

Exploring the development of young EFL learners' vocabulary and speaking skills through the use of videos.

Dedication

To my students, my supervisor and my family

Acknowledgments

I would like to express my gratitude to my supervisor, Dr. Anastasia Rothoni, for providing me with help and guidance throughout this demanding process. Her insightful comments and valuable input, helped me to remain focused and well organized when writing my dissertation. I would also like to express a special thanks to her, as she was extremely understanding and supportive on a personal level as well, since this has been a really tough year for me on a personal note.

I would also like to thank my young students, who so willingly took part in my research. They were the ones that made it feasible to happen. It was their willingness and enthusiasm that gave me an even bigger motivation to go through the whole experiment and they of course made the whole process more enjoyable for me as well.

Last but not least, I would like to thank my family and friends, who have always believed in me and supported me by all means.

Abstract

The technological advancements of the past decades have been undoubtedly introduced in the field of education as well. In this notion, the ELT process has been revolutionized because of this exploitation of technological tools that teachers nowadays have in their disposal. One of the most common tools that can serve educational purposes are the multimedia and the audio-visual materials. This paper is dedicated to the exploration of the possible benefits that rise from the implementation of videos in the English classroom, as far as the acquisition of new vocabulary is concerned as well as the development of the speaking skill in young learners. Nowadays, it is well established among the scientific community of ELT, that the implementation of videos in the ELT classroom, provides the students with the chance, to be exposed to the target language and at the same time increases their motivation to participate in the learning process. For the purposes of this particular paper, the researcher has designed and delivered four lessons, incorporating videos, aiming to the acquisition of new vocabulary and the development of the speaking skill on the students' part, as already mentioned above. These lessons were addressed to a group of six young learners, who are at the age of ten and who are on their 3rd year of their English studies in a private English centre. A post and pre test was administered to the students before and after the completion of the lessons, in order for the researcher to detect the improvement of the students' performances. There was also a pre and post questionnaire given to the students, again before and after the completion of the lessons, so as the researcher could explore the students' attitudes towards the implementation of videos in the teaching process. The researcher also kept her personal notes during all four lessons, which provided her with rather interesting insights on both the students' attitudes and performances during their lessons. All data collected were subject to both qualitative and quantitative analysis in order for the researcher to determine the improvement on the students' vocabulary knowledge and the development of the oracy skill. This case study, aims to provide more insights on the attitude of young learners on the introduction of videos in the ELT classroom as well as their impact on students performances, particularly focused on the vocabulary and speaking.

Keywords

Videos, vocabulary, speaking, young learners, case study

Διερευνώντας την ανάπτυξη λεξιλογίου και των ομιλίας σε νεαρούς μαθητές της Αγγλικής μέσω της χρήσης βίντεο.

Περίληψη

Τα τεχνολογικά επιτεύγματα των τελευταίων δεκαετιών έχουν αναμφίβολα εισαχθεί και στον τομέα της εκπαίδευσης. Σε αυτό το πνεύμα, η διαδικασία της εκμάθησης της Αγγλικής γλώσσας, ELT έχει εκσυγχρονιστεί, εξαιτίας της εκμετάλλευσης αυτών των τεχνολογικών μέσων που οι εκπαιδευτικοί έχουν σήμερα στη διάθεσή τους. Από τα πιο κοινά εργαλεία που μπορούν να εξυπηρετήσουν εκπαιδευτικούς σκοπούς είναι τα πολυμέσα και το οπτικοακουστικό υλικό. Η παρούσα εργασία είναι αφιερωμένη στη διερεύνηση των πιθανών πλεονεκτημάτων που προκύπτουν από την εφαρμογή βίντεο στην αγγλική τάξη, όσον αφορά την απόκτηση νέου λεξιλογίου καθώς και την ανάπτυξη της ικανότητας ομιλίας σε νεαρούς μαθητές. Στην εποχή μας, είναι ευρέως γνωστό στην επιστημονική κοινότητα της εκμάθησης της Αγγλικής γλώσσας, ότι η εισαγωγή βίντεο στην ξενόγλωσση τάξη, παρέχει στους μαθητές την ευκαιρία να εκτεθούν στη γλώσσα-στόχο και ταυτόχρονα αυξάνει το κίνητρό τους για συμμετοχή στη μάθηση. Για τους σκοπούς της συγκεκριμένης εργασίας, η ερευνήτρια, έχει σχεδιάσει και παραδώσει τέσσερα μαθήματα, με ενσωματωμένα βίντεο, με στόχο την απόκτηση νέου λεξιλογίου και την ανάπτυξη της προφορικής ικανότητας από την πλευρά των μαθητών, όπως και προαναφέρθηκε. Αυτά τα μαθήματα απευθύνονταν σε μια ομάδα έξι νεαρών μαθητών, που είναι στην ηλικία των δέκα ετών και διανύουν το 3ο έτος των σπουδών τους στα αγγλικά σε ιδιωτικό φροντιστήριο αγγλικών. Πριν και μετά την ολοκλήρωση των μαθημάτων διανεμήθηκε στους μαθητές τεστ, προκειμένου η ερευνήτρια να εντοπίσει την πιθανή βελτίωση των επιδόσεων των μαθητών. Επίσης, δόθηκε στους μαθητές ένα ερωτηματολόγιο πριν και μετά την ολοκλήρωση των μαθημάτων, ώστε η ερευνήτρια να διερευνήσει τη στάση των μαθητών ως προς

την εφαρμογή των βίντεο στη διδακτική διαδικασία. Η ερευνήτρια κράτησε επίσης τις προσωπικές της σημειώσεις κατά τη διάρκεια και των τεσσάρων μαθημάτων, γεγονός που της παρείχε αρκετά ενδιαφέροντα στοιχεία τόσο για τη στάση όσο και για τις επιδόσεις των μαθητών κατά τη διάρκεια των μαθημάτων τους. Όλα τα δεδομένα που συλλέχθηκαν, υποβλήθηκαν σε ποιοτική και ποσοτική ανάλυση, προκειμένου ο ερευνητής να προσδιορίσει τη βελτίωση της γνώσης του λεξιλογίου των μαθητών και την ανάπτυξη της δεξιότητας της ικανότητας της ομιλίας. Αυτή η μελέτη περίπτωσης, στοχεύει να παρέχει περισσότερες πληροφορίες σχετικά με τη στάση των νεαρών μαθητών σχετικά με την εισαγωγή βίντεο στην ξενόγλωσση τάξη καθώς και τον αντίκτυπό τους στις επιδόσεις των μαθητών, ιδιαίτερα στο λεξιλόγιο και την ομιλία.

Λέξεις-κλειδιά

Βίντεο, λεξιλόγιο, ομιλία, νεαροί μαθητές, μελέτη περίπτωσης

Table of Contents

Dedications.....	1
Acknowledgements.....	1
Abstract.....	2
Keywords.....	3
Περίληψη.....	3-4
Λέξεις-κλειδιά.....	3-4

Table of Contents

Introduction

Chapter 1: The theoretical and educational context of the case study.....6

1.1 Introduction.....	6
1.2 Teaching vocabulary to young learners.....	6-10
1.3 Teaching oracy skills to young learners.....	10-11

Chapter 2: Developing speaking skills and promoting vocabulary acquisition in young learners: the role of videos in the process.....11

2.1 Introduction.....11-12

2.2 Using videos in the teaching process and its benefits.....12-15

2.3The use of videos in vocabulary acquisition and its impact on young learners..... 15-16

2.4 Speaking in L2 and the use of videos in the development of the oracy skill in young learners..... 16-18

2.5 Conclusion.....18

Chapter 3: Methodology.....18

3.1 Introduction.....18-19

3.2 Aim of the study and research questions.....19

3.3Teaching context and course components.....19-21

3.4 Lesson plans.....21

3.4.1 Lesson 1.....21

3.4.2 Lesson 2.....21-22

3.4.3 Lesson 3.....22

3.4.4 Lesson 4.....22

3.5 Research methodology: a case study.....22-23

3.6 Data collection.....23-24

3.6.1 Questionnaires and tests.....24-25

3.6.2 Classroom observation and teacher’s notes25

Chapter 4: Findings.....26

4.1 Introduction.....26

4.2 Presentation of the findings based on the teacher’s notes.....	26
4.2.1 Analysis of the teacher’s notes on each separate lesson.....	26-28
4.2.2 The teacher’s conclusions.....	28-30
4.3 Comparison of student’s pre and post questionnaires.....	30-35
4.4 Comparison of student’s pre and post tests.....	35-36
4.5 Conclusion.....	36

Chapter 5: Conclusion.....36

5.1 Introduction.....	36-37
5.2 Pedagogical implications of the study.....	37-38
5.3 Limitations of the study.....	38-39
5.4 Conclusion.....	40

References.....1-6

Appendices.....7-26

Appendix I: Introductory speaking activity in the student’s book.....7

Appendix II: Example of a text in the student’s book.....8

Appendix III: Example of a reading comprehension activity.....8

Appendix IV: Example of a speaking activity at the end of the lesson.....9

Appendix V: Example of the companion.....9

Appendix VI: Example of companion activities.....10

Appendix VII: Example of companion activities.....10

Appendix VIII: Example of workbook activities.....11

Appendix IX: Example of speaking and writing activities in the grammar book.....11

Appendix X: Lesson Plans.....12-18

Appendix XI: Questionnaire.....18-26

Lists of graphs

Graph 1: pre questionnaire q4,q9

Graph 1: post questionnaire q4,q9

Graph 2: pre questionnaire q5,q6,q7,q8,q10

Graph 2: post questionnaire q5,q6,q7,q8,q10

List of Tables

Pre Test-Post Test Table

List of Abbreviations

ELT: English Language Teaching.

EFL: English as a Foreign Language.

TEYL: Teaching English to Younger Learners.

Introduction

In recent literature, there has been a lot of discussion and study on the ways and methods through which young EFL students learn new vocabulary and moreover how they manage to develop their oracy skills. It has always been a challenge for EFL teachers to find ways and apply methods in order to help their students learn and even more importantly adopt new vocabulary in their speech. It is a quite common phenomenon with young learners that even if they do learn new vocabulary and they are able to understand it adequately, they seem to have trouble introducing it to their speech and as a result they have the same trouble developing their oracy

skills. Consequently, there has been a lot of study around what teachers need to do in order to facilitate the process. In addition to that, EFL teachers introduce new teaching methods in their lessons, besides the traditional ones, such as the mere use of books, memorization of vocabulary, spelling etc. Considering that technological advancements have also played an important role in facilitating the teaching process, it is now quite common that interactive software material is available for EFL teachers that permits the use of videos during lessons that can be used for introducing new vocabulary to students (for example in the form of comic strips or even real-life situation segments). The use of audiovisual material (i.e., videos in particular), has been considered to promote foreign language learning, mainly due to its inherent advantage of depicting realistic instances of language use (Harmer, 2001) and also due to its appeal amongst learners (Kurniawan, 2015). Abas (2008) also finds the utilization of video materials to be an essential strategy in English language teaching. The value of using videos in the EFL classroom is also stressed by Canning-Wilson and Wallace (2000), who mention that students enjoy learning English with the use of videos. All these arguments render the issue of the use of videos in the EFL classroom a very interesting one which is worth to be further explored.

In this broader context, the purpose of this dissertation is to explore the effects of the use of videos in the EFL classroom in terms of teaching new vocabulary and helping young students develop their oracy skills. In other words, in this dissertation the researcher will attempt to explore the extent to which videos constitute an appropriate and useful tool for vocabulary acquisition and then the ways it might help young learners develop their own oracy skills. Moreover, the researcher will explore the cases, the frequency and the extent to which videos should be used in the EFL classroom. After having observed the effects of the suggested teaching process, the researcher will attempt to address the possible limitations that arise and suggest ways of dealing with them. The questions addressed in this dissertation are the following:

1. In what ways do videos have a positive effect on young learners' new vocabulary acquisition and oracy skills development?

2. What are the students' attitudes towards videos?

3. What are the possible limitations of this process and how can teachers best deal with them?

With the purpose of responding these questions, the researcher applied both qualitative and quantitative research methods. First of all, she administered both pre and post questionnaires to her students in order to compare their answers before and after the completion of their lessons, so as to explore the possible shift of the students' views on the use of videos in the English classroom as far as learning new vocabulary and developing the speaking skill is concerned. In addition, she designed vocabulary test, which the students had to complete again before and after their lesson took place, in order to measure the students' performances in relation to new vocabulary. Finally, the researcher kept her personal notes throughout the whole experiment so as to report her findings based on them as well.

This paper is divided in five chapters.

Chapter 1 explores the relevant theoretical background concerning two of the main issues of this paper: the acquisition of new vocabulary by young learners and the development of the speaking skill again in young learners.

Chapter 2 addresses again the issues of new vocabulary acquisition and development of speaking skills based on the theory available, but at this point the attention is focused on the use of the videos in the process.

Chapter 3 provides an analysis on the methodology followed in order for the researcher to conduct her researcher. There is a reference to the aim of the study and the research questions, a presentation of the teaching context, the research methodology and an analysis of the research tools applied.

Chapter 4 is dedicated to the presentation and analysis of the findings, the tests, the questionnaires and the teacher's diary.

Finally, in chapter 5 conclusions as far as the pedagogical implications of the study are discussed and limitations and weaknesses are also mentioned.

Chapter 1: The theoretical background of the study

1.1 Introduction

The main aim of this chapter is to explore the ways that are usually applied when teaching vocabulary and oracy skills in ELT with young learners. In other words, this chapter will be dedicated to the discussion of various ways through which vocabulary and speaking are usually taught to young learners. The discussion will be further extended, in the next chapter, to the use of videos for the purposes of teaching vocabulary and oracy skills to such level as there is a need to explore how and why it is beneficial to use videos for educational purposes.

1.2 Teaching vocabulary to young learners

Teaching English to young learners raises a lot of questions and brings out various issues to be taken into consideration. Hedge (2001), reports a number of issues ELT teachers should concern themselves with when teaching vocabulary to their students. Some of the most significant ones and most importantly equally applicable to young learners are the following:

1. Which strategies might students use in order to acquire and retain new vocabulary?
2. What is it exactly that makes students acquire new vocabulary?
3. Which set of words are the most useful to learn at the early stages of EFL learning?
4. What makes some words easier to learn and remember than others?
5. How can a teacher best motivate students of young age to engage themselves in the process of acquiring new vocabulary?

These questions have concerned a great number of researchers that have attempted to answer them such as Ellis (1995), Goulden, Nation and Read (1990), to name just a few. Nevertheless, these answers can vary depending on each individual teaching situation.

Referring to the research and theory available on the issue of teaching vocabulary to foreign language learners, there is a variety of issues to be taken into consideration. In order to better understand and facilitate the vocabulary learning process, teachers should firstly keep in mind the distinction between cognitive and metacognitive learning strategies. More specifically, as Hedge (2000) again mentions, the term cognitive refers to the direct mental processes that take place in order for someone to comprehend, categorize and store new words in their mental lexicon. Such processes may include making associations, learning words in groups or even using keywords. On the other hand, there are metacognitive strategies as mentioned above, which are indirect processes that take place when learners engage themselves in conscious efforts to learn and remember new vocabulary. Such strategies include for instance making word cards, making lists of words per category or even reactivating vocabulary in internal dialogues. There are of course plenty of other parameters affecting new words' acquisition. One of those would be features of input like the frequency through which learners come across several words. The concept of contextualization, as mentioned by Schouten-van Parreren (1989), for the first time, is also an important feature that enables vocabulary acquisition, as it appears to be easier to remember new words when making certain associations between them rather than attempting to learn them in isolation. Furthermore, another distinction to be kept in mind when teaching vocabulary to foreign language learners is that between receptive and productive vocabulary. As Nation (1990:4) mentions, the term receptive refers to the process through which a person is able to both recognize a word and recall its meaning when coming across it. On the other hand, again according to Nation (1990:4), the term productive refers to receptive learning and the ability one has to use the appropriate vocabulary in both spoken and written speech. It is through the combination of these two processes, that according to Nation, one achieves true vocabulary learning. Nation (1990:6) makes yet another important distinction between increasing and establishing vocabulary. When increasing students' vocabulary, it simply means introducing new words. However, establishing new vocabulary means reinforcing its initial knowledge. Therefore, it appears to be more effective to use materials that

recycle previous vocabulary than always introducing new vocabulary items. Last but not least, cultural factors also seem to affect vocabulary acquisition as Lantolf and Thorne(2006:201) state, as learners associate new meanings to words they already know and comprehend from their mother tongue and their culture.

Apart from all the issues mentioned above that should be kept in mind when teaching vocabulary to foreign language learners, there should also be specific focus on the teaching methods applied, especially when it comes to young learners. It seems to be well established that young learners respond better when they become themselves willing to participate in the learning process, so it is of great importance that EFL teachers create lessons that motivate their learners and through which they will achieve the desired results. As Dornyei (1998; 2010a) mentions, there is a combination of psycho-sociological and linguistic factors that English teachers should keep in mind to efficiently do so. As a result, teachers ought to combine a variety of methods when designing their lessons, always depending on each particular teaching context. In addition to that, according to a Lesley University study, EFL teachers should apply three basic strategies in order inspire their young students. The first one would be to create lessons that trigger students' personal interests since that makes a direct connection to their real-life experiences. Secondly, teachers ought to integrate fun activities in their lessons. For instance, some features that can make EFL lessons for young children more effective and pleasant at the same time and specifically focused on the teaching of vocabulary, would be , the use of songs, games, storytelling and more importantly visual aids and specifically the introduction of videos for educational purposes. Lastly, it is quite significant that teachers encourage language experiences outside the classroom, which ultimately creates a feeling of satisfaction and sense of achievement since students have the chance to apply whatever they are theoretically taught in real-life situations.

1.3 Teaching oracy skills to young learners

A lot of research and discussion has also taken place concerning the issue of teaching speaking to second language learners. A great number of researchers such as MacLure (1992: 23-24), Brewster (1992:63), Lightbown and Spada (1993:91), Ellis and Girard (1992:213) and many more have provide interesting insights on the matter. As Hedge (2000) mentions, when teaching speaking to English language learners, one should keep in mind that students have to achieve the following:

1. How to distinguish types of speaking situations
2. How to make oneself understood
3. How to manage interaction based on:
 1. Appropriate openings and endings
 2. Responding correctly in fixed routines
 3. Taking turns
 4. Topic management

Teaching speaking might be considered one of the most challenging tasks ELT teachers have to undertake. Nevertheless, there are quite a few implications for classroom practice in teaching the oracy skill. To begin with, there are some simple strategies that teachers can teach their students. These strategies may include, for instance, fixed phrases that one can use in order to open a conversation as suggested by Bardovi-Harlig et al. (1991). Moreover, students are also often taught ways of asking someone to repeat what they said, to talk more slowly or more clearly in order to be able to better understand what is being said. In the same sense students are also taught fixed phrases on how to check if they are being understood or even on how to keep a conversation going. Apart from the fixed parts of discourse to be taught in the classroom, students should be also exposed to input they are able to participate in and produce output based on specific activities during their lessons as argued by Spada (1997). This is necessary in order to achieve meaningful speaking practice in the EFL classroom. Thus, as Hedge (2000) mentions, in order to promote the production of meaningful discourse within the classroom teachers should first of all apply contextualized practice so as to link linguistic forms and communicative function. Furthermore, personalizing language is of great significance as through this process students become able to express their own ideas and thoughts. Another

important issue to be taken into consideration, again according to Hedge (2000) is that of building awareness of the social use of language and practice features. Language is mainly and ultimately a social medium so it is of great importance for learners to realize what is socially accepted and appropriate when they interact with other people. Last but not least, one of teachers' major tasks as Cadiz-Gabejan (2021) mention, is to help their students build their confidence. It is extremely important, especially for young learners, to be constantly encouraged by their teachers to freely produce spoken discourse, regardless of possible mistakes. Little by little this will enable learners to express themselves quickly and automatically.

Apart from all the issues discussed above there should be special focus on the activities designed and assigned to learners for the purposes of developing speaking discourse, as Hedge (2000) points out. Firstly, free discussion activities appear to be rather efficient as they are less stressful for the learners. Students have the chance to engage themselves in interpersonal communication without worrying of coming up with ideas on a very specific subject which might be quite hard in some cases. Another effective form of speaking activity is that of role-play. This term includes a variety of possible tasks such as dialogues based on information taken from role cards to more complex simulations. It is of course well established that each individual teaching situation is formed based on the needs of each teaching context and requires a combination of strategies and tasks.

Chapter 2: Developing speaking skills and promoting vocabulary acquisition in young learners: the role of videos

2.1 Introduction

As already discussed, teaching a foreign language to children of young age can be a rather challenging task as Copland, Garton and Burns (2014) mention. One of the most demanding tasks that EFL teachers have to undertake is the development of the young learners' speaking skill. A number of researchers, like Ramadhani and Bahri (2017), argue that, it is quite common for children of young age to have

trouble in producing oral speech in a foreign language even if they are able to understand it or even produce it in writing. Another issue troubling EFL teachers, and once again mainly those that work with young learners, as Butler (2019) points out, is that of vocabulary acquisition. There are a lot of teaching methods to be put into practice when teaching vocabulary to young children and in many cases a combination of those methods might prove to be the most efficient. However, apart from the methods EFL teachers each time apply in their lessons, they also need to use the appropriate tools. Technological advancements have undoubtedly facilitated the whole process. More specifically, a great number of researchers, such as Bajrami and Ismaili (2016), Mohamed (2014) and Mekheimer (2011) to name a few, claim the introduction of videos in the teaching process to be quite helpful not to say essential, for a number of reasons. The ways of video implementation and its impact on the development of speaking skills and vocabulary acquisition with young learners in the English classroom will be further discussed in this chapter.

2.2 Using videos in the teaching process and its benefits

The technological advancements nowadays are unquestionable. New technologies come up constantly and enter our lives to enable us in almost every single aspect of them. Education is undoubtedly one of the fields that have majorly been influenced and improved by the use of technology. This impact is better understood when we focus on teaching young learners. More specifically, second language students of young age are of the most demanding and challenging groups for teachers. Copland, Garton and Burns (2014) refer to a number of reasons to justify this argument. Being able to enhance the teaching process with technological tools is extremely helpful for teachers of young learners. One of the most efficient tools for teaching students of young age would be audiovisual material and especially using videos for educational purposes. There are quite a few reasons for videos being useful in the teaching process.

To start with, as Allan (1985) mentions, videos are so helpful because they present realistic slices of “living language”. In other words, through videos students have the chance to witness real-life instances of discourse that is imprinted in their minds so

as they will later be able to mimic it when they produce their own discourse. In addition to that, there is the context students need so as to produce speech and simultaneously achieve greater levels of listening comprehension.

Tomalin (1989) has also offered some interesting insights on the use of video in the English classroom. As videos can be repeatedly used, students have the chance to pay attention to vocabulary and structure. Furthermore, since children nowadays are so in touch with technology and used to using screens in their everyday life, the introduction of videos in the teaching process can be proven extremely motivational for them. In addition to that, it is highly possible for students to imitate what they hear through videos and in this way new vocabulary structures are subconsciously imprinted in their minds without even actually trying. He also quite interestingly mentions the importance of choosing the appropriate videos as they should be such, so as for the children to easily understand and then can watch again in extracts that will be used for educational purposes.

Apart from the advantages of video use with young learners discussed above, one should also take into consideration the wide range of video materials available for use. There are for example TV programmes addressed to English speaking children, video series for EFL young learners, complimentary video material for EFL coursebooks, films for English-speaking children, videos with poems, songs, to name just a few. As Abdulrahman (2021) discusses, this variety of audiovisual material available is extremely important as it provides teachers with the opportunity to choose what is appropriate to cover their students' needs each time and simultaneously helps teachers overcome one of the greatest problems when teaching children of young age which is boredom.

All things considered, the use of videos in the EFL classroom can be nothing but beneficial as it provides students with motivation, it makes the whole process easier and more enjoyable, it gives the chance to students to better understand the culture within which the language they are taught is used and how it should be used in different contexts.

The presence of these technological advancements in children's everyday lives, seem to make traditional educational tools, such as books, rather obsolete. As a result, the

implementation of educational videos in the teaching process appears to be needed. In order to efficiently do so, teachers need to integrate videos in the lessons and not deal with them separately. As Cruse (2006) argues, that is best achieved when teachers carefully prepare that integration. More specifically, before introducing a video to their students, teachers should select it based on its content and the purposes for which they want to use it. In reference to the content, videos used for educational purposes should be age and linguistically appropriate as mentioned by Stanovitch and Cunningham (2004). In other words, whatever is shown in the classroom must both appealing and intelligible by the students. Additionally, when choosing a video for their lesson teachers ought to have a clear purpose in mind. That is of great importance because it defines the nature and the form of the activities they choose or even themselves design to complement a video used in the classroom. The most efficient way to integrate a video in the teaching process and make the best out of it is for the teachers to prepare a combination of tasks related to what will be shown. These should be pre-watching, while watching and after watching activities as indicated by Vlachos (2002).

In addition to everything already discussed, many researchers, such as Carrier (1997) and Teeler and Gray (2000), have concerned themselves with the issue of whether videos are educationally and learning wise beneficial. A large part of the research that has been conducted on the subject indicates a number of benefits that arise from video use in the classroom. To begin with, videos can be used as a reinforcing tool for reading material. Plain written texts are becoming less and less appealing for young learners so the use of accompanying audio-visual material might prove extremely helpful. They also promote the establishment of a common knowledge base among students, as whatever is shown via videos is quickly and easily grasped. Moreover, they help improve students' comprehension and promote the development of the speaking skill as they trigger students' mimic attitude. They can also be used for a variety of different teaching purposes and consequently they promote teachers' effectiveness. More importantly, as Marshall (2002) mentions, they reinforce students' motivation and satisfaction when participating in the learning process. Furthermore, even though watching videos can be characterized as

a passive activity, Mayer (2001) also argues that videos can ultimately prove to be a rather active activity as students need to consciously engage themselves in a cognitive process where they need to comprehend, decode and respond to whatever they are shown. It is also worth mentioning that according to Gardner (2006), watching videos appears to promote the development of multiple intelligences such as linguistic, logical, mathematical, spatial, musical, bodily-kinesthetic, interpersonal, intrapersonal and naturalistic. Last but not least, some researchers such as Fisch (2005) and Linebarger (2000), argue that videos appear to have a positive effect on children's literacy development.

2.3 The use of videos in vocabulary acquisition and its impact on young learners

As mentioned above, videos can be used for a variety of educational purposes. One of these has to do with vocabulary acquisition. It is well established again by Tomalin (1986: 65-76), that when it comes to young learners specifically, teachers need to enhance their methods and tools in order to achieve the best possible results. Therefore, using videos for vocabulary learning can prove to be quite effective, a notion discussed by many researchers such as Kabooha and Elyas (2018). To start with, nowadays there is a wide range of videos available specifically dedicated to vocabulary as Carrier (1997) mentions. These videos often contain audiovisual flashcards presenting the vocabulary to be taught as well as poems or even songs targeted to the same direction. There are also videos in the forms of comic strips, short stories or even documentaries all of which of course are addressed to young learners. Since videos combine audio and visual means, it becomes easier and more direct for children of young age to make associations between new words, phrases or parts of discourse and their meanings. Thus, new vocabulary is almost automatically imprinted in their minds and they can later recall it and use it again automatically without thinking of meaning or translation. In other words, when exposed to new words through videos, young students unconsciously make meaning associations and store the new information given to them more quickly. Moreover, as Allan (1985) states, the possibility of repetition provided by using videos in the class also reinforces children's memory. By replaying parts of a video to which the

teacher wishes to draw students' attention, the information in question is again easily imprinted in young learners' minds. In addition, video is a medium that can be mainly used during lessons. That means that the whole process can be monitored at all times by the teacher and even altered if need be. As a result, the possible positive outcomes of the whole process are more or less secured as the acquisition of new words is not merely based on the possible homework students are assigned to do; it is a rather common problem with students of young age to often forget or fail to complete their assignments at home and for this reason it is actually preferable to engage them in lessons that provide them with the highest possible levels of knowledge and have homework as complementary. Last but not least, it should be once again stressed out how important it is for young learners to willingly participate in the learning process and have fun, an issue that has concerned a number of researchers such as Marshall (2002) and Bergsma (2002). Thus, videos seem to be the most effective media since they already are one the basic means of entertainment in children's everyday lives.

2.4 Speaking in L2 and the use of videos in the development of young learners' oracy skills

Any language is firstly and mainly a communication medium. For this reason, as both Brian Abbs and Ingrid Freebrain (1980) mention, when it comes to the development of speaking skills in EFL the ultimate goal is to help students produce oral discourse freely and within the appropriate context. This notion was further explored by Brown (2004:142), as he inserted the term macro-skills in order to refer to and analyze the communicative functions any speaker needs to master according to each individual communicative situation they might find themselves involved in. As a result, it seems like the real challenge is to promote and help students develop real life discourse instead of been restricted in using fixed phrases depending on the situation. In other words, concerning the development of the speaking skill, the basic aim of EFL teachers should be to provide their students with the knowledge, the tools and the mechanisms they need so as to be able to produce oral discourse and express themselves within any possible situation they might find themselves in their

real life. Apart from the ways a person chooses to convey meaning when speaking with other people, when it comes to L2 it is quite significant to also keep in mind the concept of micro skills as well, again discussed by Brown (2001: 272). When a speaker masters their micro skills it simply means that they are able to produce speech with the appropriate pronunciation, intonation and of the appropriate length and stress, so as to be comprehensible to others. The need to be comprehensible when communicating with others, is something that seems to have been a main concern of later researchers as well such as Faerch and Kasper (1983). This of course is an issue that mainly comes up when L2 learners communicate with L2 native speakers. However, as mentioned before it is quite significant for EFL teachers to engage their students in real life situations in order to help them develop their speaking skills.

Again, things become more demanding when the teaching process is addressed to young learners since their needs and interests are differentiated from the rest student population. Consequently, the implementation of videos for the development of the speaking skill in young learners is again an issue that has troubled many researchers. The possible benefits of the integration of videos in the English classroom for the sake of the development of the speaking skill, is argued by a number of researchers. Ivers and Baron (2002) for instance, state that videos and audiovisual material allow students to convey the comprehension of a topic in various ways and simultaneously give them the chance to express their minds to others. Cakir (2006:69) mentions a variety of advantages when using videos for the development of the oracy skill. Some of them are the following:

1. Active viewing is more interesting and enjoyable for the students and helps increase their attention on the main idea of the video they watch.
2. Videos provide us with further information on characters' body language, facial expressions, emotions, reactions and responses which students can later on apply on their own personal experience as a result of an unconscious mimic reaction.
3. With the use of videos there is the chance for repetition and role play during the lesson. When students come across difficult chunks of language in the

video, repetition can be a helpful step for communicative production exercises.

4. Videos also provide the students with the chance to engage themselves in mimicking and reproducing activities, where they are asked to repeat what said in the video or describe what they saw in their own words.
5. Students can also participate in follow up activities, based on the general topic of the video they watch, in order to achieve further oral practice.

2.5 Conclusion

All in all, the implementation of videos in the teaching process seems to benefit young learners a great deal. In the rest of this dissertation, there will be a detailed analysis on the impact of the use of videos on a group of 6 young learners as far as the acquisition of new vocabulary and the development of the speaking skill is concerned.

Chapter 3:Methodology

3.1 Introduction

In this chapter the aim is to present and discuss the teaching context, the rationale of the research design and the overall research process that took place. The aim of this research and the research questions are presented along with the processes followed in order to answer them. Moreover, in this chapter I present the case study as a methodology employed for the purposes of this research and I discuss and justify the selection of the tools used in order to collect the data needed, the lessons planned and delivered, the teacher's/researcher's personal notes, and, finally, the tests and questionnaires that were designed for students to fill out.

3.2 Aim of the study and research questions

The aim of this study is to explore the effectiveness of the use of videos as a teaching tool in the English classroom. More specifically, this study's main focus is on the

possible benefits that arise from the use of videos when teaching vocabulary and oracy skills to young learners. In order to do so, I designed and delivered four lessons ultimately based on videos found in the interactive software material designed in relation to the students' books, which will be further explored later on in this chapter. The lessons aimed to the teaching of new vocabulary and the development of speaking skills. In that way I attempted to combine the relevant theory with real life practice so as to prove the utility of videos as a teaching tool. In my attempt to shed light on the above, I devised three main research questions which functioned as guidelines in data collection and analysis. These questions are the following:

1. How can videos motivate young learners engage themselves in the learning process?
2. In what ways do videos have a positive effect on young learners' new vocabulary acquisition and oracy skills development?
3. What are the possible limitations of this process and how can teachers best deal with them?

3.3 Teaching context and course components

For the purposes of this thesis, the focus will be set on a group of 6 A2 level students at the age of 10 attending a private language center. It is a group of both boys and girls that have been learning English for three years. The students are more or less of the same level of academic achievement with slight differences and deviations between them. In order to better understand this teaching context, it would be useful to first briefly present some of the components of the course taught to this particular group of learners. For this group there are four books in use. This book series is called "Portal to English 1" and it is published by MM Publications. So to begin with, the course components consist of the pupil's book that aims to the development of all skills. Every lesson of the book starts with an introductory vocabulary exercise that includes the words to be taught (see appendix I, pg 7). After that, there is a text usually complemented with reading comprehension activities

and sometimes more vocabulary related activities (see appendices ii & iii, pg 8). The text is also available in video form through the interactive software material that accompanies all the course components and also covers all the activities. The video available is integrated in each lesson as the students first watch this in order to both get familiar with the topic and at the same time grasp their attention. After watching the video, they usually proceed in reading the text in their books. The lesson usually ends with a speaking or writing activity (see appendix iv, pg 9). The new vocabulary to be taught is also shown in the companion. The companion follows the chapters of the pupil's book. Each word is translated in Greek and there is an example given in English (see appendix v, pg 9). For each chapter there are two activities for the students to apply the vocabulary they learnt (see appendices vi & vii, pg 10). The workbook also consists mainly of vocabulary and grammar exercises for further practice (see appendix viii, pg 11) and the lessons appear in the same order as in the pupil's book. There is also a separate grammar book both for class use and for homework practice. The new rule is first presented to the students with a video in the form of a comic strip, depicting real life situations. The dialogues in these videos are designed based on the new rule to be taught in order to familiarize the students with it before they start studying it. At the end of each lesson there is a speaking and a writing activity aimed at the practice of the grammar taught during the lesson (see appendix ix, pg 11).

Last but not least, at the end of each module there is a video in three parts, available via the interactive software. The first part is dedicated to the revision of some of the words taught in the module via flashcards. Next, there is a short story in the form of a cartoon and the last part is dedicated to some interesting facts in the form of short documentaries. Upon the completion of each part, students have to complete some relevant tasks again with the use of the interactive software material. For the purposes of this study, I used three of these videos and two more from the ones available in relation to the pupil's book's texts, which will be further discussed in the next section of the paper.

3.4 Lesson plans

As already mentioned above I have designed and delivered 4 lessons all merely based on videos. The first two were dedicated to the teaching of new vocabulary and the following two to the development of the speaking skill.

3.4.1 Lesson 1

During the first lesson, the aim was for students to learn food-related vocabulary so I chose a video designed for the completion of the 5th module of the pupil's book (see appendix x, pg 12). The topic of the module is also food-related. The video chosen for the purposes of the first lesson is divided in three parts around which I designed the tasks the students had to complete. The first part of the video included audiovisual flashcards with new vocabulary, so the first two tasks of the lesson were based on that (see lesson plan 1, task 1- task 2, pg 12). After that the students watched two short comic strips where the target language was used. At this point they were asked to complete a while- watching task, (see lesson plan 1, task 3, pg 12) and then they had to fill in three after- watching tasks with the vocabulary taught through the videos (see lesson plan 1, task 4, pg 13). The lesson lasted for 45 minutes.

3.4.2 Lesson 2

The second lesson was again dedicated to the teaching of new vocabulary related to hobbies and free time activities. The video selected for this lesson was linked to the 8th module of the pupil's book (see appendix x, pg 13). This video was similar to the previous one, divided in three parts. During the first part, the students were shown digital flashcards of the new vocabulary to be taught and they had to complete three tasks (see lesson plan 2, tasks 1-2, pg 13-14). Then the students watched a short comic strip, where the target language was used and after that they had to complete two more tasks (see lesson plan 2, tasks 3-4, pg 14). The lesson ended with an after- watching task, where the students had to fill in an activity with the vocabulary they had learnt from the video they watched (see lesson plan 2, task 5, pg 15). The lesson lasted for 40 minutes.

3.4.3 Lesson 3

The third lesson was focused on the development of the speaking skill. Two videos were used for this lesson and they were both related to the theme of the 6th module of the pupil's book (see appendix x, pg 15). The theme of the videos was about endangered animals. The students watched the first video and then took part in two tasks, answering questions relevant to the video they watched (see lesson plan 3, tasks 1-2, pg 15-16). Afterwards, they watched the second and they again completed two tasks similar to the previous ones (see lesson plan 3, tasks 3-4, pg 16-17). This lesson lasted for 50 minutes.

3.4.4 Lesson 4

The fourth and last lesson was again designed with focus on the development of the speaking skill. The video used for the purposes of this lesson was the audiovisual depiction of one of the texts from the children's pupil's book. The theme of the video was the description of experiences and expression of emotions. The students watched the video twice and were then engaged in two tasks (see lesson plan 4, tasks 1-2, pg 17-18). The lesson lasted for 40 minutes.

3.5 Research methodology: a case study

In this section of the thesis, I provide a number of definitions around the term case study and I will attempt to justify my choice of this type of research methodology.

To begin with, a case-study, as defined by Kendra Cherry (2021:1) as an in-depth study of one person, group, or event. In a case study, nearly every aspect of the subject's life and history is analyzed to seek patterns and causes of behavior. She even moves further to mention possible benefits and limitations of such a study. On the positive side, a case study allows researchers to collect a variety of information even on rare and unusual issues and at the same time it allows the development of hypotheses can be proven through experimental practice. On other hand, there are also some limitations, the most significant being that it cannot be generalized to larger population and it cannot demonstrate cause and effect. Another definition of

case study is given by Shona McCombes (2019:1), who describes it as “a detailed study of a specific subject, such as a person, group, place, organization, event or phenomenon which involves qualitative methods and is good for describing, comparing, evaluating and understanding different aspects of a research problem.” For these reasons, case studies appear to be an appropriate choice for dissertation theses. Another interesting insight on case studies is stated by Roberta Heale and Alison Twycross (2018:1), who seem to argue that “it is a research methodology, typically seen in social and life sciences; a case study can be defined as an intensive study about a person, a group of people or a unit, which is aimed to generalize over several unit. A case study has also been described as an intensive, systematic investigation of a single individual, group, community or some other unit in which the researcher examines in-depth data relating to several variables.”

All the definitions mentioned so far, underline the focus of this type of study on an individual or on a group of people through which a pattern of behaviour will arise for further analysis and investigation. As a result, case studies appear to be appropriate for social sciences and at the same time a valuable tool for dissertation researches as the present. Given that this study is centred around a group of seven students of merely the same age, the same years of studies and of the same teaching context in general and that the ultimate purpose of the research is to explore the use of the videos in the EFL classroom and more specifically its benefits and limitations as far as the teaching of vocabulary and speaking is concerned, a case study seems to be the appropriate choice for all the reasons mentioned so far.

3.6 Data collection

Morgan and Harmon (2001) state that, when the researcher has finally come down to the main research problem and has also identified the relevant research questions, he or she needs to choose and apply the tools and the methods that will be utilized in order to collect the crucial information that will shed light on his or her inquiry. At this point it is absolutely vital for the researcher to attempt to visualize how the material extracted from the research will be further explored and analyzed.

A proper, well organized and in advance design of the data collection process will secure in a large percentage the development and the outcome of the research.

As mentioned by a number of researchers (Burgess, 1991; Friedman & Orrù, 1991), during the data collection stage, the researcher seeks to become part of the setting he or she intends to study. In other words, he or she attempts to probe into the circumstances, the conditions, the participants involved, the actions and activities, the time and space characteristics. In order to achieve that in this particular research, I have chosen and applied a mixed methods approach, employing three different research instruments for triangulation purposes: two tests, a questionnaire and the researcher's notes, in the context of private tutoring. The tests and the questionnaire were distributed to the students to complete before and after the designed lessons had taken place and observation and notes were taken during the lessons on the students' attitudes as well as on their performance, progress and possible problems that they came across during the whole process. The aim is to approach the research issue from various perspectives and strengthen its quality, achieving high reliability and validity of results.

3.6.1 Questionnaires and tests

The most significant characteristic of questionnaires it is that they are a written form of questioning, as mentioned by Thomas (2001). They can be easily applicable and prove to be a valuable research tool as there are many different types of questions that a researcher can use so as to cover almost any possible need research wise. They also provide the researcher the ability to collect all necessary details in a rather short time. For the purposes of the research in question, I designed and delivered a questionnaire to students wishing to explore and identify their attitudes and preferences concerning their English learning in general, focusing at the same time on vocabulary learning, speaking skill development and the use of videos in the English classroom (see appendix xi, pg 16-20). The same questionnaire was administered to students twice. Firstly, the children completed it before the four

lessons, while they were given the same questionnaire again upon the completion of their lessons. This choice is based on the idea that students' attitudes and responses before and after the lessons could be compared, leading to a better understanding of the effectiveness of the use of videos as an educational tool. In the same vein, I designed a vocabulary test (see appendix xii, pg 20-23) and delivered to students both before and after the lessons were completed. The test included 31 images that the students had to identify. For each one of them, the first and last letter was given, as well as the number of the missing letters in spaces which the students had to complete. After the completion of the tests, the teacher collected them in order to check the students' scores. Once again the underlying aim will be that of comparing the students' results and determining the extent to which the use of videos in the classroom had ultimately a positive effect on the children.

3.6.2 Classroom observation and the teacher's/researcher's notes

As a teacher/researcher, I have chosen to carefully observe my class during the lessons I designed and keep my personal notes during the lessons. This choice is based on the fact that – along with teacher's notes - classroom observation enables non-elicited behavior as and when it occurs, which is a rather valuable issue especially as far as young learners are concerned. Moreover, as Thomas (2001) again mentions, they allow for a much more holistic view of how language is being used and at the same time they are easy to administer and rather flexible. In that way, I wished to capture everything that would take place during this period of time as it happened and later on draw specific conclusions on the subject matter based on these observations and notes.

Chapter 4: Findings

4.1 Introduction

In this chapter, I provide a detailed overview of the students' tests and questionnaires. I also provide an analysis on the teacher's personal notes on the students' behaviour and responses during the lessons they participated in.

4.2 Presentation of the findings based on the teacher's/researcher's notes

As already mentioned in previous chapters, for the purposes of this research the teacher/researcher designed and delivered four lessons, all of them based on videos. During these lessons the teacher/researcher kept notes on her students' responses and attitudes in order to estimate and comprehend both the level of success of the lessons in question as well as possible limitations.

4.2.1 Analysis of the teacher's notes on each separate lesson

Adrianna Wiegerova (2013) mentions that "in pedagogic research a teacher's journal is used mainly as an instrument to investigate students' practices." In this research, the teacher/researcher's personal notes were one of the main tools applied by the researcher. That is why in this section there will be a detailed analysis on the teacher/researcher's notes on every lesson she has delivered during her research. She has observed and written down her student's responses on every single task they have dealt with during their lessons. At this point it should be reminded that the first two lessons were dedicated in teaching new vocabulary based on videos whereas the following two are focused on teaching speaking skills again based on videos.

To begin with, during the first two pre watching tasks of the first lesson (see appendix x, pg 12), that served as warm-up activities, the teacher/researcher realized that the students were rather willing and enthusiastic to complete the tasks. As perhaps expected, the first one was ultimately easier and more amusing for the kids to follow whereas the second one was a bit more challenging for the children since they had to recognize images, where they needed to use unknown vocabulary in order to adequately do so(see again appendix x, pg 12). Despite that slight difficulty, the children were quite eager to report their answers to their teacher. The

third task (see appendix x, pg 12) was successfully completed by all students even though, the teacher had to play the relevant video three times instead of two as she has decided when designing the lesson because the students felt insecure about the time given for the completion of the task. During the last three tasks (see appendix x pg 13), the students appeared to have some trouble at least in comparison with the previous ones since they had to put in use the information they had already extracted from the video they watched before, without watching it again. Nevertheless, they still did manage to complete them. All in all, the students seemed to have enjoyed the whole lesson.

Again, the second lesson started off with great excitement on the part of the students. During the first task (see appendix x, pg 13), the children repeated the words loudly and clearly, even trying to imitate the accent as they heard it. Afterwards, the students moved on to the second task (see again appendix x pg 13-14) which they completed rather fast. The first while-watching task (see appendix x, pg 14) the children had to deal with during this lesson seemed to be a little confusing for them. They asked to see the video three times instead of two as it was planned by the teacher and yet they didn't succeed in totally completing the task. However, the second while-watching task (see appendix x, pg 14-15) was completed both successfully and in time by all the students. For the end of this lesson the children had to fill in an after-watching task (see appendix x, pg 15) which seemed to be quite easy for them. Despite the difficulties at some point of the lesson, the students once again appeared to have enjoyed the process.

The third lesson started with a pre-watching task (see appendix, pg 15) that the children totally understood and successfully completed. For both the after-watching tasks (see appendix xi, pg 15-16) the teacher/researcher asked her students to answer the questions given in full sentences. Even though they managed to answer the questions correctly, they seemed to have some trouble in producing full sentences as asked. Nevertheless, during the next task they tried harder in producing full sentences but they did so while making some grammar mistakes. Yet they

managed to convey meaning in their answers. For the after- watching tasks (see appendix x, pg 16-17) the students needed again to answer in full sentences. During the first one they did answer all questions correctly but yet again not all them in full sentences. Unfortunately, the last task of this lesson (see appendix x, pg 17) was totally completed by only one out of the seven students. The rest of them failed the second question possibly because of the fact that it demanded critical thinking and some overall knowledge on the subject that the children do not possess because of their young age.

The fourth and last lesson commenced with the immediate comment of the students on how easy they found the first task (see appendix x, pg 17). They were of course successful in completing it and within the time given. For the main tasks of the lesson the students had to answer some questions again in full sentences (see appendix x, pg 17-18). In these last tasks the students' answers were interestingly differentiated. Some of them were quite fluent and their use of grammar and vocabulary was rather satisfactory. Two out of seven were less fluent and one of them couldn't use the grammar as expected but still they tried willingly.

4.2.2 The teacher's conclusions

Upon the completion of all four lessons and after having closely and carefully observed her students, the teacher/researcher wrote down her conclusions on the process, which will be reported here.

As far as the students' attitudes towards the videos is concerned, it was quite obvious from the very beginning, that the children were very excited to take part in that kind of lessons. Additionally, all six of them were rather willing to both complete the tasks related to the videos they watched and to report their results to their teacher and classmates. Even the times their results weren't correct, they did not appear to be discouraged at all. Consequently, one of the things that stroke the teacher the most, was that throughout the lessons, all six students became a bit more competitive with each other, in the sense that that were more eager to report

their own results than they used to before. Another thing worth mentioning in relation to the children's perception of the videos is that, in comparison to the traditional type of the lessons they are used to, where they have the tendency to get bored when repeating the same thing over and over, during these lesson they had no objection in re-watching the same video when needed. On the contrary, there were times that they requested to watch the video a third time, which is most probably because they enjoyed themselves doing so.

In relation to the students' performances in both the vocabulary oriented and the speaking oriented lessons, the teacher/researcher reached again some interesting conclusions. In their total, the students were more successful in completing the vocabulary related tasks in comparison to the speaking related tasks. The vocabulary tasks seemed to be easier for them in general whereas the speaking tasks were not completed exactly in the way the teacher expected to. Even though the students understood the assignments and managed to convey meaning during all their speaking activities, almost half of them appeared to have trouble in producing full sentences at all times as the teacher requested. So it appears that, as far as the development of the speaking skill is concerned, the experiment was less successful as one of the most significant expectations, the production of completed oral discourse, was not met on the part of almost half of the students.

All in all, the aftermath of the lessons here in question as the teacher/researcher observed and reported is first of all that there was a satisfying level of success on the students' part overall. To the teacher/researcher's point of view, the most significant issue though is that despite some difficulties that the students came across they really found all the lessons enjoyable and innovative and these were the elements that strongly motivated the children to participate in the lessons in question.

4.3 Comparison of students' pre and post questionnaires

Cohen, Manion and Morrison (2018, pg. 471) state that "the questionnaire is a widely used and useful instrument for collecting survey information, providing

structured – often numerical – data, able to be administrated without the presence of the researcher and often comparatively straightforward to analyse.” So in order to better analyze and comprehend the level of effectiveness of the lessons delivered to the students, the teacher/researcher also designed a questionnaire, shown below, that the students had to answer both before and after the completion of their courses. In this section of this dissertation, the researcher will compare these pre and post responses of the students.

The questionnaire delivered to the students was focused mainly on the issues the researcher aimed to explore in this dissertation, which is the teaching of vocabulary, the development of speaking skills and the role of videos in this teaching process. It consisted of 11 multiple choice and open questions (see appendix xi, pg 19-22). The first three questions had to do with the students’ sex, the years of their English studies and their overall opinion on the English language (see appendix xi, qs 1-3, pg 19). With questions 4 and 5, the teacher/researcher wished to explore what is the hardest and then the most enjoyable thing for the students to learn in English (see appendix xi, qs 4-5, pg 19-20). Questions number 6 and 7 were focused on vocabulary learning (see appendix xi, qs 6-7, pg 20-21), whereas question 8 was focused on the development of the speaking skill (see appendix xi, q 8, pg 21). With the following two questions, number 9 and 10, the teacher/researcher wished to explore the students’ attitudes towards videos (see appendix xi, qs 9-10, pg 21-22). Finally, question 11 was an open one, where students had to mention the way they find more enjoyable for conducting an English lesson (see appendix xi, q 11, pg 22).

To start with, the students, when asked what it is that they find difficult and to what extent in learning English (see appendix xi-q4, pg 19-20), almost all of them marked the acquisition and use of new vocabulary in exercises as an easy task for them. Even the ones that appeared to be more reluctant with their first response, they ultimately changed their attitude as they marked the same issue as a quite simple on the post questionnaire. This notion is further reinforced by the children’s responses on the following question where they needed to report what it is that they enjoy or not in learning English (see appendix xi-q5, pg 20). All of them responded that they

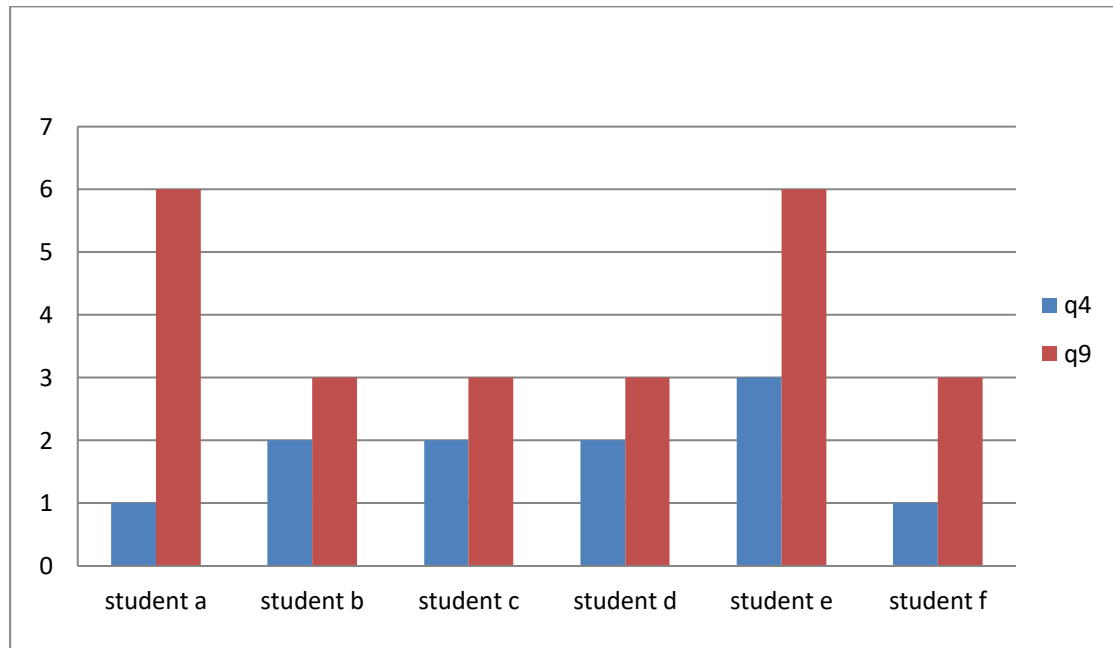
really do find it enjoyable studying new vocabulary both in the pre and post questionnaire. Questions 6 and 7 were focused on the ways that the students find more effective for acquiring new vocabulary (see appendix xi-q 6 & 7, pg 20-21). The shift in their responses was quite interesting. On the pre-questionnaire most of the students replied that the ways they find the most effective for learning new vocabulary is with copy and dictation and when they complete relevant vocabulary exercises. When they dealt with the same questions after the completion of their lessons they all chose the use of audiovisual material and specifically videos as an effective way to learn new vocabulary. In addition to that, during the pre-questionnaire again most of them had replied that they prefer learning by studying at home on their own, whereas on their post questionnaire almost all of them added the choice with the activities in the classroom together with their classmates and teacher (see appendix xi-q7, pg 21), which is yet another result of the lesson they participated in.

Moving on from the questions focused on the vocabulary, the students had to respond in which cases they feel it is easier to speak in English (see appendix xi-q 8, pg 21). At first the students replied that it is easier to produce oral speech when they have to deal with reading comprehension question or when they have to engage themselves in a discussion with their teacher or classmates on a specific topic. Again interestingly enough, when they responded to the exact same question on the post-questionnaire, all of them added the commentary of a video as an effective way for producing oral speech in English.

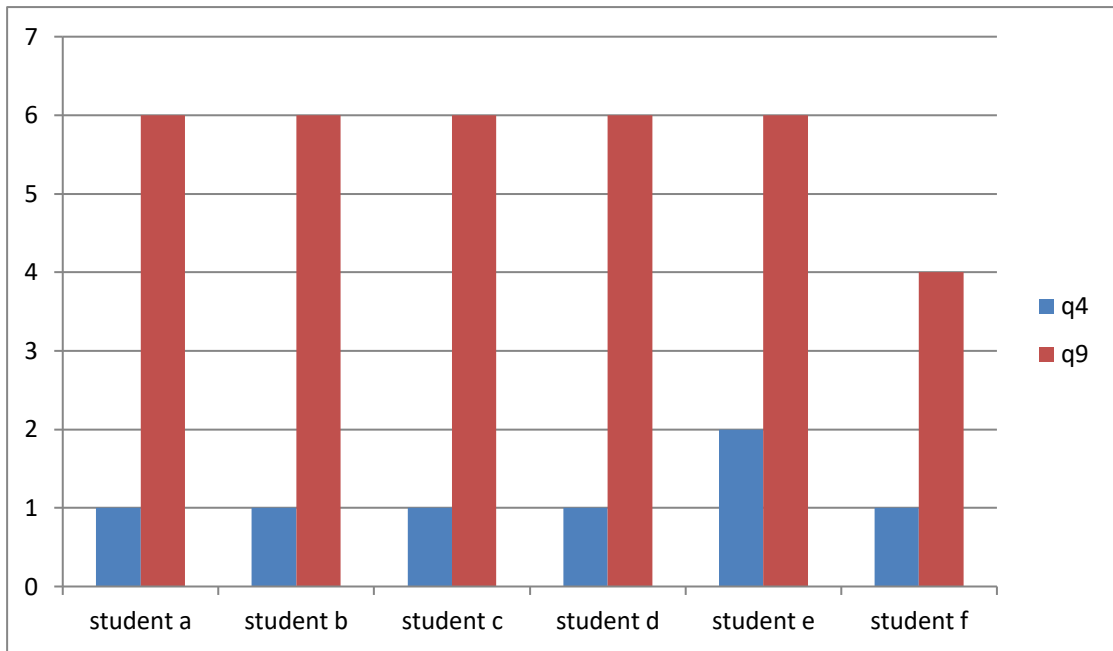
Last but not least, the questions that concluded the questionnaire were merely related with the use of videos and their effect on the learning process (see appendix xi-q 9-10, pg 21-22). In these cases the attitude of all students was positive both during the pre and post questionnaire. They seemed to find the use of videos rather helpful and enjoyable for their English lessons. To further reinforce that attitude, some of the students the second time they answered the questionnaire mentioned on the last question, the use of videos as the most enjoyable way of conducting the lesson (see appendix xi-q 11, pg 22). In order for the students' responses to be more

successfully illustrated, what follows is a graphic representation of their responses to the questions of both the pre and post questionnaire.

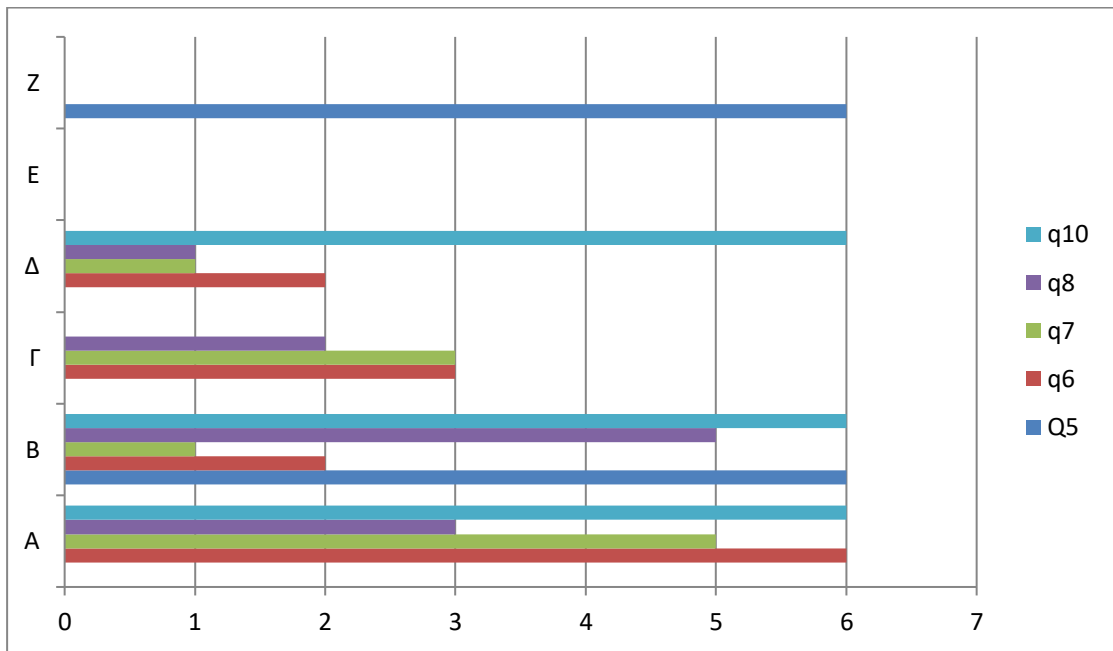
graph 1 pre questionnaire



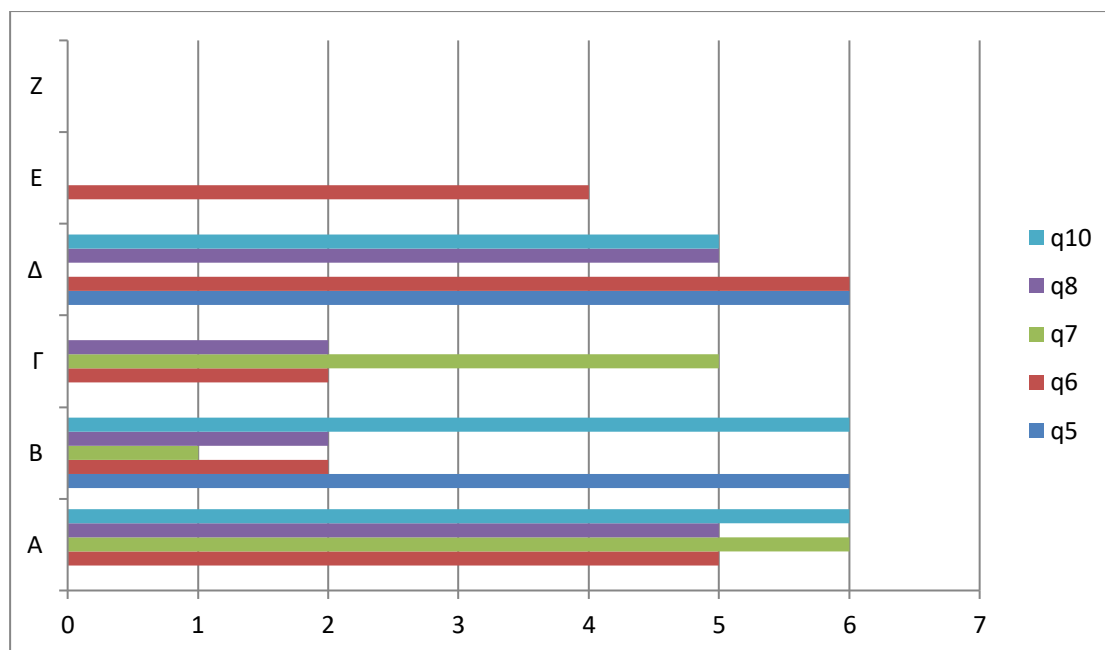
graph 1 post questionnaire



graph 2 pre questionnaire



graph 2 post questionnaire



The graphs above show in detail the students' responses in both the pre and post questionnaire. As one can see in both tables, less than half of the students (33%) found the acquisition of new vocabulary an easy task during the pre questionnaire (see q4, graph 1 pre questionnaire), whereas more than half of them (83%), stated the same thing during the post questionnaire (see q4, graph 2 post questionnaire). For question number 5, all students chose both times, studying vocabulary and watching videos, as two of the most enjoyable ways in learning the English language (see q5, graph 2, pre and post questionnaire). Moving on, for the sixth question, when students were asked to choose the most efficient way to learn new vocabulary, exactly half of them (50%) chose the use of videos among others, in comparison to the post questionnaire, where more than half of the students (67%), chose again the use of videos as an efficient way to acquire new vocabulary (see q6, graphs 2, pre and post questionnaire). Again, half percentage of the group (50%) was increased (up to 83%) for question 7, that students chose the classroom activities as a better way for vocabulary acquisition (see q7, graph 2, pre and post questionnaire). Only one of the students (16%) chose video commentary as an easy way to use English in oral discourse for question number 8 in the pre questionnaire, an answer that interestingly enough was chosen by almost all of them (83%) in the post questionnaire. With question number 9, the teacher/researcher wished to explore

the students' overall attitude towards the use of videos for educational purposes. Again, as shown in both tables above their answers improved in total during the second questionnaire (see q9, graph 1, pre and post questionnaire). Last but not least, the students' answers for question number 10, which was again focused on the general perception of the children towards videos, were the same and totally positive in both the pre and post questionnaire (see q10, graph 2, pre and post questionnaire).

4.4 Comparison of students' pre and post tests

In this section I provide a presentation and analysis of the students' results of their pre and post tests. The teacher/researcher designed a vocabulary test given to the students both before and after the completion of their courses (see appendix xvii, pg). First, there is a table presenting the results of each student in the pre and post test.

STUDENTS	PRE-TEST	POST-TEST
STUDENT A	19/31	21/31
STUDENT B	15/31	22/31
STUDENT C	19/31	22/31
STUDENT D	15/31	19/31
STUDENT E	16/31	18/31
STUDENT F	20/31	26/31

As shown in the table above, all six students improved their performance after the completion of their courses. The rise of their scores fluctuates from two to seven points up or in a per cent percentage from about 6.4% to almost 23%. This ultimately proves the overall success and effectiveness of the courses designed based on videos, since there is a significant rise of the students' performances.

At this point, it is rather useful to briefly present the test given to the students, in order to explain what were the kinds of words that troubled the students the most during the pre and post test. The test was consisted of 31 questions (see appendix xii, pg 23-26). There was a depiction for each one of them, based on which the students had to write the words missing. The teacher/researcher provided the students with the first and last letter for each word for extra help (see appendix xii, pg 23-26). The majority of the words were mainly food related and there were some that had to do with hobbies and free time activities.

During the pre test, the majority of the students managed to identify, most of the food related words whereas they had trouble identifying the ones that were related to hobbies and free time activities. During the post test, even though the overall performance of the students was improved, they still had difficulty in remembering compound words like number 28 for instance, or words that they do not often come across in their real every day life like numbers 24 and 29 for example.

4.5 Conclusion

All in all, the data that the teacher/researcher collected about the issue of teaching vocabulary and speaking to young learners with the use of videos, showed that there is definitely a positive outcome from this process. Not only did the students learn and improve their performances, but they also enjoyed themselves doing so which proved to be a rather important reinforcement. There were of course some limitations and difficulties that the students came across during the process that will be further analysed in the following chapter.

Chapter 5: Conclusion

5.1 Introduction

As already discussed in detail, the research conducted for the purposes of this dissertation was focused on the impact that the use of videos has in the L2

classroom. More specifically, the main concern of the researcher was to explore how and to what extent young learners can benefit from the use of videos when learning vocabulary and developing speaking skills. In this chapter there is going to be a further discussion on the pedagogical implications of the study along with its possible limitations.

5.2 Pedagogical implications of the study

The use of audiovisual material in the English classroom is not something new. Therefore, as years go by and the technology available advances, it is becoming more and more usual for second language teachers to implement videos in their lessons in order to positively reinforce and enrich the learning experience for their students. This is a case argued by a number of researchers throughout the years. Sherman (2003) for instance, presents a convincing argument for incorporating authentic video material into language classrooms. She provides a variety of practical classroom activities showing how to use video to bring real world language and culture into the classroom in contemporary, engaging and productive ways. That is even more stressed out by Rivers (1981) on the matter, who claims that “all audiovisual materials have positive contributions to language learning as long as they are used at the right time, in the right place (p.330-340).” Putting such theories in practice, the teacher/researcher of this paper, after delivering video-based lessons to her students, observed the positive outcome this had on the children’s learning abilities. All the data collected for this research, ultimately prove that the students both improved their performances and attitudes and had a quite enjoyable time while doing so. Consequently, this conclusion brings forward the realization that, videos should be more frequently used for pedagogical purposes especially when it comes to young learners. Simultaneously to all the benefits risen by the use of videos with L2 young learners, what is also worth mentioning is the matter of motivation. Through the past years, English teaching methodology is shifting from teacher-centred to student-centred. As a result, teachers need to provide their students with a convenient and enjoyable learning environment in order to further motivate them to actively participate in the learning process. A number of recent studies actually

prove that the use of technological tools and especially videos in the classroom promote that kind of motivation to learners (Chen, Belkada & Okamoto, 2004; Hubbard & Levy, 2006; Son, 2008). This was also confirmed during the lessons that took place for the purposes of this research, as the students were rather willing to participate in the lesson. That willingness and higher motivation on the students' part is also shown through their answers in the last question of the questionnaire where most of them indicated the use of videos as the most enjoyable way of conducting their English lessons.

Nevertheless, despite the overall positive results that have risen from this research, there were also certain weaknesses and limitations that need to be further analyzed.

5.3 Limitations of the study

When conducting a case study one should always have in mind the issue of generalizability (Lune & Berg, 2016). The importance of the notion of generalizability in case studies lies on the fact that it allows the researcher to explore if and how the findings of a research can be applied or transferred to other similar groups in similar situations (Loewen & Plonsky, 2015). In this particular case study, the researcher wished to explore the beneficial impact of the use of videos in the L2 classroom, targeted specifically to the teaching of new vocabulary and the developing of the speaking skill with young learners. Even though the findings of the study were quite reassuring, there were still some weaknesses mainly related to the matter of generalizability that will be farther explored in this section.

In order to have accurate results during a case study, there needs to be an experimental group and a control group (Simkus, 2022). The two groups need to be identical in all aspects with the exception of experimental manipulation. That means that in contrast to the experimental group, the control group is not exposed to the variable that the researcher wishes to investigate and as a result it serves as a baseline against which any changes in the experimental group will be compared.

Ultimately, any differences arising between an experimental and a control group are due to the experimental manipulation which is the key concept that will eventually lead to either successfully prove or not the variable that in each research is under investigation. In this particular research, the researcher failed to find and use a control group. The research was focused on a single group of students, so even though the results of the whole experiment were positive in general, the absence of a control group limits their accuracy. In other words, there was no way to determine if these positive results were such, because the original researcher's hypothesis was actually valid and correct or because of the other factors and general characteristics of the students that participated in the research. Another limitation leading to the same direction to what has already been mentioned above is that despite the absence of a control group, the existent group of students was small in number. That deprived the researcher from the opportunity to conclude in wider results and statistics. So again the findings of the research are based on a very specific group of students, something that consequently deprives the research from the element of generalizability, which is, as already mentioned, rather essential for a case study such as the one conducted here. All in all, even though there were positive results as far as the group of students in question is concerned, there is no way to determine if these results are applicable and truthful for a wider population of students. Last but not least, another weakness of the study as far as the determination of the extent of students' improvement on vocabulary is concerned, is that the vocabulary tests distributed to them were the same both before and after the completion of the lessons. All of the students did actually achieve a higher score after the completion of their courses but since the second test was not differentiated from the first one, the teacher/researcher failed to identify a possible larger scale of improvement on the basis of the new vocabulary to which the students were exposed through the videos they watched. As a result, despite the target vocabulary that the teacher/researcher wished her students to acquire, they possibly did learn more than she eventually tested. Last but not least, the videos used for the purposes of this research were provided to the teacher through an interactive software material redesigned based on the existing syllabus. It would have possibly been even more

interesting and enlightening for the researcher to attempt to integrate videos from commonly used internet channels and platforms like YouTube or Netflix and explore their impact on the teaching process.

5.4 Conclusion

Through this study the researcher attempted to explore the impact of implementing videos in teaching vocabulary and developing the speaking skill in L2 young learners. Despite the limitations and weaknesses of the research, the findings were all in all encouraging; it was proved that the use of videos in the L2 classroom actually helped the students learn more and improve their performances. Interestingly enough they did so, quite willingly and strongly motivated as they themselves reported so. Consequently, these results along with the undeniable fact that videos have become an integral part of children's everyday life, mainly because of their easy access and great variety of content, it is absolutely crucial for teachers to implement them in their teaching process and try to exploit all the possible benefits that may come out of them.