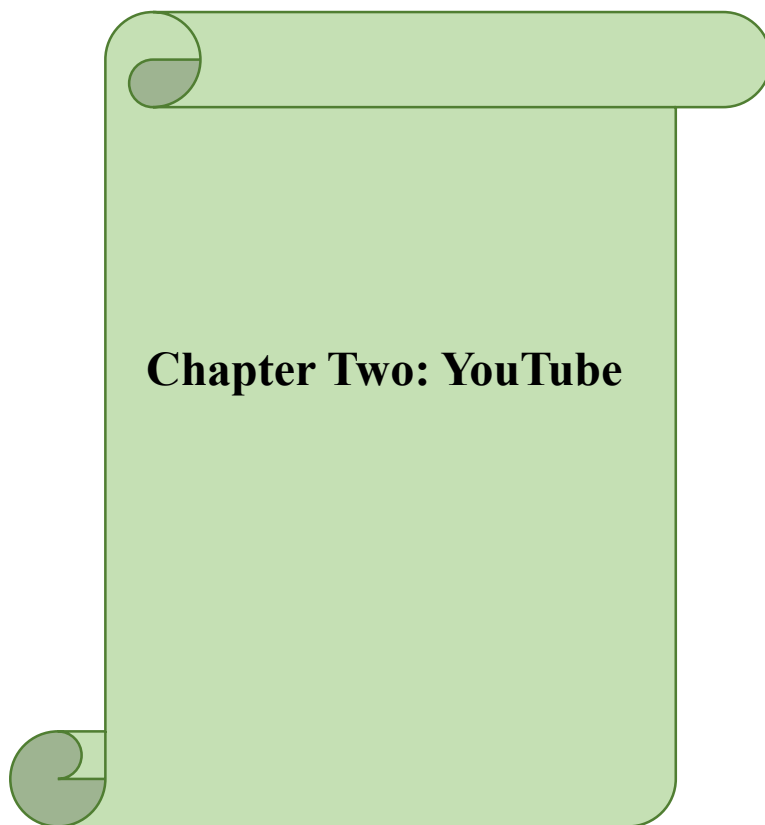
Using multimedia in teaching and learning for EFL learners gives them higher expectations to develop their language more effectively. Also, it promotes their way of thinking; students' retention and reception will increase, allowing them to solve their problems rapidly. The variety of strategies used for teaching language can be both visually or verbally. In this particular event, we can say that the teacher is no longer the key factor in the learning process. Therefore, the human brain works more smoothly with the application of multimedia in the classroom, and the students can understand complex concepts by using any method of multimedia in teaching such as graphics, animations, videos, etc. It suggests that the way of learning foreign languages does not merely involve memorizing words and repetitive tasks but

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also various activities to enhance their vocabulary comprehension and use it in real-life situations. (Mayer & Moreno, 2002)

1.9. Conclusion

For most students learning a second language, the first obstacle they step into is indeed vocabulary. It is the foundation of a language since it is important to improve the learners' English level. Without adequate vocabulary knowledge, a second language learner's communication and performance will remain defective. In addition, the students do not pay much attention to their vocabulary due to many factors. CTML and the usage of multimedia in vocabulary acquisition stand as solutions to this problem. They are valuable and effective resources in the teaching-learning process. In effect, they act as authentic tools that are highly beneficial in acquiring vocabulary as well as motivating and promoting students' English skills.



2.1. Introduction

Due to the challenging situation of teaching a new language, EFL teachers need to involve their students by using different methods and techniques in the teaching and learning process. During this process, the teachers need to develop positive motivation, encouragement, and attitudes in each student toward the learning process. One of the factors that helps teachers develop those aspects in students refers to technology. Technology is believed to affect students' attitudes positively in the learning process. What is more, using technology, for example, may give students the chance to be in touch with the real world, which can be motivating for them. In addition, using technology as an aid helps students to be active, eager, and involved in classes due to the interest that the use of technology produces.

There is no doubt that using computers and different kinds of technological tools affects students' behavior in a positive way.

2.2. An overview on YouTube

People cannot disconnect from the online world now, especially by using web applications, which are the interface for virtual connections. Social networks are spaces where people communicate and interact with others on different websites. There are many different websites that are used today; one of them is YouTube, one of the most common and popular websites that has been developing very quickly lately. According to Watkins & Wilkins (2011), YouTube.com is a free website on the Internet that allows storing and displaying video clips for viewing and sharing. YouTube's existence was established on February 2005, by three former employees, Steve Chen, Chad Hurley, and Jawed Karim, and " on November 2006, YouTube was purchased by Google" (Shafaei & Nejati, 2009). According to YouTube Stats (2015), YouTube now generates more than 1 billion users. In addition, since March 2014,

the number of viewers on YouTube per day has increased by 40%, with 76 different languages. (Watkins & Michael, 2011).

Additionally, YouTube is ranked as the third-most popular website. This attractive platform includes many channels that contain a variety of videos related to education, culture, entertainment, and others. This can be very beneficial in many areas. In this sense, YouTube videos have the potential to be part of the teaching-learning process as an active technological tool to improve student performance (Shafaei & Nejati, 2009).

YouTube can be very helpful to meet students' expectations of meaningful use of the language. Language teachers can benefit from using YouTube because it allows them to make their lessons more interesting and independent. On the other hand, it brings these powerful videos into a foreign language and makes EFL lessons smoother by sharing short presentations with students through the video tool, giving them the opportunity to make language points clearer and giving vivid examples. (Keddy, 2014). While YouTube offers educators and trainers around the world new ways to practice and interact by creating personal and official channels where they can upload and download many videos with content, you can have a discussion with viewers who can subscribe, comment, and share interests, thoughts, and feedback. In addition, teachers can select any YouTube video and play it in a PowerPoint presentation to show their students (Burke & Snyder, 2008). One of the most popular educational video channels is <http://www.youtube.com/edu>, which has 10,262,196 followers. It helps many educators learn everything new and helps researchers in their work through its various lectures, news, and free access (YouTube, 2015). YouTube aims to be one of the dynamic social networking sites that have the greatest potential to encourage the development of educators in all aspects of their lives, increase their knowledge, and give students the opportunity to develop the required language skills to improve.

2.3. Types of videos

The YouTube platform has tons of videos available for free for everyone, with different types of videos. It plays a big role for EFL learners because it is one of the suitable techniques to develop students' English proficiency, four skills, and their communication. Also to increase their vocabulary, which is considered core to SLA. For this reason, we will mention the most necessary and effective types of YouTube videos that help EFL learners master English.

2.3.1. Movies

Movies (motion pictures) are one capable medium that can be a valuable asset in the teaching and learning process. It also has multiple advantages for learners. Motion pictures with sounds, visuals, and written clues that offer assistance to improve students' comprehension and provide them the opportunity to listen to a common discussion by local speakers acting in a genuine life mode (Swaffar& Straighten, 1997).

The point of teaching language classes is to supply learners with all perspectives of their language proficiency. Students can learn vocabulary by listening to different accents and different words during that process, allowing them to obtain numerous terms that are exceptionally valuable in a conversational context. Separately Ruusunen (2011) found that authentic movies can expose learners to the various English societies that impact their behavior. Through interactive motion pictures, students can raise their motivation and understand information better when it's presented in a visual way, which would improve their English skills. Moreover, The visual and auditory nature of videos allows the student to process information in a way that is natural to them. In other words, videos are good teachers.

Herron *et al.*, (1995, p. 775) stated that... "Video is lauded for contextualizing language (i.e., linking language form to meaning) and depicting the foreign culture more effectively than other instructional materials. Videotapes permit students to hear native speakers interacting in everyday conversational situations and to practice important linguistic structures. Unlike audiocassettes, video's visual dimension is thought to reduce ambiguities present in native speaker voices and motivate students to want to learn the foreign language.

2.3.2. Songs

A large number of learners use YouTube to listen to music, which can improve their English vocabulary. They commonly like something attractive and enjoyable, such as songs, to help them recognize some new words and phrases. Besides, some studies have shown that children who are exposed to music develop bigger vocabularies, better grammar, and a higher verbal IQ. Griffe (1992:5) emphasizes that "songs are especially good at introducing vocabulary because songs provide a meaningful context for the vocabulary."

It is stated that there are nine reasons why we use songs in EFL teaching. The reasons are as follows:

1. A variety of new vocabulary can be introduced to students through songs
2. Songs are usually very easily obtainable
3. Songs can be selected to suit the needs and interests of the student
4. Grammar and cultural aspects can be introduced through songs
5. Time length is easily controlled
6. Students can experience a wide range of accents
7. Song lyrics can be used in relating to situations of the world around us
8. Students think songs are natural and fun

(<https://www.eslbase.com>)

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From the reasons above, undoubtedly, songs can be a great aid in teaching English in classrooms and can motivate the student to learn English in a fun environment.

In addition, songs also provide an opportunity to develop automaticity, which is the primary cognitive reason for using songs in the classroom. Gatbonton and Segalowitz (1988, p. 473) define automaticity as "a component of language fluency that involves both knowing what to say and producing language rapidly without pauses." . In other words, using songs can help automate the language development process, which can make students perform the language unconsciously as a reflex and innate process. The repetition of the songs lends itself to an activity in which students after listening to the song, they create their own lyrics, following the same tune as the song. Singing along with songs can help students improve their accent and get more familiar with words linked together while speaking, which greatly improves their pronunciation in a very natural way. (Elizabeth gatbonton &norman , 1988)

We can say that learning English through music makes studying fun. Plus, students can easily comprehend vocabulary and memorize words in a short period of time at the touch of a button through the YouTube platform.

2.3.3. Documentary Films

Documentaries are commonly more serious. They may lack the charm and excitement of songs and movies, but documentaries can serve as a rich language resource, providing opportunities for students to engage with a variety of subjects, express their opinions, and develop their language, knowledge, and skills. According to Sherman (2003, "documentary films" are "highly planned programs that present facts and opinions about single subjects" (cited in Soong, 2012, p. 133). Besides, they usually have standard phrases and standard English accents. Furthermore, because the documentary is well written and delivered in standard English, it is a better teaching resource for EFL students. McKay (2002, p. 51)

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confirmed that "English used in the news media and in literature is seen to meet the criterion".

Plus, documentaries deal with facts rather than the language used in the textbook, which can provide an opportunity for EFL learners to broaden their English knowledge and vocabulary (McKay, 2002)

2.4. Using YouTube videos as a material in language teaching

In the last decade, YouTube has been a good web tool, not only as a communication or networking tool but also as a foreign language learning tool. Langer (2010) states that "despite the need for some caution, YouTube and other video-sharing sites are the most available tools for teaching English" (p. 66). They entered the world of learning and teaching because of the opportunities it offers in the classroom. Next, EFL teachers can add some fun to the lecture and stimulate students' interest in the lecture. Using YouTube in the classroom breaks down the barriers of time and place; you can give learners a window outside the classroom into a real English-speaking environment, making the second or foreign language classroom a better place to learn. By using YouTube (YTV) videos, students can be fully engaged and interested in improving their level of English learning. It is considered to support students, teachers, and educational institutions in the teaching and learning process. Additionally, instructional videos on YouTube can be just as good as teachers to convey facts or demonstrate procedures to bridge the learning and teaching processes. The videos help students share information about how an EFL student engages with native speakers in social situations and learns their language, particularly those who wish to develop their language skills through social media or other means of communication. In other words, Tarnopolsky and Degtiariova (2003) approved that videos provide the chance for students to listen, see, and observe how native speakers act and speak. This will help them practice their pronunciation more. In addition to Stempleski (as cited in Richards & Renandya, 2002), who states that: The teacher is there to choose appropriate sequences, prepare the students for the viewing experience, focus the students' attention on the

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content, play and replay the video as needed, design or select viewing tasks, and follow up with suitable post-viewing activities," (p. 364) The use of video in the teaching process has become mandatory. For this reason, teachers should choose the appropriate videos related to the topic and guide the students to focus more on the video content and arouse more interest. (Richards & Willy A., 2002)

2.4.1. The effect of YouTube videos in improving vocabulary

Regarding the necessary role that words play in a foreign language because of their crucial role in mastering the conveyed the skills of speaking, reading and listening. As Wilkins (1972, p. 111) stated that: while without grammar very little can be conveyed, without vocabulary nothing can be conveyed (p. 111). EFL students place more emphasis on how they learn vocabulary through hands-on activities and traditional learning like dictionaries, which are still useful, but EFL teachers should look for new teaching study aids to apply when teaching vocabulary and to motivate the learning process. YouTube videos offer modern and engaging ways to achieve this goal. YouTube, with its rich and endless resources, offers a wide variety of spoken language and different types and styles of things like songs, poems, and conversations, which are good for language learning and very useful for students to learn in a simple and easy way to remember. Acquire vocabulary in a meaningful environment (Alimemaj, 2010). In addition, the videos determine learning success by helping students cope with their problems. In a study by Silverman and Hines, they found that the dynamic visuals, sounds, verbal definitions, and static pictures presented in videos may provide multiple means to acquire word knowledge. (cited in Tang & Loganathan, 2015, p. 283).

Therefore, all the types available in the videos are instrumental in improving students' cognition, including being more enthusiastic about memorizing new words, watching

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attractive short clips with subtitles, and the way native speakers speak with gestures. Therefore, EFL teachers should use this resource in the EFL classroom to make students more familiar with the real-world learning situation and actively participate. As Watkins and Wilkins point out, using YouTube both inside and outside of the classroom can improve conversation, listening, and pronunciation skills. YouTube videos can also be used as Realia to stimulate cultural lessons, enhance exposure to world English, and promote authentic vocabulary development (2011, p. 113). (Watkins & Michael, 2011)

2.5. Research findings on the use of YouTube in education:

According to studies, YouTube is a necessity in the classroom because it grabs students' interest, mentality, and creativity. It also helps to thoroughly address issues related to any subject, especially when it comes to language teaching. YouTube brings a fun side to the classroom to suit student interests.

2.5.1. The advantages of using YouTube videos

YouTube has a wider collection of English language videos for students to learn from, whether they are kids or adults, complete novices or getting close to fluency. On a single platform, it provides a range of resources for language acquisition. Diverse learning resources can encourage immersion learning, which is crucial for learning a new language and enhancing their vocabulary. Also, they can pause and rewind English-language YouTube videos whenever they like. Videos provide audio or visual lessons, or even both. The most surprising thing is that YouTube offers free language learning. However, there are two factors that lead both learners and teachers to recognize YouTube as a valuable resource for improving their English learning and teaching processes.

2.5.1.1. Authenticity of YouTube

YouTube videos are useful educational tools. According to Berk (2009), video clips from TV shows, movies, YouTube videos, and movies were used in research on multimedia teaching in college classrooms. She found that employing clips can help students meet 20 different learning objectives. Research on using YouTube to teach writing was done by Barbeau (2010). It helped students increase their awareness, overcome the communication gap between teacher and student, and improve the learning environment in the classroom. YouTube videos are useful in helping students write, according to the Mayor's (2009) investigation into their use in writing classrooms. With all that said, YouTube videos are definitely considered authentic.

2.5.1.2 Student motivation

YouTube can be an essential tool, especially when it comes to the possibility it provides to promote student enthusiasm, motivation, and collaboration through the clever use of media in subjects that are widely accepted and beneficial. Besides, using videos instead of just printed materials results in a more interesting sensory experience. Students actually see and hear the subject being taught, allowing them to process it similarly to how they process daily encounters. Also, students can learn about the outside world through videos that introduce new ideas, places, and cultures. They provide an excellent opportunity to combine studying new material and the language at the same time, offering students the chance to learn about a wide variety of topics and concepts while also learning English.

2.5.2. Suggestion for the use of YouTube videos in the EFL classroom

We are fortunate to live in a time where many videos are readily accessible and available for free, such as on the YouTube platform.

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YouTube videos are beneficial in EFL classes. Also, it can make ESL lessons more engaging than they would otherwise be. When students watch or listen to movies or TV shows, they may be exposed to a variety of interactions that they would not usually be exposed to. Both subjects and vocabulary are usually dramatic, natural, and humorous. This can provide students with valuable listening practice. YouTube is a great resource for ESL teachers. Below are some tips on how to integrate videos into her ESL course.

1. Remember to bookmark the URL after finding a video on YouTube or another online video platform.
2. Be sure the video is not considered taboo in your culture standards.
3. Watch the video a couple of times before teaching it. While you are watching, make a list of challenging words. Moreover, you ought to compose an introduction for the video you intend to view.
4. The more background knowledge you give the students before the video, the more effectively they will comprehend it.
5. Make a quiz out of the video.
6. Make a group activity for students to do after they watch the video.

2.6 Potential applications of YouTube in improving vocabulary

Videos have long been used in the classroom by teachers as an important tool for presenting information, repeating various interactions, and providing background information on a topic. Therefore, YouTube videos can improve teamwork and communication skills. As is known, EFL students have many difficulties improving the four skills (speaking, listening, reading, and writing), and EFL teachers' use of educational YTV could be a solution to improving the EFL skills.

2.6.1. YouTube for listening and speaking

Because YouTube and other online videos are instantly viewed through the sight and sound of them, creative teachers can easily find new ways to use them for listening and speaking or conversational English classes. This section lists some possible activities for EFL teachers, but this list should by no means be considered exhaustive. Additionally, Watkins and Wilkins (2011) have listed some possible activities for EFL teachers to use YouTube videos to help their students develop their speaking and listening skills (pp. 115–117). Those activities are conversation analysis, movie trailer voiceovers, famous movie scene reenactments, and Vlogging. (Watkins & Michael, 2011)

2.6.2. YouTube for reading and writing

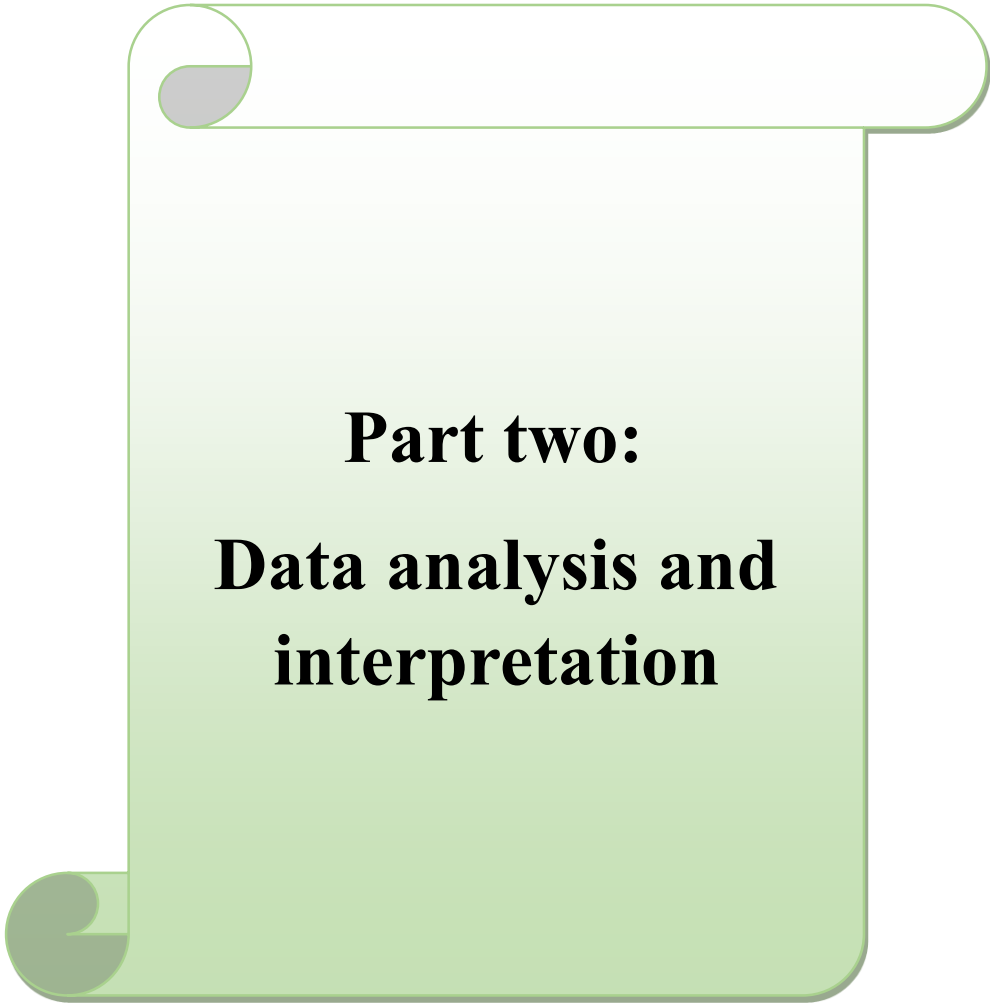
At first glance, YouTube seems to be mostly for listening activities in a foreign language, but there are also reading and writing activities that can be enhanced with YouTube. This section lists two, but the elements of both can be expanded and combined with other reading and writing activities. Watkins and Wilkins (2011) listed two main activities that help EFL teachers develop the literacy skills of their students. It also contains some activities in which they are involved (note-taking, summarizing, and "how-to" writing).

2.7. Conclusion

In this chapter, we can say that YouTube videos are valuable resources and effective in the teaching-learning process. In fact, YouTube acts as an authentic tool, which is very useful in language teaching in terms of motivation, boosting learners' skills, and improving and enriching EFL learners' vocabulary. YouTube, as a powerful innovation, has opened up new opportunities to teach foreign languages easily, quickly, and interestingly. The chapter also

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highlighted how teachers can use YouTube videos to increase students' interest in learning the target language as a communication platform and how this can be a useful resource for language teaching and learning support. Finally, we close our chapter with the strategies and obstacles faced by teachers in implementing this material in the classroom setting. YouTube can be used in different educational contexts, making it a tool that meets learners' needs for quality language learning.



Part two:
**Data analysis and
interpretation**

3.1. Introduction

This study attempts to examine the significance of YouTube videos in improving EFL learners' vocabulary at the division of English languages at Ghardaia University. This is basically based on a clear strategy that centers on a quantitative plan. To improve the work with exact information, two questionnaires were managed, one for the English understudies of the first-year students and the other for the teachers to guarantee the validity of the finding results. In any case, the present chapter also deals with the description of the points of the information collection tools, the participants of the study, the investigation of the information instruments, and the interpretation of the results of the data collection instrument. To investigate the attitude and convictions of both understudies and instructors regarding the value of YouTube videos in particular and the ICTs utilized within the classroom within the common, and how they can enhance the vocabulary of the English foreign learners.

3.2. Research objectives

The primary goal of this research is to determine whether or not employing technology resources, such as YouTube videos, can assist EFL students in improving their vocabulary in terms of both motivation and engagement during English language classes. And how would these movies assist them? Furthermore, whether or not both EFL students and EFL teachers approve the use of these ICT tools as a teaching aid in the classroom, as well as how they develop their overall English as a result of the process,

3.3. Description of sample population

3.3.1. Teacher profile

The target sample consists of six teachers (06), who were chosen randomly to answer the questionnaire. It involved diveres teachers in age, gender, and career; some hold the doctorate,

Part two: Data analysis and interpretation

others the magister, and others the master's degree. The participant teachers are teaching different modules such as linguistics, oral production, literature, civilization, and phonetics. In fact, we tried to vary our sample for the reason that there are different teaching experiences.

3.3.2. Students profile

The sample for this study consists of first-year LMD students at the University of Ghardaia, faculty of letters and languages at the Department of English, during the academic year 2022-2023. We randomly selected 36 students to be the sample for this study. The researcher, because of the time limitations of teachers, would not administer the questionnaire in an official session. The reason for choosing this population is because they are still at the beginning of their specialty, they need something to make them master a language, and they may have experienced the use of some ICT tools.

3.4. Data collection

In conducting research, data collection is an essential component, and it is perceived as a hard task. In this current study, we used the quantitative method for data collection. The questionnaire was answered by teachers and students online, by using Google Forms to create an online questionnaire and collect the data.

3.4.1. Teacher's Questionnaire

The questionnaire is one of the data collection instruments used for the teachers, in order to obtain deeper understanding for the way of using ICT by teachers in their classes.

Teachers questionnaire consists of seven questions.

Question (1): is designed about to know the residence of the teachers.

Question (2) and (3): It is about the using of ICT and YouTube videos in the classroom.

Part two: Data analysis and interpretation

Question (4): was concerned with knowing whether YouTube videos considered as a good source for improving learner's vocabulary.

Question (5) and (6): It is to choose three advantages and obstacles of using technology in their classes.

Question (7): it is about which method of teaching they prefer in the class classical methods or the modern one.

3.4.2. Student's Questionnaire

Students' questionnaire consists of eleven (11) questions (see Appendix B). They are closed questions requiring from the students to choose Yes/No answers, or to pick up the appropriate answer from the number of questions, or open questions in which they are free to answer in the appropriate way.

Questions (1), (2), and (3) It is about general information about students' age, gender, and residence.

Question (4) asks about the use of the YouTube platform.

Question (5) asks whether they are with or against the use of technological materials in class (YouTube videos as a case study).

Question (6) was concerned with knowing what YouTube videos are beneficial to improve English skills and what can improve the students' English skills and choosing the appropriate answer.

Question (7) was about whether watching YouTube videos improves vocabulary acquisition.

Question (8) Question 8 was about which aspects YouTube videos help them improve: Pronunciation, Vocabulary, Grammar, Other.

Question (9) is about whether the integration of YouTube videos in class lowers the tension in language learning.

Part two: Data analysis and interpretation

Question (10) was about knowing whether their teachers should use more video viewing activities in the classroom to help them improve their language skills.

Question (11) the last question was if they are interested in learning EFL and participating in classroom discussions if the teacher uses videos as teaching materials.

3.5. Data analysis and interpretation

Once the research statistics have been accumulated, information analysis is mostly a research process that refers to transferring, establishing, summarizing, and synthesizing those questionnaires. As it is been broadly recounted, statistical evaluation can also help in searching for and summarizing exclusive consequences acquired in the course of the research method in order to extract some useful facts that could solve the researcher’s problems and help draw conclusions.

3.5.1. The Analysis of Teachers Questionnaire

- The first question on this questionnaire attempted to determine where they originated from. Since many teachers from various locations may assist students in gaining new insight into a topic and experiencing varied perspectives.

participants	Residence
4	Ghardaia, Algeria
1	Batna, Algeria
1	Uruguay

- The second question of this questionnaire tried to know if teachers use ICTS in class. Half of the teachers agreed with the use of ICTs in the classroom; on the other hand, the rest of

Part two: Data analysis and interpretation

them chose not to use ICTs in the classroom owing to differences in their backgrounds between traditional and modern teaching methods.

Table 03: The use of ICT in class room		
Options	Participants	Percentage
Yes	3	50%
No	3	50%

- The third question tried to know whether teachers use YouTube videos inside the classroom. Three teachers said they use YouTube videos in their classrooms, particularly in history and literature modules where teachers need films and documentaries. They are superior to handouts because they help students recall and practice events from memory.

Whereas the other three say they don't utilize YouTube videos in their classrooms since they favour teacher-centered teaching techniques.

Table 04 : The use of YouTube videos in the class		
Options	Participants	Percentage
Yes	4	66.7%
No	2	33.3%

- In the fourth question, I am concerned to know whether YouTube videos are good sources for improving student's vocabulary. From the above pie chart, it is visible that the vast majority of teachers (83.3%) agreed and strongly agreed that YouTube videos are a good source to develop their vocabulary, which means that it has already helped them in their teaching process and they often use it. However, only one teacher, representing 16.7% of the total participants, stayed neutral.

Part two: Data analysis and interpretation

Table 05: YouTube videos are good source for improving vocabulary

Options	Participants	Percentage
Strongly Disagree	1	16.7%
Disagree	0	0%
Neutral	1	16.7%
Agree	4	66.7%
Strongly Agree	0	0%

➤ The fifth question asks teachers to choose three advantages of using technology in their classrooms.

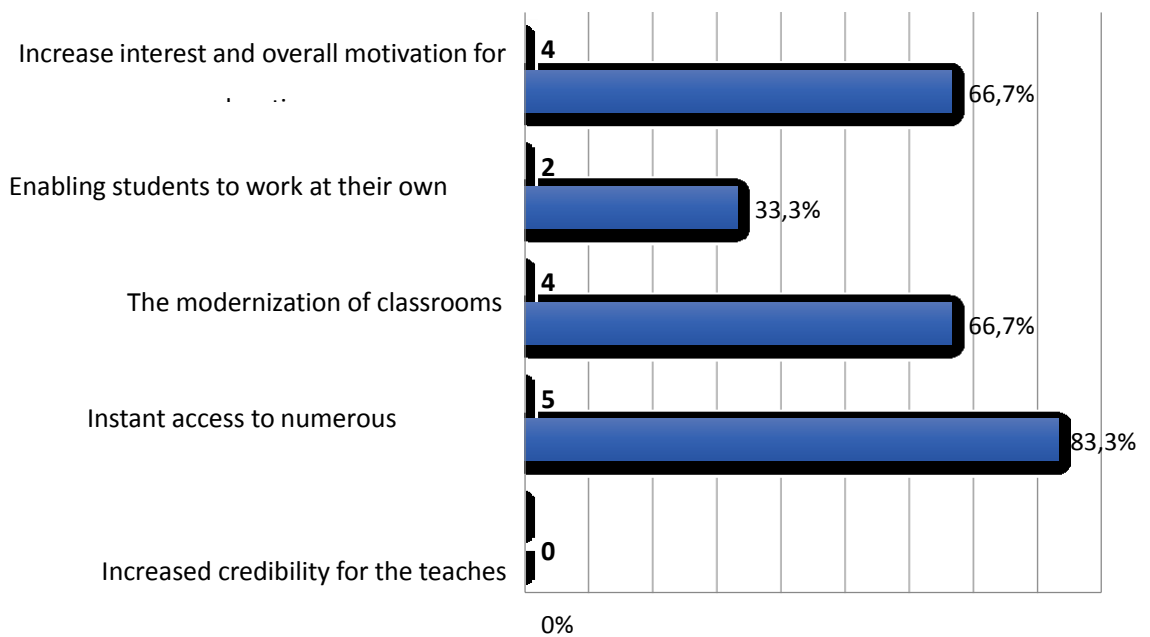


Figure 02: The Advantages of Using Technology in the Classroom

For many teachers, instant access to numerous resources became the most popular (83.3%) reason for them to access YouTube, followed by increasing interest and overall motivation for education, the modernization of classrooms, which shares the same percentage (66.7%), and enabling students to work at their own pace (33.3%).

➤ In the sixth question, we talked about choosing three out of five difficulties that they may face when using videos in class.

Part two: Data analysis and interpretation

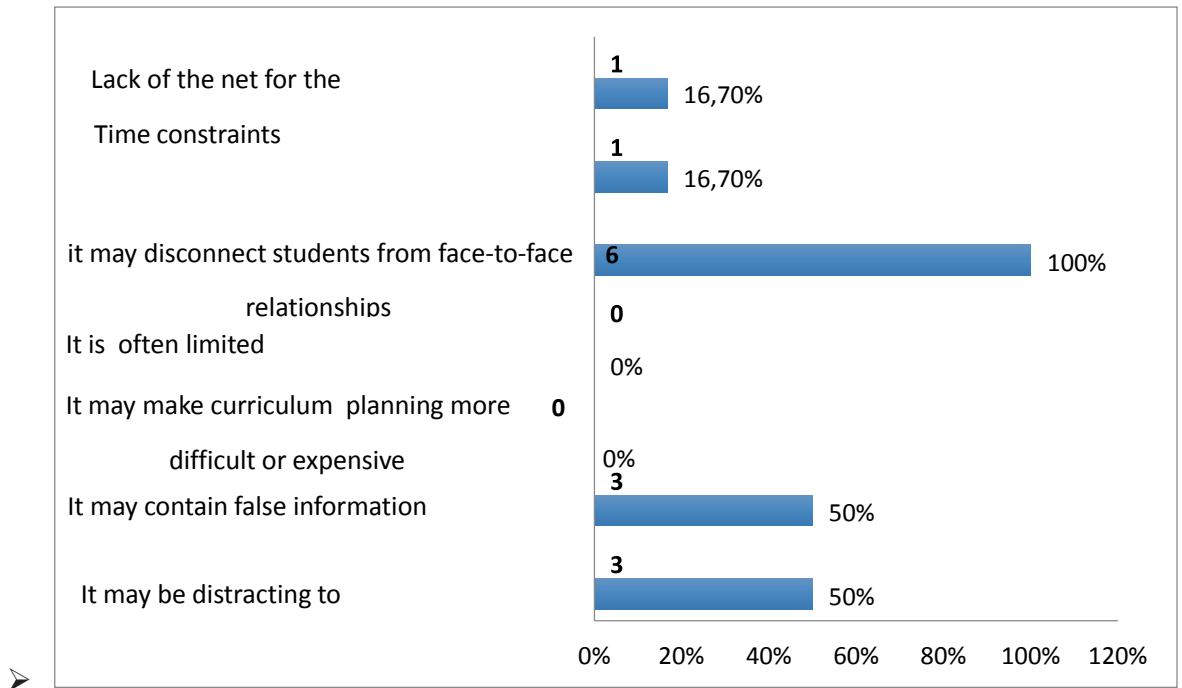


Figure 03: Difficulties encountered by teachers while utilizing videos in class

The most common barrier for teachers to utilizing YouTube in their courses was that it would cut off students from face-to-face interactions (100%); this was followed by the concern that it could distract students' attention from the lesson and include misleading information (50%). Finally, time restraints and a lack of student safety nets (16.7%)

➤ In the last question, it was asked of the teachers if they preferred to educate using traditional techniques or modern ones.

From the pie chart below, three teachers said they favour more modern methods that put the needs of the students first. Two stated that the traditional approach is the best. Whereas one respondent chose to blend traditional and modern teaching methods.

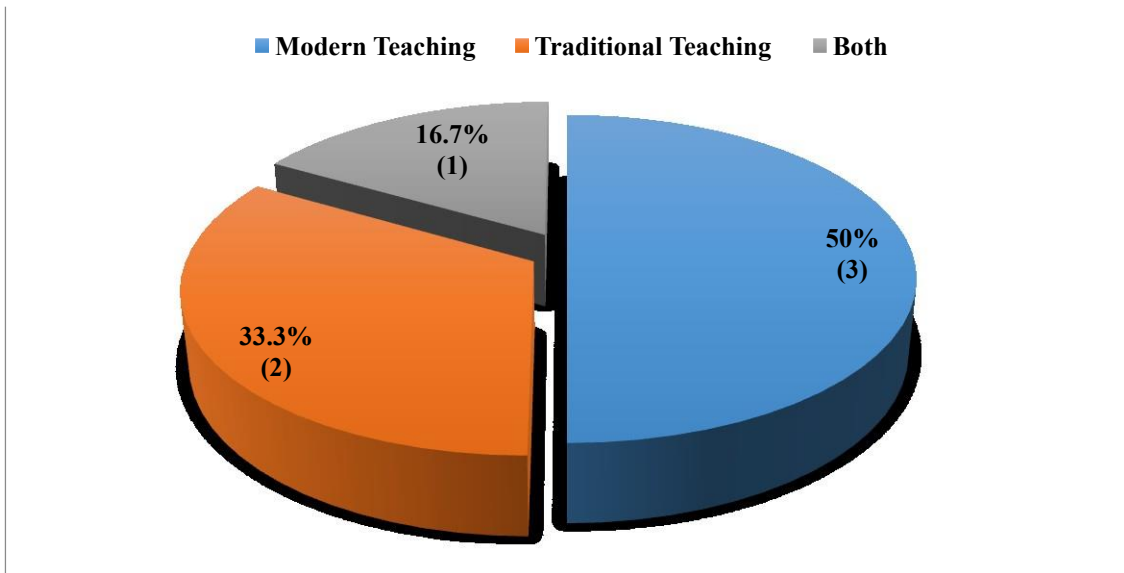


Figure 04: Teachers' Preference of Modern Way of Teaching over Traditional Method

3.5.2. The analysis of student's questionnaire:

✓ Question number one is about knowing students' ages; they are between the ages of 18 and 25 years. Most of them are over the age of 18 (40%).

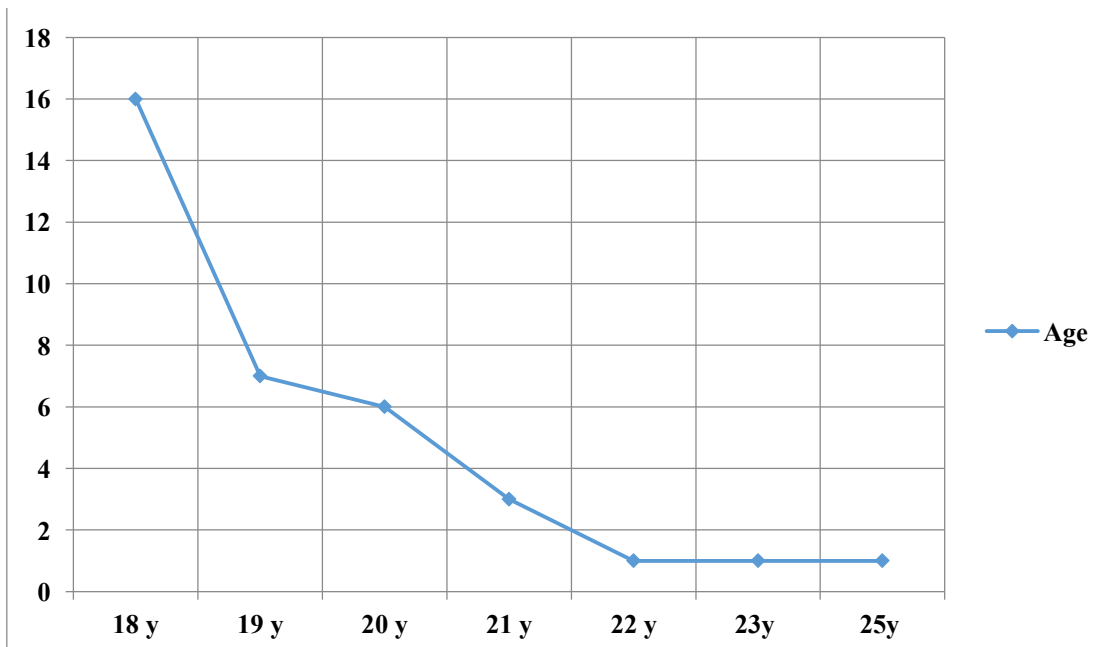


Figure 05: Diagrammed of Students' Age

Part two: Data analysis and interpretation

✓ The second question is about the residence of students; we found that they were from different locations like Metlili chaamba, Ghardaia, Guerara, and Oran. The main reason for asking that question is to know whether internet services are available in all cities in the state.

✓ The third question is about knowing the students' gender for this research work. It has been observed that female students outnumber male students. In fact, the examiner has recorded that just 16.7% are male subjects out of a total of thirty-seven, whereas the rest are female subjects (83.3%).

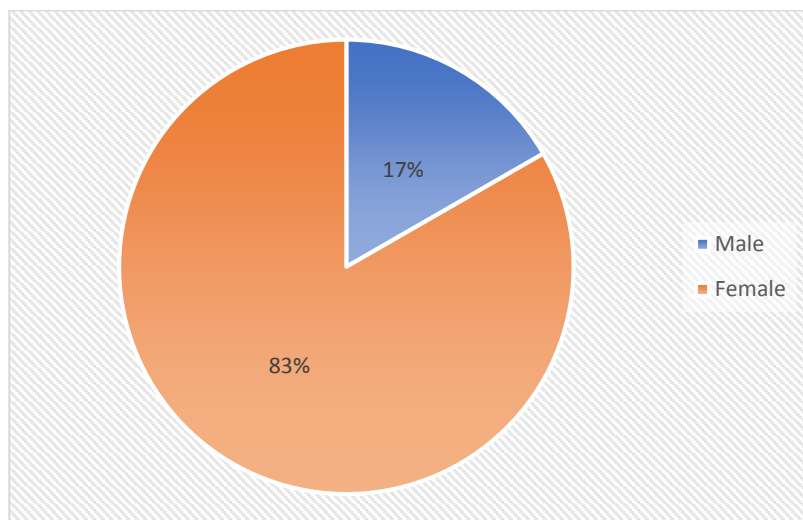


Figure 06 : Pie chart of Student's gender

✓ The fourth question is to know whether students have used the YouTube platform before. The majority of students say that they use it, which means they are able to access the YouTube platform.

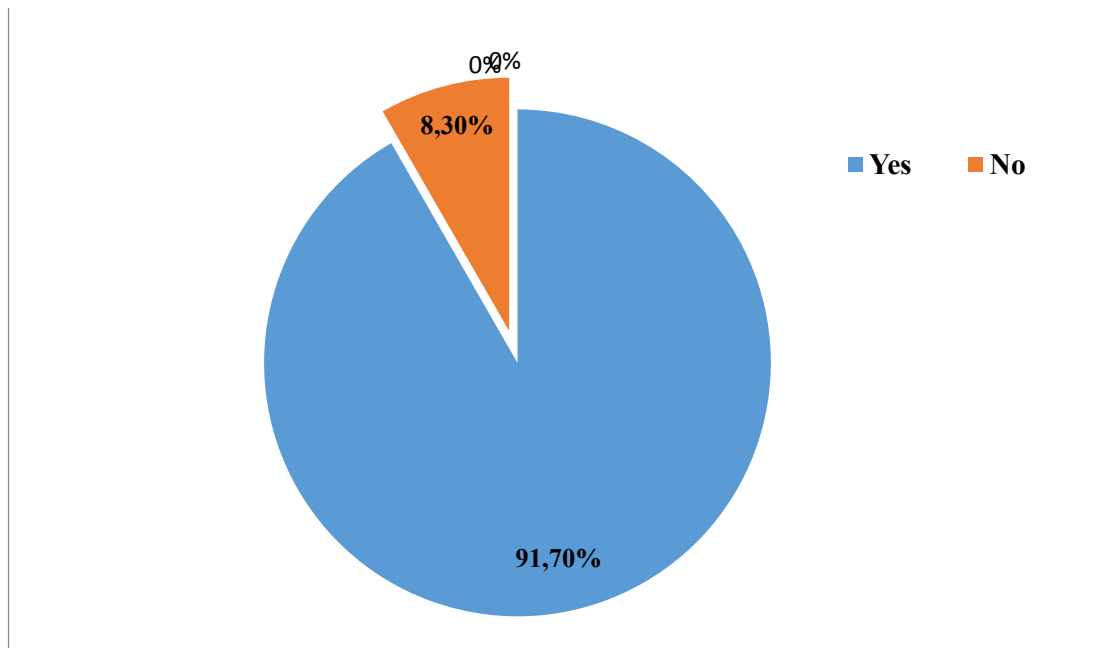


Figure 07 : YouTube Platform Usage

✓ The fifth question asks students if they are with or against the use of technological materials in the classroom (using YouTube videos as a case study). The majority of them are with (91.7%).

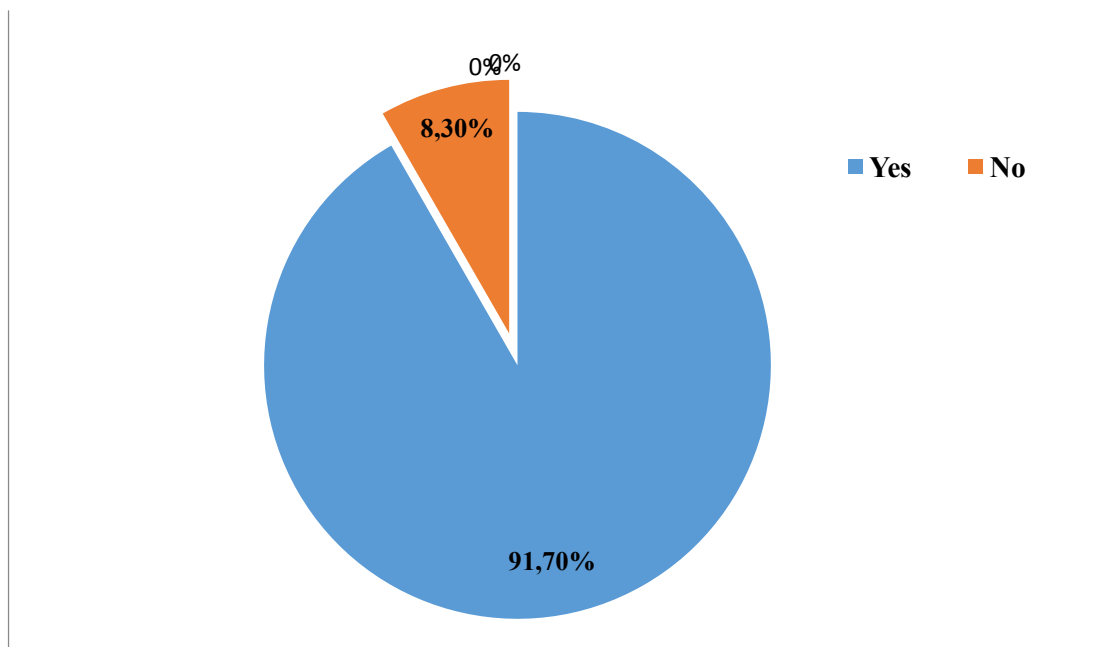


Figure 08: The Incorporation of Technology resources into the classroom

✓ Question six asks students to say if watching YouTube videos has a beneficial effect on improving their English skills.

Part two: Data analysis and interpretation

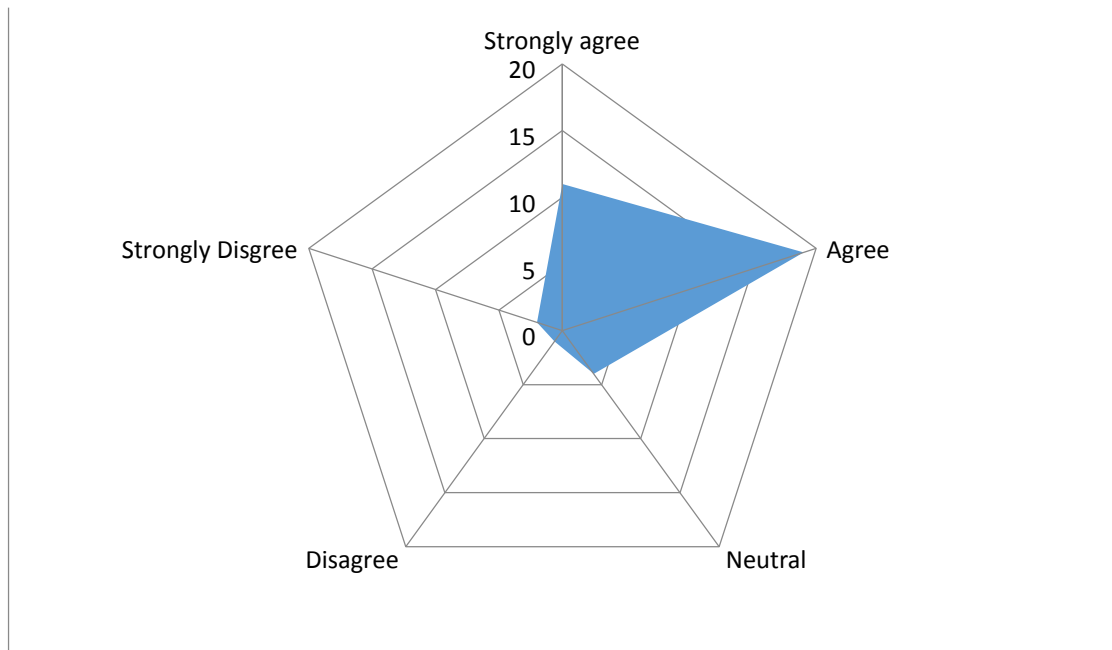


Figure 09: English language proficiency among students is improved by watching YouTube videos

From the axe radar above, we found different answers; most of them are positive answers; 30.6% strongly agree; and 52% agree. (11.1%) are neutral, and (2.8%) and (2.8) strongly disagree and disagree, while (2.8%) do not rely.

First year students who agree justified their choice with the aid of announcing that the usage of YouTube videos in class helps them to improve their vocabulary and their pronunciation by being attentive to local YouTube and English shows. With the aid of this, they find out new phrases and get extra facts. Also, college students say that they examine more once they see videos, mainly motivational films, because it creates an awesome ecosystem within the class and makes education more clean. Furthermore, it helps them broaden their competencies, especially their listening and speaking abilities. However, for those who are "neutral," they are saying that they do not rely on YouTube in their studies and that they in no way consider that point. The three respondents who <disagree= that they research greater when the teacher explains the lecture, they have to study earlier than coming to elegance, so the use of YouTube videos in magnificence isn't beneficial for them.

Part two: Data analysis and interpretation

✓ Question seven asks students to say what YouTube videos can improve, and they may choose more than one answer.

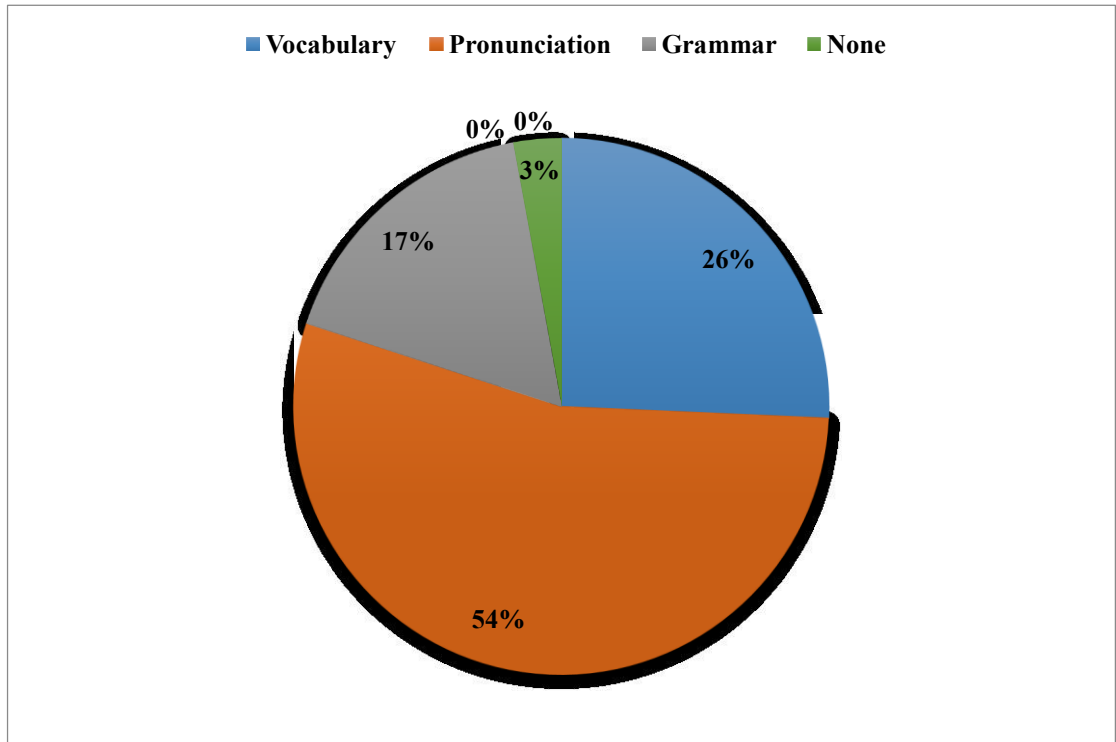


Figure 10: Students' Attitude towards Language Aspects

Most of the participants state that they improve mostly their pronunciation and vocabulary, representing the percentages of (54%) and (26%), while (17%) represent students who chose grammar. Moreover, small percentage (3%) stated that none can be improved through watching YouTube videos. However, according to these results, YouTube may play an important role in helping students acquire the correct pronunciation and develop their vocabulary.

✓ Question eight asks students to say if watching YouTube videos can help them improve their vocabulary acquisition. From the pie chart below (67%) and (14%) agree or strongly agree, while 17% are neutral. Students who oppose using YouTube to improve their vocabulary are represented by (11%). So, we see that watching YouTube videos helps them improve their vocabulary acquisition.

Part two: Data analysis and interpretation

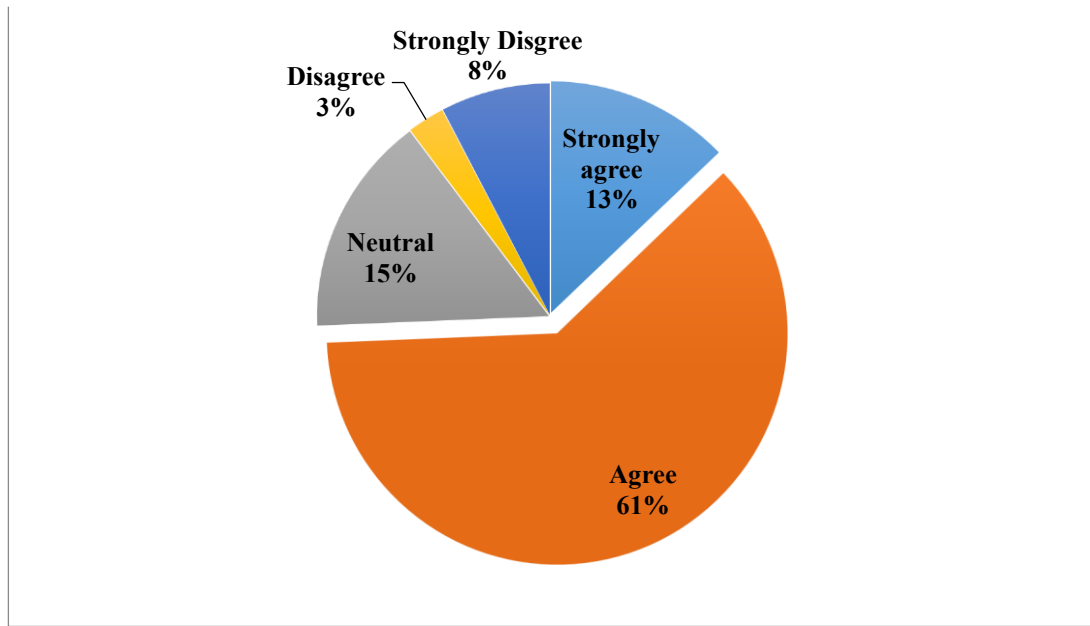


Figure 11: Students' interest towards YouTube Videos for developing English Vocabulary

✓ Question nine asks students if the integration of YouTube videos in the classroom decreases their anxiety and tension in language learning. (47%) are neutral and (31%) agree, while (11%) and (8%) disagree and strongly disagree.

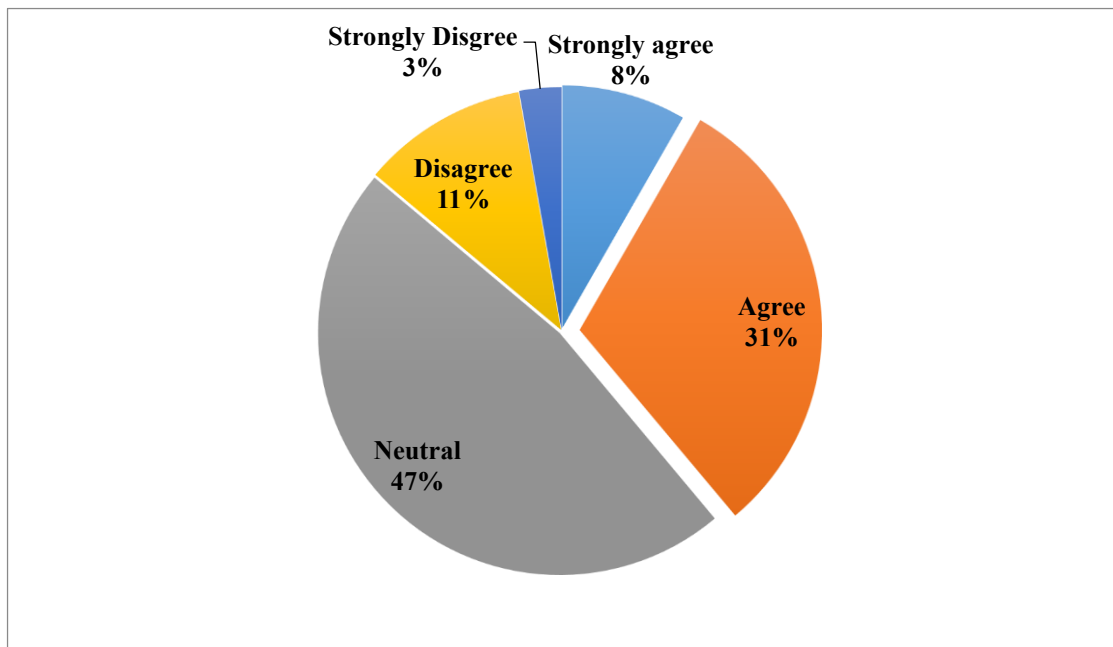


Figure 12: YouTube videos decrease anxiety and tension in the classroom

Part two: Data analysis and interpretation

✓ Question ten, which is a yes or no question, asks students what they think about whether their teacher should use more video viewing activities in the classroom to help them improve their language skills.

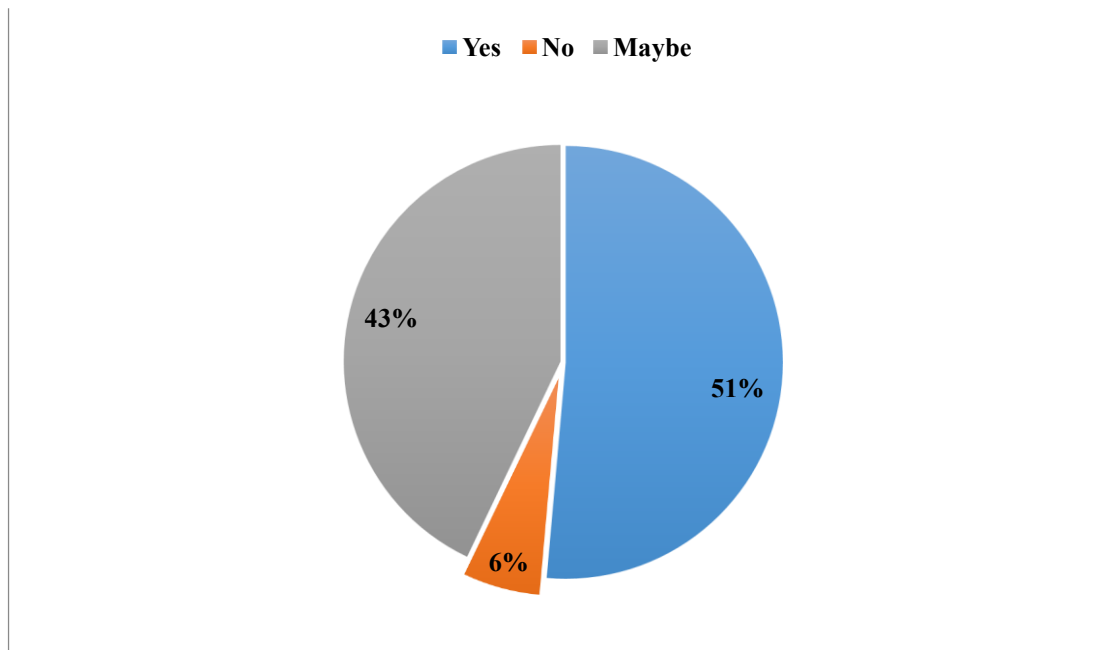


Figure 13: Using teachers' videos to help students with their English proficiency

Based on the displayed statistics above, (51%) says yes and (6%) says no, while (43%) are neutral. So we notice that the majority expect their teachers to use more video activities in their classroom.

✓ The last question asks students if they are interested in learning EFL and participating in classroom discussions if the teacher uses videos as teaching materials.

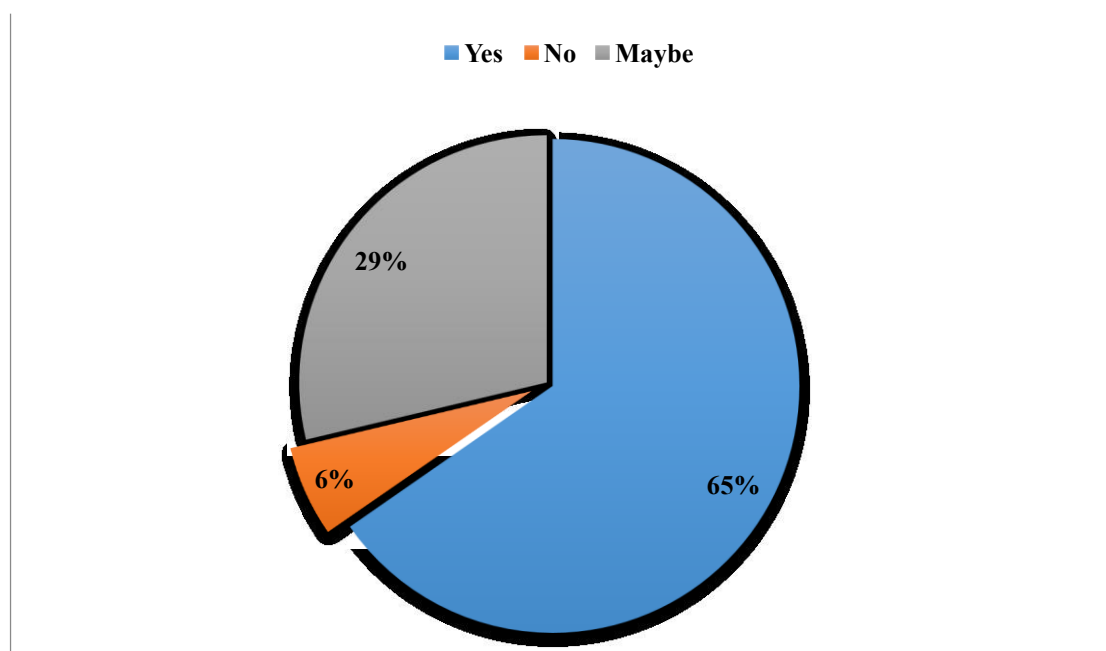


Figure 14: Students' interest towards the integration of YouTube Videos as a Teaching aid. We have 35 answers to this question. (66%) say yes and (6%) say no, while (29%) say maybe. As a result, the majority of them are interested in learning EFL and participating in classroom discussions if the teacher uses videos as teaching materials.

3.6. Discussion of the findings

In this part, the primary findings from each study instrument will be discussed in relation to the hypotheses that have already been proposed. The researcher was able to gather information through the teachers and students' questionnaires. Gather a lot of data on the impact of using YouTube videos in the classroom. The goal was to find out if they use YouTube videos in class and how it helps students enhance their abilities, learn more effectively, and develop their vocabulary. The researcher had proposed a set of hypotheses in order to build this research effort.

The first hypothesis suggests that YouTube videos are effective in developing vocabulary.

Following the analysis of the data, this research effort proves this theory because both teachers

Part two: Data analysis and interpretation

and students feel that YouTube videos are very useful for student development. They have numerous advantages and have a beneficial impact on improving EFL learners' vocabulary.

As a second hypothesis, the researcher suggested that YouTube videos serve a positive role in enhancing EFL students' vocabulary. And they both agree that it should be used in the classroom. This study's findings confirmed that this idea is correct. The students reported that watching YouTube videos had helped them enhance their language skills, particularly their vocabulary and pronunciation. Furthermore, all of the teachers support the use of ICTs in the classroom and see YouTube videos as a valuable resource for improving students' performance. They also stated that they encourage students to study a language. And the majority of teachers choose to employ both traditional and modern methods. As a result, the second hypothesis is confirmed.

3.7. Suggestions and recommendations

Utilizing technology to improve the teaching and learning process motivates students. Therefore, the primary goal of this study was to evaluate the effects of YouTube videos in EFL classrooms on improving vocabulary. As a result, it is deemed crucial to offer some recommendations based on the analysis:

Because technology is the new way to create a new teaching and learning environment, teachers must recognize the significance of technology in the educational field and should incorporate ICT tools into the curriculum. Compared to conventional techniques, EFL teaching and learning will be easier and more pleasurable. As a result, in order to use YouTube videos in the classroom, teachers need to complete additional training. Additionally, they should include student-interested audiovisual resources into their lectures so that teachers can engage students and they can both enjoy and feel connected to the course materials. It is expected of teachers to choose a suitable site and time for its execution.

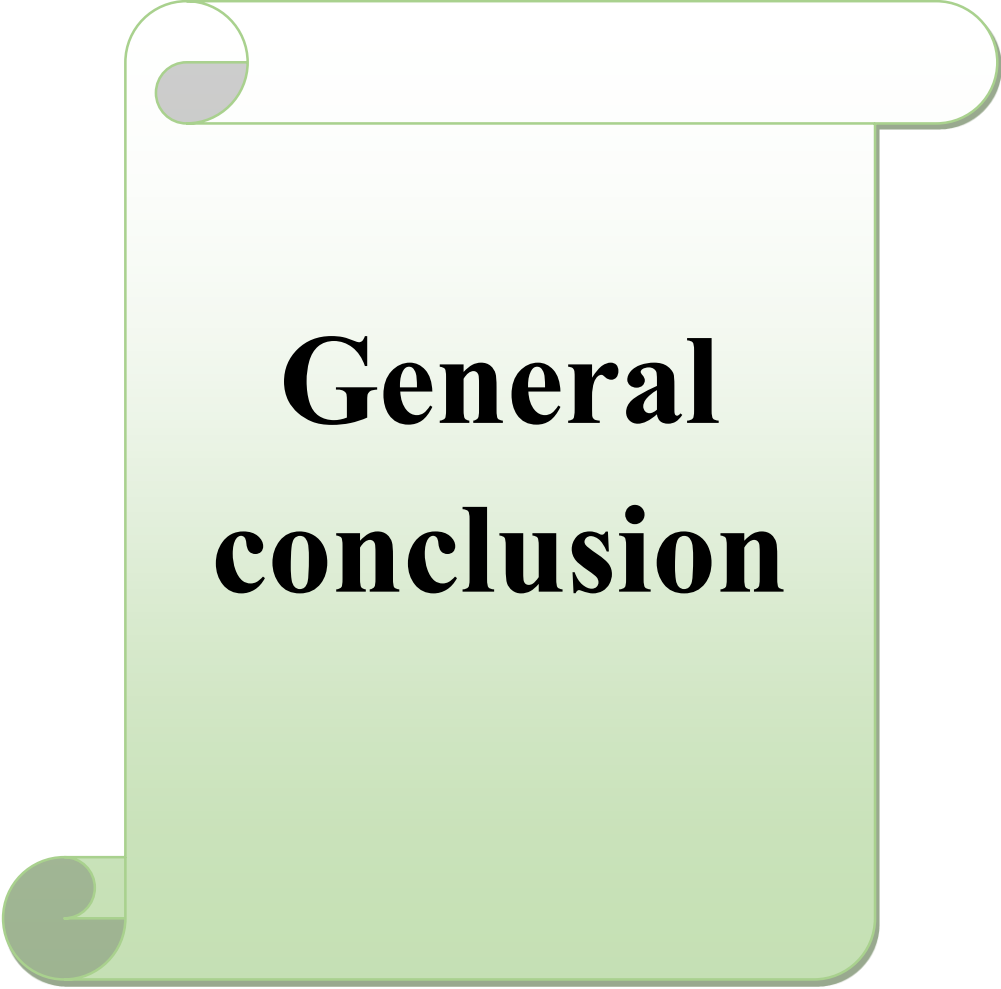
Part two: Data analysis and interpretation

The use of videos in the classroom and during learning sessions has a lot of advantages. Since students are more likely to accept videos, perhaps the most effective method for communicating with the younger generation is video. Videos are perhaps the best media to employ for demonstrating new knowledge, and kids really like watching them online.

Additionally, they improve communication and inspire you to discover new things. Videos Bring outside information into the classroom. Teachers can bring the outside world inside the classroom with the use of videos. Simply put, it is incredibly simple for them to design engaging, interesting, and realistic classes that will engage their students much deeper than they would anticipate. Teachers should strongly consider using videos in the classroom if they are sincere about providing their students with a better, more engaging, and meaningful learning experience. It is really simple to achieve that, and they can be confident that the outcomes will be highly beneficial in the long term.

3.8. Conclusion

The significance and support of technology for the teaching and learning of English as a foreign language were demonstrated in this chapter through data analysis, students and teacher's questionnaire analysis. However, technology has a good impact on both teachers and students for the purpose to improve vocabulary, and they should use it to innovate and think critically about present teaching techniques in order to develop more interesting classroom.



**General
conclusion**

GENERAL CONCLUSION

This study demonstrates that incorporating YouTube videos into EFL instruction can have a significant positive impact on learners' vocabulary development. The findings support the notion that multimedia platforms, such as YouTube, can be effective supplementary tools for language learning. Educators and institutions can consider integrating YouTube videos into their curriculum to enhance EFL learners' vocabulary acquisition. Further research is recommended to explore the specific features and strategies of YouTube videos that contribute to vocabulary improvement as well as their impact on other language skills. The researcher introduces the following research questions:

1. Are the YouTube videos effective in developing vocabulary or not?
2. And how can we use them so they can serve a positive role in enhancing EFL student's vocabulary, using first-year students at Ghardaia University as a case study?

The above questions led the researcher to formulate the following hypotheses:

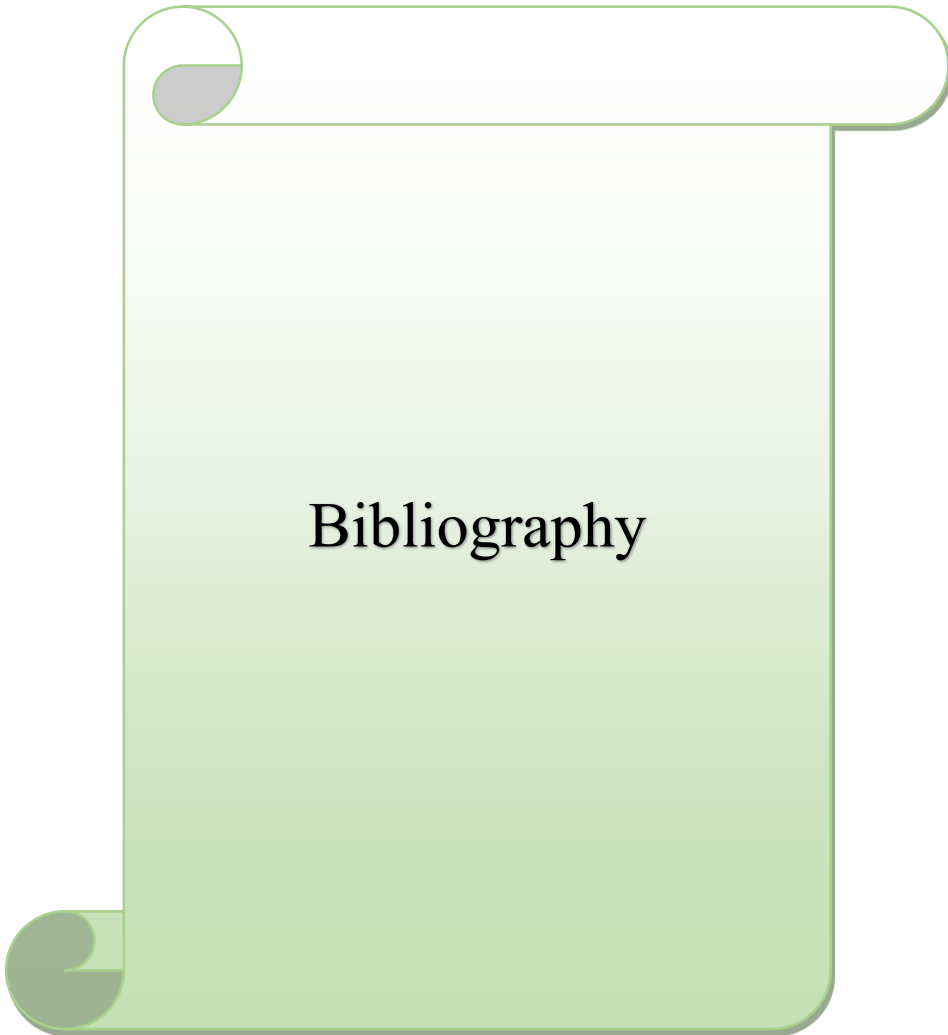
1. The YouTube videos are effective in developing vocabulary.
2. YouTube videos can serve a positive role in enhancing EFL students' vocabulary.

The present research work took place at Ghardaia University in the department of English. The current research study is divided into two main parts: the theoretical part and the fieldwork. The theoretical part consists of two chapters; the first chapter is divided to give an overview of vocabulary. We explain the different definitions of vocabulary. After that, we mention its significance in the process of learning a foreign language, while the second chapter is devoted to giving a general overview of YouTube videos. Through this chapter, we try to present YouTube's usefulness in foreign language teaching and learning. Afterwards, the second part is devoted to the analysis of students and teachers' questionnaires. We administered questionnaires to students with a range of questions to explore the influence of the YouTube video on the

General conclusion

learners' vocabulary, as well as another questionnaire to teachers for investigating their opinions and views on the use of YouTube videos in the classroom. From the current study, the findings and results indicate that the use of YouTube videos as a teaching technique in the EFL learning environment has been found to be highly beneficial for both learners and teachers. Students enjoy watching YouTube videos in class, which helps to improve their listening comprehension, pronunciation skills, and vocabulary retention and acquisition. Teachers are also able to spend more time focusing on the students instead of trying to explain complex topics. ESL teachers believe that YouTube videos are a great tool for reflection activities and dealing with challenging content issues, whereas EFL teachers mainly use them for vocabulary and grammar instruction. The positive impact of using YouTube videos on EFL student's learning has been reported in several studies. Therefore, it can be confirmed that YouTube videos are an effective and engaging teaching technique that can enhance the learning experience for EFL students. Finally, this chapter includes some suggestions and recommendations at the end.

To sum up, the research conducted on the impact of using YouTube videos in an EFL classroom has shown that it has a significantly positive effect on enhancing EFL students' learning. The studies have found that using YouTube in learning develops students' mentality and creativity, improves problem-solving and vocabulary knowledge, and enhances language skills, especially speaking and listening comprehension. The majority of students agreed that YouTube videos helped them perform better English. Therefore, it is suggested that incorporating YouTube videos into EFL classrooms can be an effective learning tool to enhance students' learning and motivation.



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Appendices

Appendices

The impact of YouTube videos on improving EFL learners vocabulary: sampling first year students at university of Ghardaia

1. Age

2. Gender

Male

Female:

3. Do you use YouTube platform?

Yes

No

4. Are you with or against the use of technological materials in the classroom (YouTube videos as case study)?

With

Against

5. Watching YouTube videos has a beneficial effect on improving your English skills !

Appendices

- strongly agree
- agree neutral
- disagree strongly
- disagree
- Other:
- _____

6. YouTube Videos helps you to improve:

-
- Pronunciation
- Vocabulary
- Grammar
- Other: _____

7. Watching YouTube videos can help you in improving your vocabulary acquisition!

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

8. the integration of YouTube videos in your classroom decrease your anxiety and tension
in language learning !

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

Appendices

9. Do you think your teacher should use more videos viewing activities in the classroom to help you improve your language skills?

Yes

No

Maybe

10. Are you interested in learning EFL and participating in classroom discussions if the teacher uses videos as teaching materials?

Yes

No

Appendices

The impact of YouTube videos on improving EFL learners vocabulary: sampling first year students at university of Ghardaia

1. Your residence

2. Do you use ICT in classroom?

Yes

No

3. Do you use Youtube Videos in the class?

Yes

No

4. Are Youtube Videos a good source for improving students vocabulary?

Mark only one oval.

Strongly disagreeDisagree

NeutralAgree

Strongly agree

5. Choose three advantages of using technology in classroom.

Check all that apply.

increased credibility for the teacher

instant access to numerous resourcesthe

modernization of classrooms

enabling students to work at their own pace

Other: _____

6. Choose three obstacles you have faced while using videos in your class

Check all that apply.

It may be distracting to studentsIt

may contain false information

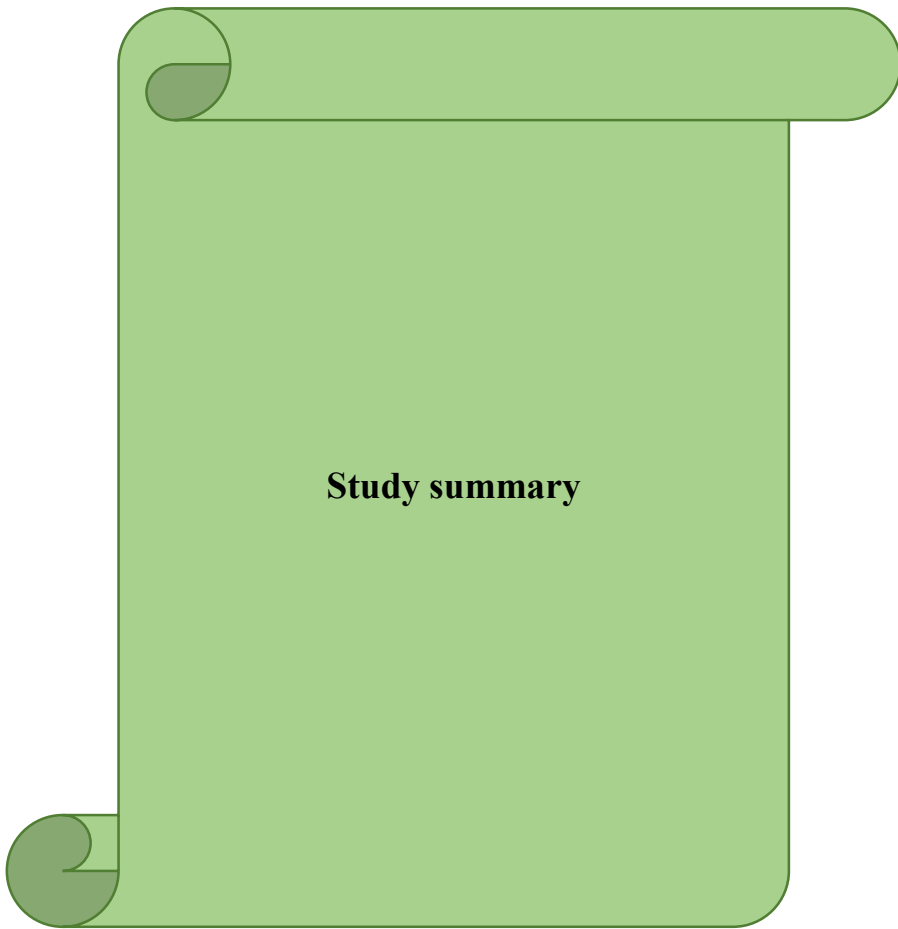
It may make curriculum planning more difficult or expensive

It is often limited

it may disconnect students from face-to-face relationships

7-Which of these two do you support:

the classic or the modern way of teaching?



Study summary

ملخص

تهدف هذه الدراسة إلى التحقيق في الأثر المحتمل لاستخدام مقاطع اليوتيوب كوسيلة في عملية التعليم والتعلم لتعزيز مفردات طلاب اللغة الإنجليزية كلغة أجنبية في الجزائر وتعزيز أدائهم لتكون عينة الدراسة من طلاب السنة الأولى في جامعة غرداية، كلية الآداب واللغات، قسم اللغة الإنجليزية، خلال العام الأكاديمي 2022-2023. الهدف الرئيسي للدراسة هو تحديد ما إذا كان استخدام مصادر التكنولوجيا مثل مقاطع اليوتيوب يمكن أن يساعد طلاب اللغة الإنجليزية الجزائريين في تحسين مفرداتهم من حيث الدافعية والاندماج خلال دروس اللغة الإنجليزية. ومن خلال تحليل البيانات وتحليل استبيان الطلاب والمعلمين، تشير النتائج إلى أن إدماج مقاطع اليوتيوب في فصول اللغة الإنجليزية كلغة أجنبية يمكن أن يكون له أثر إيجابي كبير على تنمية مفردات طلاب اللغة الإنجليزية. علاوة على ذلك، يوصى بدمج مقاطع اليوتيوب في الفصول الدراسية واستخدامها لزيادة دافعية الطلاب وتسهيل تعليمات المعلمين من أجل نتائج أفضل.