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The Effect of Using Authentic Videos in the EFL Classrooms on Improving Students Vocabulary Learning

A Case Study of Second Year LMD Students at Biskra University

Research Project Submitted in Partial Fulfillment of the Requirements for the Master Degree inSciences of the Language

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Dedication

In the Name of ALLAH the Most Gracious, the Most Merciful

All the Praise is due to ALLAH alone, the Sustainer of all the worlds

This work is dedicated to:

My parents for theirpatience, love and encouragements all over these years

Special dedication to my dearest friends: Sara T, Mimi, Sara S and Abir for your love all over these years, thank you for the marvelous time that we spend together, your help and encouragements make my life better.

Also, I want to dedicate this work to the light of the house, my nephew DjeblounMohamed Moadh and to my niecesBouchra and the cute Malek.

Acknowledgment

Abstract

Teaching and learning processes are two elements that complete each others, the aim of this study is to highlight, the importance of using authentic videos as a tool in presenting the lecture of oral expression in EFL classes that focuses on students' vocabulary learning. All students of foreign language face various problems due to the lack of vocabulary itself and other problems as a result to the lack of vocabulary. In fact, teachers are adapting old methods of presenting new vocabulary. The purpose of the research is to show the effect of using authentic videos as a method of teaching in oral expression module in order to improve students' vocabulary learning. Therefore, the hypothesis elaborated in this research is if teachers of EFL classes use authentic videos in their class, students' vocabulary learning will improve. To confirm our hypothesis, we adopted the descriptive method, by the means of teachers' questionnaire and classroom observation with two different teachers of oral expression of second year LMD. According to the results obtained from the teachers 'questionnaire and classroom observation the use of authentic videos in EFL classes have an effect on students' vocabulary learning.

List of Abbreviations

EFL: English as a Foreign Language

ICTs: Information and Communication Technologies

LLS: Language Learning Strategies

LMD: Liscence-Master-Doctorate

LS: Learning Strategies

SL: Second Language

TL: Target Language

Q: Question

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General Introduction

Teaching is one of the important components that change students' lives. Scholars say that what to teach is a political and pedagogical decision, but how to teach, how to send an understandable message depends on the teacher, in order to create a close setting of studying the target language. Teachers hope that students can learn a new language and improve their skills by using the old methods of teaching, but it is not possible because students nowadays don't respond with that, they demand something new, such as using internet or computer devises or television programs and authentic videos.

The use of authentic videos in English as a foreign language classrooms is one of the teachers decision but it seems to be a problem for some teachers, that is why they do not use it because they think it is a difficult way and unreliable. However, it is the opposite.

Authentic videos plays a major role in the teaching-learning process it affects the teaching technique from old and classic to new and interesting techniques. Students' amount of vocabulary will be enhanced especially when the teacher knows how to take the advantages of authentic videos. It is considered as a bridge that connects the student with native speakers' culture. Authentic videos will help students to improve their level of vocabulary proficiency.

1. Statement of the Problem

Students of second year LMD as foreign language learners(EFL) face a number of difficulties in learning a new language, especially in vocabulary and pronunciation. These two last problems can be solved when the teacher thinks outside the box and uses a new teaching technique.

As we know, we are in the age of technology wherestudents are using it every single day, so why doesn'tthe teacher use it? Therefore,he tries to revivals his methods such as using authentic videos instead of the old presentation. Students are going to enjoy the session and share this new

technology with their teachers that would help both teacher in his work and student in his learning process.

Inaddition, authentic videos are likely to be an interesting experience to students who want to know and learn more about cultureof native speakers. This new technique will give a chance to student to communicate correctly by using the correct words in the correct situation.

2.Aim of the Study

This study aimed to determine and explain how the use of authentic videos is effective and beneficial for both teacher and student, which provides teachers with a new technique to improve student's vocabulary, while students are motivated and in the correct path of learning vocabulary.

3. Research Questions

Our study aimed to answer the following questions:

 - Do authentic videos improve EFL students' vocabulary learning?

 - How do authentic videosmotivate students to learn vocabulary?

4. Hypothesis

We hypothesize that

- If a teacher of EFL classes uses authentic videos in his class, students' learning of vocabulary will improve.

5. Research Methodology and Data Gathering Tools

5.1 Research Method

This research needed to follow descriptive and analytical method according to the population that we have the tools of data gathering and techniques.The reason behind this selection is the appropriateness to the study. This study aimed to ascertain the efficiency of authentic videos on improving students' vocabulary learning. We used classroom observation to compare two classrooms, the first one with teacher A who do not use authentic videos and

the second with teacher B who uses authentic videos.

5.2.Data Gathering Tools

We used observation for students. In other hand, teachers are givenquestionnaire, all the data gathered from observation and questionnaires are analyzed and described. The resultsare presented in the form of diagrams, tables, and figures.

5.3. Population & Sampling

5.3.1. Population

We examined the effects of using authentic videos on improving EFL students 'vocabulary. Therefore, we have chosen the second year LMD students at University of Mohamed KheiderBiskra as a population. The total number of that population was almost 530 students. That selection appeared to be the most appropriate one to our study.

5.3.2. Sampling

We have chosen the respondents of this study from the second year LMD students of Biskra University as a sample with a variety of age, gender, and social status. They were selected randomly (almost 87 students), and we used classroom observation to conduct the study by attending regular sessions with them. In addition to that, teachers from the sample (20 teachers) are given questionnaires in order to help accomplishing our present work.

6. Structure of the research

The present study is composed of three chapters:

The first chapter is devoted to give an overview about vocabulary teaching and learning. Through this chapter, we tried to define the concept of vocabulary and presented basic assumptions of that concept, its main element, as well as the importance of vocabulary .As far as the foreign language is concerned.

The second chapter is dedicated to authentic videos in general, authentic videos definitions, authenticity as a concept, in addition to lesson design and its contribution to

vocabulary teaching and its pedagogical implications.

The third chapter is the practical part (i.e., the fieldwork) which included the interpretation and the analyses of data gathered from questionnaire and classroom observation.

<h1 style="text-align:center">Chapter One</h1>

<h1 style="text-align:center">Foreign Language Vocabulary Teaching and Learning</h1>

Introduction

Learning vocabulary is the core task of English as a foreign language (EFL). Vocabulary is considered an integral and essential for teaching and learning process of any language, it's not a simple task, it appears to be difficult to learn a language if you do not know its words, you cannot translate if there are no words; a major part the language skills learning depends on the vocabulary acquisition, consequently, communication does not exist if words are not available. In this chapter we shall introduce the definition of vocabulary, aspect of knowing a word, learning vocabulary,vocabulary learning strategies and its importance, teaching vocabulary and its importance and steps, at last major tips in teaching vocabulary through classroom interaction.

1. Definition of Vocabulary

Languages are different from one place to another and so as vocabularies. They are different even from one person to another, even if they speak the same first language.every person knows some vocabularies not all of them, only the most used ones in his everyday life, the word vocabulary origin from 1530s. "List of words with explanation " from Medieval Latin vocabularium "a list of words" from Latin vocabulum, "word, name, noun" from

vocare"to name, call, and meaning". "Range of language of a person or group" is first attested 1753. (Online Etymology dictionary, 2010)

American Heritage dictionary has defined vocabulary as "the sum up words used by, understood by, or at the command of a particular person or group" (cited in Johnson and Johnson 2004,p.01).According to British Dictionary vocabulary is "all the words contained in the language" .Although the majority of students find difficulties in learning vocabulary so ,if learners want to master a language despite of its difficulty they must know it's vocabulary so that they can use them, like what is stated by Shejbalovà "learning vocabulary is a complex process the students' aim to be reached in learning vocabulary process are primarily their ability to recall the word at will and to recognize it in its spoken and written form"(2006,p.10). Learning vocabulary is not an easy process but it is not impossible. Vocabulary refers to knowledge of word that we know and the words that we understand its meaning and use in our lives, no matter whether it is spoken or written. (McShine, 2005, p.59) The following outline describes vocabulary works:
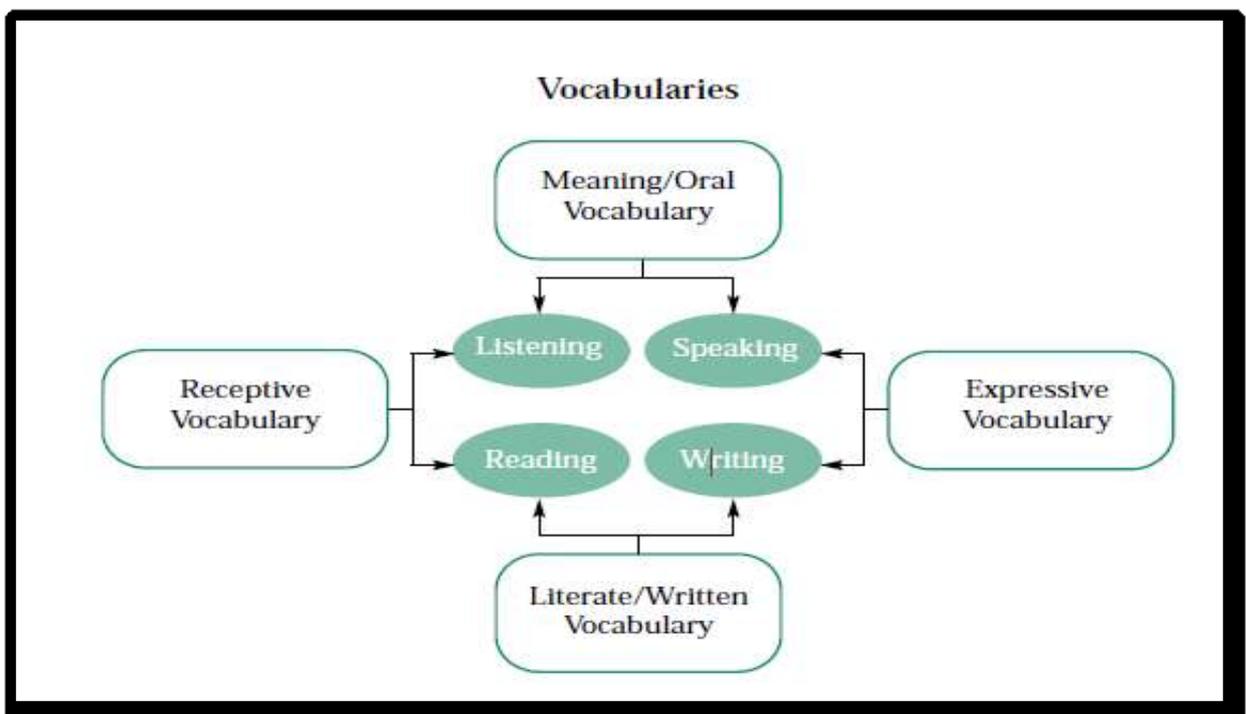
Figure 01*:* Vocabularies (Pikulski and Templeton, 2004, p.07)

For many reasons, vocabulary is the components that gather all the skills (speaking, reading, listening and writing) expressing or receiving of any language, for the reasons that they are the main element of learning the four skills. Having an extensive vocabulary is something great for learners that would allow them to understand what they are reading or listening to, also speak with confidence and write what they feel using specific words for specific ways and context.

> Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read and write. Without an extensive vocabulary and strategies for acquiring new vocabulary, learners often achieve less their potentials and may be discouraged from making use of language learning opportunities around them. (Richard and Renandya, 2002, p.255)

"Words so, innocent and powerless as they are, standing in a dictionary; how potent for good and evil they become in the hands of one who knows how to choose and combine them."Nathaniel Hawthorne. He points that those words are powerless and week when they are in a dictionary, but they become potent in the hand of somebody knows how to choose and use them. Although vocabularies changed over years and they steal changing, the role of vocabulary in the process of teaching and learning a language is steal the same.

2. Aspect of Knowing a Word

Many researchers like McCarthy (1991), Nation (2001) and Carter (1998) they have a huge interest in vocabulary learning and teaching, they wanted to cover everything that is related to vocabulary learning and teaching including Aspect of knowing a word.

Since vocabulary considered the main component that language learners need to acquire which contain many aspect of knowing a word, but before we start dealing with aspect of knowing a word, we should first define the concept aspect and knowing a word in

isolated .First of allOxford dictionary defined theword aspect as "A specific way in which something can be considered".The term aspect refers to" a particular part or feature of a situation, an idea, a problem, and so on; a way in which it may be considered ". Oxford advanced Learner's Dictionary.While the definition of knowing a word is according to Miller's (1999) "Knowing a word involves knowing its meaning". Nation also defines "knowing a word" as knowing its form, meaning and use " (2001,p.23-24).knowing a word in another language is not only about understanding the definition of dictionary or translating it, knowing a word is about recognizing a word, using it easily, correctly and in different context. The student is not obliged to know all words that he hear or read only the most important one that he could use in his daily life.

After we gather the two previous concepts, we have aspect of knowing a word thatis divided into three main parts: form (spoken, written and word parts) meaning and use .Nation (2001) divided them into nine aspects as follows:

2.1.Form Defined

Form is considered as main element especially to vocabulary knowledge, which means the phonological or orthographic sound or appearance of a word that can be used to describe or identify something. Defined by dictionary that simply means a unit of language that native speakers can identify any of the ways in which a word may be spelled, pronounced, or inflected*an adjectival form defined by Oxford Advanced Learner's Dictionary.* According to Nation (2001) "the form of a word involves its pronunciation (spoken form), spelling (written form), and any word part that make up this particular item (such as aprefix, root, and suffix)."this classification is the most known, used classification.

2.1.1. The Spoken form

Firstly, the Spoken form is the pronunciations of the word, learners have to know the word when they hear it in a regular speech in addition to the ability to produce that sound again, besides to that, the ability to attain the correct pronunciation for this, learners should be aware to the different pronunciations of one letter because of the various phonological aspects such as stress, length of the syllabus, volume and pitch, in addition to feature of syllabus that may interfere in acquiring new vocabulary items stated by Schmitt (2000). In this sense, EFL learners should be aware of the factors that affect the pronunciation and try to get over it.

2.1.2. The Written Form

Secondly, the written form is to spell the word correctly. According to the free dictionary, it is a method of representing the sounds of a language by written or printed symbols. Alternatively, it is the mastery of word spelling, when a student's knows how to write a word it can be considered as an achievement. EFL learners are presupposed to know how words look like subsequently they should be able to use these words correctly in addition, to the correct pronunciation.

2.1.3. Word Parts

Finally, word parts such as prefix, suffix and root. Learners of EFL should take in consideration these parts of word to be able to deliver meaning correctly and to be aware of the changes that occur in the word when omitting or adding a prefix or a suffix. Dictionary mentioned that prefix is placed at the beginning of a word to modify or change its meaning. Pre means "before." Prefixes may also indicate a location, number, or time, while root is the central part of a word, whereas Suffix is the ending part of a word that modifies the meaning of the word. Example: homeless. Root is 'home' and the suffix is 'less'. It can alsorefer to a condition, disease, disorder, or procedure. All these changes are related to each other.

2.2.Meaning as a Concept

The word meaning is defined by the free dictionary as the way in which a word or expression or situation can be interpreted "the dictionary gave several senses for the word". Learners have to connect between the word form and the word meaning. According to McCarthy (1999, p.110) words are stored mentally regarding phonological or graphologicalforms as much as regards to meaning. It is not enough to know the word, but also learner should encounter its meaning and restore these words meaning after knowing them.

2.3.Use as a Concept

The Word use is one aspect from the three aspects of knowing a word. It is important as much as the other two. Knowing the word form and meaning in not sufficient for learning new vocabulary. Carter (1998) said "where there are constraints, the clues on use can come from the way the words are translated into the first language or from the context in which the word is used". There are many factors that limit the where and when words are used not only the sociolinguistic in other words, the learner should know when and how to use the words that they learnt.

3. Learning Vocabulary

Learning vocabulary is not a task at ease like it seems to be, recognizing a word is not enough, learners also need to learn how and when to use words in the correct spot.

3.1.Importance of Learning Vocabulary

Because learners of EFL classes need to learn vocabulary to achieve their goals no matter what it is, the focus on teaching vocabulary had increased these final years.

Before 1970s, linguist focused on teaching English from different aspects by using different methods such as the direct method and Audiolingualism, but at the beginning of

1970s, there was a big change from direct method and Audiolingualism to communicative approach that focuses on the importance of teaching vocabulary. O'Malley et al state "Learning, teaching and communication strategies are often interlaced in discussion of language learning and often applied to the same behavior" (1985, p. 22). O'Malley connected learning, teaching and communication together to be used in the same situation.

According to Wilkins (1972) "…without grammar little can be conveyed without vocabulary nothing can be conveyed " (p. 111-112).This is correct all people use words to express their feeling, thought , ideas and anything they want to express not grammar; how could they if they do not know enough words to use in daily life. In meanwhile, Schmitt (2010) agrees with Wilkins in that point by stating, "learners carry around dictionaries and not grammar books" (p.4). Each student learns vocabulary by his own way, while others wait to be taught, it does not matter how students learn and how many words they know, people especially students surprisingly forget vocabularies in short time even if the teacher explain it to them therefore the more lexis students know the faster they memorize them and their lives going to be meaningful, easier and successful. "Vocabulary acquisition is the largest and most important task facing the language learner" (Swan and Walter, 1984 in Shejbalovà, 2006).Vocabulary learning is the most essential task that could face students learning process.

3.2. Steps of Learning Vocabulary

Brown and Payne (1994) have identified five steps to learn vocabulary that teachers should be aware of in order to help students acquire new vocabularies:

3.2.1. Encountering New Words

It is considered as the first major step among the other four (getting the word form, getting the word meaning, consolidating word form and meaning in memory, using the word) in learning vocabulary,which means finding sources of new words, it may be gathered from

different sources by the students such as reading journals, magazines, books, stories, or even from watching television or listening to radio. Some psychologists say that there are some psychological factors affect the learner's acquiring to new words such as motivation with its two kinds (intrinsic ,extrinsic). Moreover, learners' needs and interest play an essential role in students choosing words to acquire (ibid).

Other essential factors is using (ICTs) such as (computer, internet, data show that could be used in classes to watch some educational videos materiel) this way of learning is called incidental vocabulary learning which happens as a result to unplanned exercises without previous planning to memorize or to recognize new words such as, reading an article, listening to a dialogue, speech and so on, those words are used in their appropriate context, the learner tries to explain and understand the new words through the keywords that exist in the context. According to Schmitt (2000), vocabulary learning through incidental learning that happens by exposing to language in a continuous manner, the concentration is not on learning itself but on language use. In other words, the instruction should provide students with different chances to encounter words.

3.2.2. Getting the Word Form

This step is the second important step in learning vocabulary, getting the word pronunciation spelling. According to Hatch and Brown (1995,p.378),it can be achieved by many sub steps.(1) associating new words that may appear (sound) the same with learners' native language.(2) write words sounds using sound symbols from the learners native language.(3) the association of words which are similar to other words in other language that the student studied.(4) the association of a word with an English sound word that the student know.(5) last but not least, to see a word looks like another word that the student already know.

As can be seen, there are a huge number of words in English that look and sound the same. That is why these steps are very important to learners by helping them differentiates between those words, and to assist learners achieve their goals and recognizes the word definition when they are asked.

3.2.3. Getting the Word Meaning

The third important step is getting the word meaning, it is a basic step in learning vocabulary it is used by the learner by asking the native speaker or a teacher for word meaning as a result to the different meanings that one English word have. According to Kane (2000, p. 244) word meaning is "to say that a word has meaning is to say that it has a purpose. That purpose may be to signify something". Definition of word varies according to necessary situations and learners level. Advanced learners' needs are different from beginner learners, the advanced ones need more specified definition (meaning) unlike beginners. Advanced learners postulate that dictionaries are the main source of word meaning, in fact, there are other ways to learn word meaning such as contextualization or putting the word in a context that would help the student guess the meaning. As shown above word meaning is the essence no matter the source of definition or the explanation of that word, learners should know the meaning of words otherwise they cannot say that they learnt a word.

3.2.4. Consolidating Word Form and Word Meaning in Memory

The fourth essential step is to focus on the consolidating form and meaning in memory. The concentration in this method indicates that learning words is learned by their suitable context, in which students can gain the vocabulary meaning and form in parallel. This step enables the learner to deconstruct the words meaning from the context by using the key terms that exist in activities such as crosswords, puzzles and other activities. Then consolidate the words, Brown and Payne (1994).

3.2.5. Using the Word

The Final step in learning vocabulary process is using the words; the learners' goal from learning a word is to produce understandable speech not only to receive words. Vocabulary use is a main activity that enables the teacher check out learners' performance. As can be seen above, to achieve their goals, which is learning vocabulary as much as they can in order to enrich their skills learners need all the five steps by a diversity of techniques, activities, strategies that are mentioned in each step (ibid).

3.3. Vocabulary Learning Strategies

Language Learning Strategies (LLS) have given a great importace. According to Oxford (1990, 2003) the word strategy has its origin in the Greek language, from the term "strategia" which means steps of action. The term strategy is sometimes used interchangeably with other terms Griffiths (2003, 3004) such as techniques (stern, 1992) tactics (seliger, 1984) and other concepts. Rubin is one of the earliest scholars in this field; she gave a broad definition of learning strategies as "the techniques or devices which a learner may use to acquire knowledge" (1975, p.43). Learning strategies are a broad term, many definitions were given by researchers such as Chamot and O'Malley defined LS as "the special thoughts or behaviors".

Rubin identified two kinds of learning vocabulary strategies, the ones that are involved directly to learning, others that contribute indirectly to learning.

Rubin divided the learning vocabulary strategies into the direct learning strategies and indirect learning strategies

❖ The direct learning strategies into six types:

1-Classification /verification

2-Monitoring

3-Memorization

4-Guessing /inductive inference

5-Deductive reasoning

6-Practice

❖ The indirect learning Strategies into two types:

1-Creating opportunities for practice

2-Production tricks

Various scholars gave classifications to LS: Oxford (1990) identified into six main groups, while Biggs (1992) gives another classification according to the purpose of learning. The two classifications are in the table below:

Categorization Model	Types of learning strategies
Biggs 1998	1-surface: little effort is invested by the learner to achieve a task; learners memorize information for example to sit for an exam 2-Achieving: to pass a competition or an exam. 3-Deep: when the learner makes considerable effort in a given task being motivated, he tends to associate his schemata with the newly learnt information and draws conclusions. It is a profound involvement where previous knowledge and experience are implemented.

Oxford (1990)	1-Metacognitive: the learner defines his preferences and needs and elaborates his own evaluation of the task success. 2-cognitive: ex: reasoning, analysis, taking notes and synthesizing. 3-Memory related: ex: relating sounds, images and key words. 4-compensatory: ex: Guessing meaning from the context. 5-Affective: Anxiety level, feeling rewarding oneself. 6-social: ex: asking for questions.

Table01: Classifications of Language Learning Strategies (Rezig, 2015, p. 43)

3.3.1 Taxonomies of Vocabulary Learning Strategies (VLS)

Stoffer (1995) conducted an investigation about VLS who developed a vocabulary learning strategies inventory (VLSI) consists of few items regard to Schmitt's taxonomy. Stoffer gathered learning strategies into nine categories: (1) strategies involve authentic language use, (2) strategies used for self-motivation; (3) strategies used for organize words, (4) strategies used to create mental linkages, (5) memory strategies,(6) strategies that involve creative activities, (7) strategies involve physical action, (8) strategies used to overcome anxiety, (9) auditory strategies.

3.3.2 Schmitt's Taxonomy of Vocabulary Learning Strategies

Schmitt (1997) first classification was adopted from Oxford four strategies groups (Social, Memory, cognitive and meta-cognitive)which deals with language learning strategies in general, Schmitt created new category divided into six categories are: social (SOC), memory (MEM), cognitive (COG), Meta-cognitive (MET), compensation (COM) and effective. In addition, he established another category, which is determination (DET). These

additional categories presented to help learners know the meaning when they discover a new word without the going back to other people. Schmitt (1997, p.207-208) classifies VLS into main six groups as shown: (1) discovery determination strategies, (2) discovery social strategies, (3) consolidating social strategies, (4) consolidating social strategies, (5) consolidating cognitive strategies,(6) consolidating meta-cognitive strategies. He grouped these six strategies to 58 individual strategies as a whole are presented in details in the table below:

Strategy Categories	Individual Categories
Strategies for the discovery of a new word's meaning	
Determinationstrategies	Analyze part of speech
DET	Analyze affixes and roots
DET	Check for L1
DET	Analyze any available pictures and gestures
DET	Guess from textual context
DET	Bilingual dictionary
DET	Word lists
DET	Flash cards
Social Strategies	Ask teacher for an L1 translation
SOC	Ask teacher for paraphrase or synonyms of new word
SOC	Ask teacher for a sentence including the new word
SOC	Ask classmates for meaning
SOC	Discover new meaning through group work activity
Strategies for consolidating a word once it has been encountered	
Social Strategies	Study and practice meaning in a group
SOC	Teacher checks students' flash cards or word lists for accuracy
SOC	Interact with native-speakers
Memory Strategies	Study word with a pictorial representation of its meaning
MEM	Image words meaning
MEM	Connect word to personal experience
MEM	Associated the word with its coordinates

MEM	Connect word to its synonyms and antonyms
MEM	Use semantic map
MEM	Use 'scales' for gradable adjectives
MEM	Peg method
MEM	Loci method
MEM	Group words together to study them
MEM	Group words together spatially on a page
MEM	Use new word in sentences
MEM	Group words together within a storyline
MEM	Study the spelling of a word
MEM	Study the second of a word
MEM	Say new word aloud when studying
MEM	Image word form
MEM	Underline initial letter of the word
MEM	Configuration
MEM	Use keyword method
MEM	Affixes and roots (remembering)
MEM	Part of speeche (remembering)
MEM	Paraphrase the word's meaning
MEM	Use cognate in study
MEM	Learn the words of an idiom
MEM	Use physical action when learning a word
MEM	Use semantic feature grids
Cognitive Strategies	Verbal repetition
COG	Written repetition
COG	Word lists
COG	Flash cards
COG	Take notes in class
COG	Use the vocabulary section in your textbook
COG	Listen to the tape of word lists
COG	Put English labels on physical objects
COG	Keep a vocabulary notebook
Meta-cognitive strategies	Use English-language media (songs, movies, newscasts, etc)
MET	Testing oneself with words lists
MET	Use spaced word practice
MET	Skip or pass new word
MET	Continue to study over time

Table 02: Schmitt's Taxonomy of Vocabulary Learning Strategies (1997, p. 207-208)

4. Teaching Vocabulary

4.1. Importance of Teaching Vocabulary

Teaching new vocabulary seems to be easy from the first time, in fact, it is a challenging task , we all think that students will learn and memorize new word ones they are taught ,the truth is that students need to hear the word over and over in real life situation. For that reason, some teachers prefer to teach vocabulary indirectly such as asking students to use the heard word in a sentence and different other activities and context, while other teachers teach vocabulary directly by giving the word to students and give them the explanation, ask them to memorize it, teachers see it a perfect way of teaching this kind of tasks, taking into consideration that the learner obviously will forget what they learn.

The teacher should plan to engage vocabulary tasks as aregular part of English language teaching whether directly or indirectly. As the students understood the target language, their self-esteem, attitude, and scores all begin to enhance. The teacher has to choose some specific types of words to teach. Some grammar sources categorize English word into eight parts of speech and others to nine or even to ten. Every language has its types and classes.

How many parts of speech are there in English language? This question is considered as a dilemma to some researchers and teachers, they have to choose the appropriate classification to be used, and in fact, Muralidharan answers this question in an article, which is mentioned as follows: This disagreement is still until know. According to Shono (1998), there are nine parts of speech, in contrary to

The Purdue University that divided parts of speech into eight parts are: noun, pronoun, verbs, articles, adjectives, adverbs, conjunction and propositions while interjections are considered either nouns or verbs. The same to the University of Ottawa that divided also parts of speech into eight: nouns,pronouns,verbs, adjectives, adverbs, conjunctions and

prepositions, interjections. Articles areconsidereda small subgroupofadjectives. There is some slice differences among the previous universities and there classification to part of speech. However, there is who divided parts of speech into nineparts as can be seen above such as:

The University of Victoria English Language Centre says there are nine parts of speech, including both articles and interjections.

The Cambridge Grammar of the English Languagenow claims that pronouns are a subset of nouns. It also drops the term "articles" and replaces it with a new category called "determinatives."

The English Department (Linguistics), pointed out that the eight parts of speech "is not quite enough to cover the reality of English." Cal Poly State University. It suggests that the list should contain12 part of speechthatincludes nouns, adjectives, verbs, adverbs, prepositions, pro-form, determiners, qualifiers, conjunctions, particles, expletives and interjections. From what is above the divisions of parts of speech reach twelve parts of speech.

Harmer (2007) classified words as part of speech into eight types, which they are noun, pronoun, verb, adjectives, adverb, preposition, determiner, and conjunction. This classification is the used one in lessons of grammar.

Part of speech	Description	Examples (words)	Examples(sentences etc.)
Noun (noun phrase)	A word (or group of words)that is name of person, a place, a thing activity or a quality or idea; nouns can used as the subject of a verb	John Novel	John arrives tomorrow. I recommended this novel.
Pronoun	A word that is used in place of a noun or noun phrase	He , her they	He will meet her tonight. Look at her. They speak a lot.
Adjective	A word that gives more information about a noun or pronoun	Gentle Good She	She is a kind woman. He is a good speaker.
Verb	A word (or group of words)which is used in describing an action, experience or state	Write Ride Be	He writes well. He rides horses every day. We are learners
Adverb (adverbial phrase)	A word(or group of words)that describes or adds to the meaning of a verb, adjective, another, adverb, or a whole sentence	Quickly Carefully At home	Pleas walk quickly. Eat carefully. I will meet at home
Preposition (prepositional phrase)	A word (or group of words)which is used to show the way in which other words are connected	In , on top of	The phone is on top of the desk. The paper is in the file
Determiner	Definite article,indefinite article, possessives, demonstrative, qualifiers	The , my, a, this	The castle is open for visitors. Take my book.
Conjunction	A word that connects sentences, phrases, or classes	And, so	I like traveling and food.

Table03: Part of speech (Harmer, 1998, p.37)

4.2. Techniques for Teaching Vocabulary

Teaching vocabulary is a one of the main steps in the process of teaching a foreign language. For this, there are deferent techniques that could help the teacher in his work and the students in his learning process if they follow them.

The teacher inside his classroom is supposed to use some techniques to be able to handle the new words that the student is exposure to, in essence the teacher pay attention to these techniques unplanned or planned vocabulary teaching in addition to other technique.

4.2.1. Unplanned Vocabulary Teaching

At time, the student will ask the teacher about some words in the middle of the session, the teacherdid not pay attention to or concentrate on, these question open the discussion between the teacher and student i.e. more explanation. This kind of unplanned teaching deserves some attention. Seal (1991, p. 298) defines this term as the "the extemporaneous teaching of problem vocabulary that come up without warning in the course of a lesson ". Sometimes learners feel they need to understand every word that appears in the course unlike the teachers feeling that not all words need to be explained except a certain items, in spite of this the teacher improvise and explain. Seal (1991) suggest the "3Cs techniques" three stages in the unplanned teaching vocabulary: the stage of conveying the meaning, the stage of checking the meaning, the stage of consolidation. In the First stage, the teacher tries to convey meaning of words to students by using any aids they want such as giving synonyms, opposites or even an anecdote. In the Second stage, the teacher should check the students understanding, they can use different activities such as asking questions, filing the gaps or any type of activities to guaranty that the students understood. In the Final stage, the teacher should consolidate words and urging students to use that word in other meaningful contexts.

4.2.2. Planned Vocabulary Teaching

According to Seal, planned teaching is that "when teacher goes into classroom with an item or a set of vocabulary items that s/he has decided beforehand will be taught during the course of the lesson" (p.298). Seal suggested two types of this kind of vocabulary teaching. First, the teacher prepare the lesson and predict that some words will cause a problem i.e., students cannot be able to comprehend them, as s solution the teacher prepares how to teach those items in an easy manner according to their experience in teaching. Second type can be considered as vocabulary lesson; the teacher tries to give information as an isolated task or connected to other activities such as reading stories, discussion, listening to dialogue or simply uses dictionaries, glossary or even translation form mother tongue to the target language all those techniques are to enrich students' vocabulary supplies. To be independent and self-reliance Hatch and brown (1995) propose the use of "students' self-generating vocabulary " so that they all participate in the learning and teaching process and be able to determine their needs by themselves.

4.3. Steps of Teaching Vocabulary

Nation and Newton (2009) identified three steps teacher must take in consideration selection, sequencing, and presentation. Nation and Newton noted that the word instruction of useful items should receive more attention instead of having more frequent information about words than any other segment of the language, i.e., not only the situation that the lesson happens, take in consideration that the selection is not enough but also the sequencing of vocabulary teaching and the way in which the lesson is presented.

4.3.1. Selection

How to select the best vocabulary to be taught in which serve students interest in the target language is something confusing to teachers. As a helpful solution, current available word lists are recommended as an initial and good step to be start with. West's General

Service list of 2000 High frequency base words is the most quoted one. Nation and Xue (1984) add 836 more word in their University Word List for English for Academic Purpose (EAP) learners. Nation (2006) noted that research shows that learner need to know approximately 98٪ of the words in written or spoken discourse in order to understand it well. From the two previous lists (West's General Service List, University List) the learner will know about 95٪ of words that are used or exist in English written text in about 8000-9000word in spoken mode 5000-7000word. In essence no matter what is the step that is required by the teacher he should focus on getting students attention to the words that he select in the target language.

4.3.2. Sequencing

There are the two essential sequences in teaching vocabulary the first one levels of vocabulary; the second one is grouping and ordering of words. Nation (1990) classified the division of vocabulary mentioned below:

Levels	Number of words	Text coverage ٪
High frequency words	2.000	87%
Academic vocabulary	800	08%
Technical vocabulary	2.000	03%
Low frequency words	123.200	02%
Total	128.000	100%

Table 04: Levels of acquiring vocabulary (In Coady. J, Huckin. T. 1977, p.239)

First, English uses is based on 2000 high frequent words. Students acquire these words on the first hand, then he move to the next level which is the academic vocabulary with 800 words if they want to carry on in their studies they have to learn some academic vocabulary words according to the field they are in. Moreover, low frequency words can be found in

academic text or in the literature once unlike the technical vocabularies that are more specific than othersfor example medicine, law, physiques, literature and other fields have various and different vocabularies and terminology.

Second, in the process of teaching vocabulary of another language the teacher should not mix between the tasks i.e., give them two words that are synonyms or opposites of each other in the same time this way may confuse the learners after finishing the lesson. There are a number of words can be taught with their synonyms or opposites while others have to be taught separately as a consequence to their difficulty (meaning, how and when to be used).

4.3.3. Presentation

Decarrico (2001) suggested,"New vocabulary should not be ever presented either solely alone or by simple rate memorization". They must be presented in suitable contexts that areveryenough to give clues to the meanings, i.e., the teacher chooses what is appropriate to students learning, and they leave the easy words that are probably guessed by students. As Kelly (1990) has pointed out that guessing is not a substitute for systematic learning of lexis (adapted by Hatch, Brown, 1995, p. 240). They call those words by the low frequency words. While the High frequency words they are taught through vocabulary activities or autonomy, learning those learners has a good knowledge of these words. Furthermore, these words can be put into practice directly or indirectly according to the teacher and his students.

Conclusion

Learning a second language or a Foreign Language (FL) depends on one essential step, which is learning it vocabulary. In the past, vocabulary was considered as less importance than learning grammatical rules in which learners should memorize these rules. Nowadays vocabulary is given a huge importance in learning and mastering a FL. For the sake of helping learners develop their knowledge concerning vocabulary, this chapter highlighted the concept of vocabulary and it's importance, than the main aspect of knowing a word as well as learning vocabulary by using vocabulary learning strategies, in addition to teaching vocabulary and its steps.

Chapter Two

Authentic Videos in Foreign Language Teaching

Introduction

Teaching English as a foreign language requires sometimes from the teacher to be innovative and up to date in his ways of presenting the lessons such as using technology, computer internet, authentic materials in all its kind and CDs to reduce the space between students and learning English.Authentic video is the perfect way to present information in an interesting and entertaining way.

The second chapter will be devoted to using authentic videos in foreign language teaching, we will start by providing some definitions of the (ICTs) information and communication and presenting an overview about the historical background of authenticity, then we will introduce authenticity as a concept, defining authentic learning, authentic materials and authentic videos. As the thesis develops, we will see how to select authentic videosand we will provide types of authentic videos in addition to that, we will recognize the different uses of authentic videos. At the end, we will conclude the chapter by shedding the light on importance of authentic videos and the use of authentic videos in teaching and learning vocabulary.

2.1. Definition of the (ICTs) Information and Communication Technologies

Nowadays, technology has an important role in our educational and working lives. Therefore, students become more interested in it, they prefer using their computers and surfing the net searching for something may be easily found rather than going to the library and read books for something that may not be found. The term information and communication technology is used as a synonym to the term information technology (IT). The free encyclopedia defined (ICTs) as terms refer to the convergence of audio- visual and telephone network. Dudeney and Hockly (2008, p.5) noted that "teachers are often far less skilled and knowledgeable then their own students when it comes to using current technology." Nevertheless second language teachers in the recent time are using computers in their teaching process increasingly.

One aspect of the ICTs is what is called the E-learning or the online learning that is formal (such as in the case of learning inside class using this strategy) or informal (such as autonomous learning of the target language) for the reason of transmitting courses, simplifying learning and encouraging interaction and assisting evaluation(Tinio, 2002, cited in Mikre, 2011).

According to Mikre (2011) the ICTs are:

> Information and communication technologies (ICT) are simply technologies derived from scientific and technological progress in computer science, electronics and telecommunication. They enable us to process, store, retrieve and disseminate valuable information itext, sound and video" (2011, p.3).

According to Mikre (2011) ICTs are creating effective modification in society and its existing impact in many aspects of life, ICTs provide to students and teachers with more chances in adjusting learning and teaching to individual needs (ibid).

There are many meanings or definitions for information and communications technologies (ICT) in teaching: some of these definitions are concerned with computer and communication facilities that support teaching, learning process in wide range of exercises in the class with different levels of education.

Bruce supported the model; he wrote the following that is concerns the academic basics of ICTs literacy:

> "The idea of information literacy, emerging with advent of information technologies in the early 1970s, has grown, taken shape and strengthened to become recognized as the critical literacy for the twenty-first century. Sometimes interpreted as one of a number of literalizes, information literacy is also described as the overarching literacy essential for twenty first century living" (Bruce, 1995 cited in Romero, 2008, p.193).

2.2.The Historical Background of Authenticity

Authenticity was originally suggested by the king of England Alfred over a thousand years ago. According to Hedge (2000), the notion of authenticity came up to the surface in association with the communicative approach in language teaching in the 1970s.

According to Mishan (2005) in language, teaching there is three major approaches that regarded as the basic for the term authenticity that are:

1-   Communicative approach in the sense that the focus is on communication from it's both sides which means the objectives of learning a language and the tools that are used in teaching a language.

2-   Materials-focused approach in the sense that the focus in this approach is on learning by text.

3-   Humanistic approach in the sense that the focus in this approach is on the learner and the learning process besides the individual improvement.

2.3.Authenticity as a Concept

The term authenticity in a new word it is originally from late Middle English by old French from Late Latin *authenticus*, and from Greek *authentikos*, which means 'principal, genuine'.

Another researcher gives a description to the term authenticity is Rafferty. According to Rafferty (2010, p.2) "Many authors and speakers on human development psychology, spirituality and motivation speak about being authentic, living authentically and expressing one's self from a place of authenticity". This word is recently used, but in fact it goes back in time to the history of human being and the various texts in which these texts attempted to catch the nature of human being (ibid).

From Oxford advanced learners dictionary the term authenticity is defined to be real and genuine and not a copy some of its synonyms true, real and original. From oxford dictionary, authentic meaning is undisputed origin or veracity.

Authenticity can refer to different things as Gilmore (2007, p.97) claimed: that"Authenticity relates to the language produced by native speakers for native speakers in a particular language community or the language produced by a real speaker or writer for a real listener, conveying a real message". In this sense authenticity can be something that is gained from analyzing or explaining (clarification) in terms of the level of participation of the students (Mishan, 2004, p.3).

2.4.Definition of Authentic Learning

The development of technologies has produced a diversity of communicationthat helps the teacher in the process of teaching by facilitating learning to students and giving them more realistic experience by means of providing an authentic learning.

According to Lombardi (2007), "we can offer students more authentic learning experience based on trails from the real world and actions". All of these are reached by the help of the new technology and the internet which provide a variety of communication as a result to this students are able to notice all the changes that is happening to the world and understand what does the members of a society practice "unwritten knowledge". In addition, authentic learning is concerned with existence worldproblems and their solutions (ibid).

Lombardi also adds, "The learning environments are inherently multidiscipline", authentic learning is not constructed to teach modules but learning environment is likewise the real world discipline. He also stated that the purpose of real learning is to provide a multi discipline, multiple notions, mind habits, communities and provide working ways (ibid).

Herod (2002) provides a simple and clear explanation to authentic learning: he said that the material and activities are planned around actual actions for real life in which they would be used, students who are engaged in authentic learning tasks their skills will be enriched in which they have problems in acquiring language on their own includes: the judgment, the patience, the synthetic ability and the flexibility to work on discipline and cultural boundaries (ibid).

Learning researchers summarized the essence of the authentic learning experience in element which they can be adjusted to any subject matter domain such as: Real-world relevance, Sustained investigation, multiple sources and perspectives, Collaboration stated by (Brown, Collins and Duguid, 1988 cited in Chang, 2010) and Interdisciplinary perspective, multipleinterpretation and outcomes. (Reeves, Herrington cited in Lombardi 2007).

2.5. Definition of Authentic Materials

As a beginning, Martinez (2002) remarks authentic materials as "Material designed for native speakers of English and not to be used for teaching purpose"it means that the existence of authentic materials is only for the sake of communication not for learning processes and

foreign languages teaching. In addition to that,Kilickaya (2004, p.1) define authentic materials as "exposure to real language and use in its own community" this definition is common between the authors in the word "exposure".

Krashen, Burt and Dulay (1982, p.247) define authentic materials to be "the natural communication task", in the sense that authentic materials provide foreign language learners a direct contact with the foreign language society and see how they behave, interact with each other. Gilmore (2007) stated, "Authentic materials are verbal or written meaningful products that are produced by the target language community". Moreover, authentic materials can be defined as follows:

> "One created to fulfill some social purpose in the language community in duced with the onset of communicative movement a greater awareness of the need to develop students' skills for the real world has meant that teachers Endeavour to stimulate this world in the classroom"(Guariento& Morley, 2001, p.347).

Furthermore, Widdowson (2000) believes that "authentic would be the materials designed for native speakers of English, and used in the classrooms in a way similar to the one it was designed for". This means that even if the authentic materials are not existed for learning or teaching a foreign language, it is possible to be used as a way that helps the teacher in the process of transferring information.

According to Rogers (1988) definition of authentic material is " 'appropriate' and 'quality' in terms of goals, objectives, learner needs and interest and 'natural' in terms of real life and meaningful communication" (p. 467),in the sense that the authentic materials are measured by their appropriate, quality and natural in term of goals, learners needs and communication.

2.5.1. Advantages of Authentic Materials

Authentic materials are a kind of materials that made for teaching, but can be used in classes for teaching the foreign language and provide learners the appropriate information that can be applied inside and outside the classroom. Thus, authentic materials have many advantages in developing learners' language teaching.

According to Philips (in Chavez, 1998, p.270) the main advantages of using authentic materials are as follows:

- They have a positive influence on students' motivation.
- They provide authentic cultural information.
- They give students more exposure to the real language.
- They are related more closely to the students' need.
- They support more creative approach to teaching.

In short, authentic materials have several advantages that can influence EFL learning process in a positive way. Nevertheless these advantage can only be utilized when the teacher know when and how to use these kind of materials during the lesson.

2.6. Definition of Authentic Videos

The use of authentic videos is used as an alternative material for teaching second language, it is considered as a material that provide studentswith an opportunity to learn or acquire in an interesting, attracting and motivating way.AccordingtoSherman (2003) authentic videos to be "all the kinds of programs that we can see directly in the cinema, on television or DVD, films, documentary, advertisement and game show" (2003, p.1). She adds that video is a medium as a result; most people spend their time watching audio-visual or video instead of printed materials that would give them an opportunity to learn English in an enjoyable, advantage manner and without any effort.According to Herron, et al. (1995)

> Video lauded for contextualizing language (i.e., linking language form to meaning) and depicting the foreign culture more effectively than other instructional materials. Videotapes permit students to hear native speakers interacting in everyday conversational situations and to practice important linguistic structures. (Herron, et al, 1995, p.775).

In particular, videos are efficient teaching material because they connect the language to its real context. Burt (1999) considers that videos are genuine and authentic since they are produced from native speakers to native speakers.

2.6.1. The Way of Selecting Authentic Video

When teachers want to use authentic videos they need to choose neither too difficult nor too easy, for the reason that if students understand only little they will be frustrated and disappointed, in addition if they understand the material easily will not be challenging nor interesting (Schaepe 1983). The difficulty of the video is not the only reason behind students understanding there is the quality of the supportive materials, also the vocabulary list, exercises that help the learner understand (ibid).

According to Lonergan (1984) "at their best, video presentations will be intrinsically interesting to language learners, the material should be motivating , the learner should want to see more, to ask questions. By generating interest and motivation. The video films can create a climate for successful learning". (p.5),to realize successful learning, teachers should select interesting videos tomotivate learners to know more about the target language culture. For that reason, teachers should choose interesting, motivating and have a relation to students need and objectives.

2.7. Types of Authentic Videos

The authentic videos are considered as a suitable strategy to improve students' level. These videos contain of body movement, gestures, face expressions that would be a helping

and encouraging strategy for students in enhancing their level. Within this part, we shall focus on some different types of authentic videos that are movies, documentary video and music videos.

2.7.1. Movies or Films

The use of movies in English foreign language learning makes students interested and motivated to learn. According to Ruusunen (2011), states that the use of movies can be an entertaining and motivating tool also for learners with different skill level. Films provide the students with real life language. According to many previous studies there are number of reasons why to use movies in foreign language teaching. Some of these reasons are authenticity, the quality of input that is provided by movies, the exposure to target language and the entertaining part of films that influence student's motivation (Ruusunen, 2011).

Moviesare considered as authentic materials, which can be implemented in classes, which provides learners situation similar to ones that they may find themselves in. In addition, authentic learning supports learners to realize the existing relationship between the traditional teaching classes and the real world. Thus, the foreign language is utilized in daily life situations (Gebhard, 1996).

Films assist students to develop their skills, according to Sttoler (1988, p.1) claimed, "It has been studied that films enhance English language skill development since they bring variety, realty, authenticity and flexibility into the EFL classroom and before anything, diversify the curriculum". Films put the students in factual state in the sense that films make them feel that they are living the situation also helping them improving their skills.

Furthermore, there are a number of studies that emphasize the use of authentic materials or such as authentic videos for example: movies that are emphasized to be motivating in addition, to its helpful content to advanced language learning.According to

Chapple and Curtis (2000), films facilitate learners' capacity in performing and producing the target language. These films have many features such as providing a major basis to the development of critical thinking, providing a rich source of content (vocabularies) for language learners and other features (Chapple& Curtis, 2000, p.424).

In short, movies are not only for entertainment but also can be used as a helping tool to the teacher of EFL classes.

2.7.2. Documentary Videos

Documentary videos or films are more made for educational purpose they include specific topics. They have a serious, regular expressions and Standard English; these kinds of videos provide knowledge to learners and that make them more suitable then commercial or advertisement and movies that are used in teaching language materials.

Unlike the movies, documentary videos may lack the pleasure and the excitement that movies have, but they can provide an excellent language resource that provides learners with a chance to have various topics to communicate and apply the language, knowledge and skills that they learn and develop. Documentaries' language is carefully written and transferred in Standard English that is why documentaries appear to be more appropriate for teaching EFL students (McKay. 2002, cited in Soong, 2012).

Moreover, Soong (2012) claimed that, teachers who use documentary films in the class need to take into consideration the student's level when choosing the convenient documentary films. When students are in the class watching the movie, they are expected to acquire information from it not only watching, in order to understand what they are watching, teachers are supposed to make a preparatory explanation about vocabulary before they start the movie. By doing so, the students will quickly obtain the whole picture if there are places, common names and other so on (ibid).

2.7.3. Music Videos

Music videos are suitable for developing students' speaking skill. This kind of videos is popular and may interest students, music video make students motivated when working with it. Furthermore, any kind of music video used in class can help learners to improve their capacities.

Most teachers of foreign language rarely consider music videos as a text even in the different definitions of the term in the language of foreign language pedagogy, which often include "non-print media and audio-video segments" (Garza 1994).

Rivers (2008) stated that when speaking about the international nature of music Television, it is only to say that music videos are popular, fashion and culture up to date. The well-chosen music video clip may provide lyrics (vocabulary) in order to promote learners abilities in the Foreign Language (ibid).

The use of songs in teaching a foreign language motivate learners to attend the sessions and pay attention in the class, songs are also easily offered; songs provide new vocabularies that are used in their real context, through songs learners become familiar with the pronunciation of native speakers. Most students enjoy listening and watching video songs because music is everywhere and learners are always in contact with it. The effectiveness of using music video also seen from the results that are gathered from the assessment in addition to the student's performance during the activities (Arevalo, 2010).

Music video generally use easy language unlike the documentary videos but with many repetitions of the words that help the students to acquire the new vocabulary, this kind of repetition is presented in songs with all kind of pattern that exist in songs will be acquired by student without attention from them (ibid).

Subsequently, music video submit many exercises for students to relate sounds or phrases in a natural manner as they listen and sing, so that they can develop their pronunciation. Music video facilitate the learning of the foreign language in an interesting and motivated ways, because most of learners have a regular access to songs, by adopting a learner-centered approach, learners have the ability to participate, understand and experience the meaning of those songs by themselves (ibid).

2.8. The Importance of Authentic Videos

As a result to the technological development, English teachers have a great access to different resources in order to make their classes a live and interesting, one of these resources are authentic videos. According to Sherman (2003), video teaching "becomes as a medium watching video includes both listening and viewing at the same time" that would encourage students in which they find these new vocabulary interesting to understand in real context. Sherman (2003) stated, "Video is a wonderful resource for opening up the English language world and can be used with great pleasure and profit". She means that when the authentic video is used in the class this experience will be educational as much as enjoyable. Authentic video is considered as a "window into culture",

According to Sherman (2003, p.1-2), we can use authentic video for the following reasons: accessibility, motivation and its uses in language teaching.

2.8.1. Accessibility

A few countries have no access to English-language television programs and feature films, but this will not be a problem anymore because they can watch the TV news on the internet, rent or buy video cassettes and DVDs directly or by post. The supply is enormous and the materials are very high quality, relatively speaking is cheap and constantly renewed.

The input that comes from these materials (videos) now is accessible as much as the printed ones. Authentic videos are a resource we cannot ignore and so as our students.

2.8.2. Motivation

According to Sherman (2003, p.2), authentic videos have a power that most students experienced in classroom, a power that can be enhanced when the teacher concentrate on a sequences, and this interest is in the meaning of words. Authenticity in itself is a motivation with it thrill when a students are able to first understand and second enjoy the real thing, besides videos are medium of today even if the print is more powerful, most people spend more time with audio-visual, video techniques than with books.

2.8.3. Use of Authentic Videos in Language Teaching

Something is not considered important or appreciated in the wade range of using authentic videos in language teaching, videos provide a variety of vocabulary and expressions, to Sherman (2003), authentic video can be a model or a helping tool that can assist the teacher and enables students to choose an to use target language accurately. Video shows and provide not only words but also cultures of the English society, video can be a material for project, discussion, in addition to input besides the output (ibid).

2.9. The Use of Authentic Videos in Language Teaching

The range of the use of authentic videos is not estimated in language teaching so much, it is not easy to fulfill this range except by living in an English speaking country, but with the exits of authentic videos learners dreams may come true. Learners may use authentic video for its own sake, for comprehension of the spoken language, as a language model, for cultural, as a stimulus for input and as a moving picture book.

2.9.1. Video for its Own Sake

Most people want to have an access to English-language media, they want to be able to see the news, enjoy advertisement and see a film, get information from announcement, and in short, to feel or to use these language products like normal client, this may be the objective of students when learning English language. If teachers are ready to teach students reading a newspaper or a conversation, we should be able to teach them with audio-visual genres. Sherman (2003, p.2).

2.9.2. Video for Comprehension of the Spoken Language

Videos bring to us different kinds of voices in different situations, one of the advantage of videos is that the comprehension is provided with visual dimension not only audio, that would help students to understand especially pragmatic understanding, also important to the long term contextual understanding which means videos assist learners to understand for a long period of time not only for the recent time (ibid).

2.9.3. Video as a Language Model

Authentic videos supply learners with a great stock of linguistic resource of accents, vocabulary, grammar and syntax besides to all kinds of discourse that shows us language in most of its uses and different context. Authentic video can be a model for a special language matter or a pool that allow to students to choose what they want or need.

Drama videos like what is stated by Sherman (2003, p.2), "is particularly valuable because it exemplifies the kind of communicating language most foreign language students rarely meet". The sense that authentic video provide new things that the printed material does not provide.

2.9.4. Video for Culture

Video is a window to the world of English language community; it brings the English culture to the students without effort, far from giving access to the globalcultural products like

feature film, video shows the way people live, think and behave with each other "small amount of showing is worth hours of telling from a teacher or course book" (ibid).

2.9.5. Video as a Stimulus or Input

Video can be used for discussion like what is stated by Sherman (2003, p.3), for writing homework or teacher assignments, as an input for a project or other study subject, the film that is covered in Sherman (2003) book is useful in the study of literature. Teaching films isuseful for certain objectives of language learning such as providing a "visual stimulus" according to Cunning video can stimulate and motivate students' interest, the use of video in classroom assist learners to predict the coming information.

2.9.6. Video as a Moving Picture Book

Regardless to the used language, videos provide an access to things, sets, people, action and attitudes, but it worth the great amount of picture dictionaries and journals. Learners can realize these things by the help of authentic videos; it bringsto the learner all content of English language without any effort (ibid).

2.10. General Guidelines to Teachers for Video Activities

According to Sherman (2003, p.9-10) these guidelines can be used on most activities that have any relation to videos:

- *Setting up*: whatever a teacher want to do, for example replay, slow a picture, freeze the picture, turn off sounds or cover screen, if the equipment is new or unfamiliar the teacher should try it before they start to make sure it is working, he also set the tape or DVD to work and guarantee that all students are able to see and hear.

- *Breaks:* the teacher should make sure that viewing is not interrupted for any reason, as far as it possible; he should explain and do comprehension activities rather than break the sequence for any reason (ibid).

- *Other activities:* focus on watching, keep other activities for example reading or writing to the end (ibid).

- *Explaining:* the teacher should balance between too little explaining and too much explaining, the first will make students frustrated, the second will rob students the surprise and pleasure that video bring or hide in the scenes (ibid).

- *Sound:* if the teacher wants to focus on sounds only, he can cover the screen, turn it round, freeze the picture or simply ask students to close their eyes this way will make the use their imagination to view the missing scenes (ibid).

- *Choice:* the teacher gives students the choice as far as he can, for example: which scene to watch, how often they need to view in order to understand, what are the favorite scene for students, what vocabulary to note and other questions, Sherman stated that personal choice is not only motivating it is part of learning (ibid).

- *Recycling:* language focus activities, which encourage students to be autonomous learners, they need to notice the details of language use in real context (ibid).

- *Modeling:* generally students do an activity in a good matter when they see an example of what they supposed to do, there are ways of modeling: (1) doing an example of the activity,(2) studying the programs that student want to imitate, (3)giving a worked example for students to refer to when working on their own (ibid).

- *Narrative:* students usually have a good instinct about what tense to use when they tell a story of a film or TV program, but it is a good idea from the teacher to give an

- advice about the most appropriate tense (ibid).

Conclusion

To be able to communicate you should be able to produce words. As an important thing, it should be one of the basics to focus on teaching and learning vocabulary and that what authentic videos present to both teacher and students. Videos help the student to be motivated to learn vocabulary as much as they can in an enjoyable way and help the teacher in the process of teaching, by minimizing the pressure on him when presenting the lesson like what is said a picture worth 1000 word.

This chapter is mainly devoted to the use of authentic videos in EFL classes. We tried to define authentic videos; we mentioned the way to select authentic videos in addition to, the different types of authentic videos and the importance of authentic videos to teaching and finally, we mentioned general guidelines to teachers that would help them in video activities.

As a result, to what is presented in this chapter, we can say that authentic video expanded to be a reliable strategy to learn, which allows to students to learn in a different way. Nowadays using this kind of technology not only help students in their studies but also it help in preparing them to the real world.

Chapter Three

Description and Analyses of Teachers' Questionnaire and Classroom Observation

Introduction

The previous chapters were devoted to presenting the research variables and what were the scholars' views about them. This chapter is mainly devoted to check the study hypotheses and the presentation of obtained data and their analyses.

This chapter presents the analyses of both teachers' questionnaire and classroom observation. We divided this chapter into two sections; in the first section, we will deal with the teachers' questionnaire, concerning the second section we will deal with the classroom observation. The gathered data and the revealed results will make us able to discover into what degree the use of authentic videos will improve students' vocabulary learning.

3.1. Research Methodology

3.1.1 Research Method

To conduct the research, we have chosen a descriptive method we decided it is the suitable research method to the investigation that deals with the effect of using authentic videos in EFL classes on improving students' vocabulary learning.

3.1.2. The Sample

According to Pilot et al, there is no specific size or number of sample to handle a research or a study. Pilot et al define the term sampling as:

> Sampling involves selecting a group of people, events, behaviors or other elements with which to conduct a study. When elements are persons, they are known as subjects who are selected from the delineated target population in a way that the individuals in the sample represent as nearly as possible. (234)

The first sample of this research consists of six (6) university teachers were chosen among the total number of oral expression teachers at university of Mohamed KhaiderBiskra. Concerning second one is the classroom observation we have chosen two (2) groups from second year this sample is chosen on purpose because they have different teachers. The reason for this is to observe the process of learning vocabulary by using two different ways (with authentic videos or without) to identify which way is more beneficial.

3.1.3. Instruments

According to this study, we used two different research instruments; the first one is the teachers' questionnaire, gathering data from the teachers' answers to recognize their point of view about using authentic videos in EFL classes on students' vocabulary learning is our aim from this tool. The second tool is classroom observation; the aim from this tool is to observe students and their teacher when the authentic videos are used, also when they are not used. In addition, to support the data gathered from the questionnaire and vice versa.

3.2. Teachers' Questionnaire

3.2.1. The Sample

Six questionnaires were submitted directly to teachers at university of Mohamed KhaiderBiskra and they were all gathered after one week. In addition, our target from the population is the teachers of oral expression module, for the sake of the research that

investigate the effect of authentic video in improving EFL learners' vocabulary in oral expression module.

3.2.2. Description of the Questionnaire

Through the teachers 'questionnaire, we attempted to collect data about the teaching qualification, experience of teaching and the experience in teaching the module of oral expression in addition to vocabulary learning and the integration of Authentic Videos as a helping material for teaching. We explained the aim from this questionnaire to teachers in the introduction, which is investigation about the Effect of Using Authentic Videos in EFL Classrooms on Improving Student's Vocabulary Learning. The teachers were asked to answer the questionnaire by ticking the appropriate answer or by explaining their answers in form of comments when needed. This questionnaire consists of sixteen (16) questions divided into three sections (See Appendix 01).

Section One: Background InformationQ 01→ Q 05

This section is devoted to gather background information about the sample chosen from teachers. They are asked in (Q1) to name the university where they teach. In (Q2) they are asked about the degree (s) they held, they are also asked about their Employment status whether full time or part time job. In (Q3) they are asked about their working experience. In addition to (Q4) is about the teachers' years they have been teaching the module of oral expression.

Section Two: Teaching the English Language and Vocabulary Q 06 → Q 11

For this section, the questions are focus on identification of students' level in (Q6) and in question (07) teachers are asked whether all teachers of English teach new vocabulary. While in (Q8) they were asked to locate the importance of learning vocabulary in foreign language, whereas in question (10) they are asked to describe their method in presenting a

new vocabulary. In question (11) teachers are asked to mention the most frequent obstacles that they face during the oral expression module.

Section Three: The Importance of Using Authentic Videos in Vocabulary Learning Q12→Q 16

This section is devoted to the importance of using authentic videos in vocabulary learning. In question (12) teachers are asked to suggest or mention some solution that can be used to improve learners' vocabulary learning. While in question (13), teachers are askedabout, whether authentic materials are beneficial for efficient teaching. In addition, they are asked in question (14) whether they use authentic materials in their courses. In question (15) they are asked classify some items according to their importance to them. Finally in question (16) we gave them free space to give comments, suggestions about the effect of using authentic videos in EFL classrooms on improving student's vocabulary learning.

3.2.3. Interpretation and Analyses of the Results

Section one: Background Information

> **Personal information**

Q1: Name of your university or college ………………………………

Teaching place	Number of teachers	Percentage
University of Mohamed kheiderBiskra	06	100٪
Other universities	00	00٪
Total	06	100٪

Table3.5: Teachers 'answers distribution in question 01
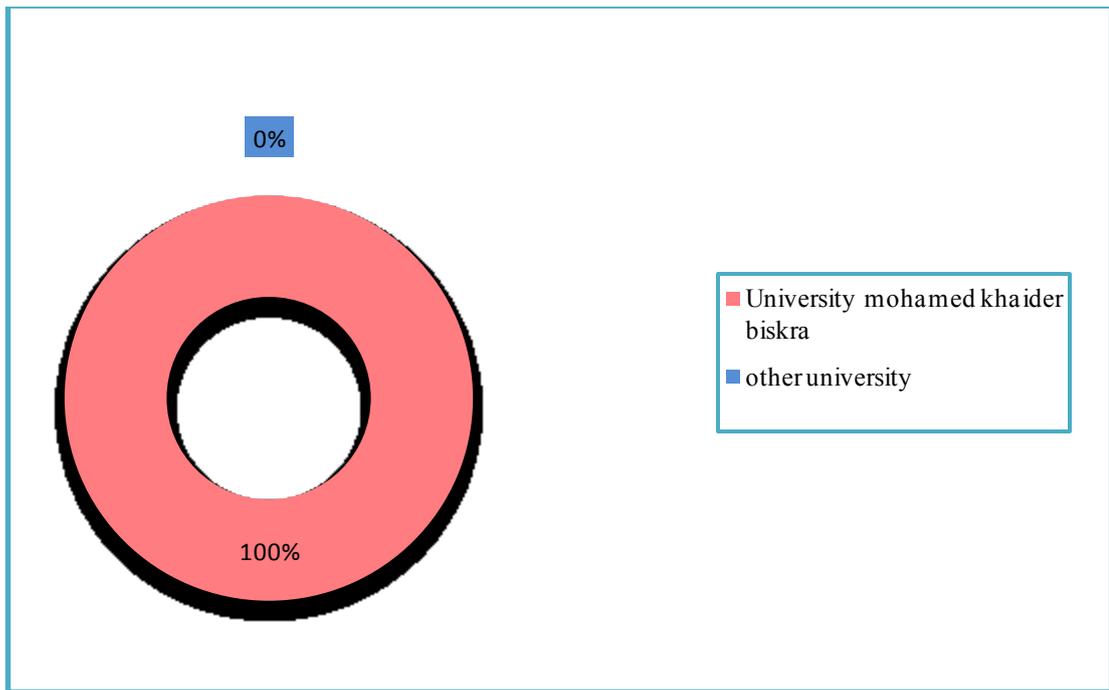
Figure 3.5: Teachers 'answers distribution in question 01

Regarding the results obtained from the table above, it can be seen that the common shared answer between all the teachers is all of them (100٪) teach in Mohamed Kheider University of Biskra.

➢ **Teachers' qualification**

Q2: Degrees held:

Degree of	Number of teachers	Percentage
B.A (License)	00	0٪
.A(Master/Magister)	04	67٪
PhD (Doctorate)	02	33٪
Total	06	10

Table3.6: Teachers 'answers distribution in question 02
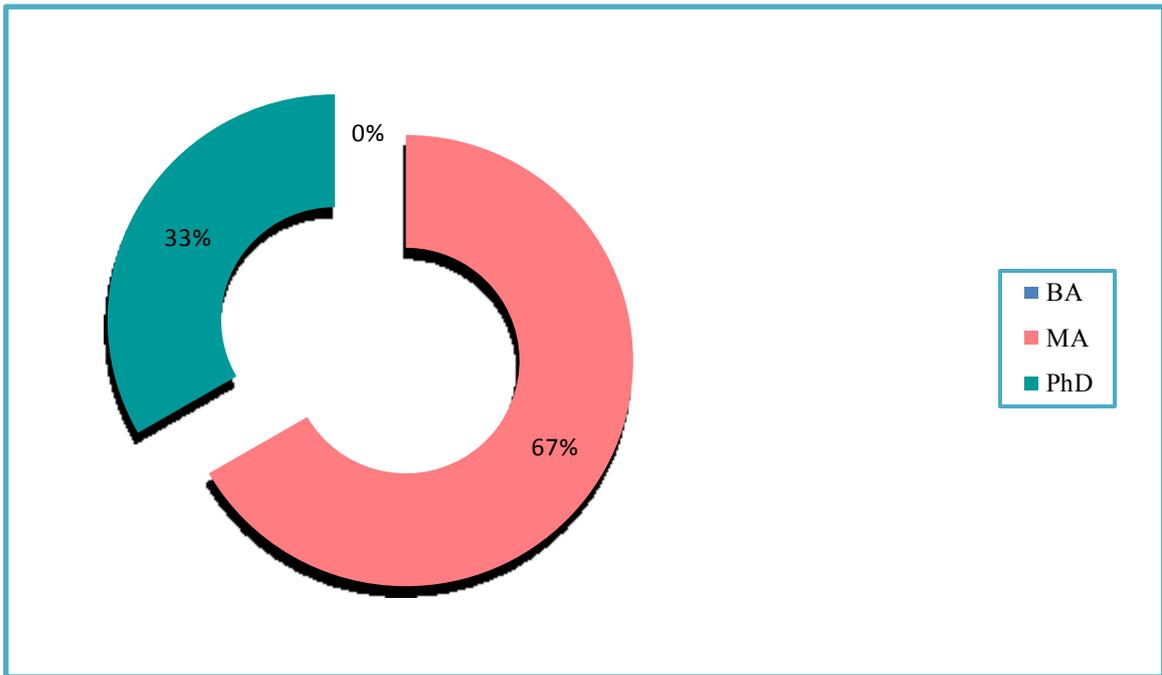
Figure 3.6: Teachers 'answers distribution in question 02

As far as the teachers' answers are concerned, there are four teachers (67٪) who have answered that they have MA degree master/magister, while two teachers (33٪) have answered that they have the degree of PhD doctorate. Since most of the teachers who answered the questionnaire have studied English more than four years at the university, also they have MA, PhD these degrees are sufficient to be a teacher in university.

➢ **Employment status**

Q 3: Is it Full time or Part time?

Employment status	Number of teachers	Percentage
Full time job	06	100٪
Part time job	00	00٪
Total	06	100٪

Table3.7: Teachers 'answers distribution in question 03
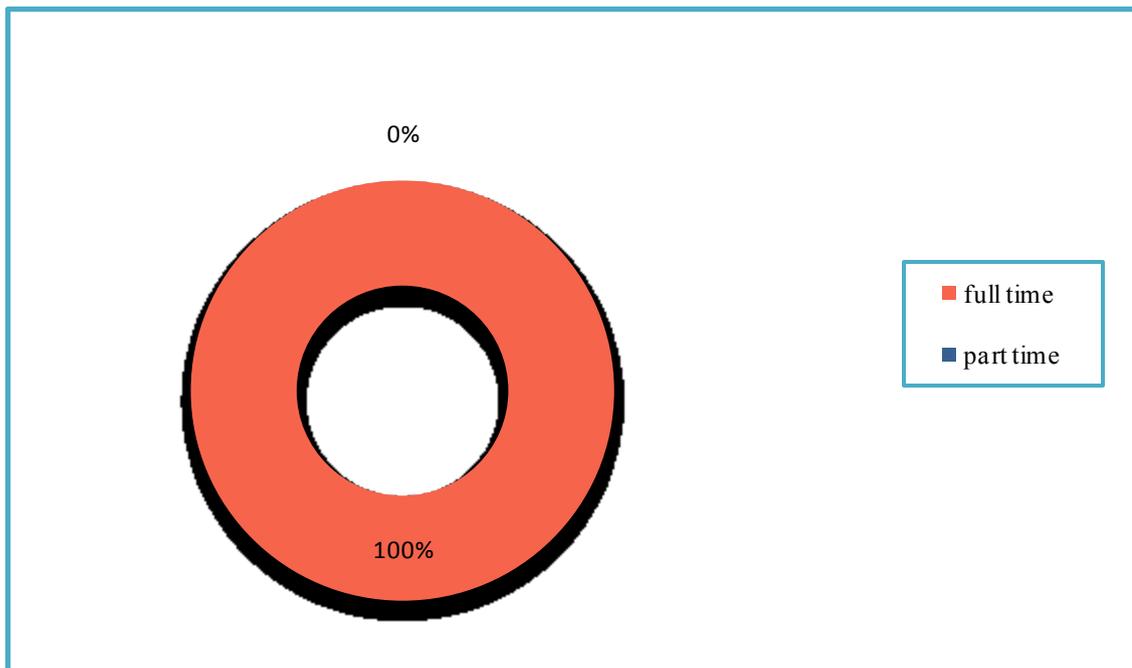
Figure 3.7: Teachers 'answers distribution in question 03

As shown in the table (3) above (100٪) of teachers who answered the questionnaire stated that they workas full time teachers, but this is a sample because there are others who work in a permanent manner that mean part time.

➤ **Working Experience**

Q 4: Number of working experience years?

Working experience	Number of teachers	Percentage
Less than 5 years	02	33.34٪
Between 5-15	02	33.33٪
More than 15 year	02	33.33٪
Total	06	100٪

Table 3.7: Teachers 'answers distribution in question 04
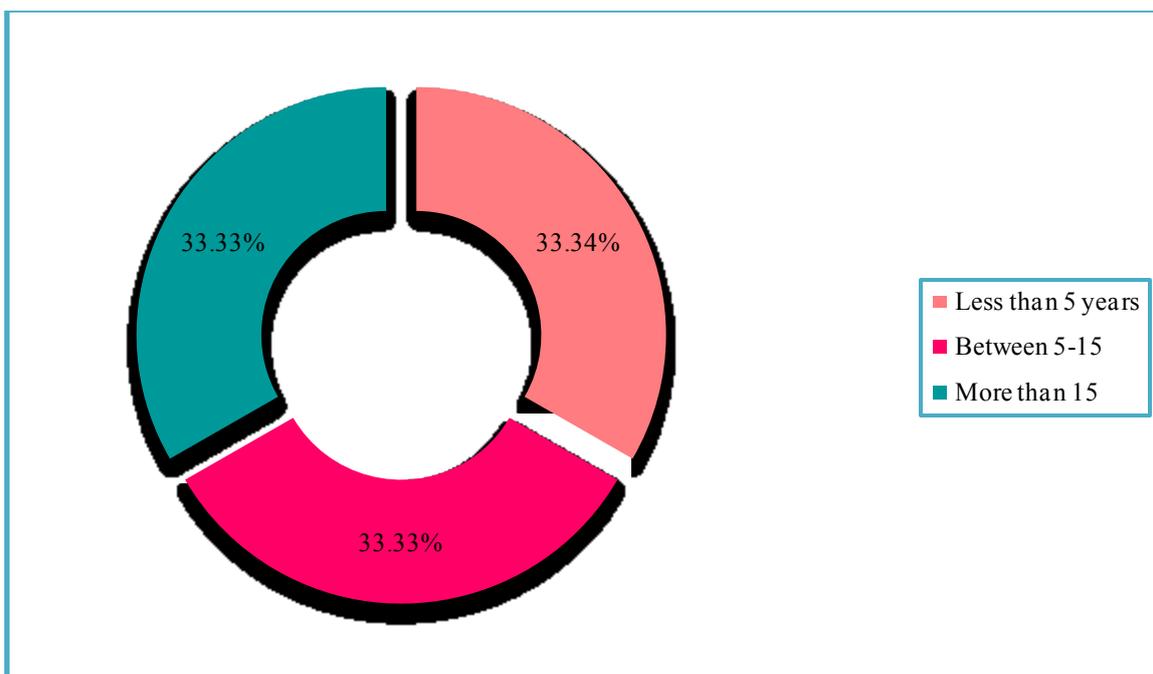
Figure 3.08: Teachers 'answers distribution in question 04

According to the table above, there are 02 teachers (33.34٪) who claimed that they tought less than 5 years in the university, while two teachers (33.33٪) answered that they have been working for a long period of time in university (between 5 and 15 years). Whereas, the other two teachers (33.33٪), have been teaching in university more than (15 years). We noticed that the number of years makes them have an experience in teaching most of the module in general, and oral expression in specific.

➤ **Experience years in teaching oral expression module**

Q 5: How many years you have been teaching the module of oral expression?

Experience years in teaching oral expression module	Number of teachers	Percentage
Less than 10 years	04	67٪
More than 10 years	02	33٪
Total	06	100٪

Table3.09: Teachers 'answers distribution in question 05
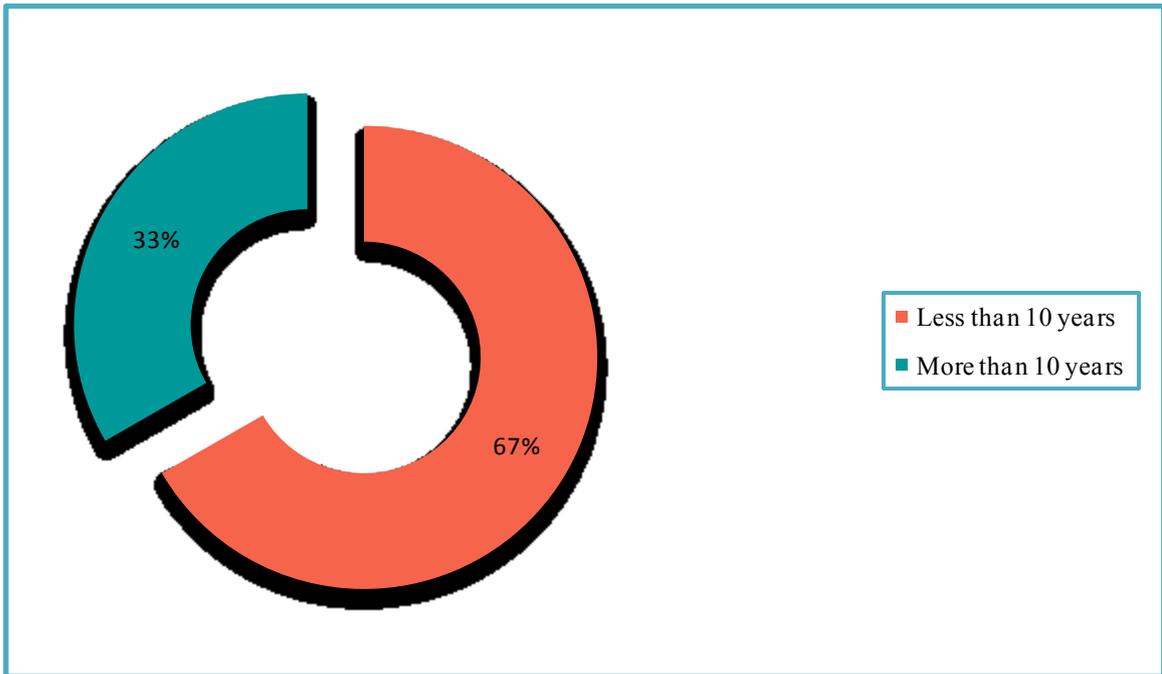
Figure 3.09: Teachers 'answers distribution in question 05

It can be seen from the table above, that there are four teachers (67%) we can say that they have a sufficient experience in teaching oral expression module for a period of time (less than 10 years). Whereas, the two other teachers (33%) have answered that they have more than ten years in teaching oral expression module.

Section Two: Teaching the English Language and Vocabulary

Q 6: How do you describe the students in terms of English language proficiency?

Option	Number of teachers	Percentage
Good	00	00٪
Average	06	100٪
Poor	00	00٪
Total	06	100٪

Table 3.10: Teachers 'answers distribution in question 06
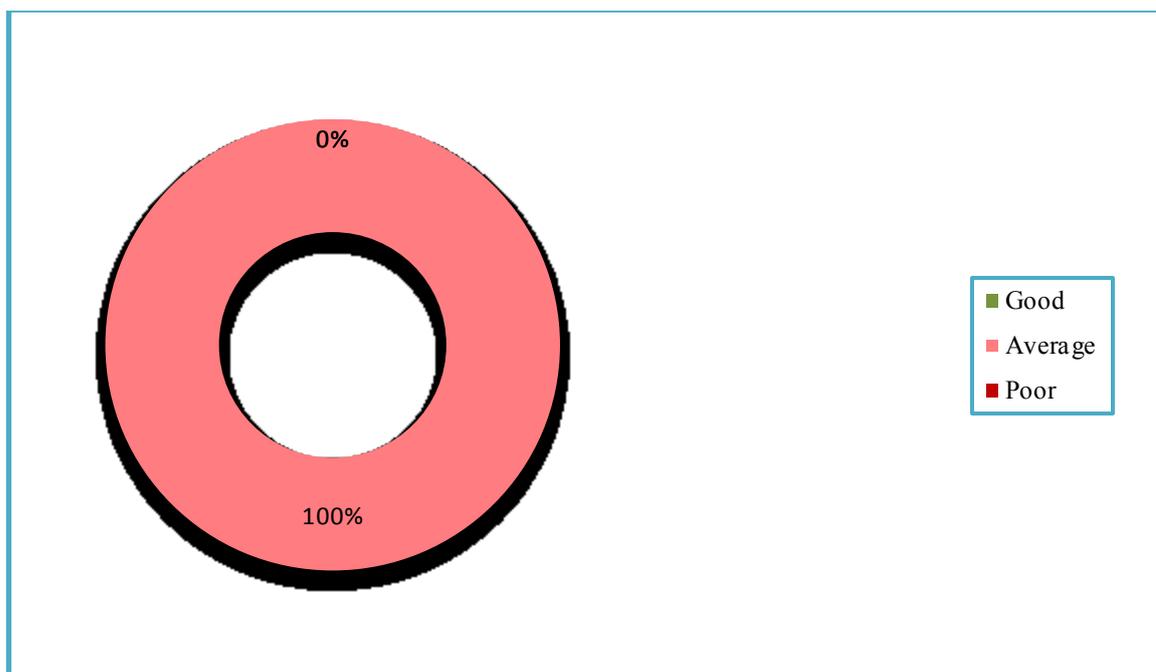
Figure 3.10: Teachers 'answers distribution in question 06

This question aims at discovering teachers' point of view concerning their students' level in English language. According to the table above, we can notice that all the teachers who answered our questionnaires have the same opinion about their students' level in English; they believe that their students have an average level, making the total percentage of (100٪).

Q7: Do all teachers of English teach new vocabulary?

Option	Number of teachers	Percentage
Yes	05	83٪
No	01	17٪
Total	06	100٪

Table 3.11: Teachers 'answers distribution in question 07
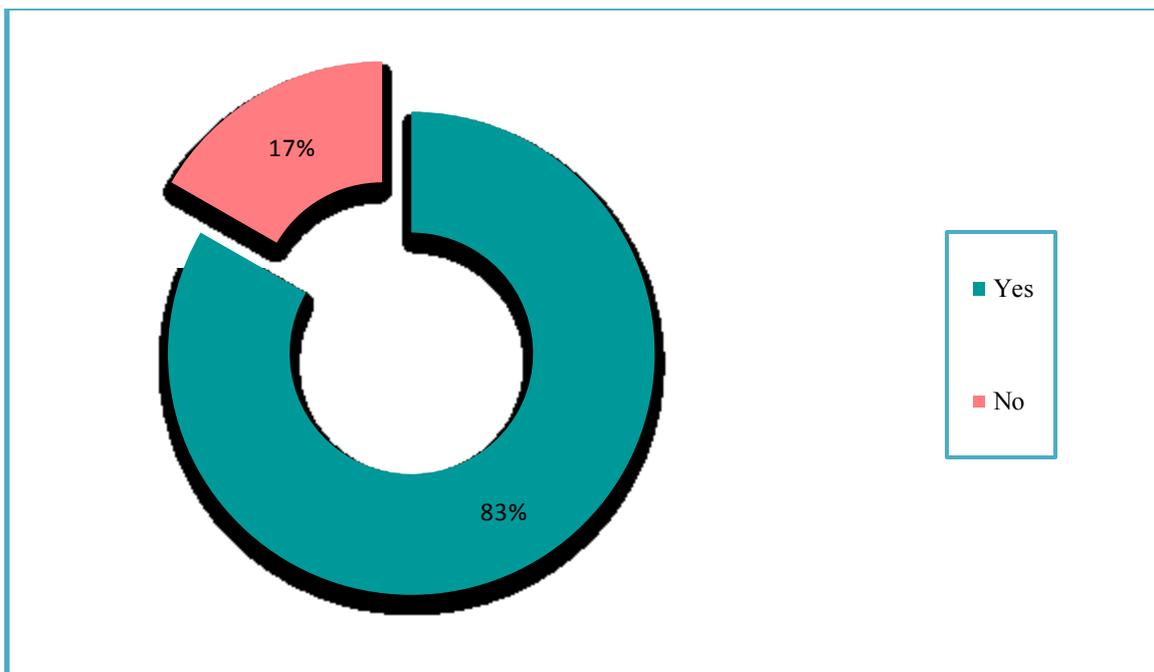
Figure 3.11: Teachers 'answers distribution in question 07

As can be seen from the table above, five teachers which represent (83%) of the sample declare that all EFL teachers do introduce new vocabulary to their students, while, we have only one teacher (17%) who answered with no. However, teachers who have answered with 'yes' explained their choice with the following statements:

- Every session the teacher introduces a new topic, thus, new words and vocabulary specific to that new topic.

- They try to introduce new words and lists of vocabulary through using activities such as role-play, presentation and exposing learners to new items through using tasks for reading.

- Using different activities/ strategies, using reading texts, songs, videos and tapes, storytelling, discussion.

- It depends on the selected activities the teacher usually uses in the classroom.

- When they provide texts/hand-outs, there is always a great deal of new words.

Q 8: Locate the importance of learning vocabulary to foreign language learners?

Vocabulary importance	Number of teachers	Percentage
Very important	05	83٪
Important	01	17٪
Not important	00	00٪
Total	06	100٪

Table 3.12: Teachers 'answers distribution in question 08
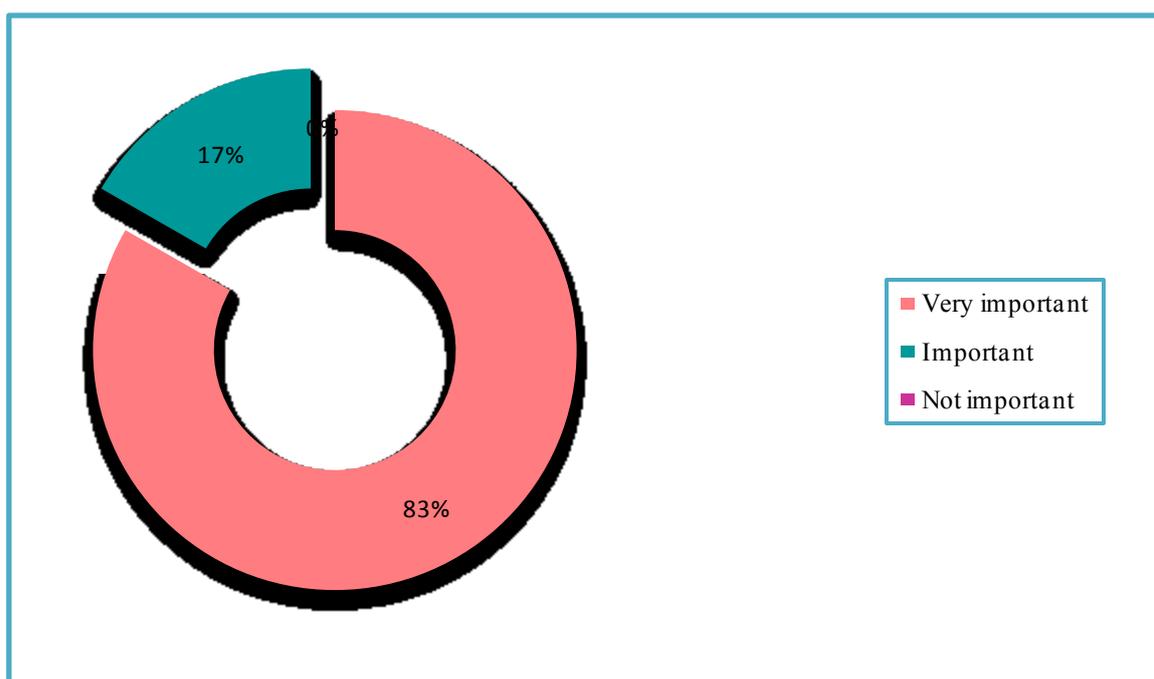
Figure 3.12: Teachers 'answers distribution in question 08

According to the results presented above, one can notice that the majority of the participant (83%) considers learning vocabulary is very important to foreign language learners, whereas only (17%) mentions that vocabulary is just important, which indicates that vocabulary plays a major role in developing learners' learning level.

Q9: Do you think that teaching English as a foreign language is related to the learning of its vocabulary?

Option	Number of teachers	Percentage
Yes	06	100٪
No	00	00٪
Total	06	100٪

Table 3.13: Teachers 'answers distribution in question 09
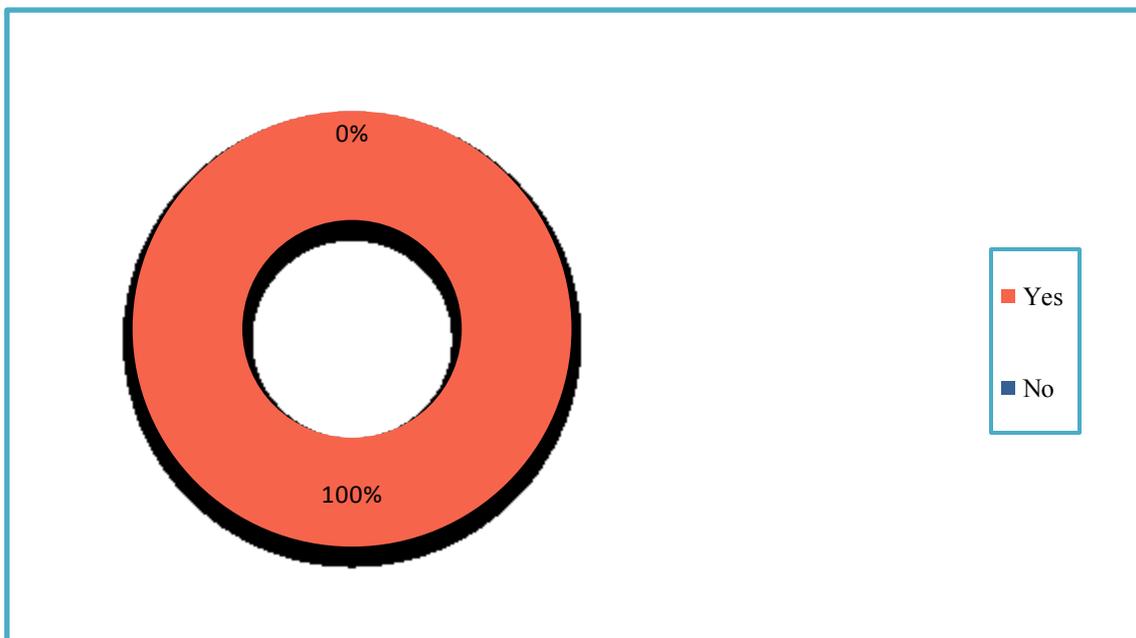
Figure 3.13: Teachers 'answers distribution in question 09

Based on the data obtained from the table above, the whole sample (100%) agreed that teaching English is mainly related to the learning of its vocabulary. this answer reveals that learning vocabulary is important.

Q10: Describe your method of presenting new vocabulary?

Teachers	Teachers answers
Teacher 1	- Picture description - Story reading session - Games
Teacher 2	- By diversifying the activities with the resources mainly uses various topics by way of various texts for discussion and debate and practicing them into class. Then by using tasks for research to gather relevant vocabularies.
Teacher 3	- It depends on the activities used in fact sometimes, it is through a text (in reading comprehension) or through a song, video... New vocabulary are picked out, discussed, students check in dictionary then are asked to use them in personal examples.
Teacher 4	- Through different ways and activities, such as discussion session, oral presentation, vocabulary session about idioms and proverbs, reading activities. All these activities require a glossary that should be introduced before or even while making the practice.
Teacher 5	- By giving examples, synonyms, autonyms, explanation, pictures...
Teacher 6	- In meaningful situation

Table 3.14: Teachers' answers distribution in question 10.

As can be seen from the teachers answers, presenting a new vocabulary depends on the teacher himself, three out of six teachers share the idea which says that presenting new vocabulary depends on the activity, also, two teachers stated that presenting a new vocabulary can be realized through several sessions of discussion from different sources (pictures, video and other sources). The last teacher presents the new vocabulary by meaningful situations, which means in context.

Q11: What are the most frequent obstacles you face during the session of oral expression?

Teacher	Teachers answer
Teacher 1	- Large class (outnumbered). - Lack of authentic materials. - Time allowed to the course. - Lack of language laboratories.
Teacher 2	- Inhibition, anxiety, shame. - Lack of warming up, stress, topic shortness of knowledge. - Lack of preparation and preparedness. - Influences of L1 on L2.
Teacher 3	- Noisy/ crowded classes. - Relocation of many students to speak because of shyness, anxiety, fear of making mistakes.
Teacher 4	- Linguistic ones: lack of vocabulary, some psychological problems, such as shyness and anxiety. - Lack of motivation and interest - In addition to noise for very large classrooms.
Teacher 5	The large number of students
Teacher 6	Over crowdedness Student's lack of self-discipline.

Table 3.15: Teachers 'answers distribution in question 11

The above table shows the different obstacles that face teachers in the session of oral expression. The first obstacle that is common between the teachers is the overcrowded classes. The second obstacle is that students have problems of shyness, anxiety, shame and other problems.

Section Three: The Importance of Using Authentic Videos in Vocabulary Learning

➢ **As a teacher and assistant**

Q12: How can teachers improve the learner's vocabulary learning?

Teachers	Teachers answers
Teacher 1	They should vary the activities (oral ones) to fit the learners interest, needs, level of language proficiency, (activities should present vocabulary differently.
Teacher 2	It depends on the teacher's objective, short-term memory or long-term one. Usually, it is easier if time reading is instead into topic discussion or any other activity. Reading is primordial.
Teacher 3	Using "Reading comprehension". Using "Songs". Using audio materials (authentic listening). Making students do a research (for an oral presentation).
Teacher 4	I think, as ateacher, creating an atmosphere for learners is a basic step in any successful learning/ teaching process. I do not recommend the memorization of vocabulary as much as I recommend its practice during the session throughout different tasks.
Teacher 5	By encouraging students to use newly learned vocabulary.
Teacher 6	Diversifying their language tasks. (Reading, listening and other tasks).

Table 3.16: Teachers 'answers distribution in question 12

Q13: As a teacher of oral expression, do you think that authentic materials would be beneficial and helpful for an efficient teaching?

Option	Number of teachers	Percentage%
Yes	06	100٪
No	00	00٪
Total	06	100٪

Table 3.17: Teachers 'answers distribution in question 13
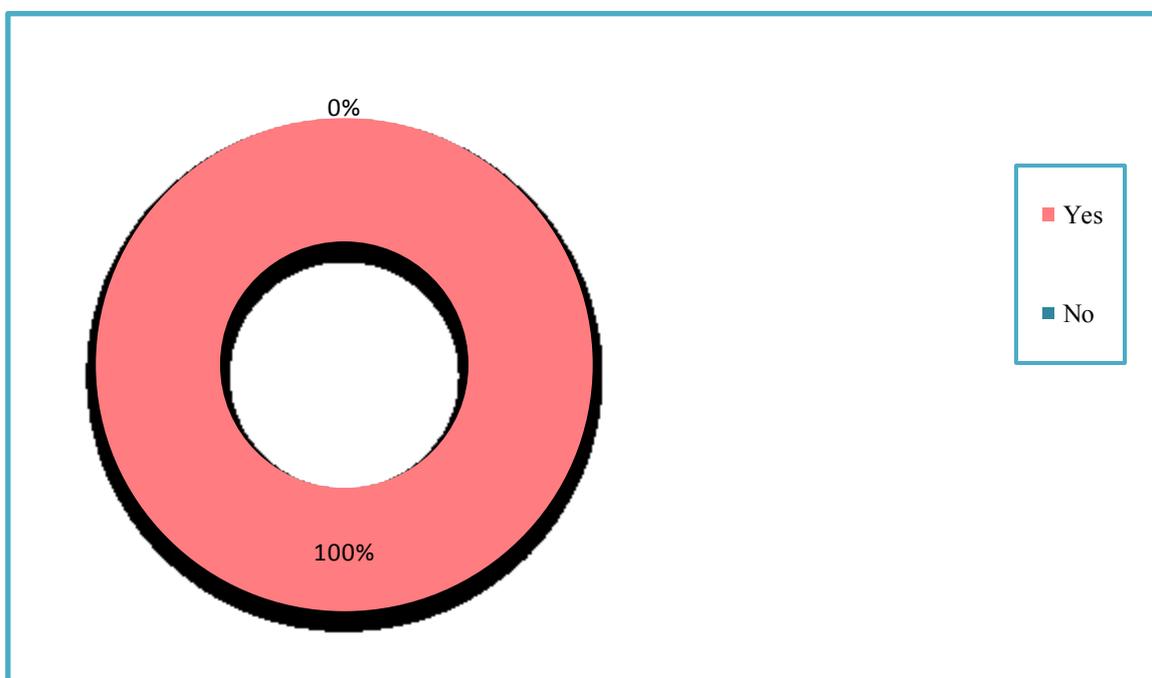
Figure 3.17: Teachers 'answers distribution in question 13

This question aims at discovering teachers' views concerning the benefits of the use of authentic materials to the teaching process. As can be show from the table above, all teachers (100%) claimed that authentic materials are beneficial ad helpful during teaching, which means that they appreciate the use of authentic materials.

➤ **The use of authentic materials**

Q14: Do you use authentic materials in your courses?

Option	Teachers' answers	Percentage %
Yes	04	67%
No	00	00%
Sometimes	02	33%
Total	06	100%

Table 3.18: Teachers' answers distribution to question 14
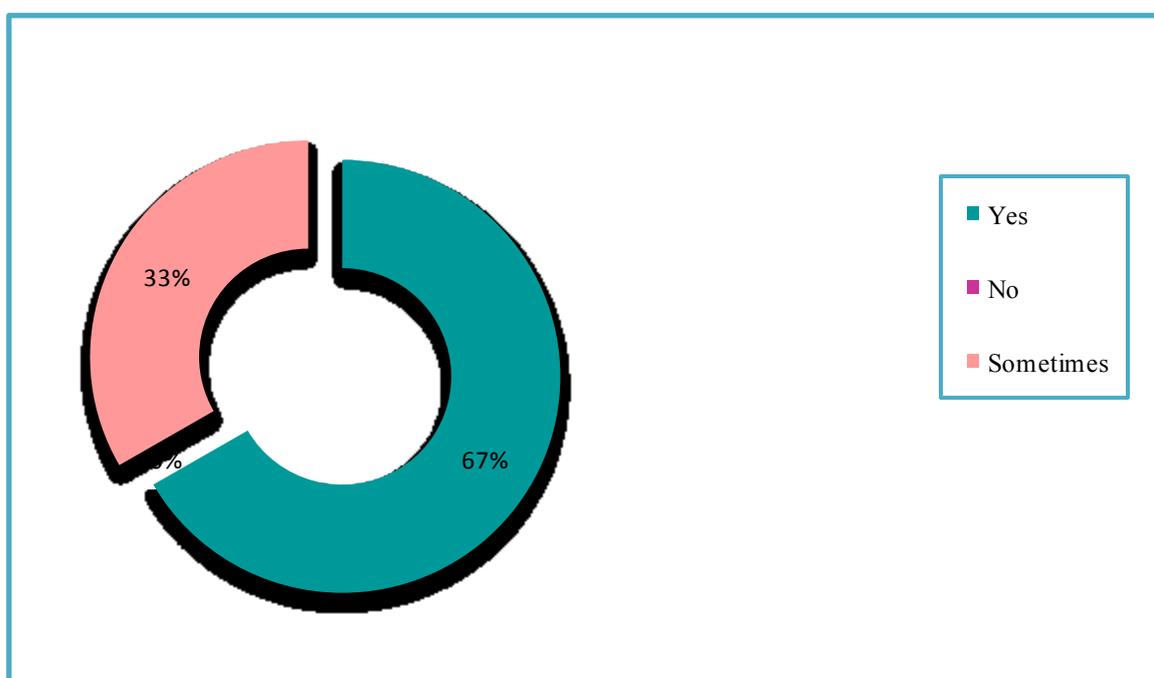
Figure 3.18: Teachers 'answers distribution in question 14

The results above show that most of the teachers (67%) answer that they use the authentic materials during presenting their lecture, while just (33%) of them claimed that they did not use it when they present their lectures. This may because they find some difficulties in finding the appropriate authentic material to be used.

➢ **The most useful tools to be used in oral expression session by the teacher**

Q15: While teaching oral expression, which of the following is/are the most useful to use?

(Please order the following according to their importance to you, from 1 to 9 by putting the

appropriate number in the box provided to each option).

Response's frequency

N	List of items								
	A	**B**	**C**	**D**	**E**	**F**	**G**	**H**	**I**
Teacher 1	7	1	3	2	4	8	6	9	5
Teacher 2	8	7	2	6	9	1	4	3	5
Teacher 3	8	1	2	3	6	4	7	5	9
Teacher 4	9	5	3	4	8	2	7	1	6
Teacher 5	9	4	1	6	5	8	7	2	3
Teacher 6	6	5	1	7	9	2	8	3	4

Table 3.19: Teachers 'answers distribution in question 15

N=Teacher's classification

A….I= Items

	1	2	3	4	5	6	7	8	9	٪
A	00٪	00٪	00٪	00٪	00٪	16.66٪	16.66٪	33.33٪	33.33٪	100٪
B	33.33٪	00٪	00٪	16.66٪	33.33٪	00٪	16.66	00٪	00٪	100٪
C	33.33٪	33.33٪	33.33٪	00٪	00٪	00٪	00٪	00٪	00	100٪
D	00٪	16.66٪	16.66٪	16.66٪	16.66٪	00٪	33.33٪	16.66٪	00٪	100٪
E	00٪	00٪	00٪	16.66٪	16.66٪	16.66٪	00٪	16.66٪	33.33٪	100٪
F	16.66٪	33.33٪	00٪	16.66٪	00٪	00٪	00٪	33.33٪	00٪	100٪
G	00٪	00٪	00٪	16.66٪	00٪	16.66٪	50٪	16.66٪	00٪	100٪
H	16.66٪	16.66٪	33.33٪	00٪	16.66٪	00٪	00٪	00٪	16.66٪	100٪
I	00٪	00٪	16.66٪	16.66%	33.33٪	16.66٪	00٪	00٪	16.66٪	100٪

Table 3.20: Teachers 'answers distribution in question 15

As the above table illustrates, after gathering the data from the six teachers and ranking it we manage out the selected teaching material that is chosen by the majority of teachers in the first place is "video Documentaries (Authentic)" with a percentage (50%). For the second place "Free Discussion" with a total percentage (33.33%). In the third place, we have "Students 'presentation" with a total percentage (33.33%).Concerning the fourth place we have "Reading Text" with w percentage that equal (33.33%). In the fifth place, we have literature (role-plays, novels...). According to the sixth place we have "Songs and Films" with a percentage that equals (33.33%).We have in the seventh place with a total percentage (50%) "Newspaper /Magazine articles". In the eighth place, we have "Radio Program" with a total percentage (33.33%). In the last place, we have "Lectures" with a total percentage (50%).

Q 16: Any further suggestion:

- ➢ **Teacher 01:** For learning, a language to be successful reading is the main cause that would help other skills to stand.

- ➢ **Teacher 02:** it is important to mention that authentic materials (videos) work as a motivating tool: they attract learners' attention and raise their curiosity and desire to learn as they are introduced to native speakers. In addition, it is a good way to improve students' pronunciation.

- ➢ **Teacher 03:** The use of authentic videos is very crucial if the teacher has the chance to find an appropriate setting (Laboratory) and also the required material and equipment (Overhead projector).

- ➢ **Teacher 04:** ok on the whole

- ➢ **Teacher 05:** /

- ➢ **Teacher 06:** /

3.2.4. Discussion of the Finding

To begin with section one, the researcher wanted to know some background information about the sample (teachers). In question (01) teachers are asked to mention their university name, from the responses of teacher we can figure out that the whole sample 100%) teach in Mohamed Kheider university of Biskra. It may be because they studied in previous university and it may be because they are admiring this university in addition to, they live in Biskra city and that make them close to the university. Concerning the question (02) majority of the sample answered that they have MA (magister) degree (67%) or PhD (doctorate) degree (33%), this means, that to be a teacher in the university and to handle an important module like oral expression you should have one of the previous degrees. Also in question (03) the result is clearly shown that the entire sample (100%) teaches as a full time teachers. This may be because they have MA or PhD degree.

Therefore, in question (04) we found that at least two teachers (33.34%) are in the field of teaching since five years, according to, the rest of the four teachers are in the domain of teaching more than five years. Therefore, to be a teacher in university you should at least have an experience in teaching no less than five or six years. Referring to question (05) after gathering the results we found that there is two teachers have been teaching the oral expression module for long period of time (from 10 to 20 years) this is something remarkable that gives the oral module all this interest.

First of all, Section two is devoted to Teaching the English Language and Vocabulary. In question (06) the teachers' responses reveal that the entire sample (100%), agreed that the level of their students is average, they judged according to the students' ability in analyzing information and giving the output, whereas in question (07), the vast majority of teachers (87%), answered that all teachers teach new vocabulary i.e. the teachers of other modules such as culture of the language or linguistics, most of the time mention or present new vocabularies due to the nature of the subjects. those teachers tried to explain to as how all teachers teaches new vocabulary, these are some of their answers: using different activities /strategies, reading text, songs, videos. Other teacher said that they present new topic thus new vocabularies and so on. Question (08) is related to question seven in rating the importance of learning vocabulary, (83%) teacher revealed that learning vocabulary is very important, it may be because knowing a vocabulary is needed to improve the productive skills (speaking, writing) if a student's does not know the words, how could they express their feeling, ideas, and so on. According to question (09) which is also related to question eight, all teachers agreed that teaching English as a foreign language is related to learning its vocabulary; the reason for this is that, students skills are integrated with each other complete each other and all the skills are linked to learning vocabulary. Referring to question (10) teachers are asked to explain to us their method in presenting new vocabulary. their responses diverse a teacher, present the new vocabulary by giving synonyms, examples, pictures and so

on other teacher present the new vocabulary in a meaningful context, or situation, other by diversifying the activities such as the topics of discussion, an interesting way to present the new vocabulary is making a session for learning vocabulary through idioms and proverbs. Every teacher have his own method in presenting new vocabulary, it may be because they have different time of experience. For question (11) is about the most frequent obstacles that face the teachers, so we can report that the major obstacle that all teachers agree on it is overcrowded classes in addition to anxiety or shyness of students, this because of small space in classes or because the notable increasing of students number in the branch of English.

Regardingto section three, the main concern is the importance of using authentic videos in vocabulary learning. In question (12) teachers are given a free space to explain to us how can they improve student's vocabulary learning either by creating an encouraging atmosphere or by using video songs and other teacher said that it depends on the teachers' objectives and so on. Concerning question (13) we can report that the entire sample (100%) agreed that using authentic material would be beneficial and helpful for teaching. In question (14) teachers are asked whether they use authentic materials in their courses and from the responses we can say that the majority of them do use authentic materials in their courses of oral expression, it is due to the large quantity of this kind of materials. For question (15) teachers were asked to classify some items in order to know which one is more helpful in teaching the module of oral expression. The first place goes to videos / documentaries (authentic) this result supports the hypotheses about the effect of authentic video in improving students vocabulary learning. The last question (Q16) is devoted to the suggestions of the sample (teachers) the majority of them focused on giving some suggestions about developing the students' vocabulary, in addition to, their opinion in authentic videos as an important, motivated and crucial tool to be used in teaching.

3.3. Classromm Observation

3.3.1. Description of the Classroom Observation

To support the data gathered from the teachers' questionnaire, we conduct classroom observation. Classroom observation is known to be one of the data gathering tools. The researcher attended in a real learning setting with more than one session, so that he can be able to observe and collect the necessary data for his research. O'Leary (2014) stated "…classroom observation is used as an instrument for observing and assessing classroom teaching and learning" (p.49).

We attended in the beginning of the first semester on February 2016. With two different groups of second year English students at Biskra University, we attended (06) session in oral expression module. (04) Sessions were in normal setting (classrooms) with group (03)in addition to, the other sessions were gathered together to become (02) sessions, with group (01)the observation took place in the Laboratory at the Faculty of Arabic Literature & Foreign Languages.

The observation that we proceeded was without informing the teachers about the subject, in order to maintain the transparency of the observation.We sat in the last of the class to watch and monitor any movements, in our observation, we did not use any kind of digital recording (camera), we used a grade list (see Appendix 02) we used (+ -) to record questions and interaction between the teacher and students and so on. Therefore, we register everything we need.

3.3.2. Analyses and Interpretation of the Classroom Observation Data

❖ **Group A** (without authentic video) and **Group B** (with authentic video).

Item one: students' Attendance.

Group A

	Session 01	Session 02	Session 03	Session 04
Attendance	31	28	38	45
Percentage %	60%	54%	78%	87%

Table 3.21: Teachers 'answers distribution in item 01

As the table above illustrates, in the first session with teacher A there were 31 students that equal (60%) from a total number 52 attended the session, while in the second session the attendance level fall to 28 students that equal (54%). However, in the following sessions, we noticed that the attendance number increased; in session number three the attendance were 38 students (78%) in addition to session four with 45 students whom attended the session (87%). As we noticed from observing group number (03) attendance number in the oral expression module is not stable, it may be because of the session time (13:10/14:40). Although we cannot disclaim that in the last 02 sessions, the attendance number clearly increased.

Group B

	Session 01	Session 02
Attendance	29	32
Percentage	64%	71%

Table **3.22:** Teachers 'answers distribution in item 01

After the sessions that we attended with teacher B in the Laboratory, we decided to gather the sessions into 02 sessions. What we noticed in the first session is that 29 students (64%) attended the session out of the total number 45. While in the second session, attendance reached 32 students (71%). As a result to what we observed, attendance number is not high it may be because of the small place in the laboratory.

Item two: Students' Participation.

Group A

	Session 01		Session 02		Session 03		Session 04	
	N	%	N	%	N	%	N	%
Asking	03	23%	02	12%	00	00%	01	7%
Answering	10	77%	15	88%	20	100%	13	93%
Total	13	100%	17	100%	20	100%	14	100%

Table 3.23: Teachers 'answers distribution in item 02

This item seeks to identify students' participation frequency in the oral expression module when a teacher uses or does not use authentic videos. What we noticed in group 03 with teacher A in the first session is that there are only 03 students (23%) asked questions and 10 students (77%) answered the teachers' questions. Also, in the second session is the same concerning asking with 02 students (12%) who asked questions, in the mean while there are 15 students (88%) answered the teacher questions, As far as the third session is concerned, participation level increased to reach 20 students (100%) but only for answering and 00 students for asking. Concerning the fourth session there is only 01 student (7%) who asked questions and 13 students (93%) answered the teachers questions. As can be seen from the data above, the students do not ask questions, it may be because, they feel embarrass or they feel bother from the teacher way of answering. Nevertheless answering level is acceptable.

GroupB

	Session 01		Session 02	
	N	%	N	%
Asking	02	20%	02	13%
Answering	08	80%	13	87%
Total	10	100%	15	100%

Table 3.24: Teachers 'answers distribution in item 02

Concerning the group (01) with teacher B in the laboratory, we noticed that in the first session there are 2 students (20%) asked questions and 8 students (80%) answered the teacher questions, while in the second session we noticed that 13 students (87%) answered questions and 02 students (13%) asked. Some results shows that students are not participating enough it may be because they found difficulty in understanding the film they have been watching and feeling embarrass of asking questions.

Item three: Teachers' correction of vocabulary

GroupA

	Session 01	Session 02	Session 03	Session 04
Teachers' correction	10	11	20	13
Percentage %	77%	65%	100%	93%

Table 3.25: Teachers 'answers distribution in item 03

For this item, the focus is on the teacher correction of students' vocabulary. In the first session, we noticed that the teacher corrected students' vocabulary 10 times (77%)in term of

their use of the vocabulary in the correct context not in term of the pronunciation. In the second session the number of correction did not increase a lot 11 time (65%), while in the third session the teacher correction to students vocabulary increased and reached 20 time (100%), but in the fourth session the correction decreased and reached 13 time (93%).

GroupB

	Session 01	Session 02
Students correction	08	15
Percentage %	80%	100%

Table 3.26: Teachers 'answers distribution in item 03

As shown in the table above, this item aims to identify how many times the teacher correct his students' vocabulary. In the first session, we noticed that the teacher corrected the students' vocabulary 08 times (80%); concerning the second session, he corrected students' vocabulary 15 times (100%). Apparently, the numbers are not high enough it may be because they did not participate or the teacher did not want to correct the students' mistake (vocabulary) in front of the other students.

Item four: Teachers' feedback

GroupA

	Session 01		Session 02		Session 03		Session 04	
	N	%	N	%	N	%	N	%
Positive feedback	08	80%	10	100%	10	67%	09	64%
Negative feedback	02	20%	00	00%	05	33%	05	36%
Total	10	100%	10	100%	15	100%	14	100%

Table 3.27: Teachers 'answers distribution in item 04

The objective of this item is to identify whether the teacher **(A)** gives feedback to the students or not, and in which way (positive or negative). This classification (positive or negative) is according to the teacher behaviors, expressions and words that they use. In the first session we noticed that the teacher gave positive feedback 08 times (80%) and 02 negative feedback (20%), in the second session he gave 10 positive feedback (100%) and 00 negative feedback (00%). Concerning the third session the teacher gave 10 positive feedbacks (67%) and 05 negative feedback (33%), while in the fourth session the teacher gave 09 positive feedbacks (64%) and 05 negative feedback (36%). As can be shown from the data above, the teacher gave a reasonable number of feedbacks (positive and negative) that means that he was paying attention to what the students are saying.

GroupB

	Session 01		Session 02	
	N	%	N	%
Positive feedback	04	57%	10	71%
Negative feedback	03	43%	04	29%
Total	07	100%	14	100%

Table 3.28: Teachers 'answers distribution in item 04

This item is presented to identify the frequency of the teacher feedback. As shown in the table above, in the first session the teacher **B** gave 04 positive feedback (57%) and 03 negative feedback (43%). While in the second session the teacher gave 10 positive feedbacks (71%) and 04 negative feedback (29%). All this reasons shows that the participation was not a lot therefore, the feedback is a lot expect in the second session that shows an increasing in feedback frequency.

Item five: Students' use of new vocabulary.

GroupA

	Session 01	Session 02	Session 03	Session 04
Students' use of new vocabulary.	10	10	20	12
Percentage%	100%	100%	100%	92%

Table 3.29: Teachers 'answers distribution in item 05

The purpose of this item is to know whether the students are using the new vocabulary after the correction of the teacher. In the first session, we noticed that 10 students (100%) did use the new vocabulary; in the second session, also we noticed 10 students (100%) used the new vocabulary. Additionally in the third session 20 students (100 %) used the new vocabulary whereas, in the fourth session we noticed 12 students (92%) from the whole number. All this data shows that students have the desire to learn new vocabulary so that they can use it in other situations.

GroupB

	Session 01	Session 02
Students' use of new Vocabulary.	07	10
Percentage	88%	67%

Table 3.30: Teachers 'answers distribution in item 05

As the table above illustrate, in the first session with teacher **B** in the laboratory, we noticed that there are 07 students (88%) from the ones that the teacher corrected their vocabulary used the new vocabulary. While in the second session there are 10, students (67%) used the new vocabulary. As a result, to the above data, students did use the new vocabulary;

it may be because they want to learn new vocabularies and how they use those new vocabularies in the appropriate context.

3.2.5. Discussion of the Classroom Observation Findings

In addition to, the teachers' questionnaire result and discussion, we need start directly discussing the classroom observation as a second section on this chapter. The results gathered assisted as a lot in deducing that the use of authentic videos in EFL classes has a great impact on students' vocabulary learning.

To begin with, the items that helped as a lot. First, attending the session of oral expression plays a major role in improving students 'speaking skill and that what we have noticed when we attended the session with teacher A. As a result, this increasing make the teacher uncomfortable with the huge number especially that the session time is in the afternoon, which make presenting the lesson difficult, and in fact the number of attendance in the four session was increasing gradually from the first session. Concerning teacher B we noticed a slight increasing in attendance number in the laboratory, this number did not affect the lesson, in fact, it did help the teacher to present the film, explain it and give student an open time to any question.

The second itemis the participant, we noticed from attending four sessions with teacher A that the participant number increased according to the number of attendance and the subject that the teacher presents, teacher A changed the subject whenever he does not find any reaction from the students, he almost cover a lot of subjects to make students speak or participate, according to teacher B after they complete the film, we noticed that he start asking them some regular question about the film if they liked it or not and why, and he gave them the chance to think about it a little and share their ideas with their classmates, after that they start asking about the film or vocabulary they understand or did not understand.

Third, we have teacher correction, when we attended with teacher A we noticed that he correct students vocabulary in a regular manner, after finding a subject that stimulate student ideas and make them speak and participate such as politics, religion, culture, trend and so on. The teacher gave them the freedom to speak, he correct their used word. With teacher B is a bit different from teacher A. after watching the film, and by an order from the teacher they start discussing it, then the teacher correct the students used vocabulary, in addition to that, the teacher explain to students which word is appropriate according to the context.

Fourth, we noticed that the teacher A gave a feedback to his students, in different times, sometimes he help them by finding the word they are missing, or giving them a note about their choosing to word, grammar, or pronunciation. Whereas with teacher B the focus is on the vocabularies and how students choose the word, to share their ideas with each other, as a result giving a feedback may make students uncomfortable or feel anxiety or even they may stop participating at all.

Fifth, we noticed from attending four sessions with teacher A, that the vast majority of students that received the correction of the teacher did use the corrected words, also when attending with teacher B and choosing films that contain a specific words and after the teacher correction the students did use the new vocabularies, not necessary in the same session but the important thing that they did the new vocabulary and in the correct situation,

To sum up, the way of correcting and the way of presenting the new vocabulary play a major role in students' vocabulary learning. Moreover, this is what authentic videos present to the teacher and students. For teacher and learners, the use of authentic videos present to us teaching or seeing the foreign language how it is used in real situation. so that will make it easy to the teacher to explain less and to students to understand the language from what is he watching, authentic video present to students a trip to the real world and that can improve his awareness to the language he is learning.

Conclusion

To conclude the chapter, we have to mention that we have chosen the appropriate methodology that can be used in such study, we used teachers questionnaire to view the teachers opinion about the use of authentic videos in the EFL classroom in teaching oral expression module and classroom observation to notice by ourselves and to prove our hypotheses. We analyzed, the data gathered from teachers' questionnaire and discuss it, in addition to the classroom observation analyses and the discussion of the finding.

In short, EFL students have the desire to learn more so that they be able to communicate correctly. As a result, to the chapter, this can be done by learning vocabulary, the help of the teacher is crucial in these situation, they have the ability to find another way (video), to present their lesson in an interesting, motivation and the most importantly educated manner and expose students to real context learning, as shown in the third chapter.

Recommendations

Here are some recommendations that would be so helpful if they are taken into consideration.

➢ Teachers should use authentic videos that means authentic environment and that would help the students to feel that they are in real life context.

➢ Teachers should take the learners' need as a priority for them, and the first need to students is to be able to use the vocabularies in its correct context specially when having a conversation with native speakers.

➢ The teacher should know what and how to select the appropriate video that include enough information and enough entertainment for students.

➢ Teachers should engage students in the process of learning vocabulary, by giving them the choice to select the videos at least ones a week.

General Conclusion

Due to the importance of transmitting the information to students in an understandable way, this study is conducted to examine the effect of using authentic videos; it is also an attempt to prove that the use of authentic videos have an effect on students' vocabulary learning. This study took place at the Department of Foreign Languages, Division of English. It was carried out on a sample of almost 87 students (02 groups) from second year LMD and (06 teachers) to answer the teachers' questionnaire, using the descriptive method. Those groups have been chosen in order to attend with them i.,e classroom observation. To carry on this study, we divided the research into three chapters.

In the first chapter, the researcher present some information about vocabulary, from many areas: we started by defining the word vocabulary by giving an overview about it, then we tried to present different aspects of the word, we also tried to spot the light on learning vocabulary and we focused on the different steps of learning vocabulary such as finding sources of new words and other steps. In addition to the importance of learning vocabulary in EFL classes. For the sake of better learning, we tried to present some famous strategies on how to learn vocabulary in the form of taxonomies. We also talked about teaching vocabulary and we represented some techniques for teaching vocabulary such as: unplanned vocabulary teaching and planned teaching. At the end we presented the steps of teaching vocabulary.

The second chapter, devoted to the use of authentic videos n EFL classes as a teaching tool, we started by presenting some definitions to the (ICTs) information and communication technologies, according to many researchers point of view, in addition to, the historical background of the term authenticity. As the chapter developed the researcher moved to defining authenticity as a concept also the definition of authentic learning and authentic materials, as can be seen in the previous titles the focus was on defining the main concepts in this chapter, besides, to the advantaged of authentic materials the researcher define the term

authentic videos. Moreover, the presentation of the way to select authentic video, in addition to, types of authentic videos, for instance movies, documentary videos and so on. Above all, the researcher mentioned the importance of authentic videos and its use in language teaching. To conclude the chapter, we presented some general guidelines to teachers for different video activities.

In the third Chapter, which consiste of the field work, the researcher started by exploring teachers'point of view about the use of authentic viseos in their classes, by giving them a questionnaire that consist of several types of questions such as open ended questions, the questionnaire distributed to teachers in which they were asked to give their point of view as teachers of oral expression in the use of authentic videos, whether they use it or not and their methods in presenting new vocabulary to students. In addition, we started classroom observation to make sure that we have the sufficient data.

After analyzing the data of teachers' questionnaire and the classroom observation, we started the discussion of the results. First, the results showed that the teachers consider the use of authentic videos a crucial and beneficial tool for teaching vocabulary, and that what is proved by classroom observation results. Additionally, the answers of teachers revealed that they have the desire to use authentic videos in oral expression to help them teach vocabulary, but they can not, briefly, not all teachers have the privilege to use the laboratory. In which make it hindrance the teachers' abilities. To sum up, we can say that our hypothesis has proven.

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APPENDICES

Appendix01

Teachers ' Questionnaire

Dear teacher,

You are kindly requested to fill in this questionnaire which is an attempt to gather information needed for the accomplishment of a master dissertation. We direct this questionnaire to investigate about ***The Effect of Using Authentic Videos in EFL Classrooms on Improving Student's Vocabulary Learning.*** We would be so grateful if you could sincerely answer the following questions, so please, give as precise answers as you can. Be sure that the answers you will provide will certainly remain confidential and will only be used for research purposes.

Please, put a tick **"√"** in the appropriate box, give a full answer whenever necessary., and justify your answer wherever it is needed.

Thank you for your time and for your collaboration.

Section One: Background Information

1. *Personel information*
   - Teacher s university or college name ?
2. *Teachers qualification*

   - Degree (s) held : A- BA (licence)   ☐

   B MA (master \ magister)   ☐

   C- PhD (Doctorate)   ☐

3. *Employment status*

Full time ☐   Part time ☐

➢ *Working experience*

4. (Number of years) …………………………………………

➢ *Experience years in teaching oral expression module*

5. How many years you have been teaching the module of oral expression ?

Section Two

6. How do you describe the student's in term of English language proficiency ?

Good ☐   Average ☐   Poor ☐

7. Do all teachers of English teach new vocabulary ?

A- Yes ☐   B- No ☐

- If yes say how ?

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8. Locate the important of learning vocabulary to foreign language speaker ?

A- very important ☐

B- important ☐

C- not important ☐

9. Do you think that teaching English as a foreign language is related to the learning of its vocabulary ?

A-   Yes ☐   B- No ☐

➢   *Teacher's opinion about the ways in term of teaching new vocabulary*

10. Describe your method of presenting new vocabulary?

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11. What are the most frequent obstacles you face during the session of oral

expression?

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Section Three

➢   *As a teacher and assistant*

12. How can teachers improve the learner's vocabulary learning?

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…………………………………………………………………………………………

As a teacher of oral expression, do you think that authentic materials would be beneficial and helpful for an efficient teaching?

A- Yes ☐   B- No ☐

➢ **The use of authentic materials**

13. Do you use authentic materials in your courses?

A- Yes ☐   B- No ☐   C- Sometimes ☐

14. *The most useful tools to be used in oral expression session by the teacher*

- While teaching oral expression, which of the following is\are the most useful to use ? (please order the following according to their importance to you from 1 to 9 by putting the qppropriate number in the box provided for each option.)

A- Lectures ☐   B - Video documenteries (authentic) ☐

C- Free discussion ☐   D - Songs and film ☐

E- Radioprograme ☐   F- Reading text ☐

G- Newspaper \magazine articles ☐   H- Students presentation ☐

I- Literature (plays, novels etc..) ☐

15. *Any further suggestion*

…………………………………………………………………………………………

…………………………………………………………………………………………

…………………………………………………………………………………………

Please accept my sincere gratitude.

Classroom Observation Grade

Teacher: **Date:**

Observer: **Time:**

Class Observed: **Topic:**

Students' Name	Students' Attandance	Students' Participation		Teachers' correction of vocabulary	Teachers' feedback		Students' use of new vocabulary
		Asking	Anwering		positive	Negative	
Student 01							
Student 02							
Student 03							
Student 04							
Student 05							
Student 06							
Student 07							
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Student 52						

ملخص

يهدف هذا البحث إلى تسليط الضوء على أهمية استعمال مقاطع الفيديو الأصلية , كوسيلة تعليمية من اجل تحسين مستوى تعلم المصطلحات لدى طلبة السنة الثانية لم د قسم انجليزية بجامعة محمد خيضر – بسكرة. و لقد تم طرح فرضية أساسية في هذا البحث و المتمثلة في :إذا قام أساتذة التعليم الشفهي باستعمال مقاطع الفيديو الأصلية كوسيلة تعليمية من اجل تحسين مستوى تعلم المصطلحات لطلابهم فهذا سيكون له تاثير ايجابي على الطلاب . و قد قمنا باستخدام تقنيتين رئيسيتين من اجل فحص و إثبات النظرية المطروحة. اولا: استبيان وهتة أساتذة مختارين من أساتذة التعليم الشفهي و ذلك لدراسة وتحليل أرائهم حول استعمال مقاطع الفيديو الأصلية خلال عملية التدريس.أما التقنية الثانية متمثلة في مراقبة الفصول الدراسية و ذلك من اجل التحقق مباشرة من فعالية استعمال هذه المقاطع في تطوير المستوى الاصطلاحي للطالب.و سبب اختيارنا لهاتين التقنيتين هما لانهما الاكثر تناسبا مع الموضوع المطروح.

و في الأخير يمكننا القول أن مقاطع الفيديو الأصلية كوسيلة تدريسية لها تأثير ايجابي على المستوى الاصطلاحي لدى طلبة السنة الثانية.