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Students Attitudes towards the Use of Video Podcasts in Enhancing Vocabulary
The Case of English First Year LMD Students at L'Arbi Ben
M'hidi University, Oum-El Bouaghi

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Dedication

*This work is dedicated to: Both “**Bouakkaz** “and” **Halis** ” families, who always loved and supported us throughout every step of the way and always have been there for us.*

Our beloved parents, our adorable sisters and brothers,

Thank you for the wholehearted support you have been always giving us.

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Abstract

Vocabulary has always been one of the challenging tasks in the process of teaching and learning English as a foreign language. In spite of its great importance, this aspect is almost neglected in the language teaching curriculum. As most of language learners aim to develop their level of communication, reading, writing and speaking, they have to first learn enough words. Thus, this process is no longer limited to books and boards rather technology has been imposing itself to the field of education by providing a vast number of tools to learn vocabulary. The present dissertation seeks at introducing one of these tools, video podcasts, in the teaching / learning process. It aims at investigating students' attitudes towards the use of video podcasts to develop learners' vocabulary. Thus, to validate or refute the hypothesis which implies that the use of video podcasts develops learners' vocabulary, a descriptive study design was adopted relying on students' questionnaire. We administered the questionnaire to 54 first year English students at L'Arbi Ben M'hidi University in order to investigate their attitudes about the importance of video podcasts as a new learning tool in improving students' vocabulary. Results of the study confirmed the great importance that EFL learners give to vocabulary knowledge, and showed their high degree of interest in the integration of video podcasts in the teaching/ learning process.

Key Terms: Video Podcast, Vocabulary

List of Abbreviations

DVD: Digital Video Disc

EFL: English as Foreign Language

Eg: For exemple

etc.: etcetera

ICT: Information and Communication Technology

i.e.: That is to Say

LMD: License Master Doctorate

L2: Second Language

MP3: MPEG Audio Layer-3

Q: Question

TV: Television

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General Introduction

1. Statement of the Problem

Students learn English to develop their knowledge and be able to communicate inside and outside the classroom. However, most learners find themselves confronted by various problems especially with vocabulary because it is one of the complex elements in foreign language learning. Vocabulary development does not require just knowing the meaning of the word only but how to use it in the context. As learners at the department of English for five years, we noticed that vocabulary knowledge is a common problem among 1st year university students because of their little exposure to the native language. That problem was also due to teachers' use of the ineffective, traditional and boring methods in teaching. Hence, teachers have to look for effective methods for teaching vocabulary. Luckily in recent years traditional teaching methods are moving backwards and new technologic methods are stepping forward (O Brayan & Hegelheimer, 2007). So, one of the suggested strategies is the use of video pod-casts which makes it a great tool for the teachers to rely on; since their biggest benefit is that they can provide unlimited amount of authentic language input across a wide range of subjects; in other words, they allow flexibility.

2. Aim of the Study

The main objective of the present study is to investigate EFL learners' attitudes towards the use of video podcasts in improving their vocabulary. Another aim is to raise EFL learners' awareness about the use of video podcasts inside and outside the classroom and to help teachers improve their teaching methods.

3. Research Question

This study is carried out to answer the following question:

What are the attitudes of 1st year students towards the use of video podcasts in developing their vocabulary?

We hypothesise that:

- First year LMD students have positive attitudes towards the use of video podcasts to develop vocabulary

4. Research Methodology and Sampling

In this dissertation, a descriptive study is followed instead of a quasi-experimental one because of the pandemic which interrupted the academic year from March 2020. Thus, a questionnaire, administered 1st year LMD students at L'Arbi Ben M'hidi University, was used to collect the study's data. This questionnaire aims at probing into students attitudes towards the use of video podcast in developing their vocabulary. A more compelling reason why we chose to work with them is their tendency towards technology based information. As they seem to respond better to digital information rather than the printed one.

Another reason, this population may have exposure to ICT's resources in the process of their studies which give them the opportunity to provide us with their valuable opinions on the current issue. We chose fifty-four participants among the first year students at L'Arbi Ben M'hidi University as a sample of the study.

5. Structure of the Dissertation

This research is divided into two chapters. The first chapter represents the theoretical concepts of the two variables: the definition of video podcasts, the use of video podcasts to teach vocabulary, its advantages and disadvantages, definition of vocabulary, its types and how to teach vocabulary. While the second chapter: the practical part; describes the questionnaire, presents an analysis and interpretation of the data, and discusses findings.

6. Operational Definitions

6.1. Definition of Authentic Learning

It was once said that “education is what survives when what has been learned has been forgotten”. Dewey (2015) states that from the standpoint of a child, the great waste in school comes from his inability to utilize the experience he gets outside while on the other hand he is unable to apply in daily life what he is learning in school that is the isolation of the school, its isolation from life. Authentic learning has a myriad of definitions, but what it boils down to is making what your students learn meaningful by engaging them in relevant and real-world learning. According to the father of authentic learning Steve Revington, authentic learning is real life learning. It is a style of learning that encourages students to create a tangible, useful product to be shared with their world. So, authentic learning is learning designed to connect what students are taught in schools to real-world issues, problems, and applications; learning experiences should mirror the complexities and ambiguities of real life. Another definition of the same term is “Authentic learning typically focuses on real-world, complex problems and their solutions, using role-playing exercises, problem-based activities, case studies, and participation in virtual communities of practice.” (Marilyn, 2007, p.02)

Harrington (2015) said:” the concept of authentic learning is more of a philosophy useful as a model for curriculum design rather than as a learning theory.” In other words, authentic learning, in education, is an institutional approach that allows students to explore, discuss, and meaningfully construct concepts and relationships in contexts that involve real-world problems and projects that are relevant to the learner (Donovan, Bransford, & Pellegrino, (1998)).

6.2. Definition of Authentic Material

Among the most important tools a teacher can and must use in class in order to make his teaching effective in transmitting the necessary knowledge is authentic materials. An authentic

material is a tool used for the sake of bridging the gap between the learners' real life and the classroom. Hence, songs, computer based programmes, realia and newspaper can be used as authentic materials. Therefore, authentic materials are materials that are not created for teaching language purposes; they are rather used to communicate. The term authentic materials has long been known and used in teaching and learning field. As a result, there are so many definitions of authentic materials had been tackled by different scholars, according to, Morrow (1977, p. 13) an authentic material is "a stretch of real language, produced by a real speaker or writer for real audience and designed to convey a real message of some sort". Authentic materials (written or spoken) are designed for native speakers. They are specifically directed to the speakers of the language, rather than language students. In addition to Morrow, Swafer (1985, p.17) stated "an authentic text, oral or written, is one whose primary intent is to communicate meaning ".

That is to say, authentic materials offer the interaction with real language and emphasize on meaning rather than on form. Moreover, authentic materials are of a great importance for both teachers and students. Rashid and Madjid (2014)

6.3. Definition of Audio-Visual Materials

Nowadays, teachers use various audio-visual aids to facilitate the teaching process and enhance the concentration and learning abilities of the students. Dike (1993) defined audio-visual aids as "those materials which do not depend solely upon reading to convey meaning and present information through the sense of hearing as audio resources or through a combination of both senses." So, Audio visual material is electronic media possessing both a sound and a visual component, such as slide-tap presentation, films, television programs, corporate conferencing ...

6.4. Definition of Video

Video is an audio visual material that records, manipulates and displays moving Images, in corporation with sound. It is one of the most useful materials, applied to language learning and teaching.

CHAPTER ONE

LITERATURE REVIEW

Introduction

Due to the rapid development of technology, language learning has vastly improved lately. Hence, multimedia technology (TV, Computers, DVDs, Mp3, Mobile Phones ... etc.) has played a vital role in providing learners with authentic materials with a range of vocabulary exposure. Students nowadays are living in an environment surrounded by Multimedia which makes them prefer learning vocabulary in rich and natural experiences. "Students have changed radically and that today's students are no longer the people our educational system was designed to teach." Ch. Beauprez (2013). Therefore, language teachers may benefit from using new tendencies in their classroom activities such as, audio tracks, audio visual aids like power points, Mass media or videos.

This chapter is a literature review of the different theoretical aspects related to the use of technology "Podcasts" in education (Educational technology). It is divided into two sections. The first section that describes the independent variable " video podcasts " is meant to review what research has to say about this type of educational technology and how it can be a very useful tool in foreign language teaching and learning , mainly vocabulary development. The second section sheds light on vocabulary and how its importance in the EFL setting is perceived by EFL practitioners.

Section One: Video Podcasts in EFL Teaching/Learning

This section concerns itself with the different related concepts concerning "video podcasts ". It also depicts their significance and show the reason why they should be incorporated in EFL teaching/learning context.

1. Definition of Video Podcasts

Internet, cell phones, computers... etc. all of this technology plays such an important role in people's daily lives. Education is also enhanced by these new inventions which help both the teachers and learners and make the teaching/learning process easier.

Video podcast is a digital or video file on recording, usually part of a themed series that can be downloaded from a website to a media player or computer. (Dictionary.com)

Video podcasting is also sometimes referred to as video videocasting, or vodcasting.

Video podcast, also called video casts, vidcasts and vodcasts, combine the audio component of podcasting with visual media. This technology provides a forum for a wide variety of video podcasters, including filmmakers and artists, vloggers (video bloggers), and even those who just like sharing their videos. The term is derived from a combination of two words, iPod and broadcasting, it was firstly invented by Adam Curry and Dave Winer (2004). So, vodcasting is one of the latest innovations in the podcasting world where it exchanges the audio of traditional podcasts for video. (Vicence Fernandez, Jose M Sallon, Pep Simo, 2015)

Chris (2007) says: "Podcasting involves downloading a series of audio or video broadcasts (files) onto a digital media player, via a computer, over a period of weeks". He also mentions the fact that podcasts are introduced and used for educational purposes; he (2007, p.491) says: "whilst podcasting is being utilized as a teaching tool by some educators in the secondary sector, its use in higher education, and its effectiveness as a learning tool for adults remains to be established".

On the one hand, unlike audio podcasts, which can be played on a wide variety of generic MP3 players, video podcasts can be viewed on a computer with appropriate media player software such as iTunes or Windows Media player, or higher and Digital Media players. On the other hand, just like a PVR/DVR allows the users to record content from the TV and watch it whenever

they want, podcasts allows them to fit their consumption into their own schedule. They can subscribe to programming and listen, watch or read at their convenience. Also, they don't have to be present when it is recorded live or when it is released like they do with Radio or live TV programming. People can also see what others think about the topics that interest them, the number of subscribers, and the way they are evaluated. Thus, the decision about what podcast to be watched will be easier.

2. Types of Video Podcasts

The traditional teaching methods are stepping backwards, living the room to the new methods which include podcasts. There are many different types of podcasts in general and video podcasts in particular discussed by many scholars, we are going to focus on the five mentioned by Rachel Corbett (2016).

2.1. Solo Podcasts

It is also known as single podcast. This type of podcasting is mostly used by people who have expertise in a certain area that they want to share with an audience. Basically, people start with this type, since it is a kind of a monologue in which only one person is there, his microphone and camera or recording tool. It seems the easiest type but it is a bit difficult. The advantage when playing solo is that they can work to their own schedule, stay on the track and avoid things like over talking. But the great challenge facing the podcaster here is to keep the audience interested.(Corbett,2016)

2.2. Interview Podcast

It is also called the podcast interview. It is interviewing a different person or guest each time. It gives the user an access to more varied content: opinions, stories, advice, experiences, new audience, fans, guests will be presented. The topic will not only be discussed by one person

i.e.; having another opinion. It can be done through many easy tools just a computer, a microphone, Skype or just a telephone.

Finding a time to record can be difficult, particularly if the podcaster is trying to book someone who is really busy. That's why he needs to be flexible. Furthermore, it is necessary to do research before calling anyone, and to be aware that control can be lost anytime, and the host's fate might be in the guest's hands. (Corbett, 2016)

2.3. The Panel Show

This type of podcasting is often great for news styles shows. It consists of a host and number of rotating guests (often experts). The advantages are that it offers joy, interest, benefit and more input for the audience through new various viewpoints and experiences. Not only it is difficult from a schedule perspective, but it might be harder to get guests to agree to come on the show in the first place especially if they are famous ones. Without forgetting that the more people the podcaster has got involved in his podcast the more time it will take to wrangle those people. It is challenging to give the chance to talk to all the guests and it is harder to keep the show moving. (Corbett, 2016)

2.4. Conversational/Co-hosted Podcasts

As its name suggests, it is a kind of a conversation between multi-hosts. If the podcaster or the host shares the good chemistry with the guests, it will make the show or the video podcast entertaining and not boring for the audience. In case he has got co-hosts who bring a lot of ideas, planning can be a creative dream.

This type of podcasts is perfect if the podcaster wants to go out on the road and do his show in front of a live audience. But the problem is that the more co-hosts he has the more he is in the storm of people's passion, priorities, and schedules. (Corbett, 2016)

2.5. Hybrid Podcasts

The last type is also called mixed podcast since it is a mixture of the previous styles. And he can be as creative as he likes with what suits his topic. It can start with a solo podcast but at a part of the show he may call for an expertise or one of his audiences which makes it a co-hosts podcast. This type of podcasting raises the levels of excitement in the audience to see what is next. In the dark side of the show, the podcaster cannot control more predict what may happen and this can regrettably turn off the audience and affect the plan put for the show (Corbett, 2016)

3. Podcasts and Vodcasts

Podcasts are generally known as, digital files distributed over the internet. They can be either in an audio or in a video format. A podcast functions as in indicator of all podcasts categories. Whereas, a vodcast, part of podcast, refers to the combination of the words "video" and "podcast", it is an audio visual program. Eliss (2017)

4. Using Video Podcasts to Teach Vocabulary

Video podcasts can play an important part in teaching and learning the foreign language. According to Tsai (2016), they are a good source of authentic input which serve as an effective substitute for native environment for language practice, and consequently, can activate and enrich learner's background. Teachers may make use of this technology to motivate learners particularly the less proficient for improving their interests in learning English.(Istanlo,2011; Lee & Chain, 2007; Stanly, 2006) In particular, the visual aspect of podcasts can make the learning experience especially the vocabulary more attractive, engaging and effective. Easy accessibility to video podcasts gives students an opportunity to improve their vocabulary anywhere, such as at work, at home or even while travelling. Tsai (2010) believes that watching the authentic material can reduce anxiety, frustration and boredom. The development in technology and particularly in the

field of video podcasts provides EFL learners with more opportunities in language learning. Podcasting is an experience that is fresh, current, entertaining, informative and in many cases, insightful.

5. Advantages of Video Podcasts

Podcasts are similar to other platforms that have advantages and disadvantages. For the good side of podcasts, they are beneficial for all gender and ages. Their major advantage is that they can be easily downloaded on mobile device and Students can benefit from them, whenever and wherever, with very little effort. Therefore, several studies on the field noticed notable difference in scores between students who used video podcasts Vs students exposed to traditional teaching methods. Hence, those who watched video podcasts outperformed the others in testing situations. Traphgan et al (2010). Additionally, as reported by Boster, Meyer, Roberto, Inge, and Strom (2006) third, sixth and eighth grade which used video podcasts scored significant higher results compared with those who did not use video podcasts. In the same regard, Colbran and Tynan (2006) set a number of advantages of podcasts. They provide a break from the usual textbook-based activities, bringing subjects alive, Convenience, external students are provided with the same opportunities as internal students. In Short, video podcasts are helpful, useful and effective. They can be used to sustain learning inside and outside the classroom. In addition to that, they have the ability to take learning beyond the textbook allowing students to listen to real life language and have a native like pronunciation.

6. Disadvantages of Video Podcasts

There are certain drawbacks to the use of video podcasts. Starting with the most common problem facing the podcaster is that the video requires more equipment than a microphone tapes, specialized digital video cameras, microphones that are compatible, just to name a few: lightning,

background, personal grooming, composition, even patterns on clothing can all make or break a video podcast.

If he wants to reach an audience that doesn't have access to the internet, the podcasting isn't the way to do it. Podcasts, especially vodcasts, are often large files, which also makes them hard to access for anyone with a slow internet connection.

Since the web is such a vast and public space where anyone from anywhere can publish files, instructors and teachers have to spend time checking if the files and data published are verified. It can be very time consuming especially for longer files. It is also estimated that it takes 45 minutes to produce 8 minutes show.

Allowing the use of IPods in schools can provide distraction and may result in poor productivity.

Distraction for students could mean poor performance. (Essays, 2018)

Ramli (2017) reports that "a podcast has also been argued to lead to passive learning with students focusing on the audio facility rather than actively engaging with the lecture content" (p. 193).

As learners and development professionals, we need to make a conscious effort to evaluate both new as well as existing technologies and how to use them from a pedagogical point of view, taking into serious account both the cognitive as well as the affective and social factors that contribute to a successful learning experience (Lee& Chan, 2007, p.19).

In short, this section discussed the different definitions of video podcasts made by different scholars. Also, it tackled the various types of video podcasts mainly the five ones Rachel Corbett focused on without forgetting the advantages and the disadvantages which may be faced during the make or the use of video of video podcasts. And the focus was on how to teach vocabulary using video podcasts.

Section two: An Overview about Vocabulary

Deliberately teaching vocabulary is one of the least efficient ways of developing of learner's vocabulary knowledge. This section will present the definition of vocabulary with its different types and importance in addition to the strategies and the techniques used to teach/learn vocabulary in the EFL classes.

1. Definition of vocabulary

Recently, vocabulary has received much scholarly attention, due to its importance in the field of language teaching and learning. Hence, many definitions have been suggested to highlight its significance. Vocabulary is generally defined as the stock of words known and used in a particular language. It usually develops with age, and serves as a useful and fundamental tool for communication and acquiring knowledge. According to Lado (1964, p. 209), vocabulary is "words having meanings; these words are used by language speakers, and each word is a combination of sounds acting as a stimulus to bring into attention the experience to which it has become attached by use ".That is to say, vocabulary consists of a set of words and each word is used to convey meaning. In the same context, Richards and Renadya (2002) stated that "vocabulary is the core component of language proficiency and provides much of the basis of how well learners speak, listen, read and write" (p. 255). In other words, mastering vocabulary is the key factor to develop all the other skills; speaking, listening, reading and writing.

Moreover, Hatch and Brown (1995) claimed that vocabulary refers to the lexis and its meaning that the speaker processes to communicate. This vocabulary allows performing several functions in different situations, either formal or informal.

Based on the definitions above, it can be concluded that vocabulary is the total number of words that are needed to communicate and express the speaker's ideas and desires.

2. Types of Vocabulary

Some experts divide vocabulary into two types: active and passive vocabulary. Hamer (1991) distinguishes between these two types of vocabulary: The first type of vocabulary refers to the one that the students have been taught and that they are expected to be able to use. Meanwhile, the second one refers to the words the students will recognize when they meet but which they will probably not be able to use. Hatch and Brown (1995), indicated two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

2.1. Receptive Vocabulary

Receptive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in a reading text, but do not use it in speaking and writing (Webb, 2009).

2.2. Productive Vocabulary

Productive vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others (Webb, 2009).

3. The Importance of Vocabulary in EFL Teaching and Learning

It has been claimed that vocabulary plays a crucial role in both the teaching and learning processes. As Edward (1997, p.149) stated "vocabulary is one of the important factors in all language teaching; students must continually learn words as they learn structure and they practice sound system".

In This regard, Throbury said "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (2002, p.13).In other words, vocabulary is central to English language teaching and learning. Without sufficient vocabulary, learners will not be able to use the language appropriately, and grammar is less important in the process of learning a given language.

This was confirmed by McCarthy who argued that " No matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wider range of meaning, communication in L2 just cannot happen in any meaningful way " (1990, p.156).Nation (2001) went further to describe the relationship between vocabulary knowledge and language use as complementary, knowledge of vocabulary enables language use and language use leads to an increase in vocabulary knowledge. In addition, both teachers and students agree that acquisition of the vocabulary is a central factor in teaching a language, and it is almost impossible to learn a language without words (Walters, 2004).

4. Techniques Used to Teach Vocabulary

English teachers use a number of different techniques in the process of presenting the meaning and form of vocabulary to the learners. Here are some techniques of teaching vocabulary suggested by Ur (1996).

4.1. Using Objects

It is a technique applied via the use of visual aids, demonstration and realia because our memory for objects and pictures is very reliable, visual techniques can function to help learners remember vocabulary better (Takač, 2008). It also gives a real experience and sense to the learners. Furthermore, introducing a new word by showing actual objects or objects in the classroom or things brought to classroom or helps learners to memorize the names of many

things, for example; words like chalk, table, flowers ... etc. Real objects or models of real objects are very effective in showing meanings.

4.2. Using Synonyms and Antonyms

Synonyms are items that have the same or almost the same meaning. Antonyms are items that have the opposite meaning of a given word. Hence, teachers tend to use synonyms and antonyms of words in order to help students understand the different uses of meaning, especially when students are familiar with the synonym rather than the word being taught.

4.3. Drawing Pictures

It is an easy and quick technique that the teacher may use to introduce new vocabulary for learners especially young ones. Therefore, drawing objects on the board is very exciting for learners. It allows quick acquisition and memorization of new vocabulary. Although, it is not required for the teacher to be knowledgeable in art, yet a simple drawing can have a strong effect in enabling students to easily acquaint themselves with new vocabulary. In addition, the teacher can even ask his students to have their own drawings.

5. Word Families

5.1. Synonymy: Distinguishing between the different shades of meaning that synonymous words have (e.g. extend, increase, expand).

5.2. Homonymy: Distinguishing between the various meaning of a single word form which has several meanings which are not closely related (e.g. a file: used to put papers in or a tool).

5.3. Antonyms: Items that mean the opposite, for example: “rich” is an antonym of “poor”.

5.4. Collocation: The typical collocation of particular items is another factor that makes a particular combination “right” or “wrong” in a given context. Collocation is word partners, for example; we say “make mistake” not “do mistake”, and “do homework” not “make

homework”. Collocations are often noted in dictionaries, either by providing the whole collocation under one of the head-words or by a note in parentheses.

5.5. Compound: a word formed by stringing together older words, like “earthquake”.

5.6. Word Formation: is the creation of a new word.

5.7. Suffixes and Prefixes: Most English words are made up of smaller elements: roots, prefixes and suffixes. When you know the common ones and how to combine them, you can understand hundreds of different words. The majority of academic vocabulary uses Latin roots and affixes (Affixes are prefixes and suffixes.)

5.7.1. Suffix: is an affix that is added to the end of a word. Common suffixes are: -ed, -ing, and -ly. The suffix ed changes verbs to the past tense.

The ing suffix makes the verb take place in the present.

The suffix ly is commonly added to adjectives to form adverbs (Ex: loud / loudly)

Some suffixes add or change a word’s meaning (in, un), others can signal the word's part of speech, indicate verb tense, or position (sub, supra)

5.7.2. Prefixes: modify the meaning of the word. It is a group of letters that is added to the beginning of a word. They can make a word, show repetition (re: build /rebuilt = to build again), or indicate opinion.

6. Strategies to Enhance Vocabulary Learning

6.1. Repetition

The time-honored way of 'memorizing' new material is through repeated rehearsal of the material while it is still in working memory - i.e. letting the articulatory loop just run and run. However, simply repeating an item (the basis of rote learning) seems to have little long-term effect unless some attempt is made to organize the material at the same time. But one kind of repetition that is important is repetition of encounters with a word. It has been estimated that,

when reading, words stand a good chance of being remembered if they have been met at least seven times over spaced intervals.

6.2. Retrieval

Another kind of repetition that is crucial is what is called the retrieval practice effect. This means, simply, that the act of retrieving a word from memory makes it more likely that the learner will be able to recall it again later. Activities which require retrieval, such as using the new word in written sentences, 'oil the path' for future recall

6.3. Spacing

It is better to distribute memory work across a period of time than to mass it together in a single block. This is known as the principle of distributed practice. This applies in both the short term and the long term. When teaching students a new set of words, for example, it is best to present the first two or three items, then go back and test these, then present some more, then backtrack again, and so on. As each word becomes better learned, the testing interval can gradually be extended. The aim is to test each item at the longest interval at which it can reliably be recalled. Similarly, over a sequence of lessons, newly presented vocabulary should be reviewed in the next lesson, but the interval between successive tests should gradually be increased.

6.4. Pacing

Learners have different learning styles and process data at different rates, so ideally they should be given the opportunity to pace their own rehearsal activities. This may mean the teacher allowing time during vocabulary learning for learners to do 'memory work' — such as organizing or reviewing their vocabulary — silently and individually.

6.5. Use

Putting words to use, preferably in some interesting way, is the best way of ensuring they are added to long-term memory. It is the principle popularly known as Use it or Los it.

6.6. Imaging

Best of all were subjects who were given the task of silently visualizing a mental picture to go with a new word. Other tests have shown that easily visualized words are more memorable than words that don't immediately evoke a picture. This suggests that - even for abstract words - it might help if learners associate them with some mental image. Interestingly, it doesn't seem to matter if the image is highly imaginative or even very vivid, so long as it is self-generated, rather than acquired 'second-hand'.

6.7. Mnemonics

These are 'tricks' to help retrieve items or rules that are stored in memory and that are not yet automatically retrievable. Even native speakers rely on mnemonics to help with some spelling rules: e.g. / i before e except after c. (a mnemonic used to help elementary school students remember how to spell certain words in the English language. It means that, in words where I and E fall together, the order is i.e., except directly following c, when it is ei.

Best kinds of mnemonics are often visual. The most well-attested memory technique is the keyword technique.

6.8. Motivation

Learning new words is no guarantee that words will be remembered. The only difference a strong motivation makes is that the learner is likely to spend more time on rehearsal and practice, which in the end will pay off in terms of memory. But even unmotivated learners remember words if they have been set tasks that require them to make decisions about them.

To sum up, vocabulary is central to English language teaching and learning because without sufficient vocabulary students cannot understand others or express their own ideas. Lexis is the core or the heart of language. It is not adequate to teach just the word without its meaning. So, the teacher should raise the attention among students about the variety of vocabulary strategies and techniques, either visual or verbal methods. It will be a necessity to cover all the aspects of vocabulary knowledge which are word's use, formation, and meaning. Lewis (1993)

Conclusion

This chapter discussed an overview about the main concepts related to this research topic. It is divided into two sections. The first section is called "Research into video podcasts ", it tackles the definition, importance and other key concepts.

The second section is called "Research into video podcasts", it deals with different related titles such as, definition, types and importance.

The next chapter will describe the case study and the research instruments used for collecting data, then, presenting the main results, their analyses and discussion and their interpretation.

CHAPTER TWO

FIELD WORK

Introduction

1. Introduction

The current study seeks to investigate students' attitudes towards the use of video podcasts in developing EFL learners' vocabulary. In order to enrich the work with accurate data, a questionnaire was administered to first year English students. The questionnaire's aim is exploring students' opinion about the integration of video podcasts in language learning generally and in vocabulary specifically. The present chapter deals also with the description of the method used and provides information about the aim, population and sample of the study. Last but not least, analyses and interpretation of the results are followed by a set of pedagogical recommendations and study limitations.

2. Description of the Questionnaire

This questionnaire contains 16 questions, divided into 6 but related sections. It includes a combination of both close ended and open ended questions with the possibility of adding any further suggestions whenever necessary.

Concerning the close ended questions, the researcher prepared a list of answers that are given to respondents in order to select the appropriate answer while, in open ended questions, the respondents answer the questions in their own words.

Section one - background information (Q 1, Q3)

Section one seeks to discover the frequency of watching English videos among first year students.

Section two: Video podcasts (Q 4 &Q5)

Section two is meant to check students' familiarity with video podcasts.

Section three: Students attitudes towards using video podcasts in the classroom (Q 6, Q10)

Section three aims to find out learners' interest towards educational technology (video podcasts) in EFL learning and to know whether or not video podcasts may improve students' vocabulary, also, whether the teacher uses such a tool as a teaching aid or not.

Section four: The use of video podcasts to teach vocabulary (Q 11, Q14)

Section four seeks to probe into students' attitude towards the importance of vocabulary and to reveal learners' opinions about the use of video podcasts in teaching vocabulary.

Section five; Advantages / Disadvantages (Q 15 & Q16)

The main goal of this section is to make students feel free to mention the benefits of video podcasts.

The last section, comments or further suggestions, is about inviting participants to make comments or to give further suggestions.

3. Aim of the Questionnaire

The primary purpose of this present questionnaire is to investigate how English language learners at L'arbi ben M'hidi University perceive the use of technological tools, precisely video podcasts as a teaching aid, in improving their vocabulary.

4. The Participants

The present questionnaire was administered to first year English students from the English department at L'arbi Ben M'hidi University, Oum el Bouaghi. The informants who were randomly selected responded to the questionnaire online (via social media) because it was not possible to meet them in person. The principal reasons behind the choice of this population are: first, first year students are in their beginner level to the advanced one in the process of English learning , so they are still in need to enrich their vocabulary knowledge. Another reason, this population may have exposure to the information and communication resources in the process of

improving the language skills, which gives them the opportunity to provide us with their valuable opinions on the current study.

5. Data Analysis

5.1. Section One: Background Information

Q1. Do you watch English videos?

Options	Count
Yes	52
No	2
Total	54

Table01. Watching English videos

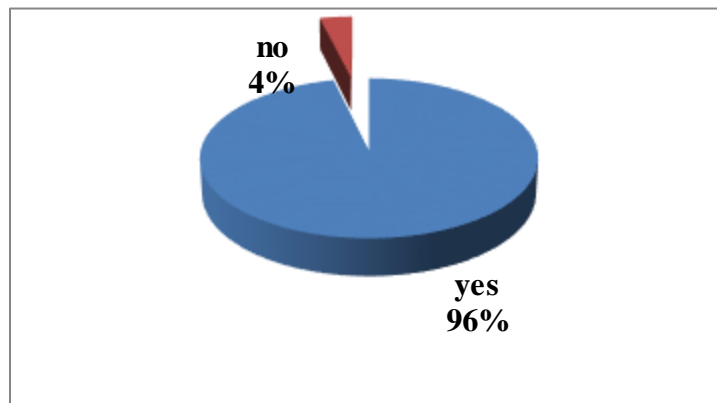


Figure01. Watching English Videos

The first item of the questionnaire seeks to find out students' interest towards watching English videos. As it is shown above, almost all the students 96% said that they do watch English videos, except for 2 students who said no.

Q2. If Yes, how often?

Options	Students	%
Always	17	31
Sometimes	18	34
Often	19	35

Table02. The frequency of watching the English Videos

The aim of this question is to check the answer of those who said that they watch English videos. According to the results displayed in the table above, 18 students (31%) always watch English videos regularly. 35% of them which represents 20 students do often watch English videos. while , the rest of participants who represent the average 34 % stands for those who sometimes watch them. Hence, practicing English outside the classroom helps learners to ameliorate their skills because the more students practice the language, the more they can gain knowledge to perform better in language learning process.

Q3. Why do you watch English videos?

Options	Students	Percentage
Enjoyment	48	65%
Academic purposes	22	30%
Others	2	5%

Table03. Reasons behind watching English Videos

This question seeks to discover students' reasons of watching English videos. The results displayed in table 3 show the participants' purpose behind watching English videos. A high proportion of respondents (65%) watch English videos for enjoyment. Yet, the remaining portion (35%) watch English videos just for studies and educational purposes. Therefore, the larger number of students relies on English videos for entertainment purposes, rather than for educational ones, the majority of students are attracted by funny and entertaining ways.

5.2. Section two : Video Podcasts

Q4. Have you ever heard about video podcasts?

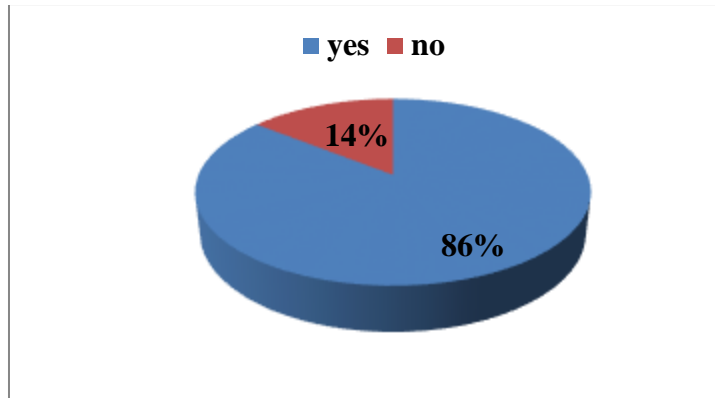


Figure02. Students' familiarity with video podcasts

When asking learners about whether or not they have heard about video podcasts , the results displayed in figure 5 demonstrated that a high portion of learners (86%) are familiar with them. However, the number of informants who are not familiar with the term represents an average of 14%. The results indicate that English students are more likely to be attracted by anything related to the English language.

Q5. How often do you watch video podcasts?

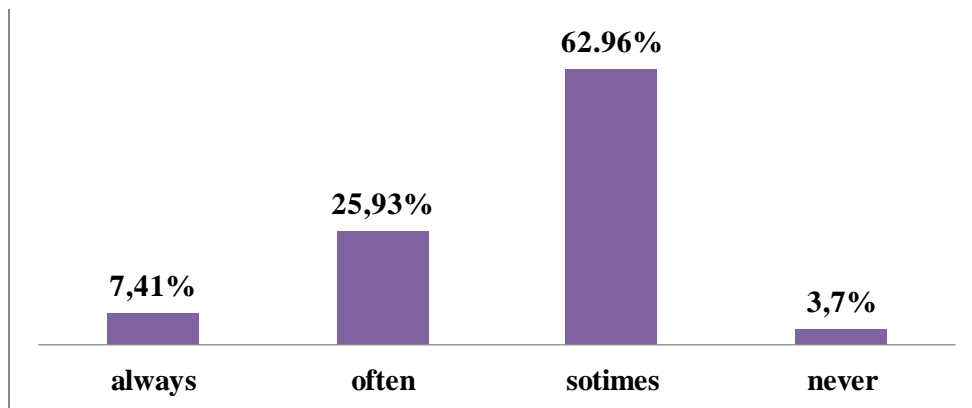


Figure03. Frequency of watching video podcasts

This question aims at discovering the frequency of watching video podcasts among EFL learners. The data presented above show that more than half of the respondents are sometimes exposed to video podcasts. 25.93% stands for those who often watch video podcasts and 7.41 % of the participants always watch video podcasts. The remaining portion which is only 3.7% are

the students who never watched video podcasts. From these results, we deduce that students are aware of the importance and usefulness of video podcasts.

5.3. Section Three: Students' Attitudes towards Using Video Podcasts in the Classroom

Q6. Are you satisfied with the traditional method of teaching; the black board and papers?

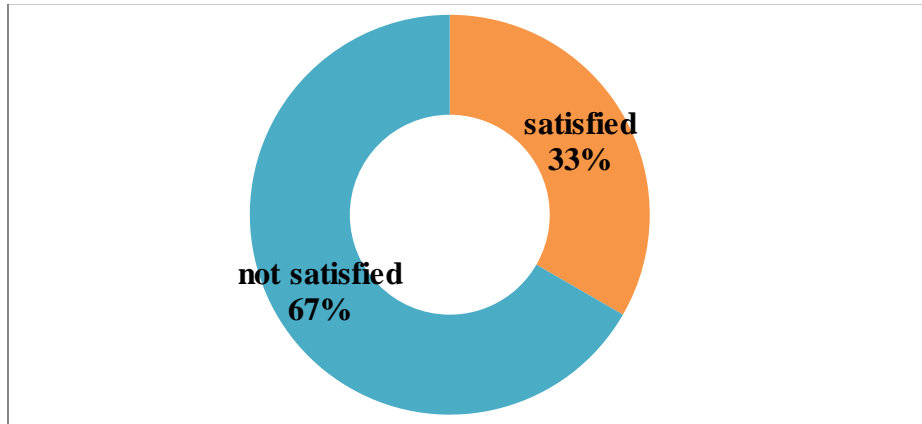


Figure04. Students' Attitude towards the Traditional Method of Teaching

This question explores students' attitudes about the use of the traditional method of teaching. The above results display that more than half of the participants do not prefer the old method. However, 33 % of participants said that they are satisfied with the traditional method. We deduce that, EFL students prefer learning through technological tools.

Q7. Do your teachers use teaching aids such as video podcasts in the classroom?

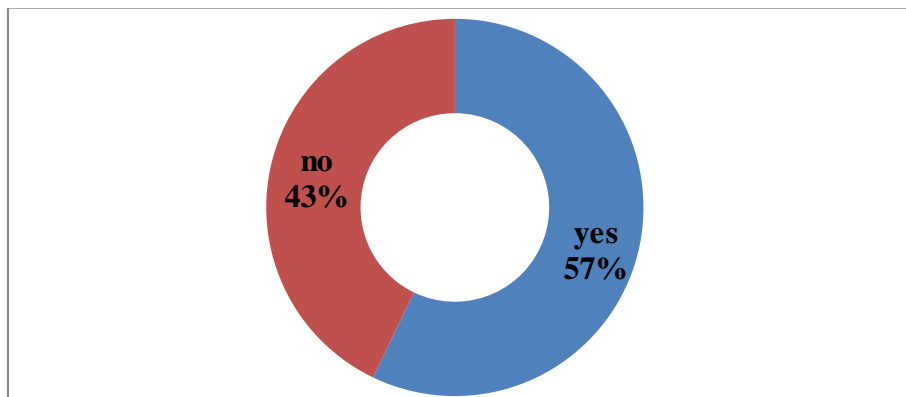


Figure05. Frequency of using Video Podcasts in the Classroom as a Teaching Aid

This question is meant to check the frequency of using video podcasts in the classroom. According to the results mentioned above, it is quite apparent that the majority of students confirmed their teachers' use of teaching aids inside the classroom, the rest of the sample indicated that their teachers do not use them.

Q8. If Yes, How often do your teachers use video podcasts in the classroom?

Options	Percentage
Always	7%
Sometimes	52%
Often	41%

Table04. Frequency of Using Video Podcasts as Teaching Aid

We intend through this question to check again the answers of those who responded "yes" about the teachers' frequency of using video podcasts. Meanwhile, the data presented in the table above show that the majority of participants (52%) claimed that their teachers sometimes use video podcasts in the classroom, while, 41% of participants reveal that teachers often use video podcasts. The remaining portion 7% stands for those who always watch video podcasts. From the results which showed that teachers sometimes use teaching aids such as video podcasts, indicate that the teachers are aware of the use of video podcasts and they use such resources when available. The results indicate that, teachers are aware of the use of video podcasts and they use such resources when available.

Q9. What might be the reasons for practicing English using video podcasts?

Options	Students	Percentage
Video podcasts are an effective teaching tool to enhance my English skills in a natural contexts	24	18%
Video podcasts help me to recognize and remember new vocabulary	18	13%
Video podcasts provide a break from the usual textbook-based activities.	24	18%
Video podcasts provide a break from the usual textbook-English language learning.	22	16%
Video podcasts bring the foreign language culture context into the classroom.	20	15%
Facilitate learning.	26	19%
Total	54	100%

Table05. Students' Reasons for Using Video Podcasts

As it is shown in the table, the reasons for practicing English using video podcasts are widely different from the students' point of view. 19% of the participants indicated that video podcasts facilitate learning. Similarly, 19% represents those who think that video podcasts provide a break from text-based activities, 18% of them consider video podcasts as a useful teaching tool to enhance their skills in a natural context. Whereas, twenty-two students (16%) claimed that the videos enhance motivation and interest towards the English language. In addition, 15% of students agree that video podcasts bring the foreign language culture context into the classroom. The remaining part (14%) goes to those who said that video podcasts help them recognize and remember new vocabulary. Hence, the use of video podcasts can be beneficial for students to develop several aspects of the learning process.

Q10. What is your point of view about incorporating video podcasts as a teaching aid in the classroom?

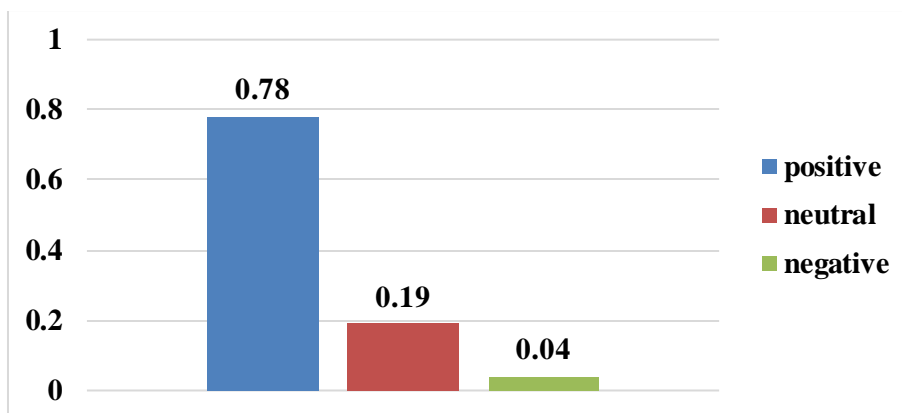


Figure06. Students’ Attitude towards the Integration of Video Podcasts as a Teaching Aid

From the results obtained for this question which are displayed in the graph, it is clear that more than half of the participants (78%) have a positive opinion about the incorporation of video podcasts in the classroom, 19% of the participants are neutral with this, 4% of the population said that they have a negative attitude about the integration of video podcasts as a teaching aid. We notice that the majority of students are extremely positive about this idea probably because EFL learners as a digital generation need more authentic materials to match their needs.

5.4. Section four : The Use of Video Podcasts to Teach Vocabulary

Q11. Do you think that video podcasts can develop your...?

Options	%	Count
Pronunciation	42.59	23
Vocabulary	42.59	23
Grammar	11.11	6
Others	3.71	2

Table06. Students' Attitude towards Large Aspects Developed by Video Podcasts

The table above shows students’ perception towards the most language aspects that they think watching video podcasts can develop. From the findings, it is clear that the participants agree that vocabulary and pronunciation are the aspects which learners think video podcasts can

develop, 42.59% for each. 11.11% think that grammar is another aspect that can be developed through watching video podcasts.

So, based on the data findings obtained we can say that most of the participants agreed that practicing English using video podcasts may help them to acquire more vocabulary, and this is through watching native speakers speech which may assist them to exploit their right pronunciation and provide them with new words to use in their verbal and non-verbal message.

Q12. Do you think that video podcasts are beneficial for the acquisition of a foreign language?

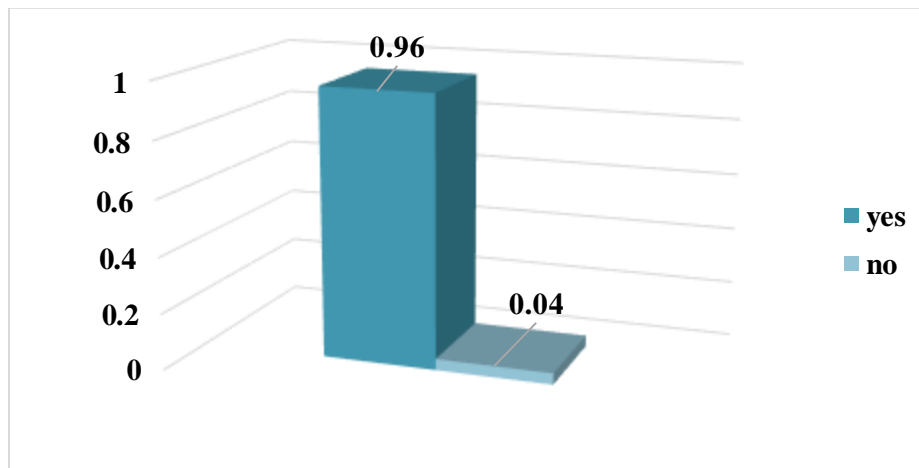


Figure07. Students' Attitude toward Video Podcasts as a Beneficial Tool for the Acquisition of a Foreign Language

Based on the data results displayed above, we can say that almost all participants (96%) say that video podcasts are beneficial for the acquisition of the foreign language. However, 4% of the participants say that video podcasts are not beneficial for the acquisition of a foreign language.

Q13. Do you think it is important to integrate video podcasts in the process of English vocabulary learning?

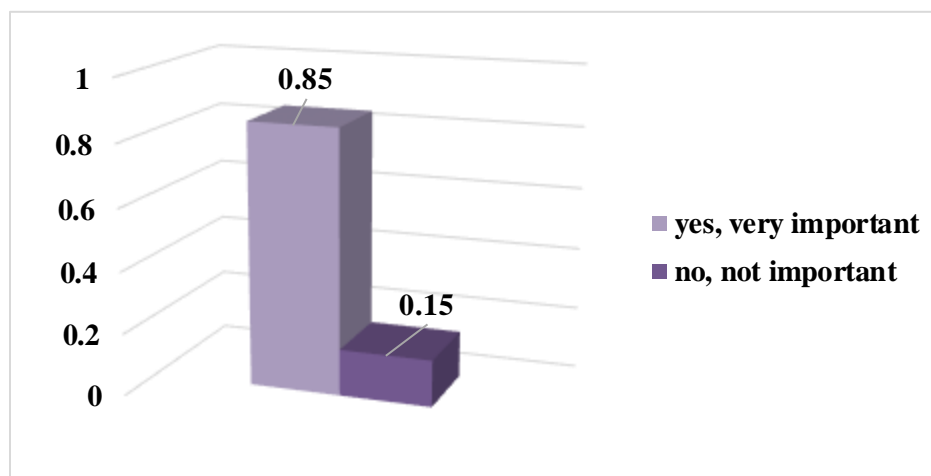


Figure09. Students' Attitude towards the Importance of Video Podcasts

in the Vocabulary Learning

As it is presented in the data results, which show that the vast majority of the participants (46 / 85%) assumed that it is very important to integrate video podcasts in the process of English vocabulary learning. The other learners (8 / 15%) did not find that the integration is important. However, the positive answer of the participants leads us to denote that EFL learners have the willingness to improve their vocabulary level because as much as the students practice as much as they can learn to pronounce the words in the correct way and the same time promote their vocabulary load.

Q14. To what extent is vocabulary important to you?

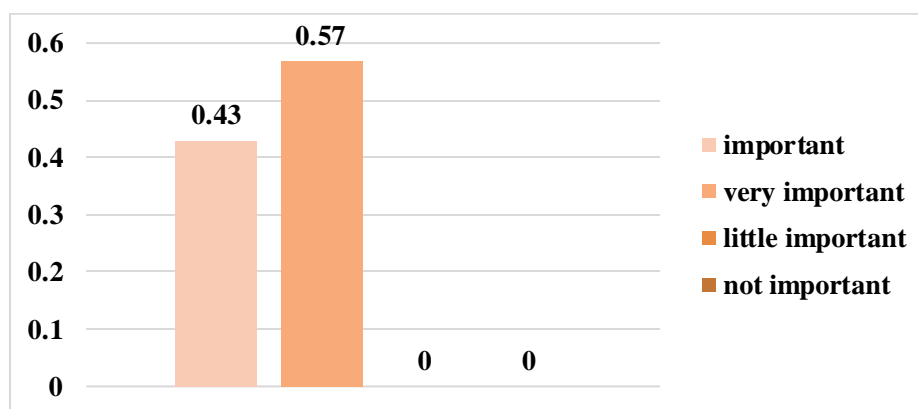


Figure10. Students Attitude towards Vocabulary Importance

Through this question, we seek to see learners' standpoint towards the importance of vocabulary in the English language, especially vocabulary which is not taught as a separate module like other subjects of the language. We observed that the percentage of participants who say vocabulary learning is "important/ very important "is 100% whereas none of them says that it is "not important/ little important". Hence, we emphasize the necessity of the vocabulary in the target language and the EFL classroom. Also, the EFL learners are very aware of that large aspect.

5.5. Section five: Advantages / Disadvantages

Q15. Do you prefer books more than podcasts in learning new English vocabulary?

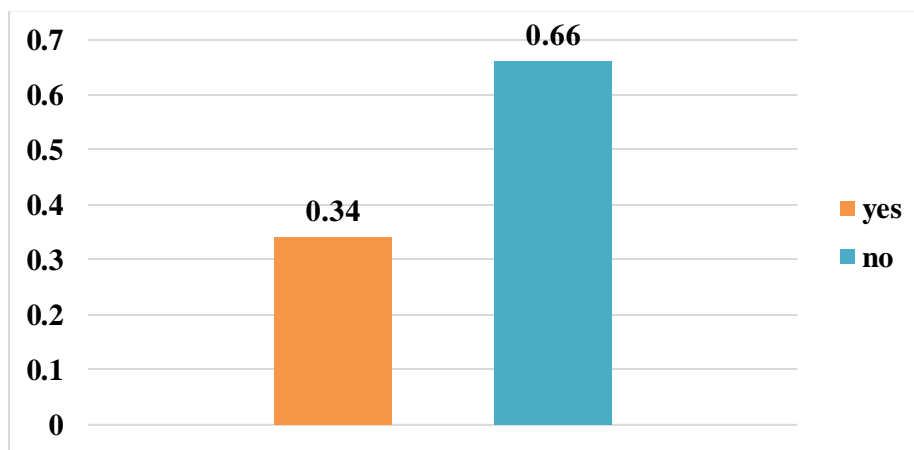


Figure11. Books Vs video Podcasts

The findings of this question show that there is a convergence in the frequency of the percentage of the students who prefer books more than podcasts in learning new English vocabulary and those who do not prefer books to learn vocabulary. Nevertheless, 66% of the participants acknowledge that they are not with the old method of teaching (paper and black board). Although 34% of the learners say that they are with it. In fact, the above results stat that more than half of the participants do not prefer the old teaching method which leads us to denote that they might agree with the modern teaching materials.

Q16. How do you qualify video podcasts?

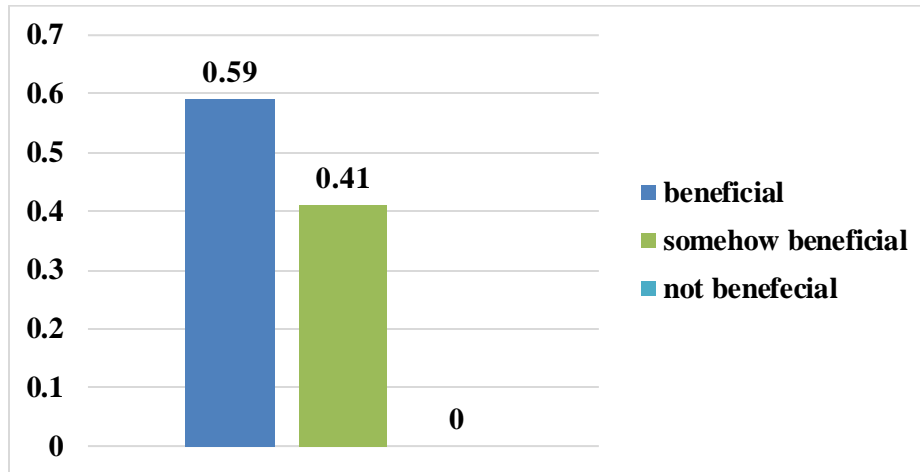


Figure12. Student's Qualification of Video Podcasts

This question seeks to investigate the learner's attitude about whether the use of video podcasts in the classroom lessons will be more beneficial than the traditional method. As we can see from the graph, all of the participants agreed with the point that video podcasts are beneficial in the classroom lessons.

Q17. Did you face any problems when watching video podcasts?

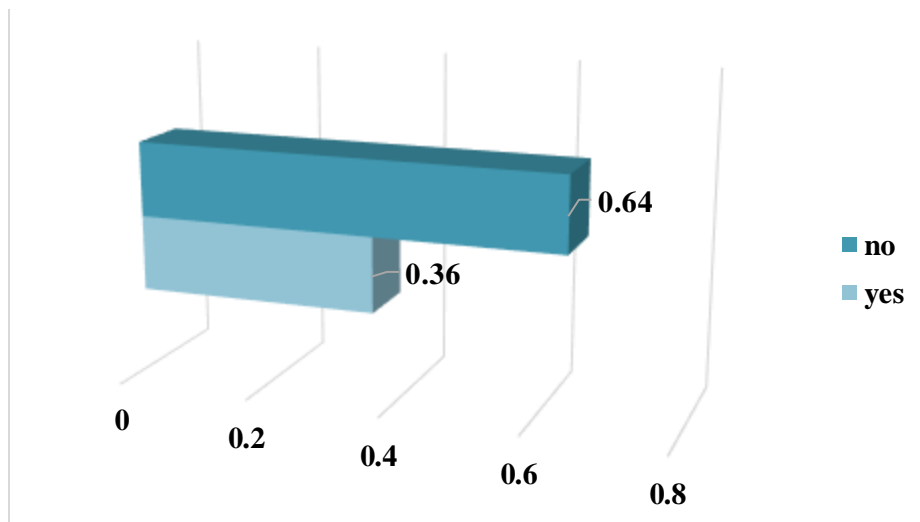


Figure13. Video Podcasts Usefulness

According to the data findings, more than half of the participants (36 / 64%) say that they do not face any problems while watching video podcasts. In contrast, 36% of them say that they face problems with video podcasts. Those who disagree with video podcasts and agree with the traditional method mentioned some reasons behind their choice like:

- Sometimes the speed of the speech especially when using new words which make us fail in catching some words or details which can be little frustrating.
- Students become familiar with the traditional way of the papers; reading, dictation, role plays for a long time, and it works with them.

At the end of the questionnaire, the participants were asked to feel free to give further comments or suggestions about this research study. They showed their good feedback about the topic as an interesting study. Also, most of them emphasized the importance of Video Podcasts as a new technological tool in teaching a foreign language and as a new strategy in EFL classes.

6. Discussion of the Findings

Based on the data findings obtained from the six sections, we can say that:

First of all, most students are familiar with English videos since 35% of them do watch English videos and 31% always use them. Also, some of them (30%) are aware about the pedagogical aspects of those videos. This means that EFL learners have the willingness to develop their level of English through the many useful educational videos.

While in section three, 67% of EFL learners are not satisfied with the traditional method of teaching (black board and papers) which shows that they agree with the modern teaching materials, hence, 78% of them have a positive opinion about the incorporation of video podcasts in EFL classes, and without skipping to mention that the lessons will be more interesting for them. Otherwise, 52% of the students stated that their teachers sometimes use such tools for

delivering lesson courses and they often incorporate them within the classroom. This indicates that the teachers are aware of the use of video podcasts.

Concerning section four, all of the EFL learners (100%) maintained that vocabulary is important in comparison with other modules of the English language. As it is shown in the results, the reasons behind practicing English using video podcasts are widely different from the EFL learners' point of view. Most of the students said that video podcasts raise their motivation inside the EFL classroom. Also, the usefulness of video podcasts in teaching facilitates the learning process of the students. Furthermore, they pointed out that video podcasts help them remember and recognize new vocabulary and this is through the useful listening to native speakers' speech which many assist them to exploit their right pronunciation and provide them with new words to use in the daily contexts.

In brief, learners stressed the necessity of the incorporation of visual techniques such as video podcasts for practicing vocabulary in the classroom in order to enrich the classroom with plentiful strategies that support the development of learning vocabulary and increase learners English language proficiency.

7. Pedagogical Implications

We suggest some pedagogical implications concerning the integration of video podcasts in the EFL classes and their importance in promoting learners' vocabulary. The present study was conducted to overcome the issue of the little importance given to vocabulary inside the EFL classes. One of the solutions suggested is the incorporation of technology in the field of education. Also, more time should be given to teaching vocabulary and teachers should support the learners. Moreover, English teachers should be aware that the use of the technological resources requires training in order to meet curriculum goal. To reach this end, teachers should be involved in the technological training programs. Besides, most of the students are not satisfied

with traditional method of teaching. According to them, English is a vivid language. The constant practice outside the classroom is highly recommended for learning vocabulary in order to progress improving their English level. Because the more practice they have, the more they acquire vocabulary and correct pronunciation. Problems such as lack of motivation, boredom, time management can be solved by using video podcasts in the EFL classes since their use is beneficial for both teachers and learners because they suit all types of learners (auditory, visual...). Therefore, universities are responsible for providing teachers with all the facilities and sufficient conditions such as internet access and classroom organization, etc. to enable them to use audio-visual materials like video podcasts in the classroom.

In addition, it is recommended to explore further details about the problematic of this topic from various perspectives.

8. Limitation of the Study

Several obstacles were encountered while investigating the effectiveness of using video podcasts in developing first year students' vocabulary level. Among these limitations: First, it was supposed to be an experimental study but with the Covid-19 pandemic and also the closure of universities we did not have our chance to realize it. Second, under these circumstances we had to submit the questionnaire online which led us to not have many participants as was planned for.

9. Suggestions for Further Research

This study was descriptive. The results were only a description of what was interpreted from the students' questionnaire. Obviously, there are a number of unresolved issues that should be addressed in future research studies , targeting treatments and determining whether or not video podcasts has an impact on learners' vocabulary . Therefore, for this kind of research the experimental design is the most suitable way for making causal conclusions.

Conclusion

This chapter tackled the method used in this research, which is the questionnaire that helped us to check the perception of students towards the use of video podcasts. The results obtained reveal the positive attitude of learners towards the implementation of video podcasts in enhancing students' vocabulary.

General Conclusion

Vocabulary learning is one of the challenges most of EFL learners face. Hence, the evolution of technology has provided a vast number of opportunities and authentic materials such as video podcasts for teachers and students that may help in facilitating vocabulary learning.

The current study has focused on the role of watching video podcasts in developing EFL learners' vocabulary. Furthermore, this research was divided into two chapters. The first one dealt with theoretical background that provided a set of definitions and illustrations about video podcasts and vocabulary. While, the second chapter dealt with the sample, tools, data analyses and discussion of the results. Last but not least, general recommendations for further studies were put forward. In order to carry out the study, a questionnaire was addressed to first year English students at L'arbi Ben Mhidi University, the participants were chosen randomly. The findings and results indicate that EFL learners show a high degree of interest towards the integration of video podcasts as a teaching technique in the learning environment. To conclude, according to what we have found, video podcasts represent new way of authentic input that offers EFL learners with diverse information and knowledge which give them an extra help in the process of developing their vocabulary.

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Appendix: The questionnaire

Dear students,

This questionnaire is part of a research carried out for a master degree in TEFL. It aims at investigating students' attitudes or opinions about the effect of video podcasts on EFL learner's vocabulary development.

You are kindly requested to fill in this questionnaire giving your opinion about the use of video podcasts and their importance in developing EFL learner's vocabulary. Your help is greatly needed to achieve the study's goal. Please note that all your answers will be kept confidential and your identity will remain anonymous.

A podcast is a digital audio file distributed via the internet.

Please put a cross (×) next to the appropriate answer:

Section one: Background information:

1- Do you watch English videos?

Yes

No

2- If Yes, How often?

Always

Often

Sometimes

Never

3- Why do you watch English videos?

Enjoyment

Academic purposes

Others

- If "Others", please state it below:

.....
.....

Section two: Video Podcasts:

4- Have you ever heard about video podcasts?

- Yes No

- If your answer is 'no', check the definition at the bottom of the page!

5- How often do you watch video podcasts?

- Always Often Sometimes Never

Section Three: Student's attitudes towards using video podcasts in the classroom:

6- Are you satisfied with the traditional method of teaching; the black board and papers?

- Satisfied Not satisfied

7- Do your teachers use teaching aids such as video podcasts in the classroom?

- Yes No

If **Yes**, How often do your teachers use video podcasts in the classroom?

- Always Often Sometimes Never

8- What might be the reasons for practicing English using video podcasts?

Video podcasts are an effective teaching tool to enhance my English skills in a natural contexts.

Video podcasts help me to recognize and remember new vocabulary.

Video podcasts provide a break from the usual textbook-based activities.

Video podcasts enhance my motivation n interest toward the English language learning.

Video podcasts bring the foreign language culture context into the classroom.

Facilitate learning.

9- What is your point of view about incorporating video podcasts as a teaching aid in the classroom?

- Positive Neutral Negative

10- Do you think that video podcasts can develop your?

- Vocabulary
- Pronunciation
- Grammar
- Other, would you please state them

.....

Section four: The use of video podcasts to teach vocabulary:

11- Do you think that video podcasts are beneficial for the acquisition of a foreign language?

- Yes
- No

12- Do you think that it is important to integrate video podcasts in the process of English vocabulary learning?

- Yes, very important
- No, not important

13- To what extent is vocabulary learning important to you?

- Important
- Very important
- Not important
- Little important

14- Do you prefer books more than podcasts in learning new English vocabulary?

- Yes
- No

Section five: Advantage / Disadvantages:

15- How do you qualify video podcasts?

- Beneficial
- Somehow beneficial

Not beneficial

16- Did you face any problems when watching video podcasts?

Yes No

If **yes**, mention them briefly:

.....
.....

Section Six: Comments or further suggestions:

17- Please feel free to state any suggestions or comments about video podcasts?

.....

❖ **Definition of video podcast:** A video podcast is simply a podcast with a video element
i.e., combine the audio component of podcasting with visual media.

Thank you so much for your collaboration.

Le résumé

Le vocabulaire a toujours été l'une des tâches difficiles dans le processus d'enseignement et d'apprentissage de l'Anglais en tant que langue étrangère. Malgré sa grande importance, cet aspect est presque négligé dans le programme d'enseignement des langues. Comme la plupart des apprenants en langues visent à développer leur niveau de communication, de lecture, d'écriture et de parole, ils doivent d'abord apprendre suffisamment de mots. Ainsi, ce processus ne se limite plus aux livres et aux tableaux, mais la technologie 'impose au domaine de l'éducation en fournissant un grand nombre d'outils pour apprendre le vocabulaire. La présente thèse vise à introduire l'un de ces outils, les podcasts vidéo dans le processus d'enseignement / d'apprentissage. Il vise à étudier dans quelle mesure l'intégration des podcasts vidéo peut promouvoir le niveau de vocabulaire des apprenants EFL. Ainsi, pour valider ou réfuter l'hypothèse qui implique que l'utilisation de podcasts vidéo développe le vocabulaire des étudiants de 1er année d'Anglais, un plan d'étude descriptif a été adopté en s'appuyant sur le questionnaire des étudiants. Nous avons administré le questionnaire à 54 étudiants de 1er année en Anglais de l'université L'Arbi Ben Mhidi, afin d'enquêter sur leurs attitudes quant à l'importance des podcasts vidéo en tant que nouvel outil d'apprentissage pour améliorer le vocabulaire des étudiants. En conséquence, cette étude a confirmé la grande importance que les apprenants EFL accordent à la connaissance du vocabulaire et à leur grand intérêt pour l'intégration des podcasts vidéo dans le processus d'enseignement / apprentissage

التلخيص

لطالما كان تعلم المفردات إحدى المهام الصعبة في عملية تعليم و تعلم اللغة الانجليزية كلغة أجنبية وعلى الرغم من أهميتها الكبيرة إلا أن هذا الجانب يكاد يكون مهمشا في منهاج تدريس اللغة، نظرا لأن معظم متعلمي اللغة يهدفون إلى تطوير مستوى الاتصال والقراءة والكتابة والتحدث، يجب عليهم أولا تعلم كلمات كافية وهكذا، لم تعد هذه العملية مقتصرة على الكتب والمجالس، بل إن التكنولوجيا تفرض نفسها على مجال التعليم من خلال توفير عدد كبير من الأدوات لتعلم المفردات.

تسعى الأطروحة الحالية إلى تقديم إحدى هذه الأدوات، ملفات الفيديو الصوتية، في عملية التدريس/ التعلم، ويهدف إلى التحقق من المدى الذي يمكن أن يؤدي فيه تكامل بث الفيديو الى تعزيز مستوى متعلمي اللغة الإنجليزية كلغة أجنبية في المفردات وبالتالي، للتحقق من صحة أو دحض الفرضية التي تشير إلى أن استخدام البث الصوتي المرئي يطور مفردات طلاب السنة الأولى في اللغة الانجليزية، تم اعتماد تصميم دراسة وصفية تعتمد على استبيان الطلاب، قمنا باستبيان أربعة وخمسون (54) طالبا من السنة الأولى للغة الانجليزية في جامعة العربي بن مهدي، من أجل تحقيق في آرائهم حول أهمية بث الفيديو كأداة تعليمية جديدة في تحسين مفردات الطلاب، ونتيجة لذلك، أكدت هذه الدراسة الأهمية الكبيرة التي يوليها متعلمي اللغة الإنجليزية كلغة أجنبية لمعرفة المفردات وأظهرت درجة عالية من الاهتمام تجاه دمج بث الفيديو في عملية التدريس/التعلم.