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**Investigating the Effectiveness of Using Thematic Videos to
Enhance Students' English Vocabulary Retention
A Case Study of First Year Pupils of Technicome Djamaà**

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Dedication

I dedicate this modest work to:

***My mother** who believed in me when I did not believe in myself*

*My first love **my father** whose prayers helped me in all my lifetime*

***My sweet sisters:** Soumai and Safa*

***My beloved brothers:** Yousri, Moudjib El-Rahman, Taha, and Iyad*

***My soul mate:** Leila*

***My friends:** Donia, Azmi, Yamna, Lobna, Hadja, Djouhaina*

***All my kindred** specially Yasmina*

Everyone helped me to finish this work

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Abstract

The present study investigates the effectiveness of using thematic videos to improve students' vocabulary retention. The researcher hypothesized that if EFL teachers' use thematic videos in the classroom, students will retain more vocabulary. In order to confirm or dis confirm the hypothesis and obtain the needed data for the study, the qualitative approach is used to describe and interpretive the study. As data gathering instruments, the researcher selected questionnaires for nine (9) English teachers at TechnicomeDjamaâ High School and students of one class in this high school, and classroom observation for more accurate information. The findings were analysed and described, then the research questions were answered and the hypothesis was confirmed. These findings proved that thematic videos may help learners improve their vocabulary retention; this suggested teaching material may provide learners with the opportunity to overcome the lack of vocabulary problem.

Key words: Thematic videos, vocabulary retention

List of Acronyms/ Abbreviations



CBA: Content-Based Approach

CD: Compact Disc

CD-ROM: Compact Disc Read-Only Memory

DVD: Digital Versatile Disc

Ibid.: Ibidem (latin)(the same previous source)

i.e.: Id est.

EFL: English as Foreign Language

ELT: English Language Teacher

Eng-Ar: English-Arabic dictionary

Eng-Eng: English-English

ENS: Ecole Nationale Supérieure

ESL: English as Second Language

Etc: et cetera

L1: First Language

L2: Second Language

Q: Question

SPSS: Statistical Package for the Social Sciences

TBA: Theme-Based Approach

&: and

%: Percent

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المُلخَص

The General Introduction

Introduction

Teaching and learning English as a foreign or second language is not an easy task for both teachers and learners. Since English language becomes world language, learners need to be knowledgeable and rich of vocabulary because it is considered as the core of any language. Therefore, as any language the English language depends mainly on vocabulary because it is the pillar of receptive and productive skills which mean that EFL learners will not face problems in reading, listening, writing, and speaking skills if they have great number of English vocabulary.

In fact, lack of vocabulary is the main problem of EFL learners in learning English language. Many researchers have found vocabulary strategies to improve EFL learners' vocabulary, for instance, games, graphic organiser, and word mapping. However, learners still have problems with learning vocabulary and memorizing them. In the other hand, other researchers believe that Thematic Videos as teaching tool could help learners enrich and memorize words.

Using Thematic Videos as a teaching strategy in secondary school classrooms may increase learners' vocabulary retention, since they already study in themes. Teaching vocabulary through Thematic Videos may facilitate learning vocabulary for EFL learners. Thematic Videos also may help learners to recall words because it provides learners with a visual representation about a target theme. Finally, Thematic Videos may improve learners' vocabulary retention.

1. Statement of the Problem

English is the most wide spread language in the world. It plays a significant role in the world which needs both qualified teachers and learners. One of the most noticeable problems in English language learning is the lack of vocabulary knowledge which can influence learners' reading, writing, listening and speaking skill. When learners read or listen to piece of language, they tend to determine their difficulties in terms of words they do not understand, and they wish if they taught enough vocabulary, then all their problems will be solved.

Moreover, nowadays teachers are aware about the wild spread of technology, so they create and invent new ways and strategies to teach students different aspects of language especially vocabulary. In fact, there are many studies about how to teach learners

vocabulary and different strategies that have been suggested; for instance, using pictures, using songs, videos, social media, etc. In this research, thematic videos are suggested to increase students' vocabulary because they are attractive and memorable. For this sake, this study tries to test the effectiveness of Thematic Videos on teaching student Vocabulary as new strategy.



2. Research Questions

1/Does Thematic Videos help students to increase Vocabulary Retention?

2/What strategies/materials do teachers use to enriching students' Vocabulary Retention via Videos (i.e how the teacher check students' comprehension after using thematic videos)?

3/What are students' attitudes towards Thematic Videos?

4/What are teachers' attitudes towards Thematic Videos?

3. Research Hypothesis

We hypothesise that if teachers use Thematic Videos in the classroom then students' Vocabulary Retention will improve.

4. Objectives of the Study

In general, this study aims to help EFL learners to increase their vocabulary retention. Mainly, the present study aims to investigate the effectiveness of using thematic videos in the classroom as a strategy to increase students' vocabulary retention.

5. Research Procedures

5.1. Population and Sample of the Study

This study is concerned with first year science stream at high school students. The reason behind this choice is that they have already studied English as units titled by themes. This population contains 115 students so have chosen 31 students as a sample for the study. Moreover, six (6) teachers of high school have selected to determine their attitude concerning using Thematic Videos in the classroom.

5.2. Research Methods and Tools



This research is qualitative descriptive-interpretive study to describe how teachers use instructional videos under the umbrella of theme-based approach. In order to obtain sufficient data for this study we used classroom observation (to see how the teacher teach student new vocabulary via videos), also we have used the questionnaire for both teachers and students (to know their attitude toward thematic videos).

6. Significance of the study

This study is significant for many reasons. First of all, it gives more helpful information concerning the field of English language learning and teaching in general. Also the findings of the obtained data, gives a view about teachers and students attitudes toward using thematic videos in the classroom.

Chapter One: Vocabulary Retention

Introduction



Vocabulary is considered the pillar of receptive skills (reading and listening) and productive skills (writing and speaking) since it is the essential aspect in any language. Learners are not able to write or speak without remembering words since vocabulary is one of the principles of teaching or learning EFL/ESL. In this chapter, the researcher tends to present definitions of vocabulary, its importance, teaching vocabulary, and steps of teaching vocabulary.

1.1. Definition of Vocabulary

According to McArthur (1992), vocabulary comes from Latin “vocabulary” which is a list of vocabula words. The medieval vocabulary was a list of Latin words to be learnt by clerical students. It was usually arranged thematically, with translation equivalents in a vernacular language.”(p. 1090). Therefore, vocabulary is a set of words which differ in meaning according to one topic to another one. In addition, Cambridge International Dictionary of English (1995) defines vocabulary as “all the words used by a particular person or all words which exist in a particular language or subject” (p. 1628). That means, vocabulary is specific words used by an individual in specific language.

Vocabulary knowledge determines students’ success in school, simply because the knowledge anyone has about a topic is based on the vocabulary of that information (Marzano & Pickering, as cited in Marilee, 2013, p.5). Building such knowledge is a process that takes a considerable time. “Vocabulary is not developmental skill or one that can ever be seen as fully mastered. The expansion and elaboration of vocabularies is something that extends across a lifetime.” (Elfrieda & Michael, 2005, p.2). One cannot learn all vocabulary in specific period of time, it takes a long time.

Many researches and studies have proved that vocabulary knowledge affects reading, listening, speaking, writing, even content comprehension. Ashley, Ruth, H., & Hallie, K. (2009) present examples about the effect of vocabulary knowledge on reading comprehension by saying: “vocabulary knowledge plays a significant role in reading comprehension [...] Knowledge of words is essential to understanding text” (p.13). Marzano & Pickering as well shed the light on the relationship between vocabulary knowledge and content comprehension as cited in Allen’s book “Inside Words” (2007, p.3):

People's knowledge of any topic is encapsulated in the terms they know that are relevant to the topic. The more students understand these terms, the easier it is for them to understand information they may read or hear about the topic. The more terms a person knows about a given subject, the easier it is to understand—and learn—new information related to that subject.

To sum up, based on what have been mentioned above as definition, the term vocabulary refers to words that an individual uses to convey a certain meaning and such words differ from one language to another one. Then, vocabulary knowledge maybe claimed to help learners develop their language abilities.

1.2. Defining the Term “word”

The term “word” refers to the single unit of language which has meaning and can be spoken or written as Cambridge International Dictionary of English (1995) defines it. McArthur (1992) defines word as “a combination of vocal sounds, or one such sound, used in language to express an idea” (p.1119). In other word, a word is a combination of some letters together to express a meaning. In the same context, a word is an uninterrupted string of letters which is preceded by a blank space and followed either by a blank space or a punctuation mark (Ingo, 2002, p.4), a word is one chunk used to convey a certain meaning.

For other researchers words meanso many things, words make students successful not only in schooling and education but also in life. As far as John and Shane (2004, p.1) believes that words lead students to success in life: “It seems almost impossible to overstate the power of words; they literally have changed and will continue to change the course of world history. Perhaps the greatest tools we can give students for succeeding, not only in their education but more generally in life, is a large, rich vocabulary and the skills for using those words”.

1.3. Vocabulary Description

Lexicography and lexicology are two main branches to study forms, meaning and the use of vocabulary.

1.3.1. Lexicography



Dictionaries are the first option for students when they find difficulties to understand a word; they are the first source of defining words. The study of words classification, listing, defining and grouping all items in a dictionary is called “**lexicography**”. McArthur (1992, p.600) tends to define lexicography as “The procedure and profession of arranging and describing items of vocabulary in such works of reference as dictionaries, glossaries, thesauruses, synonym guides, usage guides, and concordances.”; it is organising words according to certain criteria, to make it easy to find the intended word.

Furthermore, Kovalenko (2011) claims that dictionaries describe words according to different criteria. These criteria are word pronunciation, word spelling, word structure, word meaning, word usage, and word origin

1.3.2. Lexicology

Lexicology (from Greek *lexicós* “related to word” and *logos* “discipline”) is a linguistic discipline that studies language vocabulary (Kovalenko, 2011). Mainly this discipline concerns the analysis of vocabulary in terms of: word classification, word formation and word meaning.

1.3.2.1. Word Classification

According to Scott (2002) words play different in the text. He divided them into eight word classes: nouns, pronouns, verbs, adjectives, adverb, prepositions, conjunction, and determiners.

1.3.2.2. Word Formation

Word formation or word building is to form new word with different meaning, it takes three forms: affixation, compound, and conversion.

1.3.2.2.1. Affixation

Affixation the process of adding prefixes and suffixes to the base item; in this way, items can be modified in meaning and/or change from one part of speech to another (Ruth and Stuart, 1986, p.47). Adding suffixes should be added at the end of the base item while adding prefixes should be at the beginning of the base item.

1.3.2.2.2 Compound

According to Scott (2002, p.5) compounding is combining two or more independent words such as *record player*. There are two patterns to make compounding: “noun + noun” as showroom and “noun + verb + er” like bus driver

1.3.2.2.3. Conversion

Ingo (2002, p.15) defines conversion by saying “we can turn nouns into verbs by adding nothing at all to the base (or vice versa), and then he provides an example of the noun water where used as a verb “John waters his flowers every day”. It is also called **zero-suffixation** or **transposition**.

1.3.2.3. Word Meaning

It is concerns with words’ meaning and their relations through: synonymy, antonymy, hyponymy, and polysemy.

1.3.2.3.1 Synonymy and Antonymy

Scott (2002, p.9) asserts that synonyms are words that share similar meaning, for instance the words old, ancient, antique, elderly, aged are all share the same common meaning of not young/new. Even between words that seem interchangeably such as taxi and cab one will be preferred over the other in certain context and by a particular speaker. However, antonyms are words with opposite meanings. He defined the word old using what is not: not new, also he insists on that the relation between antonyms like synonyms.

1.3.2.3.2. Hyponymy

Ruth and Stuart (1986) tend to define hyponymy by giving the example of the word fruit and orange, they stat that the meaning of “fruit” included in the meaning of “orange”, as it is in the meaning of “apple”, “pear”, and “plum”. Then they say “We express this sense of relation by saying that “fruit” is a subordinate and that “orange”, “apple”, “pear”, and “plum” are all hyponyms of “fruit”. Scott (2002) stats that “hammer”, “saw”, “screwdriver” are all hyponyms of the subordinate “tool”, the words “fretsaw”, “chainsaw”, and “jigsaw” are hyponyms of the subordinate “saw”:

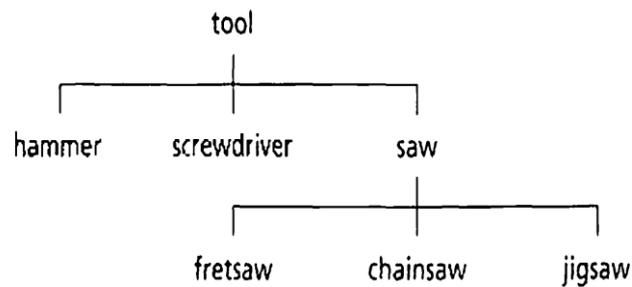


Figure 1: Hyponymy (Scott, 2002, p.10)

In the figure above it is expressed the relation between the subordinate “tool” with hyponyms hammer, screwdriver, and saw. Besides, the hyponyms “saw” becomes subordinate to the hyponyms fretsaw, chainsaw, and jigsaw.

1.3.2.3.3. Polysemy

Polysemy is where one word has overlapping meaning but it differs according to the context. For example, she had long fair hair. / My pig won first prize at Skipton Fair (Scott, 2002). McCarthy (1990) suggests three examples using the word head to explain polysemy:

- She's head of the department.
- I'll meet you at the head of the valley.
- Have you hurt your head?

Then he said: that 'head' is a single lexical item with multiple senses, each of which is part of the meaning potential of the word but only one of which will (usually) be actually realized in any particular context. (p.23)

1.4. Know a Word

Knowing the aspect of a word means to know its characteristics which make it different from the others. Scott(2002) asserts that knowing a word involves knowing its form, its meaning, and its use. Then he gives the example of the word “tongi” how its form does not help the reader to know its meaning, and even though s/he knows its meaning from a specific context s/he cannot use it anywhere such as drop it in a letter or use it in a conversation. Next, he presents a diagram for knowing a word for the word “tongi” as an example:

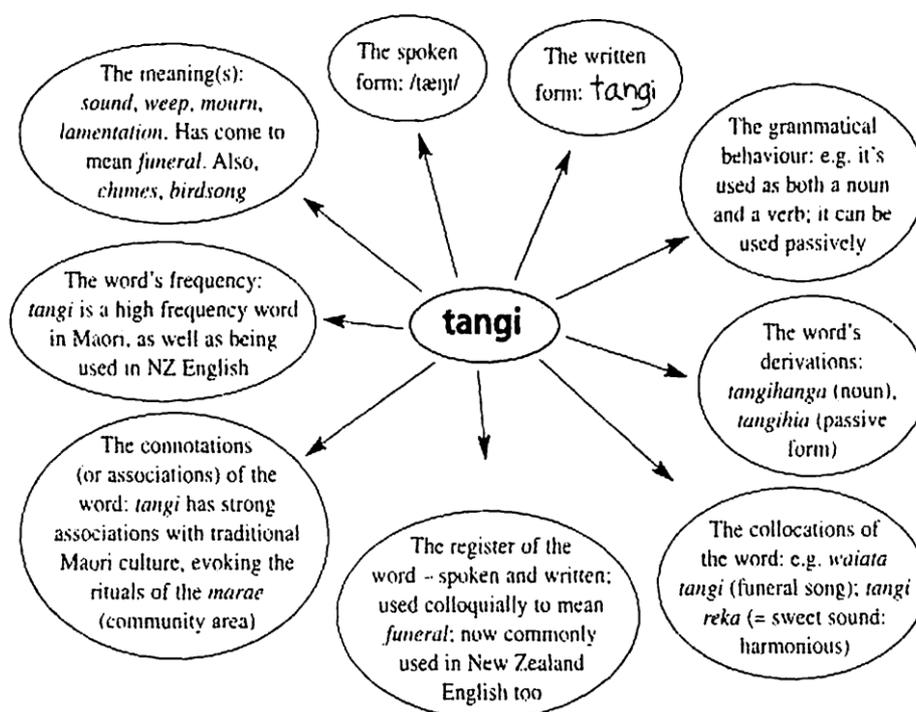


Figure 2: knowing a word (Scott, 2002, p.16)

The figure above describes an example how one word can convey different meanings. It is not enough to know the word form to understand its meaning; the more important is to know how to use it to convey a certain meaning.

1.5. Types of Vocabulary

In teaching vocabulary scholars make distinction between two types of vocabulary: active (productive) vocabulary and passive (receptive) vocabulary, they are as following:

1.5.1. Receptive vocabulary

Nation (2001) defines receptive vocabulary as that they carries the idea that we receive language input from others through listening or reading and try to comprehend it. This type is concerned with where students may grasp vocabulary, as much as they read books, or articles they learn new words.

1.5.2. Productive vocabulary

It is also known as active vocabulary. Productive vocabulary carries the idea that we produce language forms by speaking or writing to convey a message to others (Nation, 2001). What learners learn from through receptive skills as well as vocabulary, they produce it in their speaking and writing. For instance, learners who tend to hear native speakers' talks, they will have a better pronunciation and their words choice will be better.

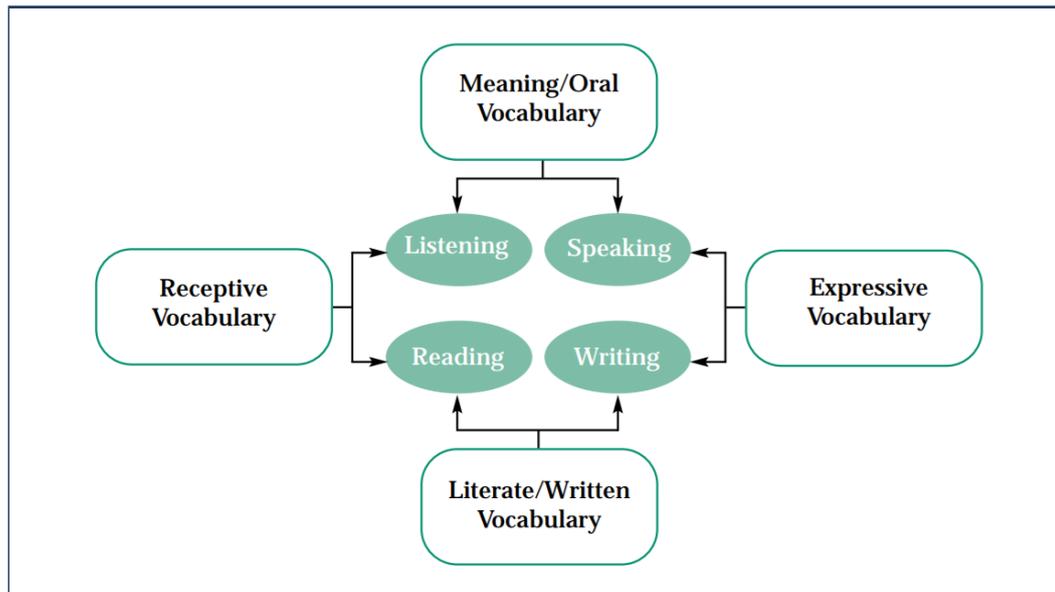


Figure3: Vocabulary forms (Pikulski&Templeton, 2004, p. 2)

The figure above explains the idea of productive and receptive skills. The four skills: listening, writing, speaking and reading are responsible for learners' vocabulary.

1.6. The Importance of Vocabulary Knowledge

There is no doubt that vocabulary knowledge is important in any language. Learning a language is mainly learning its vocabulary as Cameron (2001) mentions that vocabulary is central to the learning of a foreign language (p.72). Still, Scott (2002) states: "without grammar very little can be conveyed, without vocabulary nothing can be conveyed". He asserts that learners cannot develop their English knowledge depending too much on learning its grammar, while learning vocabulary will mostly improve their understanding and they can do many things with words.

Moreover, Hiebert and Kamil (2005) state that vocabulary knowledge is more than a developmental skill and can be mastered fully, it is something that extends across

lifetime. Lewis (1993) mentioned “Lexis is the core or heart of language” (as cited in BEKHLEF Maroua’s dissertation, 2018). Without vocabulary knowledge learners cannot be able to speak, write, or understand what is written or what s/he listen to since words are the base of any language. Finally, O’Rourke (1974) stated that vocabulary development is important to be successful and it affects many things in students’ life (as cited in Spraggins’s thesis, 1986):

Vocabulary development is a vital part of each student’s life. It affects his thoughts, actions, aspirations, and often his success. In general, success with words means success in many areas, particularly in academic achievement. In a world expanding fast in every field the need to expand and enrich student's vocabularies is compellingly apparent(p.12)

1.7. Teaching Vocabulary

Classrooms are the first place where students acquire new words and vocabulary. ELT teachers are required to teach vocabulary in their classes’ .It is their role to help students to learn words which may help them build vocabulary knowledge, which means that learners will be able to produce and understand words and use them accurately. Additionally, there are different techniques and ways for teaching vocabulary. In this sense, Schmitt (2000) stated that to teach vocabulary you have to take many things consideration; for instance, type of learners, types of words, and the to the curriculum requirements. However, there are different techniques suggested to teach vocabulary.

1.8. Teaching Vocabulary Techniques

Teachers can vary in teaching vocabulary process so that it will be more effective, and help learners to memories more words. Scholars suggested different ways and techniques to teach vocabulary; such as, Cameron (2001), Scott (2002), and Allen (1983) as the following:

1.8.1. Visual Techniques

In these techniques, learners learn through what they see. Teachers use these techniques to help learners memorise better.

1.8.1.1. Visuals

Scott (2002) suggests different visual techniques to teach vocabulary. For instance, flashcards (published and home-made), wall charts, projectors, drawings, and he gives more emphasis to pictures and objects since it gives the learners time to think of the word individually or within group. He believes that through visuals the presentation will be efficient and memorable. There are certain researchers stress the importance of teaching vocabulary visually. Due to the fact that visuals encourage and motivate learners during the learning process for both analytical learners who prefer understand and for those who prefer to show i.e. visual learners.

1.8.1.2. Mime and Gestures

It is another way used by teachers to convey the meaning of a word, wherein the teacher uses the blackboard and gestures to reinforce teaching words' meaning with an illustration in order to make learners remember them (Gains & Redman, 1986). It is not something difficult for teacher to use mime and gestures to explain sad face or showing tall.

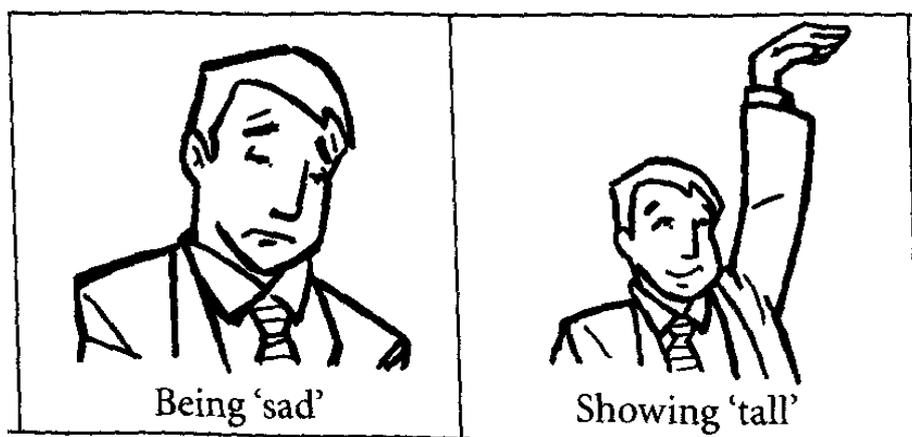


Figure3: Mime and Gestures by Harmer (2007, p.116)

It is shown in the figure above how teacher can use mime and gestures to make his students understand words.

1.8.2. Verbal Techniques

In certain circumstances as well as explaining emotions, teachers cannot bring real things to the classroom, but instead they use words to explain other words; for example, providing an example situation, giving several example sentences, giving synonyms, antonyms, or superordinate terms, and giving full definition. Learners need to work to find the meaning of the word or use it in sentence (Scott, 2002).

1.8.2.1. Illustrative Situations(Oral or written)

In case of abstract items, teachers depend on different situations and contexts to ensure and help learners understand better. Also, they vary the meaning of the word to help them grasp it (Ruth & Stuart, 1986). When the teacher wants to illustrate the meaning of “I don’t mind” to make it more understandable, he puts it in context; for example, two friends one asked the other: Do you want tea or coffee? Unfortunately, it does not matter for him tea or coffee, so he answered: I don’t mind.

1.8.2.2. Synonyms and Antonyms

According to Ruth and Stuart this technique of teaching meaning of words through synonymy is often used with low level learners. Firstly, teachers clarify the meaning of specific word by providing example, such as “miserable” means “very sad” instead of explain it. Secondly, they use synonymy with higher level learners. Sometimes, using the definition of words alone is inadequate as a technique to convey the meaning which requires contextualized examples to clarify the limits of the items. so that, they have proposed antonym as another way to teach vocabulary meaning. This way is used by learners themselves; they stressed the illustration of the context of the items, for instance, sugar is sweet and lemons are sour.

1.8.2.3. Translation

According to Scott (2002) translation is a tradition way to teach words meaning by using its L1 equivalent. However, learners find difficulties in remembering the meaning of words and they fail to improve an independent L2 language lexicon. Moreover, Ruth and Stuart (1986) stat that teachers use this way because it does not take much time, which might be spent on unsuccessful

explanation in L2. In spite of that translation technique is danger way of teaching since it affects learners' learning of L2 or any new language.

1.8.2.4. Scales

It is another way to teach vocabulary meaning. Learners can learn new items and revise what they have learnt in contrasting and related items, for example, learners know “hot” and “cold” which are way for feeding in “warm” and “cool” and latter “freezing” and “boiling” (Ruth & Stuart, 1986).

1.9. Memorizing Words

According to Scott (2002) learning grammar is essentially rule-based-system; whereas, vocabulary knowledge requires from learners to recall words not only to learn them. In addition, he distinguishes between three working memory: short-term memory, working memory, and long-term memory.

1.9.1. Short-Term Memory

Scott (2002) views that short-term memory means the brains' ability to store information few seconds. Whereas, learning vocabulary is more than holding words for few seconds in short-term memory, it is based on different kinds of processes to be store in long-term memory.

1.9.2. Working Memory

Working memory focuses on many tasks, such as, reasoning, learning, and understanding. Also retrieving the word from long-term memory then compares it to similar word in the working memory to decide whether they are different or similar. For instance, learners hear the word “tangi”, they retrieve a similar word from working memory “tango”. The working memory helps learners to decide whether the two words are similar or different (Scott, 2002).

1.9.3. Long-Term Memory

According to Scott (2002) long-term memory is the ability to store vocabulary items for a long time. Learners can recall words which are transferred from short-term memory to long-term memory. In order to achieve the process, he proposed a number of principles as following:

1.9.3.1. Repetition

Nation (2000, p.114) states that repetition reinforces the quality and the amount of word's knowledge. Yet, according to Scott (2002) repetition improves retrieved words as learners learn the same word at least seven times.

1.9.3.2. Retrieval

Scott (2002) considers retrieval as another kind of repetition, which means that learners will be able to recall words again latter; this done through activities as using the new word in sentence.

1.9.3.3. Spacing

According to Scott (2002) teachers should present vocabulary across a period of time rather than presenting them in single block which make it difficult for learners to retain. So, it is better to teach students few words and test them than teach students many words without testing or revising them.

1.9.3.4. Pacing and Use

During learning vocabulary teacher should provide learners with time to use words through practice and activities in order to store them in long-term memory and review them. Moreover, pacing gives learners the opportunity to organise and learn new words individually (Scott, 2002).

1.9.3.5. Cognitive depth and Personal organising

Cognitive depth is about decisions that learners make concerning a ward, it is a way to remember words, for example, identifying its part of speech. Whereas, in personal organising learners uses the word individually which make it easy to recall, for instance, reading new word in sentence aloud (Scott, 2002).

1.9.3.6. Imaging and Mnemonics

Imaging is visualising a mental pictures for the new word, so that learners can remember it; it is better than presenting words without pictures. Even the abstract word can be visualised through associating them with mental images.

Mnemonics are another way to help learners remember vocabulary via a certain cues (Scott, 2002).

1.9.3.7. Motivation and Attention

Motivation according to Harmer (2007, p.98) is some kind of internal drive which pushes someone to do things in order to achieve something; in learning, motivation is that learners have the desire to do something to succeed at it. Motivation also helps learners to remember vocabulary. Motivated learners, who often use the new word, can remember them; also unmotivated learners remember words if they do tasks requires them to recall those words. In the other hand, a number of words require attention to be remembered

1.10. Forgetting words

Even though there are many ways to store words in long-term memory, there are difficulties to remember them. Ruth and Stuart (1986) claimed that there are reasons which lead learners to forget words as in the following.

The decay theory is one of the theories of forgetting, this theory suggested that without practicing or revising the new input will gradually disappear from memory. However, the cue-dependent forgetting theory asserts that learners do not forget because they find difficulties to store the new information, but they are unable to recall and retrieve the information. In both cases, giving cues or relevant information to the learnt words facilitate recall, for example, if the teacher wants his learners to recall 'sofa', 'armchair', and 'word robe' he should use 'furniture' as cue to help them and facilitate the retention (Ruth & Stuart, 1986).

In addition to those theories, there are the mental activities which are undertaken before or after receiving the input. These activities affect learning and retention of words, i.e. the activities undertaken before learning may affect learning ability of the new input. Likewise, the activities undertaken after learning influence the new input.

At the end, they believe that if learners are tested about the new input in short time, they will be able to recall them. In contrast, if learners are tested about the new after long period of time, they will not be able to recall them. Simply, learners need

to be tested and do activities to facilitate retention and store vocabulary in long-term memory.

Conclusion

Vocabulary is a necessary component to learn any language. However, EFL learners find difficulties in receiving or producing vocabulary. For that, teachers are required to select teaching materials to help students improve their vocabulary retention. This chapter shed light on the importance of vocabulary, the reasons behind forgetting words, and how to memorise vocabulary.

Chapter Two: Thematic Videos

Introduction

Teachers have tried to come up with new approaches to help EFL learners to develop their competences and grasp vocabulary as much as they can. Theme-based-approach which is one of Content-based-instructional models, one of the suggested approaches, tend to suits the learners in a way that they naturally learn the target language authentically .Under the umbrella of the Theme-based-approach, teachers use multimedia as a strategy to teach EFL learners mainly Thematic Videos (TVs). This chapter contains some definitions of Theme-based-approach (TBA), the importance of TBA, teaching/ learning material, what is meant by thematic videos, types of videos, how to teach via videos, steps to use videos, videos in the class, and videos necessity to learn vocabulary.

2.1. Theme-Based-Approach

In the 1960's in UK, the Theme-based CBI approach was put into practice as an approach to teach EFL/ESL classes. The term was defined by many different scholars. As Cameron (2001) notices, the theme-based teaching required teachers to choose a theme or topic, and then to plan a range of teaching and learning activities related to the theme.

Generally, it is known that theme-based approach is a way of teaching ESL/EFL learners, wherein the curriculum is organized into syllabi according to themes or contents. "In Theme-based courses, content is exploited and its use is maximized for the teaching of skills areas" (Wesche as cited in Yugandhar, 2016, p.87). The approach meets different types of learner's needs; it provides coherence throughout skill areas i.e. it targets the four skills.

In the same context, Richards and Rodgers (as cited in Chamorro, 2015, p.14) claim that theme-based courses brings together knowledge, language, and thinking skills. In this context the authors mean that themes or topics provide a continuous process of teaching and give more emphasis to language as connected discourse rather than isolated pieces of language.

2.1.1. Activities Variation in TBA

Learning the language based on theme-based approach provide the teachers with different activities in the same used theme. According to Cameron (2001, p.182), she

asserts that theme-based foreign language teaching in a topic that provides content for a range of language learning activities.

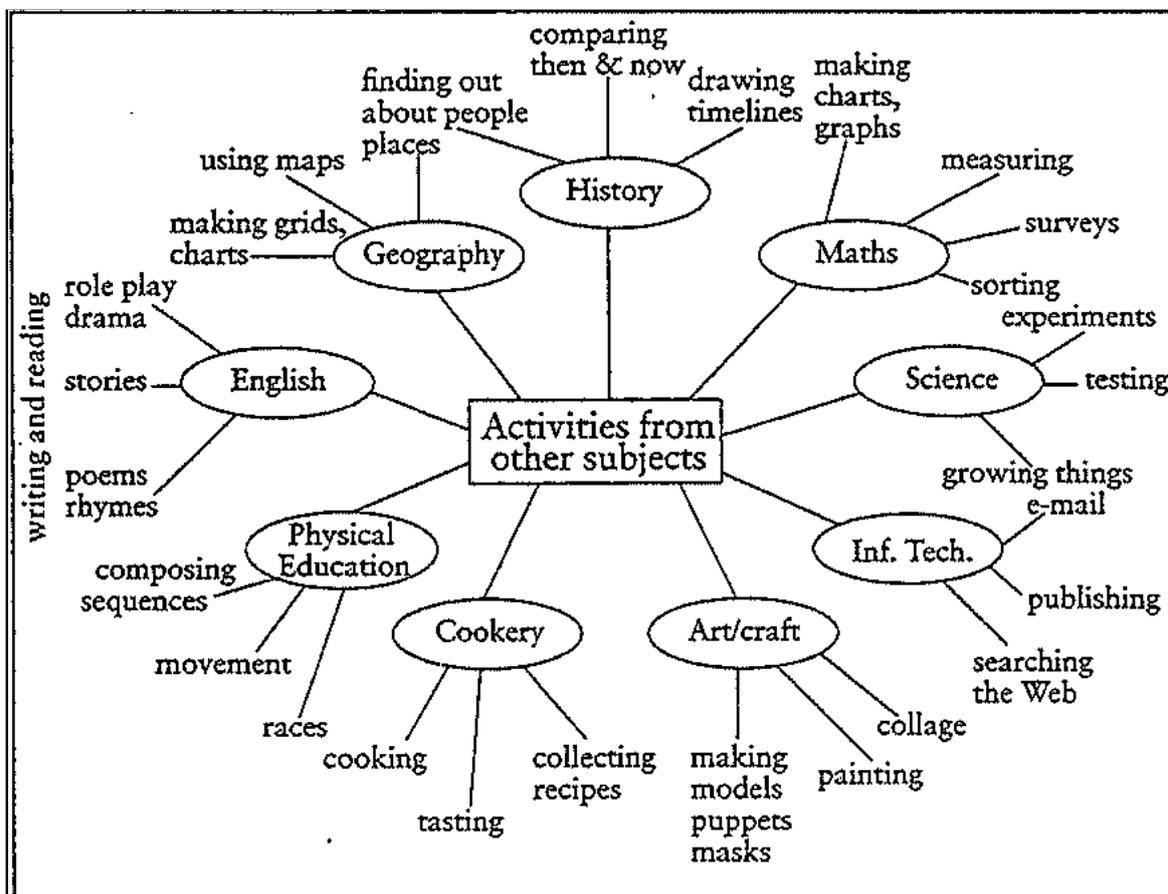


Figure5: Subject Area Activities to Use in FL Classroom (Cameron, 2001, p, 183)

The figure above presents different activities for different contents. Teachers may vary in tasks based on themes. The activities also varied in the same content, for instance, the activities used in arts and crafts are different; in the other hand, those activities are different comparing to cookery activities such as tasting, collecting recipes, and cooking.

2.1.2. The Effectiveness of Theme-based approach

According to Cameron (2001) "Effective theme-based teaching is extremely demanding on teachers in both planning and in implementation; knowledge of wide repertoire of activities types and resources is needed" (p. 180). Her emphasis on one of the principles of theme-based approach to be effective is the teacher awareness of both planning and in implementation. However, Alptekin, Erçtin and Bayyurt (2007) indicate

that there are two factors that determine the effectiveness of theme based approach. The first is that language learnt effectively when students' focus is on meaning rather than form. Within the learners are interested since they find themselves in academic and social context using the language as a medium for learning relevant content. The second is that CBI's approach emphasis mainly on language development and tries to solve traditional language teaching programs deficiency.

Moreover, many studies have been made to study the effectiveness of teaching EFL/ESL learners throughout theme-based approach. For instance, Dermody (2004) presented a study of Improving Student Learning Through Theme Based Curriculum Design and Team Teaching, an action research study. In her research, she stated the effectiveness of theme based approach as benefits of the study: personal benefits, benefits for the workplace, students' benefits, and educational benefits. What is most important is the last two one's. She claims that students have begun to make a links between practice as students and their future practice due to knowing why teachers teach the way they do. Also, students were better able to make sense of the subject and engage with the discipline of design because the various elements were delivered in more integrated way.

Additionally, an article titled "Semantic and Thematic List Learning of Second Language Vocabulary" was written by Gholami and Khezrlou (2013) wherein they examine which one is more effective than the other in teaching second language vocabulary instruction. At the end they come up with a result is that thematic clustering type better than semantic one by saying:

In the thematic clustering type, many areas of the curriculum are connected and integrated within a theme. It allows learning to be more natural and less segmented; it allows literacy to grow progressively, with words connected and with spelling and sentence writing being frequently, yet smoothly, strengthened. It also has the potential to guide integrated ideas to follow easily. (p.158)

All in all, what has been mentioned above is not the only host of studies or articles that have been conducted or written about the effectiveness of the theme-based approach there are also many others. Those examples argue that theme-based approach is effective to teach EFL/ESL learners.

2.1.3. Learning Vocabulary through Themes

The theme-based approach is likely to presents new words. In each theme there are plenty of words, so that it provides learners with supports and understanding. Students may met what they have learnt as new vocabulary from course book in another context, consequently they encounter reinforce in their words or phrases and they may add more explanation to them (Cameron, 2001).

2.2. Language Teaching/Learning Materials

Most people think that the term language-learning a material refers to the course book; whereas, the term refers to any tool that teachers uses to facilitate and help his/her learners improve their language learning. Materials could be cassettes, videos, CD-Room, dictionaries, photocopied exercises, or even live talks by invited native speakers. Jill and Charles present the learning aids and technology which used in teaching in ‘reversed pyramid’ as following

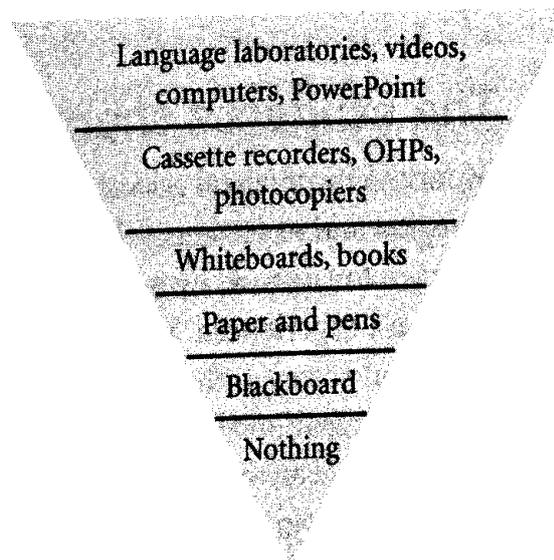


Figure 6: Reversed pyramid by Jill and Hadfield (as cited in Harmer, 2007, p. 175)

The reversed pyramid above presents the development of teaching material over time starting by nothing, teaching with only words and improved to using the blackboard until it reaches language laboratories, videos, computers, and PowerPoint.

2.2.1. The Board

Although it is a traditional material, it is the most competently piece of teaching material. Harmer (2001) claims that the board provides a motivating focal point during whole-class grouping. Teacher may use the board for different objectives, for instance, writing notice, explanation ads, drawing pictures for the course, and game board.

2.2.2. The Textbook

The textbook is the most useful material in the classroom by both teachers and learners, because it is accurate to the curriculum and contains most of the information that learners need. However, it seems boring material for students since they considered as media generation. Tomlinson (2011) defines the course book as “A textbook which provides the core materials for a language-learning course. It aims to provide as much as possible in one book and is designed so that it could serve as the only book which the learners necessarily use during a course. Such a book usually includes work on grammar, vocabulary, pronunciation, functions and the skills of reading, writing, listening and speaking” (p. xi). The course book is designed carefully, taking into consideration all the aspect of the language which make it easy to use by both the teacher and the students.

2.2.3. Podcasting

It is one of the new materials that teachers may use to help his learners improve their speaking and pronunciation, since it is the major source of listening material. According to Tomlinson (2011) podcasting is the process of delivering content to an individual’s computer or mobile device via an automated download through the internet. Podcasts can take one of the three forms:

- Audio-based content.
- Enhanced content (audio, visuals and texts).
- Videos

Nevertheless, this material cannot be used in Algeria, simply because not all students have computers in their homes or they own smart phones, which make it difficult for teacher to apply it.

2.2.4. Dictionaries

According to Harmer (2007) dictionaries are considered as a way to find out things, they can be in book form, CD-ROMS, in small electronic handset, and on the web. Dictionaries can be bilingual (for example, giving the equivalent of the British or American word in Spanish language) or monolingual (it is used to define words using the same language).

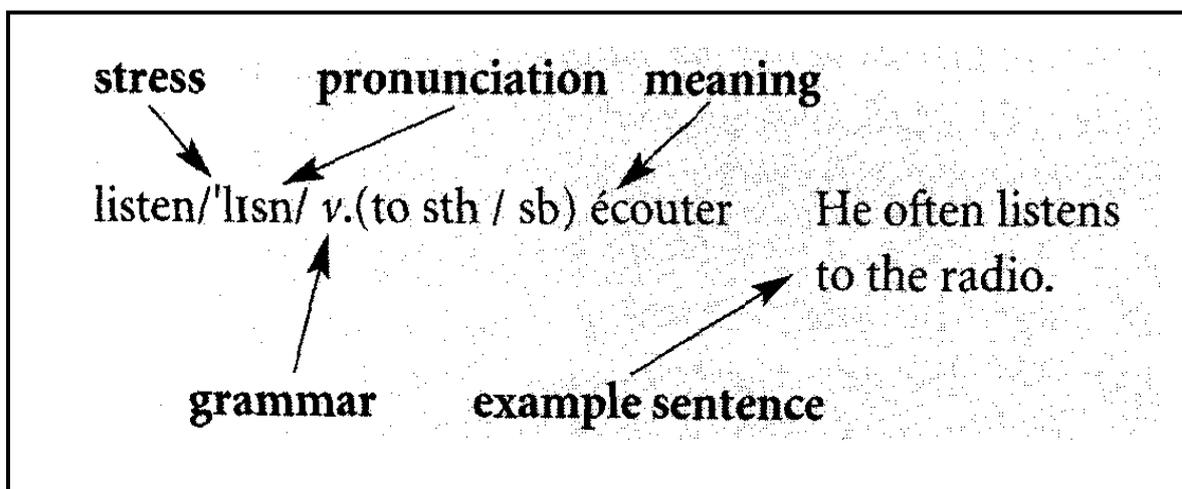
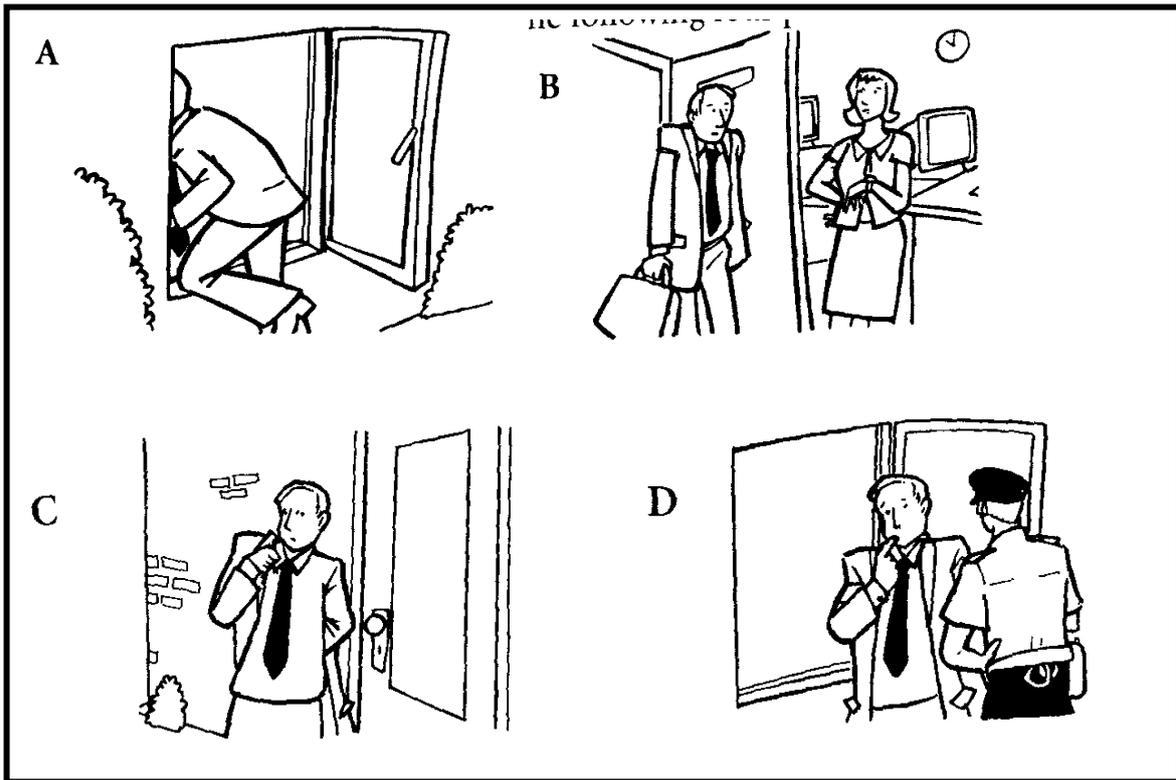


Figure7: Form of a Word in Dictionary (Harmer, 2001, p. 242)

Harmer provides an example about how a word is appear in dictionary. In any dictionary the word has: word pronunciation, word spelling, the grammar function of the word, place of stress, and mainly its meaning with an example to make it clearer.

2.2.5. Pictures

Another teaching material is pictures. Teachers use it to make students understand and facilitate learning. According to Harmer (2001) pictures can be in different forms such as large wall paper, cue card, photographs or illustration.



Figuer8: Example of Using Pictures (Harmer, 2001, p.311-312)

The figure above shows an example of how the teacher can use picture in the class. Students were asked to guess what is happening or what is the story behind this picture? Then, he plays a record which contains the answer. Finally, they discuss their answers together.

2.3. Thematic Videos

Chen (2012) conducted a research titled “The Effects of Thematic Video-Based Instruction on Learning and Motivation in E-Learning” to study the thematic instructional strategy into interactive video-based instruction. What is meant is there is no clear definition to the term thematic videos, they are videos used under the umbrella of theme-based approach, or it can be said they are videos which presents one theme or topic.

2.4. The components of Video

Video as a teaching material has its specific components; teachers before using this instrument should know its components in order to determine the benefits of. According to Scrivener (2005, p.251) a video has:

- Sound.
- Moving images; are the reflection/ interpretation of hearer' sound.
- "Rewind" button: is for the replaying the pictures again.
- "Pause" button: to stop the image at any moment.
- A volume control: to manage the sound; loud, quit, or turn it off.

These components are used to facilitate using the video in the class. Teacher may stop the videos to explain a certain point before he move on or jump to directly to the wanted moment in order to avoid wasting time in watching unneeded part of the video (mostly they jump the introductory part) to facilitate the learning process. Furthermore, video may provide subtitles in English or other languages which offer to students the spelling of word.

2.5. Video-Based Teaching Techniques

Teaching via videos is not new but it is rarely used. There are a mentioned number of researches and studies which studied the effectiveness teaching through videos, for instance, Čepon (2013) make a study about Effective Use of Media: Video in the Foreign Language Classroom, Cruse, 2006 worked on Using Educational Video in the Classroom: Theory, Research and Practice, also Herron, Cole, Corrie and Dubreil (1999) wrote an article titled The Effectiveness of a Video-Based Curriculum in Teaching Culture.

2.5.1. Multimedia Learning Theory

Multimedia learning theory focuses on the implementation of media in teaching and the effects of multimedia strategies on learning. According to Mayer (2001) multimedia refers to the presentation of materials in two forms: auditory/verbal and visual/pictorial, including PowerPoint, games, computer-assisted video learning, also auditory and video media (as cited in Berk, 2009, p.4).

2.5.2. Types of Instructional Videos Used in the Classroom

It is teachers' role to select topics and materials used in the classroom, as well as using the appropriate video. There are different categories of videos which can be used in the classroom. Yet, choosing one of them depends on the instructional purposes or the

outcomes and the characteristic of students and their interest. They are as following: drama, action, romantic, comedy, romantic comedy, documentary, TV programs, commercials, college music videos, and faculty or student made videos. Each type differs compared to the other in terms of the content and the form. For instance, TV programs mainly they talks about news, whereas, comedian videos are presenting sense of laughter and humorous.

Those types of videos can have powerful emotional effects on learners, for instance, anger, excitement, motivation, laughter, tears, sleep...etc. so that, teachers should be aware about their choices and decide the effect they want to produce in a given learning situation (ibid.). Cruse (2006) suggests two main types to teach via videos:

2.5.2.1. Enhanced Text Video

This type deals with written form and spoken form at the same time, which means that the video includes both words' spelling and its pronunciation. There are many things you can do with words and pictures rather than words alone (Cruse, 2006). In the same context, Tomlinson (2011) states that the inclusion of both audio and visual elements, for example through still images or video clips, enables the learner to use contextual cues to support comprehension. And prevent opportunities to both access and create these texts present potentially rich learning experiences for language learners (p.338). Audio-visual elements provide learners with a visual element to the word and the right pronunciation of it, so that learners do not waist time in looking for the word pronunciation.

2.5.2.2. Multicultural Content Video

According to Cruse (2006) for ESL learners' video and film demonstrate communicative language within a language environment and cultural context. Simply, it emphasize on bringing foreign cultures to classes than just learning about them in books.

2.5.3. Steps for Using a Video in Teaching Process

As it mentioned before, teachers should be careful in choosing videos for learning, since it is not an easy task. Berk presents a procedure for using video in teaching as following:

- ☞ Pick a particular clip to provide the content or illustrate a concept or principle (Note: If you want students to view the entire movie, assign that viewing outside of class.);

- ☞ Prepare specific guidelines for students or discussion questions so they have directions on what to see, hear, and look for. What's the point of the clip? Make it clear to the students;
 - ☞ Introduce the video briefly to reinforce purpose;
 - ☞ Play the clip;
 - ☞ Stop the clip at any scene to highlight a point or replay clip for a specific in-class exercise;
 - ☞ Set a time for reflection on what was scene;
 - ☞ Assign an active learning activity to interact on specific questions, issues, or concepts in clip; and
 - ☞ Structure a discussion around those questions in small and/or large group format.
- (2009, p. 10)

In order to use videos in the class teacher should prepare everything starting by selecting the right videos and ending with the evaluation after using the video. There are pre-steps, during the presentation of videos, and post-steps to use the video effectively in the classroom.

2.5.4. Learning Values of Using Videos in Teaching/Learning Process

Videos can be used for different purposes but they share common outcomes, Berk (2006) presents them as follow:

- Grab students' attention;
- Focus students' concentration;
- Generate interest in class;
- Create a sense of anticipation;
- Energize or relax students for learning exercise;
- Draw on students' imagination;
- Improve attitudes toward content and learning;
- Build a connection with other students and instructor;
- Increase memory of content;
- Increase understanding;
- Foster creativity;
- Stimulate the flow of ideas;
- Foster deeper learning;

- Provide an opportunity for freedom of expression;
- Serve as a vehicle for collaboration;
- Inspire and motivate students;
- Make learning fun;
- Set an appropriate mood or tone;
- Decrease anxiety and tension on scary topics; and
- Create memorable visual images. (p. 2)

Different types of students' means different needs, in order to meet students' needs the teacher should determine his students' needs to select the appropriate video. For that Berk presents different purposes why teachers use videos in the classroom.

2.6. Videos activities in the class

The teacher uses video in the class to reinforce his students' performance in receptive and productive skills. Scrivener (2005, p.252-253) suggested a video playback activities which they are divided into three parts: previewing (what teacher should do before watching the video), viewing (what to do while watching the video), and follow-up activities (what to do after watching the video). Each lesson with video might include a number of these activities:

2.6.1. Previewing Activities

They are activities that students do before start watching the video. They are as following:

- A language focuses on lexes, function or grammar that will come up on the recording
- Students predict what will happen from some giving information or pictures;
- Students discuss a topic that leads into or is connected with the subject in recording;
- Students a worksheet that they will use when watching the recording.

This variety of activities may enhance students' achievement. Teacher may use such activities to prepare his students to what is next.

2.6.2. Viewing Activities

They are activities used during watching the video. They concern with what students do during watching the recording. At this level, activities take different forms such as listening, looking, or interpreting. They specifically focus on function, grammar,

lexis, or pronunciation which can be observed in focusing on gestures, facial expressions, and body language. The instruction of these activities may be oral or written in sheets.

2.6.3. Follow-up Activities

Follow-up activities are used after watching the video. Students are required to do these activities after the recording:

- Through discussion, personalisation, and interpretation, the teacher relates the videos' content and students' real life experience
- Study of new language
- Role-play the scene; it gives students the chance to practice speaking skill, so they learn how words pronounce correctly.
- Inspiration for the other work, through the video pictures students creates new ideas through their imagination.
- Write a letter from one character to another, from the video, in order to improve students' writing skill
- Plane what they should do next; both the teacher and students discuss the next step.

Whatever the kind of activities the teacher selects, he should work hard to keep his students attentive, and make think to increase their desire to challenge. Also let them work together, in pairs, in groups, or the whole class, this may encourage them to learn and bring a sense of familiarity to the classroom. Those presented activities may differ from one teacher to another. Since students are different, their needs are different as well.

2.7. Advantages of Using Videos in Class

As any teaching material, videos have effec on learners. Teachers use videos in classes because of their significant role in learning. According to Hobbs (2006) when television, video and other media are used with dynamic and vigorous interaction and engagement between students and teacher, significant learning experiences can result (p.36). Ruth and Burns examined the effectiveness of the program, when television is used interactively as a component of middle-school science classes, students' writing is more creative and descriptive, and displayed more ingenuity and innovation on assignments, and they were more confident and enthusiastic in class.

Moreover, Cruse (2006) presents a list of advantages of educational television and video which is summarised by some researchers and educators. This latter includes: reinforcement of reading and lecturing material, development of common base knowledge

among students, enhances student comprehension and discussion, provides variety of learning style, increase student motivation and enthusiasm, and promote teacher effectiveness. (p.2)

2.8. Videos Necessity to Learn Vocabulary

Instructional videos as motivational tool can be used effectively to learn English vocabulary, Chun and Pass asserts, “associating lexical items with different types of media fosters richness of recall cues and increases the likelihood of retention” (as cited in Al-Seghayer, 2001). In addition, Martinez-Lage claims that there are different factors which value multimedia annotations. First, multimedia annotations provide immediate access to the available annotated to information in a program including textual, audio, and visual annotations. Second, visual information attached to a word enables readers to confirm or reject hypotheses made about the meaning of a word. Third, multimedia annotations provide an opportunity for readers to interact with the text making them actively involved in the reading process. Then, two aspects has been added, (a) educators offer to their students a means that might help in developing good reading strategies, and (b) they help their students to move beyond the mechanical aspects of the reading process.

2.9. Authenticity in Videos

Recently in new phenomena spread in foreign language teaching authenticity. The term authenticity means in teaching that the teacher should bring topics related to real life in relation to its real context. According to Mishan (2005) authentic materials and authenticity are a naturally appealing proposition for language practitioners and learners alike, so that, authentic materials should be pure and genuine. Videos as teaching material may present to learners different topics about real life and mainly as it occurs in real life. For example, films as type of videos are full of emotions and human real stories, this material can be a source of authenticity, since it represent human culture and how they live.

Conclusion



This chapter shows the role of the theme-based approach in teaching and its importance in improving students' vocabulary. The use of videos in the classroom, types of videos, how to use them and its values, and how vocabulary retention can be developed through videos. Thematic videos as a combination of the application of the theme-based approach and the use of instructional videos as a teaching material can be effective to improve learners' vocabulary retention. Since both the theme-based approach and videos are used to facilitate and help learners learn vocabulary which is necessary to learn the English language as the other languages.

Chapter Three: The Analysis and Evaluation of Findings

Introduction

The focus of the present study is to investigate the effectiveness of using thematic videos to improve EFL learners' vocabulary retention. This chapter displays the field work of the study and the analysis of data collected with statistical procedure. Moreover, at the beginning it shows the theoretical background about the research methodology of the study. The researcher selected the classroom observation and the questionnaire (for both teachers and students) as data gathering tools to test the hypothesis under this study. At the end, through the findings and results obtained the tested hypothesis will be accepted or rejected, and the suggested research questions in this study will be answered.

3.1. The Research Methodology: Theoretical Background

3.1.1. Research Approach

In methodology there are three different approaches which are used to collect data in research. According to Dorney (2007) there are: quantitative approach, qualitative approach, and mixed method approach. He defined the quantitative approach as research procedure for collecting data, and then the collected data analysed by statistical method. Therefore, the qualitative approach is a research used to describe a social phenomenon as it occurs in reality, its data analysis is done using words even if the collected data is quantified its described with words.

The combination of the two approaches led to the emergence of third approach: the mixed method approach. It is interrelated qualitative and quantitative data in one single research; it aimed to get over the weaknesses of both qualitative and quantitative approaches, and to do a successful research using both researches method. However, this study has been conducted based on the qualitative approach which is selected according to the type of the study, also because it describes the actual fact of the situation (why students have lack of vocabulary in the English language and to clarify that thematic videos may help them to overcome this problem). Besides, it is a helpful approach to collect data and test the hypothesis, and to answer the research questions of the study.

3.1.2. The Data Collecting Tools

3.1.2.1. Questionnaires

They are one of the most used data gathering tool in second language research, mainly because they are the only way to gather large amount of information quickly and process-able. According to Dorney (2003, p. 6) questionnaires are research instrument for measurement purposes to collect reliable and valid data. They are a tool used to confirm or disconfirm research hypotheses and to answer research questions based on the collected data. The latter can measure participants' facts (gender, age), behaviours (habits, life-style), or attitudes (it is about what people think or believe about something). In order to investigate this study, test the research hypothesis, and answer the research questions the researcher address the questionnaire for both English teachers and first year students of scientific steam.

3.1.2.2. Observation

According to Stawarski and Phillips (2008, p.28) observation is a data collecting method to observe and record any changes in the participants' behaviour. This data gathering tool offer to the researchers the opportunity to gather live data as it occurs in real and natural situations. There are different places to observe participants' behaviour, such as the classrooms.

3.1.2.2.1. Classroom Observation

It is known that classrooms are crowded places, so it is difficult to observe everything. However, if the researcher what s/he want exactly to observe it will become easier. In this sense, Dorney (2007, p.179) stats that the researcher should make a distinction between two dichotomies: participant versus nonparticipant observation, and structured versus unstructured observation. In the first dichotomy the researcher participates in the activities as a member in the group and become a participant, whereas, if s/he just describes the setting he becomes nonparticipant. The second dichotomy is about structured/ unstructured observation, structured observation involves going into the classroom to observe and focus on specific things; thus unstructured observation its focus less clear about what to observe, the researcher should first know what is taking place before deciding its significance on the study. This distinction makes the work more clear

and easy for researchers. This data gathering tool is used in this study to get more accurate findings.

3.1.3. Population and Sampling

The population of the study is 1st year students-scientific steam at TechnecomDjamaa High School which is 115 students. Thirty-six (36) students were chosen randomly from the whole population. It represents one class out of three classes in TechnecomDjamaa High School which is about 33.33% of the target population. First year students been chosen for two reasons:

- They have already background knowledge of three years of learning the English language at Middle School.
- More important, their curriculum is based on theme-based approach, they study different units which mean that application of thematic videos is more capable.

Concerning teachers' questionnaires, nine English teachers were selected to answer the questionnaire. Four teachers belong to TechnicomeDjamaâ High School and six from different high schools (Chikh El-MoukraniDjamaâ High School and ChahidKadri El-Mnoure), in order to collect sufficient data that needed to fit our study. Nevertheless, only six questionnaires have been answered.

3.2. The Analysis of the Collected Data

3.2.1. Students' Questionnaire

3.2.1.1. Aim of the Questionnaire

This questionnaire designed for first year students at high school to obtain data about their lack of English vocabulary as foreign language learners. Also we look for their attitude toward learning of English with thematic videos to enhance their vocabulary retention.

3.2.1.2. Description of the Questionnaire

This questionnaire has been submitted to thirty-six (36) first year high school students at TechnicomeDjamaâ High School during the academic year 2019-2018. The sample represents 33.33% from the whole population (nearly the third) which includes 115 students. All the questionnaires papers (36) that have been distributed were returned, since

they have been administered in our presence, in order to make sure that students understand the questions and to avoid any ambiguity that may affect our study.



Furthermore, the researcher use the application SPSS to compute the results.

The questionnaire is composed of three sections as following:

Section One: it consists of general information about students. It contains two (2) questions about the gender of students, and their English level.

Section Two: it is about vocabulary retention. This section contains five (5) questions, students are asked about their vocabulary knowledge and if they know how to use vocabulary, and their opinion about some teaching strategies which one they prefer. It also seeks to know students' opinion about using videos in the classroom to improve their vocabulary retention.

Section Three: it is the last one, consists of six (6) questions about students' opinion and attitude toward using videos in general and mainly using thematic videos in the classroom. This section aims to provide us with information about weather thematic videos enhance students vocabulary retention or not, also to know how pupils like to work in the classroom, so that they work better.

3.2.1.3. Analysis of Students' Questionnaire

NB: *There were five (5) students absent so they eliminated from the study.

*The missing value means that the student did not answer the question or they choose multiple choices.

		Frequency	Percent
Q1: Gender	Male	17	54,8%
	Female	14	45,2%
	Total	31	100%

Table1: Students' Gender

The above results show that there are an approximate number between females and males. But the number of males (17) is slightly more than the number of females (14).

Q2: How do you consider your level in English language?

	Frequency	Percent
Good	22	71,0%
Medium	7	22,6%
Bad	2	6,5%
Total	31	100%

Table2: Students' Level in English Language

This question says to about how students evaluate their level in the language. Surprisingly, almost the students have a good level in English. The table above shows that 71% of students have a good level, few (22.6%) of them have medium level, and only two (2) students have bad level in English.

Q3: Do you think that you have good vocabulary knowledge in English language?

	Frequency	Percent
Yes	12	38,7%
Somehow	10	32,3%
No	9	29%
Total	31	100%

Table3: Students' Vocabulary Knowledge

The results shows that the majority (38.7%) of students think that they have a good vocabulary knowledge. Whereas, the rest of students some they do not have vocabulary knowledge (29%), and the others have few vocabulary knowledge.

Q4: Do you use English dictionary? Which type of dictionaries?

	Frequency	Percent
Yes	7	22,6%
No	24	77,4%
Total	31	100,0%

	Frequency	Percent
Eng-Ar	7	22,6%
No	24	77,4%
Total	31	100,0%

Table4: The Use of Dictionary Table5: Type of Dictionary

In the question students were asked about using dictionary, almost student (77.4%) do not use dictionary, may be because they depend on their teacher to explain to them what they did not understand. The rest who said yes (22.6%) they were asked which type of dictionary they use, they were given two choices: Eng-Ar dictionary or Eng-Eng dictionary. All of them use the Eng-Ar dictionary, since the Arabic language is their mother tongue it make its use easy and understandable. However, the Eng-Eng dictionary seems difficult to them, because when they check a word they found other words which they do not know their meaning.

Q5: Do you know what does it mean the appropriate use of vocabulary?

		Frequency	Percent
	Yes	22	71,0%
	No	6	19,4%
	Total	28	90,3%
Missing	value	3	9,7%
Total		31	100%

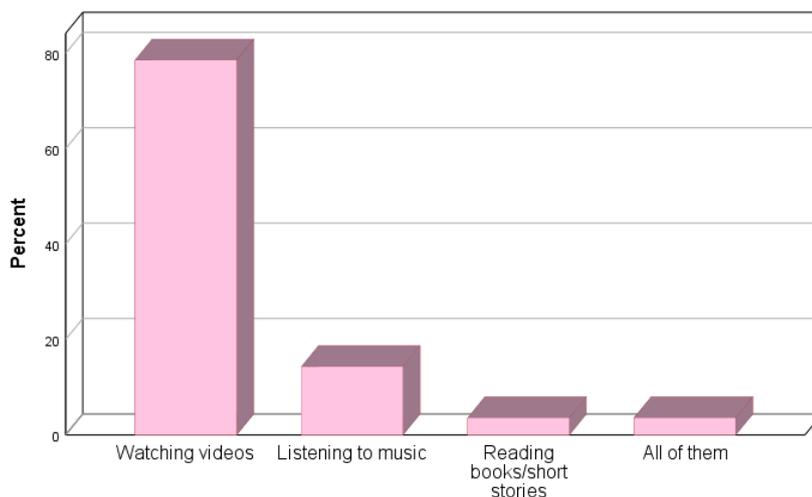
Table6: The Appropriate Use of Vocabulary

The table above shows that there are three students (9.7%) who did not answer this question, and twenty-two they what does it mean the appropriate use of vocabulary. In this case, students know how to use words in the right way and place. Six (equal to 19.4%) students may have enough vocabulary but they do not know how to use it appropriately.

Q6: Which strategy do you prefer to use to increase your vocabulary knowledge?

		Frequency	Percent
Teaching strategies	Watching videos	22	71%
	Listening to music	4	12,9%
	Reading books/short stories	1	3,2%
	All of them	1	3,2%
	Total	28	90,3%
Missing	value	3	9,7%
Total		31	100%

Table7: Preferable Strategy to Increase Vocabulary Knowledge



Graph1: Preferable Strategy to Increase Vocabulary Knowledge

The above table and graph are the representation of the results of which strategy do students prefer to use in order to increase their vocabulary knowledge. Even though the researcher explained to students the question and how they should answer it, few (9.7%) of them did not answer rightly, they choose multiple choices. In the other hand, the majority of the rest students (71%) prefer watching videos as a strategy to improve their vocabulary, few of them (12.9%) prefer listening to music, and only one student prefers reading books/short stories. The graph gives a clear picture to research results.

Q7: Do you think that using videos in the classroom is a good strategy to improve your vocabulary?

	Frequency	Percent
Yes	30	96,8%
Missing value	1	3,2%
Total	31	100%

Table8: Using Videos in the Classroom to Improve Vocabulary

Based on the table above, almost students (96.8%) agree that using videos in general improve their vocabulary. Only one student did not answer the question, may be s/he forget to answer it.

Q8: Do you watch videos outside the classroom? If yes, which type from the suggested list?

Watching videos outside the classroom		Yes	Percent
		29	93.5%
Sports video	Yes	12	38.7%
films	Yes	24	77.4%
fashion	Yes	5	16.1%
motivational videos	Yes	7	22.6%
other	Yes	0	0%
Missing value		2	6.5%
Total		31	100%

Table9: Students' Preferable Type of Videos

We notice from the table above that nearly all students (93.5%) watch videos outside the classroom, for more clarification we asked them to choose one of the suggested types of videos and we gave them the opportunity to choose more than one type. The majority of students watch films because they think that they can learn the English language through movies and series of films, for instance the website NETFLIX, also sports videos attracts some students due to the fact there are some sport channels uses the English language such as Sky Sports, beIN SPORTS GLOBAL, and beIN SPORTS USA which they represent 38.7% of 29 students. The other types of videos such as fashion and motivational videos are the less type watched, only 5 students who watches fashion videos mainly girls since they are more interested in designs, makeup, and news in fashion world. This results show how much students are interested about watching English and how much the English language spread all over the world.

Q9: How often did your teacher use videos in the classroom?

		Frequency	Percent
Rarely		2	6,5%
Sometimes		27	87,1%
Often		1	3,2%
Total		30	96,8%
Missing	value	1	3,2%
Total		31	100%

Table10: How Often Teacher Use Videos in the Classroom

The results show that the teacher from time to time he uses videos in the classroom. Twenty-seven (equal to 87.1%) student agree that their teacher sometimes use videos in the classroom. The rest of students, two (2) said rarely and one said that the teacher often use videos in the classroom. From this result we notice that teachers still rely mainly on the course book in teaching.

Q10+Q11: Do you take lessons with thematic videos? How you found them?

		Frequency	Percent
Valid	Yes	26	83,9%
	No	5	16,1%
	Total	31	100%

Table11: Lessons with Thematic Videos

After the explanation of what is meant by thematic videos, students answered the question. Nearly all students agreed that their teacher teaches them lessons via thematic videos, which means that teachers are aware about the use of thematic videos.

		Frequency	Percent
Valid	Not interesting	2	6,5%
	Interesting	24	77,4%
	Very interesting	3	9,7%
	Total	29	93,5%
Missing	value	2	6,5%
Total		31	100%

Table12: Students' Opinion about Thematic Videos

As far as the obtained results are concerned, the majority of students are interested in using such kind of videos in the classroom. Their remarkable interest shows how much they want to try different and new strategies in learning the language, since they are the media generation. Despite the fact that there are other students who they are not interested at all and who did not answer the question, but they are few (13%).

Q12: How the work is organized?

		Frequency	Percent
	Individually	2	6,5%
	Forming groups	20	64,5%
	The whole class	3	9,7%
	Total	25	80,6%
Missing	value	6	19,4%
	Total	31	100%

Table13: Students' opinion about the work organization

As it is mentioned in the table above, most of students (64.5%) agree that their teacher ask them to form groups when they tend to do the tasks. In contrast, there are five (5) students disagree and claimed that they do tasks individually or in form of discussion with all the members of the classroom. This result refers to how the teachers vary in doing tasks in the classroom, but he uses forming groups most of the time. In the other hand, there are six which represented as missing value, some did not answer the question and the others choose multiples choices differentiated between working individually and forming groups.

Q13: Which one of them do you prefer? Why?

		Frequency	Percent
	Individually	2	6,5%
	Forming groups	29	93,5%
	Total	31	100%

Table14: The Preferable Work Form

According to students working in groups is the best way to do tasks in the classroom, it is mentioned in the table above that 93.5% nearly all students prefer to work in groups. Only two (2) students prefer to work individually; since the classroom contains different personalities, teacher cannot deal with each one individually but he chooses the suitable way to all students.

Concerning the justification of the choice, students' answers were nearly the same but all of them used the Arabic language only two girls. Their answers simple and they share almost the same ideas. Students look at the group work as a way to share information, exchange ideas, make each other understand more, give quick answers, and

check their answers and knowledge. Yet some of them look at working in groups as an opportunity to eat and play, may be it is not what the research expect but it happens the classrooms. One of two girl said “because we participate the information” also the other girl justify her choice of working individually by saying “because I will understand good and I will be happy” even though the first one means share information, and the last one should say better not good, at least they tried to use the language. Another student prefer to work individually due to the fact that she uses the dictionary during the activities which make her depends more on herself, may be that annoy the other member of the group that is why she prefer working individually.

3.2.2. Teachers’ Questionnaire

3.2.2.1. Aims of Teachers’ Questionnaire

This questionnaire is designed for high school English teacher because we look for answers to the questions about the effectiveness of using thematic videos to improve students’ vocabulary retention. Furthermore, we want to identify the Algerian English teachers’ views and attitude toward using thematic videos in the classroom to increase their students’ vocabulary.

3.2.2.2. Description of Teachers’ Questionnaire

The questionnaire was distributed to six high school English teachers’ from two different schools, two of them from TechnicomeDjamaâ in which we already submitted the questionnaires to students. Because the number of the sample is insufficient, we add four other copies from another high school: Chikh El-MoukraniDjamaâ, since each school contains a limited number of teachers. This questionnaire is like students’ questionnaire contains three sections as following:

Section one: consists of four (4) questions. They are personal information about teachers sex, qualification, years of experience in teaching English at high school, and if they teach as permanent or vacation teacher.

Section two: this section is about vocabulary retention, it contains five (5) questions with one sub-question. They are questions about their opinion about the lack of students’ vocabulary, the effect of vocabulary on learners’ receptive and productive skills, teaching materials, and how they assess their students’ vocabulary comprehension.

Section three: it deals with videos in general and thematic videos specifically. It consists of six (6) questions with sub-questions. In this section, teachers give more details about their opinion about using videos in the classroom, the relation between teaching through videos and vocabulary retention, and their view to thematic videos.

3.2.3. The Analysis of Teachers' Questionnaire

Q1: Gender

		Frequency	Percent
Valid	Male	1	16,7%
	Female	5	83,3%
	Total	6	100%

Table15: Teachers' Distribution

The table above shows teachers' gender. There are six teachers five (5) of them women and only one man, it means that English teachers women are more than men.

Q2: Teachers' Qualifications

		Frequency	Percent
	Licence degree	4	66,7%
	ENS	2	33,3%
	Total	6	100%

Table16: Teachers' Qualifications

This question aims to determine English language teachers level. As far as the result shows that 66.7% of teachers have licence degree and 2 teachers with ENS degree who graduate from Ecole Nationale Supérieure. However, none of them have master degree, but that indicate that probably all high school teachers have nearly the same background.

Q3: Years of Experience

Teachers' experience in teaching English may affects learners learning; the more s/he is experienced the more s/he can deal with different kinds of students. Most of the teachers have more than ten years (10) experience in teaching English and the more experienced teacher have 23 years of experience. There is only one teacher have four (4) years of experience, that does not mean s/he is not experienced teacher but s/he needs

more training to become skilful teacher. In this question there is one teacher who did not answer.

Q4: Are you teaching as permanent or vacation?

	Frequency	Percent
Permanent	5	83,3%
Vacation	1	16,7%
Total	6	100%

Table17: Teachers Teach as Permanent or Vacation

As the results shows almost teachers teach as permanent teachers, except one teacher who teach as vacation teacher. As a response for the previous question, we receive a positive response in which more than half of teachers are permanent; the only vacation teacher did not answer the question since it is not teaching for years s/he teaches just for months. This can build a kind of familiarity between teachers and students. Consequently they will be able to manage their classrooms more effectively because students are used to their techniques and method of teaching.

Q5: Do you agree that vocabulary knowledge is one of essentials in learning a foreign language?

	Frequency	Percent
Valid Yes	6	100%

Table18: Vocabulary knowledge is essential in foreign language learning

The result is 100% (all teachers) agreement about the importance of vocabulary knowledge in learning foreign language. Learning English as a foreign language is also depends more about learning its vocabulary.

Q6: Do you agree that students' lack of vocabulary is the most noticeable problem in language teaching and learning?

	Frequency	Percent
Yes	6	100%

Table19: Students' Lack of Vocabulary the Most Noticeable Problem

As experienced teachers mainly they know what is the most problem that their students face in learning the language since they have been teaching in many years. All of the teachers agree that their learners have lack of vocabulary which is the most noticeable problem. This result supports our research problem that is the lack of vocabulary exists and still teachers try to find a solution to it.

Q7: Do you agree that vocabulary knowledge affects receptive and productive skills?

	Frequency	Percent
Yes	6	100%

Table20: The Effect of Vocabulary Knowledge on the Receptive and Productive skills

Since lack of vocabulary affects students' achievements, it affects students' receptive and productive skills. Teachers agree that students reading and listening comprehensions affected by vocabulary knowledge as well as the writing and speaking skill. Students with low vocabulary knowledge cannot understand well what they are read or hear; also they cannot speak or write because of their poor vocabulary. In contrast, students with rich vocabulary knowledge can produce language and understand any piece of language whether it is written or spoken.

Q8: Do you use different types of strategies/ materials to help your students improve their vocabulary retention?

	Frequency	Percent
Yes	6	100%

Table21: The Variation of Teaching Materials

The aim of the question is to know whether teachers are vary in using teaching materials or not, for the reason that helping students increase their vocabulary retention. Teachers agree that they really use different teaching materials to help learners, in order to get more information we asked them to state at least two different materials that they use. According to their answers we recognised that they really vary in using teaching materials, for example, they use interpreting pictures, using dictionaries, cooperative learning and jigsaw as a strategies, handouts, data show, listening to dialog or songs, watching videos, listening to text, pictures, and realia. It is noticeable that most of the suggested materials/ strategies they share a common characteristic: they are visuals. Nowadays teachers are about the effectiveness of audio-visual aids on students learning and achievement.

Q9: How do you assess your students' vocabulary comprehension?

Usually teachers assess their students' vocabulary comprehension some permanently and others from time to time, it depends on the teacher himself. The assessment itself is differs from teacher to another teacher, the purpose of this question is to identify the different ways that teachers use to evaluate students' vocabulary comprehension. The following is how teachers used to assess students vocabulary comprehension: multiple choices tasks, through conversation, writing paragraphs, provide synonyms or antonyms, using chart and competition, words re-ordering, review, and fill in the gaps, may be teachers did not understand the question because their answers is not enough to understand how they exactly assess their students as well as how competition is used to assess vocabulary comprehension. Some of the teachers were understandable, for instance, writing paragraphs by using the new vocabulary, ask students to give synonyms or antonyms, and re-ordering words may be according to their meaning. Even though this results indicates that teachers uses different ways to evaluate students' vocabulary comprehension.

Q10: Using Videos in the Classroom

There are three sub-questions under the heading of this question which is about using videos generally in the classroom to help students enhance their vocabulary retention.

	Frequency	Percent
Yes	5	83,3%
Missing value	1	16,7%
Total	6	100%

Table22: Teachers' Opinion about Using Videos in the Classroom to Improve Students' Vocabulary Retention

The table above indicates that most of all teachers agree that using videos in the classroom may help students to increase their vocabulary retention. Moreover, they have the ability to use videos in the classroom that means they know the value of videos in teaching and education in general. Still, one teacher did not answer the question.

	Frequency	Percent
Yes	4	66,7%
Missing value	2	33,3%
Total	6	100,0%

Table23: Using Videos in the Classroom

The results in the table above assert that English teachers use videos in teaching. Four teachers (equal to 66.7%) approved those videos as teaching material is effective, so that they use it in the classroom. However, there are two teachers did not answer this question, but that does not mean they do not use videos in the classroom because there is an option "No".

		Frequency	Percent
	Sometimes	4	66,7%
	Often	1	16,7%
	Total	5	83,3%
Missing	value	1	16,7%
	Total	6	100%

Table24: How Often Teachers Use Videos in the Classroom

Since most of teachers teach via videos, the results above affirm that. Thus only one teacher who often uses videos in the classroom; whereas, the majority of teachers (four teachers) uses videos from time to time, may be because of lack of data show in schools.

Q11: Do you think that thematic videos can improve students' vocabulary retention?

		Frequency	Percent
	Yes	4	66,7%
Missing	value	2	33,3%
	Total	6	100%

Table25: Teachers' Opinion about Thematic Videos

As English teachers, they know what it means thematic videos. Consequently, they almost agree that thematic videos can improve students' vocabulary, simply because the curriculum is divided to themes and units which make this kind of videos easy to apply. This result supports our research hypothesis since teachers are aware about their students' needs.

Q12: When you use thematic videos, how you students interact?

		Frequency	Percent
	Positively	4	66,7%
Missing	Value	2	33,3%
	Total	6	100%

Table26: Students' Reaction toward Thematic Videos

In this question teachers were given choices to determine students' attitude toward thematic videos, depending on their type of interaction in the classroom: positively, negatively, or they are not interested at all. It is noticeable that the majority of teacher (4 teachers) claimed that their students interact positively when they use thematic videos. Interacting positively with specific learning material indicates that students are motivated and interested in learning the language, more important they learn the language effectively because they like way of teaching and they will be exited for the next video to learn.

Q13: Do your students prefer using videos in the classroom or other learning materials?

		Frequency	Percent
	Yes	4	66,7%
	No	1	16,7%
	Total	5	83,3%
Missing	value	1	16,7%
	Total	6	100%

Table27: Students' about Using Videos in the Classroom

This question aims to confirm the Q10 in students' questionnaire. Teachers also have the ability to determine their students' attitude toward using videos in the classroom. Most of teachers agree that students prefer using videos in the classroom rather than the other learning material; consequently, students really interested in using videos in the classroom. In contrast, the only teacher who answered "No" stated that his students prefer using pictures and crossword more than videos, but still learners prefer learning visually. Thematic videos also contains pictures and audio (i.e. audio-visuals the combination between the two), teacher can use them to gain more benefits.

Q14: How do you assess your students' vocabulary retention after using videos?

The main aim of teaching via videos is to make students learn new vocabulary, but teacher should assess their understanding and if they really store the new input. Most of teachers check their students' vocabulary retention after presenting videos in different manners and different tasks. To assess students' vocabulary retention throughout teachers uses cross words tasks, fill in the gap, recalling what they have seen, using the new

presented vocabulary in writing expression, and make general review based on what they have seen. The evaluation helps learners to store the new input as far as vocabulary, since some learners do not revise their lessons at home it become easier for them to watch the videos and check the activities which they have done.



Q15: Do you agree that teachers should use thematic videos as a solution for students' lack of vocabulary knowledge?

		Frequency	Percent
	Yes	4	66,7%
	No	1	16,7%
	Total	5	83,3%
Missing	value	1	16,7%
	Total	6	100%

Table28: Teachers' Opinion about using Thematic Videos to Overcome Students' lack of Vocabulary Knowledge

This question is the core of our study. Almost teachers are Permanente teachers, so they have years of experience in teaching English, also they agreed that most of students have the problem of lack of vocabulary; as a result, those teachers are capable to determine the effectiveness of thematic videos. The table above shows that four teachers (4) out of six teachers (6) agree of using thematic videos thematic videos as teaching material to overcome the problem of students' lack of vocabulary knowledge. This result confirms that using thematic videos can help students learn new vocabulary and give them the opportunity to solve the problem of forgetting words or deficiencies of vocabulary knowledge.

3.2.3. Classroom Observation

3.2.3.1. The Aim of Classroom Observation

The researcher used this data gathering tool in order to gain more accurate information about the effectiveness of using thematic videos to improve students' vocabulary retention. More specifically, it is used to support the questionnaires findings (both teachers' and students' questionnaire).

3.2.3.2. Description of the Classroom Observation

Our classroom observation has been taken place on April, 2019 with one class of first year students at TechnicomDjamaâ High School in Djamaâ. We designed to attend four (4) sessions: one without the use of videos to be a general case that would present the classical teaching method, and the three other sessions with the integration of videos. Whereas the last session was cancelled for certain circumstances (it will be mentioned in the limitation of the study). Since we were restricted by time, we could not make a make-up session because students had exams the following week. The observation conducted from a scientific stream class, contained 36 students with a balanced number between boys and girls.

Therefore, the undertaken observation was overt and free; we have not used any recording or filming devices. In the observation we examine students' reaction, interaction, responses during watching the video (all the presented videos related to the present study), and how they answer the activities. Moreover, the last unit "EURIKA" was the target, it is the last unit in first year program; mainly it is about inventions and inventors and how they change human life.

3.2.3.3. The Results of Classroom Observation

The first remark that we get is the teacher and students have a good relationship, since they were each one in his/her place, none outside the classroom only who were absent from the beginning, and most of the English books in the tables. Concerning the first session in which the teacher did not use videos, we had observed the following:

- The teacher presents the lesson in tedious way; started first by revision about the previous lesson, and then he introduced the lesson.
- While he was explaining the lesson, he used the board from time to time.
- He asked students to form groups to do the activities; however, they take time to move the tables and chairs to organise the classroom, while they was working he check their working.
- In giving the answers of the activity, the majority of students were passive, they did not participate, and the teacher was designating students to answer.

In brief, the session was boring for students; most of them did not act and react because of the traditional way of teaching, students fell boredom.

In the other hand, we attended two other sessions where the teacher integrated thematic videos, since they are related to the unit “EURIKA” which they were studying it at that time. Through the observation we noticed that:



- There is a showroom for presenting videos; teachers in this school do not change anything in the class to make it suitable for learning situation.
- The teacher selected the video accurately according to his students English language level (in terms of the pronunciation and the simplicity of words) and their abilities. Both videos were about inventions and inventors.
- The teacher asked students to come to the showroom, so they already had an idea about the session; then he asked them to form groups.
- They form group easily, and they did not take time because the room were already organised.
- When the video started students should take notes to do the activities, the activities were completing the table and fill in the gaps.
- The teacher repeated the video more than three times because they find difficulties in taking notes.
- When it comes to answering the activities they started answering all together but the teacher stopped them, then they started answering group by group.
- We recognised a kind of checking pronunciation between students, and discussion if they did not understand something they asked the teacher.
- At the end to check the answers the teacher played the video again and let correct to each other.

We notice the difference between teaching using the tradition ways of teaching such as depending only on the course books, and teaching via visual aids ad thematic videos. Students feel more comfortable and familiarity because they ask and share their answers in front of others. We observed how much they were interested, since they did not take time in organising themselves. Students had the opportunity to learn vocabulary and how it pronounced.

3.3. Discussion of results

The main aim of this study is to investigate the effectiveness of using thematic videos to improve students’ vocabulary retention. It sought to reduce the problem, in which most of EFL learners’ have lack of vocabulary, and they find difficulties to produce

the language or they cannot express their ideas because they do not have enough vocabulary. For that, thematic videos were suggested as teaching material in the current study in order to increase students' vocabulary retention.

After the data gathered and analysed throughout questionnaires for both teachers and students, and the classroom observation the research questions and hypothesis were verified. Thus, the first question which is does thematic videos help students to increase vocabulary retention was answered by teachers. Concerning this question, most of teachers agree that thematic videos can help students' vocabulary retention to increase, since they are experienced teachers and they used to teach via videos, more than that they already teach based on theme-based approach.

Second question is what strategies/ materials do teacher use to enrich students' vocabulary retention. Even though all English teachers answered the same question, but they have different answers; teachers varied in their teaching strategies and materials after using thematic videos in order to help their learners improve their vocabulary retention. Some teachers suggested using the new vocabulary which is presented in the video in writing expression, and ask students to recall what they had seen. Other teachers suggested different types of tasks, such as cross words, gap filling, and providing synonyms and antonyms.

The last two questions are about teachers' and students' attitudes towards thematic videos. Most of teachers and students have positive attitude toward thematic videos. We recognise that through students' interest in using thematic videos in the classroom and teachers opinion about the use of thematic videos. In addition to the classroom observation which confirmed the answers of the questionnaires.

Consequently, our expectation and hypothesis confirmed **“if teachers use Thematic Videos in the classroom than students' Vocabulary Retention will improve”** based on the results and findings.

Conclusion

The current chapter deals with the interpretation and analysis of data, also the description of the theoretical background and the presentation of research methodology. The data collected were through questionnaire for both teachers and students and

classroom observation. First, the results of teachers' and students' questionnaires were analysed and interpreted through the description of results in tables and graphs. Second, the classroom observations were described throughout the taken notice. Then the discussion of all the findings in which the research questions were answered and the hypothesis was confirmed.

General Conclusion



Vocabulary plays a significant role in foreign language learning. The four skills depend mostly on it. It is noticeable that EFL learners find difficulties in receptive and productive skills, one cannot speak, write, read, or even understand what s/he is listening to if s/he does not have enough vocabulary. Besides, this lack of vocabulary may be because the lack of practice, facing problems in remembering words, or the wrong selection of teaching techniques. Hence, this study suggested thematic videos in order to improve students' vocabulary retention.

This study is made up of three chapters; the first two chapters were concerning the literature review of the study, whereas the third one was concerning the analysis and evaluation of the findings. Chapter one was about vocabulary retention. Its main focus is about the importance of vocabulary. It presented the most used teaching techniques in teaching vocabulary, and the main reasons behind forgetting words and how to remember them.

Chapter two was about thematic videos. This chapter indicates the use of videos under the umbrella of the theme-based approach. It discussed the effectiveness of theme-based approach and the development of teaching materials. Moreover, it represented steps to use videos in the classroom, and the advantages of using videos in the class. More important, it explained videos necessity to learn vocabulary.

The third chapter was devoted to the analysis and evaluation of finding. This chapter started with a theoretical background about the research methodology, data gathering tools, the population and sample. Then it discussed the findings which are gathered through teachers' questionnaire, students' questionnaire, and the classroom observation. These tools were selected to answer research questions and test the hypothesis. The obtained results indicated that both teachers and students were interested in using thematic videos. At the end of the chapter the research questions were answered and the hypothesis was confirmed.

Finally, EFL learner should develop their vocabulary knowledge to master the language. It is not enough for learners to understand what is said or written, it is also important to be able to produce the language. It is necessary to select the right techniques and strategies to improve vocabulary retention. In this study thematic videos were selected

to enhance students' vocabulary retention. Consequently, the findings and results of this study showed that if teachers use thematic videos, then students' vocabulary retention will improved.



Limitation of the study

The present study focused on investigating the effectiveness of using thematic videos to improve students' vocabulary retention. Nevertheless, there are some obstacles we faced in conducting the research. The first obstacle is in the sample of teachers which supposed to be nine teachers, there are three teachers did not answer the questionnaire which made it insufficient to our study. Secondly, last session of the classroom observation was deleted because of the teachers' sudden illness. Thirdly, even though students were interesting and reacting, but they were exhausted and disturbed by the hot weather because the time scheduled at 2pm in the afternoon. This also led to the absence of some students. Finally, thematic videos are used only to enhance students' vocabulary retention.

Recommendations

- Teachers should select the appropriate strategy to give learners the opportunity to acquire and memorise vocabulary because it is necessary in language learning.
- Learners should be aware of the importance of vocabulary.
- Thematic videos are recommended as an important vocabulary teaching strategy.
- Through using thematic videos, teachers may help learners to memorise words.
- For further research, future researchers are required to consider other difficulties that learners may face in learning vocabulary

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APPENDICES

Appendix one: Teachers' Questionnaire

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

MOHAMMED KHIDER UNIVERSITY – BISKRA

FACULTY OF LETTERS AND FOREIGN LANGUAGE

SECTION OF ENGLISH



Questionnaire:

Dear teachers,

This questionnaire is designed for a dissertation of master degree aims at investigating the effectiveness of Using Thematic Videos to Improve Students Vocabulary Retention.

Your valuable participation in this modest research is mostly appreciated and would be a great help. You are kindly expected to read carefully the questionnaire and answer the questions honestly and straightforward.

Thank you.

Section one: Personal information

1. Sex: Male Female

2. Your qualification:

3. How long have you been teaching English language?

.....

4. Are you teaching as: Permanent Vacation

Section two: Vocabulary Retention

1. Do you agree that vocabulary knowledge is one of essential in learning a foreign language?

Yes No

2. Do you agree that students' lack of vocabulary is the most noticeable problem in language teaching and learning?

Yes No

3. Do you agree that vocabulary knowledge affects receptive and productive skills?

Yes No

4. Do you use different types of strategies/materials to help your students improve their vocabulary retention?

Yes No

-If yes, state at least two of them

.....
.....
.....

5. How do you assess your students' vocabulary comprehension?

.....
.....
.....
.....

Section three: Thematic videos

1. Videos are one of the materials that teachers uses in the classroom to help his students' vocabulary retention.

- Do you agree? Yes No
- Do you use videos in the classroom? Yes No
- How often? Rarely Sometimes Often

2. Do you think that thematic videos can improve students' vocabulary retention?

Yes No

3. When you use thematic videos, how your students interact?

Negatively Positively No interaction

4. Do your students prefer using videos in the classroom or other learning materials?

Yes No

- If they prefer other learning materials state them?

.....
.....
.....

5. How do you assess your students' vocabulary retention after using thematic videos?

.....
.....
.....
.....

6. Do you agree that teachers should use thematic videos as a solution for students' lack of vocabulary knowledge?

Yes No

Thank you so much for your collaboration

Appendix Two: Students' Questionnaire

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

MOHAMMED KHIDER UNIVERSITY – BISKRA

FACULTY OF LETTERS AND FOREIGN LANGUAGE

SECTION OF ENGLISH



Questionnaire:

Dear students,

This questionnaire is designed for a dissertation of master degree aims at investigating the effectiveness of Using Thematic Videos to Improve Students Vocabulary Retention.

Your valuable participation in this modest research is mostly appreciated and would be a great help.

You are expected to read carefully the questionnaire and answer the questions honestly and straightforward.

Thank you.

NB:

- Thematic videos are like the other videos just they talk about one theme or content.

- Tick × in the right answer.

Section one: General Information

1. Gender: Male Female

2. How do you consider your level in English language?

Good Medium Bad

Section two: Vocabulary Retention

1. Do you think that you have good vocabulary knowledge in English language?

Yes No

2. Do you use English dictionary? Yes Sometimes No

-If yes, which type of dictionary do you use?

- Bilingual(English-Arabic)
- Monolingual(English-English)

3. Do you know what does it mean appropriate use of vocabulary?

Yes No

4. Which strategy do you prefer to use to increase your vocabulary knowledge?

- Watching videos
- Listening to music
- Reading books/short stories

5. Do you think that using videos in the classroom is a good strategy to improve your vocabulary?

Yes No

Section three: Thematic videos

1. Do you ever watch videos? Yes No

2. Do you watch English videos outside the classroom?

Yes No

-If yes, which one do you like to watch (multiple choices)?

- Sports
- Films
- Fashion
- Motivational videos
- Others.....

3. How often did your teacher use videos in the classroom?

Rarely Sometimes Often

4. Do you take lessons with thematic videos?

Yes No

-If yes, how did you find them?

Not interesting Interesting Very interesting

5. How is the work organized (i.e., the tasks)?

- Individually
- Forming groups
- The whole class

6. Which one of them do you prefer?

Why?.....

.....

..... **Thank you, wish you all the best.**

الملخص

تعتبر هذه الدراسة النوعية من الدراسات الوصفية، التي ترس مشاكل نقص مفردات اللغة الانجليزية لدى التلاميذ. و قد تم القيام بهذه الدراسة من اجل التحقق من مدى فعالية الفيديوهات الموضوعية في تحسين حفظ مفردات اللغة الانجليزية لدى التلاميذ. إذ افترضت الدراسة: " إذا استعمل الأساتذة الفيديوهات الموضوعية في الأقسام سيتحسن حفظ التلاميذ للمفردات". و من اجل التأكد من صحة هذه الفرضية اعتمدت هذه الدراسة المنهج الوصفي لتحديد مدى أهمية استعمال الفيديوهات الموضوعية لتحسين حفظ المفردات لدى التلاميذ في اللغة الانجليزية. وتم استعمال الاستبيان و الملاحظة كوسائل لجمع المعلومات والبيانات. حيث وزع الاستبيان على ست أساتذة و تلاميذ قسم واحد من ثانوية متقن جامعة، و ملاحظة ثلاث حصص تحت إشراف أستاذ اللغة الانجليزية. و من خلال إجراء التحليل لنتائج الاستبيان و الملاحظة، أثبتت الدراسة صحة الفرضية أن الفيديوهات الموضوعية تساعد التلاميذ على حفظ مفردات اللغة الانجليزية.

الكلمات المفتاحية: الفيديوهات الموضوعية، حفظ المفردات