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**The Effectiveness of Using Short Videos in Teaching English to Young
Learners: Case of Fourth Grade Primary School Pupils at Aspire School**

El-MiliaJijel

A Dissertation Submitted in Partial Fulfillments of the Requirements for Master Degree in
Didactics of English

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Declaration

We hereby declare that the dissertation entitled "The Effectiveness of Using Short Videos in Teaching English to Young Learners" is our own work and all the sources we have used have been acknowledged by means of references. We also certify that we have not copied or plagiarized the work of other students or researchers partially or fully. In case any material is not documented, we shall be responsible for the consequences.

Signature

Date

Dedication

*To the first that my tongue uttered her name, our hearts beat to the one who gave us the hope we live for, she enlightened the way for us, and for us was the idol, to the one who If we dedicate our lives to, it will not be enough for her to fulfill her right. My mother, then my mother, then my beloved mother “**IDIU FATIMA**”, may God protect her for us.*

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*To those who shared with me in life, its sweetness and its bitterness, my brothers “**AYMENE**” and “**AYOUB**”, and my one and only sister “**AYA**”, may God protect them all.*

*To my fiancé “**HOUSSAM**”, for his support and encouragement.*

*To my beautiful friend and colleague “**MERIEME**”, who shared with me this incredible journey.*

*To my fellow admins, our amazing page “**EASY PEASY DZ**” and our more than 50 thousand followers.*

To everyone who is present in my memory, to all my friends and everyone who loves me.

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Dedication

Praise be to God almighty, who enabled us to complete this scientific research, and who inspired us with health, wellness and determination.

I dedicate this humble research for every science student who seeks to gain knowledge and provide his scientific knowledge and cultural balance.

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Abstract

Videos have become a helpful tool in the field of teaching English as a foreign language, especially when dealing with young learners who have never been exposed to the language in academic contexts before. The study in hand is conducted to investigate the effectiveness of using short videos in teaching English to young learners. The hypothesis adapted in this study sets out that using short videos along with a course book as a reference to teach English to young learners is an effective technique to increase their understanding and proper use of the language. The instrument used in this present work is a pre-experiment conducted on one group of participants by using a pre-test and post-test to collect the data needed. The experiment was conducted at Aspire Private School and was two months long where a sample of 13 fourth graders was selected to be taught with the use of videos. The data gathered at the end of the experiment revealed a significant difference between the pre-test and the post-test's results where the scores were highly increased and this shows that there is indeed significant effectiveness in using videos to teach general proficiency in English to students. Ultimately, the level of the learners was highly increased and enhanced which proves that the technique adapted is efficient. These results indicate that there are positive effects on using videos to teach general proficiency in English to young learners; these remarks are indicative rather than conclusive given that the design used in this research is a pre-experimental design. In the light of the results gathered from this research, the earlier stated hypothesis was successfully confirmed.

Keywords: videos, young learners, pre-experiment, pre-test, post-test.

List of Abbreviations

EFL: English as a Foreign Language

ESL: English as a Second Language

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General Introduction

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Introduction

1. Background of the Study

Learning English has become a very important aspect in the field of teaching and learning nowadays because of the language's social status in the world. Teaching English has taken a new turn in the field by applying new techniques that may help the learners in the process of acquiring this language and on top of them, the use of videos. The study in hand investigated the use of short videos when teaching English to young learners. The methodology used in this study was a pre-experimental design where a one-group pretest-posttest experiment was conducted to gather the necessary data for this study.

In 2011, Mekheimer conducted an experiment about the impact of using videos on whole language learning in the EFL context. It was set to measure the improvement gains in speaking, reading and writing skills using data gathered from an experiment that was conducted over a period of one academic year. At the end of the experiment, it was clear that integrating video-based content with whole language instruction of our students' language abilities in a way that improves viewing comprehension can lead to improved overall linguistic competency in EFL students.

Almurashi (2016) conducted a study to show the effectiveness of multimodal text found in many YouTube videos for teaching English inside the classrooms as supplementary material. According to the findings of this study, YouTube could be a useful tool for incorporating English courses and can also aid comprehension. It was discovered that using YouTube to help students understand their English classes, enhance their performance, and advance their understanding of English can be quite beneficial.

Pisarenko(2017) conducted an educational investigation about teaching a foreign language using videos. The aim of this study was to investigate the significance of foreign language knowledge acquisition and test if audiovisual technology was an effective foreign language teaching technique. The findings of this study showed that audiovisual technology is regarded as an effective educational instrument and means of student personality development as well as an effective method of boosting residents' understanding of a foreign language. When compared to the control group, knowledge gain was significantly higher in the intervention group. Furthermore, the residents particularly enjoyed the training technology. The significant levels of engagement during foreign language training and the direct application of information to the language practice setting were crucial to this. The qualitative data also suggests that audiovisual technology can be used to teach a foreign language effectively.

Abdo, I. B., & Al-Awabdeh, A.-H (2017) researched about animated videos to prove that they are beneficial in the field of teaching English grammar. This research utilised animated movies to demonstrate neurological evidence that learning and teaching in a pleasant setting are far more favourable than learning in an unpleasant environment. The outcomes of the study back up the premise that students of young age should be given the opportunity to participate in animated videos to help them learn more effectively.

To make an overall view of the study in hand and the studies conducted by researchers in previous investigations, the main aim is to test the effectiveness of using videos and incorporating them in teaching English as a foreign language. Agreeably, all the studies conducted in this regard and mentioned above show that this technique is highly effective.

2. Statement of the Problem

In learning English as a foreign language, a very important aspect is often discussed, which is the fact that learners often show a kind of boredom when studying only with textbooks. This is why a respectively new technique of teaching was established that teachers nowadays use, which is implementing videos in accordance with textbooks in EFL classrooms in order to enhance the understanding of the learners. Most EFL learners show a great deal of motivation and excitement when studying with videos. In the case of young kids, who were never exposed to English in an academic setting before, teaching them would be like writing on a blank sheet of paper, thus the information given to them in any situation is considered as a basis to formulate their future knowledge of the language. In this research, we suggest using short videos with the help of the school book as a guide in order to build a strong platform of English vocabulary that pupils could rely on for future use of the language. With the use of suitable teaching techniques, teachers can ensure that kids can learn and use the English language correctly.

3. The Aims of the Study

This study aims to explore the effectiveness of using short videos in classrooms in order to teach English to kids that are not familiar with the language. This piece of research aims to achieve the following objectives:

- 1.** Generally, to determine to what extent videos are effective in improving young learners' general proficiency in English along with the help of the given book of the school.

2. Specifically, to look at the overcome of this technique and its effect on the understanding and improvement of pupils' level in learning English.

4. Research Question

This research aims at answering the following question:

1. Do videos enhance young learners' general proficiency in English?

5. Research Hypothesis

This research is based on the following hypothesis:

We hypothesize that using short videos along with a coursebook as a reference to teach English to kids is an effective technique to ensure their understanding and proper use of the language.

6. Research Methodology

This research is conducted on the basis of a specific research methodology in order to achieve the desired aims. In order to verify the hypothesis, the researchers opted for a pre-experimental design based on quantitative descriptive method in the process of investigation to collect data that may help to answer the research questions. Thus pupils were selected randomly giving the fact that they have never studied English before.

The sample of this study is a group of 13 fourth grade primary school pupils, who were selected to be a part of an experiment conducted for two months. This sample was selected from Aspire School, a school of Foreign Languages located in ElMilia-Jijel.

7. Structure of the Study

For the structure of the study in hand, it is divided into two chapters; the first one is the literature review and contains two sections in which each one covers a research variable. The first deals with teaching English with the use of videos, while the second is about teaching English to kids. The second chapter is the practical one and is divided into two sections are namely: the description of the study and the analysis of the findings. The instrument used in this present work is a pre-experiment conducted on one group of participants by using a pre-test and post-test to collect the data needed in this study. In the fieldwork, a detailed description of the experiment is provided along with the analysis and interpretations of the findings. The findings are used to accept or reject the research hypothesis and answer the research questions. Finally, the chapter ends with listing the limitations of the study, providing some pedagogical recommendations, and suggestions for future research.

Chapter One: Literature Review

Section one: Teaching English with the Use of videos

Introduction

1. Definition of Videos
2. Types of Videos
3. Purposes of Using Videos in Teaching English
4. Benefits of Using Videos in Teaching English
5. Short Videos in English
6. The Advantages of Using Short Videos in Teaching English

Chapter One: Literature Review

Section one: Teaching English with the Use of videos

Introduction

Teaching English varies greatly between the past and the present, and this is due to the emergence of modern technology which played a vital role in societies and can be used for many aspects of daily life; especially in education. YouTube is considered as a source of online material that can play an important role in the field of teaching and learning. The use of videos as a medium is very effective in teaching and learning English, especially in classrooms, and it is considered very helpful in understanding English lessons. This section is dedicated to debate the basic concepts of this piece of research.

1. Definition of Videos

Generally, videos could be defined as a technique used to capture, record, process, transmit and reproduce a series of images that represent a moving scene. According to (Gee and Hayes 2011), videos were defined as texts that incorporate various methods, like words, images, and sounds. In addition, “video is defined here as digitally recorded content that has sound and motion that can be stored or delivered live and can be streamed to a variety of devices. It may or may not have the lecturer visible and can include an animated film, or a demonstration” (Woolfitt, 2015, p.4). In both cases, whether the videos are recorded or live, they had sound and motion that may be stored or streamed to a number of devices. Videos may play a leading role in teaching and learning a foreign language. According to Canning-Wilson (2000), “video is at best defined as the selection and

sequence of messages in an audio-visual context” (p. 319).By putting the knowledge in a real-life setting, video techniques assisted learners in grasping the information.

2. Types of Videos

There are different types of videos such as unboxing videos, educational videos, gaming videos...etc. Harmer (2001) mentioned that in the classroom, three main types of videos could be used:

- 1) “Off-air” programmes: Off-air programs were those that were taped off a television channel.
- 2) Real-world video: The learners were able to comprehend the real life living through the use of videos. The teacher was required to select a clip that was relevant to the information that students had learned.
- 3) Language learning videos: the key benefit was that they were created with pupils at a specific level in mind.

These basic types of videos could be used in the classroom. Both teachers and learners may have some benefits from using videos especially when teachers select the relevant clips, which may enhance students’comprehension, and they could relate better to a real-life context. Besides these types, there are other types of videos: ‘short and long videos’. In the most traditional and serious sense, the former may refer to any video clip less than ten minutes, while the latter could be any clip longer than ten minutes. However, viewers’ habits and desires relate to shorter content, especially on social networks, this is because long videos could be boring for some people. Therefore, they may prefer clips of short duration, about five minutes no more.

3. Purposes of Using Videos in Teaching English

Nowadays, videos play an important role in education. The use of videos can facilitate the students their learning activities because they can have different learning experiences. Gee and Hayes (2011, p.116) claimed that “when a person has images, actions, goals, and dialogues to attach to words, they have an embodied understanding of those words.” As a result, films assist learners in seeing language embodied by supplying them with images.

Harmer (2006) stated that videos could boost students’ learning experiences by enriching their knowledge of the language in use, improving their cross-cultural understanding, developing their creativity, and raising their enthusiasm to learn. Videos may give extra benefits for learners, such as students could not only hear but also see the facial emotions and movements when they observed the language in use. Videos could be considered as a means of stimulating reading, acquiring knowledge and activating the memory of students; also they may enhance students’ understanding and discussion skills. According to Wang (2015), teaching English with video materials had three goals: the first was to aid in the development of EFL learners’ language abilities. The second was to improve students’ intercultural communication skills. When the video was shown in the classroom, the students were able to learn not only about the language but also about the culture of English native speakers. The third was to develop pupils’ aesthetic values and ability to appreciate artistic videos in English. Furthermore, videos could encourage the students to have deep thinking and critical review. Stempleski and Tomalin (1990) stated that the use of videos in the teaching-learning process was mainly for a specific reason, which is active viewing, in a way that videos made the students active when they watched

them. Students could watch videos without getting bored, tired, and stressed because they may help them to be more motivated, active, and enthusiastic.

4. Benefits of Using Videos in Teaching English

It is likely to be known by a lot of people that videos have become a significant part of higher education, and this is due to their importance as an effective tool in learners' academic life and also because of their effective use for various aspects of education. The use of videos in teaching English could have many benefits that lead to the improvement of education and grant it high quality in motivating students to study and learn this foreign language. Many researchers like (Lewis and Anping 2002); (McNulty and Lazarevic 2012), have been interested in the benefits of using videos in teaching English. Because of the rapid growth of technology, video technology became more popular in education. Videos could supply teachers and students with what was known as possible learning outcomes. According to Berk (2009), the following are the most important potential learning outcomes: videos could be used to draw students' attention, focus their attention, create interest in class, activate or relax students for learning exercises, enhance attitudes toward learning, improve understanding, engage and influence students, and reduce anxiety and tension when dealing with disturbing themes. The important potential learning effect was that videos could make learning fun, in order to prevent any bad feelings for students like stress, anxiety, and boredom.

In addition, through using videos, the students may integrate the four language skills because they may help them in developing their speaking and listening comprehension. A recent study conducted by Syafiq, Sapuan&Yusoff (2021) displayed that YouTube videos

helped students improve not only their speaking skills, but also other aspects of their English language ability, such as grammatical structures, lexicon, fluency, and content. Videos made the students more active and creative in speaking. Supriyati (2011), used audio-visual resources to help pupils improve their speaking skills, who claimed that students' speaking skills improved as a result of the use of audio-visual aids, and they were more engaged in the speaking lesson. Furthermore, for the listening skills, the students could improve their listening through watching cartoon films that led them to learn vocabulary, understanding the meaning of words...etc. LaluDwiSatriaArdiansyah (2018) said that "videos also provide visual support, such as facial expressions and gestures, to help learners' comprehension; therefore, it can simulate the dialogues in real situations where such virtual supports are almost always present to accompany verbal exchanges" (p.292). Video could be used to imitate discussions in real-life scenarios where digital aids were virtually able to support verbal dialogues. The students could listen and see what was happening at the same time, thus this technique may improve their listening skills.

On the other hand, the use of videos served a number of purposes as indicated by Stempleski and Tomalin (1990) which stated that videos may help with:

- A. Motivation: when language is presented in a vivid way through the video, pupils' curiosity was piqued.
- B. Communication: students were prepared to communicate in the target language after seeing videos.
- C. Non-verbal aspects of communication: videos enabled learners to observe this in action and to capture any time in order to study nonverbal communication in greater depth.

D. Cross-cultural comparison: the pupils were taught about cultural differences through videos.

The use of videos could be considered as a tool of communication, it could be utilized with students at all levels. Videos may be used as additional material for language reinforcement and skill practice if the topic was appropriate.

5. Short Videos in English

Haslida (1997) claimed that the first step to introduce short videos in English is to know the definition. The word “short videos” consists of two words; “short” and “video”. A S Hornby (2000, as cited in Haslida, 1997), the definition of short is measuring a small distance from end to end, small in height, and video is the recording, reproducing or broadcasting of moving visual images. Short referred to a short distance from one end to the other, as well as a short height. The recording, reproduction, or broadcasting of moving visual images is referred to as video. “From the definition above, a short video is a video that no more than 10 or 7 minutes, it depended on the level of students learning” (Haslida, 1997). A short video may have a short duration which depends on the learning level of the pupils.

Many researchers had been interested in this study. On top of that, Cooper (1991) defined video as a communication mean and information medium that combined messages, images, and ambiguities to provide rich content for acquiring speech vocabulary. Additionally, Mayer (2001) stated that video is a type of multimedia that transmitted information across two sensory channels at the same time: aural and visual.

6. The Advantages of Using Short Videos in Teaching English

Because of the rapid changes in technology, video technology is extremely popular in education(Lewis and Anping 2002; McNulty and Lazarevic 2012). Teaching a foreign language with short videos can have a number of educational benefits, and can be more effective and encouraging for students to improve their oral EFL vocabulary. It is due to short English videos supply both audio and visual aspects in learning. In addition to promoting vocabulary, video can aid in the development of the four skills. Video media had the advantage of being able to present moving images with sound, which helped students' comprehension of material (Smaldino et al., 2007). Through using videos, students can understand the meaning of simple words and store them in their minds to comprehend the lesson. When students watched the videos, they could predict what they will study or they develop an idea about the topic.

The students think that by using short videos, they could increase their motivation in learning. This was in line with the theory from Mirvan (2003, as cited in Kamarul, Muslem&Manan, 2018), who stated that employing video materials in classrooms can enhance students' motivation to learn because it is able to expose them to a wide variety of situations that can help them comprehend similar situations in real life. The use of videos in the classroom could increase students' motivation and encourage them to learn and understand and on many occasions, prepare them to face real life. In addition, Masruddin (2018) suggested that “ short movie is considered able to solve the students' problems in their speaking such as learning how to pronounce some words and expressions in English through listening to the audio of the movie” (p. 284). By watching short videos, Students

can improve their pronunciation and build a strong platform of English vocabulary that they can rely on when using the language inside and outside of the classroom.

Conclusion

The first section of the literature review dealt with teaching English using videos being a new and challenging technique. It started by defining videos and giving their types. In addition, it introduced the purposes of using videos in teaching English and providing some benefits of using such technique and incorporating it in teaching this language to young learners. Furthermore, it gave specific and detailed information about short videos in English pointing at the fact that they are the core of this study. In the end, it was concluded by giving the advantages of using short videos in teaching English.

Section Two: Teaching English to Kids

Introduction

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 - 1.1. Teaching
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2. Teaching English to Kids
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4. The Difference Between Teaching English to Kids and Adults
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6. Problems Faced by Teachers and Kids in Teaching and Learning English
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Section Two: Teaching English to Kids

Introduction

There is no doubt that English has emerged lately and gained great significance amongst all living languages in the world, and that is because the world around us is giving so much importance to technology due to globalization and the constant need for development.

Since English is considered as the key to almost all interactions in the world, mastering it as a second language is a goal that many parents seek for their children to be able to keep pace with the development that the world is witnessing around us, since English is the first official language in most countries of the developed world. Learning and mastering a second language in that first stage of their lives may contribute to consolidating it and enhancing their ability to acquire related language skills such as reading, writing, listening and speaking.

1. Teaching English as a Foreign Language

1.1. Teaching

Brown (2000) stated that teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.

1.2. English as a Foreign Language

The phrase English as a Foreign Language (EFL) refers to the study of English for non-native speakers in places where English is not the prevalent language. This is not to be confused with ESL (English as a Second Language), which is the process of studying English in a mainly English-speaking nation. Agreeably, English has been considered as a

second language, however in the rest of the world, English is a foreign language. That is, it is taught in schools, often widely, but it does not play an essential role in national or social life.

2. Teaching English to Kids

As known by teachers and researchers, teaching English to kids could be a difficult task to do, because they tend to have different personalities and ways of thinking and may face many difficulties in acquiring the language; these difficulties, whether being related to difficulties in learning reading, pronunciation or spelling, or difficulties in writing and a general understanding of the language, they are generally related to cognitive processes such as memory, visual perception, attention, thinking..., Hashemi (2008, as cited in Hashemi, 2011)believes that teaching English to children is a delicate and sensitive task for the following reasons :

- Language learning class for them is their first year of schooling
- They are highly motivated and energetic
- They are new sponges to absorb
- They have various language backgrounds
- They are easily frustrated if corrected immediately
- They are ready to imitate and participate
- They love group work
- They love independence
- They need respect and attention
- They easily learn from their environments

- They are great competitors

(McLaughlin, 1978) stated the process of learning a foreign language by children as similar to learning their mother tongue; he declared that in the context of teaching, most people assume that children learn a foreign language in the same way that they learn their mother tongue. Basically, children are potential in acquiring and learning a foreign language, and even they learn it more quickly than those who are learning the foreign language after puberty; though (Long, 1990), had an opposite point of view and stated that children are less capable of absorbing or acquiring a foreign language optimally.

McLaughlin claimed that in the context of education, most people believe that children learn a foreign language in the same way that they learn their mother tongue and have the ability to acquire and learn a foreign language, and they learn it faster than adults.

As the ancient Chinese proverb goes: *Tell me, I forget. Show me, I remember. Involve me, I understand.* Here the proverb demonstrates that children give more importance to physical energy as Scott and Ytreberg (1990, as cited in Hashemi, 2011) described, “Their own understanding comes through hands and eyes and ears. The physical world is dominant at all times”(p. 21). In this regard, it is also known that children tend to have short attention spans and that they remember better when the information is visible for them and in which they can participate in the course of learning the information.

3. The Advantages of Teaching English to Kids

It is likely to be known by a lot of people that in the field of learning foreign languages, it is clear that languages are an essential element in the children's academic and practical lives, as many consider them an effective weapon that can be used to get a better future for their children. This is what prompted parents to teach their children some languages different

from their mother tongue and encourage them to take this important step. So what are the advantages of doing so and learning English at a young age?

An important advantage of teaching kids was that learning another language helped build the child's identity across cultures when the child is able to speak a foreign language; it allows them to learn about the culture of the country speaking that language, including the myths, rules and principles. Language and culture complement each other and one cannot be without the other and learning both of them opened for the child new perspectives in communication; as Masayo Yamamoto (2001) explained that bilingualism was considered as very useful to cross-cultural understanding. This was also supported by Anwei Feng (2007) who said that bilingual education could be the most effective technique to increase pupils' communicative skills. Bilingual education seeks to teach kids how to communicate in a foreign language while also exposing them to a different culture and way of thinking. According to Silke Rehman (2010), bilingual children establish bridges to new connections since they have the skill: they may talk to various individuals, they can build different types of relationships, and they can be the link between two kids who can't talk to one another; they can translate directly and help out. Furthermore, another advantage of learning this language is that it opens new horizons for the child and gives him the ability to create a special identity, which increases his self-confidence and self-esteem, which helps to develop the personality of the child as a whole; as said by Silke Rehman (2010) bilingualism builds confidence and helps youngsters discover their identities, which enhances their self-esteem. When speaking about the future, bilingual children have more advantages in employment opportunities. According to Li Wei (in his book *The Bilingualism Reader*)

A person with two languages may have a wider portfolio of jobs available. As economic trade barriers fall, as international relationship become closer, as union as partnerships across nations become more widespread an increasing numbers of jobs are likely to require a person to be bilingual or multilingual. (p. 20)

A speaker of two languages may have a broader range of career opportunities which may add better chances in finding jobs.

4. The Difference between Teaching English to Kids and Adults

One of the things known by most people about children is that their brains are more flexible than adults. It can be said that their minds are not yet formed to speak, so it is easy for children to learn a new language. In addition, learning the language at the age of 7-10 helps to learn new vocabulary easily. However, as the person gets older, his acquisition of a new language becomes harder; as stated in National Literacy Trust (2007)

Research has shown that after 10 or 12 years old the brain handles language differently because until then it is constantly making neurological connections. As children we process language in the frontal lobe of the brain. But if we learn a language as a teenager or adult, the brain has to 'scramble' to find storage space somewhere else. So in simple terms, learning languages as a child the brain absorbs them readily, after that it requires much harder work. (p. 5)

When referring to the way kids learn, it is very clear that it is different from the way adults learn, in terms of consciousness and concentration. According to Harmer (2001), young learners learn differently from adult learners. They easily get bored, losing interest after a short period of time. To keep them engaged it is necessary to supplement the activities with lots of brightly coloured visuals, toys, puppets, or objects. Using these activities, a language teacher can make the language input enjoyable and comprehensible as well.

5. Teachers' Beliefs about Teaching English to Kids

Beliefs play a significant role in every aspect of human behaviour and learning (Ajezen, 1988; Fishbein&Ajezen, 1975). They are considered as part of daily life because they are a true idea or an attitude that something truly exists. According to Pehkonen and Pietila (2003), a belief is a type of knowledge that is subjective and based on personal experience. Beliefs are judgments, a group of ideas, and evaluations that any person makes about herself/himself, others, and the world. Scholars have documented various definitions of teachers' ideas over the years since foreign language teaching became popular: teaching thoughts, teachers' opinions, emotional cognition, and personal practical knowledge. (Clark, 1988; Pajares, 1992). These terminologies may not be exactly the same, but they are related to teacher ideas in certain ways. These beliefs are a set of attitudes, viewpoints, principles, and values that teachers hold to their students, classroom, discipline...etc. In addition, Zheng (2009) remarked that understanding instructors' thinking, teaching processes, teaching methods, and learning to teach require an understanding of their beliefs. Moreover, teachers' beliefs are important topics in education that are intended to assist teachers in developing their ideas and values. Beliefs play a vital role in language teaching and learning because they assist pupils in determining how a new idea or piece of information is received, as well as whether it is accepted or rejected.

Additionally, Harste and Burke (1977) and Kurzborska (2011) said that teachers make classroom teaching decisions based on their assumptions about language teaching and learning. They underlined how instructors' ideas influence their goals, processes, roles, and students. Teachers consider their students' perspectives and can make decisions concerning their classrooms and instructional concepts. According to (Clark & Peterson, 1986),

teachers' ideas reveal a wealth of information, and they comprehend their surroundings by constructing a complex system of personal and professional knowledge. They are considered as a very important issue in teaching and learning the English language because teachers play a key role in the course of teaching. Teachers are well aware that they must take on a greater number of tasks, like aiding learners to evolve communicative performance and boosting positive values and attitudes towards the English language. According to a large body of research on teacher education, educators' beliefs influence their teaching practices and instructional decisions in the classroom (Richards, 1998; Richards & Lockhart, 1996). These ideas are frequently influenced by a number of variables, including their own classroom experiences as students, past teaching experience, classroom observations, and previous school training courses (Richards, 1998). Teachers' beliefs are considered as an effective element and a great influence on teaching practice.

6. Problems Faced by Teachers and Kids when Teaching and Learning English

6.1. Problems Faced by Teachers

Agreeably, as it is known by people in this field, the teaching profession is exposed to many problems facing male and female teachers, which could negatively affect their performance, and there is no doubt that the revealing of such problems would reduce their negative effects that may impede the educational process. Teaching English as a foreign language can be a difficult task especially when teaching kids who have never been exposed to this language before; this difficulty could be due to teachers facing some problems when teaching children.

This study involved a large number of researchers. According to Emery (2012, as cited in Songbatumis, 2017), one of the most often mentioned problems encountered by English teachers is that “overcrowded classes and the effect of such condition can have on teaching and learning” (p.4). This issue has a detrimental impact on teachers since they lack the necessary skills to manage the classroom control procedure. Other researchers, Baker and Westrup (2000, as cited in Songbatumis, 2017) stated several problems of teaching in large classes, such as “ desks and chairs are fixed or difficult to move; students sit close together in rows; little space for the teachers and students to move in the classroom; walls between classrooms are thin, and noise will disturb other classes” (p.2). It can be difficult for teachers to teach in large classes, that causes noise which may lead to children’s lack of concentration when the teacher is explaining the lesson; consequently, the kids may not be able to properly understand what the teacher wanted to convey and bring out some deficiencies in the achievement of the learning goals.

6.2. Problems Faced by Kids

As teachers encountered some problems when teaching English, young learners also faced some difficulties in learning this language because they have never studied it before; this could affect their learning and understanding of the language. These challenges may be classified in terms of different aspects and the first is from an educational side, that is, lack of English exposure. Khan (2011) argued that students are discouraged from practicing and understanding English due to a lack of exposure. Furthermore, youngsters feel like failures and believe that they will never be able to learn this language since they lack a solid foundation in the language. The second concern is a lack of vocabulary as Hasan (2016) stated that mastering vocabulary is one of the most difficult tasks pupils face. Vocabulary is

important in every language but it is not easy for children to learn English vocabulary especially when giving the fact that they have never been exposed to it in academic situations before.

The second aspect is the psychological problems. Pande (2013, as cited in Songbatumis, 2017) asserted that “it is a common misinterpretation among students that English is the most difficult of all subjects” (p.416). Kids may hear from others that the English language is too difficult and that they are still too young to learn it. This may lead them to abandon it and do not even try to learn simple vocabulary. Similarly, According to Fatiloro (2015), one of the most difficult aspects of teaching English as a foreign language is dealing with students’ poor attitudes toward practicing English. For example, when kids speak inside the classroom, when they made mistakes, their classmates will laugh at them and this could cause inconvenience and dissatisfaction and they will be fearful to speak again or even give their opinions or ideas and eventually they may abandon the language.

Conclusion

In brief, this section dealt with teaching English to young learners. It started with defining teaching in general and then specifying teaching English as a foreign language. It gave importance to teaching English to kids by listing some advantages along with benefits. An important aspect was highly discussed in this section, which was the difference between kids and adults in regard to learning English. It also shed light on the teachers’ beliefs about teaching English to young learners, finishing with the problems faced by both teachers and kids in the field of teaching English as a foreign language.

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Chapter Two: Field Work

Section One: Research Methodology

Introduction

Each research must have a certain methodology. The appropriate methodology should be applied in conducting research. For this, the research in hand is a pre-experimental design, where a pre-test post-test design for one group of fourth-grade pupils was conducted, where 13 were chosen randomly to be the sample of the study. The experiment was conducted at a private school and was two months long, and with the help of the school book that the researchers followed to set the lessons to be taught and choose the videos that go hand in hand with them. The purpose of this study was to show that teaching kids English using videos can be a very effective technique.

1. Data Collection Tools

In order to gather data for this study, the researchers settled on conducting an experiment as a data-gathering tool. The study as a whole is to investigate the effectiveness of using short videos to teach English to young learners. The researchers thought of the necessity to conduct a two-month experiment to test the reliability of this assumption. The selected experiment is a pre-experimental design where they used the design of pre-test and post-test on one single group. It is known that the population has never been exposed to English in academic situations before, which made the use of a pre-test unnecessary but it had to be done in this particular matter to have a comparison between the pre-test and the post-test at the end of the course in order to find out whether this study is significant.

2. Population and Sampling

2.1. Population

The population of this research is fourth-grade primary school kids who study French at the private school. A group of 13 pupils was established.

2.2. Sample

The sample can be defined as a subset of the study population that is chosen in an appropriate manner and the study then is conducted on it. In the end, the researcher uses those results and circulates them to the entire original study community. The sample of this study was chosen randomly, before the participants were chosen, they were asked two questions. The first was “do you like English?”, the second was “do you want to study English?”. After getting their parents’ approval, the researchers selected 13 fourth graders to conduct the experiment.

3. Description of the Research

3.1. Description of the Setting

This study was conducted at Aspire School, which is a private school of foreign languages (English, French and German). The school is located in El Milia Jijel and it is considered one of the most famous private schools in El Milia because of its original teaching programs. At the moment, the school teaches English and French in two ways. The first is teaching levels, which concentrates on preparing the individual to face the real world where they find themselves face to face with the language. The second way is that the school provides a genuine program based on the public schools' program.

When teaching levels, it is distinguished that every level needs to be completed in a specific period of time, which is two months. During these two months, the learners study 15 sessions, every session is 2 hours long and with a total of 30 hours per level, the course then is completed. At every level, students are handed a book that has detailed lessons with audios and exercises. Following this school's specific program, the experiment was conducted.

The book then was given to the researchers by the school in order to make it an exemplar and follow its lessons to choose videos that go hand in hand with them. The book is entitled *Preparation One*, and it contains the basics of English such as the alphabet, colours, school supplies, family members, adjectives, and numbers. The presence of the schoolbook was vital for the researchers to be able to select the proper videos to teach the basics of English putting in mind that the participants have never been exposed to the language in academic contexts.

3.2. Description of the Lesson Plan

In the field of teaching, presenting the lesson properly is the most important procedure for the learners to fully understand the information and grasp the knowledge that the teacher seeks to deliver. For the lesson to be well presented, some basic steps need to be followed. For the present study, the first and the most important step to do before doing anything else was to select the proper videos to teach with. According to the lessons in the school book, the researchers have selected 15 videos and presented them respectively with the sessions allocated for the course.

Bearing in mind that the lessons had to be presented simply and delicately so as for the young learners to fully understand the information, the following steps illustrate the program that they followed through the two-month course:

- 1. Objectives:** For this step, the objectives were determined based on the learners' needs and what they will gain by the end of the lesson. For example: By the end of the lesson, the learners will be able to name every item in their backpack.
- 2. Warm-up:** The researchers often started by revising the previous lesson along with correcting home works. After this, they started to introduce the lesson either by telling a story, asking questions, or showing items from the kids' environment. For example: pointing to a pen and asking the kids what is this or telling them a family story and then checking their previous knowledge about the family members.
- 3. Presentation:** the researchers presented the tested technique that the kids should learn with the use of videos. After that, the researcher played the video several times and then started to explain and illustrate for the learners what comes in the video. The researchers had to pay attention during this step and explain in Arabic for them because they were not yet used to the language to the extent that they could understand everything that researchers said. Another aspect of the presentation was that the researchers wrote the new words on the board for the kids and asked them to copy everything in their copybooks so that they could revise at home.
- 4. Practice:** the researchers gave the kids multiple exercises in order to ensure maximum understanding. For example, the exercise of "gap-filling" was most of the time valid, also a mixture of activities and games was used like writing words on

the board, asking them to write their meanings in Arabic, then erasing the original word, asking them to remember it, and finally write it again.

- 5. Assessment:** Which is the final step the researchers gave activities or returned to the asked questions at the beginning of the lesson. The aim of this final step was to test the effectiveness of the lesson based on the learners' answers to check whether they can answer the questions properly, it means that the lesson is effective and they have reached the goal.

It is known that children tend to be very curious and get bored very easily, working with the same lesson plan every time may cause them lack of motivation and interest, that is why the researchers sometimes, were obliged to make some changes like games to break the routine.

4.3. Description of the Test(See appendix)

Following the method of the pre-experimental research design, a one-group pretest-posttest design, a test was made by the researchers. The same test was given to the participants at the beginning of the course as a pre-test and at the end as a post-test. The activities that the test consisted of were selected from the school book as one activity from every unit.

The first activity was a traditional “matching” exercise, in which the researchers gave words and pictures and asked the children to match the correct word to its corresponding picture. The researchers gave them four items from the school supplies, three colours and three shapes.

As for the second activity, it was about the plural. The researchers gave pictures of four items of the school supplies and showed them individually and in a group of other similar items of the same kind, where the researchers asked the kids to write first the name of the item and then give its plural. The reason behind giving such activity was that the kids had to know both forms of words, that is to say, singular and plural.

For the third activity, the researchers provided a picture of a family tree that was only about grandparents, parents and children. Here they indicated to the learners that boys can write “me” under the boy and name the other family members accordingly, and the same procedure goes with girls.

Finally, the fourth activity was a bit different. In other words, the aim of this activity was to test the kids listening and speaking skills and giving the fact that they were neglected in the first three activities. The task of the learners was to first listen and repeat and then provide the words’ meanings in Arabic. The researchers gave them a set of numbers from 1 to 20, 7 adjectives that describe the physical appearance of people and finally 8 words that describe the body parts.

4. List of Videos

The following list consists of 15 videos that were chosen to conduct this experiment.

1. <https://youtu.be/75p-N9YKqNo>. This video is about the alphabet. It was introduced at the beginning of the process which was dealt with in one session.
2. https://youtu.be/To_eXsapXCA. This video is the “*Hello Song*”. It was used with the aim of creating a fun atmosphere for the kids to introduce themselves.

3. <https://youtu.be/AS5nhKzaOqo> . This video is about school supplies, where the researchers introduced them in a very fun way and the kids could sing along to remember the names of the objects.
4. <https://youtu.be/41cJ0mqWses> . This video is about school supplies and it was a completion to the previous one. It contains activities to boost the kids understanding.
5. <https://youtu.be/ybt2jhCQ3IA> . This video is about colours. The objective here was that the kids learn the colors and develop the ability to categorize them.
6. https://youtu.be/zxIpA5nF_LY . This video is about colours and it was a completion to the previous one. A piece of additional information was introduced in this video, which is the “what’s your favorite colour” question.
7. <https://youtu.be/WMnVQA3AeM> . This video is about shapes. Its objective was to learn the names of simple shapes.
8. <https://youtu.be/I8PdidUfhZc> . This video is about shapes and it was a completion to the previous one.
9. <https://youtu.be/D0Ajq682yrA> . This video is about numbers. It contains numbers from 1 to 20 to keep it simple for the children.
10. <https://youtu.be/FHaObkHEkHQ> . This video is about family members. It was used to introduce the names of the family member.
11. https://youtube.com/watch?v=d_WQEw13TCo&feature=share . This video is about family members and it was a completion to the previous one.
12. <https://youtu.be/sEDy0wGaXJY> . This video is about adjectives. In this video, the researchers dealt with adjectives that describe the physical appearance of people.

13. <https://youtu.be/zEk48QQSPo4> . This video is about adjectives and it was a completion to the previous one. Here the researchers added new adjectives that describe people's emotions.
14. <https://youtu.be/SUt8q0EKbms>. This video is about body parts. It was used to present the body parts in a fun and interesting way.
15. https://youtu.be/j6g_OPGdbIU . This video is about body parts and it was a completion to the previous one.

5. Description of the Kids' Reactions and Improvement throughout the Course

Videos can be a helpful technique to increase students' engagement, which leads to boost their academic achievement. This is all related to the kids' interest in the material presented to them, if they are interested in it, they will remember it and process it better. In this study, the learners showed a great deal of excitement when learning a new language and with such an interesting technique. Their reactions and attitudes are classified in the following table:

The Learners' Reactions and Improvement throughout the Course

At the beginning of the course	In the middle of the course	At the end of the course
<p>*The kids were totally lost and didn't understand anything.</p> <p>*They were not able to understand until the researchers explain to them</p>	<p>*Things started to clear out and they started to understand.</p> <p>*They were able to understand simple sentences even without the Arabic</p>	<p>*They found their place when studying the language.</p> <p>*The Arabic explanation was reduced to a minimum level and the learners were</p>

<p>in Arabic.</p> <p>*They couldn't pronounce properly and had difficulties in repeating the words.</p> <p>*They related everything to French.</p> <p>*They didn't comprehend what is in the videos and the researchers had to play it several times for them.</p> <p>*They couldn't write the words correctly on their copybooks and needed extreme supervision.</p> <p>*They were very shy and didn't want to participate.</p>	<p>explanation.</p> <p>*Their pronunciation started to improve and they could repeat the words in the videos.</p> <p>*They began to establish a border between English and French.</p> <p>*They started to concentrate on videos and the times of repeating the videos were reduced.</p> <p>*Their writing improved and they could copy the words with little mistakes and the supervision decreased.</p> <p>*They started to gain self confidence and wanted to participate and speak in the classroom.</p>	<p>able to understand and produce simple sentences on their own.</p> <p>*Their pronunciation reached a very good level and they could easily repeat the words.</p> <p>*They forgot French and got used to English.</p> <p>*Their concentration on the videos increased and they could sing with the video after watching it only 3 times.</p> <p>*Their writing was very much improved and they could write the words correctly.</p> <p>*They became very confident and reached the point of speaking freely about anything.</p>
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Section Two: Analysis and Interpretations of the Results

1. Introduction

This section represents the final step of this research which is the analysis of the findings and their interpretation in order to measure the significance of the study and to reach a suitable conclusion about the study. The results of the pre-test and post-test are presented below in the form of tables. It should be mentioned here that the sample of the study was 13 participants at the beginning of the experiment, yet 3 of them dropped out somewhere along the course due to unknown problems, so the number of participants who finished the experiment was 10 and their answers is the one being analyzed in this section.

2. Results of the Pre-test

2.1. Analysis of the First Activity

Table 1 *Participants' Scores of the First Activity*

Participants	Scores
Participant 1	8
Participant 2	6
Participant 3	10
Participant 4	8
Participant 5	10
Participant 6	10
Participant 7	6
Participant 8	5
Participant 9	5

Participant 10	6
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The first activity was about words and pictures where the participants were asked to match 10 words to their pictures. As the table above shows, there were 3 participants who got the full mark of 10/10, 2 of them got 8/10, 3 of them got 6/10 and the last 2 got 5/10

2.2. Analysis of the Second Activity

Table 2 *Participants' Scores of the Second Activity*

Participants	Scores
Participant 1	0
Participant 2	0
Participant 3	0
Participant 4	0
Participant 5	0
Participant 6	0
Participant 7	0
Participant 8	0
Participant 9	0
Participant 10	0

The objective of this activity was to name the items and their plurals where the participants were asked to give both singular and plural forms of the objects. According to the table

presented above, it is clear that all the participants didn't answer and they got the mark 0 with an average of 0%.

2.3. Analysis of the Third Activity

Table 3 *Participants' Scores of the Third Activity*

Participants	Scores
Participant 1	2
Participant 2	0
Participant 3	0
Participant 4	0
Participant 5	0
Participant 6	0
Participant 7	0
Participant 8	0
Participant 9	0
Participant 10	0

Activity three was about family where the participants were given a family tree composed of 7 members and were asked to give their names. The above table shows that the majority of the participants got 0 which means that they didn't give any answers, while one of them answered and got 2/7.

2.4. Analysis of the Fourth Activity

Table 4 *Participants' Scores of the Fourth Activity*

Participants	Scores
Participant 1	8
Participant 2	5
Participant 3	3
Participant 4	6
Participant 5	5
Participant 6	7
Participant 7	4
Participant 8	6
Participant 9	6
Participant 10	0

The final activity tackled the participants' listening and speaking skills along with their comprehension where they were given a set of numbers, adjectives and body parts and were asked to listen and repeat at first and give the words' meanings in Arabic. It was not easy to analyze this activity, the reason is that it consists of two parts to be analyzed and the score will be given based on these analyses. Through the data in the table above, there is only one participant who didn't answer this activity and got an average of 10%, while the others answered but with a low average. One participant got the best mark which was 8 with an average of 10%, the mark 7 was taken by another participant with an average of 10%, and

another 3 got 6 with an average of 30%, while another two of them took the mark 5 with the average 20%. The two remaining participants took the lower mark as well as the one participant who got the mark 4 with an average of 10% and the last one took the mark 3 with an average of 30%

3. Results of the post-test

3.1. Analysis of the First Activity

Table 5 *Participants' Scores of the First Activity*

Participants	Scores
Participant 1	10
Participant 2	10
Participant 3	10
Participant 4	10
Participant 5	10
Participant 6	10
Participant 7	10
Participant 8	10
Participant 9	10
Participant 10	10

The first activity contains 10 items of school supplies, colors and shapes where the participants were asked to match the words to their pictures. As the table above shows, all

the participants answered correctly; they were able to match the words to the corresponding pictures successfully with an average of 100%.

3.2. Analysis of the Second Activity

Table 6 *Participants' Scores of the Second Activity*

Participants	Scores
Participant 1	8
Participant 2	8
Participant 3	8
Participant 4	8
Participant 5	7
Participant 6	8
Participant 7	8
Participant 8	8
Participant 9	7
Participant 10	6

The second activity is about the plural where the participants were asked to write the names of four items along with their plural forms. As the second table shows, the majority of the participants got the full mark, while 2 of them got 7/8 and only one got 6.

3.3. Analysis of the Third Activity

Table 7 *Participants' Scores of the Third Activity*

Participants	Scores
Participant 1	7
Participant 2	7
Participant 3	7
Participant 4	7
Participant 5	7
Participant 6	7
Participant 7	7
Participant 8	7
Participant 9	6
Participant 10	6

Activity three was about the family where the participants were given a family tree of 7 members and were asked to name them. The majority of the participants got the full mark of 7/7 while 2 of them got 6/7.

3.4. Analysis of the Fourth Activity

Table 8 *Participants' Scores of the Fourth Activity*

Participants	Scores
Participant 1	24
Participant 2	23
Participant 3	23
Participant 4	24
Participant 5	24
Participant 6	24
Participant 7	22
Participant 8	23
Participant 9	23
Participant 10	22

As mentioned before, the final activity tackled the participants' listening and speaking skills along with their comprehension where they were given a set of numbers, adjectives and body parts and were asked to listen and repeat at first and then give their meanings in Arabic. As the table above shows, none of the participants got the full mark which is 25 because they still had problems with pronunciation or sometimes they still mix the meanings of the words in Arabic. The best mark was taken by less than half of the population with an average of 40%, while another 4 of them took the second-best mark as well and the last 2 participants took a lower mark.

4. Comparison of the Tests' Results

The procedure of pre-test and post-test is used in research to give a solid base for the researcher to see the development of the participants' understanding before and after the intended instruction. For the study in hand, the pre-test showed the level of the participants in English at the beginning of the course and the post-test presented their level after completing the two-month course. The comparison of the pre and post-tests here will be based on the final marks of the participants in both tests.

According to the analysis of the participants' results in both the pre and post-tests and as the previous tables revealed the scores of each activity separately, the figure below shows the difference between the scores of each activity between the pre-test and the post-test.

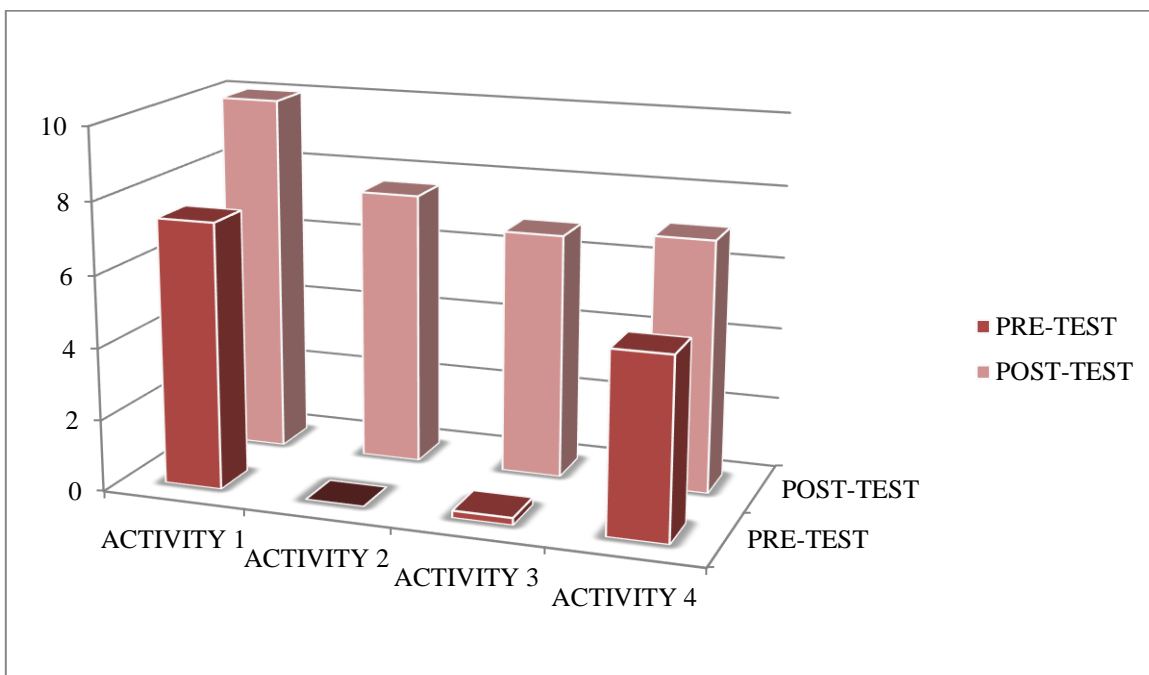


Figure 1: *The difference between the participants' data of the pre-test and the post-test*

The figure above was done based on calculating the arithmetic mean of the scores of every activity by applying the following formula to find the account:

$$\text{Arithmetic mean} = \text{sum of values} / \text{total number} \quad (m = (x_1 + x_2 + x_3 + \dots + x_n) / n)$$

Where:

m: the arithmetic mean.

x: The value of the data provided.

n: the total number of values.

$$\text{Example of the first activity: } (m = (8 + 6 + 10 + 8 + 10 + 10 + 6 + 5 + 5 + 6) / 10)$$

$$m=7.4$$

The same procedure was done with all the data and the results are as shown in the figure.

The difference between the scores of the pretest and the posttest is significantly clear as the figure demonstrates. For the pretest results, the kids scored the best marks at the first activity, we believe that this is because they are used to hearing simple words on the TV or when playing games. The second activity was harder for them; they couldn't answer it and got all 0s. As for the third activity, it was almost like the second one where the kids couldn't answer. Finally, at the fourth activity, their answers were fluctuating where they knew some numbers and body parts. As for the posttest, the participants did excellent at the first activity and all of them got the full mark. For the three remaining activities, they got approximate and very close marks. This is a clear statement that there is a huge improvement in the kids' level and that they have benefited from this program.

4.1. Final Marks of the Pre-test

Table 9 *Participants' Final Marks of the Pre-test*

Participants	Final Scores
Participant 1	18
Participant 2	11
Participant 3	13
Participant 4	14
Participant 5	15
Participant 6	17
Participant 7	10
Participant 8	11
Participant 9	11
Participant 10	6

As the table above shows, the kids' level at the beginning of the course was very low. The only things they were able to understand were some colours and shapes along with some numbers and few body parts and this is obviously because they have not been exposed to the language in academic situations before. The best mark that they got was 18 out of 50, while the lowest mark was 6.

4.2. Final Marks of the Post-test

Table 10 *Participants' Final Marks of the Post-test*

Participants	final scores
Participant 1	49
Participant 2	48
Participant 3	48
Participant 4	49
Participant 5	48
Participant 6	49
Participant 7	47
Participant 8	48
Participant 9	48
Participant 10	44

The table above represents the participants' final marks of the posttest. As it is very clear, the level of the participants has increased enormously since the pretest. Almost all of them got very good marks which means that they have learnt the basics of English throughout this course and that now they are able to not only understand them, but also to write the word correctly, read and pronounce them effectively.

4.3. The Comparison

As it is clear from the two previous tables that represented the participants' final marks of the pretest and the posttest, in the latter, the kids got better marks than the ones of the former which indicates that their level of English has indeed improved. The following figure shows the kids improvement from the beginning of the experiment to its end.

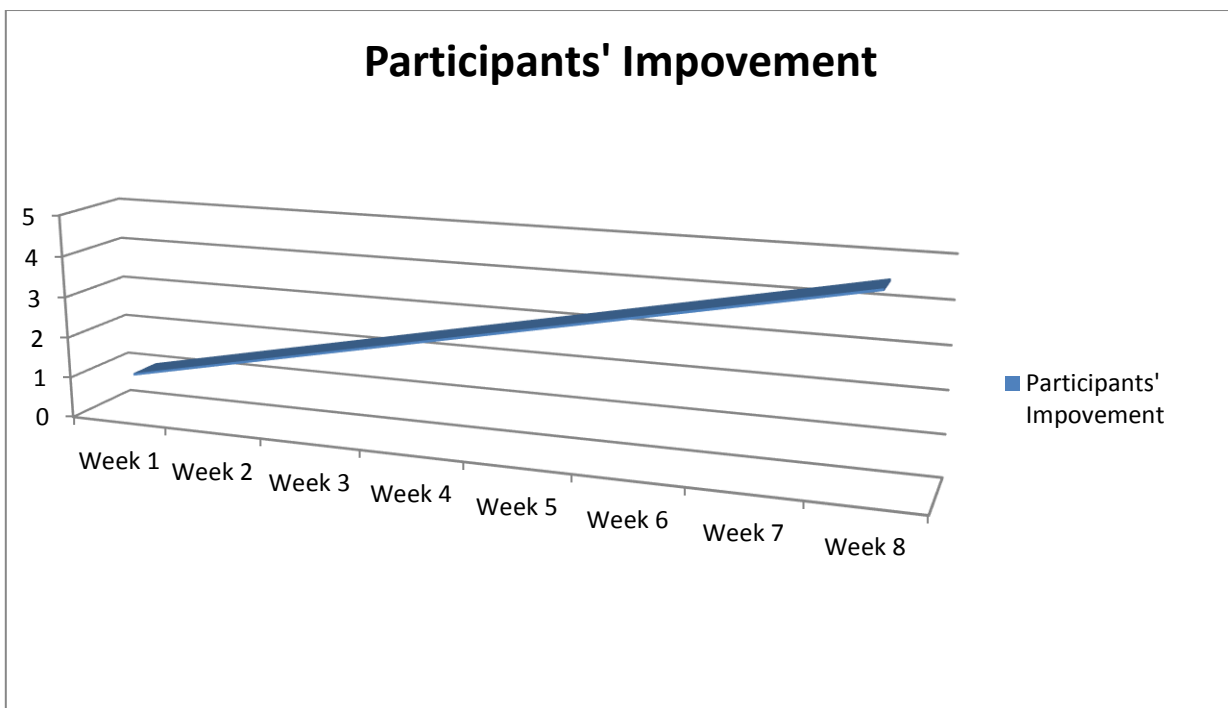


Figure 2: Participants' improvement through the course

The participants improved very quickly and were able to establish a solid base when learning English for the first time and through the use of videos. The figure above shows their improvement every week of the experiment which lasted 8 weeks.

4.4. Overall Discussion of the Main Results

This research was done to examine the efficiency of using short videos in teaching English to young learners by conducting a two-month experiment. It aimed to answer the following question:

1. Do videos enhance young learners' general proficiency in English?

The analysis of the experiment and the scores of the pre-test and the post-test show clearly that there is indeed efficiency in using videos in teaching general proficiency in English to kids. The results of the pretest conducted at the beginning of the course were very low in which they could only answer few questions related to colors, shapes and numbers. When comparing those results to the ones obtained from the post-test, a significant difference is revealed; the scores of the posttest speak for themselves being almost perfect and ensure that the method used in this experiment is effective. The outcomes of this study go hand in hand with a recent study mentioned in the first chapter, conducted by Syafiq et al. (2021) which showed that YouTube videos have contributed significantly in enhancing not only the students' speaking skills but also other English language proficiency components including grammatical structures, lexicon, fluency, and content. Videos make the students more active and creative in speaking

5. Limitations of the Study

Like every piece of research, the researchers find themselves face to face with some limitations of the study that they have conducted. These limitations are listed below to help and direct future studies:

- Luck of references and previous studies that dealt with the study in hand.
- Because of the pandemic of the Corona Virus, the allocated time for the experiment could not be more than two months in regard to the researchers' deadline to submit the research and the private school's rules.
- The private school only opens on weekends and increasing the hours of the course was not a valid option.
- Three participants dropped out during the course which led to a change in the analysis of the pre and post-tests.

6. Pedagogical Recommendations and Suggestions for Future Research:

At the end of this research, some recommendations and suggestions are given to the researchers in the field when conducting similar studies in the future:

-Teachers are recommended to allocate more time to use videos along with the school books to help improve the students' level.

-Teachers are recommended to pay more attention to the learners' needs and highlight the subjects that interest them the most.

-Teachers are recommended to search in-depth the relationship between videos and young learners.

-Learners are recommended to learn the language at a young age and develop it with the use of videos being noted as an effective technique of learning.

General conclusion

Teaching English to kids or young learners using videos is considered a new strategy as it became more common nowadays because of the technological evolution. For this, the main reason behind conducting this piece of research was to investigate the effectiveness of using short videos in classrooms to teach young learners English. In order for this research to be done, it was divided into two chapters; the first was the literature review about the study in hand or the so-called theoretical part. The second chapter was practical and it dealt with the description and analysis of an experiment along with the interpretations of the results obtained from it.

The first chapter contained two sections; the first dealt with the first variable which is teaching using videos. It came in this section the definition and types of videos along with some purposes of using them in teaching English. Another aspect that was discussed in this section was the benefits of using videos in teaching English and it was highlighted that there are benefits on both the students speaking skills and their motivation in learning the language. This section ended with some advantages of using short videos in teaching English. The second section dealt with the second variable which is young learners. At first, it introduced cheating in general and teaching English as a foreign language then it was more specified with teaching English to kids by given the advantages of this technique. It was mentioned in this section that there is a difference between teaching English to kids and adults by citing what the researchers in the field said and found. Another aspect that was highly discussed was teachers' beliefs about teaching English to young learners. This section ended with the problems faced by teachers and kids in teaching and learning English.

The second chapter was about the field starting with the data collection tools which was in this case a two-month experiment. This experiment was described in detail by the researchers in order to reach the analysis and interpretation of the data that was gathered from it. It contained at the end of the interpretation section a comparison between the results obtained from the pre-test and the post-test shedding light on the difference between them to point out the improvement in the participants' level. This chapter ended up with a discussion of all the findings along with the problems and limitations faced by the researchers in this study, suggestions and pedagogical recommendations to be considered and followed by other researchers in this field, finishing up with a general conclusion that discussed the research hypothesis.

At the end of this study, the findings obtained from it showed that there is a significant improvement in the learners' level by comparing their scores in the pre-test and the post-test. This comparison was the key factor to show that the research hypothesis goes hand in hand with the data obtained and it is proven to be accepted.

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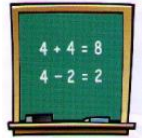
Appendices

Appendix (A)

Appendix (A): the sample of the pre-test and the post-test.

Activity One: Match the word to its picture.

1. A pen
2. A bag
3. A table
4. A board
5. Yellow
6. Blue
7. Black
8. A triangle
9. A circle
10. A rectangle



Activity Two: Name the objects and their plurals.



1.



2.



3.



4.



5.



6.



7.



8.

Activity Three: Complete the family tree.



Activity Four: Listen and repeat. Say the words in Arabic.

5 / 7 / 15 / 13 / 3 / 14 / 19 / 8 / 10 / 1 / 16 / 2 / 4 / 11 / 6 / 12 / 20

Tall / thin / pretty / fat / short / old / young

Eye / ear / hand / elbow / foot / face / nose / finger

Résumé

Les vidéos sont devenues un outil utile dans le domaine de l'enseignement de l'anglais comme langue étrangère, en particulier lorsqu'il s'agit de jeunes apprenants qui n'ont jamais été exposés à la langue dans des contextes académiques auparavant. L'étude en cours est menée pour étudier l'efficacité de l'utilisation de courtes vidéos dans l'enseignement de l'anglais aux jeunes apprenants. L'hypothèse adaptée dans cette étude établit que l'utilisation de courtes vidéos avec un manuel de cours comme référence pour enseigner l'anglais aux enfants est une technique efficace pour assurer leur compréhension et leur bon usage de la langue. Cette recherche est divisée en deux chapitres; le premier est théorique et contient deux sections dans lesquelles chacun couvre un variable de recherche. Le premier s'intitule enseigner l'anglais à l'aide de vidéos, tandis que le second enseigne l'anglais aux enfants. D'autre part, le deuxième chapitre est pratique et est également divisé en deux sections, à savoir : la description de l'étude et l'analyse et l'interprétation des résultats. L'instrument utilisé dans ce présent travail est une pré-expérimentation menée sur un groupe de participants en utilisant un pré-test et un post-test pour collecter les données nécessaires à cette étude. L'expérience a été menée à l'école privée Aspire et a duré deux mois où un échantillon de 13 élèves de quatrième année a été sélectionné pour être pensé à l'aide de vidéos. Les données recueillies à la fin de l'expérience ont révélé une différence significative entre les résultats du pré-test et du post-test où les scores étaient fortement augmentés et cela montre qu'il y a en effet une efficacité significative dans l'utilisation de vidéos pour enseigner l'anglais aux enfants. Au final, le niveau des apprenants a été fortement relevé et amélioré ce qui prouve que la technique adaptée est efficace. A la lumière des résultats de cette recherche, l'hypothèse précédemment énoncée a été confirmée avec succès.

ملخص

أصبحت مقاطع الفيديو أداة مفيدة في مجال تدريس اللغة الإنجليزية كغاية أجنبية، خاصة عند التعامل مع المتعلمين الصغار الذين لم يتعرفوا على اللغة في السياقات الأكاديمية من قبل. أجريت الدراسة الحالية للتحقق من فعالية استخدام مقاطع الفيديو القصيرة في تدريس اللغة الإنجليزية للصغار. توصلت إلى نتائج إيجابية التأكيد على استخدامها في هذا المجال. الدراسة استخدمت مقاطع الفيديو القصيرة جنباً إلى جنب مع كتاب المدرس كمرجع لتعليم اللغة الإنجليزية للأطفال المهتمين بتقنية عالية لضمان فهمهم واستخدامهم الصحيح للغة. ينقسم هذا البحث إلى فصلين. الأول نظري ويحتوي على قسمين يغطي كل منهما متغيراً بحثياً. الأول بعنوان تدريس اللغة الإنجليزية باستخدام الفيديو هات، والثاني بعنوان تدريس اللغة الإنجليزية للأطفال. من ناحية أخرى فإن الفصل الثاني عملي وينقسم أيضاً إلى قسمين هما: وصف الدراسة وتحليل وتفسير النتائج. الأداة المستخدمة في هذا العمل الحالي عبارة عن تجربة مسبقة تم إجراءها على مجموعة من عوادة من المشاركون كإستخدام اختبار أولي واختبار لاحق لجمع البيانات المطلوبة في هذا الدراسة. تم إجراء التجربة في مدرسة أسبائر الخاصة واستغرقت شهرين حيث تم اختيار عينة من 13 طالباً في الصف الرابع لتعليم التفكير فيها باستخدام مقاطع الفيديو. كشفت البيانات التي تم جمعها في نهاية التجربة عن اختلاف كبير بين نتائج الاختبار التمهيدي ونتائج الاختبار حيث أدت إلى نتائج كبيرة وهذا يوضح أنها كالأفعال فعالية كبيرة في استخدام مقاطع الفيديو لتعليم اللغة الإنجليزية للأطفال. في النهاية، تم زيادة مستوى المتعلمين وتحسينهم بشكل كبير مما يثبت أن التقنية التكنولوجية التي تم تطويرها فعالة. في ضوء النتائج التي تم جمعها من هذا البحث، تم تأكيد الفرضية المذكورة سابقاً بنجاح.