

**People's Democratic Republic of Algeria**  
**Ministry of Higher Education and Scientific Research**  
**University of Mohamed Seddik Ben Yahia. Jijel**  
**Faculty of Letters and Languages**  
**Department of English**



**EFL Students' Perception Towards the Usefulness of BBC Learning  
Videos in Enhancing their Vocabulary**

**A qualitative study with Second Year Students at Mohamed Seddik Ben Yahia  
University, Jijel, Algeria**

Dissertation submitted in partial fulfillments of the requirements for the degree of Master in didactics of foreign languages

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**2022-2023**

## **Declaration**

I hereby declare that the dissertation entitled " **The EFL students' perception towards the Usefulness of BBC learning videos on Enhancing their Vocabulary**" is my own work and all the sources I have used have been acknowledged by means of references. I also certify that I have not copied or plagiarized the work of other students or researchers partially or fully. In case any material is not documented, I shall be responsible for the consequences.

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## Dedication

*Bismillah, ar-Rahman, ar-Rahim.*

*All praise and thanks be to Allah, the Lord of all worlds, now and forever. May His blessings and peace be upon our Prophet Muhammad and his companions.*

*In the depths of my heart, I offer profound gratitude to the cornerstone of my existence, my dear mother, upon whom Allah has bestowed His mercy.*

*I am equally grateful to my father, the hero who has shaped my journey. His presence and guidance have been invaluable, and I am blessed to have him by my side.*

*To my sister, Assia, and my brothers, Kamel, Zakaria, Mohamed, Mouaad, Massaoud, and Abdulhadi, I owe an immeasurable debt of gratitude. They have been the unwavering pillars of strength, lifting me up and inspiring me to reach new heights.*

*I extend my heartfelt appreciation to my dearest friend and partner, Rabia, whose unwavering support has been a constant source of comfort and encouragement. The friendship of my beloved best friends, Meriem, Hadjer, Ghada, Hadil, Nadia, and Khawla, fills my life with boundless joy and happiness. Their presence in my life is a gift beyond measure.*

*I would also like to acknowledge the unwavering support of my cousins, Lina, Douaa and their family, and chaima, who have stood by my side through thick and thin.*

*To the One who has always been there whenever I have needed him, I offer my deepest gratitude.*

*Lastly, I extend my heartfelt thanks to everyone who has supported me in my endeavors. Your encouragement and unwavering support have meant the world to me. May Allah bless each and every one of you abundantly.*

**ASMA**

## Dedication

*To my loved ones, supporters, and myself,*

*I want to express my heartfelt gratitude for your unwavering belief in me. My family, your love and support have been my rock, and I cherish every moment. To my friends, Asma, Meriem, Ghada and khawla your presence has brought joy and inspiration, and I am grateful for your unwavering friendship. To my person, thank you for supporting me and loving me. To those who believed in me, even when I doubted myself, your confidence has pushed me further than I ever thought possible. And to myself, thank you for believing in my abilities and never giving up. I am forever grateful to all of you.*

*With love and appreciation.*

*Rabia*

## **Acknowledgement**

*First and foremost, we express our utmost gratitude to Allah, the embodiment of mercy and grace, for granting us the strength, patience, and courage necessary to accomplish this humble undertaking.*

*We would like to acknowledge the indispensable guidance and support of our supervisor, Mr. Benhabiles Bakir, who has demonstrated remarkable professionalism and approachability throughout our research. We are sincerely grateful for his unwavering assistance, invaluable advice, and positive motivation.*

*Our sincere thanks are extended to the esteemed members of the board of examiners who generously allocated their valuable time to review, assess, and provide feedback on this research endeavor.*

*We also extend our heartfelt appreciation to the second-year students who willingly participated in the interviews, as their contributions have significantly enhanced the quality and depth of our study.*

## Abstract

The acquisition of vocabulary holds significant importance in the realm of language acquisition, prompting researchers to explore efficacious tools that facilitate this process. Among these tools, BBC Learning videos have emerged as a valuable resource, particularly in the context of English language learning and vocabulary development. The present study aims to investigate the perceptions of English as a Foreign Language (EFL) students towards the utility of BBC Learning videos in enriching their vocabulary. By conducting semi-structured interviews, a total of seven (7) participants from the second-year students at Mohammed Seddik Ben Yahaya University engaged in in-depth interviews about their experiences with these videos. Thematic analysis was employed to meticulously analyze the collected data, revealing positive outcomes that underscore the effectiveness of incorporating BBC Learning videos as a means of enriching vocabulary. Furthermore, this research not only provides pedagogical recommendations for educators but also acknowledges the inherent limitations of the study itself.

*Key Words:* Vocabulary acquisition, BBC Learning videos, English as a Foreign Language (EFL) students, Thematic analysis

## **List of Abbreviations, Acronyms, and Symbols**

**&:** And

**BBC:** British Broadcasting Corporation

**CLT:** Communicative Language Teaching approach

**EFL:** English as a Foreign Language

**ESL:** English as a Second Language

**ESOL:** English for Speakers of Other Languages

**ExR:** English by Radio

**GTM:** Grammar Translation Method

**L1:** First Year Students

**L2:** License Second Year

**L2:** Second Language

**LMD:** License, Master, Doctorate

**TA:** Thematic Analysis

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## **General Introduction**

### **1. Background of the study**

Vocabulary acquisition is a key aspect of language proficiency. In fact, with a great package of vocabulary, learners can achieve language mastery and communicate effectively. Nevertheless, EFL students face many challenges when it comes to developing a large vocabulary. Thus, many students turn to digital resources, such as videos, to aid with vocabulary acquisition since they offer engaging and authentic exposure to the target language. One of the well-known tools that students rely on is the BBC Learning English videos on YouTube, which is one of the prominent channels that is developed for English language learners to assist them in grasping the language in general and vocabulary in particular. BBC Learning English videos has many sections, including vocabulary with short videos, so learners do not get bored while studying.

Numerous studies have focused on the significance of language learning videos in facilitating English language acquisition, with a particular emphasis on the impact of BBC language learning videos on vocabulary development among English language learners. For instance, Sirmandi and Sardareh (2016) conducted a comprehensive study to compare the effects of subtitled and non-subtitled BBC word clips on the vocabulary acquisition of intermediate English as a Foreign Language (EFL) learners. Their research aimed to explore whether providing subtitles in language learning videos could enhance vocabulary learning in this particular group of learners. The study found that students who were exposed to subtitled BBC clips demonstrated significantly greater improvement in vocabulary compared to those who watched non-subtitled clips. This suggests that subtitles can be an effective tool for enhancing vocabulary learning among intermediate EFL learners.

Furthermore, Febriana (2017) delved into the use of BBC Learning English videos as a means to build vocabulary among early childhood learners. The study specifically focused on the impact of BBC learning videos on enhancing vocabulary in young learners. The research concluded that the utilization of BBC learning videos had a positive effect on expanding vocabulary among this group. However, it is important to note that the study's generalizability is limited due to the small sample size, consisting of only a three-year-old child. To validate and strengthen these findings in the context of early childhood language learning, further research with a larger and more diverse sample is necessary.

In a similar vein, Ramadhani (2021) conducted a study aiming to examine the effectiveness of the BBC YouTube channel in enhancing students' vocabulary. While limited information is provided regarding the methodology and results of this study, it employed various methods such as interviews and experiments. The study contributes to the existing literature by exploring the potential of the BBC YouTube channel as a platform for improving vocabulary skills. However, to fully understand the implications and significance of this research, further details regarding the methodology and findings would be required.

## **2. Statement of the problem**

The existing literature on the impact of BBC learning videos on vocabulary acquisition reveals limitations such as a narrow focus on specific learner populations, a lack of long-term assessment, a limited investigation of instructional strategies, and inadequate consideration of cultural and linguistic relevance. To address these gaps, this study was undertaken with the aim of investigating the EFL students' perceptions towards authentic materials such as BBC Learning videos to enrich their vocabulary.

### **3. Significance of the study**

BBC learning videos are one of the most interesting media tools that can ease both teaching and learning process. The present research is conducted to investigate the L2 LMD EFL students' perceptions towards the usefulness of BBC learning English videos to enrich their vocabulary in the department of English at Seddik Yahya university of Jijel.

The significance of the research lies on the fact that it may encourage students to develop their language vocabulary through the use of BBC learning videos. In addition, it may change the teachers and administrations visions towards BBC learning videos so that they may integrate them in teaching and learning process and create a successful learning atmosphere in the classroom hoping to promote their English vocabulary.

### **4. Research questions and Hypotheses**

The current study covers the following questions:

1-what are the EFL students' perceptions towards the use of BBC learning videos in enriching their vocabulary?

2- Are BBC learning videos regarded as a useful media tool for leaning vocabulary?

In order to answer the above questions, the following hypotheses are addressed:

H1: the EFL students have positive perceptions and attitudes towards BBC learning English

videos in enriching their vocabulary.

H2: BBC learning videos are regarded as a useful media tool for learning vocabulary.

## **5. Research methodology**

In order to address to previously stated research questions, the current study will employ a qualitative research design, using a semi-structured interviews as the main data collection method. A sample of EFL students who have used or are currently using BBC Learning English videos are selected through purposive sampling. The interviews are conducted to gather information on the students' perceptions of the usefulness of the videos in terms of vocabulary acquisition, their preferences for digital resources, and their overall experience with the videos.

As for data analysis, the gathered data have been analyzed using *thematic analysis* to identify common themes and patterns among the students' perceptions.

## **6. Organization of the dissertation**

The study embodies two main chapters besides a General introduction and a General conclusion. The first chapter is theoretical in nature. It is divided into two sections. the first section provides an overview of English as a foreign language (EFL) education and vocabulary acquisition. The second one explores the area of digital Resources for Vocabulary Acquisition. The second chapter is focused on practical aspects. It summarizes the research method as well as data analysis and overall discussion of the findings. Finally, the study ends with a general conclusion followed by the limitations of the study and some pedagogical recommendations for future research projects.

# **Chapter One: Literature Review**

## **Introduction**

### **Section one: Overview of English as a foreign language (EFL) education and vocabulary acquisition.**

#### Introduction

1.1. Definition of EFL students

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1.3. Overview of traditional methods for vocabulary acquisition

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2.1 Overview of Digital Resources for Vocabulary Acquisition

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2.3 Previous studies on EFL students' perceptions of digital resources for vocabulary Acquisition

2.4 The role of BBC learning videos in vocabulary enrichment

2.5 Limitations of previous studies on digital resources for vocabulary acquisition

3. Conclusion.



## **Chapter One: Literature Review**

**Section one:** Overview of English as a foreign language (EFL) education and vocabulary acquisition

### **Introduction**

Vocabulary is regarded as the backbone of any language. It is crucial in teaching and learning contexts. One of the primary goals that students strive for in an English as a Foreign Language (EFL) class is to expand their vocabulary base as a prerequisite for effectively communicating in the language.

This section provides an overview of the term "EFL students" and discusses the importance of vocabulary, as well as the most prominent traditional methods utilized to teach it. It also explores the obstacles that EFL students encounter when it comes to vocabulary acquisition.

### **1.1 Overview of EFL student**

Foreign language learning and teaching are related to the teaching or the learning of a nonnative language outside of its native setting. Learning a "foreign" language and learning a "second" language are frequently distinguished from one another. Learning a second language means that the learner resides in a setting where the new language is spoken (Moeller & Catalano, 2015).

Seemingly, "English as a Foreign Language" (EFL) refers to the study of English in a country where English is not spoken (Hyte, 2015). Accordingly, Nunan (2015) further affirms that EFL is described as the study of English by people who live in areas where English is not used as a first language. Camenson (2007) expands this definition by adding that EFL students may reside in a place where their native tongue is the primary

means of communication, and these learners may be required to learn English for their academic studies, for travel activities to an English-speaking country, or for business-related purposes. Also, he noted that EFL students generally have a common native-language background. They learn English for fewer hours per week; they have limited exposure to English outside the classroom and have little opportunity to use their newly acquired language abilities. All in all, EFL students are the learners who study English as a foreign language, that is, a language that is not spoken in their home country.

## **1.2 The Importance of Vocabulary in Language Acquisition**

The concept of vocabulary has grabbed a lot of scholars' interests from a long period of time because of its significance in the field of language acquisition. According to Hodges (1984), the term "vocabulary" can be defined as:

The vocabulary, or lexicon, of a language encompasses the stock of words of that language which is at the disposal of a speaker or writer. Contained within this lexical storehouse is a core vocabulary of the words used to name common and fundamental concepts and situations of a culture, as well as subsets of words that result from one's personal, social, and occupational experiences. Probably the most important influence on one's speech is the simple circumstance of the language spoken in the country of one's birth. Each of us grows up interacting with and interpreting the world around us, to a large degree, through the medium of language. (p. 8)

In the light of the above-mentioned definition, vocabulary is the collection of words used and understood in a particular Language. It usually evolves with age and plays an essential role in both language acquisition and communication.

Enthralling, Vocabulary is seen as the quintessence of acquiring any language (Ghaghoub, 2015). Equally, the British linguist David Wilkins (1972) held that ". . . while without grammar very little can be conveyed, without vocabulary *nothing* can be conveyed" (p. 111). In other

words, vocabulary is the foundation of language acquisition; without it, students cannot effectively use the language. Along the previous lines, McCarthy (1990) went further to add that communication cannot be done in a meaningful way without words that express a wide range of meaning and that grammar is not really important in language acquisition (para, 1). That is to say, vocabulary knowledge is frequently regarded as a vital component for second- or foreign-language learning process since a limited amount of vocabulary items in that language might be an obstacle to communication. Similarly, Schmitt (2000, as cited in Alqahtani, 2015) stated that "lexical knowledge is central to communicative competence and to the acquisition of a second language" (p. 55). The same idea was expressed by Nation (2001), who portrayed the link between vocabulary knowledge and language use as complementary. To put this simply, vocabulary knowledge enables language use, and language use leads to enhanced vocabulary knowledge. All the above was confirmed by Xia (2010), who reported that vocabulary is the core element of the language that play vital importance in conveying ideas and thoughts while talking.

In what concerns the importance of vocabulary, there are also further views. Wallace (1982, as cited in Tahir and Tafat, 2021) indicated that "there is a sense in which learning a foreign language is basically a matter of learning vocabulary in the target language" (p. 9). That is to say, the process of acquiring a foreign language cannot occur without learning and mastering vocabulary. Erwan (2008) added that that vocabulary is essential in acquiring a foreign language since it is one of the elements that connects the four skills of speaking, listening, reading, and writing all together.

Lastly, Aziz and Robin (2022) summarized the importance of vocabulary in language learning and acquisition by affirming that:

Vocabulary learning is vital in learning the English language as the meaning of new words is often highlighted in books or classrooms. Language teaching emphasizes vocabulary acquisition which is crucial to language learners' success. Vocabulary is very significant because it is the foundation of the basis of all languages. Raw materials which often utilize in communication to express ideas and share ideas. It will make the communicators comprehend with each other, which also strengthens personal bonds. Acquiring a good vocabulary will enable students to improve their capability to converse effectively. Communication will be improved as students are able to communicate effectively. Vocabulary is the key to good communication. (P. 2475)

### **1.3 Overview of Traditional Methods for Vocabulary Acquisition**

The history of language teaching vocabulary traces back to Middle Ages. Over such a long period of time, linguistic methodology has been subjected to numerous reforms (Shejbalová, 2006). Among the prominent methods of teaching vocabulary, there are the grammar translation method and communicative language teaching.

#### **1.3.1 Grammar Translation Method (GTM)**

Grammar translation method is one of the traditional methods of teaching a foreign language. It is originated in the 18<sup>th</sup> century and extended during the 19<sup>th</sup>. This method was called for its primary goal, which was to teach grammatical rules. In antiquity, GTM was used to teach nobility Greek and Latin as second languages so that they could read the original literary works (Aqel, 2013). Indeed, Grammar Translation Method (GTM) entails translating literary materials and then explaining grammar rules in the students' home language (Klodiana, 2012). Furthermore, this method has taught people a wide range of vocabulary items and grammatical principles (Memushaj, n.d.). This indicates that, the

primary focus of GTM is to provide students with an extensive vocabulary and get them to master grammatical rules.

The main characteristic of the grammar translation method is to shed light on the grammatical rules and how to use them when translating texts from one language to another. The majority of instruction is given to students in their native language. With the use of bilingual word lists, vocabulary is mostly delivered through direct translation from the native language and memorization (Shejbalová, 2006). Moreover, Grammar Translation method is thought to be beneficial for students learning a second language as it prospers one's vocabulary, increases the number of figures of speech one can use, promote the capacity of interpretation, and it allows us to develop equally good texts by imitating the finest writers (Hell, 2009, p. 9, as cited in Mart, 2013). That is to say, the grammar translation method is one of the top methods that assist students in learning a foreign language, particularly its vocabulary. According to Thornbury (2002), vocabulary, in grammar translation method, is learnt through the form of isolated words. To meet the needs of learning targets, vocabulary learning is needed to be mastered by the students.

### **1.3.2 Communicative Language Teaching Approach (CLT)**

The idea of teaching language vocabulary in new approaches has emerged among many English linguists' efforts and researches since 1960s. Among the alternative approaches that has been found, communicative language teaching (CLT) (Xia ,2010). The main objective of this teaching approach was to make communicative competence the focus of language, and

build strategies to teach the four skills (Change, 2011). Furthermore, Pavlovyh and Inavova (2016, as cited in Memushaj, n.d.) stated that communicative language teaching emphasized on composing grammatical, lexical, phonetical, and communication skills that enable learners to use the target language to communicate effectively. In other words, developing the communicative competence is the main concern of this approach. That what was further indicated by the Communicative Competence – Supporting English Language Learners (n.d.), which confirmed that the purpose of the communicative method is to improve learners' communicative competence, or their capacity to utilize appropriate language in a particular social environment.

CLT focuses on developing the need for students to use language in authentic and original ways by targeting the meaning rather than form. It encourages students answer different kind of tasks to solve particular problems. However, in order to make student competent in the target language, they need to be more aware not only about linguistic knowledge but also to have an understanding of the language's cultural context (Xia, 2010). Additionally, in accordance with the research conducted by Asrul and Dahlan (2022), CLT focuses, also, on encouraging students to actively learn certain vocabulary through activities in class by working individually, in groups, or in pairs.

### **1.3 Obstacles in Learning Vocabulary**

EFL learners have undergone through many challenges when it comes to learn vocabulary. Thornbury (2002) epitomizes six factors that could make the process of acquiring vocabulary more problematic. These factors include; pronunciation, spelling, length and complexity, grammar, meaning, Range, connotation and idiomaticity.

- ✓ **Pronunciation:** Words that are difficult to pronounce are harder to learn. Difficult

words contain sounds that might be awkward to some groups of learners. Therefore, the more an EFL student knows how well each word is pronounced, the more it will be easier for him to learn the language.

✓ **Spelling:** Mismatches in sound-spelling could be the source of errors in either pronunciation or spelling, and they could add to the complexity of a term like not or knot. They are spelled and pronounced similarly, but have different meanings.

✓ **Length and complexity:** Long words are thought to be more difficult to learn than short ones. Even simple words, such as necessary, necessity, and necessarily, can be difficult to learn because of the varied stress in polysyllabic words.

✓ **Grammar:** The grammar of a word is said to be challenging too, particularly if it varies from its native language equivalent.

✓ **Meaning:** When the meanings of two words interfere, students are more prone to mix them up. Thus, meaning involves the way form and meaning work together, that is, the notion and the objects to which it refers, as well as the associations that come to mind when people think about a given term or expression.

✓ **Range, connotation and idiomaticity:** Words that can be used in a number of settings are perceived to be easier than ones with a restricted range. As a result, "put" is a fairly broad word when compared to impose, place, position, and so on. Certain phrases' connotations can also be troublesome. Certain terms, for example, may have a negative meaning, while others may have a positive one. Finally, idiomatic phrases or idioms are more difficult to understand than those with obvious meanings.

## **Section Two: Digital Resources for Vocabulary Acquisition**

### **Introduction**

Owing to the groundbreaking changes of the late twentieth century, instructors have been inquisitive to integrate modernize digital resources to the field of teaching and learning foreign languages. Hence, BBC learning videos have been proven to be one of the most effective digital tools for vocabulary acquisition.

The current section presents an overview of digital resources for vocabulary acquisition. It examines the advantages of using digital resources for vocabulary acquisition, as well as the role of BBC learning videos in vocabulary enrichment. Furthermore, it epitomizes some previous studies on EFL students' perceptions of digital resources for vocabulary acquisition, and also highlights the limitations of these previous studies for vocabulary acquisition.

### **Overview of Digital Resources for Vocabulary Acquisition**

The twenty-first-century global community has reached a digital stage of development. Consequentially, new ways have been devised with the use of technology, and existing institutions have been fundamentally transformed. Everything nowadays, in fact, is geared toward electronic documentation and significant use of digital approaches and modern technology. Evidently, digitalization holds a significant influence on the educational system and academic environment, indicating a need to adapt to the current world in terms of methodologies, styles, and strategies. This adaptation may be accomplished through multidisciplinary cooperation, inclusion, and the integration of digital resources as learning assistance (Tvalvadze & Gvelesiani, 2018). In this context, Churchill (2017) portrayed digital resources as " technology-based multimedia content specifically designed for educational purposes"(p. 2). This indicates that digital resources are among the optimal supporting tools



for the learning process.

Digital resources came as a modern method of learning languages. Before delving into its definition, one needs to first comprehend the meaning of the term as well as the words that comprise it. This term is made up of two words "digital" and "resources". Based on the Oxford English Dictionary "digital" refers to “using an electronic system that uses the numbers 1 and 0 to record sound or store information, and that gives high quality results” (p. 124) while "resource" refers to “thing that can be used for help when needed” (p. 376). Therefore, Digital resources are those that may be accessed using an electronic device to give a collection of data that is required. It encompasses online searchable databases, e-journals, e-magazines, graphics or numerical data, and other media-based products (Dukare, 2020). Dukare further classified digital resources into two types; online digital resources and offline digital resources. Online digital resources contain: E-magazines, E-books and Online database. On the other hand, offline digital resources are comprised of offline data base such as CD-ROMs, (videos, images and audio recordings).

In general, digital resources work on assisting EFL learners to learn language predominately their vocabulary. Accordingly, Tyson (2020) denoted that “Digital tools show promise to support word learning, review, and playing with language” (para. 1). This means that digital resources are a practical tool for upholding students' lexical development. Tyson (2020) further classified digital tools of vocabulary acquisition into four categories: reference tools, word clouds, games and review, and word walls and virtual field trips.

First, reference tools refer to dictionaries, glossaries, and visual thesauruses. This category combines all resources that provide patterns of vocabulary with visual hints. As an example, see WordHippo. This media tool started in 2008 and is still working today. According to its developers, this website is an online tool concerned with the use of words to construct and

reconstruct language in creative ways for different purposes like writing, translation, definitions, etc. Second, word clouds are vocabulary generators through the visual representation of data for different themes. They function by showing lexical fields of words in different sizes according to the words selected. As an example of this website, there is Free word cloud generator. According to its designers, it is a website launched in 2021 that is used to process and analyze data. It functions by displaying a visual depiction of words based on their frequency and relativity. It facilitates the visualization of any kind of text. Third, games and reviews are defined as activities that help students learn words, spell them correctly, pronounce them correctly, and use them in a variety of settings. To give you an idea, the website and mobile app Vocabulary Spelling City were developed to assist educators, students, and school systems in enhancing vocabulary through game-based activities and spelling practice examinations. The main goal of this website is to help learners improve their vocabulary. It was first introduced in 2008 and has since received several accolades, including the "Abacus Cool Tech Award" in 2009, the "Cool Tool Award" in 2013, the "Best Game-Based Curriculum Solution" for the three years of 2016, 2017, and 2018, and several additional honors. Finally, word walls and virtual field trips. They refer to online platforms and tools for developing interactive picture designs, digital collaborative word walls, and website collections for developing visual vocabulary fields, such as Padlet and ThingLink.

### **Advantages of digital resources for vocabulary acquisition**

Due to the importance of vocabulary in language acquisition, educational digital resources are designed to enhance the quality of learning and assist students in expanding their vocabulary. For instance, digital resources offer learning flexibility as they combine vocabulary acquisition with entertainment via motion, color, and sound. These tools have the

ability to dramatize ideas better than any other medium (Friatin & Widiyaningsih, 2018). On this matter, Anwar (2016) added that the majority of English language learners struggle to master vocabulary because of issues including scarce vocabulary, poor pronunciation, deficient spelling, and ambiguity over word meaning. These flaws can be attributed to a lack of motivation as well as ineffective teaching and learning materials. This demonstrated the need for engaging learning resources and materials for students to acquire enough vocabulary. Within the same vein, Tyson (2020) emphasized that digital tools are useful tools for vocabulary enhancement since they provide learners with the opportunity to the correct pronunciation, reinforce word learning through gamification, and associate word meanings with their graphic representation.

According to Tyson (2020), Speak English Pro and FluentU are among the tools that offer a rich vocabulary and precise pronunciation. These websites show examples of correct pronunciation by native speakers, in addition to teaching phonetics and sound generation. Numerous scholars, including Oblinger (2004), Gee (2007), and Prensky (2001), have demonstrated the effectiveness of employing games to enhance learning. According to Gee (2007), "you cannot play a game if you cannot learn it" (p. 3). Game-based learning delivers language in an exciting way that allows students to manipulate and experiment with language. They can also practice what they have acquired through a fantastic experience presented by games such as "Free Rice." Tools like "Wordnik.com" serve to connect meaning to its depiction. It is not only a dictionary that defines words but also provides their meaning with an associated image. This approach is extremely useful in learning because it connects words to their actual representation, stimulating the brain. When the learner recalls the knowledge, the word will be paired with its visual meaning and a vivid image.

## **Previous studies on EFL students' perceptions of digital resources for vocabulary Acquisition**

Due to the novelty of digital resources and the decisive role of vocabulary in language acquisition, several studies with varied methodologies have been conducted to explore the potentials of using them together.

Thus, in order to investigate the EFL students' perceptions towards digital resources for Vocabulary acquisition, a study was conducted by Klimova and Polokova in 2020. The essence of the study lies in discussing the EFL students' perceptions of using a mobile application to acquire new English vocabulary and phrases, as well as describing its benefits and drawbacks as perceived by the students. The data were gathered by distributing a questionnaire to 28 university students after they experienced the app during one semester. The findings revealed that students perceived the mobile app as a facilitative tool for learning thanks to its accessibility from anywhere and at any time, its provision corrective feedback, and its opportunity to prepare for the final credit test. Nevertheless, the app was not supportive for communication performance, and students did not use the pronunciation support extensively because of various factors.

Likewise, in Turkey, a study was conducted by Köse et al., in 2016. The core of this study was to examine the effects of Quizlet, an online website, on vocabulary enrichment of Turkish EFL learners enrolled in a preparatory program at a private university in Istanbul, Turkey. The participants were 43 preparatory students with pre-intermediate and intermediate levels of proficiency. Data were collected by administering vocabulary quizzes to participants

before and after treatment, and the obtained results were later compared. Classroom observation, interviews, and student records were also used to evaluate students' perceptions of the online tool.

Overall, the study's findings demonstrated that the majority of learners considered the online tool to be effective, particularly in the early phases of vocabulary acquisition when it came to L2 definitions, synonyms, and pronunciation of target words through repetition.

In another study, Ebadi and Bashiri (2020) conducted research to explore EFL learners' perspectives regarding their vocabulary learning experience. The study aimed to investigate the effect of learners' proficiency levels and gender differences on using the application, as well as their perceptions of the application's negative and positive aspects.

The sample of the study consisted of 50 EFL learners from a language teaching channel in Telegram Messenger. The participants were instructed to utilize a smartphone application called Vocabulary Flashcards 2016 for one-month timeframe. The data were conducted via a questionnaire and semi-structured interviews. The findings revealed that users had good views about the program since it favorably benefited their learning and provided them with both form- and meaning-focused training, but they were disappointed with the app's levels and authenticity. Independent t-test and ANOVA findings confirmed that gender and vocabulary proficiency level would have no substantial effect on participants' application usage patterns. The results of this study demonstrated the specific demands of the users that might provide guidelines for the creation of localized vocabulary applications. The study's implications for students, teachers, and app developers are thoroughly examined.

In conclusion, on the basis of the results of the above studies, it can be inferred that EFL students have positive views towards digital resources. This implies that digital resources, in

general, are beneficial for learning a language, particularly with regard to building vocabulary. Furthermore, students can use these resources as a supporting media tool to facilitate their learning process.

### **The role of BBC learning videos in vocabulary enrichment**

British Broadcasting Corporation (BBC) Learning English is an English language teaching division of the BBC World Service. The service primarily provides free tools and activities for instructors and students via its website. It also creates radio shows that are broadcast on several of the BBC World Service's language services and partner stations (Febriana, 2017).

In 1943, the department was established. Before arriving at "BBC Learning English," it was known as "English by Radio" (or ExR), "English by Radio and Television", and "BBC English". In 1945, the BBC World Service began broadcasting English language instruction programs for beginners, intermediates, and advanced learners, as well as adults and children. PopWords was one of numerous programs that used song lyrics to teach language comprehension. In the 1950s, it was typical for major broadcasters to offer a program that taught the language of the country that the broadcaster served (Learning English - 6 Minute English - 70 Years of Learning, n.d.).

According to Ramadhani (2021), the BBC Learning English YouTube channel covers all language classes, including reading, writing, listening, and speaking, as well as grammar and vocabulary. It also includes various playlists for improving grammar, vocabulary, and pronunciation. Students could select the most effective way to learn by viewing all playlists or watching the playlists that are most relevant to them. BBC Learning English – Basic Vocabulary (n.d) added that Six Minute Vocabulary is designed to expand learners' vocabulary, especially for beginners. Moreover, this channel offered a range of basic

vocabulary activities that learners may use to enhance their language abilities. Each program covers a key vocabulary point in just 6 minutes while offering all the explanations, examples, and tasks needed to excel at English vocabulary. Adjectives, suffixes, phrasal verbs, lexical sets, weather terms, homophones, and a variety of other subjects are discussed. Accordingly, Sirmandi and Sardareh (2016) stressed the importance of adopting multimedia in teaching and learning vocabulary by stating that using multimedia resources is a typical method for students and teachers to increase their vocabulary knowledge. Several researches have been undertaken in recent years to determine the impact of multimedia resources on second language (L2) learning. many of these studies have suggested that visual resources, particularly subtitled ones, might play an important role in assisting EFL learners to expand their foreign language vocabulary. Similarly, Febriana (2017) confirmed that BBC learning videos are significantly effective for vocabulary acquisition.

## **2.5 Limitations of previous studies on digital resources for vocabulary acquisition**

Although the aforementioned studies shed some light on EFL students' perspectives regarding specific digital resources, this does not imply that such resources are perfect and without limitations. In reality, one weakness of these studies was their utilization of small sample sizes, which impacted the generalizability of their findings. When comparing the study of "Klimova and Polokova" to the studies of "Köse et al." and "Ebadi and Bashiri", when comparing the two studies, it is evident that the former study utilized a sample of 28 participants, whereas the latter study employed a larger sample size.

Additionally, the previous studies have a narrow scope because they have predominantly concentrated on the use of certain digital resources for vocabulary learning, such as apps or games.

This narrow approach makes comparing the effectiveness of various types of digital materials difficult.

Furthermore, all of the studies were conducted within a relatively short timeframe. The study of Ebadi and Bashiri (2020) lasted barely a month, while the research of Köse et al., covered seven weeks, and similarly, the study of Klimova and Polokova, spanned only a semester. This restricted temporal extent may pose challenging problems when determining the long-term impact of digital tools on vocabulary learning problematic.

Last but not least, all the three studies on digital resources for vocabulary acquisition relied on participant self-reported data, which may not accurately reflect their real usage of the digital resources or their improvement in vocabulary acquisition. That is to say, self-reporting does not always represent reality. Ultimately, all the above studies concentrated on English as a first language (EFL) learners, which limits the generalizability of their findings to other language learners such as ESL and ESOL.

## **Conclusion**

In conclusion, this chapter addressed the theoretical basis of the research variables, which comprised vocabulary and BBC learning videos under the title of "EFL students' perception towards the usefulness of using BBC learning videos to enrich their English vocabulary".

In the first section, we covered an overview of EFL education and vocabulary acquisition. With the acknowledgement of the aforementioned researchers, we come to the conclusion that vocabulary is the fundamental and the most important part of learning and



acquiring any foreign language. Without it, one cannot express himself adequately or articulate their thoughts effectively. The second section dealt with digital resources for vocabulary acquisition. We concluded that EFL learners nowadays have more access to digital materials. Therefore, digital resources such as BBC Learning English videos are one of the most prominent media tools that aid them in learning the English language, especially vocabulary. In the light of all of this, successful foreign language acquisition necessitates the acquisition of its lexicon and the use of digital resource such as BBC learning videos in order to facilitate the process of learning.

# **Chapter Two: Research Methodology, Data Analysis and Discussion**

## **Introduction**

2.1. research Methods

2.2. Data collection procedures

2.3. population and sampling

2.4. Instruments of the Study

2.4.1 Interview for students

2.4.2 Description of the interview for students

3. data analysis

3.1. thematic analysis

4. Analysis and interpretation of the results

4.1. Analysis of the results

4.2. Interpretation of the results

5. Conclusion

## **Introduction**

This chapter approaches the research methodology of the study. It outlines the data collection and analysis techniques used to answer the study entitled "EFL students' perceptions of the usefulness of BBC learning videos to enrich their vocabulary". The chapter begins with a discussion of the study design, followed by data collection procedures, and population and sampling. Furthermore, it provides a careful description and discussion of an interview. Additionally, the data analysis method will be outlined and explored. Ultimately, the findings from the research instruments will be analyzed to provide answers to the research questions.

### **1.1. Research Methods**

The research design adopts a descriptive qualitative approach, which entails an in-depth exploration and interpretation of phenomena under investigation. Theme analysis is employed as a methodological tool to identify recurring patterns or themes within the collected data. This method aids in organizing and interpreting qualitative data by uncovering underlying meanings and exploring different dimensions of the research topic. Interviews are used as a data collection tool to gather rich qualitative data directly from participants, allowing for a deep understanding of their perspectives and experiences. By engaging in direct dialogue, researchers can establish rapport, clarify responses, and generate credible conclusions based on the insights gained through interviews.

### **2.2. Data collection procedures**

The study encompassed a qualitative approach to data collection which "involves collecting and analyzing non-numerical data (e.g., text, video, or audio) to understand concepts, opinions, or experiences. It can be used to gather in-depth insights into a problem or generate new ideas for

research" (Bhandari, 2020). A semi-structured interview was opted as the main research tool for conducting this research, especially designed for second year EFL students at Mohammed Seddik Ben Yahia University. The reason behind using that research tool was related to the fact that the interview is the best method to explore the views and the perceptions of the students. The use of this tool assists in demonstrating the validity of the study results in the first place.

### **2.3. Population and Sampling**

The present research targeted second year students at the English department of Mohammed Seddik Ben Yahia University. Seven students were chosen randomly to be a part of the study's sample for the interview. The reason for picking this sample was that second-year students, unlike third-year students and masters 1 and 2, are in more need of real resources to increase their English level, especially after experiencing their levels in the English language in the previous year (L1).

### **2.4. Instruments of the Study**

#### **2.4.1 Interview for students**

An interview can be defined by as a qualitative research method that collects data by asking questions (George, 2022). Interviews are conducted by two or more individuals, one of whom is the interviewer who asks the questions.

According to George (2002), there are several sorts of interviews, which are frequently distinguished by their amount of organization.

- Structured interviews have preset questions asked in a preset order.
- Unstructured interviews are more free-flowing.

- Semi-structured interviews fall somewhere in the middle.

Interestingly, interviews are the most successful method for qualitative research since they allow a researcher to explain, better understand, and investigate study participants' viewpoints, behavior, experiences, phenomena, and so on. (Research Guides: Research Methods Guide: Interview Research, 2018).

#### **2.4.2 Description of the interview for students**

This research depends on a semi-structured interview. Seven (7) EFL students from L2 at the English language department at Mouhammed Seddik Ben Yahia University were interviewed to explore their perceptions and opinions towards BBC learning videos. The interview was gathered in the English language, the language that both students and researchers feel more comfortable with. The interview was audio-recorded. This interview comprised thirteen (12) questions, (see appendix A) all of them were open-ended to give the students the freedom and a comfortable atmosphere to express their thoughts and views. Before the interview started, the participants were provided with details on their rights to confidentiality, anonymity. The interview lasted between 12 min to 15 min due to the lack of time of the participants.

### **3. Data Analysis**

The data collected through the interviews were analyzed through thematic analysis. The interviews were transcribed verbatim. The data were then coded according to the research questions and emergent themes. The codes were then grouped into categories and subcategories to identify patterns and relationships in the data.

### 3.1. Thematic analysis

Thematic analysis (TA) is a versatile qualitative research technique used to identify and analyze patterns in data. It can be applied to various theoretical frameworks and does not require prior theoretical knowledge (Clarke & Braun, 2013).

Clarke and Braun further indicated that TA is suitable for a wide range of research interests and perspectives, serving as a fundamental method due to its ability to address diverse research questions related to people's experiences, understandings, and the representation and construction of specific phenomena in specific contexts. It can also analyze different types of data, including media sources and focus group transcripts.

There are six phases of thematic analysis according to Clarke and Braun (2013) (see table 1).

Table 1:

*Braun & Clarke's six-phase framework for doing a thematic analysis*

Step 1: Become familiar with the data,	Step 4: Review themes,
Step 2: Generate initial codes,	Step 5: Define themes,
Step 3: Search for themes,	Step 6: Write-up.

- 1- Become familiar with the data: the researcher should have an in-depth reading and understanding of the data.
- 2- Generate initial codes: Coding is a data reduction and analytic process that captures a semantic and conceptual understanding of the data. It involves coming up with short names for significant data features relevant to the research topic and completing this

phase by gathering all codes and data extracts.

- 3- Search for themes: Searching for themes is an active process that involves coding codes to identify similarity in data. The researcher constructs themes and collates all the coded data relevant to each theme, allowing them to identify important features in the data.
- 4- Reviewing themes: This entails ensuring that the themes 'work' with regard to both the coded extracts and the entire data set. The researcher should consider whether the themes convey a clear and compelling story about the data, and should start to describe the nature of each individual theme as well as the relationship between the themes. It may be necessary to combine two themes, split a theme into two or more themes, or eliminate the candidate themes entirely and restart the theme development process.
- 5- Defining and naming themes: Requires the researcher to perform and write an in-depth analysis of each theme, finding the "core" of each theme, and creating a brief, punchy, and informative name for each theme.
- 6- Writing up: Writing is an essential part of the analytic process in TA. Writing up entails weaving the analytic narrative and data extracts together to provide the reader with a cohesive and appealing story about the data, as well as contextualizing it in connection to current literature.

By following the above framework, researchers can systematically analyze qualitative data, identify meaningful themes, and present a comprehensive analysis that contributes to the existing body of knowledge.

## **4. Analysis and interpretation of the results**

### **4.1. Analysis of the results**

The analysis of the study reveals several themes related to the participants' perceptions of the usefulness of BBC learning videos in enriching their vocabulary. These themes include the participants' experiences, both positive and negative, the overall usefulness of the videos, the content of the videos, improvement in various language skills, satisfaction and entertainment value, as well as criticism and suggestions for improvement.

#### **a- Experience**

The interviewees have multiple experiences about the BBC learning videos. Some of them have a positive experience while the others have a negative one.

#### ***Good experience***

According to the interviewees' responses, many students had favorable experiences with the channel, finding it helpful, enjoyable, and beneficial in enhancing their English skills. Accordingly, Learner 1 even reports that he picked up new vocabulary and loved watching the videos and listening to their explanations. He said, "Actually, it was my first experience using this channel. It was really pleasing. I've learned many words, and I really enjoyed it, like listening to the videos and watching the explanation, and even the accent was fabulous" (learner 1), while learner 2 found that "To be honest, I was watching



some videos on social media when I found the BBC Learning channel. Then I followed the channel, and its lives. The BBC Learning Channel developed my English, especially since I was a first-year English student, so I got the English and the accent from them, and my level developed for real. After watching BBC learning videos, I became more focused on my oral expression class since I became familiar with a bunch of words and even their spelling. I am developing my speaking skills as well and have many words to say" (Learner 6). Another learner appreciates the way the videos are presented as stories with highlighted vocabulary.

To conclude, learner 4 added that she found the language used in the videos useful and understandable and appreciated the attractive accents of the presenters.

### ***Bad experience***

While some students had positive experiences with the BBC language channel, others shared negative ones. For one student, the videos were too short and lacked visual aids, which did not fit her learning style. She explained, "My experience watching BBC learning videos were not too long; I did not watch them for a long period of time. As a student, I find it difficult to follow the videos, especially the shorter ones. I also like watching videos with a variety of items, not just a transcription of the spelled words"(learner 7). That is to say, catering to different learning styles is essential when creating educational content, as some learners may need more detailed explanations and visual aids.

Another learner had a different issue regarding the BBC language channel, saying that the films were too long and that he couldn't focus while studying. This event highlights the significance of maintaining learners' attention and involvement throughout the learning

process. Learners may struggle to stay focused and remember as much knowledge if videos or other instructional resources are too long or not interesting enough.

## **B- Usefulness**

Over half of the learners spoke about the usefulness of BBC learning videos for enhancing their academic and daily purposes. Usefulness, as a theme, captured the perception of the students after using the channel. It was mentioned that learners found the videos helpful since they presented them with practical examples and explanations that helped them comprehend complicated ideas. Some students stated that the video was simple to follow and helped them recall the knowledge better than reading a textbook. Others appreciated the video's visual aids, which helped to make the material more engaging and memorable.

Additionally, learners further noted that the videos were useful because they covered a broad range of topics related to the subject matter, which allowed them to gain a more comprehensive understanding of the subject. Some students stated that the video aided them in linking concepts and ideas that they had previously struggled with.

A learner summarized the usefulness of the BBC learning video by saying that: " BBC learning videos are useful, like developing students' speaking skills and even learning and teaching new words. I saw many videos on how to use "used to," and basically, it was helpful for me and for all levels" (learner 2).

Another student added, " It is very useful and beneficial, and it helped me a lot as a student of English, especially in enriching my vocabulary, improving my pronunciation, and improving my English in general.... Each section in BBC is useful, like grammar,

pronunciation, etc."(learner 1).

However, some of the learner mentioned that the BBC learning are not useful for all learners. She said, " BBC learning videos are more useful for beginners, particularly".

As a whole, the BBC learning videos provide opportunities for learning English and increasing proficiency in the language; however, respondents have differing perspectives on the length of the videos, the accent, and the degree of enjoyment in the content.

### **C- The content of the videos**

The transcript that centers on the theme of the content of videos featured on the BBC Learning channel on YouTube, which has proven beneficial in enhancing English language skills such as vocabulary, speaking, fluency, and accent. In the transcript, the respondents share their experiences and viewpoints concerning the strengths and weaknesses of the channel, including its organization, accent, vocabulary, and video types that they prefer. They also make suggestions for improvement, such as incorporating more entertaining elements into the videos and categorizing them into playlists. The interviewees additionally mention other English language learning resources, such as and games, which they find easy to use and accessible, with diverse content to cater to various interests and proficiency levels. Furthermore, the BBC channel is deemed a convenient means of accessing genuine English-language materials as well as news and information on British culture and society, with the participants appreciating the precision and dependability of the channel's content, particularly the news segments.

It is worth noting that all of the respondents unanimously praised the BBC Learning

Channel as a good resource for English language development and cultural enrichment. One of the interviewees stated that he likes the channel since it provides a variety of content, like culture. He said, "I like 'the cultural effects' that are presented in the BBC learning channel. I am interested in culture because it explains how someone is controlled by both new cultures and his own" (learner 1). Actually, the interviewees are more interested in culture-related videos than other types of videos because, as newcomers to the language, they want to immerse themselves in the people's language and culture. Furthermore, this particular sample of individuals exhibits a greater level of cultural awareness compared to previous generations.

#### **D- Language skills**

The following language skills are mentioned as being improved by using BBC Learning Channel:

##### ***Listening and comprehension***

The channel provided a variety of programs that allowed participants to practice their listening skills and understand different accents. One participant noted that she "Improves her listening comprehension" by watching the BBC Channel.

According to the interview responses, the participants felt that their listening skills improved significantly as a result of using the BBC channel. They reported being able to understand different English accents and a wider range of vocabulary, which

helped them comprehend English-language media such as movies and music more easily. Some participants even reported that they were able to follow and understand British and American TV shows without the need for subtitles.

### *Vocabulary*

Vocabulary was also considered an important aspect of language skill development. According to the findings of the interview, the participants reported an increase in vocabulary knowledge, it helped them learn new words and expand their vocabulary. and this was corroborated by the analysis of the language used by the participants in their discussions. Noted an increase in the range and complexity of vocabulary used, indicating that the BBC Learning English program had a positive impact on the participants' vocabulary development. A participant mentions that watching BBC Channel "helped her learn new words."

### *Pronunciation*

The third student notes that watching the BBC Channel helped her "with pronunciation." It does mention that the interviewees were able to improve their pronunciation skills through the use of the BBC channel, which suggests that they found it useful. Additionally, the channel provided audio and video content, which may have helped the participants to hear and see the correct pronunciation of words and phrases. Other participants reported improvements in their pronunciation skills after listening to and

repeating the words they heard on the channel.

### ***Writing***

Although not explicitly mentioned in the interview, it is possible that the channel also helped participants to improve their writing skills by exposing them to different writing styles and genres. Some of them mentioned that the BBC Learning English website offers resources and activities to improve grammar and vocabulary, which can indirectly contribute to improving writing skills.

### ***Speaking***

The channel provided opportunities for participants to practice speaking English by repeating words and phrases they heard on the channel. The interview responses do not mention any specific improvement in speaking skills. However, it does mention that the participants felt more confident in their language abilities overall, which could potentially lead to improvement in speaking skills as well. Additionally, the channel offers various programs that focus on speaking skills, such as language learning podcasts and conversation-based shows.

## **E- Satisfaction & Entertainment**

Student 1 seems to be very satisfied with using the BBC Learning Channel, giving it a rating of 9 out of 10. He particularly enjoys the vocabulary section, the British accent,

and finds the videos short, interesting, and helpful. Student 2 also rates the channel at 9 out of 10, citing the vocabulary section as beneficial, particularly for academic purposes, and that the channel helped him enhance his speaking skills, fluency, and accent. However, he suggests that the videos could be more organized, and that the topics are too long. Student 3 rates the channel at 7 out of 10, finding the videos too serious and lacking fun, although he appreciates the basic language used in the stories. Student 4 gives the channel a perfect rating of 10 out of 10, finding it useful, understandable, and attractive, particularly in improving her listening skills and spelling. However, she notes that she uses the American accent, so the channel did not help her much in adopting an accent.

## **F- Entertainment**

There are different opinions about the entertainment value of the BBC learning English Channel. Some students think that it is great, while others are not impressed. For example, student 1 appears to be a fan of the channel, as he describes it as "an amazing channel." Some of the participants reported feeling entertained while watching the BBC channel. They found the programs engaging, stimulating, and interesting, which made the language learning process more enjoyable. On the other hand, student 7 was not impressed with the programming and found it to be "dull". Overall, it is important to note that opinions about entertainment can be subjective, and what one person finds entertaining, another may not. Therefore, it is difficult to make a definitive statement about the entertainment value of the channel based solely on these individual

opinions.

### **G- Criticism and suggestions**

There are both positive comments and criticisms regarding the BBC Learning Channel.

Student 1 seems to be satisfied with the channel, particularly its vocabulary section, its direct approach to discussing topics and their cultural effects. He suggests that the Videos will be arranged in separate sections, and there will be more opportunities for interaction with viewers.

Student 2 also appreciated the vocabulary section of the channel, particularly how it helped him enhance his speaking skills, fluency, and accent. However, he finds the videos too long, and the topics discussed are also lengthy. He suggests that the channel should organize its videos better to make them easier to find.

Student 3 thinks that the channel is good for enhancing vocabulary but lacks fun. He suggests that the channel add some entertainment to its videos. He also notes that the channel's serious tone triggers his boredom.

Student 4 appreciates the language used in the videos, especially the British accent. She notes that the channel is useful for academic purposes, but it did not help her much in adopting an accent because she prefers the American one. She also uses other resources to learn English.

Student 5 has positive feedback on the BBC Learning Channel and found it very useful and beneficial for learning English. Specifically praised the vocabulary and pronunciation lessons, and appreciated the short length of the videos. She criticized some guests, like the Chinese ones, because she was afraid of losing her accent



because they're not native speakers. She specifically praised the vocabulary lessons and British accent. Compared to watching CNN, she found BBC Learning Channel more useful.

Student 6 Found the videos not useful for her learning style and preferred reading. She appreciated the accent but found the vocabulary unremarkable. She criticized the lack of visualization and short length of the videos and suggested adding pictures and more vocabulary related to history. Overall, the feedback on BBC Learning Channel was mostly positive, with some criticisms related to the suitability of the videos for certain learning styles and preferences. Suggestions for Improvements included adding more visuals and historical vocabulary and making longer videos.

*Table 02*

*Summary of positive and negative feedback for the BBC Learning Channel*

<b>Feedback</b>	<b>Positive Feedback</b>	<b>Negative Feedback</b>	<b>Suggestions</b>
Student 1	-Helpful in learning new vocabulary and the British accent. Videos have short and engaging cultural effects.	-The videos are not arranged in sections  -lack of opportunity to speak with and interact with them.	-Improve video organization and offer more opportunities for interaction.
Student 2	-Vocabulary was presented well and was helpful.  -Good for beginners and people who don't have the accent.  -Improved speaking skills, fluency, and	-Videos are too long and do not get straight to the point.  -Dislike the type of videos  -Videos are a mess and hard to find.	-Make videos shorter and more focused.  -Add more culture-related videos.  -Improve video organization.

	accent.		
Student 3	<ul style="list-style-type: none"> <li>-The vocabulary is well presented.</li> <li>-Stories are engaging.</li> <li>-The basic language used in the videos is helpful.</li> </ul>	<ul style="list-style-type: none"> <li>-Lacks fun.</li> <li>-Videos are too serious and trigger boredom.</li> </ul>	<ul style="list-style-type: none"> <li>-Add more fun to videos.</li> </ul>
Student 4	<ul style="list-style-type: none"> <li>-Useful and understandable language</li> <li>-Improved listening skills and spelling of words</li> <li>-attractive accent.</li> </ul>	<ul style="list-style-type: none"> <li>-British vocabulary is different from American vocabulary.</li> <li>-The channel did not help with adopting an accent.</li> </ul>	<ul style="list-style-type: none"> <li>-Offer more American accent videos.</li> <li>-Provide resources for learning American vocabulary.</li> </ul>
Student 5	<ul style="list-style-type: none"> <li>-useful and beneficial.</li> <li>-enriching vocabulary.</li> <li>-Improving pronunciation.</li> </ul>	<ul style="list-style-type: none"> <li>-Did not like some guests, like the Chinese ones.</li> </ul>	<ul style="list-style-type: none"> <li>None mentioned.</li> </ul>
Student 6	<ul style="list-style-type: none"> <li>-Helpful for my academic purposes.</li> <li>-Learning new words with the correct spelling</li> <li>-Developing speaking skills and fluency</li> </ul>	<ul style="list-style-type: none"> <li>None mentioned.</li> </ul>	<ul style="list-style-type: none"> <li>-Add more dynamism to the video.</li> <li>-Stress visualization: use pictures to create mental representation.</li> </ul>
Student 7	<ul style="list-style-type: none"> <li>-Improved the accent and pronunciation.</li> </ul>	<ul style="list-style-type: none"> <li>-Not able to use the content of the videos.</li> <li>-It doesn't support</li> </ul>	<ul style="list-style-type: none"> <li>-Add more dynamism to the videos.</li> <li>-Use pictures to create mental representations.</li> </ul>

		her learning style. -The bright colors in the background are really distracting. -Difficulty to focus because of the length of the videos.	-Add more vocabulary about history.
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#### 4.2. Interpretation of the results

The main objective of this study was to investigate students' perceptions regarding the usefulness of BBC Learning videos in improving their vocabulary at Mohammed Seddik Ben Yahia University. To achieve this, semi-structured interviews were conducted with EFL learners, and thematic analysis was employed to analyze the collected data. The study examined two hypotheses: H1, which stated that EFL students have positive perceptions and attitudes towards BBC Learning English videos in enriching their vocabulary, and H2, which claimed that BBC Learning videos are regarded as a useful media tool for learning vocabulary.

The analysis of the data provided valuable insights into the initial research questions. Firstly, when asked about their perceptions towards the use of BBC Learning videos to enrich their vocabulary, participants expressed highly positive views on the use of BBC Learning videos to improve their vocabulary, confirming the effectiveness of this educational resource. They particularly appreciated the engaging and relevant nature of the videos, as well as the visual and auditory elements that enhanced their learning experience. The wide range of topics covered allowed them to explore various subjects and learn new terms and phrases in meaningful contexts. Furthermore, the participants' confidence in language learning was significantly boosted by the BBC Learning English videos. They found the channel's

authentic language use, clear pronunciation models, and supportive learning environment to be instrumental in building their self-assurance. Through personalized content and the encouragement of active participation, learners felt empowered to engage actively and develop effective communication skills. The channel also facilitated accurate pronunciation practice and exposed them to real-life language patterns, contributing to their overall language proficiency. In addition, the comprehensive coverage of topics within the BBC Learning English videos deepened learners' understanding and further enhanced their self-assurance. Beyond providing valuable information, the channel exposed learners to diverse perspectives, viewpoints, and opinions, promoting well-rounded comprehension. Detailed explanations, relevant examples, and practical applications helped learners gain a deeper understanding of the subject matter, enabling them to express their ideas clearly and confidently. This comprehensive approach encouraged critical thinking and the ability to support arguments with well-reasoned evidence. Moreover, the BBC Learning English videos fostered an environment characterized by open-mindedness, intellectual curiosity, and respectful debate. Learners felt comfortable expressing themselves without fear of judgment, which further bolstered their confidence in self-expression. Overall, the overwhelmingly positive feedback from the participants highlights the significant role that the BBC Learning English videos play in boosting learners' confidence, equipping them with essential language skills, and facilitating effective communication. Importantly, the channel greatly contributes to enriching learners' vocabulary.

Secondly, examining the usefulness of BBC Learning videos as a media tool for learning vocabulary, the thematic analysis of qualitative data revealed their significant benefits in

vocabulary acquisition. Consistent comments from interviewees demonstrated the positive impact of these videos on vocabulary growth, with students reporting improved retention and an enhanced ability to use newly learned words in their own communication. These findings strongly support the notion that BBC Learning videos serve as valuable tools for expanding vocabulary. Moreover, the effectiveness of the BBC Learning English channel extends beyond vocabulary growth. Firstly, the channel's content was found to have a positive impact on vocabulary acquisition. Users reported increased retention and improved ability to employ learned words, indicating that the channel's approach to presenting vocabulary successfully enhanced both the quantity and quality of vocabulary acquisition. Additionally, the channel was regarded as a valuable resource that effectively bridged the gap between classroom learning and real-world language usage. It helped users understand how the vocabulary learned in a classroom setting could be practically applied. This connection to real-life language usage is crucial for language learners seeking to develop practical language skills, making the channel an indispensable tool for their language development. The engaging content of the channel, complemented by its carefully crafted approach to vocabulary acquisition, significantly contributed to its effectiveness. The creators of the channel took into consideration the specific needs and interests of language learners, resulting in resonating content. The incorporation of visual and auditory aspects in the videos added to the immersive learning experience, making vocabulary acquisition more engaging and memorable. Furthermore, the channel's effectiveness was enhanced by its diverse range of topics. By presenting vocabulary in different contexts and across various subject areas, the channel catered to the diverse interests and needs of language learners. This approach ensured that users were exposed to a wide range of vocabulary, enabling them to develop a comprehensive

understanding of the language and its practical applications. In summary, the thematic analysis of qualitative data highlights the benefits of BBC Learning videos as an effective media tool for vocabulary acquisition. These videos not only promote vocabulary growth but also facilitate the application of learned vocabulary in real-world contexts. Their engaging content, tailored approach to vocabulary acquisition, and coverage of diverse topics collectively contribute to their effectiveness in supporting language learners' development.

Based on the conducted interview, it can be concluded that both hypotheses are supported, confirming that EFL students have positive perceptions and attitudes towards BBC Learning English videos as a way to improve their vocabulary. The findings also demonstrate that BBC Learning videos are seen as a valuable resource for acquiring vocabulary. These findings align closely with the research conducted by Sirmandi and Sardareh (2016), which also highlighted the benefits of multimedia resources, particularly videos, in language learning, specifically for enriching vocabulary. In summary, the interviews conducted in this along with the aforementioned research by Sirmandi and Sardareh (2016), agree on the positive impact of BBC Learning English videos on vocabulary acquisition. The interviews provide evidence of EFL students' optimistic views and attitudes towards these videos, while the mentioned study emphasizes the effectiveness of subtitles in enhancing vocabulary learning. As a result, these findings strongly support the pedagogical value of BBC Learning videos as a multimedia tool for improving vocabulary proficiency among EFL learners.

## **Conclusion**

This chapter provided an overview of the research methodology employed in the study and presented the findings related to the participants' perceptions of the usefulness of BBC learning videos in enriching their vocabulary. The themes that emerged from the analysis

highlighted the authentic and engaging nature of the videos, their role in vocabulary acquisition, pronunciation improvement, and cultural awareness. The findings contribute to the understanding of the benefits of multimedia resources in language learning and provide insights for educators and learners interested in utilizing BBC learning videos to enhance vocabulary skills.

## **General Conclusion**

Vocabulary acquisition plays a crucial role in the process of learning a foreign language, as it is essential for effective communication. In recent times, technological advancements have provided numerous digital resources, such as BBC learning videos, which greatly facilitate language learning, particularly vocabulary acquisition. The present research aimed to explore students' perceptions of BBC learning videos as a means to enhance their vocabulary at Mohammed Seddik Ben Yahia University. To achieve this objective, a semi-structured interview was conducted with second-year EFL students at the University of Jijel.

The research consisted of two main chapters to address the study's hypothesis. The first chapter focused on the theoretical aspects, encompassing an overview of EFL education and vocabulary acquisition. Based on the insights provided by previous researchers, it is evident that vocabulary is a fundamental and crucial component of acquiring proficiency in any foreign language. The ability to express oneself adequately and articulate thoughts effectively relies heavily on vocabulary. The second section of the theoretical part discussed digital resources available for vocabulary acquisition. It was concluded that contemporary EFL learners have greater access to digital materials, with BBC Learning English videos being a prominent multimedia tool that aids in English language learning, particularly vocabulary development. Consequently, successful foreign language acquisition necessitates the acquisition of a lexicon and the utilization of digital resources such as BBC learning videos to facilitate the learning process.

The practical part of the research involved an overview of the research methodology employed and the presentation of findings related to participants' perceptions of the usefulness



of BBC learning videos in enriching their vocabulary. The analysis revealed several themes, highlighting the authentic and engaging nature of the videos, their role in vocabulary acquisition, pronunciation improvement, and cultural awareness. These findings contribute to a better understanding of the advantages of multimedia resources in language learning and provide valuable insights for educators and learners seeking to enhance vocabulary skills by utilizing BBC learning videos.

In conclusion, the findings of this study indicate that BBC learning videos are beneficial for learning English vocabulary, and students hold positive perceptions regarding their usefulness.

### **Limitations of the study**

While this study successfully achieved its research aim by addressing the research question, it is important to acknowledge several potential drawbacks, including:

1. Limited availability of resources: We encountered difficulties in finding sufficient resources pertaining to various aspects covered in the theoretical part, such as the elements of digital resources and BBC learning videos. Additionally, the lack of authentic resources, such as books, posed a challenge to the study.
2. Small sample size: The study faced limitations in terms of participant recruitment, resulting in a small sample size. This limited pool of participants may impact the generalizability of the study's findings.
3. Short interview duration: The duration of the interviews was relatively short due to the students' engagement in quizzes and the conclusion of classes. This time constraint

may have restricted the depth of information and insights obtained during the interviews.

4. Lack of an experimental design: To enhance the study's rigor and control for confounding factors, it would have been beneficial to incorporate an experimental design. An experimental approach could provide stronger evidence for causal relationships between variables.

It is important to acknowledge these limitations, as they may impact the interpretation and generalizability of the study's findings. Future research should aim to address these limitations and build upon the current study to further enhance understanding in this area.

### **Pedagogical Recommendation**

Based on the findings of the current study, the following set of recommendations is provided:

1. Encouraging the use of digital resources: Students should be encouraged to utilize digital resources as a means to enhance their learning process. These resources can offer valuable information, interactive materials, and additional learning opportunities.
2. Ensuring comprehensive resource exploration: It is essential for students to thoroughly investigate the available resources related to their research topic. By doing so, they can gather a wide range of perspectives, information, and references to enrich their work.
3. Effective time management: Students should prioritize and allocate their time wisely, ensuring that each aspect of their research receives the necessary attention and importance it deserves. This includes allocating ample time for gathering resources, conducting research, analyzing data, and composing their work.

4. Providing authentic resources: Teachers play a crucial role in facilitating learning.

They should aim to provide students with authentic resources, such as BBC learning videos, to enhance vocabulary development and broaden their understanding of the subject matter.

5. Establishing a supportive learning environment: Teachers should strive to create a comfortable and supportive learning environment within the classroom. This includes fostering open communication, encouraging collaboration among students, and promoting a positive atmosphere that motivates and engages learners.

Implementing these pedagogical recommendations can contribute to an enhanced learning experience, improved research skills, and a more fruitful academic journey for students.

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## **Appendix A**

### **Interview's questions**

- 1- As an EFL student, can you tell us about your experience using BBC learning videos for English language learning?
- 2- How often do you watch these videos and for what purpose?
- 3- To what extent BBC learning videos are useful for learning English in general?
- 4- How do you find the vocabulary presented in the videos? Is it helpful for your language learning?
- 5- Are there any specific topics or types of videos that you find particularly useful for language learning?
- 6- Have you noticed any improvement in your English language skills since using the BBC learning videos? If so, in what ways?
- 7- how satisfied are you with your experience using the BBC learning videos for English language learning? Could you rate this channel according to its benefits on your learning process?
- 8- Are you able to use the content of the channel to express your daily thought?
- 9- How do you compare the use of these videos with other language learning resources that you have used?

10- Do you find yourself more like to British vocabulary rather than American?

11- Tell us about the things that you did not like about this channel?

12- What suggestions do you have for improving the BBC learning videos for language learning purposes?

## Resumé

L'acquisition du vocabulaire revêt une importance significative dans le domaine de l'apprentissage des langues, incitant les chercheurs à explorer des outils efficaces facilitant ce processus. Parmi ces outils, les vidéos d'apprentissage de la BBC se sont révélées être une ressource précieuse, notamment dans le contexte de l'apprentissage de l'anglais et du développement du vocabulaire. La présente étude vise à examiner les perceptions des étudiants en anglais langue étrangère (ALE) concernant l'utilité des vidéos d'apprentissage de la BBC pour enrichir leur vocabulaire. En menant des interviews semi-structurés, un total de sept (7) participants, des étudiants de deuxième année à l'Université Mohammed Seddik Ben Yahaya, ont engagé des discussions approfondies sur leurs expériences avec ces vidéos. Une analyse thématique a été utilisée pour analyser minutieusement les données collectées, révélant des résultats positifs qui soulignent l'efficacité de l'intégration des vidéos d'apprentissage de la BBC comme moyen d'enrichir le vocabulaire. De plus, cette recherche fournit non seulement des recommandations pédagogiques aux enseignants, mais reconnaît également les limites inhérentes de l'étude elle-même.

*Mots clés : Acquisition du vocabulaire, vidéos d'apprentissage de la BBC, étudiants en anglais langue étrangère (ALE), analyse thématique.*

## ملخص

يشكل اكتساب المفردات أهمية بالغة في مجال تعلم اللغة، هذا الأمر حفز الباحثين على استكشاف أدوات فعالة تسهل هذه العملية. ولعل من أهم تلك الأدوات مقاطع قناة "بي بي سي" التعليمية التي تعتبر موردا قيما في التحصيل العلمي لجموع الطلبة، خاصة في سياق تعلم اللغة الإنجليزية وتنمية المفردات. تهدف هذه الدراسة إلى استكشاف مدى إدراك طلاب -اللغة الإنجليزية بوصفها لغة أجنبية- لفائدة مقاطع الفيديو التعليمية لبي بي سي في إثراء معجمهم اللغوي. استندت الدراسة على إجراء مقابلات شبه منظمة، شاركت فيها مجموعة مكونة من سبعة طلاب يزاولون دراستهم في السنة الثانية بجامعة محمد صديق بن يحيى. وقد ساهمت المجموعة في نقاشات مفصلة حول تجاربها مع هذه المقاطع و تم استخدام التحليل الموضوعي لتحليل البيانات المجمعة بدقة. هذا وقد خلصت الدراسة إلى نتائج إيجابية تؤكد فعالية إدماج مقاطع فيديو بي بي سي التعليمية في إثراء القاموس اللغوي للطلبة. علاوة على ذلك، لا تقدم هذه الدراسة توصيات تربوية للمربين فحسب، بل تسلط الضوء أيضاً على القيود الكامنة في الدراسة ذاتها.

*الكلمات المفتاحية: اكتساب المفردات، مقاطع فيديو بي بي سي التعليمية، طلاب اللغة الإنجليزية بوصفها لغة أجنبية، التحليل الموضوعي.*

