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The Influence of Using Audio-Visual Aids in Teaching English Vocabulary

A Case Study: **Third Year Pupils at Daas Mohamed Middle School (Tolga, Biskra)**

A dissertation submitted to Mohamed Khider University of Biskra in partial fulfilment of the requirements for the degree of Master (2) in (Sciences du Language).

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Dedication:

In the Name of God, Most Gracious, Most Merciful, All the Praise is due to God alone, the Sustainer of the world.

Firstly and foremost, I thank Allah who gave me the strength to finish this modest work.

I dedicate this work to:

- The soul of my father;
- The candle of my life, the most wonderful mother ever who encouraged me in every step;
- My sisters and brothers, and all members of my family;
- All my relatives and friends.

Declaration:

I, *Alia Ben Sola*, do hereby solemnly declare that the work I am going to present in this dissertation is my own, and has not been submitted before to any other institution or university for a degree.

This work is to be carried out and completed at Mohammed Khider University of Biskra, Algeria

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Abstract:

This research work attempted to examine the effectiveness of audio-visual aids in enhancing pupils' vocabulary acquisition at 3rd year middle school level. It aimed at finding out whether these teaching aids help in leading pupils to well remember new words. To achieve this aim, we relied on two means of research: a questionnaire and a classroom observation. The questionnaire was handed to teachers in order to investigate the techniques applied by teachers to present new vocabulary items. It focused on investigating the role of audio-visual materials as one of these techniques. Moreover, the classroom observation was set in order to obtain more direct, real and accurate data on what is going on when explaining and practicing new words with and without teaching materials. The results obtained from this investigation confirmed our hypotheses and revealed that pupils remember nearly all new words when they encounter them with auditory and/or visual images. These aids were also useful means to attract and motivate pupils for teaching not merely vocabulary but also a foreign language. Coming with these findings, we have proposed some pedagogical implications for the teaching of vocabulary with audio-visual devices. We showed that traditional and modern technological materials provide more comprehensible vocabulary and create a relaxed atmosphere inside the classroom.

General introduction:

In foreign language learning, vocabulary is one of the important language components that make its basis. Possessing worth vocabulary helps learners to well understand spoken and written discourse. One can not communicate a foreign language without having sufficient amount of words (Fengning 39). However, learners may face various problems when encountering unfamiliar words, especially when it comes to remembering, they tend to forget almost new words if they are presented merely verbally and in non-motivated situations. As a matter of a fact, teachers should be aware of this issue in the classroom and try to create a favourable classroom environment, so that learners feel interested and involved.

In this respect, the integration of audio-visual aids as a teaching technique proved its effectiveness in the context of foreign language learning. Learners need to study in a relaxed classroom atmosphere "to one which included interest in how the actions of learners might affect their acquisition of language" (Schmitt 199).Researches on the importance of educational audio-visual materials reveal that these devices are beneficial to effectively achieve higher objectives. Besides their role in providing real life situations in classroom, audio-visual aids also meet all learners' styles and lower their affective variables. Eventually, these materials can minimize the amount of challenges that face both teachers and learners in the teaching/learning process.

Whenlearners meet new words, they start getting to know their meanings, forms and uses, and then they try to memorize them. This process takes a considerable effort and time from the teachers' as well as learners' side. Throughout time, it becomes a bored task, and then, learners begin to lose interest in. As an educating and entertaining

proposed solution, teachers should involve audio-visual equipment that drive the classroom activity to be more dynamic and motivated. Moreover, having the clear auditory and visual image of a new word facilitates the task of understanding and recalling it later on when necessary.

As far as the present research is concerned, we intend to link between the teaching aids and vocabulary teaching/learning. Our research objective depends mainly on examining the effectiveness of audio-visual aids in teaching vocabulary, and trying to obtain all related data and attitudes concerning this issue.

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List of abbreviations and symbols:

- AVAs:	Audio-Visual Aids.
- CLT:	Communicative Language Learning.
- EFL:	English as a Foreign Language.
- FL:	Foreign Language.
- L1:	The First Language.
- N°:	Number.
- Q:	Question.
- %:	Percentage.
- ≈:	Approximately.

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Chapter One: Introduction

I-1Statement of the problem:

Vocabulary is one of the vital parts of language that pupils need to master in order to communicate effectively. Within the context of English as a Foreign Language, if pupils have serious problems in vocabulary acquisition like words' mis-pronunciation, mis-spelling, and lack of memorization, these problems, accordingly, will affect the pupils' reading, writing, listeningand speaking skills.

In recent years, multiple technological materials have been developed. This development has touched the foreign language teaching/learning field and has covered different language aspectssuch as: vocabulary, grammar, culture and the four skills …etc. By time, the integration of these aids has been strongly discussed by many scholars,they have shown that the application of these teaching devices can enrich and provide useful strategies and techniques which help both teachers and learners.

Thus, to enhance pupils' English vocabulary, teachers should create effective and various teaching techniques to increase motivation in their pupils. It is not enough just studying English vocabulary from a note and explanation. The pupils need something authentic which may help them to understand and to memorize English vocabulary that they study. Thornbury (30) has listed the main implications of teaching vocabulary:

- Learners need tasks and strategies to help them organize their mental lexicon by building networks of associations.

- Teachers need to accept that the learning of new words involves a period of "initial fuzziness".

- Learners need to wean themselves off a reliance on direct translation from their mother tongue.

- Words need to be presented in their typical contexts, so that learners can get a feel for their meaning, their register, their collocations, and their syntactic environments.

- Teaching should direct attention to the sound of new words, particularly the way they are stressed.

- Learners should aim to build a threshold vocabulary as quickly as possible.

- Learners need to be actively involved in the learning of words.

- Learners need to make multiple decisions about words.

- Memory of new words can be reinforced if they are used to express personally relevant meanings.

- Not all the vocabulary that the learners need can be 'taught', learners will need plentiful exposure to talk and text as well as training for self-directed learning.

Therefore, implementing audio-visual aids such as DVDs, videos, and PowerPoint presentations in classroom may be useful teaching aids for middle school pupils.Concerning our research, we will focus more on how audio-visual aids can meet the majority of Thornbury's implications. Specifically, we will shed light on the role of audio-visual aids to present words in their context to get their meanings, register, collocations, and even their sounds. Another important point is concerning time i.e. how can audio-visuals build a strong and rich vocabulary in a short time.

Generally, in this study, we will discuss the relationship between audio-visual aids and English vocabulary teaching/ learning, as well as, we will try to prove their effectiveness in enhancing the vocabulary acquisition.

I-2 Significance of the study:

The writers hope that this research will bring some benefits in the teaching of English language in general, and especially in teaching English vocabulary. The following are some of these benefits:

a. The teachers, who use audio-visual aids in teaching English, especially vocabulary, can be able to determine better teaching materials, and they can use the result of this research for more effective application of audio-visual aids in teaching English vocabulary.

b. The teachers, who do not use audio-visual aids, can utilize the information clarified as a result of the study to extend their understanding about increasing English vocabulary acquisition using audio-visual aids, so they can improve their pupils' vocabulary mastery.

c. The researchers, who want to conduct a research about improving English vocabulary mastery, can use this modest work as a reference.

I-3 Aims:

The general aim of this study is to improve the pupils' English vocabulary mastery. This aim may be sub-divided into the following:

1. Describing the use of audio-visual aids in improving pupils' English vocabulary mastery;

2. Discussing the role of using audio-visual aids as a teaching strategy on the pupils' acquisition of English vocabulary.

Key terms:

Vocabulary, Teaching Vocabulary, Learning Vocabulary, Audio-Visual Aids, Audio Aids, Visual Aids, Vocabulary Teaching Techniques, Learning Vocabulary Strategies, Teaching Methods, Intentional Learning, Incidental Learning.

I-4 Research questions: This dissertation relies mainly on the following questions:

1. What stands behind middle school pupils' poor English vocabulary?

2.What techniques should teachers apply to improve pupils' English vocabulary acquisition?

3.Would audio-visual aids help to enhance pupils' acquisition of vocabulary?

I-5Research hypotheses:

The present research is related to the role of using audio-visual materials in classroom in order to enhance pupils' vocabulary acquisition and performance. Generally, pupils' failure to find appropriate words to develop a piece of writing or to convey a message orally may derive from an important reason: teacher's techniques which do not fit pupils' learning styles and which do not create a favourable classroom environment for them. This makes pupils lose concentration and involvement in the learning process. Thus, this study is based on two hypotheses that shall be tested and verified through.

1. We hypothesize that the lack of using audio-visuals aids in the third year middle school classes of Daas Mohamed stands for the pupils' poor English vocabulary.

2. We advance that an adequate use of audio-visual aids may enhance pupils' English vocabulary acquisition.

    - Independent variable: using audio-visual aids.

    - Dependent variable: teaching English vocabulary.

I-6 Research methodology:

The research methodology refers to the methods and ways used to plan a research to get and analyse data, it consists of structured order of procedures to obtainaccurate information(Polit et al. 223).It has been assumed that there is no clear-cut classification of research methods.The choice of the appropriate research method is related to the nature of the subject and other related factors. Time is among these factors that help in

deciding which approach to follow in investigating a research problem (Beiske 1). In this respect, the writers of the present study choose the descriptive method. Normally, the method which appropriately fits our work, *The Influence of Using Audio-visual Aids in Teaching Vocabulary*, is the experimental method in order to test the correlation between using audio-visual aids as a teaching technique in English vocabulary. However, because of many factors (especially time), we have decided to use a descriptive method.According to Ary (276), the descriptive method is applied to gain accurate information through describing a specific phenomenon or situation. We are going to describe techniques and strategies used by instructors to well present, explain and practice new vocabulary. Subsequently, the main focus is on the teaching aids implemented as one of the techniques, and how pupils respond to their use.

I-7Data collection tools:

To answer our questions, test our hypotheses and fulfil our objectives, the researchers intend to use *thedescriptive method.* As data collection tools, we will submit*aquestionnaire* to the third year -Daas Mohamed- middle schoolteachers and we will engage in *aclassroom observation* with the third year middle school classes to acquire and gather data for this dissertation.The questionnaire is considered as being one of the most useful means of data collection a researcher can use to provide her/ him with reliable data (Seliger and Shohamy 126). It is considered as the most suitable means in such studies, since almost all people are familiar with questionnaires and know how to answer them. Additionally, they are easy to analyse, and the respondents' opinions are not influenced by the researchers' viewpoints.

Furthermore, the researchers plan to derive information from classroom observation sessions. The rational behind this choice is related to the fact that engaging in direct classroom observation leads to gain more accurate data. Studies state that

teachers when answering questionnaires or surveys may not provide researchers with actual information; however, a classroom observation task can show what is really happening in classroom.We use both structured and unstructured observation in order to enrich our investigation data. As instruments, we tend to use checklists, notes and video. The researchers try to get data from any material relevant to their field of interest which is a new and a fresh area in their department as far as they are concerned. The results of the *questionnaire* and *classroom observation* will be included in the dissertation.

I-8 Research limitations:

Our present research focuses on finding out the pedagogical and psychological factors leading to third year middle school pupils' paucity of English vocabulary. However, this work is limited by some constraints which may not result in accurate data.

In classroom observation, the teacher did not use all kinds of educational audio-visuals as well as he did not use them in every session i.e. we can not provide a complete evaluation of all teaching aids. Thus, it will be evident that to end with results with high precision will be difficult.

Another constraint lies on the pupils' reactions to the integration of audio-visual materials when the researcher is present to observe and take notes. They did not react as usual even though the observer is detached and does not incorporate at any activity. As a result, this may affect our results and findings.

Finally, the poor literature concerning the technological teaching aids in Algeria and the limited availability of teaching materials in our middle schools and other administrative problems, as well as time limitations, prevent us from making more sessions and go further in the use of technological aids.

I-9 Structure of the study:

To fulfil our objectives and answer our questions, our work clusters around four chapters:

The first chapter, "*Introduction*", presents all the research's main questions, hypotheses and objectives. It summarizes all what will be discussed in details in the other chapters. This chapter; moreover, includes a brief literature review about teaching/learning vocabulary and the implementation of audio-visual aids and technological materials in classroom.

The second chapter, *Teaching/Learning Vocabulary*, covers related issues on how English vocabulary is taught and learnt. In this chapter, we define vocabulary, we present its description, and the major focus is on the techniques and strategies applied to present and explain new words.

The third chapter, *Educational Audio-Visual Aids*, is devoted to the instructional aids adopted to teach a foreign language, specifically vocabulary. It deals with audio-visuals' definition, importance and principles to be followed for effective use. We end the chapter by mentioning the different problems that may face teachers in using them.

The fourth chapter, *Influence of Audio-Visuals in Teaching Vocabulary,* is about the practical work of the study. It consists of the data collection from questionnaires and classroom observation and summary of their findings. Throughout this chapter, we try to prove the effectiveness of teaching aids in instructing vocabulary at 3rd year middle school level. We conclude the chapter with general recommendations about the usefulness of audio-visual materials in teaching vocabulary.

I-10 Literature review:

In the context of learning a second or foreign language, vocabulary serves an important role, since words are useful when we listen, speak, readand write. A reader or a listener needsto recognize words; a writer or a speaker has to utilize words in order to convey ideas. Second or foreign language learners with limited vocabulary will face difficulties in expressing and understanding ideas. Teachers should be aware of these difficulties, and try to facilitate the task for their learners, especially at the very first levels of learning English, in order to construct a strong and rich vocabulary.

Anderson and Freebody (1979), in *Vocabulary Knowledge and Reading*, discussedthe role of vocabulary in reading comprehension. In their work, they focus mainly on knowing the meaning of a word rather than its form and use.Three different hypotheses have been suggested to highlight the importance of vocabulary. First, the instrumental hypothesis sheds light on the quantity of acquired wordswhich leads to successful reading comprehension. Whereas the second one is called the aptitude hypothesis, its major point is that what leads to comprehend a text is the good brain that one can possess i.e. "the mental lexicon". While the third one, called knowledge hypothesis, looks at theculture as a main factor to comprehend any given text. These three hypotheses have been put in instructional implications for better vocabulary building.In addition, Anderson and Freebody dealt with "The Standard Theory of Semantics" in which they tried to provide adequate answers to the crucial question: "what does it mean to know the meaning of a word?" Moreover, breadth and depth vocabulary have been strongly discussed in this work. The former is defined as"the number of words for which a person knows at least part of the meaning" (Anderson and Freebody 17); while the latter concerns "the quality of vocabulary understanding" (Anderson and Freebody 15).

Moving from theory to practice, Krashen (1982) provided a theory of second language acquisition. This theory describes some very important hypotheses: 1) the acquisition and learning hypothesis, 2) the natural order hypothesis, 3) the monitor hypothesis, 4) the input hypothesis, which is considered the most important one since it attempts to provide further explanations about how language is acquired at different levels; and lastly 5) the affective filter hypothesis, which correlates the affective variables with second language acquisition.Concerning vocabulary learning and teaching, these hypotheses provide both learners and teachers with useful information in order to handle the difficulties whichface them to fulfil their goals.

Three main linguistic topics, semantics, lexicon, and vocabulary, have been discussed by Hatch and Brown (1995) in their book"*Vocabulary, Semantics and Language Education*". One can not teach or learn a word without knowing its meaning and form, so that the authors have talked about these concepts following such order. These three terms has been defined as follows:

> Semantics refers to the study of meanings and the systematic ways those meanings are expressed in languages…lexicon refers to the overall system of word forms…and the way forms might be systematically represented in the brain … Vocabulary refers to a list or set of words for a particular language(Hatch and Brown 1).

In the last part of their book, after developing more insights into semantics and lexicon, Hatch and Brown went on to deal with vocabulary learning and teaching. Onthe one hand, concerning vocabulary learning, they have reviewed the findings of Brown and Payne's analysis (1994) on determining the effective strategy used by learners while learning vocabulary. The results fall into five essential points: 1) having sources for encountering new words; 2) getting a clear image, either visual, auditory, or both; 3)

getting the word meaning; 4) consolidating word form and meaning in memory; 5) using the word. In addition, intentional and incidental learning have been discussed as well. On the other hand, what teachers do and what they should do to help their learners have been also widely described, focusing on unplanned and planned vocabulary adjustments and teaching.

Dealing with a wide range of issues related to teaching and explaining vocabulary, Nation (2001), in his book *"Learning Vocabulary in Another Language"*, has covered a number of theoretical and practical issues. The eleven chapters of this book have dealt with what it means to know a word, the importance of vocabulary and its relation with the four skills, vocabulary knowledge and use, learning strategies, and other related topics. Furthermore, he went on to discuss common classroom issues such as using realia (objects) and pictures, word translation, what teachers should do to help their learners master vocabulary appropriately, and the time allocated for that task. At the end, he emphasised the point that CAVL (Computer Assisted Vocabulary Learning) might be of great help to teachers for better vocabulary instruction, for example, by using software programmes.

Besides what has been presented by the previous experts, Carter (2002) has proposed extra reliable data associated with vocabulary. Carter's book, *"Vocabulary"*, has been divided into three parts: foundations, reviews, and case studies. He has discussed a number of points such as what is in a word, core vocabulary, word patterns, lexical issues, and vocabulary learning and teaching. Beyond that, he has reported and compared the process of vocabulary acquisition in L1 and L2; and has mentioned a crucial issue considering the retention and recall of words i.e. memorization. Various techniques have been suggested in order to make words easier to remember. Giving synonyms in the target language, translate it to the mother tongue, or using pictures'

representations are among these techniques (Carter 193). Repetition, furthermore, is also considered as one of the useful techniques. He has pointed out that large amount of words are learned through repetition. Extra techniques have been also mentioned in Carter's work such as guessing from the context and keyword technique. At the end of the vocabulary teaching and learning chapter, the writer has dealt with the applications of computer in vocabulary teaching.

Recently, the interest on vocabulary was widely progressed. Hiebert,H. and L. Kamil (2005) are among the experts who have studied deeply vocabulary acquisition and instruction. In their book, *"Teaching and Learning Vocabulary"*, they have summarized the findings of scholars, in which they have provided answers to the following questions: 1) How one can learn and teach vocabulary? 2) How can vocabulary learning and teaching influenced by age and culture? 3) What words should be more emphasized in instruction? Consequently, the work clusters around three parts: the first part considers the perspectives on how vocabulary is learned, focusing more on the correlation between vocabulary and reading comprehension; the second part consists of the instructions that enhance vocabulary; the third part presents perspectives on which words to choose for instruction.

Still within the same context, Jim Scrivener (2005) has collected numerous strategies and approaches which might help teachers in their classrooms. His book, *"Learning Teaching"*, is considered as a guide to classroom teaching methodology. Exclusively, the author has suggested what he called "toolkits" of possibilities and guidelines useful for teachers. The book is divided into seventeen chapters, ending with helpful appendices and useful indexes. The first chapters dealt with general issues in teaching: classroom activities, classroom management, lessons and courses, and also the four skills (receptive and productive ones). Interestingly, the eleventh chapter dealt with

common issues in lexis: what is lexis? How to present lexis in classroom? How to know and remember lexical items? This chapter goes importantly with our main topic. Then, in the chapter before the last, the author suggested a number of instructional tools and aids used in classroom, these aids could be visual like flashcards and pictures, or audio like songs and music, or both, audio-visual like DVDs and computers.

Skimming over these previous books has been very satisfying for us. They have shed light on major points in our research. Mainly, all the works have emphasized the subject of vocabulary teaching and learning. The works of Anderson and Freebody (1979), Hatch and Brown (1995), Nation (2001), Carter (2002), H. Hierbert and L. Kamil (2005) have discussed deeply many theoretical foundations and practical implications related to vocabulary instruction. Beyond that, they have provided lots of strategies and techniques useful in classroom, such as: repetition, guessing from context, and using games…etc. However, the use of audio-visual aids have not been well focussed, especially the current technological materials, asoverhead projector and computer; and the materials were limited to simple visual aids like pictures and charts. In our research, we are going to highlight, importantly, the use of these technological materials, in vocabulary teaching and learning.

The book of Krashen (1982), "*Principles and Techniques in Second Language Acquisition*", is of a great help to any research related to second or foreign language teaching and learning at all levels. The hypotheses provided in this theory may enrich our research to find solutions to problems related not only to vocabulary instruction, but rather to all aspects of language. Concerning our research, we are putting more focus on the affective filter hypothesis. What is new in our research is investigating the correlation between using audio-visual aids and the affective variables. We are going to prove that the use of these aids in classroom, especially, in our case, third year middle

school classes, can lower and omit the barrier made of fear, tension, anxiety, boredom, and lack of motivation in order to create a more relaxed atmosphere for both teachers and learners.

At the same level, the book of Jim Scrivener (2005) has covered many points on learning and teaching English for EFL learners. In his work, Scrivener has discussed vocabulary issues and the use of audio-visual aids, but each subject has been mentioned in a separate chapter. Our work is to combine the vocabulary learning and teaching with the application of audio-visual aids, so that to solve some problems facing learners, third year middle school class in Daas Mohamed, and get better results and findings which may provide future research with accurate data.

Chapter Two: Teaching/Learning Vocabulary

II-1 Introduction:

No one can neglect the role of vocabulary in conveying and interpreting messages at any language whether it is first, second, or foreign one. "*Yesterday. Go disco. And friends. Dancing*" and "*I wonder if you could land me your ...*" are two examples suggested by Scrivener to highlight the importance of vocabulary in communicating a language (228). In the first example, one can interpret the message even if the sentence or the utterance is not, grammatically, well formed. In contrast, in the second example, the listener or the reader can not get the meaning of the message despite its well grammatical form.Therefor, this indicates that even though the grammar is not correctly structured, individuals can convey ideas through sufficient vocabulary. Instead of the second example, which contains a gap that makes it difficult to get the intended meaning, the word "Calculator?" by its own could form a complete message. Learners, especially beginners, often try to communicate a foreign language using individual and simple words; and their ideas could be understood though their grammatical weakness. This meets Wilkins' point of view who stated that "without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (111). In learning a language grammar is not sufficient unless vocabulary is well acquired. Lexis plays an integral role in EFL classrooms, since it is impossible to study a language without knowing its words:

> It would be impossible to learn a language without words. One could learn a language through some symbol system which would demonstrate relations and how they are realised, but this would like examining the skeletal remains of dinosaur and believing that one had actually encountered the creature. Language is not dry bones. It's a living growing entity, clothed in the flesh of words. (Rivers 462)

In this chapter, we will shed light on vocabulary definition, the lexicology and lexicography studies, vocabulary learning strategies, including intentional and incidental learning, and vocabulary teaching techniques. Concerning teaching techniques, we will focus more on the integration of using audio-visual aids in classroom.

II-2Vocabulary Definition:

The term vocabulary is defined in different ways. Thornbury states that vocabulary or lexis in English are frequently used interchangeably (43).Many definitions have been proposed for the term 'vocabulary'; however, they are still limited and need extra clarifications. Todd argued that there is no clear final definition of the word "vocabulary" (49). He suggested that there is the orthographic, morphological, lexical, and semantic aspect of the word. An orthographic word has a space on either side of it. While, a morphological one has a relation with form only and not meaning. Then, a lexical word concerns the various forms of items which are closely related by meaning; and finally, a semantic word considers the distinction between words which are morphologically the same and different in meaning.

It is a hard task to give one clear-cut definition; therefore, we have decided to present some definitions taken from different sources. Based on Lehrer's definition, vocabulary is the knowledge of words and their meanings (6). However, this definition is criticized as being too limited. Longman Dictionary of Contemporary English, also, defines vocabulary as all the words that someone knows, learns, and uses; or the words that are typically used when talking about a particular subject; or a list of words with the explanations of their meanings in a book for learning a foreign language (1177)."Le Groupe départemental Maîtrise de la Langue"statedthat:

> Le lexique est l'ensemble des mots d'une langue. Cette notion est très
> théorique. Le vocabulaire est l'ensemble des mots effectivement
> employés par une personne dans un acte de parole précis (ou dans un
> énoncé écrit). C'estl'actualisation des mots du lexique.(4)

Also, Webster has provided three definitions of vocabulary (1400), they are as follows: 1) a list or collection of words and phrases usually alphabetically arranged and explained or defined; 2) a list or collection of terms or codes available for use; 3) a sum or stock of words employed by a language group, individual, work, or in a field knowledge. In addition, A. S. Hornby in "Oxford Advanced Learner Dictionary of Current English" states that vocabulary is: 1) total number of words which (with rules for combining them) make up a language; 2) (Range of) words known to, or used by, a person, in a trade, profession, etc.

To sum up all these definitions, we can nearly suggest a definition for the term 'vocabulary':it is the number of words that make up a language, and which are used by both individuals and community groups in order to communicate. One important point that should be borne in mind is that any language has its own limited size of words.

II-3 Vocabulary description:

Two main branches emerged to study vocabulary with its different forms, meanings and uses. They are lexicography and lexicology.

II-3-1 Lexicography:

Dictionaries prove their effectiveness as one of the good sources that make it accessible to learn vocabulary; they help learners get a full description of the new word. The study that concerns with the way of classifying, listing, defining and grouping all items in a dictionary is called 'lexicography'. So as, "Lexicography is a special technique for writing dictionaries" (Jackson and Zé Amvella 185).In a dictionary, the lexical items are put in an alphabetical order, provided with information about spelling,

pronunciation, meaning, and examples to illustrate different usage for the word. It may provide, also, more clarifications about the history of words. Attar A. A. el-Ghafour, an Arabic linguist, defined dictionary as:

المعجم هو كتاب يضم أكبر عدد من مفردات اللغة مقرونة بشرحها وتفسير معانيها، على أن
تكون المواد مرتبة ترتيبا خاصا،إما على حروف الهجاء أو الموضوع، والمعجم الكامل
الذي يضم كل كلمة في اللغة مصحوبة بشرح معناها واشتقاقها وطريقة نطقها وشواهد تبين
مواضع استعمالها. (37)

In the context of learning a foreign language, monolingual and bilingual dictionaries show satisfied results when used. Lahlou Sofiaexamined their role with French FL learners', she has pointed out that "Les enseignantsavouentque la consultation du dictionnairemonolingueoubilinguen'aide pas seulement les apprenants à enrichirleurvocabulairemaisfavoriseaussil'apprentissageactif et autonome des apprenants"(41).Each of these two kinds of dictionaries has its own characteristics as well as its own benefits and drawbacks.

On the one hand, monolingual dictionariesprovide L2 definitions. They frequently used by intermediate level learners and above. More L2 sentence examples and information about collocations, grammar, and pragmatics are illustrated. On the other hand, bilingual dictionaries are frequently used by beginners. Low proficiency learners show improved reading comprehension from using bilingual dictionaries (Knight 288). Despite its positive results, some English teachers have reservations about the use of bilingual dictionaries.

II-3-2 Lexicology:

Jackson and Zé Amvela stated that lexicology is the study of lexis; it does not deal only with simple words but also with complex and compound words (185). In his unpublished Magister dissertation, Storytelling and Vocabulary Acquisition at the

Elementary Level, Fadel M. Rafik discussed three main points concerning the lexicology study (30-35). They are: words' classification, formation and meaning.

I-3-2-1 Word Classification:

As all other languages, English language has a limited number of word classes, in which words are categorized in accordance to their function. Eight different "parts of speech" were marked in English: nouns, verbs, adjectives, adverbs, pronouns, prepositions, determiners, and conjunctions.

-A noun: is a word or a group of words that represent:

   a- A person: proper noun as "William", or common noun as "dentist" or "headmaster".

   b- A place: "America", "house".

   c- An animal: "elephant"

   d- A thing: "pencil"

   e- A concept: an abstract word as "freedom", "independence".

-A verb: is a word or a group of words that indicate:

   a- An action: "to walk", "to play".

   b- A state of existence: "to live"

   c- A linking verb: to link between the subject and its object in a sentence; such as: "to be", "to seem", "to appear".

Some verbs can be classified either action or linking verbs, depending on the context. In addition, verbs may varyaccording to other factors like tense.

- An adjective: is a word that describes a noun, it may be used before the noun e.g.: "it is a new car", or separated from the noun by a verb e.g.: "she is sad".

-An adverb: is a word used to describe:

   a- A verb: "she laughs loudly", "they were here".

b-   An adjective: "she is so beautiful".

c-   Another adverb: "they take it very seriously".

Generally, the adverb is concerned with time, place, manner, and degree.

- A pronoun: a word used to replace a noun or a noun phrase

e.g.: "she (Julia) gives him (her classmate) the book".

- A preposition: a word or group of words used for:

a-   Place: "the cat was found under the bed".

b-   Time: "the accident happened at night, exactly, at 10.30pm".

c-   Direction: "he went to the library".

d-   Agent: "this book is written by Shakespeare".

e-   Device, instrument, or machine: "she opened the door with a key".

-A determiner: is a word that shows the reference of the noun. It can be:

a-   An article: "the", "a", "an".

b-   A possessive adjective: "my", "your", "his", "her", "its", "our", "their".

c-   A demonstrative adjective: "this", "that", "these", "those".

d-   An interrogative adjective: "what", "whose", "which".

e-   Quantifiers: "many", "few", "half", numbers: "one", "two", ordinals: "first", "second".

-A conjunction: is a word that connects two parts in a sentence: words, phrases, clauses, or sentences. They are of three types:

a-Co-ordinating conjunctions: used to connect similar elements:

e.g.: "I bought dresses and shoes".

e.g.: "go to store but do not be late"

b- Correlative conjunctions: used to connect similar elements; they are always used in pairs:

e.g.: "choose either to dress the red jacket or the white one".

c- Subordinating conjunctions: used to connect subordinate clauses to a main clause:

e.g.: "Michael states that he will not come to the party".

II-3-2-2 word formation:

It is called also "word building". One can change the form of a word to make a new one, and which would have another meaning.It takes three forms: affixation, compounding, and conversion.

-Affixation: it is regarded as the process of attaching affixes, such as suffixes, prefixes, or in fixes to a base (Bauer 18).

a-Prefixation: when attaching a letter or a group of letters to the beginning of a word.

e.g.: in + correct   incorrect.

b- Suffixation: when attaching a letter or group of letters to the end of a word.

e.g.: loud + ly ⟶ loudly.

c- Prefixation and suffixation: when attaching letters to the beginning and the end of a word.

e.g.: un + beauty + ful ⟶ unbeautiful.

- **Compounding**: is the process of combining two separate words to create a new one with a different meaning. Sometimes, a hyphen is used between the two words; especially; if the first word ends with a vowel and the second one starts with it, as in "take-off". We can combine adjectives with verbs, nouns, or adverbs:

e.g.: air + craft   ⟶ aircraft.

after + birth   ⟶ afterbirth.

fly + wheel   ⟶ flywheel.

wide + spread ⟶ widespread.

- **Conversion**: it is called also "zero affixation". It means that a word can have different word classes, but with the same form.

e.g.: a fish (noun) ⟶ to fish (verb).

Sometimes, even though the form is the same, but the difference occurs at the level of pronunciation, e.g.: "present" /ˈpreznt/ (noun/ adjective), and "present" /priˈzent/ (verb).

II-3-2-3 Word meaning:

It concerns with the study of words and their meanings. They are related to each other through: synonymy, antonymy, hyponymy, and polysemy.

- **Synonymy**: when two words, which differ in form, have the same meaning. Webster's Online New Dictionary of Synonyms discussed the concept, and provided the following definition:

> A synonymy, in this dictionary, will always mean one of two or more words in the English language nearly which have the same or very nearly the same essential meaning … Synonyms, therefore, are only such words as may be defined wholly, or almost wholly, in the same terms. Usually they are distinguished from one another by an added implication or connotation, or they may differ in their idiomatic use or in their application. (24)

Lyons states that two expressions are full synonyms, only if the following conditions are met: 1) all their meanings are identical; 2) they are synonyms in all contexts; 3) they are semantically equivalent in all aspects of their meaning (61). However, it is rarely or never found full synonyms; two words which have the same meaning in one context, can be different in another. Examination can reveal that not all synonyms are similar (Palmer 64).

- **Antonymy**: is; simply, the opposite meaning of a word. In some cases, one may define a word by giving its opposite. There are two types of antonymy:

a- Gradable antonymy: (the contrary): taking the scale of temperature as an example. "Hot" is an antonym of "cold" i.e. "hot" and "cold" are put in the same distance from the middle of the scale. "Warm" and "cool" are also gradable antonyms since they are in the same distance too.

x-----------------x---------0---------x----------------x

hot   warm   cool   cold
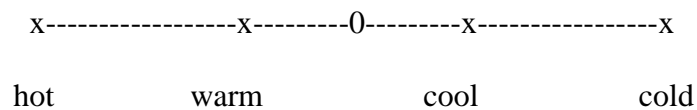
Figure N°1: Gradable Antonyms "hot / cold".

b- Non-gradable antonymy: unlike gradable antonyms, they represent extremely opposed words that can not be measured in a scale. For example, "dead" and "alive", if you are dead, you are not alive; and if you are alive, you are not dead. In he following table, we have collected some examples of the two types:

Gradable antonyms	Non-gradable antonyms
Wet - dry	Male - female
Young – old	True - false
Easy - difficult	North - south
Happy – sad	Single - married
Big - small	Full - empty
Long - short	Before - after

Table N°1:Gradable and non-gradableantonyms.

-Hyponymy: according to Cruse, hyponymy is one of the most important structuring relations in the vocabulary of language, he defines it as:

> From the extensional point of views, the class denoted by the subordinate term includes the class denoted by the hyponym as a sub class; thus, the class of fruit includes the class of apples as one of its sub classes. (150)

Hyponyms are often presented by tree diagrams, the following example illustrates it. Items make up these trees sometimes called lexical fields or semantic fields. 'Animal' is the subordinate item in this tree. Items under one branch and within the same level (dog, cat, and hamster) are called co-hyponyms.

```
                          Animal
                            |
             ┌──────────────┴──────────────┐
             |                             |
            Pet                       wild animal
             |                             |
      ┌──────┼──────┐              ┌───────┼───────┐
      |      |      |              |       |       |
  dog     cat    hamster        Lion   elephant  snake
```
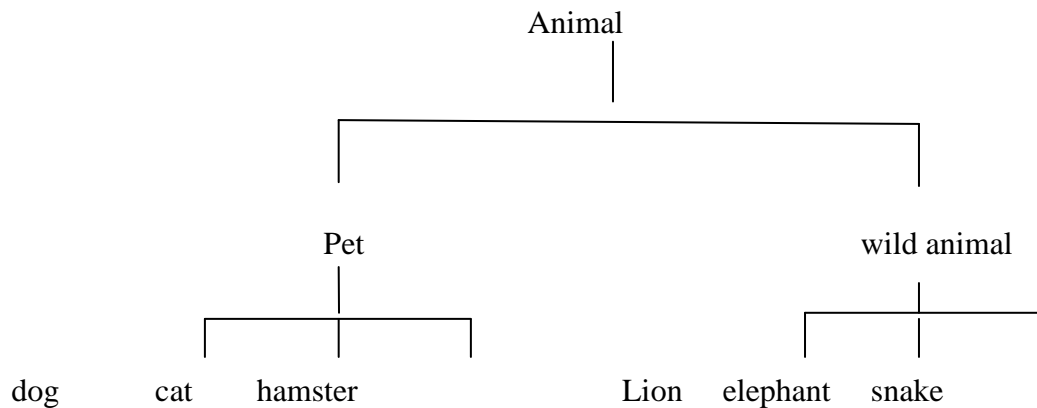
Figure N°2: hyponyms of the subordinate "animal".

-**Polysemy**: Palmer defines polysemy as the case that the same word may have a set of different meanings (65). The meaning of the word differs according to the context used in.   e.g.:   a- Mary treated John for his injuries.

b- John treated Mary to a nice dinner.

c- They treated each other with respect.

In some cases, polysemy may lead to word ambiguity. Linguistically, an ambiguous expression is the one which has two or more interpretations, and it may drive learners to confusion. There are many types of word ambiguity. In this part, we have mentioned only three types: scope, syntactic and lexical ambiguity. They are summarized in the table below:

Scope ambiguity	Syntactic ambiguity	Lexical and syntactic ambiguity
- *Every one in Algeria is following one football team.* there is one football team that every one in Algeria is following. ⟶ every one in Algeria is following one team or another.	- *Successful boys and girls are all rewarded.* ⟶ [(Successful boys) and girls] are all rewarded. ⟶ [Successful (boys and girls)] are all rewarded.	⟶ Mary claims that John saw her duck. ⟶ John claims that Mary saw his/him duck.

Table N°2: Types of ambiguity in word meaning.

In a dictionary, one can find all the word's classification, formation and meaning. Teachers can benefit from this description and create useful techniques that better fit the instruction and do not lead to word's ambiguity. Learners also can benefit from these categorizations and facilitate the task of word mastery.

II-4 Word mastery:

In the area of vocabulary acquisition, many studies have been developed to find a precise answer to the crucial question: What does it mean to know a word?Different trends went on to provide an answer, and eventually, their all views met in three main points: mastering the meaning, form and use of a word. So as, other different questions have been emerged: does "knowing" a word mean to be able to recognize its form and pronunciation? Does it mean to be able to give its dictionary definition? …etc.

Nagy and Scott are among the scholars who attempted to providea suitable answer to the previous questions, they indicated that:

> Not only are there too many words to learn, but there is too much to
> learn about each one; thus learning words must occur through other
> means than explicit vocabulary instruction. Instruction must provide

> multiple encounters with the word. Knowing a word cannot be
> identified with knowing a definition. Knowing a word means begin
> able to do things with it. More like knowing how to use a tool than it
> is like being able to state a fact. (273)

Furthermore, Nation in Asian EFL journalmarked that before teaching a word, teachers should look upon the time allocated for. If the word is a low frequency one, then, teachers should not spend a lot of time with. In contrast, high frequency words take much time.Another important point which McCarten highlighted is that it is unrealistic to teach every thing about the new word for the first time it is presented in (18). In other words, teachers should decide what to teach about the word in the first lesson. For example, the verb "to like", after presenting its pronunciation and spelling, teachers have to choose to teach only one meaning (e.g. to enjoy) with one grammatical pattern (e.g. I like + singular or plural noun) and some associated vocabulary (e.g. I like football /cartoons) (McCarten 18). Days later, teachers can add extra meanings of the word to present in different contexts.

Still in the same area, Nation has largely covered this issue, he listed nine aspects learners need to know about a word (23). They are as follows:

- The meaning(s) of the word.

- Its spoken and written form.

- What word parts it has (any suffixes, prefixes, and root).

- Its grammatical behaviour (its word class, typical grammatical patterns it occurs in).

- Its collocations.

- Its register.

- What associations it has (words that are similar or opposite in meaning).

- What connotations it has.

- Its frequency.

Hehas summarized these elements into three important ones: 1) knowledge of the form; 2) knowledge of the meaning; and 3) knowledge of the use (Nation 03). He called them 'the learning burden'. The table below summarized them:

Meaning	- Form and meaning - Concepts and referents - Associations	Is the word a loan word in the L1? Is there an L1 word with roughly the same meaning? Does the word fit into the same sets as an L1 word of similar meaning?
Form	- Spoken form - Written form - Word concept	Can the learners repeat the word if they hear it? Can the learners write the word if they read it? Can the learners identify known affixes in the word?
Use	- Grammatical functions - Collocation - Constraints on use	Does the word fit into predictable grammar patterns? Does the word have the same collocations as an L1 word of similar meaning? Does the word have the same restrictions on its use as an L1 word of similar meaning?

Table N°3: Discovering the learning burden(Adapted from Nation 23).

From the above table, mastering a word means knowing its meaning, form and use. Concerning meaning, teachers look for an equivalent word in the mother tongue, and try to associate it with the new one so that learners understand it. Whereas, the form knowledge is related to the spoken and written aspect of the word. Teachers need to make learners encounter not only the word's meaning, but also its pronunciation and spelling. One can not argue that s/he knows a word without having recourse to its various uses in different contexts. The knowledge of a new word is not limited merely to its meaning and form, but rather to its different interpretations according to the situation used in. As a result, all these elements should be met in order to say that this word is well known.

Practically speaking, Nation suggested some useful exercises teachers can rely on when presenting and practicing unfamiliar words in accordance to their meaning, form, and use (4). They are listed in the following table:

Meaning	- Word and meaning matching - Labelling - Sentence completion - Crossword puzzles - Semantic analysis - Completing lexical sets
Form	- Following spelling rules - Recognising word parts - Building word family tables
Use	- Sentence completion - Collocation matching - Collocation tables - Interpreting dictionary entries

Table N°4: Useful exercises for vocabulary learning(Adapted from Nation 4).

II-5 Vocabulary and reading comprehension:

Studies proved that vocabulary plays a crucial role in both receptive (listening/ reading) and productive (speaking/writing) skills. One can not communicate a foreign language if s/he does not possess worth vocabulary. Recently, there has been a theoretical interest in the role of vocabulary in reading comprehension, and in conversely, the role of reading in enhancing vocabulary knowledge.

Vocabulary is considered among the best ways that teachers need to rely on when teaching reading. Vocabulary is an elementary part in different reading skills such as:

decoding, visual word recognition and reading comprehension (Ouellette 555-557). "By far the greatest lexical obstacle to good reading is insufficient number of words in the learner's lexicon. Lexis is the best predictor of success in reading, better than syntax or general reading ability" (Laufer 31). She points out that the minimum vocabulary required for reading comprehension is at about 3.000 words or 5.000 lexical items (229). In other words, she wants to reveal that if the size of vocabulary is less than this statistical amount, readers will encounter difficulties in comprehension.

In turn, reading is almost among the valuable approaches applied to develop foreign language learners' vocabulary. Nation arguedthat reading leads to successful vocabulary learning and vocabulary, as well, leads to effective reading growth (149-150). In his point of view, extensive reading is also beneficial for all language learners in all language situations, not only in vocabulary instruction. Within the same context, Grabe and Stoller argue that "extensive reading exposes learners to large quantities of material within their linguistic competence" (98-122). Presenting new words in their context and increasing their frequency of use can develop learners' vocabulary proficiency. So, teachers should guide their learners in selecting suitable vocabulary through reading. This meets Paribakht and Wesche'spoint of view who stated that what makes learners (especially beginners) successfully develop vocabulary is the direct instruction provided by instructors (177). Beginners are still not responsible for choosing appropriate words to go through while reading, so teachers should enlighten them and provide them with procedures to follow that facilitate their way to understanding.

To sum up, vocabulary and reading are seen as two main language components that develop each other interchangeably. Learners can enrich their vocabulary through exposure to reading, as well as, they can strengthen their reading skills through

vocabulary acquisition. They have a strong relationship that ends with satisfied achievements in foreign language acquisition.

II-6 Teaching vocabulary:

The status of vocabulary instruction has been highlighted in recent researches. Teachers should be aware of the importance of this language aspect while teaching EFL classrooms. Notably, it is a challenging task for them, concerning what techniques to choose, and what strategies to apply. Schmitt listed some key principles of teaching vocabulary:

a- Build a large sight of vocabulary.

b- Integrated new words with previous words.

c- Provide a number of encounters with a word.

d- Promotes deep level of processing.

e- Facilitate imaging.

f- Make new word "real" by connecting them to the student's word in some way.

g- Use variety techniques.

h- Encourage independent learning strategies.(146)

These principles go in parallel with vocabulary instruction;teachers need to meet almost all of them in order to get effective results. For teaching vocabulary, instructors follow certain order and apply certain techniquesthat fit the nature of the subject and its objectives.

II-6-1Steps of teaching vocabulary:

In the area of teaching vocabulary, Nation and Newton marked that teachers should consider three main principles: selection, sequence and presentation of the course (qtd. in Coadyand Huckin239).

II-6-1-1 Selection:

The main questions raised by teachers at this stage are: 1) How many words do I need to teach? 2) How much vocabulary do learners need to know? Marking the fact that the vocabulary acquisition varies in accordance to the learner's level, teachers should base the questions and the objectives on their learners' current knowledge of the language. To help decide how much vocabulary is needed to be learned, McCarten proposed three kinds of information: 1) the number of words in the language, 2) the number of words known by native speakers, and 3) the number of words needed to use a language (6). He believed that foreign language teaching of unfamiliar words should be based upon the native's and the whole language amount of words.

Nowadays researchers and teachers state that the selection of words needed to be taught is related to the frequency of use. In other words, words, which are used usually and in many times, should be taught first (Harmer 154). This goes with Nation's idea who declared that:

> We can get information about which words will be most useful for
> learners of English by looking at frequency counts of vocabulary.
> Usually a vocabulary count is done by making a list of the words in a
> particular text or group of texts and counting how often and where
> they occur. Some of the more recent counts have used computers to
> list the words and count their frequency.(18)

As far as the two previous views are concerned, frequency is seen as a major factor in selecting lexical items for instruction. High frequency words receive the first instruction than low frequency words. In addition, semantics is also one of the criteria for selecting instructional vocabulary. The word "book" should be taught at the beginning levels than words like "notebook" and "textbook", because the former covers a wide range of meanings than the two others which cover limited meanings.

Extraimportant principles are also suggested by Beck Isabel, Margaret McKeown and Linda Kucanin regards of words' selection (209). They are: word's familiarity, importance and usefulness. The three researchers have raised three major types of issues to be undertaken from the side of the teacher to choose suitable words (221):

- How generally useful is the word? Is it the word that learners are likely to meet often in other texts?

- How does the word relate to other words, to ideas that learners know or have been learning?

- What does the word bring to a text or a situation? What role does the word play in communicating the meaning of the context in which it is used?

They argued that the most familiar, important and useful words in accordance to learners' level should be the first ones to be taught. Presenting words accompanied with these characteristics make learners feel interested and involved when learning them. Reviewing all what has been written concerning word's selection, we can notice that the teacher plays a major role in this task, s/he is the main responsible for deciding which words should be taught first and better fit the instructional objectives. "(Teachers) vocabulary work can be directed toward useful words and can give learners practice in useful skills" (Nation 1).

II-6-1-2 Sequence:

After selecting the words to be taught, there is the choice of sequence of presentation. Sequence concerns the order on which aspects of the word should be presented first: either meaning first, then form, or form first, then meaning. Some teachers argue that presenting the meaning first creates a need for knowing the form. While others see that presenting the form first in contexts is better to make learners guess the meaning by themselves.

Nation's Vocabulary Levels Test reveals that number of acquired words is different in each level (11-12). The table below summarizes the findings:

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

Table N°5: Levels of Acquiring Vocabulary.

Any language has a large number of words which make its basis. Normally, these words are learned at the very beginning of studies. These words are used more frequently in any written and oral discourse than other words. In English, concerning reading and text coverage, high frequency words cover 87%. This percentage is transferred to number of 2.000 words. After, if the learner continues his/her academic studies, s/he will encounter 800 words to acquire, and which covers 08% of a text. Then, some learners carry on their studies in specific fields such as: medicine, law, mathematics, and physics. At this level, each field necessitates technical terminologies; they are approximately listed under 2.000 words. Finally, low frequency words are used for social objectives, and not for academic studies.

While explaining new items to learners at the same time, teachers should be aware of the fact that it is easier for learners to remember words which are not synonyms or antonyms. It is preferable to present non-similar words in meaning and form. If words like "sit" and "stand" taught at the same time, learners may be confused whether "sit" means "sit" or "stand". So, it is important for teachers to bear in mind the idea of grouping new items. In addition, the ordering of items is considered as another

important idea in teaching English vocabulary. Some words require certain order, and can not be changed in order to have meaningful and well structured sentences.

II-6-1-3 Presentation:

After selecting and sequencing the items to be taught, teachers come to present these words to their learners. This presentation can be planned or unplanned by teachers. On the one hand, the unplanned vocabulary teaching is defined by Seal as "teaching of problem vocabulary that comes up without warning in the course of a lesson" (298). In some cases, learners may encounter difficult words; they ask the teacher for clarifications. The clarifications provided by the teacher come without previous planning. On the other hand, the planned vocabulary teaching is defined as "when the teacher goes into the classroom with an item or set of vocabulary items that he/she has decided before hand will be taught during the course of the lesson" (Seal298). It is called also "intentional vocabulary instruction" (Hatch and Brown 415). During the presentation, teachers can vary the techniques applied so they correlate the situations with the objectives, and at the end of the lesson, they involve their learners in various activities to practice what they have learned and to check their understanding.

II-6-2 Techniques for teaching vocabulary:

Different methods have been applied in language teaching: grammar translation, direct, audio-lingual, and CLT method. Each of these methods has treated vocabulary teaching differently. First, Richard and Rodgers argue that "Grammar Translation method is a way of studying a language through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences into and out of the target language"(3). In the phase of vocabulary instruction, this method relies on bilingual lists of words to be memorized. The teacher provides learners with lists of words translated to the L1 and asks them to memorize them. These words are arranged

in accordance to the grammatical ordering of word classes. Second, unlike The Grammar Translation Method, The Direct Method does not use L1 translation, but it combines word's learning/teaching with pictures, realia or actions (Krashen 135). Third, The Audio Lingual Method supports the mastery of structure and puts the focus on vocabulary instruction after dealing with the structural patterns. Lastly, the CLT Method emphasizes the role of contexts and learner's previous knowledge in vocabulary instruction. These all methods provides useful techniques for instructing foreign language lexis, they can be used exchangeably and they all aim at having successful vocabulary teaching/learning.

Moving to practice, Scrivener suggested a technique called 'Presentation-Practice Route' (235). This technique undertakes the process of vocabulary teaching through two strategies. In the presentation, the teacher offers first some information and pictures about the new items. While in the practice, the teacher involves learners into practice by using certain techniques. Scrivener lists almost the different techniques in the examples below:

gloves   Mime putting them on.

disgusting   Mime (e.g. smelling old food) and make a facial expression.

swimming   Translate it.

  café   Draw a quick sketch on the board or show a flashcard or picture in abook.

often Draw a line. Mark never at one end and always at the other. Markpoints along it:
                             usually, rarely, etc.

*chase*Get two or three students to act it out.

frightened   Tell a personal anecdote.

crossroads   Build a model with Cuisenaire rods or toy construction bricks.

window sill   Point to the object.

exploitation   Explain the meaning (with examples).

hope   Read out the dictionary definition.

*put up with*Tell a short story that includes it.

stapler   Bring one into class to show them.

put your foot down   Act out a short conversation.

contact lens   Students who know explain to those who don't.

reduction Draw a diagram or graph.

In the left side, Scrivener listed a number of words as examples of vocabulary items, whereas in the right side, he proposed techniques for presenting them. The combination of these strategies may lead to the invention of other useful techniques. Nation has also suggested two main techniques (51): first, using demonstrations or pictures (an object, a gesture, a blackboard drawing, a photograph, a diagram…etc.). Second, using verbal explanation (definition, contextualization, translation…etc.). This meets Gairns and Redman's view (73-75) who classified the teaching techniques into two major types: visual techniques and verbal techniques.

II-6-2-1 Visual techniques:

Many techniques derived from the Direct Method are used to illustrate the meaning of words, Thornbury summarizes them "using real objects (called realia) or pictures or mime" (78).

II-6-2-1-1 Visuals:

Research shows that 80% of learning occurs through seeing. In parallel, Anderson states that "At present, up to 65 percent of our students can be classified as visual learners" (1). Therefore, it is important to plan visual aids in teaching vocabulary. This helps to improve the learners' vocabulary learning. Visual techniques include the application of all objects that can be seen in classroom, and can be used as prompts to serve the vocabulary teaching/learning. Hence, audio and audio-visual aids are concerned as well. Moreover, Wright stated that "many media and many styles of visual presentation are useful to the language learner" (1).

Considering the proverb that says: "seeing is believing", teachers should frequently apply these teaching aids in classroom. These materials can make learners feel

comfortable and involved; they can increase their motivation and lower the affective variables in classroom. According to Arabic researchers KhermaNayef and Hajaj Ali, the teaching aids play a vital role in classroom activities and vocabulary instruction. They have argued that numerous tools were created to serve teaching and learning process, and they have suggested some of them:

ـ بطاقات القراءة لتعليم الأصوات اللغوية و المقاطع و الكلمات و الجمل الجديدة للمبتدئين من التلاميذ.

ـ الصور الحائطية للأشخاص و الأشياء و الأحداث، بحيث يتسنى للتلاميذ و صفها و التعليق عليها.

ـ الصفائح الشفافة باستخدام جهاز العرض العلوي لتكبير الكتابة و المواقف و الصور.

ـ صور الأفلام الثابتة و الحلقية و الأفلام المتحركة لجعل اللغة التي يجري تعلمها أكثر واقعية و حيوية و تحبيبا للتلاميذ في اللغة الإنجليزية.

ـ المجسمات البلاستيكية للحيوانات و النبتات و الفواكه و الأشياء الأخرى.

Instructors can use them in cases of vocabulary presentation, practice, and production. Briefly, we are going to present the application of these aids in vocabulary instruction:

a-Visual aids:

Such as: pictures, photographs, flashcards, posters, charts, comic strips, and picture-book can be useful in different ways to serve vocabulary mastery. Their use attracts learners and increases their curiosity.
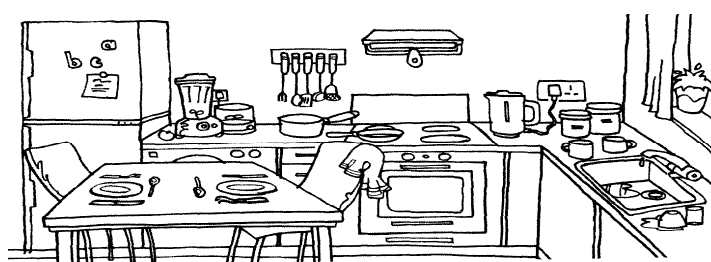
Picture N°1: Instructional vocabulary picture (Adopted from Scrivener 239).

Visuals prove their effectiveness in creating relaxed classroom environment, and revealed that learners' vocabulary levels, especially beginners, have shown development through the integration of these materials. Wright highlighted the role of visuals in all aspects of language "potential of visuals is so great that only a taste oftheir full potential can be given"(6). For example, a teacher can ask his/her pupils about a

fruit which they like while s/he is holding a number of fruit pictures, the instruction may go like this:

Teacher: Do you like banana? (Showing its picture).
    Pupil 'A':   Yes, a lot.
Pupil 'B':   No, I hate it.

Banana AppleWatermelon
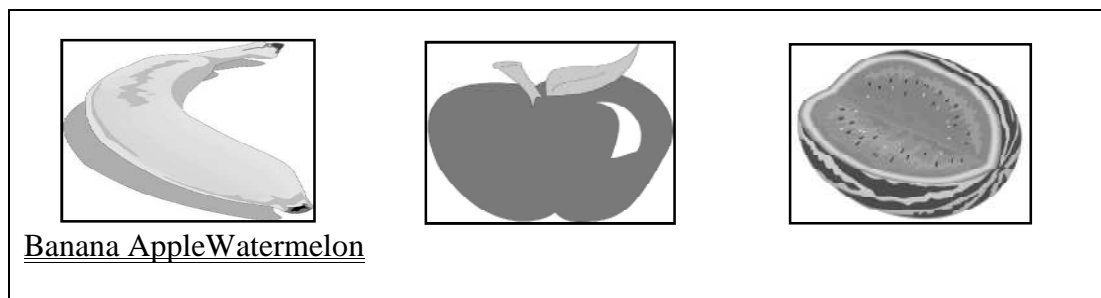
Picture N°2: Instructional fruit pictures. (Adopted from Google images)

b-Audio aids:

Such as: tape recorder, music, and songs. According to research, 65% of acquired knowledge comes from listening. These acoustic aids can help teachers introduce new terms and define them. Listening to stories, songs, plays can clarify more the meaning of new items, since they are presented in context. Furthermore, these materials do not only provide the meaning of a word, but also its correct pronunciation. Thornbury focused on the importance of word's sound, he suggested that providing songs, rhythms, rhymes are among the best techniques (7-86). Pre-listening, while-listening, and post-listening are three main stages teachers and learners go through while using an audio material and each stage has its related activities. Teachers draw their vocabulary objectives at each level of listening.

c-Audio-visual aids:

such as videos, computers, and OHProjectors. They are more reliable since they serve the two important senses: auditory and visual one. In this case, learners can see and hear the new words put in context or isolated. The integration of such aids may increase

learners' interest and motivation; and help them to memorize new words easily. Similarly, teachers also use three different stages while integrating the audio-visual materials: pre-viewing, while-viewing, and post-viewing. In each one, teachers use appropriate activities concerning vocabulary.

II-6-2-1-2 Mime and gestures:

Teachers intend to apply this technique for different purposes. They can use gestures and miming to elicit vocabulary from learners. Also, it is useful to associate words with gestures to help learners retain them. Additionally, hand, body and facial expressions can help in practicing the learned words through a funny way. If the lesson is about 'feelings', the teacher chooses one volunteer to perform a feeling –chosen from a list- while the rest of class tries to guess it.Reviewing her findings, on The Effects of Gestures on Second Language Memorization by Young Children, Marion Tellierconcluded that "… gesturing enables children to memorise vocabularybetter in L2, as they get physically involved in their learning" (11).

Picture N°3: Using gestures for the word 'rabbit' (Adopted from Marion Tellier6).

II-6-2-2 Verbal techniques:

Using visuals and gestures is exclusively worth in teaching/learning concrete items such as: a car, fat, sunny… etc. However, words like: freedom, responsibility can be taught neither by using pictures or other visuals, nor by gestures. Visuals have limitations when explaining concepts (McCarthy 115 and Thornbury 81). Verbal techniques such as: using definitions and illustrative sentences, synonyms and antonyms, definitions and translation can offer adequate teaching/learning.

a - **Using synonyms and antonyms**:

   Sometimes, to explain a new item, teachers can use the synonym or the opposite of this item. For example, to explain the meaning of "cheerful", teachers can use the synonym "happy".However, this technique couldn't be successful only if the teacher determines the appropriate context under which they fit together.

b- Using definition:

Providing the word's definition is seen as unacceptable technique. Nagy argued that applying such technique in classroom can not considered as a successful way to teach vocabulary (6-7). This is because of two main reasons: on one hand, it limits the description of various situations in which the word or expression is used; in the other hand, it does not convey new meaning. Concerning this technique, teachers can depend on monolingual dictionaries as a tool for gaining L1 word's definition.

c- Using contexts:

Memorizing vocabulary items through word lists is seen as a non-proficient way, because such technique lacks the identification of the situation in which the word occurs. Instructors can present a new item in different context to help learners guess the meaning. According to Thornbury, this technique has numerous benefits (82). It makes learners get attached with the word several times, and also, they can generalize its use in other different contexts.

d- Translation:

Translation is a clear-cut technique to give the precise word's meaning. However, it is the most unsupported technique. "Translation may be legitimate for items possessing a clear mother-tongue equivalent, but it should otherwise be avoided" (Gairns and Redman 75).Using this technique frequently, may not help learners reach successful levels in mastering the language, it should be used with caution. Bilingual dictionaries

are useful within this technique. They may provide a clear translation, with some examples to illustrate the word's different usage.

To conclude, all these verbal technique can be applied in conjunction and combination with visual ones. Mayer, in "Are we Asking the Right Answer", suggested the Generative Theory of Multimedia Learning which focuses on the fact that the comprehension process needs written as well as pictorial information. The following diagram illustrates his idea:

text		Textbase		Verbally-based model
	selecting words		organizing words	

integrating

illustrations		Imagebase		Visually-based model
	selecting images		organizing images	
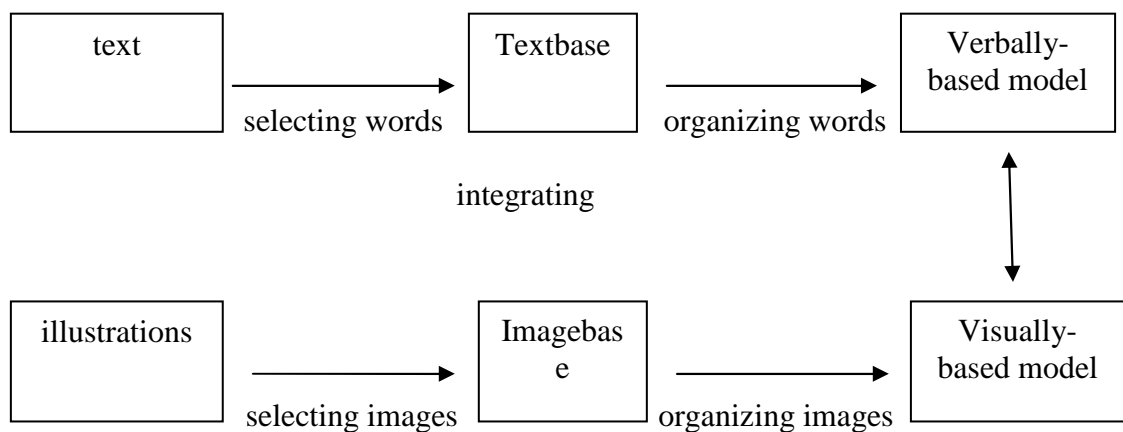
Figure N°3: Mayer's Generative Model of Multimedia Learning.

II-7 Learning vocabulary:

After having some insights into vocabulary teaching and what teachers do or should do to strengthen learners vocabulary comprehension, and to gain successful results; we are going now to tackle issues related to vocabulary learning and what learners do or should do to fulfil the task.

II-7-1 Learning strategies:

Researchers use different terms to refer to "learning strategies"; Selinker (1972) used the term "communication strategies". Learning strategies are defined by Chamot and

Kupper as "techniques which students use to comprehend, store, and remember information and skills" (13). Researches on vocabulary learning highlight different strategies followed by learners. Tarone suggested a number of applicable strategies such as: avoidance, paraphrase, conscious transfer, appeal for assistance, and mime(qtd. in Hatch and Brown 392). Beyond the paraphrasingstrategy, three main components are mentioned: approximations, word coinage, and circumlocution. Whereas the conscious transfer strategy is based on the L1 translation. Tarone believed that if learners encounter difficult words, then, they may avoid learning them.

Concerning his study based on both poor and good Arabic learners of English, Medani (3-14) has noted extra useful strategies. His findings showed the frequency of occurrence of each strategy. The strategies are listed below:

Occurrences

1. Ask classmates		229
2. Guessing		215
3. Ask teacher		70
4. Overlook		103
5. Ask about meaning by demanding English paraphrase or Synonym		81
6. Ask for Arabic equivalent		79
7. Ask for a sentence showing word usage		59
8. Group work		100
9. Dictionary		192

From the above statistics, one can release that the most useful strategy is 'asking classmates'. This can be interpreted via the fact that learners do not feel anxious and afraid with each other; they are comfortable when discussing points and ideas with classmates. In contrary, statistics showed that 'asking teacher' does not receive high occurrence because learners tended to be shy and afraid when speaking to teacher. However, we believe that this fact is dependent on teacher's personality and way of

teaching. Some instructors prefer not to freely discuss topics with learners, they prefer to make them passive learners; however, others prefer to work with active learners. Furthermore, guessing words and using dictionaries are considered among the very useful strategies.

These techniques can be used separately as they can be used together. Erten stated that learners intend to use more than one strategy while learning the same word (219). He presented an example in which learners use sound associations and repetition in learning the same item:

> S10: … Bulk, *it is a noun, most of majority of* Bulk, uh-huh *'I have finished analysing the bulk of my data'* … the most … the most things … the … bulk
> bulkbulk … bulk
> R: What are you thinking?
> S10: The bulk the ball bulk ball sounds similar. It means it (is) not finished
> all but mostly   most of the things but not all of them. (Erten 219)

In this passage, the student is trying to learn the word 'bulk'. S/he is mixing several strategies to understand and memorize the word. First, s/he is trying to make the make the expression easy and comprehensible. Secondly, s/he is repeating the word (bulk.. bulk bulk … bulk). Thirdly, s/he is attempting to associate ball with bulk because they sound alike (bulk the ball).To sum up, the student's attempts revealthat learners may use different strategies to learn a word.

II-7-2 Incidental vs. intentional vocabulary learning:

One can learn vocabulary intentionally or incidentally. This distinction goes in parallel with whether it is planned or unplanned vocabulary teaching. This meets the view of O'Malley et al. "Learning, teaching, and communication strategies are often interlaced in discussions of language learning and often applied to the same behaviour" (22). A planned instruction results in intentional learning; whereas, unplanned teaching lead to incidental learning. In other words, in some cases learners may encounter difficult

words which need extra clarifications, these words may be found also in non-vocabulary lessons; teachers here should explain their meanings, even though they are not planned, this is called incidental learning.

On the one hand, Hatch and Brown (368) defined intentional vocabulary as: "being designed, planned for, or intended by teacher or student". Researchers classified strategies used by learners for intended vocabulary learning. These strategies may be suggested by teachers, or by learners themselves. Some learners use a dictionary, monolingual or bilingual, while others use notebooks to memorize words. Others may arrange lists in which words are organized under certain criteria. Moreover, picking out cues from contexts is considered also as one of the frequent strategies used.

On the other hand, incidental vocabulary acquisition is defined as "the learning of vocabulary as the by-product of any activity not explicitly geared to vocabulary learning" (Hulstijn 271). Schmitt has also defined incidental vocabulary learning as "learning through exposure when one's attention is focused on the usage of language rather than on learning itself. Context then plays a very important role in assessing such learning" (199). Many studies highlighted the effectiveness of vocabulary incidental learning especially through reading.

During one lexical lesson, learners may go through both incidental and intentional learning. In some situations, teacher obliged them to drill activities or pick up clues from texts, so they find themselves learning items intentionally. However, in other cases, learners can learn words sub-consciously and without pre-planning, especially in cases of reading.

II-8 Conclusion:

To conclude, teaching/learning vocabulary is one of the most crucial and difficult tasks in the field of foreign language teaching/learning. Learning a new word is

considered as a challenge to foreign language learners. Different strategies are suggested to handle the learning process. So that, teachers should consider that they are responsible to help learners use the most appropriate strategies, and carry on strategies they lack. Teachers should be aware of almost issues related to this linguistic phenomenon. AdrianUnderhill stated that teachers should know how to work on the process, and how to make their learners involved in the instructional activities "… engaging the learner … is essential to any activity that is to have a high learning yield" (qtd. in Harmer 160). It is not enough to teach just the word meaning, teachers should cover also the word's grammar, formation, and use. Although a number of difficulties may face teachers while selecting, presenting, and checking their learners' vocabularies, they have to create suitable techniques that fit their learners' needs and levels; and try to encourage them to get satisfied results.

Chapter Three: Educational Audio-Visual Aids

III-1 Introduction:

In the past, teaching depended widely on verbal instruction and communication; and was limited to the use of traditional teaching aids such as printed materials. In contrast, nowadays technological development influences almost our lives, as well as, increases our cognition of education. The verbal communication in classrooms still plays an integral role in teaching; however, both learners and teachers today intend to use pictures, videos, televisions, computers and up-to-date technological devices to decrease the amount of constraints of educational verbalism. The integration of technological aids has spread all over the world to meet educational purposes; most

current curriculum educationists include teaching aids when designing textbooks and teaching programs. K. M. Culp, M. Honey, and E. Mandinach stated that:

> Many reports present strong assertions that technology can catalyse various other changes in the content, methods, and overall quality of the teaching and learning process, most frequently, triggering changes away from lecture-driven instruction and toward constructivist, inquiry-oriented classrooms. (5)

Indeed, researchers and teachers in present time rise up a set of questions in order to stress the influence of ancient and new materials in education; and try to improve their awareness about this issue. How can audio-visual deviceshelp the teacher? Can they benefit English language learners? Do they have instructional values that cannot be found in other teaching materials? How should they be used in language teaching? These are some of the question marks that have been put in the context of the pedagogical aids subject.

Mapping our research in relation to the previous questions, we will try to present some theoretical findings and reviews to provide suitable answers. First of all, we will deal with general definitions of audio-visuals and, briefly, mention their historical and psychological sides. Then, we will move to their educational value and importance. After that, we will suggest some classifications and principles to be used for their effective use. Finally, we will tackle the problems that may face teachers in the application of these teaching aids and how to reduce them.By using the term 'audio-visual aids, we usually intend to mean the technological materials.

III- 2Definition of audio-visual aids:

Audio-visual aids, as it is clearly stated by the name, are kind of useful aids and materials which help both learners and teachers in acquiring and teaching a language, in our case English as a foreign language. Many scholars and different websites have

provided suitable definitions for audio-visual aids. The website http://www.thefreedic tionary.com/teaching+aiddefines them as: "materials and equipment used in teaching". Another website http://dictionary.reference.com/browse/teaching%20aidstates that these teaching aids are "materials used by the teacher to supplement classroom instruction or to stimulate the interest of students". The following are some definitions taken from different scholars' views:

- According to Kinder S. James: "Audio visual aids are any device which can be used to make the learning experience more concrete, more realistic and more dynamic".

- According to 'Good' Dictionary of Education "Anything by means of which learning process may be encouraged or carried on through the sense of hearing or sense of sight".

- According to Gandhiji: "True education of the intellect can only come through a proper exercise and training of bodily organs: hands, feet, eyes, ears, and nose".

- According to Burton: "Audio visual aids are those sensory objects or images which initiate or stimulate and reinforce learning".

- According to Carter. V. Good: "Audio visual aids are those aids which help in completing the triangular process of learning that is motivation, classification and stimulation".

- According to Edgar Dale: "Audio visual aids are those devices by the use of which communication of ideas between persons and groups in various teaching and training situations is helped. These are also termed as multi sensory materials".

- According to McKean and Roberts: "Audio visual aids are supplementary devices by which the teacher, through the utilization of more than one sensory

channel is able to clarify, establish and correlate concepts, interpretations and appreciations." (qtd in Rather 52).

To sum up, the audio-visual aids includes, but they are not limited to, those auditory and visual materials used by teachers in order to facilitate the task of teaching/learning and create a more relaxed atmosphere in the classroom.

III-3A brief history of using Audio-visual aids:

In the past decades, there was a movement in the field of technology. Many technological tools have been progressed and developed. This development spreads over time and reaches the field of foreign language teaching/learning. During the middle age, Pierre Abelard presented a new method of choosing and introducing educational materials. Then, John Comenius (1592-1670) wrote his book "OrbisSensiliumPictus (the world of sense objects) which contains approximately 150 educational pictures; moreover, he emphasised the usefulness of textbooks for children's education. In the beginning of 19th century, textbooks, photographs, blackboards have been invented for the first time, and this movement was called "Visual Instruction". By 1920, visual aids were widely progressed, then, audio visual media were produced. Few years later, in 1926, educational films as well as instructional televisions were used as teaching media. Eric Ashby marked all these changes and summarizes them under four main revolutions in education: 1) Education from home to school, 2) Written word as a tool of education, 3) Invention of printing and use of books, and 4) Use of electronic media i.e. Radio, T.V, tape reorder and computer (qtd. in Sampath, Panneerselvam and Santhanam 30).

Rather hasalso studied the development of teaching aids, she has put them in two major stages: traditional teaching aids, and technological teaching aids (53). At the first stage, traditional aids were consisted of simple, easy-managed, non-expensive and non-

complicated materials. The teacher receives no training to work with these aids. Pictures, photographs, printed documents, books, magazines are among these materials. Most of them were considered as visuals and did not closely touch the other senses.

At the second stage, many technological aids were emerged and were integrated in the educational field. Instructors should receive special training in order to work with these aids. These materials are called "Multi-Sensory Aids" since they serve all the five senses. At the very first beginning, the aids were consisted of slides, radio, television, tape recorder …etc. Years later, starting from the twentieth century till today, more developed technologies were invented. This period is called "The Digital Age" in which the use of computers, OHProjectors, videos, and internet has been strongly marked. This technological progress will continue, by time, to produce such useful materials which may help both instructors and learners have better circumstances in teaching/learning a foreign language, especially concerning vocabulary.

III-4The psychology of using audio-visual aids:

Besides the implementation of audio-visual aids in teaching a foreign langue, other techniques and strategies are useful too, such as: using games, providing situations and examples …etc. However, the use of AVAs showed its large influence on the psychological features of learners. Concerning this point, we will focus more on the correlation between using audio-visual aids and the two main psychological aspects: "learning styles" and "affective variables". These two factors are very important in learning any foreign language.

III-4-1Learning styles:

Learning style is "the way in which each person absorbs and retains information and/or skills" (Dunn 2). Simply, they refer to the different ways that an individual prefer to learn through. According to Fleming's VARK model, there are three types of learning

styles: visual, auditory, and tactile/ kinesthetic style. First, visual learners are those who prefer to learn through seeing. Second, auditory learners are those who prefer to learn through hearing. Third, kinesthetic are those who prefer to learn through touching, moving, and experiencing things. The table bellow summarizes the three styles and their characteristics:

Visual learner	Auditory learner	Kinesthetic learner
• Reader/observer • Scans everything, wants to see things. • Enjoys maps, pictures, diagrams, and colours. • Needs to see the teacher's body movement and facial expressions	• A good listener. • Interprets the speech through listening to tone of voice, pitch, speed …etc. • Prefers directions given orally. • Needs to listen to the teacher's talk and speech. • Uses repetition as a learning strategy. • learns best through songs, and other acoustic techniques	• "Do-er" • Needs to touch and handle materials and objects. • May find it hard to stay fixed for long periods. • prefers to practice activities with the teacher by doing and moving throughout the class.

Table N°6: Types of learning styles.

  Multisensory methods have been stressed to address information to all learners. Unlike the traditional teaching methods, Blackwood argued that new teaching methods should manipulate the majority of senses in classroom (13). He said that "Instead of engaging only the ears of your congregation, multisensory communication enables you to engage their ears, eyes, and hands, and it brings more of the whole person into the learning process" (13).

Conventional vs. multisensory teaching

Picture N°4: Conventional vs. multisensory teaching (Adopted from Blackwood 14).

Moreover, he emphasised the role of senses in transmitting information to the brain (14). The input received is absorbed through senses; then, the latter transmit it to the brain. If the senses worked correctly and received data in good manner, the brain will process it appropriately. The following picture illustrates his idea:

Student   **Teacher**
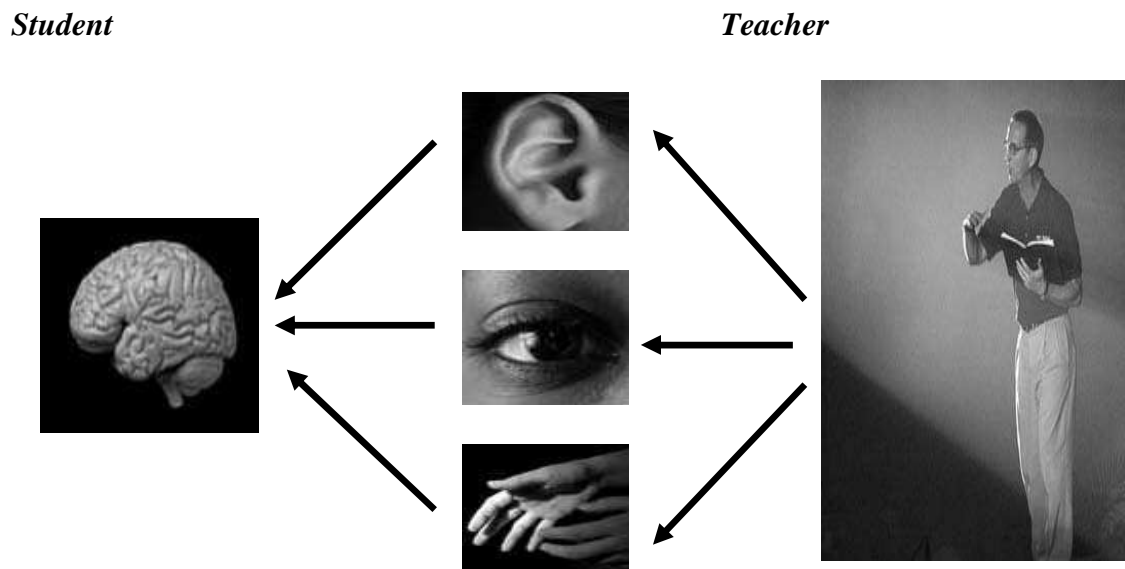
Picture N°5: How information is received through senses.

Concerning the role of senses in learning, previous studies also emphasisesthe relation between senses and learning. His findings revealed that:

1/ 01 % of what is learned is form the sense of taste.

2/ 1.5% of what is learned is form the sense of touch.

3/ 3.5% of what is learned is from the sense of smell.

4/ 11 % of what is learned is from the sense of hearing.

5/ 83 % of what is learned is from the sense of sight.

From the findings, one can notice that highly percentage of data is received through the sense of seeing (83%) which makes of more than the half. At the second place, hearing takes 11%. In other words, 94% of what is learned is from the senses of hearing and seeing, and this is a considerable percentage which instructors should pay attention to its relevance in classroom. Therefore, the most important questions to be asked here are: what is the most appropriate strategy that a teacher can use in classroom to meet these senses especially hearing and seeing? What are the useful teaching aids that can best fit all learners learning styles? So, to answer these questions, a review of audio-visual aids should be necessarily taken into consideration. Many researchers, like Dunn and Dunn in "*Learning Style Inventory*" have highlighted the role of audio-visual aids in meeting major learning styles. They have suggested a set of plans called "Contract Activity Packages" through which they have emphasised the use of multisensory resources (auditory, visual, and tactile). No one can neglect the fact that the integration of these means can meet the major senses and learning styles of pupils. For example, using an instructional video in teaching a vocabulary lesson can be significant and clearly understood by both visual and auditory learners. Gorden also argued that:

> Various combinations of text, pictures, and sounds offered by an assortment of technology can be used to improve receptive language skills, inspire classroom discussions, elicit target language from individual students, and stimulate different learning styles while engaging the learners. (180)

To sum up, audio-visual aids are among the applicable ways that teachers should rely on in the process of teaching a foreign language; and which can fit all learners learning styles at once. The variety of using such aids should be also considered by teachers i.e. teachers should not focus more on only visual or only audio materials, but rather, they should try to use them interchangeably and within appropriate time.

III-4-2Affective variables:

 According to the affective filter hypothesis which has been proposed by Krashen, there are a number of affective variables that lead to success/failure in second or foreign language acquisition. These variables are classified under three main factors: 1) Motivation, 2) self-confidence, and 3) anxiety. The comprehensible input that an acquirer receives may not last for a good production as native's and that is because of these variables (Krashen 32). The affective filter hypothesis is represented in the following figure:

 Filter

Input ⟶   - - - - - - ▶   Language Acquisition Device e⟶
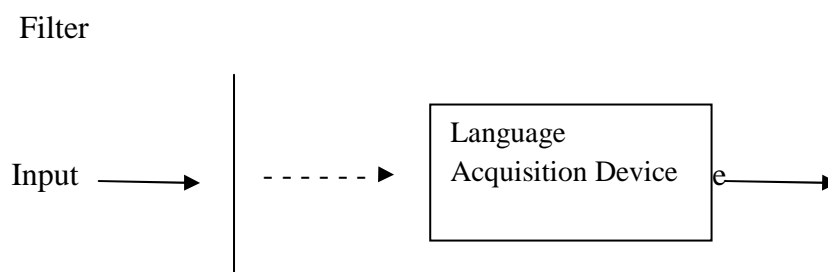
FigureN°4:Operation of the affective filter (Adopted from Krashen 32).

In the classroom context, this hypothesis focuses on the role of teacher not only in providing comprehensible input, but also in creating a comfortable and motivated classroom atmosphere. Psychologically, using audio-visual aids is considered among the helpful techniques which can lower anxiety, feel of boredom, fear; and increase learner's motivation and self confidence. Learners who are not involved in classroom activities and who look distracted, it does not necessarily mean that they have not recognized the answers to teacher's questions, but rather, it can be derived from their

shyness and poor self-confidence. So, implementing such teaching aids may help them participate confidently with the teacher and classmates. Moreover, Ossai-Ugbah, Samuel and Isaac have analysed the role of audio-visual aids in learner's motivation. They have submitted 200 questionnaires to Nigerian Technological University Library learners, and the results showed that 74 respondents (37%), which make the high percentage, confirmed that audio-visual aids made learning easier and more interesting for them (220). The table below sums up the results:

Benefits	N°: of respondents	Relative frequency %
- AVAs made learning easier and more interesting.	74	37.0
- AVAs promote a better understanding of course.	57	28.5
- AVAs assist a learner to learn at his/her own pace.	31	15.5
- AVA unit provides non-distractive environment for study	20	10.0
- Use of AVA leads to better performance in studies.	18	9.0
TOTAL	200	100.0

Table N°7: Benefits of audio-visual materials to respondents (Adapted from Ossai-Ugbah, Samuel and Isaac 220).

In the study, the researchers listed a number of benefits related to the implementation of audio-visuals in learning a foreign language. These benefits can be linguistic or psychological. The one which receives high frequency of agreement is 'AVAs made learning easier and more interesting', and this is among the psychological advantages that associate with teaching materials. 74 respondents (37%) indicate thatAVAs play a major role in relaxing the classroom climate.

To conclude, integrating audio-visual aids in classroom has various beneficial implications concerning the psychological factors. Meeting pupils' learning styles, increasing their motivation and self-confident, and decreasing the tension of fear and

anxiety are among these psychological phases. Other different benefits will be discussed after in this chapter.

III-5 Need and importance of audio-visual aids:

The educational value of AVA has been widely discussed by the current studies. They stress their role on making the teaching/learning process easier. Educationists believe that teachers should create an effective classroom learning which is related to real life situations. The website http://www.socyberty.com/education/the-value-of-audio-visualaids-in-teaching/states a number of educational values of audio-visual aids and their importance in language teaching. The following are some of these values:

1- AVAs increases learner's curiosity and interest towards the learning task.

2- The use of AVAs makes concepts easier to recall; for example, the act of skating is easier to recall if the word is accompanied by a picture of a figure skating on ice.

3- AVAs create real life situations inside the classroom.

4- They are time-saving and energy-saving because they explain the idea easily and precisely.

5- Good teaching is only possible when a teacher creates a natural environment, and audio-visual aids create this environment.

Furthermore, Tatiana Gorden has discussed the benefits of technological teaching aids (179-180). She has pointed out that these materials build learner's motivation and construct their interest in learning. Additionally, she has argued that they play a vital role in developing an excited communicative context. Whereas, Rathenberg and Mielck have a quiet highly perception. They compared teaching aids to language. In other words, they looked at language as an instrument which people use in order to communicate, and they consider also teaching materials as instruments that teachers use

to communicate with learners "A teaching aid always serves to exchange information between teacher and students" (7). The adaptation of audio-visuals should be directed by teachers to students' knowledge. They have represented this communication task diagrammatically as follows:

Language

Teacher

Student

Teacher's knowledge   Student's knowledge
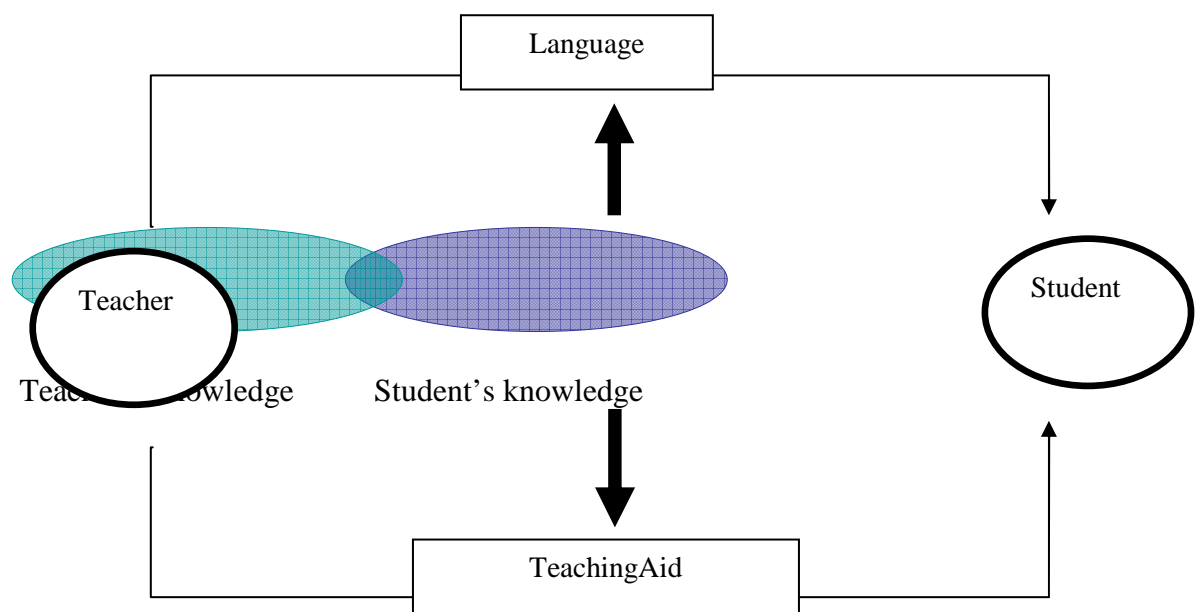
TeachingAid

Figure N°5:Fundamentals of Communication Theory (Adopted from Rathenberg and Mielck 8).

Other researchers and teachers all over the world have focused also the key role of teaching aids in education. Hamdi Hocine "*Technological and Communicative Materials in Teaching*"; Mohamed Abd el-Hafed "*Introduction to Educational Technology*"; Ali Abd el-Aziz "*Educational Technology in improving Educational Attitudes*"; and Ali Mohamed "*Teaching aids and Educational Technology*" are among

the researchers from the Arabic world who highlighted the educational need and value of audio-visuals. Hamdi Hocine (46) has stated:

<div dir="rtl">

أن الوسائل التعليمية إذا أحسن المدرس استخدامها وتحديد الهدف منها وتوضيحه في ذهن الطالب سوف تؤدي إلى زيادة مشاركة التلميذ الإيجابية في اكتساب الخبرة وتنمية قدرته على التأمل ودقة الملاحظة وأتباع التفكير العلمي للوصول إلى حل المشكلات . ويؤدي هذا الأسلوب إلى تحسين نوعية التعليم ورفع مستوى الأداء عند التلميذ. (46)

</div>

Still in the same context, Aggarwal (60-62) have listed various benefits of implementing these materials in classroom:

- **Good motivators**: teaching aids help in involving learners and making the classroom activities more interesting for them.

- **Supplement and complement verbal instruction**: considering the old proverb which says: "a picture is worth thousands words", using audio-visual materials leads to decreasing the amount of used words, and clarifying concepts; then, they result in successful learning. This meets Raymond Wyman's view who stated that:

> We (teachers) tell students, and we provide them with written materials so much of the time. Words are wonderful. They are easily produced, reproduced, stored and transported. But the overuse or excessive use of words can result in serious problems, chiefly, the problem of verbalism (using or adopting words or phrases without considering what they mean) and forgetting.(qtd. in Aggarwal 60)

- **Clear images:** the input can not be understood by learners until it is clearly presented. Teachers should be aware that their pupils learning styles are different, so they should apply different techniques which can fit all their styles. The use of teaching audio-visuals can achieve this goal.

- **Vicarious experience:** It is not possible to involve leaners each time in practicing real experiences; then, teachers should apply other indirect ways

which can result in learners' understanding. For example, young learners of Sahara region may not understand the word "beach", and it is impossible for the teacher to take them to see 'the beach'; thus, audio-visual aids help in making the idea clearer for them.

- **Variety:** there was a shift from traditional teaching methods with chalk/talk and note/explanation to the application of different tools in classroom. The development of audio-visual tools enriches the process of learning/teaching with various activities.

- **Freedom:** the implementation of teaching materials may create a relaxed classroom environment for learners, they can freely discuss and comment on topics with each other while watching or/and listening. Therefore, learning becomes more likeable and enjoyable for them.

- **Opportunities to handle and manipulate:** audio-visual materials present suitable situations in which learners can handle and manipulate things.

- **Retention**: Audio-visual aids increase the learners' retention ability. Seeing a picture or listening to a specific sound can help learners remember words, terms, ideas, and can respond accordingly.

- **Helpful in Attracting Attention**: audio-visual materials are among the best ways which can attract learners' attention in classroom. They help create a sense of interest and curiosity among learners.

- **Helpful in Fixing up New Learning**: the input which teachers present in classes needs to be stored in learners' minds. Audio-visuals help in fulfilling this goal; they prove their accessibility in the storing and retention of information.

- **Saving of Energy and Time**: since "a picture is worth thousands words", teachers using audio-visual materials can save their time and energy. By using pictures, videos and songs teachers can convey messages and ideas without even uttering one word. These materials provide meaningful and easy information in a short time.

- **Realistic**: watching videos and films, and listening to recorded speeches and stories get learners' feel they are involved in real life situations. Implementing these aids in classroom activities can result with different reaction of learners' according to the given context. Watching a video about the royal family of England is more preferable than reading about it for a whole week.

- **Vividness**: Audio-visual aids produce a strong, real and clear picture in learners' minds. Watching a film or video about a famous person make it clearer and more vivid than just reading about.

- **Catering to Individual Differences**: as we have mentioned before, researches showed that learners have different learning styles. Some are auditory learners, while others are visual, or kinesthetic. The inclusion of different teaching aids can meet all these styles, and so get more satisfied results.

- **Encouragement to Healthy Classroom Interaction**: since the integration of audio-visual aids leads to interest and curiosity among learners, this lasts in a more active classroom.

- **Reaching Remote Areas**: people living in rural areas have difficulties in learning. Audio-visual aids can reduce the amount of these difficulties and facilitate the learning task for them.

- **Promotion of Scientific Temper**: instead of just reading about or listening to teachers' talk about some phenomena, learners can touch, do, observe and practice objects.

- **Development of higher faculties**: in non audio-visual aid's situations, learners receive the information from teachers' talk, and then try to memorize it in order to retrieve it in later occasions. However, the implementation of audio-visuals in class and the involvement of learners in practical activities increase their higher order thinking and intelligence; and drive them to be more creative and innovative.

- **Reinforcement**: many researchers and educators highlight the importance of using audio-visual materials in reinforcing learners. They are seen as good stimuli for attaining better learners' responses.

- **Positive transfer of learning and training**: audio-visuals provide appropriate understanding of learning, and suggest possible solutions for educational problems.

So**,** meeting all the previous benefits of adopting audio-visuals in classroom (motivation, meeting learner's needs and styles, attracting their attention and saving time and energy…etc.), the classroom context; thus, becomes more interactive and effective for both teachers and learners and leads to higher learning/teaching achievements.

III-6 Classification of audio-visual aids:

Researches have realized different views in classifying teaching aids. The website http://www.scribd.com/doc/11631190/6-Effective-Use-of-Audio-Visual-Aids presented audio-visual materials under three types: non-projected, projected and electronic materials. They are presented in the following diagram:

Audio-visualaids		
Non-projected:	**Projected**:	**Electronic:**
- Books., texts	- OHP.	- Video,
- Journals, hand outs	- Slides.	- Computers.
- Instructional manuals.	- Film strips.	- Internet.
- Chalk and other boards.	- Films.	- Audio.
- Charts.		- Radio.
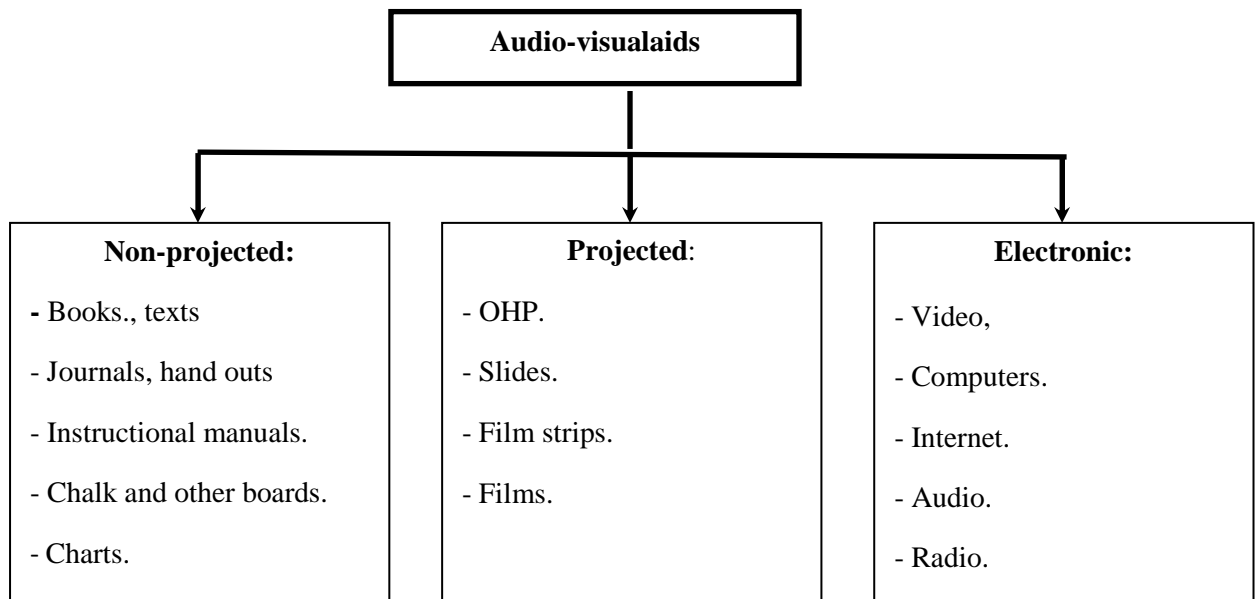
Figure N°6: Types of audio-visual materials.

Another classification has proposed byNarayan Shankar, a UNESCO expert in audio-visual aids and production of teacher training,materials has dealt with a different categorization of teaching materials (7-9). He put them under eight kinds, they are as follows:

A- Visual and non-projected aids:

- Pictures or illustrations.
- Photographs.
- Flash cards or strips.
- Posters.
- Charts.
- Diagrams.
- Picture books …etc.

B- Projected aids:

- Films or film strips.
- Slides.
- Transparencies for overhead projectors.

C- Audio aids:

- Radio.
- Recording tapes and discs.

D- Three dimensional aids:

- Models.
- Objects.
- Mobiles.

E- Display boards:

- White board or calk board.
- Flannel board.
- Bulletin board …etc.

F- New media:

- Television.
- Tape-recorder.
- Computers.

G- Others:

- Audio-visual kits.
- Displays and exhibitions.
- Programmed learning materials.

H- Audio-visual equipment:

- Motion picture projectors.
- Slide projectors.
- Televisions and computers.
- Over head projectors.

All the previous classifications have been summarized into five essential types (Aggarwal 65-67). They are illustrated below:

- **Classification number 1**: Projected and non-projected aids

Projected aids	Non-projected aids				
	Graphic aids	Display boards	Dimensional aids	Audio aids	Activity aids

| - Films - Film strips. - Opaque projector. - Overhead projector. - Slides. | - Cartoons. - Charts. - Comics. - Diagrams. - Flash cards. - Graphs. - Maps. - Photographs - Pictures. - Posters. | - Blackboard. - Bulletin. - Flannel board - Magnetic board. - Peg board. | - Models. - Mock ups. - Objects. - Puppets. - Specimens | - Radios. - Recordings. - Television. | - Computer Assisted Instruction. - Demonstrations - Dramatics. - Experimentation - Field trips. - Programmed Instruction. - Teaching machines. |

Table N°8: Classification n°1 of audio-visuals.

- **Classification number 2**: audio materials, visual materials, and audio-visual materials:

Audio materials	*Visual materials*	*Audio-visual materials*
- Language laboratories. - Radio. - Sound distribution system - Tape recorder.	- Boards. - Charts. - Drawings. - Flash cards. - Pictures. - Photographs. - Slides.	- Demonstrations. - Films. - Videos. - Television.

Table N°9: Classification n° 2 of audio-visuals.

- **Classification number 3**: hardware and software in teaching aids:

Educational technology can be classified into two types, i.e., the hardware approach and software approach.

a- Hardware approach: the development in science and technology provides different materials which can be used in education. These materials, which are related to electro-mechanic features of technology, can serve the process of teaching/learning. Hardware approach includes: computers, epidiascope, magic lantern, motion pictures, overhead projector, radio, slide and film projector, tape recorders, teaching machines, television.

b- Software approach: it is related to psychological features of learning and behaviour. Originally, these materials are derived from behaviourists' studies. It includes: newspapers, books, magazines, educational games.

- **Classification number 4**: big media and little media:

a- Big media: computer, TV and OHProjectors.

b- Little media: radio, audio cassettes, film strips and other visuals.

- **Classification number 5**: Dale's hierarchical cone of experience:

- Edgar Dale is considered the father of research about teaching theories and communication media. In his book "*Audio-Visual Methods in Teaching*", he suggested what is called "cone of experience" to give more credit to visual learning. The following graphic was derived from Metiri Group (4), Cisco Public Information, and which represents a new formation of Dale's model.Actually, Dale's original "cone of experience" does not contain any percentages.

Cone of Learning (Edgar Dale)

After 2 weeks we tend to remember...

Nature of Involvement

10% of what we READ	READING	Verbal Receiving
30% of what we SEE	LOOKING AT PICTURES	
	WATCHING A MOVIE	PASSIVE
50% of what we HEAR and SEE	LOOKING AT AN EXHIBIT	Visual Receiving
	WATCHING A DEMONSTRATION	
and DO	DOING THE REAL THING	

Edgar Dale, Audio-Visual Methods in Technology, Holt, Rinehart and Winston.
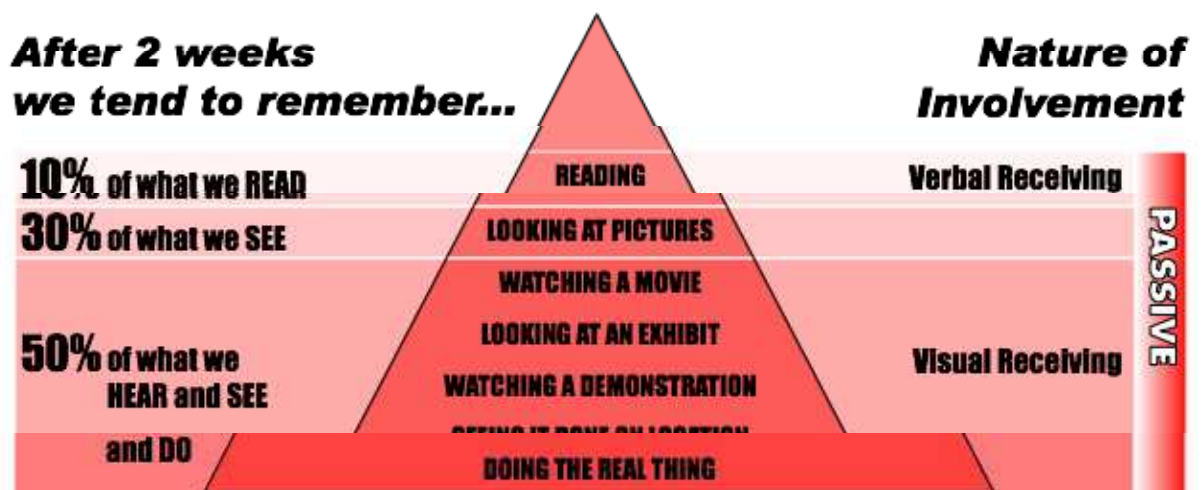
Picture N°6: Dale's Cone of Experience.

Dales' model represents information about what learners tend to remember after two weeks. The data provided showed that 50% of what is retained is from the sense of seeing and hearing. Learners can remember this information because they have been involved in visual activities, by watching a movie, video, picture, demonstration, or observing the experience in front of them.

Each one of these classifications is categorized in accordance to a certain principle, some of the classifications are based on the learning styles, and others are based on the projection, while others refer to the physical appearance (whether big or little).

III-7 Constraints and barriers in using audio-visual aids:

Numerous difficulties may challenge the proficient use of AVAs, especially when speaking about technological devices. These challenges can affect negatively the process of teaching and learning, and they may last with unsatisfied educational results. Beyond that, these problems occur at the level of different phases i.e. some educators and teachers can face constraints while planning the teaching aids (their availability, usefulness…etc.); whereas, others can face problems while presenting them (technical problems, solidity…etc.).

In this respect, Gordon has stated some of the barriers that may obstruct the instructional process movement (181). She went on to deal with two serious problems: the reliability and the availability of teaching aids. First, these devices may not be reliable for some reasons, so there should be always alternative teaching aids that can replace them. Their components can break down in the middle of the lesson, leading to learners' demotivation and loss-interest, and teachers' stress and dissatisfaction. Second, the availability problems emerge when there are no useful materials to be integrated in classroom activities, and that is because of administrative or other reasons.

Interestingly, Lestage André has shifted the view from technical problems to pedagogical ones (2). He has highlighted the fact that using audio-visual aids can not serve the teaching of abstract and intellectual concepts. He has pointed out also that techniques should not be separated from pedagogy, they should be interchangeably used. Lestage has tackled also the issue of teachers' training to use these aids effectively. Importantly, he has commented on the fact that underdeveloped countries should concentrate more on establishing institutions and administrations and organizing seminars that enhance teachers' and instructors' knowledge about the integration of these aids in classroom.

The following list concerns the obstacles that may face the implementation of audio-visuals in classroom. They are proposed by Aggarwal and Kuldeep:

- **Apathy of the teachers:** teachers still do not recognize the role that teaching aids play in classroom, they base their instruction merely on words.

- **Indifference of students:** when pedagogical aids are used appropriately, they provide teaching with significant data helpful for both teachers and learners. However, if they are implemented with no purpose in mind, their occurrence will be unsatisfactory.

- **Ineffectiveness of the aids:** what makes the use of audio-visuals fails in providing successful instruction is the teachers' lack of pre-planning and preparation. Researches have shed light on the role of planning because it is the way to effective presentation, application and discussion.

- **Financial hurdles:** governments and organizations should give more interest to set up audio-visual education. Underdeveloped countries have serious problems concerning the lack of programmes; in turn, they could not enable them to achieve further objectives.

- **Irregular power supply:** no one can refuse that teaching materials, especially the technological ones, need electrical and technical power in order to work. So, these devices will not be activated unless there is enough power, and this fact could be unwelcomed prospect from the part of certain countries and areas which have insufficient energy.

- **Need for training:** each kind of teaching materials requires a special treatment and way of dealing. Therefore, instructors should be aware of these differences as well as they should receive trainings on how to use them.

- **Not catering to local needs:** the integrating of audio-visuals should go in parallel with regional, sociological, psychological, cultural and pedagogical features.

- **Improper selection of aids:**educational tools and media should be selective in accordance to learners' needs, levels and other related factors. (64)

It is not difficult to observe that their use is continuing and progressing to spread not only over the educational system, but also over other different fields. Even there has been technological development from traditional to modern devices; this did not reduce definitely the barriers that suit them.

These constraints are related to the teachers' poor knowledge of pedagogical aids and all what is associated with; they are responsible in whether decreasing or increasing the barriers. Dale argued that researchers and teachers who disagree with the use of audio-visual aids are not knowledgeable of using audio-visual materials, and even teaching in itself (4).

III-8 Principles to be followed for an effective use of audio-visual aids:

Educators and researchers shed light on the principles that teachers should follow before, while and after presenting a lesson with audio-visual aids. That's why

Viaderostated that "Wise use of technology takes adequate training, time, planning, support and teacher ownership" (16).Some considerable questions need to be stressed for an effective use of teaching aids. Do they provide a clearer image of the lesson to be presented? Do they go in parallel with the topic content? Are they easy-managed and controlled? Are they appropriate for learners' age, level, experience and culture? These are among the crucial questions in a manner and pace that leads to obtain more successful teaching and learning achievements.

 "Planning is a key to successful presentation whether or not you will be using visual aids or computer presentation software … The process of planning can be very time consuming for an effective presentation" (Stoner 2). He has raisedup numerous issues to be focused in three different stages: planning, designing and delivery. Concerning planning, teachers should determine whether it is appropriate to use aids, as well as, they should consider their learners' levels, time and effort required. Secondly, the designing stage is associated with those who want to design materials by themselves. Some given rules are suggested by Stoner (5-7) such as: choosing the colour, avoiding useless motion and animations effects, minimizing the amount of information since "less can be more" to remember. Lastly, in the delivery stage, teachers should guide learners to the presentation by effectively managing time, speaking to learners not audio-visuals, and not obstructing the view of visual materials.

 Course Preparation Team, at*Indira Gandhi National Open Univers,* summarizes seven major points for successful application of audio-visual aids in the teaching process (60). They called them "7 Rs of audio-visual aids". They see that teachers should select a right aid, in a right place, following right way, at a right time, with right people, to convey a right message. Choosing rightly these aids according to the provided principles will end at good presentation.

```
┌─────────────────────────────────────────────┐
│           7 Rs of audio-visual aids:          │
│                                               │
│      -   Right aid.                           │
│      -   Right place.                         │
│                                               │
│      -   Right way.                           │
│                                               │
│      -   Right time.                          │
│                                               │
│      -   Right people.                        │
│                                               │
│      -   Right message.                       │
│                                               │
│      -   Right extension worker.              │
└─────────────────────────────────────────────┘
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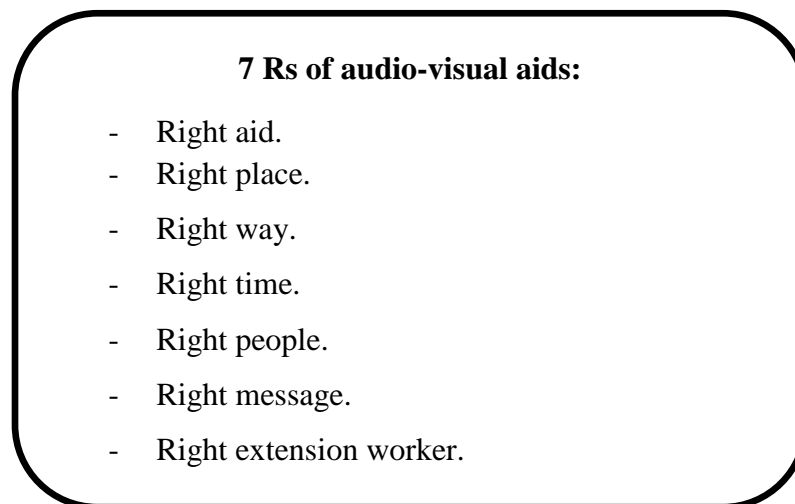
Figure N°7: The 7 Rs of audio-visual ads. (Adopted from *Course Preparation Team* in
Indira Gandhi National Open Univers 60).

Extra suggested guidelines have been listed down by Colannay Aurelio in the online

site of *First Chief Justice of the Republic of the Philippines:*

- Teachers must know their pupils to select the appropriate teaching aid to meet the

objectives. They have to identify learners' knowledge, skills, needs, and attitudes about

the subject.

- The selection of the appropriate teaching aid goes in parallel with the objectives of the

lesson. Teachers should choose their teaching materials that best fit the targeted goals.

- Teachers as well as pupils can produce and design useful teaching aids which can help

them in classroom activities. These aids tend to be not expensive; they are consisted of

simple drawings, pictures and objects. Creatively, teachers and pupils can take the

existing materials of the school as an advantage to invent their new ones.

- Teachers should expose their pupils to research, reading and observation in order to be more creative and motivated. As far as this exposure is developed, learners can use and even create new aids effectively. The shift from old devices to new ones comes because of imaginative thinking.

Before listing principles, instructors should recognize what are the characteristics of adequate teaching aids (Aggarwal 62). They have listed them as follows:

- They should be meaningful and purposeful.

- They should be accurate in every respect.

- They should be simple.

- They should be inexpensive.

- They should be large enough to be properly seen by the students for whom they are meant.

- They should be up to date.

- They should be easily portable.

- They should be appropriate to the mental level of the students.

- They should motivate the learners

Then, he has collected main principles for proficient application from the very beginning of the presentation till its end (62-36). They are summarized below:

- **Principle of Selection**: the satisfactory use of teaching aids is dependent on the subject objectives and the learners' characteristics. Teachers should regard some points for gaining better results: a) they should consider the age, level, needs and other characteristics of the learners, b) teaching aids should be targeted to a specific educational value besides psychological ones, c) these tools should represent real things, and d) they should fulfil the objectives.

- **Principle of Preparation**: besides the available teaching aids in school, teachers should try to create their own ones, so that they use them when necessary. In order to invent effective aids, in turn, teachers can benefit from the existing ones. Also, they can receive training to help them get more insights on how to apply them. Teachers as well as learners can involve in the preparation.

- **Principle of Physical Control**: teachers should be aware of how to well control and manage the materials physically.

- **Principle of proper presentation**: before hand, teachers need to ensure that the teaching aid which is going to be used is not damaged and ready for use. During the lesson presentation, the teaching aid should be clearly displayed so that all learners can see and hear it. Preferably, teachers should minimize the amount of questions and activities raised in order not to make learners lose concentration.

- **Principle of response**: for successful classroom interaction, teachers are supposed to command and guide their learners to respond appropriately. Teachers' role is to create a favourable classroom situation in which learners can feel free to react.

- **Principle of evaluation**: after presenting the lesson, instructors should make an overall evaluation of audio-visual aids, classroom activities, learners and whether the objectives are reached.

III-9 The changing role of the teacher:

The integration of audio-visual aids in classrooms led to the creation of new educational activities, in which the teacher's role has changed according to these

activities and their related objectives. Viadero believed that the teacher's role is to create a worth classroom atmosphere using these devices:

> Placing computers and software in classrooms is not enough. Discovering whether technology "works" is not the point. The real issue is when and under what circumstances. Like any other tool, teachers have to come up with a strategy or pedagogy to make it work. (16)

This meets Bernauer's view who stated that the big deal is not on integrating educational aids; however, it is related to what teachers should do to improve learners' level and motivation (1). So, the teacher's role has been strongly focused by educators. Fullan also stressed the importance of teachers for better classroom instruction:

> Technology generates a glut of information, but it has no particular pedagogical wisdom—especially regarding new breakthroughs in cognitive science about how learners must construct their own meaning for deep understanding to occur. This means that teachers must become experts in pedagogical design. It also means that teachers must use the powers of technology, both in the classroom and in sharing with other teachers what they are learning. (582)

Moreover, the website marsafaschool.yoo7.com./t2077-topic has displayed a useful article on the current teacher's role in implementing technology and teaching aids. The article provided is written in Arabic language, it divides the teacher's role into three main points: 1) the teacher as a lecturer who presents lessons using these tools, 2) the teacher as a motivator to help learners better respond to these materials, and 3) the teacher as a motivator who leads learners to be more creative.

ان دور المعلم الذي يستخدم التكنولوجيا في التعليم يتلخص في المهام التالية:

دور الشارح باستخدام الوسائل التقنية : وفيها يعرض المعلم للطالب المحاضرةمستعينا بالحاسوب والشبكة العالميةوالوسائل التقنية السمعية منها والبصرية لتوضيح ما جاء فيها من نقاط غامضة ، ثم يكلفالطلبة بعد ذلك باستخدام هذه التكنولوجيا كمصادر للبحث والقيام بالمشاريع المكتبية.

دور المشجع على التفاعل في العملية التعليمية:وفيها يساعد المعلم الطالب على استخدام الوسائل التقنيةوالتفاعل معها عن طريق تشجيعه على طرح الاسئلة والاستفسار عن نقاط تتعلق بتعلمه.
دور المشجع على توليد المعرفة والابداع:وفيها يشجع المعلم الطالب علىاستخدام الوسائل التقنية من تلقاء ذاته وعلى ابتكار وانشاء البرامج التعليمية.

We conclude that the role of the teacher in context of AVAs becomes more and more centred in order to handle and manipulate activities. Even if the existed educational methods emphasis on learner's role in classroom, we believe that teacher's role still makes the core of instruction. Nothing goes perfectly without the responsibility of the instructor.

III-10 Conclusion:

Current tendency has dealt with the integration of audio-visual aids in many fields; specifically, education. Researchers and educators emphasise the key role of these teaching materials and technological devices to assist in foreign language teaching and learning (English in our case). However, to reach satisfactory results, both teachers and learners should appropriately perform their due tasks. Importantly, they should consider some practical principles that lastly lead to dynamic and accessible classroom instruction, and they should not rely more on just one kind of aids; however, they should benefit from their variation and manipulate them interchangeably following suitable criteria. Within this phase, an important fact which teachers should be aware of is that the application of these teaching materials can fail if they rely mostly on them. In other words, some inexperienced teachers may mis-use these aids and plan to integrate them extensively, and in the long run this will result in unsuccessful objectives. They are merely aids and ways for fulfilling better teaching goals, and instructors should know what, when and how they should use them.

Chapter Four: The Influence of Audio-Visual Aids in Teaching Vocabulary (Field Work):

IV-1 Introduction:

The present study is designed to examine the usefulness of audio-visual materials in enhancing pupils' vocabulary acquisition. This research is based mainly on two hypotheses:

a- We hypothesize that the lack of using audio-visuals aids in the third year middle school classes stands for the pupils' poor English vocabulary.

b- We advance that an adequate use of audio-visual aids may enhance pupils' English vocabulary acquisition.

Thus, to evaluate these hypotheses we handed a study in two steps. First, teachers' questionnaires were administered. Then, classroom observation sessions were attended with the third year class. The findings of these two data collection tools will be analysed and interpreted in this chapter.

IV-2 Design of the study:

IV-2-1The choice of the method:

Depending on many related factors, we have decided to carry on our research adopting the descriptive method. The present work is based on correlating educational audio-visual materials and vocabulary instruction. To confirm our hypotheses, we have used two main instruments for gathering data. On the one hand, a questionnaire is submitted to teachers at Daas Mohamed middle school. The questionnaire is used to obtain

information about teachers' viewpoints and attitudes toward the integration of teaching aids in teaching new vocabulary items. On the other hand, the researcher involved in a classroom observation periodwith third year middle school classes at Daas Mohamed middle school (Tolga). Observation is used to get data on the audio-visual aids used by the teacher in vocabulary instruction. The researcher observes the teaching materials, classifies them and takes different notes concerning their use. The classroom observation is used to examine the questionnaires' findings.

IV-2-2Thetarget population:

According to Polit et al. (233), the term 'population' is defined as: "the entire aggregation of cases that meet a specified set of criteria". In the present research, we are dealing with the implementation of audio-visual aids in teaching English vocabulary. As a matter of a fact, vocabulary is needed to be taught at the very beginning levels of learning English in order to construct a strong and reach vocabulary basics. In Algeria, English is taught for the first time at middle school level, from the first year to the fourth one. For that reason we have chosen to conduct our case study at middle school level. Besides that, other relevant factors stood behind our choice: a) since it is located in our home town so we want to reduce the amount of challenges we may face; b) the writer is an employer at this middle school and that makes it easier to conduct a research, submit questionnaires and attend classroom observations; c) reviewing psychological factors, audio-visuals are tended to be more workable with young learners.

 Concerning our case study, normally we have decided to work with the fourth year classes at *Daas Mohamed* middle school –Tolga- because they are mature enough to respond to the use of audio-visuals in classroom. However, this could not been fulfilled

because we have faced some challenges concerning time. The period we planned to start our field work, there were the exams, holidays and elections. So that, the time remained for the fourth year classes was so limited because they should finish the program at its due time and begin to prepare for the BEM exams. We have decided not to interrupt them and; thus, we have shifted the view to the third year classes.

In *Daas Mohamed* middle school during the scholar year 2011-2012, there are four classes of third year (3MS$_1$, 3MS$_2$, 3MS$_3$ and 3MS$_4$) and which consist of nearly ≈120 pupils (≈30 pupils at each class). Third year pupils are supposed to have been taught English at least for three years. I have attended classroom observation sessions with these classes, and the findings will be discussed after at this chapter. In turn, there are three teachers of English at this school to whom I have submitted three questionnaires. We have got the questionnaires back after three days, and we have faced no problems in that task.

IV-2-3The sample:

Researchers declare that there is no exact size of sample to carry out a particular research(577). Polit et.aldefine sampling as:

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

Within this context, researchers do not take a sample if the population is less than 100 i.e. they take the whole population. Whereas, if the population is more than 100, it is preferable to take 10%-15% or 20%-25% of it (Arikunto 40). As a matter of a fact, in the present research there are three teachers to whom I have conducted the

questionnaires, I took the whole population since they are less than 100. Concerning classroom observation there are four classes of 3MS which makes ≈120 pupils, so I took 20% of the population which makes ≈30 pupils. Hence, we have chosen one third year class to attend classroom observation with along the observation period. This class was chosen randomly.

From the beginning of March 2012 till the end of April 2012, we have started observing the classroom teaching sessions, how vocabulary is taught and learnt, and how do learners respond to the use of audio-visual materials. An observation period of two months is attended, but excluding the one week of exams and 15 days of holidays.

IV-3 Teachers' questionnaire:

Three questionnaires were submitted directly to all teachers (three teachers) of *Daas Mohamed* middle school –Tolga- and they were all collected back after three days.

IV-3-1Description of the questionnaire:

The teachers' questionnaire seeks to collect data about the teaching experience, techniques of teaching vocabulary, assessing learners' vocabulary acquisition, and the integrations of audio-visual aids as one of the teaching materials. In the introduction, we explained to the teachers the aim of this questionnaire: to investigate the influence of integrating audio-visual devices on the acquisition of vocabulary at the third year *Daas Mohamed* middle school level. The teachers were required to answer the questionnaire by ticking the appropriate box and making statements whenever necessary. The questionnaire (see Appendix I) consists of 29 questions divided into three sections:

Section one: Teaching Experience (Q1 ⟶ Q2)

This section consists of two questions. It aimed at collecting information about the respondents' (teachers') qualification and teaching experience, and what levels they teach.

Section two: Teaching Vocabulary (Q3 ⟶ Q18)

It deals with the different techniques teachers use to explain and present new vocabulary. Also, teachers' assessment of their pupils' vocabulary learning is investigated.

Section three: Educational Audio-Visual Aids (Q19 ⟶ Q29)

This is the essential element of our research; it investigates whether teachers implement the audio-visuals in classroom, and how learners respond to their use. Importantly, it examines their role in teaching English vocabulary.

IV-3-2 Analysis and interpretations of the questionnaire:

Section one: Teaching Experience

Q1: <u>How long have you been teaching English</u>?

Teacher (s)	Number of years
- teacher N°: 1	08
- teacher N°: 2	15
- teacher N°: 3	23

Table N°10: Teachers' experience.

The average teaching experience of teachers is approximately ≈ 15 years. The shortest teaching experience period is of 08 years, and the longest one is of 23 years. This indicates that all teachers have acquainted with the teaching process, and probably used various vocabulary teaching techniques. Also, teachers belong to different generations, so they have marked the progression from traditional to modern teaching materials.

Q2: <u>What levels have you been teaching</u>?

1st 2nd2rd 4th

☐   ☐   ☐   ☐

levels	N° of teachers
1st+2nd+3rd	01
1st+2nd+3rd+4th	02
Total	03

<u>Table N°11</u>: levels that teachers have taught.

Two teachers have taught all the levels (1MS, 2MS, 3MS and 4MS). One teacher has not taught the 4MS, he has taught only the first three levels (1MS, 2MS and 3MS). Concerning our case study, 3rd year classes, all teachers have an experience with teaching this level.

Section two: Teaching Vocabulary

Q3: <u>Do you present new words in every lesson</u>?

Always ☐   often ☐   sometimes ☐   rarely ☐

Options	N° of teachers	%

- always	00	00.0
- often	03	100.0
- sometimes	00	00.0
- rarely	00	00.0
Total	03	100.0

Table N°12: teachers who words in Rate of present new every lesson.

Figure N°8: Rate of teachers who present new words in every lesson.

All the three teachers (100%) state that they often present new words. This demonstrates that middle school teachers give a big importance to new words, and vocabulary in general. They have chosen the option "often" and not "always" because in some rare cases they do not present new words because of certain factors.

Q4: Do the learners ask you about their meanings?

Yes ☐   No ☐   Sometimes ☐

Options	N° of teachers	%
Yes	00	00.0
No	00	00.0
Sometimes	03	100.0
Total	03	100.0

Table N°13: Rate of learners who ask about the meanings of new words.

Figure N°9: Rate of learners who ask about the meaning of new words.

The findings show that pupils sometimes ask about the meaning of new words i.e. they are interested to learn the meaning of new items presented. This indicates that asking the teacher is one of the learning strategies used by pupils.

Q5: When you present new words, do you focus more on:

The form of the word ☐

The meaning of the word ☐

The use of the word ☐

Options	N° of teachers	%
- the form	00	00.0
- the meaning	01	33.3
- the use	02	66.6
Total	03	100.0

Table N°14: What teachers focus on when presenting new words.

Figure N°10: What teachers focus in when presenting new words.

Two teachers (66.6%) state that while presenting new words, they focus more on their use in different contexts. Whereas, the other teacher (33.3%) says that s/he focuses on the word's meaning. This means that teachers see that getting pupils know the meaning and use of a new word is more important than knowing its form. In order to get clearer information about the teachers' views, we have set the following question.

Q6: Why?

The two teachers (66.6%) who have emphasised "the use knowledge" of new vocabulary declare that a word may have different interpretations according to the context used within. Thus, pupils should encounter new words in their appropriate situations. Moreover, teachers need to provide pupils with real life examples in which the new items are illustrated. Whereas, the third teacher (33.3%), who has focused "the meaning knowledge" of new words, states that pupils will find these words in written texts, so they can not understand the text without knowing the words' meanings. This percentage indicates that "the use" of new items is more effective than meaning and form.

Q7: <u>When you teach new words, do you use:</u>

Options	Always		Sometimes		rarely		If necessary		Never		Total
Translation	00	00	00	00	00	00	03	100	00	00	03
Definition	01	33.3	02	66.6	00	00	00	00	00	00	03
Word in context	03	100	00	00	00	00	00	00	00	00	03
Synonyms/Antonyms	00	00	01	33.3	00	00	02	66.6	00	00	03
Show a picture	00	00	03	100	00	00	00	00	00	00	03

<u>Table N°15</u>: Teachers' techniques when presenting new words.

Others? Please, specify --

<u>Figure N°11:</u> Teachers' techniques when presenting new words.

Shifting from numbers' to words' phase, the frequently used technique in teaching English vocabulary is "putting new words in context". All teachers (100%) indicate that they *always* present the new words in context; so that pupils can recognize the different uses of the word. "Showing a picture" to describe new words comes after the first technique. All teachers (100%) declare that they use it not all the time, but *sometimes*. These two techniques show a high frequency of use, and this implies that using context and showing a visual object can help pupils better understand, retain and recall

vocabulary. Providing pupils with word's definition is also adopted, one teacher (33.3%) states that s/he applies this technique *always*, while the two others (66.6%) indicate that they apply itin some cases. Concerning "synonyms/antonyms" technique, one teacher (33.3%) states that s/he uses it *sometimes*, while the other two teachers (66.6%) state that they use it only if necessary. All of the teachers (100%) opt to use "translation" only *if necessary*, in case when all the previous techniques did not clearly explain the new vocabulary. In other words, teachers see that since pupils are learning a foreign language (FL), so the use of the first language (L1) is non-preferable and inaccessible.

Furthermore, teachers have listed other useful techniques applied for teaching new words such as: miming, facial expressions, drawing, and utilizing dictionaries.

Q8: Do you ask your pupils to use dictionaries?

Yes ☐   No ☐

Options	N° of teachers	%
- Yes	03	100.0
- No	00	00.0
Total	03	100.0

Table N°16: Rate of teachers who ask pupils to use dictionaries.

Figure N°12: Rate of teachers who ask pupils to use dictionaries.

It appears from (table 5) that all teachers (100%) not only permit the use of dictionaries, but also ask their pupils to utilize them to look for words meaning and spelling. To derive more information about this, we have planned the newt question.

Q9: <u>If yes, what kind of dictionaries</u>?

Bilingual dictionaries ☐

Monolingual dictionaries ☐

Why? ---

Options	N° of teachers	%
Bilingual dict.	03	100.0
Monolingual dict.	00	00.0
Total	03	100.0

<u>Table N°17</u>: Kind of dictionaries pupils are asked to use.

<u>Figure N°13</u>: Kind of dictionaries pupils are asked to use.

All teachers (100%) affirm that they ask their learners to use bilingual dictionaries. The reason behind that, as all teachers (100%) state, is that pupils are still beginners. In other words, even if they use monolingual dictionaries, they may not get the meaning of a new word. The bilingual dictionaries can be Arabic-English or English-Arabic.

Q10: <u>Do you give your pupils activities to practice vocabulary</u>?

Always ☐   Often ☐   Sometimes ☐   Never ☐

Options	N° of teachers	%
- Always	01	33.3
- Often	01	33.3
- sometimes	01	33.3
- Never	00	00.0
Total	03	100.0

<u>Table N°18</u>: Rate of activities given to practice vocabulary.

<u>Figure N°14</u>: Rate of activities given to practice vocabulary.

From the above table, each teacher has opted a choice. One teacher (33.3%) declares that s/he *always* provide activities to practice new vocabulary items. While the other teacher (33.3%) states that s/he *often* involves pupils in vocabulary practices. Whereas the last one (33.3%) indicates that s/he practice vocabulary with pupils *sometimes*. Although this found data reveals that all teachers do not practice vocabulary each time, but it shows the importance of practicing new words since none of the teachers choose to tick on "never" box.

Q11: <u>What kind of activities do you give to your pupils? Please, explain below</u>:

Teachers	Answers
- Teacher 1	Ask them to use new words in examples of their own and/or to use them while writing or speaking.
- Teacher 2	Ask them to find synonyms, opposites, search words (games) and/or translate them.
- Teacher 3	Ask them to make word-definition, word-synonym and/or word-opposite.

Table N°19: Kind of activities teachers give to their pupils.

Teachers have almost the same ways to involve pupils in practicing vocabulary. They ask them to provide words' synonyms, opposites, definitions and also L1 equivalent. Then, they ask them to recall the learnt words and produce them in pieces of writing or while speaking.

Q11: <u>How can you describe the task of teaching new words</u>?

Teacher	Description
- Teacher N° 1	An essential task.
- Teacher N° 2	Very important. It affects the pupils' writing and speaking skills.
- Teacher N°3	Teachers should highlight the importance of vocabulary in teaching English, and applying available materials to gain better results.

Table N°20: How teachers describe the task of teaching new words.

The overall views of teachers state that vocabulary instruction is a vital element in teaching English. Teacher (N°2) sheds light on the role of vocabulary in pupils' writing and speaking achievements. It means that the strength of vocabulary acquisition goes in

parallel with the writing and speaking skills of pupils. Whereas, teacher (N°3) recommends that teachers should focus on vocabulary instruction. S/he also declares that teachers should profit from the available teaching aids to serve and facilitate the teaching/learning of vocabulary.

Q12: <u>Do you check your pupils' vocabulary learning</u>?

Yes ☐   No ☐

Options	N° of teachers	%
- Yes	03	100.0
- No	00	00.0
Total	03	100.0

<u>Table N°21</u>: Rate of teachers who check pupils' vocabulary learning.

<u>Figure N°15</u>: Rate of teachers who check pupils' vocabulary learning.

All teachers (100%) declare that they check their pupils' vocabulary learning. So, they give importance not only to explaining new words, but also ensuring that pupils have well understood them.

Q13: <u>If yes, how often do you check it</u>?

Always ☐   Often ☐   Sometimes ☐   Rarely ☐

Options	N° of teachers	%
- Always	01	33.3
- Often	02	66.6
- Sometimes	00	00.0
- Rarely	00	00.0
Total	03	100.0

Table N°22: Rate of times teachers check their pupils' vocabulary learning.

Figure N°16: Rate of times teachers check their pupils' vocabulary learning.

Two teachers (66.6%) state that they *often* check their pupils' vocabulary learning. While the other remaining teacher (33.3%), is a regular controller of pupils' vocabulary acquisition.

Q14: Do you check your pupils' vocabulary learning through:

Formal assessment ☐

Informal assessment ☐

Options	N° of teachers	%
- Formal asses.	01	33.3

- Informal asses.	02	66.6
Total	03	100.0

Table N°23: Type of assessment used to check pupils' vocabulary learning.

Figure N°17: Type of assessment used to check pupils' vocabulary learning.

(66.6%) of teachers affirm that they check pupils' vocabulary learning through informal assessment. In other words, they check it within instructional activities and interactions. Whereas one teacher (33.3%) indicates that s/he uses formal assessment i.e. through tests and home-works.

Q15: <u>How</u>?

Both teachers (66.6%) who use the informal assessment declare that they check their pupils' vocabulary learning by questioning them about their meanings during class, by asking them to provide synonyms or antonyms to certain words, and by eliciting them from texts and speech. The other teacher (33.3%) checks vocabulary

through formal assessment by setting tests and interrogations, and it expands also through home-works.

Q16: <u>Do you have extra suggestions for teaching vocabulary? Please, indicate below</u>:

Teachers	Suggestions
- Teacher 1	No answer
- Teacher 2	Using games (such as forming as many as possible words from clusters) is entirely useful.
- Teacher 3	Games at the beginning of sessions are of a great help. Moreover, encouraging pupils to use learnt words when they ask or give answers.

<u>Table N°24:</u> Extra suggestions for teaching vocabulary.

Two teachers have provided us with accurate data that is helpful to fulfil an effective teaching of vocabulary. Both of them highlight the role of applying games in vocabulary instruction, they help in warming up pupils and create a relaxed atmosphere full of interest, motivation and entertainment.

Section Three: Educational Audio-Visual Aids

Q18: <u>Do you use audio-visual aids in class</u>?

Yes ☐   No ☐

Options	N° of teachers	%
- Yes	02	66.6
- No	01	33.3

Total	03	100.0

Table N°25: Rate of teachers who use audio-visual aids in classroom.

Figure N°18: Rate of teachers who use audio-visual aids in classroom.

Two teachers (66.6%) state that they implement audio-visual aids in classroom. In contrast, the other teacher (33.3%) declares that s/he does not apply it. This implies that there are reasons behind the absence of audio-visuals in class. The following questions are set to gain more insights concerning this.

Q19: If yes, what type do you use frequently?

Audio aids ☐

Visual aids ☐

Audio-visual aids ☐

Options	N° of teachers	%
- Audio aids	00	00.0
- Visual aids	01	50.0
- Audio-visual aids	01	50.0
Total	02	100.0

Table N°26: Type of audio-visual aids which are frequently used.

Figure N°19: Type of audio-visual aids which are frequently used.

The table above demonstrates that one of the teachers who use audio-visual aids integrates the visual aids (such as pictures and photographs) more than the other types of teaching aids. Whereas, the second teacher relies more on audio-visual aids (like videos). The rational behind this choice of teaching aids is to help pupils remember the new acquired words since studies showed that 80% of what is learnt is through the sense of "seeing".

Q20: If no, why?

The third teacher, who does not integrate audio-visuals in class, states that he does not know how to integrate them. He added "… and sometimes the relevant materials to the topic are not available in school". Hence, it is a matter of availability and accessibility.

Q21: Do you think that the use of audio-visuals will improve pupils' vocabulary knowledge?

Yes ☐   No ☐   I don't know ☐

Options	N° of teachers	%
- Yes	03	100.0
- No	00	00.0
- I don't know	00	00.0
Total	03	100.0

Table N°27: Rate of teachers who think that the use of audio-visuals will enhance pupils' vocabulary knowledge.

Figure N°20: Rate of teachers who think that the use of audio-visuals will enhance pupils' vocabulary knowledge.

Despite the fact that one of the teachers does not use audio-visuals in class, all of them (100%) affirm that the use of audio-visual aids will help pupils improve their vocabulary knowledge. One of the teachers has ticked on the "yes' box and under it he wrote "sure", this means that s/he strongly support the use of audio-visuals.

Q23: If yes, how?

All teachers meet on the point that the implementation of audio-visual aids in teaching vocabulary leads to obtain satisfied results. They state that the presence of these teaching devices increase pupils' interest, motivation and feeling of enjoyment.

Additionally, they declare that these tools help pupils better remember and recall words. One of the teachers sheds light on the fact that when teachers use teaching aids, they do not spend too much time in explanation, so they save time.

Q24: <u>If no, why</u>?

(No comments since no one opted this choice).

Q25: <u>Do you consider teaching vocabulary with audio-visuals as</u>:

An educating strategy ☐

An entertaining strategy ☐

Both ☐

A waste of time ☐

Options	N° of teachers	%
- An educating strategy	00	00.0
- An entertaining strategy	00	00.0
- Both	03	100.0
- A waste of time	00	00
Total	03	100.0

<u>Table N°28:</u> Teachers perception about teaching vocabulary via audio-visuals.

<u>Figure N°21:</u> Teachers perception about teaching vocabulary via audio-visuals.

All teachers (100%) indicate that teaching vocabulary through audio-visual materials is an educating as well as an entertaining strategy. This is interpreted as the fact that teachers think that the integration of such aids get pupils learn as well as enjoy the vocabulary task. They help at creating a relaxed atmosphere where feelings of boredom, fear and anxiety are excluded.

Q26: <u>Do you integrate more than on audio-visual aid in the same lesson?</u>

Yes ☐   No ☐

Options	N° of teachers	%
- Yes	01	33.3
- No	02	66.6
Total	03	100.0

<u>Table N°29:</u> Rate of teachers who integrate more than one audio-visual aid.

<u>Figure N°22:</u> Rate of teachers who integrate more than one audio-visual aid.

The above table (N°29) demonstrates that two teachers (66.6%) do not integrate more than one audio-visual material when teaching English vocabulary. Exceptionally,

one teacher states that s/he adopted to use more than one teaching aid in the same lesson.

Q27: <u>If yes, in what cases</u>?

The teacher who uses more than one teaching aids declares that s/he utilize them for example in reading sessions. First, s/he warms pupils up using pictures and games; and then, s/he asks pupils to open the textbook in a certain page and look at the picture there and discuss it after.

Q28: <u>Would you list below some difficulties you face while using audio-visuals in teaching vocabulary?</u>

The two teachers who use audio-visual aids in classroom indicate some material and pedagogical problems. The classroom management is one of these challenges. Some teaching aids such as OHProjectors require some kind of light in classroom; however, all most classrooms do not have window's curtains. Another problem is that some materials available are old and difficult to manage. Pedagogically, using audio-visuals

Q29: <u>In your opinion, what is the educational value of audio-visual materials</u>?

All teachers highlight the importance of audio-visuals in language teaching. They all put forward that these materials meet major senses and learning styles. In addition, they provide real life situations in classroom. These factors drive pupils to be interested and motivated.

Lastly, would you please add below any other comments you consider important for this issue:

Except one of the teachers states some important facts about the use of audio-visuals in classrooms. S/he declares that these teaching aids should be available in schools whenever and wherever needed. S/he also indicates that teachers should receive training to use the technological aids.

IV-3-3 Summary of findings (discussion):

The analysis and interpretations of the questionnaires show that the vocabulary has a key role in teaching English at Daas Mohamed middle school. Concerning the second section about "teaching vocabulary", the results obtained demonstrate the importance that teachers give to vocabulary instruction, and their application of different techniques for an effective teaching. Furthermore, results affirm that teachers do not only explain new words, but also they check whether they are fully retained or not by pupils. The most useful technique teachers rely on when presenting new words is introducing them within a context. Then, the application of audio-visuals comes at the second place. Bilingual dictionaries have also proved their efficiency in instructing vocabulary. The third section "educational audio-visual aids" reveals that teachers support the adoption of teaching materials with its different types, especially visual ones. They consider them as educating and entertaining technique that best creates a favourable environment. However, teachers state that they face problems while planning or using audio-visuals. These problems challenge them and decrease their attention and preference to apply them. Such challenges include: a) the poor availability of audio-visual aids in classroom or even in school; b) their poor reliability (whether

they are old, broken or contain problems which are difficult to manage); c) the classroom physical atmosphere which does not serve the workability of such equipment; and d) the poor knowledge of teachers concerningthe use of such kind of teaching aids, especially the modern technological ones.Therefore, teachers and school masters should undertake these problems seriously and try to find solutions for them. The findings; moreover, reveal that audio-visuals can not serve the teaching of abstract concepts. However, we believe that only visual materials that receive this criticism, because the other teaching aids can serve and well present and explain abstract items. Displaying a video about trust in which there is a story about can clearly achieve the objectives.

IV-4 The classroom observation:

IV-4-1 Description of the classroom observation:

The classroom observation is conducted to examine the process of teaching vocabulary with and without audio-visual aids. It provides accurate data since the researcher attends more than one session and observes all the instructional vocabulary phases. The classroom observation task was attended with 3rd year classes of the same teacher. There are four classes of 3rd year (3MS1, 3MS2, 3MS3 and 3MS4), so we have decided to get 25% of the whole population, and this ends to work with a class which we have selected randomly. I have started the classroom observation in the 1st of March and lasted it in the 1st of Mai. Not fully two months because within this period they had their exams and fifteen-days of holidays. What was precisely attended includes the 1st week of March and the whole month of April. The 3MS class has three English hours per-week. I used to engage myself in the task 02 hours per-week, so the overall hours attended are 10 hours during the whole observation period. Before starting the

observational task, I have questioned the teacher about points in teaching vocabulary. Interestingly, he has pointed out that there is no such a session delivered for teaching vocabulary. He said that the vocabulary instruction goes within other language aspects' tasks, and in most cases it is within reading comprehension sessions.

There are two types of classroom observation: unstructured (open) observation, and structured observation. In our research, we do choose to work with these both types in order to obtain a rich variety of information. In the former type, we select to use a video record and open comments as observational instruments. Whilst in the latter, we use checklists related to the topic's main components.

I undertake the observation under three main stages: pre-observation, observation and post-observation stage. We will state what was involved at each stage. The notes taken from the structured and unstructured observation will be all gathered and discussed at the same time, and the video will be also provided in a CD.

IV-4-1-1 Pre-observation stage:

At this level, the observer discussed with the teacher some important points about vocabulary instruction before tackling into the observation act. These points include: the lesson major topic, the text to be used during lesson, the targeted vocabulary goals, the selected vocabulary words, and the teaching aids to be used (see appendix B).

IV-4-1-2 Observation stage:

At this stage, the observer focused on five major elements (see appendix C). They are as follows:

A- The instructional vocabulary lesson: this element highlights the techniques teachers apply for teaching vocabulary and the different kinds of activities they use while practicing it.

B- The classroom interaction: in this part, the focus is on how pupils interact with the teacher as well as with each other within the context of vocabulary learning. Also, it involves how turn taking is managed through teacher's directions, questions and answers; and what principles to follow in order to motivate pupils.

C- Pupils' vocabulary learning assessment: this part contains descriptions of how teachers check their pupils' vocabulary learning and what strategies they consider to evaluate their pupils.

D- The integration of audio-visual aids in teaching vocabulary: how are audio-visuals integrated in classrooms? What are the most frequently used types? And what are the problems that challenge the teacher to apply them? All these questions are discussed under this title.

E- Evaluation of audio-visual aids: in the last part, the different types of audio-visual materials are listed, in which the observer went on to describe their overall benefits and drawbacks concerning the teaching process.

IV-4-1-3 Post-observation stage:

After gaining accurate data and finishing the classroom observation, the observer meets the teacher and discusses some relevant points such as: whether the objectives were fulfilled and whether the teacher was satisfied.

IV-4-2 Analysis and interpretations of the findings:

During the observation period (from 1st March till 1st Mai), I have noticed the fact that teaching vocabulary is not settled by its own. There is no session called "vocabulary knowledge or mastery". Vocabulary is taught within other language aspects such as reading or grammar. The teacher stated that he almost present new words implicitly and not explicitly. Before handing the direct observation, I have discussed the major points of the lesson which will be presented, such as: the text to be used, the lesson objectives, the selected words to be taught, and the teaching aids to be applied.

IV-4-2-1 The instructional vocabulary lesson:

a- <u>Teacher reviews words learned from previous lessons</u>: [not fully observed] this task was not completely observed. The teacher did not provide explicit revision about previous learned words, unless they are mentioned without attention. In other words, they are implicitly reviewed because they have certain relation with the new words or the text.

b- <u>Teacher provides a list of new words pupils will encounter in the text</u>: [not observed] during the sessions I have attended, the teacher did not present the new words to be learned in a list. The new words are introduced within a text and in a specific context.

c- <u>Pupils are asked to share what they already know about the meanings of new words</u>: [observed] the teacher often asks pupils about their background knowledge of certain words. He asks questions like: "what do you know about this word?", "Who can give me another word of the same family?", "Who can describe for us "the cinema", "What is found in "the airport"? In addition, he elicits vocabulary sometimes through asking different sequenced questions:

- Teacher: what is the relation between Nina and Kawther? (Naming his pupils)

- Pupils: "cousins".

- Teacher: what is the relation between Imad and Hadj-Saadi?

- Pupils: "father".

- Teacher: what is the relation between Antar Yahia and Ben Chikha?

- Pupils: "coach".

d- Repeated exposure to new words is provided during the lesson: [not observed] the teacher does not involve pupils in frequent repetitions. New items can be repeated incidentally but not intentionally.

e- Teacher provides sufficient time during the lesson for pupils to practice new words: [observed] often times within the same session, the teacher exposes pupils to practice vocabulary. He asks them to work in groups and informs them that they have from 5 to 15 minutes to finish the exercise (depending on the type of activity).

f- Practice is extended through homework assignments given at the end of the lesson: [observed] by the end of the lesson, the teacher sometimes gives his pupils homework to do, either he writes it on the board or he directs them to look for it in the textbook.

g- Teacher uses context as a strategy for determining word meaning: noticeably, the teacher widely applies this technique. While presenting new vocabulary items, he always put them in appropriate situations in which pupils can discover their different uses. Furthermore, the teacher uses mime and gestures to lead pupils derive the word's meaning easily. The following example illustrates this point:

- Teacher: what is the meaning of the verb "to fight"?

- Pupils: (keep silent) and then, "we don't know".

- Teacher: Tom always *fights* Jerry (using miming and gestures).

- Pupils: (say it in French) "la bagare".

- Teacher: yes, the verb is "to fight".
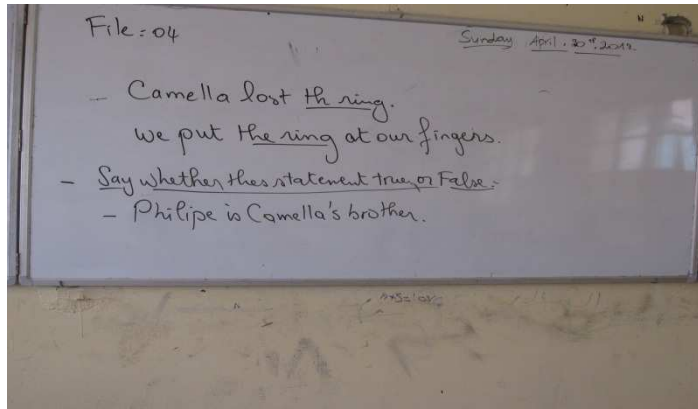
Picture N°7:a new word is presented in context.

h- <u>Teacher uses word structure and components to derive the meaning of unfamiliar words:</u> [not observed] the teacher during my classroom observation rarely explains the word's meaning by utilizing (prefixes, roots, suffixes) technique. If it will be transmitted to numbers, the application of this technique would be given no more than 10% among the all techniques.

 i- <u>Teacher uses word definition to determine the meaning of new words:</u> [observed] the teacher provides a clear definition and an overall description of the unknown words to get pupils understand its meaning. For example, the teacher asks pupils "what is the meaning of palace?" when pupils do not recognize the meaning, he gives them its definition and general information about. He would say: "it is a very big and nice house when the king and queen live".

  j- <u>Teacher uses synonyms/antonyms strategy to determine words' meaning:</u> [observed] this strategy is used whether in explaining the new words or in practicing them. On the one hand, the teacher explains an unknown word by

providing its synonym or opposite; for example, "what is the meaning of to laugh?" "It is the opposite of to cry". On the other hand, he utilizes this technique to practice the learned words, as when he asks them to find out the synonyms and antonyms of words in a given text.

Picture N°8 and N°9: synonym/antonym activity.

k- Teacher uses L1 to explain new words: [not observed] the occurrence of the mother tongue in classroom is such unacceptable concept from the teacher's side, since he considers that they are learning a foreign language. However, when a pupil says a word in Arabic, the teacher does not refuse and provides its English equivalent meaning.

l- Teacher asks pupils to use dictionaries to obtain words' meaning: [observed] in some cases the teacher asks pupils to use dictionaries; for example, while they are reading a text he permits them to use it in order to make the text easier to understand. The dictionaries used are bilingual ones because learners are still beginners.

Picture N°10 and N°11: Pupils use bilingual dictionaries.

IV-4-2-2 The classroom interaction:

a- <u>How does the teacher warm up pupils</u>? Usually, the teacher starts by asking one pupil to write the date. Then, he creates an appropriate context in relation to the topic to be taught. Games are included in the beginning of a vocabulary lesson. At this level, the teacher elicits vocabulary applying different ways.

- By asking questions: do you like Hadjer? (The one who is writing the date), is Hadjer sweet? Is she fat or thin? Tall or short?

- By making a word web: the teacher writes a word on a board and asks pupils to derive any word has a relation with it.

Volleyball

Boxing   Football

Basketball   Tennis

Swimming
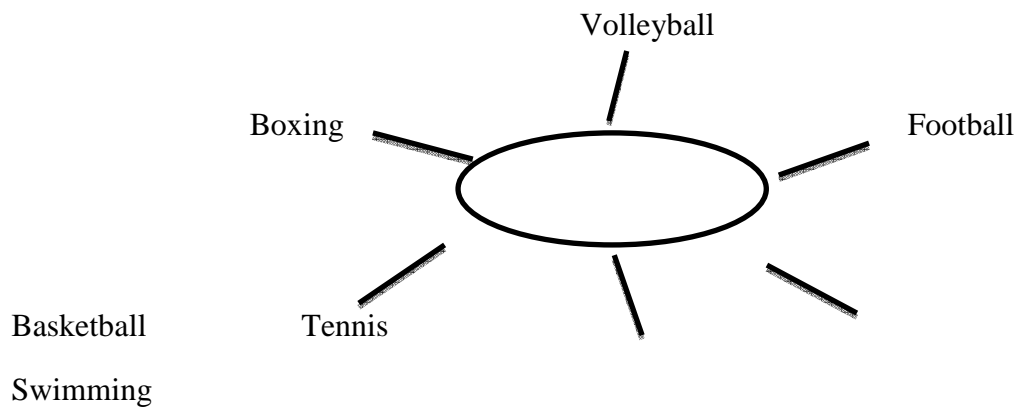
<u>Figure N°23:</u> word web (sports).

<u>Picture N°12:</u> a pupil writes the date.<u>Picture N°13:</u> a pupil fills in a word web.

b- <u>What kinds of questions does the teacher ask</u>? The kinds of questions the teacher asks depend on the instructional activities. The questions vary from yes/no to open-ended and questions with one right answer, such as: what does it mean this word? Is this statement true or false? The purposes behind asking these questions are developed to meet certain objectives. The following example is one among various examples have been observed in the classroom:

> Teacher: (in the 16[th] April) what did happen in that day?
> Pupils: (thinking) it is the day of education.

Teacher: it is called "the knowledge day". Is it an international day?

Pupils: no, it is a national day.

c- <u>How does the teacher show his interest to pupils' interaction</u>: the teacher all the time is trying to motivate pupils and make them feel interested about the topic. He shows his interest through listening to them and sharing their ideas and thoughts. When a pupil asks a question, he attracts other pupils' attention and shares it with all of them.

d- <u>How does the teacher give directions</u>? The directions given can be either directed to one pupil (by naming his/her name) or to the whole class.

- Amine, give me the infinitive form of the verb "taught".

e- <u>How is turn–taking managed</u>? The turn-taking is not completely a systematic process. Learners can talk and discuss things whenever they want; however, this happens under certain principles and limitations. When the teacher starts his speech, pupils keep quiet and listen. Then, if the teacher questions his pupils, they would reply with their answers and listen to their teacher feedback. Usually, pupils raise their hands to express an idea, but in some cases they speak all together.
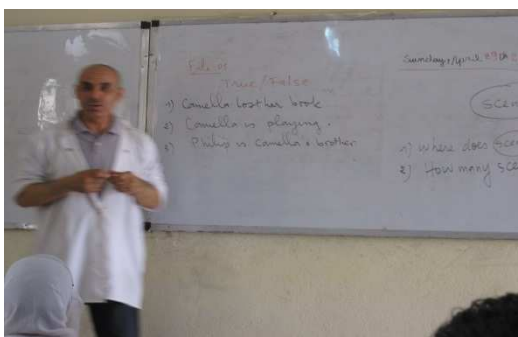
Picture N°14 : teacher asks a questionPicrure N°15: pupils respond to teacher's question

f- <u>What kinds of questions do pupils ask</u>? Pupils ask questions about the unknown words because they need more clarifications in order to understand a text or an idea. In some cases, when the teacher orders them to write sentences by their own, they ask him questions like: "how do we say الحكومة in English?", then he provides them the meaning in English which they use later in meaningful sentences.

g- <u>What kinds of answers do the learners give</u>? Since they are still beginners, pupils provide short term responds. They may answer a question by one word or by a phrase. Moreover, they usually answer questions by using the mother tongue and, then, the teacher translate what they said in English and ask them to write the new words in a note book.

h- <u>How do learners respond to teacher's action and feedback</u>? Pupils respond effectively to teacher's actions, responses and feedback. They consider all what teacher said and try to improve their levels and behaviours so that to make him satisfied. When one pupil receives a certain feedback from the teacher, all the others consider it and behave in accordance to.

i- <u>How do learners interact with each other</u>? They freely talk, move and discuss. The teacher always asks them to work in peers; thus, they can collaborate with each other and try to exchange ideas about the concerned topic. So group work is among the most applied techniques to motivate, involve and get pupils interested.

Picture N°16: pupils' interactionPicture N°17: pupils working in peers.

j- <u>Do pupils receive equal amounts of contact with the teacher</u>? Questions are spread all over the classroom and they all interact with the teacher and with each other. Even though the pupils who sat in front of the classroom seem more active, but the teacher tries to involve those who sat at the back and make them collaborate by giving them directions and permit them to express their thoughts.

k- <u>How do learners ask for help</u>? When pupils encounter ambiguous words and difficulties in meaning, they ask both the teacher and their classmates for help.

l- <u>How do pupils respond to the use of audio-visual aids</u>? Noticeably, pupils support the implementation of audio-visuals in classroom (pictures, photographs, objects, videos or OHProjectors). They look interested and joyed because of the application of these materials. Sometimes, they ask the teacher by themselves to bring them the OHProjectors and useful pictures to classroom.

Picture N°18:learners' respond to the use of OHProjectors.

IV-4-2-3 Pupils' vocabulary assessment:

a- <u>Teacher checks pupils' vocabulary learning:</u> [observed] the teacher often checks pupils' vocabulary while learning. He attempts widely to control whether his pupils acquire new vocabulary or not. Two different kinds of assessments are involved in order to fulfil the objectives: formal and informal assessment. In the following picture, the pupil goes to the teacher to give him what she has done in order to check her understanding.

<u>Picture N°19:</u>teacher checks their pupils' learning.

b- <u>Teacher regularly controls pupils' vocabulary understanding by conducting informal checks throughout the lesson:</u> [observed] the teacher frequently uses this technique to be aware about his pupils' vocabulary learning. It goes fluently within the process of teaching and learning. This technique is applied several times within same lesson. The teacher usually provides oral questions about the meaning, synonym, opposite or category of words. These questions are directed whether to the whole class or only to specific pupils. In other words, in some cases the teacher feels that one or group of pupils are not concentrating with him, so he asks them to ensure that they are following.

c- <u>Teacher uses formal written assessments to check pupils' understanding:</u> [observed] the teacher sometimes applies this strategy for controlling pupils' vocabulary acquisition. Normally, it is conducted at the end of the lesson and

sometimes it lasts to be homework. At the level of this written assessment, the teacher may ask pupils to read a text and answer questions developed to check the new learnt words.

d- Teacher praises pupils who did well in the informal and formal assessments: [observed] he usually rewards them through telling kind words such as: "yes, you are right", "you are very intelligent", "I like you", "very good answer" or sometimes he asks the other pupils to clap their hands as one way to praise the pupil with right answer. In other times, the teacher gives sweets and candies to learners who performed well.

e- Teacher punishes pupils who did not do well in the assessments: [not observed] the teacher rarely punishes pupils because they have not done well in assessments. He punishes them only if they mis-behave. In some cases, when they show their ignorance to learning, he tells them some words to make them concentrate more on learning. In other cases, ha asks them to repeat new words or expressions several times as a punishment in order to memorize them.

IV-4-2-4 The integration of audio-visuals in teaching vocabulary:

a- Teacher uses audio-visual aids in vocabulary instruction: [observed] the teacher implements different available kinds of audio-visual materials to serve the teaching and learning process. Besides the blackboard, he uses pictures, videos, real objects, book-pictures, photographs, songs and OHProjectors.

Picture N°20 and N°21:teacher uses AVAs in classroom.

b- Teacher integrates more than one audio-visual aid in the same lesson:
[observed] in many different cases, more than one audio-visual equipment is
included in teaching vocabulary. He integrates pictures as games to warm up
pupils, then, he carries on the lesson with the help of book-pictures. In other cases,
pictures and OHProjector are exchangeably used to meet educational purposes.

c- Teacher integrates more extensively the visual aids: [observed] the visual aids
are strongly adapted by the teacher. He uses them to warm up pupils, to enhance
their understanding of new words, and to practice what is already learnt. This wide
application comes because of many reasons, among them the reason of availability.
Visuals are available at any time because they are not expensive and easy to carry
on and to work with. Teacher can also develop and create his own teaching visual
materials that meet the learning objectives and pupils' needs and levels. Pictures
are among the visual aids that are hugely used to serve teaching/learning
vocabulary. The teacher can bring pictures to classroom, use the book pictures, and
benefit from pictures posted on classroom walls. Moreover, the teacher can use real
visual objects such as "a ring", "a handbag", "a hat"…etc.

Picture N°22 : teacher uses visual aids.

d- <u>Teacher integrates more extensively audio-aids</u>: [not observed] the teacher rarely incorporates audio-aids in teaching vocabulary even though listening plays a key role in mastering vocabulary. The implementation of audio materials receives a less focus compared to visual aids, and the reasons beyond that were numerous. Knowing a new word does not mean only knowing its meaning, form and use, but also knowing its pronunciation. Thus, pupils need to listen to native speech to obtain correct pronunciation; however, most teachers do not give their attention to this matter. Other reasons may be related to availability factors because audio-aids less available.

e- <u>The use of audio-visual aids is workable with pupils' understanding of new words</u>: [observed] we agree that audio-visual materials motivate, involve and attract pupils' interest in learning. Their use can lower the tension, fear and anxiety of pupils and create an entertaining education atmosphere for them. When starting to watch and educational video, pupils show their strong feeling of interest and engagement, and this appears through their active reactions and appropriate responds to activities. The teacher sees that the application of audio-visual equipment is workable with pupils' vocabulary learning because the tests and assessments' results show their acquisition development.

f- <u>The integration of audio-visual aids has disadvantages on teaching/learning vocabulary</u>: [observed] the main criticism of audio-visuals is their failure to explain abstract words. Words like "freedom", "democracy" and "fact" could not be explained through a picture or other teaching aid. The accurate technique used to well teach abstract words is presenting them within an appropriate context.

g- <u>Teacher faces problems when using audio-visual aids</u>: [observed] when materials are available and on-hand to use, some challenges could face the teacher

to apply them easily. Among these major problems is the workability of teaching aids especially the current technological ones such as computers and OHProjectors. One of the sessions I have attended, the teacher spent half an hour (half of session time) trying to solve the problem. The computer which is going to be used had problems in its screen and could not display information, so the teacher wasted time just to fix it. Hence, audio-visuals should be new, up-to-date and easy to manage. Another important problem in this school is when planning to use a teaching aid, the teacher sometimes does not find the responsible man who stores technological aids, so he is obliged to wait for him or present the lesson without using them. Additionally, training is one of the important factors that lead to success or failure in using technological materials. Teachers should receive training on how to work with these devices and how to solve problems whenever found. The classroom setting also plays a major role. The classrooms in which I have been

engaged in do not fit the use of AVAs, especially OHP, which need special lightening and large space.

Picture N°23 and N°24:classroom obstacles in using AVAs

IV4-2-5 Evaluation of audio-visual aids in use:

The table below illustrates the benefits and drawbacks of audio-visuals that were used in the classroom observation sessions:

Audio-visual aids in use:	Benefits:	Drawbacks:
Visual aids (pictures, charts, books…etc.)	- Available; - easy to control and manage; - each teacher can create his/her own visual aids; - involve and motivate pupils; - easy to carry on; - provide a clear image of new words which lead pupils to remember them well.	- can not explain abstract words; - can not provide auditory perception of new words so that pupils can master words' pronunciation;
Audio aids (tapes, songs…etc.)	- available; - provide words' way of pronunciation; - involve and motivate pupils; - help in remembering new words.	- can not provide a visual image of new words; - some of the audio-aids are not easy to carry on; - some of audio devices need training to work with;
AVAs (videos, OHProjector…)	- present new words with their visual and auditory perceptions; - engage and make pupils feel interested; - lower the barrier of fear and anxiety; - get pupils remember and recall words easily; - create a relaxed and active classroom atmosphere; - save teachers' time and energy;	- some of them are still not available; - need special training to be successfully applied; - old aids may break down in classroom and make pupils lose their concentration, and teachers feel embarrassed; - if they are not used appropriately, they may waste time and energy.

IV-4-3 Summary of findings (discussion):

During the classroom observation period, I have noticed that the use of audio-visuals is highly supported by both teacher and pupils. Integrating audio-visual aids is one of the accurate techniques teacher relies on when explaining new vocabulary. Remarkably, visual materials are widely applied if compared to other types of teaching aids. With 3rd year classes, the teacher often presents new words in every lesson, even though the lesson is not related only to teaching vocabulary. This means that the teacher gives a big importance to vocabulary knowledge. The teaching of vocabulary does not only require explaining their meaning and use, but also checking whether pupils successfully acquire them or not, so they can use them to enhance their speaking and writing skills. Vocabulary is a focused task because it leads to achieve the productive skills' objectives. In turn, audio-visual materials show their influence on fulfilling the task. However, the teacher faces some constraints before, while and maybe after using them. These problems should be looked upon seriously, and responsible members should attempt to reduce them.

After each attended session, I met the teacher and asked him some questions about whether he was satisfied or not, whether he fulfilled his objectives, and whether he will rely on same teaching aids with other classes. Almost cases, he states that he is satisfied, and he achieve his purposes. However, some technological materials such as computers and OHProjectors broke down within the instructional activities and these situations make him feel embarrassed and unsatisfied. As a matter of a fact, these cases lead the teacher to double check and look upon the teaching materials before using them.

IV-4-4 Correlation of the questionnaire and classroom observation:

This study investigates the influence of using audio-visual materials in enhancing English vocabulary acquisition. The research based on the question whether audio-visuals can improve pupils' vocabulary. To answer this question, a questionnaire was submitted to English teachers at Daas Mohamed middle school, and classroom observation sessions were attended. The questionnaire and classroom observation were of great help to know what techniques and strategies teachers rely on when explaining new words. Findings of both instruments showed that the most useful technique is presenting new vocabulary within a suitable context. The integration of audio-visual equipment, especially visuals, comes at the second level. Moreover, both of data collection tools have provided a clear view of how teachers check their pupils' learning, and in turn, how learners respond to teachers' feedback and implementation of audio-visuals. In the questionnaire, teachers replied that they face lot of problems in using teaching aids; some of them argued that they need special training to work with technological devices. During classroom observation period, the teacher spent a lot of time to manage teaching with aids, and this is related to many factors. Correlating the questionnaire and classroom observation results, we shed light on the fact that educators and administrators should look upon and plan to provide classrooms with adequate teaching aids, and they should engage teachers in training to well manage them. Hence, audio-visual aids play an integral role in teaching vocabulary; however, if they are used appropriately.

One of the weaknesses related to the use of audio-visuals in teaching vocabulary is that they fail in explaining abstract words. Teaching aids such as pictures, songs…etc.

criticised as they can not explain non-concrete words like "legal" and "justice". Teachers see that the most effective technique is using a context. However, in my point of view and depending on all what I have noticed and observed, I see that audio-visual aids can explain the abstract words if they are used accordingly. In other words, teachers can use audio-visual aids to provide an appropriate context for new words. Using a video about how people can express their ideas and share their opinions freely can be a useful context for explaining the abstract word "democracy". Thus, teaching audio-visuals can be considered among the effective ways which provide clear explanations for new vocabulary.

Recommendations:

We suggest some recommendations concerning the importance of integrating audio-visual aids in teaching and developing pupils' vocabulary. Textbook writers, educational organizations, school administrations, and teachers are all invited to reconsider the application of teaching aids in foreign language vocabulary context. Textbook writers should include various useful pictures and photographs related to vocabulary that can help both teachers and learners. Also, they should guide teachers to which instruments to use that best fit the lesson objectives. Moreover, educationists and related organizations should look upon the fact that technological materials need special training to be handled. So, teachers should be involved in training conferences to be acquainted with their use. Schools' administrations are responsible to provide reliable and sufficient number of materials in all types, so that when teachers plan to apply them, they find them available. Lastly, teachers need to recognize that audio-visual tools are very beneficial to achieve the instructional goals, especially in vocabulary context. Our research still open to further discussion that would deal with other important points we have not mentioned in our modest work.

General conclusion:

The present study emphasised the role of traditional as well as technological teaching aids in developing pupils' vocabulary mastery. Correlating what has been found in the literature review and research investigation parts, the research questions on whether the teaching of foreign language through the use of audio-visual aids helps pupils effectively acquire new vocabulary items were answered; and the research hypotheses were confirmed.

The results of the teachers' questionnaire have provided accurate data on how new words are presented and practiced, and what techniques are used. The gathered data revealed that instructors consider the valuable role of vocabulary in communicating a foreign language. Likewise, teachers showed that they adapt any procedure in order to lower the affective variables inside the classroom and try to create a favourable classroom environment. For one reason or another, each teacher applies a certain technique to teach vocabulary, but they all agreed that presenting new words within a context comes at the first place. At the second place, audio-visual devices serve the vocabulary teaching/learning objectives too. Nevertheless, teachers stated that they face challenges when implementing pedagogical aids, especially concerning lack of availability and training. This leads them to use merely visual aids and which may not present clearer explanations of new words especially the abstract ones.

Through the findings adopted from the classroom observation, new vocabulary items were strongly highlighted in each lesson. The collected data from the classroom observation suit the teachers' responses in the questionnaire. During the observation,

the teacher went on to introduce, explain, discuss and practice vocabulary. Different strategies have been followed in order to confirm that pupils have really acquired the vocabulary; and thus, they can retrieve them in later cases (performance). Audio-visual materials were among the useful strategies that lead to satisfied achievements.

Generally, the practical work has emphasised the vital role of audio-visual equipment to teach vocabulary and involve pupils in the learning task by producing a favourable classroom situations. Teaching aids can be beneficial to pupils, in the educational and the psychological side. Thus, the use of this kind of materials in foreign language teaching/learning is a good means, not only to develop English vocabulary, but pupils also will be able to develop their receptive (listening-reading) as well as productive (speaking- writing) skills.

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Appendixes:

Appendix A: Teacher's Questionnaire

People's Democratic Republic of Algeria

Mohamed Khider University of Biskra

Faculty of Letters and Languages

Department of Foreign Languages

English Language Division

Dear teachers,

This questionnaire is a data collection tool about *The Use of Audio-Visual Aids in Teaching English Vocabulary* at a middle school level in order to prepare a Master dissertation. Your contribution will be of great help to make the research work achieve its objectives. You are kindly required to answer the questions by ticking your choices in the corresponding boxes or completing your own information whenever necessary. All information provided will remain anonymous.

<u>Note</u>: AVA is used to mean: Audio-Visual Aids.

We will be very grateful for your collaboration

<u>Section One</u>: *Teaching Experience*

Q1: How long have you been teaching English?

--------- years.

Q2: What levels have you been teaching?

1st ☐   2nd ☐   3rd ☐   4th ☐

Section Two:*Teaching Vocabulary*

Q3: Do you present new words in every lesson?

Always ☐

Often ☐

Sometimes ☐

Rarely ☐

Q4: Do the learners ask you about their meanings?

Yes ☐   No ☐   Sometimes ☐

Q5: How can you describe the task of explaining new items to pupils?

Q6: When you present new words, do you focus more on:

The form of the word ☐

The meaning of the word ☐

The use of the word ☐

Q7: Why? ---

Q8: When you teach new words, do you use?

Options	Always	Sometimes	Rarely	If necessary	Never

Translation					
Definition					
Word in context					
Synonyms/Antonyms					
Show a picture					

Others: please, specify --

Q9: Do you check your pupils' vocabulary learning?

Yes ☐   No ☐

Q10: if "Yes", how often do you check it?

Always ☐

Often ☐

Sometimes ☐

Rarely ☐

Q11: Do you check your pupils' vocabulary learning through:

Formal assessment ☐

Informal assessment ☐

Q12: How? ---

Q13: Do you ask your pupils to use dictionaries?

Yes ☐   No ☐

Q14: If yes, what kind of dictionaries?

Monolingual dictionaries ☐

Bilingual dictionaries ☐

Q15: Why? Explain: --

Q16: Do you give your pupils activities to practice vocabulary?

Yes ☐   No ☐

Q17: If yes, what kind of activities? Please explain below:

Q18: Do you have extra suggestions for teaching vocabulary? Indicate below:

Section Three: *Using Audio-visual Aids in Classroom*

Q19: Do you use audio-visual aids in class?

Yes ☐   No ☐

Q20: If "Yes", which type do you use frequently?

Audio aids   ☐

Visual aids   ☐

Audio-Visual aids   ☐

Q21: If "No", why?

I don't have access to AVA   ☐

I don't think AVA would teach my pupils more effectively   ☐

☐

I don't feel comfortable using AVA

I would first want to see the results from other teachers using AVA ☐

I don't have enough time ☐

I don't know how to integrate AVA in my class ☐

I haven't used AVA because ---

Q22: Do you think that the use of AVA will improve pupils' vocabulary knowledge?

Yes ☐   No ☐   I don't know ☐

Q23: If yes, how? --

Q24: If no, why? --

Q25: Do you consider teaching vocabulary with AVA as:

An educating strategy   ☐

An entertaining strategy   ☐

Both   ☐

A waste of time   ☐

Q26: Do you integrate more than one audio-visual aid in the same lesson?

Yes ☐   No ☐

Q27: If yes, in what cases? ---

Q28: Would you list below some difficulties you face while using AVA in teaching vocabulary?

Q29: In your opinion, what is the educational value of AVA?

Would you please add (below) any other comments you consider important for this issue.

Thank you…

Appendix B: Classroom Observation Checklists

People's Democratic Republic of Algeria

Mohamed Khider University of Biskra

Faculty of Letters and Languages

Department of Foreign Languages

English Language Division

Classroom Observation:

School: _____ Level: _____ Subject: _____ Time: _____

Teacher: _____ Date: _____/_____/_____ Observer: _____

Text book: _____

Lesson Major Topic:---

Text to be used during lesson:---

Targeted Vocabulary Goals:---

Selected Vocabulary Words:---

Teaching aids to be used :--

1- The Instructional Vocabulary Lesson:

Vocabulary Instruction	Observed	Not Observed	Notes for Discussion
1- Teacher reviews words learned from previous lessons.			
2- Teacher provides a list of new words pupils will encounter in the text.			
4- Pupils are asked to share what they already know about the meanings of new words.			
5- Repeated exposure to new words is provided during the lesson.			
6- Teacher provides sufficient time during the lesson for students to practice new words.			
8- Practice is extended through homework assignments given at the end of the lesson.			

9- Teacher uses context as a strategy for determining word meaning.			
10- Teacher uses word structure and components (prefixes, roots, suffixes) to derive the meaning of unfamiliar words.			
11- Teacher asks pupils to use dictionaries in order to define the meaning of new words.			
12- Teacher uses synonym-antonym strategy to determine the meaning of new words.			
13- Teacher uses the L1 to explain new words.			

2- The Classroom interaction:

• How does the teacher warm up pupils?	
• What kinds of questions does the teacher ask (e.g., yes/no questions, questions with one right answer, open-ended probing questions)?	
• How does the teacher show his interest to pupils' interaction?	

• How does the teacher give directions? (What kind?)	
• How is turn-taking managed?	
• What kinds of questions do pupils ask? How often?	
• What kinds of answers do the learners give? How long are their responses?	
• How do learners respond to teacher action and feedback?	
• How do learners interact with each other?	
• Do pupils receive equal amounts of contact with the teacher?	
• How do learners ask for help? By asking another pupil, raising their hands, waiting for the teacher to circulate?	
• How do pupils respond to the use of audio-visual aids?	

Assessment of pupils' learning	Observed	Not Observed	Notes for Discussion
1- Teacher checks pupils' vocabulary learning.			
2- Teacher regularly controls pupils' vocabulary understanding by conducting frequent informal			

	Observed	Not Observed	Notes for Discussion
checks throughout the lesson.			
3- Teacher uses formal written assessments to check pupils' understanding.			
4- Teacher praises pupils who did well in the informal and formal assessments.			
5- Teacher punishes pupils who did not do well in the informal and formal assessments.			

3- Pupils' vocabulary learning assessment:

4- The integration of audio-visual aids in teaching vocabulary:

Integration of audio-visual aids in teaching vocabulary	Observed	Not Observed	Notes for Discussion
1- Teacher uses audio-visual aids in vocabulary instruction.			
2- Teacher integrates more than one audio-visual aid in the same lesson.			
3- Teacher integrates more extensively the visual aids.			
4- Teacher integrates more extensively the			

audio aids.			
5- The use of audio-visual aids is workable with pupils understanding of new words.			
6- The use of audio-visual aids develops the level of pupils' performance in learning vocabulary.			
7- The integration of audio-visual aids has disadvantages on teaching/learning vocabulary.			
8- Teacher faces problems when using audio-visual aids.			

5- Evaluation of audio-visual aids:

Audio-visual aids in Use:	Benefits:	Drawbacks:

Visual aids (pictures, charts, books…etc.)		
Audio aids (tapes, songs…etc.)		
Audio-visual aids (videos, OHProjector…etc.)		