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on

Teachers' and Learners' Attitudes towards the Use of Outdoor Learning Strategy in Enhancing learners' Mastery of Vocabulary

The Case of A2 Level Learners in Global Academy of Languages, Aintouta

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Dedication

I dedicate this work to family and friends

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Abstract

Vocabulary mastery is one of the challenges that face foreign language learners. The absence of vocabulary mastery may result from the lack of word knowledge and motivation to develop one's own vocabulary stock. Solving these issues could depend on the method of teaching. Therefore, the aim of this study is to investigate teachers' and learners' attitudes towards the use of outdoor learning strategy in enhancing learners' mastery of vocabulary. Hence, we hypothesize that If learners of A2 level of Global Academy of Languages in Aintouta are taught using the outdoor learning strategy, they would better improve their vocabulary. In order to test this hypothesis, a descriptive study following the qualitative approach is carried in order to gather and analyze data. One semi-structured questionnaire was administered to A2 level learners (n=17), who were exposed to outdoor learning in Global academy of languages in Aintouta, and another questionnaire was administrated to teachers (n=8) in the same school. The findings of the study revealed that both learners and teachers believe that outdoor learning is effective in enhancing learners' mastery of vocabulary. The different outdoor activities and settings offered authentic learning situations via exposing learners to direct experiences. The findings also showed that outdoor learning increased learners' motivation to learn vocabulary. These results helped confirm the hypothesis. Eventually, it is recommended that this strategy would be integrated in the curriculum of English language teaching.

Keywords: vocabulary mastery, outdoor learning strategy, learners' and teachers' attitudes

List of Abbreviations

EFL: English as a Foreign language.

L1: First language.

L2: second language.

FL: Foreign language.

STM: Short term memory.

LTM: Long term memory.

Et al: et alia (and others).

AEE: Association of Experiential Education

List of Appendices

Appendix one: English version: Learners' Questionnaire

Appendix two: Arabic version: Learners' Questionnaire

Appendix three: Teachers' Questionnaire

List of Tables

List of Figures

Table of content

General Introduction

Chapter One: Vocabulary

Chapter Two: Outdoor Learning

Chapter Three: Fieldwork

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General introduction

Introduction

In the first stages of learning a foreign language, learners are required to develop their ability in the four skills of the language (reading, writing, listening and speaking). During this process the learner will need to develop his/her vocabulary in accordance with developing his/her skills. As s/he proceeds in improving his/her level in the foreign language, the learner aspires to achieve the mastery of vocabulary. This latter refers to his/her ability to form full knowledge on new words that he/she learns, and to maintain constant motivation and commitment to learning new vocabulary, which will enable him/her to communicate in a more accurate and fluent manner. Vocabulary mastery maybe affected by many factors such as teachers' methods of teaching. Furthermore, the traditional methods of teaching and learning vocabulary such as glossaries are less helpful; instead, it would be better to adopt new methods to improve foreign language learners' vocabulary acquisition, retention and use. This latter depends on the context of learning, which outdoor learning strategy can provide along with different experiences, where learners engage all their senses to help enhance their memory to master vocabulary.

1. Statement of the Problem

Mastering a foreign language requires the learners to have a high level of competence in the four basic skills (reading, writing, listening and speaking). in order to master those skills one would need to achieve vocabulary mastery. This latter refers to the attainment of full knowledge of words in addition to taking responsibility to develop one's own vocabulary. Mastering vocabulary is very important because it enables learners to express themselves in their spoken and written discourse in a more accurate manner, as well as to understand others when communicating. In addition, it develops learners' confidence towards using the language.

For foreign language learners, mastering vocabulary is difficult because it requires them to have full knowledge on every new word they learn. In this context, learners face difficulties with remembering the words, which demotivates them, and renders them uninterested in learning new vocabulary. In addition, teachers in an attempt to make their learners acquire new words, they use traditional methods such as lexical notebooks and glossaries. These latter were boring for learners. Furthermore, the use of language games such as crossword puzzle is rarely applied for the reason that some teachers either do not

find time to implement, or they cannot choose the appropriate game that fits the learners' different levels, and the vocabulary they intend to teach.

For these reasons, the outdoor learning strategy was proposed as an alternative solution to solve the issues related to the mastery of vocabulary for EFL learners. Outdoor learning refers to the different activities done outside classroom and which encompass participating in direct experiences. The benefits of the outdoor learning strategy lay in the fact that learning through experience ameliorates the memory performance, which helps learners memorize words better through engaging all their senses in the learning process. Furthermore, it motivates learners through the different outdoor activities.

2. Research Questions

The study aspires to answer the following research questions:

RQ1: What are the teachers' and learners' attitudes towards the use of outdoor learning strategy to enhance learners' mastery of vocabulary?

RQ2: How can outdoor learning strategy be effective in improving learners' mastery of vocabulary?

RQ3: Is outdoor learning an effective strategy that motivates learners to master vocabulary?

3. Research hypothesis

RH: If the learners of A2 level of Global Academy of Languages in Aintouta are taught using the outdoor learning strategy, they would better improve their vocabulary.

4. Research Aims

The study aims to investigate the impact of outdoor learning on learners' motivation to master vocabulary as well as to investigate the impact of outdoor learning on the mastery of vocabulary for A2 level learners in Global Academy of Languages. The study also aims to determine the factors that make outdoor learning effective in improving learners' mastery of vocabulary and to determine learners' and teachers' attitudes towards using outdoor learning to enhance learners' mastery of vocabulary.

5. Significance of the study

The significance of this study resides in that it offers insights about the practice of outdoor learning in the Algerian context. Hopefully, this study will help improve the teaching methods and programs by integrating outdoor learning in the curriculum of English language teaching. Furthermore, the findings of this study contribute to the benefits of EFL teachers in attracting their attention to the use of this strategy in creating motivation. It also may help them overcome the obstacles that they may encounter while teaching vocabulary through introducing them to the practice of outdoor learning in schools. For learners, the study may help them overcome the difficulties that they face while learning vocabulary and improving their level of English language. Furthermore, it may help increase learners' motivation and engagement through authentic learning context. Finally, the results obtained from this research could also contribute as a reference to next possible researches and further studies.

6. Methodology of the study

6.1 The choice of the method

Qualitative methods provide rich and detailed results and they are associated with attitudes and opinions. This study is based on the qualitative research approach because it seeks to describe learners' and teachers attitudes towards enhancing learners' mastery of vocabulary through the use of outdoor learning. It is more suitable for the field of social sciences which this study belongs to.

6.2 Population and sample

The population of this study contains the A2 level learners and the teachers of English language in Global Academy of Languages in Aintouta. The researcher took the whole population n= 25 (17 learners and 8 teachers) as the sample because the population number is small, and this helps avoid any potential bias from a sampling technique.

6.3 Data collection instruments

In this study, the researcher used one data gathering tool that is a semi-structured questionnaire; one questionnaire for learners and one questionnaire for teachers. The semi-structured questionnaire will help the researcher identify learners' and teachers'

perceptions about the outdoor learning strategy and its effects on learners' mastery of vocabulary.

7. Structure of the dissertation

This research is divided into three chapters. The first two chapters dealt with the theoretical background of the study variables; vocabulary and outdoor learning. The third chapter is devoted to the practical part of the study.

Chapter one: is a review of literature on vocabulary. It starts by identifying vocabulary in general then moves to talk about the vocabulary types. It also tackles word knowledge and vocabulary mastery. Additionally, the chapter discusses vocabulary learning in details including types of vocabulary learning and the steps of learning vocabulary. Following, it explores vocabulary teaching including. Finally, the chapter discusses effective vocabulary instructions.

Chapter two is a review of literature on outdoor learning strategy. It begins with identifying outdoor learning; then, it tackles outdoor learning models that discuss its scope and objectives. Moreover, the chapter talks about the theoretical foundation of outdoor learning, which explained how outdoor learning functions. Following, the chapter discusses outdoor learning program in terms of planning and application. Finally, it mentions outdoor learning benefits in relation to the three skills social and personal, linguistic and cognitive skills.

Chapter three is devoted to the fieldwork. It tackles the methodology underlying this study including the approach, the design, the population and the data collection instruments. Then, it provides the description and analysis of both questionnaires starting with the learners' questionnaire than the teachers' .Following, it provides the discussion and summary of the main results, with a final synthesis of the main findings of the research. Finally, based on the findings the researcher mentions some recommendations.

Chapter: One

Vocabulary

Table of Content

Introduction

Words are the smallest meaningful unit of the language, without which one cannot communicate his ideas, nor understand others. Thus, vocabulary is an important component of learning a language. It is crucial to the mastery of the four skills, and without vocabulary nothing can be conveyed. This chapter is meant to review literature about vocabulary; starting with its definition, types, moving on to aspects of vocabulary knowledge and vocabulary mastery. Then, the chapter will review vocabulary retention and importance. Finally, this chapter will discuss vocabulary learning and teaching, and effective vocabulary instruction.

1.1 Definition of vocabulary

Vocabulary is an aspect of language learning which is related to words and word knowledge. It is defined as a collection of words that a person knows and uses, or the full stock of words which exist in a language (Cambridge dictionaries online, 2020). Many scholars share a similar definition of vocabulary, according to Hornby (1986) vocabulary is a count of the words and the rules of combining them, together they constitute the language. However, vocabulary is more than just words put together rather they function to communicate, in this context Hatch and Brown (1995) defined vocabulary as a set of words used by people to communicate. Furthermore, Burns (1972, p 295) defined vocabulary as "a stock of words used by a person, a class or a profession" and Lehrer (2002) added vocabulary is a collection of words and their meanings, reinforcing the idea that vocabulary is an important element to communication in a language.

Some scholars defined Vocabulary as referring not only to single words but also chunks, combined words, and phrases. Consequently they decided to call them vocabulary items/lexemes rather than words, for instance Clouston, (2013, p. 9) defined vocabulary as "words of a language, including single items and phrases or chunks of several words which convey a particular meaning, the way individual words do". Therefore, vocabulary refers to all the language items. Hence, the total items of vocabulary are known as lexis (Barcroft, 2008). Moreover, a thorough definition of vocabulary was given by Saputras (2007), who stated that vocabulary is all the words existing in a language, having meanings and consisting of elements like verbs, idioms and pronunciation. In other words vocabulary refers to all the language items, one must possess in order to communicate successfully.

1.2   Types of vocabulary

Most researchers agreed to divide vocabulary according to its use in the skills of writing, reading, listening and speaking, creating two types; productive and receptive vocabulary.

1.2.1   Receptive and Productive

According to Nation (2001) Receptive vocabulary are the words that the learner understands their meaning from the context or a text through listening or reading, but he is not able to use in speaking or writing. In another definition, Hiebert (2005) stated that "Receptive vocabulary is a set of words for which an individual can assign meanings when listening or reading" (p. 3). the author added that the size of receptive vocabulary is larger than the size of the production vocabulary. This means that learners acquire more words through reading and listening than through writing and speaking. In addition, Schmitt (2000, p. 4) stated that an individual starts learning words receptively and then productively. Because we happen to encounter words through reading and listening first then we learn how to produce them (speaking and writing).

Productive vocabulary refers the words that the learner understands and pronounces them well in addition to being able to use them when speaking or writing (Nation, 2001). Productive vocabulary is also defined by Hiebert (2005) as "The set of words that an individual can use when writing or speaking. They are the words that are well-known, familiar, and used frequently" (p. 3). Similarly, Webb (2005) regarded productive vocabulary as "a process of active word", in which learners are able to generate words to communicate their thoughts (as cited in Maskor & Baharudin 2016, p 264). This means that learners can transform their receptive vocabulary stock to productive vocabulary so that they develop their productive skills (speaking and writing). In short, productive vocabulary refers to the words that are commonly used and often seen in speech and writing.

1.2.2   Passive and Active

Passive and active vocabulary is another classification of vocabulary types. They are synonymous to receptive and productive vocabulary. Haycraft (1997) made a distinction between passive and active vocabulary, referring to passive vocabulary as the words that the learner encounters from listening or reading. Therefore, he understands them from the context in which they occur. Yet he is unable to use them correctly.

Similarly, Hedge (2000) stated that passive vocabulary refers to words, which can be recognized when the students are exposed to listening or reading. On the other hand, active vocabulary are the words that the learner knows their meanings and correct pronunciations, and he is able to use them in writing and speaking (Haycraft, 1979). Also Hedge (2000) added, Active vocabulary refers to vocabularies that the learner can easily produce in speech or writing.

As the name of each type suggests, active vocabulary refer to the words that the learner uses frequently in his/her speech and writing, while passive vocabulary refer to the words that learners cannot produce. In other words, when the learner has insufficient knowledge on certain words s/he avoids using them though s/he might know a certain aspect like the meaning, yet s/he lacks knowledge on the use. Those words are called passive vocabulary. However, when the learner has complete knowledge on certain words involving their meaning and use we call those words active vocabularies because they are always present is the learners' productive skills.

1.2.1 Oral and Print

Hiebert & Kamil (2005) presented another classification of vocabulary According to words' forms. They suggested two different types which are oral and print vocabulary. according to the authors "Oral vocabulary is the set of words for which we know the meanings when we speak or read orally. Print vocabulary consists of those words for which the meaning is known when we write or read silently" (p15). In other words, the oral form refers to all words which we recognize their meanings and use during the process of listening and speaking, whereas the print form refers to all words which we recognized their meaning in the process of reading and writing.

1.3 Vocabulary knowledge

Word knowledge refers to the aspects of a certain word that an individual can possess and which help him understand, use and retrieve that word successfully. Word knowledge is considered complex because words are multidimensional, which means that words have many aspects that one should know. According to Nagi (2006), Nagi & Scott (2000) (as cited in Yopp, Yopp and Bishop 2009), there are several dimensions of word knowledge; Knowledge of the word's phonological structure (How it is pronounced), orthographic structure (How it is spelled), the grammatical function of the word (How is it used in a sentence). In addition to its collocational behavior (What words usually

appear with it), and its stylistic uses. Similarly, Schmitt argued that mastering a word does not require only learning its meaning, but also learning its form and use; these properties are called "word knowledge" (2000). According to him, the aspects of knowing a word are the written form, the spoken form and the grammatical knowledge, which involves knowing the word class, morphology and the processing of affixes, in addition to the meaning. For this later, Steven Stahl (2010) added, one must have both definitional knowledge, which is the knowledge of the relations between different words (synonymic, superordinate, subordinate, etc.), and the contextual knowledge of that word, which is the knowledge of the core meaning of the word and its meanings in different contexts.

In a simpler manner, Thornbury (2002) put the following characteristics of word knowledge:

- Knowledge of the spoken and written form of the word
- Knowledge of The meaning and the possible meanings of the word
- Knowledge of The word's connotations
- Knowledge of The register or style that the word belongs to
- Knowledge of The grammatical characteristics of the word
- Knowledge of Common collocations of the word
- Knowledge of Derivations of the word
- Knowledge of The relative frequency of the word

1.4 Vocabulary mastery

Vocabulary mastery refers to the skill of processing words of a language. It is an achievement and a possession of one's own self (Rivers, 1989 as cited in ALQahtani 2015) meaning that every person is responsible for developing his own vocabulary, and the mastery of vocabulary depends on learners motivation, needs and desire.

Words are not acquired instantly. Instead, they are learned gradually through multiple exposures over time. Schmitt (2000) calls it the "incremental nature of vocabulary acquisition" (p, 4), and since vocabulary keeps on growing, learners cannot have full mastery over it. Unlike grammar which is a set of rules. However, the mastery of vocabulary can be achieved through two principles; developing rich and complex knowledge of the vocabulary that can enable the learner to use words appropriately. And taking one's own responsibility to learn vocabulary, which can be through focusing on a certain domain to cover the learner's needs. in other words, mastering vocabulary entails

having full knowledge on words and carrying rich stock of vocabulary, which requires developing one's own autonomy towards learning vocabulary.

1.5 Vocabulary importance

Vocabulary is an essential component in learning a language. Many scholars agree that vocabulary knowledge is crucial for English as foreign language (EFL) learners. Long and Richards (2007) view it as "the core component of all the language skills" (p. 79), which means that vocabulary is an important element to learn the language four skills(writing, reading, listening and speaking). Moreover, According to Cahyono and Widiati (2011), a good vocabulary mastery goes in parallel with the mastery of both receptive skills (listening and reading), and productive skills (speaking and writing) of the language. Therefore, the improvement of the four skills of the language depends on the vocabulary level. In this context, Deighton (1971) argued that

> Vocabulary is the most important component of language power. In using the language, students who are rich in vocabulary will be successful both in expression skill: speaking and writing, and receptive skills: listening and reading. But those who are poor in vocabulary will get trouble in those skills. (p. 461)

To explain the quote, a person with more vocabulary will be more successful in both productive and receptive skills, meaning that s/he will be able to express him/herself in an accurate fluent manner, as well as to understand others. Meanwhile, a person with less vocabulary will face difficulties in those productive and receptive skills. For instance, s/he will neither be able to express him/herself easily, nor understand others' speech or writing.

Vocabulary is also important because the focus on grammar is neither effective nor sufficient. Furthermore, vocabulary is needed because the knowledge of language structure cannot alone enable the learner to express him/herself. In this context, Thornbury (2000) argued that you could not say very much with grammar, as much as you can say with words. Similarly, Wilkins (1972) noted, "without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (p111-112), which reinforces the importance of having a considerably good size of vocabulary so that one becomes able to express his thoughts appropriately.

Regarding the importance of vocabulary in constructing a meaningful speech, Harmer (2000) suggested, "If language structures make up the skeleton of the language, than it is vocabulary that provides the vital organs and the flesh". This means that vocabulary is an important to construct a meaningful speech. And because vocabulary includes all items of the language that when put together they constitutes sentences and paragraphs with numerous functions. Therefore, they are important in facilitating conversations and conveying messages. In the same context Ur (1996) added "Vocabulary is a tool which constructs a speech" (p. 120), which confirms that vocabulary is vital in communication because it helps deliver the meaning.

Achieving a good level of vocabulary enables the EFL learner to communicate his/her ideas successfully, as well as to understand others. According to Clouston (2013), Vocabulary is important to English language teaching because. Without enough vocabulary, learners cannot understand others nor express their own ideas. Gray & Elenor, (1939) also considers "vocabulary as an essential means of interchanging ideas and of acquiring new experiences" (p .1), that is the target language is the medium of communication between the learners and the teachers, and between the learners themselves. Consequently, learners with rich vocabulary will be able to communicate their thoughts better than learners with relatively poor vocabulary.

1.6 Vocabulary retention

Fast vocabulary retention is a quality of good language mastery. That is the reason why L1 adults do not take time to recall words it is because the mother tongue is a fully mastered language that they learn from birth. However, For Foreign language learners, vocabulary retention could take time because learners are still learning new words and they need more time as well as more exposure and opportunities to use the language. Mohammed (2009) defines vocabulary retention as "the ability to keep the acquired vocabulary and retrieve it after a period of time to use it in different language contexts" (p. 16).

Vocabulary retention occurs after a process of intake, storing, then retrieving information, and it goes as follows: First, intake or comprehensible input, which is the stage of encountering acquiring words through reading or listening. For L1, The linguistic input in the child's first years is spoken, but for second or foreign language learners, spoken and written language are equally exposed to right from the start. (McCarthy,

1990) "So words may well be perceived by L2 learners as much in terms of their orthographic shape as their phonological shape" (p. 35)

The second, stage is storage, which is the stage in which words are stored and organized in the mental lexicon. For McCarthy (1990), input and storage occur simultaneously. While the brain is storing information, it is at the same time receiving new input from the environment. Finally, the stage of retrieval, within which, there are two steps: recognition, which happens when a person reads or listens, and recall, which is the appropriate use of words. (McDonough, 1981; Lynch & Anderson, 2012 as cited in Lynch & Anderson, 2012, p.). The whole process occurs in relation to the memory, which is explained by Thornbury (2002) as follows;

1.6.1 Short term memory (STM)

It is the type of memory which its' capacity of holding information does not exceed few seconds. For this, Thornbury (2002) argued that vocabulary items need more than few seconds to be stored in long-term memory (LTM). Thus, they go through processing to be finally stored.

1.6.2 Working memory

It is the type of memory that performs operations on the words to be stored for later retrieval. It can manipulate information that come from the STM (environment), and compare it to downloaded information from the LTM. The performance of this memory depends on how well the processing of info one could possess.

1.6.3 Long term memory (LTM)

It can be seen as the storage, with an enormous capacity that makes its content. It is long lasting over time; however, Thornbury (2002) argued that in some cases learners forget what they have learned. This could be explained by the idea that the capacity of LTM is on a continuum from quickly forget to never forget, and there are several activities of learning vocabulary to ensure that they are stored in the 'never forget' area, for instance the mnemonic strategies.

1.7 Vocabulary learning

As can be seen, vocabulary learning is very important. However it is considered a difficult process, especially in learning a foreign language. Moreover, regardless of the

difficulty of learning vocabulary, it usually takes two forms, explicit and implicit. Furthermore, when learning new words the learner follows certain steps.

1.7.1 Types of vocabulary learning

- **Explicit learning**

Explicit vocabulary learning occurs intentionally with awareness. According to Schmitt (2000, p 120) "Explicit learning focuses attention directly on the information to be learned, which gives the greatest chance for its acquisition. But can be time-consuming". This type of vocabulary learning rises learner's attention and consciousness about learning vocabulary, and focuses on learners who may have faced difficulties learning vocabulary by themselves. Explicit vocabulary learning requires teachers' direct instructions. Furthermore, it is beneficial because the teacher's guidance is important in learning vocabulary. Teachers select the vocabulary that their learners need to learn, they also chose the suitable strategy and the activities, which would provide comprehensive deep learning of vocabulary (Susan & Padua, 2011).

- **Implicit/incidental learning**

Implicit vocabulary learning occurs without awareness or intentions (Ellis, 2008), Most students acquire vocabulary in an incidental mode, through exposure to words at school and home, listening to books read to them, or by reading by themselves. Incidental vocabulary learning refers to learning vocabulary through getting involved in a variety of communicative activities, such as reading, listening. It is learning by "picking up" structures and words (Nezhad, Moghali & Soori, 2015).

Huckin and Coady (as cited in Alemi & Tayebi, 2008, p 82) mentioned the following advantages of incidental vocabulary learning;

a. It is context based, which gives the learner a rich sense of word use and meaning.

b. It is an efficient pedagogy in the sense that it yields two activities at the same time: vocabulary acquisition and reading.

c. It is more learner-based, in the sense that the learner is responsible for selecting the reading materials.

However, implicit vocabulary learning could take time because of the need of multiple encounters with the word in order to constitute full word knowledge. According to Schmitt (2000, p 120), "incidental learning is slower and more gradual, lacking the focused attention of explicit learning".

1.7.2 Steps of learning vocabulary

The following vocabulary learning steps were presented by Nation (1994)

- **Meeting new words.**

It is either through extensive reading and listening or through communicative activities and tasks with written input representing the new vocabulary. Another way of meeting new words is through pair/group activities, that uses "a self-motivating task" introducing new vocabulary. With regard to the fact that the size of the new vocabulary should not exceed the size of the already known words. (Nation, 1994)

- **Establishing previously met vocabulary.**

Nation (1994), suggested that further meeting should be established with new words, multiple exposure of the new vocabulary, in different contexts, is important to ensure that the learner knows not only the definition but also the possible definitions of the new word. Setting time for reviewing learners' vocabulary knowledge, testing their previously learned vocabulary, and using pair/group activities are suggested techniques.

- **Enriching previously met vocabulary.**

Using new words, repeatedly in a variety of contexts could be helpful to enrich the vocabulary learning and foster it in learner's mind, in order to establish full knowledge of the word including its connotations, collocations, and use

- **Developing vocabulary strategies.**

This step could be applied in accordance with each of the other steps. Developing vocabulary strategies in learners helps them learn new vocabulary, and deal with the unknown vocabulary. Therefore, it helps the learners manage themselves especially in speaking and writing.

- **Developing fluency with known words.**

The fluency could be achieved partially, through the use of activities that establish and enrich the vocabulary. Mainly, a meaningful use of rich vocabulary in the four skills

of the language could help develop some fluency. Yet vocabulary learning is an ongoing process that requires.

1.8 Teaching vocabulary

1.8.1 Principles of teaching vocabulary

Most scholars agree that there are three steps of teaching vocabulary and before presenting new vocabulary, selecting words and organizing them need to be regarded, the following are principles of teaching vocabulary according to Nation (1994).

- **Selecting vocabulary.**

selecting vocabulary to present to class entails making a list of the words to be taught. In this context, Nation (1994) suggested that the teacher should choose high frequent words because they are mostly used in communication. Teaching high frequent words with regard to the learners' level and the appropriateness of the teaching techniques would help the learner gain control over those words. Moreover, according to (McCarthy, 1990, p79) "high frequency words "offer the learner a survival-level repertoire for comprehension and production". They are about 2000 words devide as 87% formal (written) and 95% informal (spoken). In the same principle haycraft (1979) presented the following guidelines to select words to teach; selecting the Commonest words, considering learners' needs, considering learners' L1, word building, topic areas, cross reference, and related learner.

- **Grouping new vocabulary.**

In this principle Nation (1994) suggested avoiding teaching vocabulary in a "lexical set", or with interference between them like identifying synonyms or antonyms because it may lead to confusion and thus never being able to grasp the new word. On the other hand, McCarthy (1990) recommend avoiding organizing vocabulary in terms of topics for the reasons that they are not efficient, they may not be interesting to learners, and they may not be frequently used, but rather he and many other scholars suggest grouping vocabulary in relation to context (register and discourse) to make learners more aware of the formality levels, the social relationships and the appropriate use of certain vocabulary items.

- **Presenting vocabulary.**

This principle depends on the activity used to present the new vocabulary, Nation (1994) suggested that the activity should give rise to a thorough processing of the mind of the learner, he mentioned that the activity should build upon previous knowledge, be

related to the context, the teacher should provide hints and clues for a good retention of the words, teach the different aspects of the word. Finally he should engage the new word in a problem solving activity.

Haycraft (1979) suggested that the teacher should teach the spoken form of the new word, and to ensure that the learners grasped the pronunciation before presenting the written form to avoid L1 interference. Furthermore, he suggested the use of context to help the learner infer the meaning. In addition to the revision, in order to remind the learners of the previously dealt with vocabulary and blend it with the new one. Ways of presenting new vocabulary according to Haycraft (1979) include; Using/creating context, take the students outside the classroom, using pictures, drawings and the most important one is the wall chart technique, which combines vocabulary teaching with structure and pronunciation revision.

1.8.2   Strategies of teaching vocabulary

Vocabulary teaching is divided into two main strategies. According to Seal (1991) (as cited in Hatch & Brown 1995) there is unplanned and planned vocabulary teaching strategies.

- **Unplanned vocabulary teaching**

Unplanned vocabulary teaching usually occurs when the teacher and the learners encounter a difficult word in the classroom. In this strategy, seal (1991) proposed the method of the "three Cs", which involves three steps. First conveying meaning in which the teacher provides the meaning of the word for the learners, through different techniques such as gestures. Second, checking whether the meaning of the word is understood through asking learner questions. Finally, consolidating the meaning, by urging the learners to relate the word to other contexts such as asking them to use the word to generate a sentence.

- **Planned vocabulary teaching**

Planned vocabulary teaching entails prepared materials to be taught. According to seal (1991), it occurs when the teacher plans to teach certain words to his students in a certain lesson. Also called intentional vocabulary teaching. Within planned vocabulary teaching there are many techniques that the teacher can use to teach his learners vocabulary. Those strategies range from mechanical strategies such as memorization,

repetition, and using notebooks, to more complex strategies such as imagery, making associations and keyword strategy.

1.9 Effective vocabulary instruction

Many scholars agree that an effective vocabulary instruction would incorporate a combination of explicit and incidental learning (Schmitt, 2000; Hunt & Buglar, 2002). In addition to frequent exposure to the vocabulary in different contexts, taking into consideration recycling and revision.

Graves (1984) (as cited in Graves, 2005) four part program is considered an effective program for instructing vocabulary. It is a comprehensible program that takes into consideration all types of learners; learners with small vocabularies, learners with adequate but not exceptional size of vocabulary, learners with rich vocabularies looking to developing more sophisticated vocabularies

- **Providing rich and varied language experiences**

Engaging students in language experiences as much as possible through using the four skills in different activities increases their vocabulary. For kindergarten and primary schools children, listening and speaking are very important skills, through which they could grow their vocabulary. For intermediate learners, discussion is a great technique for enriching their vocabulary. Grave (2005) stated that authentic materials are very useful for native or non natives at this stage.

- **Teaching individual words**

Graves (2005) argued that the argument about the inappropriateness of teaching vocabulary because the size of words that should be attained is enormous does not mean that we should not teach vocabulary. In fact teaching individual words has reported good results. One good strategy is through teaching the definitional and contextual knowledge of the words, in order to provide rich, deep and extended instruction of the vocabulary, which will improve learners' comprehension and thus enrich their vocabulary (Grave 2005):.

- **Teaching word learning strategies**

The most widely used strategy is using context, and the second most recommended is using word parts, for instance teaching suffixes, and prefixes (Graves, 2005). The third most common one is using the dictionary.

- **Fostering word consciousness**

Word consciousness refers to both, awareness and interest in words and their meanings. In addition, it also refers to affective and cognitive stance towards words (Grave, 2005). Word consciousness means metacognition about the word, motivation to learn the word and deep lasting interest in the word. Word awareness means appreciation of words' power, understanding why certain words are used instead of others, and sense of the words that could be used instead of existing word.

This could be summarized in the following ideas (Grave 2005, p7);

- Recognizing the communicative power of words;
- Differentiating between spoken and written words;
- Knowledge of the particular importance of choosing a certain word in written language and
- Interest in learning new words and becoming more skillful and precise in word usage.

Conclusion

In conclusion, this chapter was an attempt to provide a general review on vocabulary teaching and learning. At first, the researcher presented the definition and the types of vocabulary then introduced word knowledge and explained vocabulary mastery. Additionally, the researcher presented vocabulary importance, and discussed vocabulary retention. Finally, the researcher discussed in details vocabulary learning and teaching and effective vocabulary instructions. Through this chapter the researcher came up to the conclusion that vocabulary is central for language teaching and learning. Due to its importance, in the next chapter, the researcher is going to discuss a new strategy called the outdoor learning technique, in order to enhance vocabulary mastery

Chapter: Two
Outdoor Learning Strategy

Table of Content

Introduction

Considering the importance of the mastery of vocabulary, the researcher suggested outdoor learning strategy as an effective one to enhance learners' vocabulary learning. It is a pedagogical technique characterized by learning outside the classroom. It offers benefits in all the learning areas. Mainly, it contributes to making learning more effective through engaging learners in direct experiences. Incorporating outdoor learning in the learning curriculum became important for the reason that several researches confirmed the positive outcomes of this strategy.

The previous chapter was an overview on vocabulary in which the researcher discussed issues related to vocabulary teaching and learning. In this chapter the researcher presents outdoor learning strategy. Starting with its' definition and models, moving to the theoretical foundation, then the advantages of outdoor learning, and finally the outdoor learning program.

2.1 Definition of Outdoor Learning

In the early years, scholars such as (Donaldson and Donaldson, 1958) defined outdoor education as "education in, about and for the outdoors" (p. 17). When fragmenting this definition, we can say that: learning in the outdoors refer to the outdoors as the setting of learning, including public parks, nature, the zoo, the museum, and different public utilities. Learning about the outdoors refers to the outdoors being the topic of learning. As the author explained, indoor learning is important and helpful. However, learners will learn better about something in its natural environment (Donaldson and Donaldson, 1958). Furthermore, Learning for the outdoor implies the implementation of the skills and the mental attitudes for the purpose of understanding and appreciating the natural environment (Donaldson and Donaldson, 1958).

The former definition was criticized for the reasons that some aspects of outdoor learning can be brought indoor, and that there is more to learn outside the classroom than just the outdoor environment. Furthermore, Priest (1986) along with other scholars argued that outdoor learning is more than just teaching outside the classroom, and that the objective of outdoor learning should go beyond developing learners' awareness and responsibility towards the environment. In this context, priest (1986) asserted that the most important objectives of outdoor learning are the social and personal goals, which

revolve around making the learner responsible of his own learning and developing his thinking in many domains in life.

Priest (1986) redefined outdoor learning in six points mentioned as follows. First, outdoor learning is a method of learning. Second, it is an experiential learning method that includes interaction with direct experiences. Third, it occurs outdoors which is considered the inspiration of the learning. Forth, it requires the use of all sense (sight, sound, taste, touch, intuition) at three levels of learning (cognitive, affective and motoric) to ensure full involvement of the learner in terms of knowledge, skills, and attitudes. Fifth, it is an integrative part of an interdisciplinary curriculum, which means that it is an approach that contributes to achieving the curriculum objectives of learning through its numerous advantages. Sixth, it is a matter of relationships among individuals themselves and the environment (Priest, 1986).

Similar to Priest, Hammerman, Hammerman, and Hammerman, (2001) defined outdoor learning as an experiential process of learning that occurs outside the conventional classroom, where the outdoor is the 'laboratory' of learning (as cited in Fellner, 2007). Moreover, recently outdoor learning became a widespread concept which takes many forms. According to Neill (2005) there are a considerable number of verities of outdoor learning applications. Furthermore, synonymous terms such as, outdoor education, outdoor adventure education, adventure education, wilderness education and recreational education are used interchangeably (Neill, 2008, p. 6). In addition, outdoor learning encompasses several activities in different settings including field studies, nature studies, outdoor play, heritage education, and agricultural education (Larsson, 2013; Berry, 2019; Rickinson et al, 2004).

The reason behind the existence of many designations and interpretations of the term is that outdoor learning was adopted in many countries, while some regions created their own outdoor learning programs to fit their cultural and social norms. As Price (2016) stated, the term outdoor learning is a culturally constructed, it is understood and implemented differently across the globe. Consequently, it was difficult for scholars to find a consistent definition of outdoor learning. However a compromised definition that explains outdoor learning nature and function was introduced by Jordet (1998), who stated that outdoor learning is a method of teaching through which learners are often taken outside the classroom, to a specific environment, for specific objectives. In that

environment learners engage their bodies, senses and their background knowledge in activities in order to acquire new experiences, reflect on them, and then later transfer what they have learned to real life situations (Jordet, 1998).

In other words, outdoor learning uses direct experiences to make the learner active in the learning process, that is to analyze and process the topic of learning to either deepen his understanding or to change his perception or behavior towards it to finally make sense of the experience. Furthermore, Jordet (1998, p. 24) further explains that outdoor learning integrates school subjects in practical experiences, allowing the learner to develop many skills through active involvement in authentic environment.

2.2　Models of Outdoor Learning

There are different models that describe outdoor learning nature, scope and purposes. The most popular ones are priest's (1986) outdoor learning tree model and Higgins and Loynes (1997) model. Each one recognized that outdoor learning is composed of three spheres; outdoor activities, environmental education and personal and social development.

2.2.1　Priest model (1986)

Priest (1986) believed that outdoor learning is a combination of two approaches. They are adventure education and environmental education. Each approach focuses on two objectives; adventure education focuses on developing what the author calls interpersonal relationships which concern the relationships between individuals for example their social interaction, and intrapersonal relationships which are about the relationships between the individual and his inner self for instance his self awareness and perception of things. On the other hand, environmental education approach focuses on two objectives of its own; ecosystemic relationship, which is about the relationships between nature and its resources for instance the processes of every element in nature, and ekistic relationships which exist between individuals and nature elements. In a simpler manner, priest (1986) presented a model, which represents an analogy of a tree, to explain the nature and the four objectives of outdoor learning.
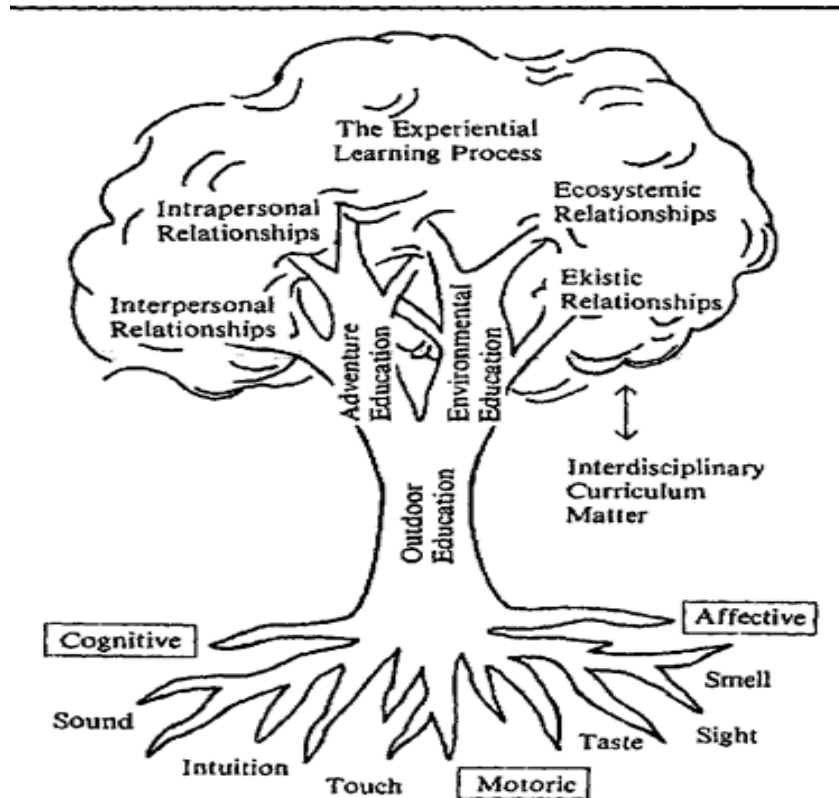
Figure 2.1: Outdoor Learning Tree by Priest (1986)

In the model of the outdoor learning tree, Priest (1968) presents a tree named outdoor learning with two main branches on top. Each branch represents the approaches adventure and environmental education that when combined together they create outdoor learning. Next are the leaves, which represent the process of experiential learning. The leaves derive their energy from the sun, which plays the role of outdoor setting which in return constitutes the inspiration for learning. The air in this imagery is the interdisciplinary curriculum, with which the leaves exchanges oxygen and carbon dioxide just like the exchange of information between the process of outdoor learning and the curriculum. Furthermore as the tree holds into the soil with the roots, it represents learning based on all senses and the three learning levels. The author added, no matter what the branch the learner climbs, he/she will obtain all objectives from both approaches. This means that although the teacher may focus on achieving the objectives of one approach over the other, the learner will be able to absorb both approaches benefits (priest, 1986). This claim makes outdoor learning tree model a strong description of outdoor learning.

2.2.2 Higgins & Loynes model (1997)

Although priests' tree model of outdoor learning presents a strong description of outdoor learning nature and objectives, new models were discussed after. Scholars like Higgins & Loynes (1997) introduced a new model that determines the nature and scope of outdoor learning.

The process of outdoor learning includes the following 'common grounds' that Higgins & Loynes (1997) discussed in their guide. First Outdoor learning's main intention is to develop learners' personal and social abilities. However, outdoor learning practitioners could have other objectives that extend to academic, aesthetic, spiritual, social, and environmental areas of education. Second, in the process of outdoor learning the activities should include not only recreational ones, Moreover, the facilitators should have some experience on the outdoors. In other words teachers should plan outdoor learning activities and environment.

Third, the nature of outdoor learning is experiential learning, and the teacher should allow exposure to direct experience in order to obtain the maximum of benefits of outdoor learning, which implies that the teacher's role should be a facilitator and a guide, because any interference by the teacher could affect learners' reflection and learning becomes meaningless. Forth, the success of this approach is bound to the context outdoor. it is the strength point of outdoor learning as the author reported that in research the different outdoor learning programs were successful is achieving the expected outcomes every time.

Fifth, Outdoor learning should occur in a physically psychologically safe environment guided by professional facilitators. Even though outdoor learning can occur in environments where there are risks on the learners, the facilitators should protect the learners and obtain effective practice of outdoor experience at the same time. Sixth, One of the outdoor learning aims should be developing learners' respect towards the environment through the concept of (friluftsliv) (a Norwegian word for feeling at home in nature) also professional standards should be put in order to ensure balance in the use of the outdoors and activities. Seventh, one of the outcomes of outdoor learning is increase in self confidence and building responsibility over ones' own learning. And Eighth, This method of learning is applicable to different groups of learners.

Figure 2.2: The Range and Scope of Outdoor Learning by Higgins & Loynes (1997)

This model represents the scope of outdoor learning. According to Higgins and Loynes (1997) outdoor learning seems to be drawing on three main areas outdoor activities, personal and social development and environmental education all in the frame of safety and professional practice. The outdoor activities area is concerned with physical activities, sports and physical skills' development. The environmental education is related to sustainable learning, field studies and environment and cultural awareness. The merger between the two previous areas results in health and well being, as asserted by Higgins (1995). The third area is personal and social development. It deals with the development of the social and personal skills of the learners including the development of self esteem, self awareness and the communication skills. All the areas together constitute outdoor education, covering all the benefits for any learning objective inside the frame of safety and professional practice, which must be provided by the facilitator or the teacher of the outdoor learning.

2.3 Theoretical Foundation of Outdoor Learning

Outdoor learning beginnings were around 1940s and 'Outward Bound' school was considered the starting point of outdoor learning, 'Outward Bound' was founded by Kurt

Hahn (1886-1974), one of the scholars who advocated for learning via experience. In the beginning, there were some camps established by educators in the UK and the US. Hahn was the first to organize the outward bound school for teaching sailors how to survive hard conditions of the sea. Later on, the camps became very effective and they were seen of possible success for learners in schools. Later on scholars like Dewey, who advocated for learning through hands on experience, started organizing educational camps.

Outdoor learning is rooted in experiential education. In this context, Higgins (2005) stated that all outdoor learning is considered experiential because experience is the drive of learning and outdoor learning depends on both the experience and the reflection; this latter is an important mental process that gives the outdoor learning experience a meaning. Furthermore, pragmatists such as Dewey advocated the importance of the experience in learning in the sense that experiences validate theoretical knowledge. This means that experiences contribute to make the learning effective in the sense that it offers practical knowledge.

2.3.1 Experiential education

The experiential learning approach was based on the work of Dewey (1859_1952) in the philosophical perspective of pragmatism and the theory of experience. Moreover, many scholars followed him such as Kolb (1939_now) who also advocated for learning via experience. This approach to education consists of numerous principles and sheds light on the importance of experience in the learning process. it is a holistic learner centered approach, which as its' name suggests, promotes learning through exposure to direct experience. The Association of Experiential Education (AEE) defined experiential education as a philosophy on its own that have developed as a result of merging different methodologies. Its main focus is engaging learners into an experience and then reflecting on it, as a result the learners will develop many linguistic, cognitive, personal and social skills (as cited in Kate MacDonaldm 2016, p. 08).

- **Kolb cycle of experiential education**

The process of experiential education could be described in his model of experiential learning cycle by Kolb (1984)
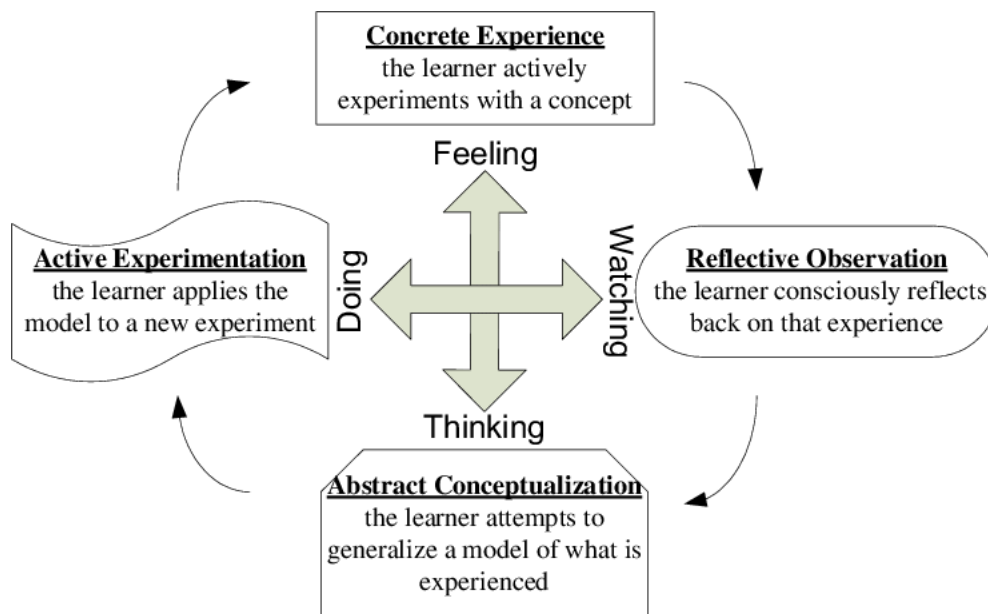
Figure 2.3: Experiential Learning Cycle by Kolb (1984)

According to Kolb (1984), knowledge raises from a combination of two modes of grasping the experience; concrete experience and abstract conceptualization and two modes of transforming the experience; reflective observation and active experimentation. In more details, the process of experiential education according to Kolb's cycle goes through the following four stages:

Concrete experience, which refers to hands on experience, is the stage where the learner steps out of his/her comfort zone and gets involved in the learning activities. Here the experience is personal and involves the learner emotions (Lam and Chan, 2013). Here the teacher takes his/her learners to a place to study a certain phenomenon, and it requires the learner to be fully active to trigger his/her previous knowledge.

Reflective observation is the stage of making reflection on the experience. When going through the experience, the learner observes and analyses it then he assimilates the new knowledge and relates it to past one in order to draw conclusions. This stage helps the learner develop his critical thinking.

Abstract observation is the stage of generalizing knowledge. Once the learner analyzed the experience and reflected on it, he then forms a theory or a general understanding of what he learned. In other words, the previous process of assimilating new and old knowledge gives rise to new ideas and principles.

Active experimentation is the stage of experimenting ideas. The learner puts his theory to test, which allows him to correct, modify or add to his formed concepts (Kolb, 1984). The testing occurs through what we call transfer of learning, meaning applying what the learner learned in real life situation.

According to Kolb (1984), the process of experiential learning relies on constructing knowledge involving the learner going through the four stages, but not necessarily in the same order. However, usually the process starts with experience because it is the basis for observation and reflection and then based on them we assimilate information and from abstract notions and we test our ideas, after that we go back and gather information from new experiences. in this sense the process is considered recursive Kolb (1984),

- **Principles of experiential education**

Within experiential education implementation, there are guiding principles that should be recognized and incorporated into a learning experience in order to ensure its' success. Gager (1982) presented the following principles to make experiential education a transformational process (as cited in Taniguchi 2004, p. 42).

- Mixture of content and process

The teacher is expected to provide the learners with the theoretical knowledge on the topic of learning before engaging them in an experience. The theory provides basis for the experience while the experience bridges the gap between knowledge and practice.

- Absence of excessive involvement of teacher

The author states that the teacher's role should not exceed the role of guidance. The teacher is supposed to facilitate the experience through creating a physically and psychologically safe environment and he/she must not make judgments that would affect the learners' personal experience otherwise the experience is meaningless

- Encouraging the big picture perspective

The teacher should encourage the learners by stimulating their stamina through certain activities, but that is only to help the learner link the new experience to previous knowledge. The new experience may not matter but what truly matters is the learners'

reflection and the transfer of learning, which refers to learners' ability to implement what he learned in future similar situations.

- The role of reflection

Reflective thinking is an important skill as raised by my many scholars including Dewey. Reflection gives meaning to the experience via thinking about what has been learned and relating it to one's own life to make meaning out of it.

- Creating emotional investment

As the author suggests, this point is what differentiates experiential learning from other learning theories (Taniguchi, 2004). Furthermore, she added that the learner is motivated to learn by the experience and not because he is being told to. In other words, the learner's engagement in the learning experience is his own choice because he is motivated by the experience therefore, the learner is responsible over his own learning.

- Take learners outside of their comfort zone

Experiential learning way of learning is about taking the learner outside his comfort zone, engaging him in learning challenges which helps him develop different skills. In this sense, Taniguchi (2004) stated that "Complacency is not the situational model for learning. Challenge and disruption of needs gives new perspectives and possible new potentials" (p. 53). This means that the more teachers offer challenges for learners the more knowledge learners will discover.

- Meaningful experience

The experience planned should have certain objectives to achieve to make it a meaningful one. This can be achieved via effective application of the experiential learning process including the teachers' role of providing safe environment and encouraging the learner to make reflection.

2.4 Outdoor Learning Program

As suggested by many scholars, outdoor learning programs are integrated parts of the curriculum and they are important because they work to achieve the learning objectives. In this sense, Higgins (1995) noted that outdoor learning is an integral part of the curriculum, which ensures sustainable learning through engaging learners in direct experiences out of the classroom. Furthermore, an outdoor learning program should work

as a practical part of the indoor program. This latter tackles theoretical knowledge while outdoor learning provides the practice.

2.4.1 Planning and implementation

Planning an outdoor learning program is a complex process because of two reasons; outdoor programs are related to cultural, social, political and geographical differences, and they should complement the curriculum taking into consideration the aims and goals of learning for every level. Consequently, it is curriculum designers' responsibility to plan an outdoor learning program that meets the learning objectives. However, instead of planning a whole outdoor program, practitioners could adopt an already established one and make changes in the sense that it serves the learning objectives.

Adopting an outdoor learning program should involve some adjustments in relation to the differences between countries. in this context, Lloyd (2016) argued "A country can adopt other countries' outdoor learning programs but only the aspects that are pragmatically suited to that country's context" (p. 31). Moreover, Waite (2017) suggested that to adopt an outdoor learning program one should first understand how outdoor learning function according to that program and what objectives of learning it serves. In order to achieve that, she suggested that a comparison between different outdoor programs should be conducted to examine their pedagogical principles from different perspectives at an international level (Waite, 2017). In other words one must compare all the existing programs and examine them.

2.5 Advantages of Outdoor Learning

As marked by many scholars, outdoor learning is highly beneficial for all types of learners. Furthermore, if implemented effectively the advantages that outdoor learning offers are numerous and can be classified into social and personal skills, linguistic skills and cognitive skills.

2.5.1 Social and personal skills

Outdoor learning is of great benefit when it comes to developing learners' social and personal skills. As mentioned earlier, outdoor learning main focus is the social and personal improvement of the learners (priest, 1986). Outdoor learning is effective in improving motivation and engagement of learners. When exposed to outdoor learning, learners' motivation increases because the outdoor environment is a great source of

motivation for learners especially children. They learn better outside, given that they have more freedom.

Children are naturally curious so they use their senses to explore and investigate outdoors to learn. According to (Cameron and McGue, 2019, p9) "when presented with an outdoor environment, it is said that children are motivated and concentrate better". furthermore. according to (asmara, anwar, muhammed, 2016) "learning through play will increase students' motivation while learning in a very enjoyable situation" this means that outdoor activities including recreational activities are motivating for the learners, also Szczepanski (2007), stated that when learning moves outdoors both motivation and comprehension increase in learners (as cited in Norling & Sandberg; 2015).

Outdoor learning increases learners' motivation which in turn increases their participation in both outdoors and indoors. In other words, outdoor settings are suitable for engaging learners who are not active in the indoor classroom, and grabbing their attention through fun activities held outdoors. in this context, Cameron and McGue (2019, p. 45) stated that they recorded high participation during outdoor learning activities for the reason that learners were asking questions about the subject of learning showing a form of engagement and interest in what they were learning.

Additionally, bringing learners outside the classroom and particularly in natural environments helps reduce stress and anxiety especially around others, and aides at healing depression. In this context, Youngberg (2015, p. 14) stated that "contact with nature can help ameliorate many of the psychological issues of at-risk youth from anxiety and depression to the lack of motivation and sensitivity for others and nature" (as cited in Cameron & McGue, 2019). Besides, antisocial behaviors decrease and cooperation, solidarity, and social skills are enhanced (Burdette and Whitaker, 2005, as cited in Günseli and Güzin, 2017).

Outdoor learning is based on the skills of cooperation and teamwork which are shown in simple outdoor activities of interaction like group discussions. Moreover, outdoor learning provides authentic learning situation in which social interaction occurs voluntarily between learners. This makes outdoor learning effective to develop communicative skills (National Centre for Outdoor Education (NCU), 2009, p. 13), similarly, Szczepanski et all (2006, P3) stated that outdoor learning promotes interaction between learners themselves and learners and teachers, and between individuals and the

environment. On emotional, motor, and cognitive levels resulting in an enhancement of relationships between individuals, which in return develop self confidence, independence, autonomy and leadership.

2.5.2 Linguistic skills

Outdoor learning possesses many advantages for language learning. For EFL learners, outdoor environments could be a source of authentic language learning, and a place where they can practice their language with the guidance of the teachers, Norling & Sandberg (2015) found that "outdoor environments can offer very powerful tools for creating language environments" (p. 11), she further added that the outdoor environments stimulates language use, through challenging yet fun interactive activities which improve their communicative competence. In this sense, Booth (2002) claimed that outdoor learning "encourages students to move out of the classroom and into the world" and "helps to bridge the gap between language study and language use" (p. 7). (as cited in Guo, 2011, p247). In other words outdoor learning provides first hand experiences in which the target language is the medium of communication, which motivates the learner to use that target language in activities such as (debates, group discussions, interaction…) allowing him/her to develop his/her language use. Also playing interactive games would help learners learn from each other away from teachers' or classrooms' stress or anxiety.

Basic language skills (speaking listening reading and writing) also can be enhanced through outdoor learning. Lloyd (2016) argued that direct experiences, informal situations and social interactions with their classmates contribute to develop learners' oral language skills. Furthermore, outdoor learning activities not only stimulate the learners to use the language in a more free expressive creative way, but also it allows them to pay attention to the phonological use of words (Sutherland, 2011), for example reading stories in the outdoor is one outdoor learning activity that enhances learners' listening skill or asking learners to write a paragraph to describe the environment around them is also a way for developing learners' writing skill. Furthermore, Fellner (2007, p. 4) stated "the use of guided reflection following the task provides students with the forum and motive to use the target language (both verbal and written) in order to express feelings and experiences that were and are real and meaningful to them". Meaning that reflective activities after outdoor learning experience such as asking learners to prepare a written passage at home describing their experience and present it orally in the classroom helps

them achieve both, develop their writing and speaking skills and become confident in using the language

Additionally, learners can improve their vocabulary in outdoor learning experiences. according to Wibbow (2013) outdoor activities could be a method that improves learners' mastery of vocabulary, because young learners usually like outdoor activities and they view them as interesting learning means. Moreover, Günseli & Güzin (2017) claimed that exposure to new environment for the first time triggers learning new words. This means that taking learners to new different places stimulates their desire to learn the new vocabulary related to the places they are visiting.

2.5.3   Cognitive skills

Outdoor learning experiences are also a chance of developing cognitive abilities. Learning outdoor have proven to enhance cognitive process such as focus, attention, memory and thinking. Engaging in direct experiences learners' concentration increases and they develop interest in what they are learning. Moreover outdoor learning experiences improve learners' thinking. In this context, Padmadewa (2017) argued that "Outdoor learning helps students develop thinking skills, develop an awareness of the complexity of the real world" (p.74). In other words, learners' critical thinking and mental process improves when learners are engaged in outdoor learning experiences. Furthermore, when teachers plan outdoor visits on a topic they tackled with learners indoors, it helps help them deepen their understanding on it.

Outdoor environment develop learners research skills and research process such as making inferences, measuring and observing (Günseli & Güzin, 2017). In addition, outdoor learning is characterized by the investigation and exploration through observing nature and natural elements of the environment, and analyzing the relationships between them which helps learners develop good research skills. Furthermore, Outdoor learning could affect long-term memory in a positive way. In this sense Padmadewa (2017) stated that "a multi-sensory experience outside the classroom helps students retain or recall of knowledge more effectively" (p74). It means that when learners are engaged in outdoor learning experiences, they use their sense in the learning process, which make them memorize what they have learned more effectively.

Conclusion

To conclude, this chapter discussed outdoor learning strategy in general. The researcher started by providing the definition, then she discussed the outdoor learning purpose and scope through presenting two models. Then the researcher presented the theoretical foundation of outdoor learning that explains how outdoor learning functions. Next, she mentioned outdoor learning benefits in three different domains. Finally, the researcher discussed outdoor learning program application.

Chapter: Three
The Fieldwork

Table of Content

Introduction

The current chapter is devoted to the fieldwork. It is made of two parts. In the first part the researcher will discuss the research methodology underlying this study including the choice of the method, the population and sample, the data collection instruments and the data analysis procedures. In the second part, the researcher will describe the questionnaires in terms of purpose and administration. Then she will provide an analysis of the questionnaires. Finally, the researcher will present the discussion of the findings and the summary of the main results, starting with the learners' questionnaire then the teachers' questionnaire, in an attempt to validate the research hypothesis.

3.1 Methodology

The methodology of the study is a framework that involves the design and approach of research in addition to the procedures that the researcher is going to carry.

3.1.1 The choice of the method

The nature of the study requires using the qualitative approach because the study is an investigation of learners' and teachers' attitudes towards the use of outdoor learning strategy in enhancing learners' mastery of vocabulary. The study is describing the effect(s) of outdoor learning on learners' mastery of vocabulary and motivation, based on teachers' and learners' opinions.

3.1.2 Population and sample

The population of this study includes learners and teachers of a private school that is called "Global Academy of languages" located in Aintouta Batna. The reason behind selecting this school was because it is the only private school in the region that provides outdoor learning during the year and during the winter and spring breaks. This argument is based on a preliminary interview conducted with a teacher from the school. To begin with, the case involves A2 level learners who enrolled in this school for this year (2019/ 2020) and who started on October and were expected to graduate on June. However due to the circumstances of the pandemic, they stopped on March.

There are two groups of A2 level with a number of 20 learners, divided as 10 per group these learners were chosen because they experienced outdoor learning more than the other groups. The case also involves all teachers who teach A2 level learners in Global academy of languages. Their number is estimated by eight teachers. These

teachers were selected because they are acquainted with their learners' level and abilities, and are familiar with the use of outdoor learning strategy. Therefore, they are more likely to provide us with clear views on outdoor learning strategy and its effect on learners' mastery of vocabulary.

3.1.3   The data collection instruments

From the research approach, the data collection instrument that the researcher used is a semi structured questionnaire for the learners and another one for the teachers of the "Global Academy of languages". The data collection tool was selected because it was the most suitable tool for the research study for the reason that it provides direct and detailed data about the respondents' behavioral, cognitive and affective attitudes.

3.1.4   Data analysis

After a thorough reading and arrangement of the data from both questionnaires, the researcher will conduct the data analysis manually using statistics through counts and percentages, in addition to the use of description in some open ended questions. Then, using Excel the researcher will present the results in the form of tables and figures.

3.2   The Questionnaires

A questionnaire is a data collection instrument, which contains questions or statements about the research study directed to participants to answer. It is usually presented in a form of a booklet. In social sciences, questionnaires are the most common used instrument in collecting participants' attitudes and opinions about a research topic. There are three common types of questionnaires (structured, unstructured and semi structured questionnaire) each depends on the type of questions it contains (closed ended, open-ended and a mix of both)

3.2.1   Learners' questionnaire

- **Description of learners' questionnaire**

This questionnaire is intended to collect learners' attitudes towards the use of outdoor learning strategy vocabulary in enhancing learners' mastery of vocabulary. The questionnaire is semi structured and consists of four sections; the general information, learners' attitudes towards learning vocabulary, learners' attitudes towards outdoor learning strategy and learning vocabulary through outdoor learning. The total number of the questions is twenty six including close ended questions such as multiple choice, yes or no questions and frequency scales, used to obtain direct answers. In addition, it includes

open ended questions which were used to ask for justifications and further details on the attitudes of the respondents.

- **Administration of the learners' questionnaire**

The learners' questionnaire was formed in English and then translated into Arabic before administration because of the learners' young age in addition to their beginner level of English language. The questionnaire was administrated online via face book. We contacted the Global academy of languages face book page and they provided us with some accounts of their learners. Then we managed to find our population and we send them the questionnaire; some of them responded and answered the questionnaire within 15 minutes. Out of 20 learners to whom we sent the questionnaire, only 17 volunteered to answer so we collected their answers and then we translated the results again into English for analysis.

- **Analysis of Learners' Questionnaire**

Section One: General Information

**Q1:** Please specify your English language level
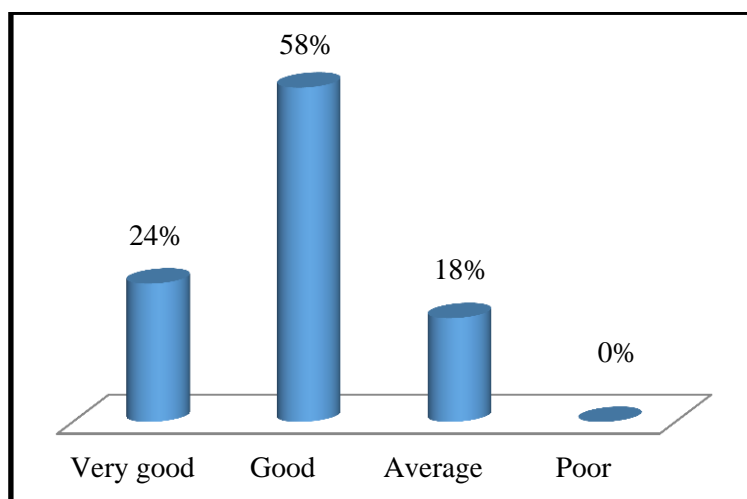
Figure 3.1: English Language Level

The Figure 3.1 shows that most of the learners had a good level of English language. As can be seen, ten respondents (58%), which make the majority considered their level of English language to be good. In addition, four respondents (24%) had a very

good level in English language, and a smaller number estimated by three respondents (18%) considered their level to be average.

Q2: How long have you been studying English in the Global Academy of Languages?
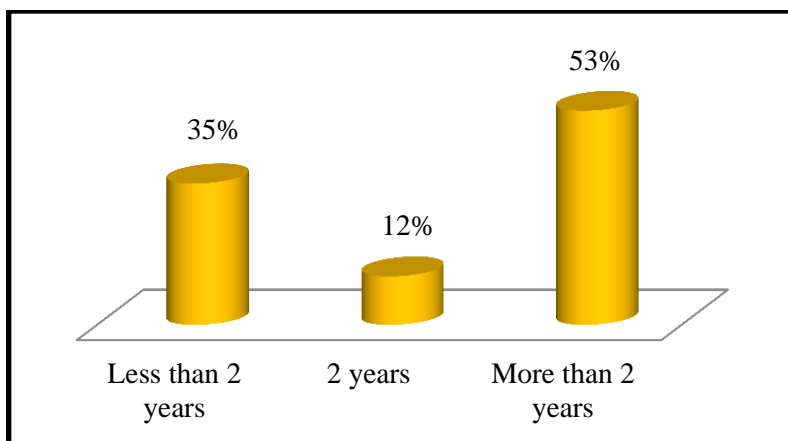
Figure 3.2: Learners' Period of Education in the School

The Figure 3.2 indicates the period of education of respondents in Global academy of languages. It shows that the most frequent answer is more than 2 years. As shown, nine respondents (53%) were studying in Global academy of language for more than 2 years. As most of them reported, they spent 3 years (or almost) studying English language there. It means that the majority of the learners were familiar with the teaching method of the school. Furthermore, six respondents (35%) were studying for less than 2 years (2-9 months), which means they were novice learners, whereas only two respondents (12%) spent two years studying English in Global Academy of languages.

Q3: Do you like learning English language?

Table 3.1: Learner Views about Learning English

Option	Respondents	Percentage
Yes	17	100%
No	0	0%
Total	**17**	**100%**

The Table 3.1 shows that all the learners responded that they like learning English language. The reasons they provided were because they enjoy learning it, it is the modern age language, it is a universal language that is used by the majority of people in the

world, Furthermore, some of them stated that it is easy to learn and they like learning it because it helps them communicate with foreigners. Others stated that they like learning English because they travel, or they need it for job or study qualifications.

Q4: Learning English in Global Academy of Languages was:
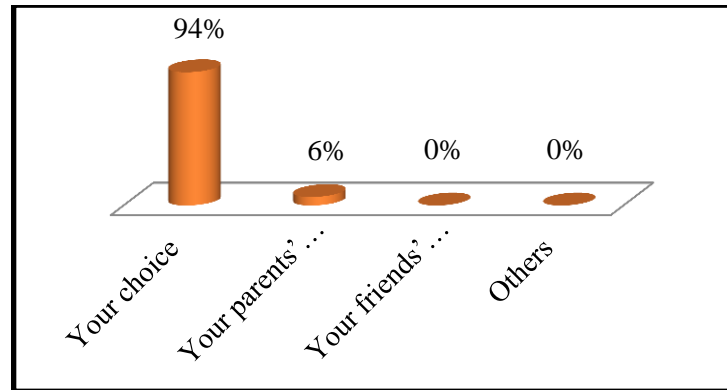
Figure 3.3: The Choice of Learning English in the School

The Figure 3.3 demonstrates the number of the respondents who responded whether learning English in Global academy of languages was their choice, their parents' choice or their friends' recommendation. It shows that 16 of the participants (94%) responded that it was their choice, which means that the learners are interested in learning English in this school, and it could be the schools' method of teaching that attracted them. However, only one respondent (6%) stated that it was his/her parents' choice.

Q5: What was the main focus of the school curriculum you have been exposed to? (You may choose more than one answer)
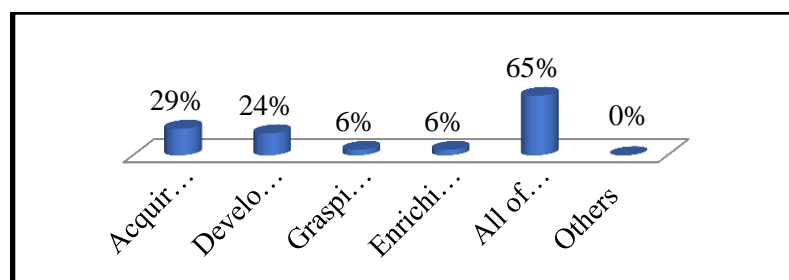
Figure 3.4: The Focus of the English Curriculum of the School

The Figure 3.4 displays the focus of the school's English language curriculum according to respondents' view. It shows that all the suggested answers were of a primary focus of the school's English language curriculum, as indicated by the majority estimated by 11 respondents (65%). More thorough, five respondents (29%) think that the main focus is acquiring basic language skills (listening, speaking, reading and writing), while four respondents (24%) think that they focus on developing communicative competence

which makes about (53%) of the learners. This means that the focus of this school is developing the use of the language. In addition to one respondent (6%) who thinks that they focus on grammar rules, and one respondent (6%) who thinks that they focus on enriching vocabulary.

Section Two: Learners' attitudes towards Learning Vocabulary

Q1: Do you think that learning vocabulary is?
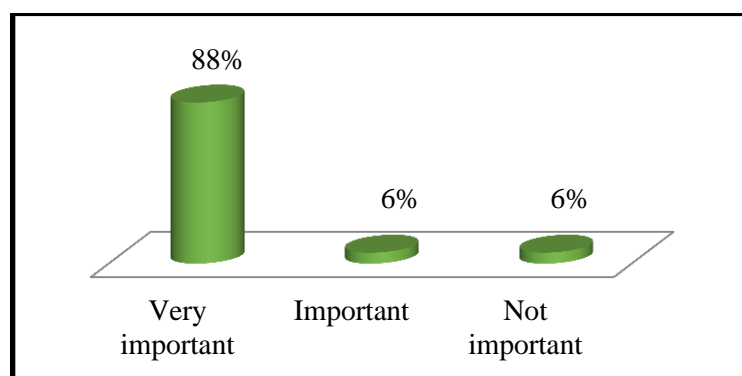
Figure 3.5: Learners' Views about Vocabulary

The Figure 3.5 shows that the majority of the respondents, estimated by 15 learners (88%), believe that learning vocabulary is very important. Their reasons were because mastering vocabulary is one of the basics of mastering the target language, and learning vocabulary helps acquire the language correctly. They added that learning vocabulary facilitates speaking in the target language and with richer vocabulary one could express him/herself in a more clear and accurate manner. Giving these reasons, the respondents seem to be aware of the importance of vocabulary in language learning.

Furthermore, one learner (6%) thinks that learning vocabulary is important, and the reason was that a good level of vocabulary enables one to read, write and to communicate well with others, whereas one learner (6%) thinks that learning vocabulary is not important. However, the respondent probably understood learning vocabulary as referring to the strategy of learning individual words without context. In his justification he stated that one can pick up words from practicing conversations, claiming that learning words solely will make the learner face problems with using the words.

Q2: You consider your vocabulary size to be:
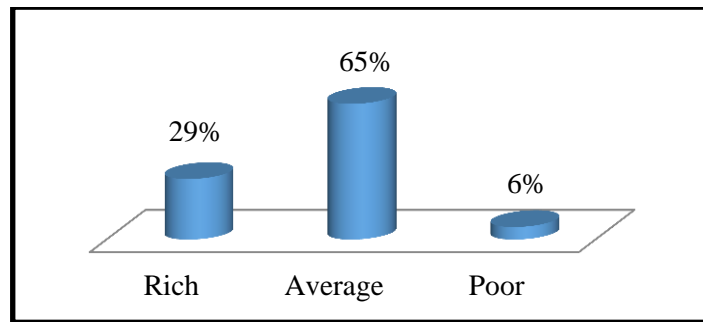
Figure 3.6: Learners' Vocabulary Size

The results of the Figure 3.6 show that 11 respondents (65%), which make the majority, consider their level of vocabulary to be average, while five respondents (29%) consider it to be rich and only one learner (6%) consider his vocabulary level to be poor. This means that the majority of them are intermediate learners.

Q3: Which one of the following practices you prefer to improve your vocabulary? (You may choose more than one answer)
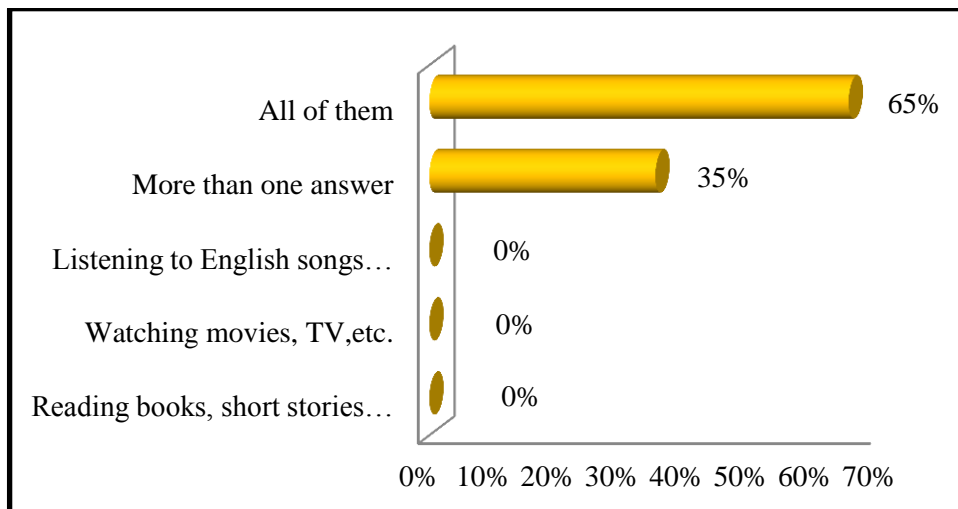
Figure 3.7: Learners' Practices to Enrich Vocabulary

The Figure 3.7 shows that all the practices are favored by the respondents to develop their vocabulary as indicated by the majority of 11 respondents (65%). However, six respondents (35%) picked more than one answer, including two respondents (12%), who preferred Reading books, short stories, magazines, Watching movies, TV and Listening to English songs, podcasts, radio to enrich their vocabulary. also four respondents (25%), who preferred Watching movies, TV and Listening to English songs,

46

podcasts and radio. Other answers include learning another foreign language such as Turkish, or exploring, watching YouTube, singing English songs and chatting with friends which are very common practices in our context. These results show that learners use more than one strategy to enhance their vocabulary.

Q4: Which of the following strategies you use when you meet a new word?
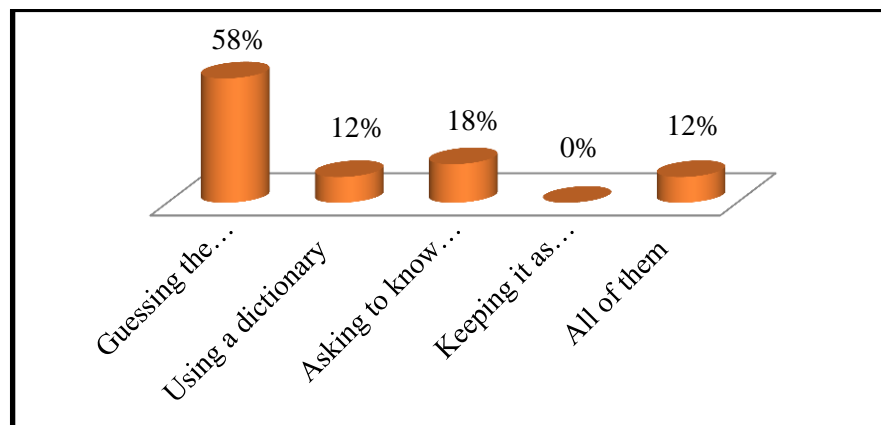
Figure 3.8: Learners' Strategies of Learning New Words

The Figure 3.8 provides some strategies learners use when meeting a new word. It shows that the most used strategy is Guessing the meaning of words from context. As can be shown, the majority including ten learners (58%) would guess the meaning of the new words from the context, which is very common since context helps with understanding words' meanings and it is considered a method of learning vocabulary as well. On the other hand, three respondents (18%) would rather ask to know the word while two respondents (12%) would use the dictionary.

Q5: What are the difficulties you encounter when learning new vocabulary?
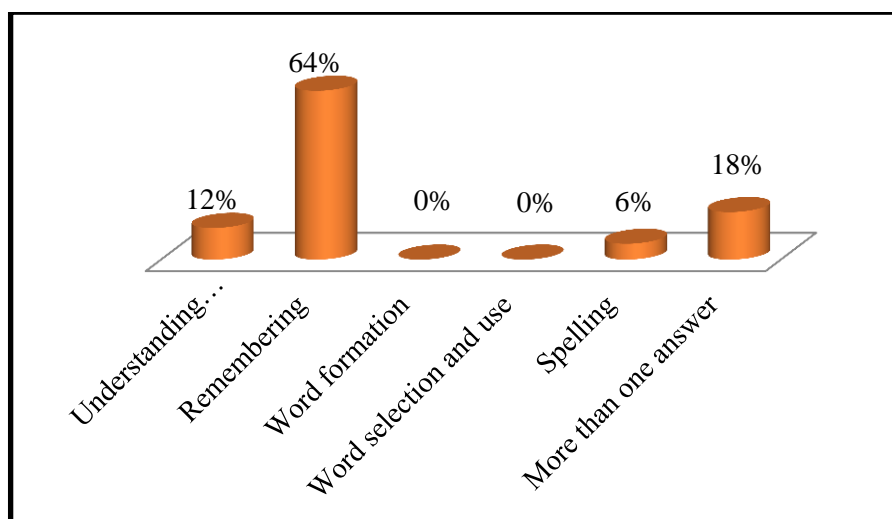
Figure 3.9: The difficulties of Learning Vocabulary

The Figure 3.9 indicates some difficulties learners encounter when learning new vocabulary. It reveals that the most encountered difficulty is remembering the words. As seen, 11 respondents (64%), which make the majority, had difficulties with remembering the new vocabulary, which is likely to happen, since they learn new words every time and they could have lack of practice. Furthermore, two respondents (12%) had difficulties with understanding the meaning and one person (6%) had difficulties with the words' spellings. Additionally, Three respondents (18%) had more than one difficulty including two respondents (12%), who had difficulties with understanding the meaning and remembering the words, while one respondent, who had difficulties with remembering words and word selection and use. Other answers include the difficulty of differentiating between words, which are similar in spelling but different in meaning.

Section Three: Learners' attitudes towards Outdoor Learning Strategy

Part One: Learners in the Outdoor

Q1: Have you experienced the outdoor learning with Global Academy of Languages?

Table 3.2: Learners Experience of Outdoor Learning in the School

Option	Respondents	Percentage
Yes	13	76%
No	4	24%
Total	**17**	**100%**

The Table 3.11 indicates that the majority 13 respondents (76%) have experienced outdoor learning, while studying in Global Academy of Languages. The rest four respondents (24%) did not go on an outdoor learning experience. This means that the majority of the learners belong to those who stated that they spent more than two years studying in this school, which allowed them to experience the outdoor learning. However, the minority who did not experience outdoor learning in this school they belong to those who stated that they spent less than two years studying, and due to the pandemic they could not pursuit their learning, thus they did not go on an outdoor learning experience.

If yes, how would you evaluate your experience?
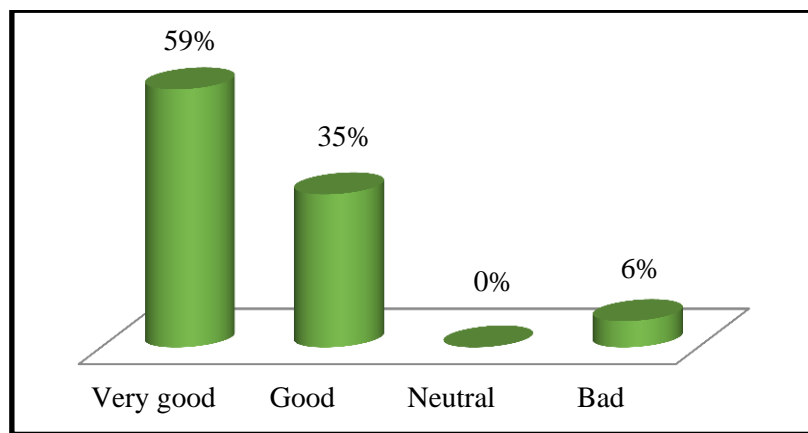
Figure 3.10: Learners' Evaluation of the Outdoor Learning Experience

As the results in Figure 3.10 show, the majority (ten respondents) (59%) evaluated their experience as very good. A lesser number of six respondents (35%) evaluated the experience by good, while one person (6%) evaluated the outdoor learning experience as bad.

Q2: How often do you have outdoor learning experience with Global Academy of Languages?
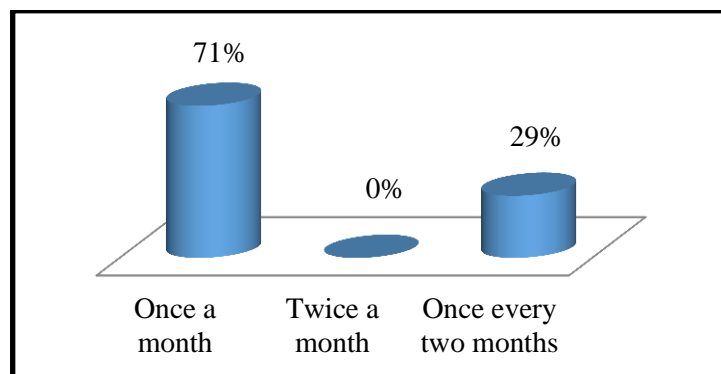
Figure 3.11: The Frequency of Outdoor Learning Experiences in the School

The Figure 3.11 depicts the frequency of the outdoor learning experiences as organized by the school. It shows that 12 respondents (71%), which make the majority of the learners, stated that they had outdoor learning with the school once every month while five respondents (29%) stated that they had one outdoor learning experience every two months. Moreover, in other responses, three respondents (18%) stated that they never had an outdoor learning experience, and one learner (6%) stated that he/she has been in an outdoor learning one time only, which does not refer to the times the school organized outdoor learning journeys. Also, one learner (6%) reported that he has irregular outdoor learning sessions were. The difference in the learners' answers refers to the fact that there is not a regular implementation of outdoor learning sessions.

Q3: Please, mention the locations you have visited through Global Academy of Languages since you enrolled

This is an open ended question asking about the outdoor locations that the learners visited while studying in Global academy of languages. The answers show that there are several locations learners visited, and the horse riding learning center seems to be the most outdoor location visited as reported by five of the respondents (29%). Other locations such as cities or towns' visits (Setif, Jmila, Tekjda), the zoo, or the shopping centers were equally reported by three of the respondents (18%). In addition, leisure parks such as Djerma park or public gardens were equally reported by two respondents (12%), and one learner (6%) reported a destination of the stadium.

Q4: You consider yourself active during outdoor time
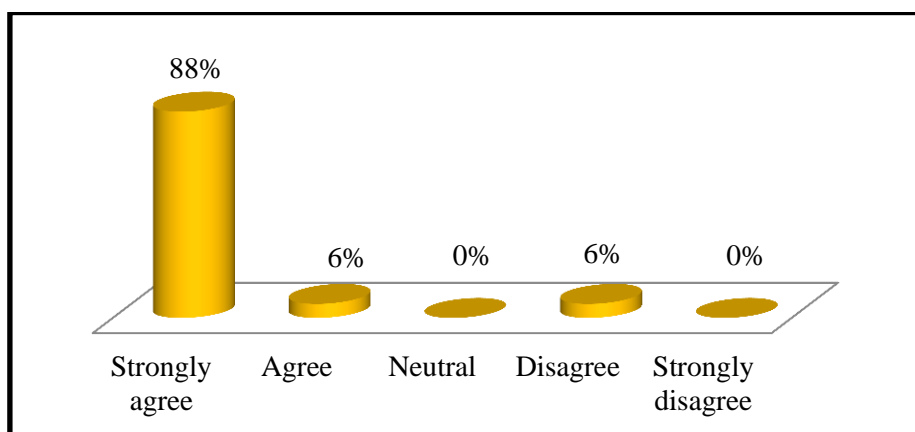
Figure 3.12: Learners' Attitude about Being Active Outdoors

The Figure 3.12 shows that the majority of the respondents, estimated by 15 learners (88%), strongly agree that they are active during outdoor learning time. The reasons they provided were that they were more focused with the teachers' explanation,

they enjoyed exploration in outdoor environments and they think it benefited them. Furthermore, they added that they were encouraged to learn through Group work, and that they enjoyed living real life experiences and learning at the same time. Also outdoor learning environment facilitated their learning to acquire the correct use of the language. In other justifications they stated that the open spaces and the natural environment motivated them to learn and helped them overcome boredom. Moreover, they enjoyed participating in interactive outdoor activities. On the other hand, one respondent (6%) agrees to be active in outdoor learning. His justification was because the outdoor atmosphere decreased his/her shyness and anxiety while one respondent (6%) disagrees because he/she never was in an outdoor learning experience before.

Q5: Choose the activities you have practiced in an outdoor learning experience (you may choose more than one)
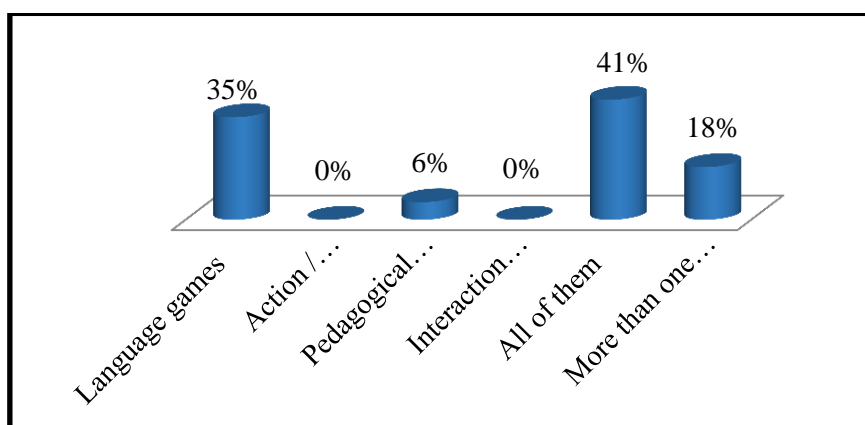
Figure 3.13: The Outdoor Learning Practices

The Figure 3.13 displays outdoor activities that the learners practiced during outdoor learning experience. It shows that all the activities were practiced during outdoor learning experience as indicated by seven respondents (41%). Moreover, another noticeable result is that language games were reported by six respondents (35%) while a minority of one learner (6%) reported that they practiced pedagogical dialogues. More than one practice was reported by three learners (18%), including one respondent (6%), who reported language games and pedagogical dialogues, and two respondents (12%), who reported language games, pedagogical dialogues and interaction activities. These results show that language games were the most used activity, as reported by about (53%) of the respondents.

Part two: Teachers in the Outdoor

Q1: Do teachers engage with the learners in the activities?

Table 3.3: Teachers' Engagement in the Outdoor Activities

Option	Respondents	percentage
Yes	15	88%
No	2	12%
Total	**17**	**100**

The Table 3.3 shows that 15 respondents (88%) responded that teachers engage with the learners in the activities, and two responded that they do not (12%). This implies that teachers' engagement in activities depends on both the activity and the teachers' style of teaching; some activities require teachers to be engaged, other activities require him to be distant so that learning becomes effective. Furthermore, some teachers' style of teaching is more teacher centered, which reflects their attitudes of constantly engaging in the activities with the learner.

If yes, how often do they engage?
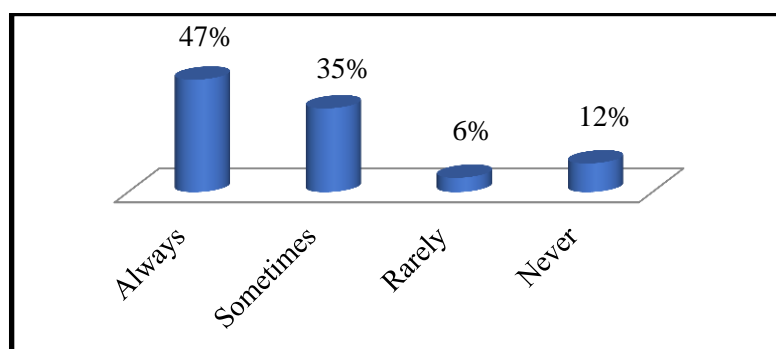
Figure 3.14: The Frequency of Teachers' Engagement

The Figure 3.14 shows that eight respondents (47%) reported that teachers always engage with the learners in the outdoor activities. Other six respondents (35%) reported that teachers sometimes engage with the learners in the outdoor activities while only one learner (6%) reported that it was rarely that the teachers engaged, and two respondents (12%) reported that the teachers never engaged with the learners in the outdoor learning activities.

Q2: Do you think that teachers' engagement would affect the quality of the outdoor classes?

Table 3.4: Learners' Views about Teachers' Engagement

Option	Respondents	Percentage
Positively	15	88%
Negatively	2	12%
Total	**17**	**100%**

The Table 3.4 indicates that teachers' engagement affected positively the outdoor classes, as it was reported by the majority of 15 respondents (88%), who provided the following reasons; the teachers' engagement provides more comprehensible learning, teachers guide the learners in the learning process, teachers interact with the learners and help them use the language better, they Organize learning, they provide safety they motivate their learners. In addition, teachers' engagement helps enhance teacher-learner relationship, as teachers become easier with the learners and give them freedom outdoors. However, one opinion argued that the teachers should be aware when to interfere to let the learners explore and learn. The rest two respondents (12%), who responded that teachers' engagement had a negative effect on the quality of outdoor learning, they justified that they never been in an outdoor learning experience.

These results could be linked to the two previous ones in the sense that it reflects what the learners think about teachers' engagement in the outdoor activities. It is positive in general. However, it reflects flaws in the teachers' teaching styles and the type of activities they use. In other words teachers whose style is teacher centered would often intervene in the learning process, and they would incorporate activities that require their engagement, which could hinder learners' learning on the long term. Therefore, the teacher should achieve balance, and he/she should know when he/she is required to engage and when he/she is not.

Q3: What are the roles that your teacher plays the most in the outdoor experience?
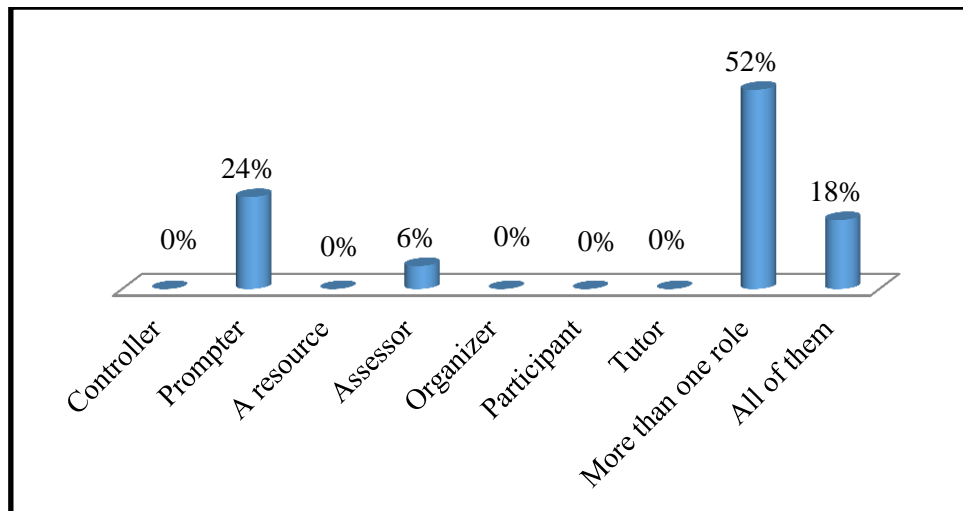
Figure 3.15: Teachers' Roles in Outdoor Learning

The Figure 3.15 displays the teachers' roles in outdoor learning from the point of view of the learners. As can be seen, nine respondents (52%) reported that the teachers play more than one role. Four respondents (24%) reported that their teachers' role is a prompter, who motivates them to learn. A lesser number of three respondents reported all of the roles, and only one respondent (6%) reported the role of an assessor. This shows that the teacher plays many roles in outdoor learning.

Part three: Learning English through Outdoor learning

Q1: To what extent do you agree that outdoor learning is beneficial for learning English Language?
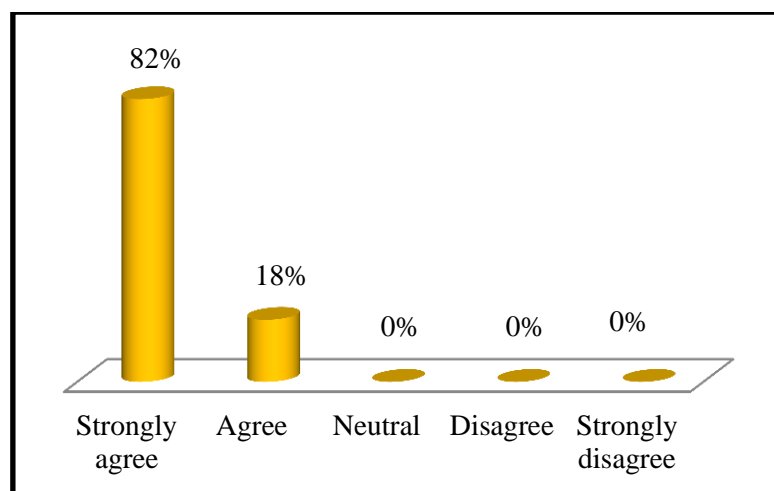
Figure 3.16: Learners' Views about whether Outdoor Learning is Beneficial to English Language Learning

The Figure 3.16 shows that 14 respondents (82%) strongly agree that outdoor learning is beneficial for English language learning, which makes up the majority, and

54

three respondents estimated by (18%) agree with the claim that English language learning could benefit from outdoor learning sessions. For the reasons that different outdoor learning environments are better to overcome boredom of classrooms, they help improve learners' focus and their mental state and motivate them to learn better through engaging in real adventures. Furthermore, they stated that outdoor learning improves the linguistic skills and facilitates learning English language use. They claim that it creates a suitable environment for communication and active learning, where the learners can see and live a real experience that they will learn from. According to them it strengthens the ability of storing and facilitates retrieving information about the subject of learning.

**Q2:** In your opinion, what benefits may outdoor learning offer for English language learning? (You may choose more than one answer)
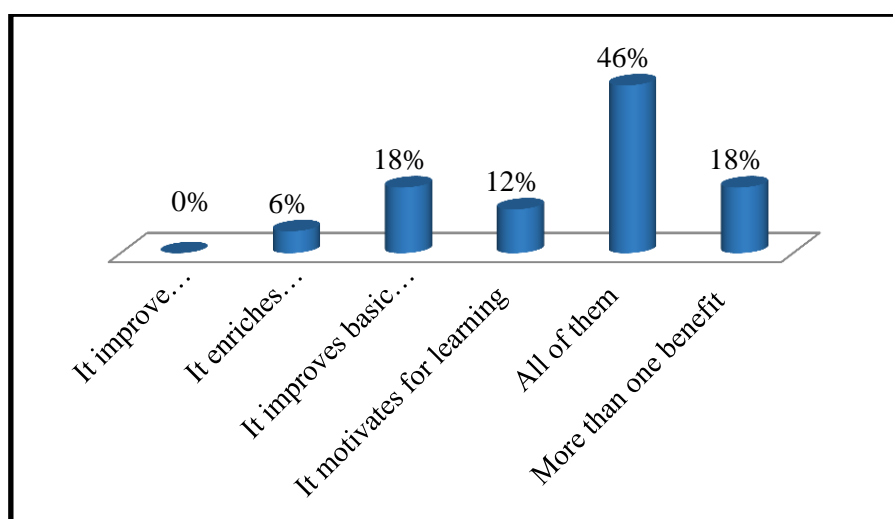
Figure 3.17: The Benefits of Outdoor Learning for English Language Learning

The Figure 3.17 shows outdoor learning advantages for English language learning. As the data depict, eight respondents (46%) think that outdoor learning offers all the suggested benefits for English language learning. Also, outdoor learning improves basic language skills (listening, speaking, reading, and writing), was a reported by three respondents (18%). In addition, two respondents (12%) responded that outdoor learning is a source of motivation for learning while one respondent (6%) reported that outdoor learning enriches vocabulary. Furthermore, more than one benefit was reported by three respondents (18%).

Q3: What are the language learning aspects that teachers should focus on in the outdoor experience?
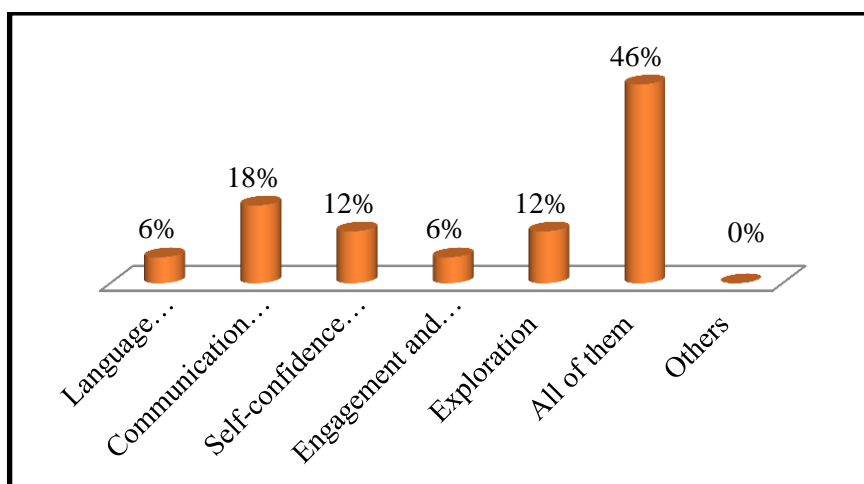
Figure 3.18: The Focus of Language Learning Aspects Outdoors

The figure 3.18 presents the language learning aspects that the teacher should focus on in outdoor learning. According to learners view, the teacher should focus on all the aspects. As the table indicates, eight respondents (46%) support the former claim, while three respondents (18%) believe that teachers should focus on the communicative ability. two respondents (12%) stated that the focus should be on self-confidence and autonomy, and two (12%) stated that it should be on exploration. The rest, language competency, engagement and motivation in learning, each were supported by only one learner (6%). This shows that about (30%) of the learners think that outdoor learning should focus on the personal and social skills, while around (24%) of them think that it should focus on linguistic skills.

Section Four: Learning Vocabulary through Outdoor Learning Strategy

Q1: Did outdoor learning activities help you develop your vocabulary size?

Table 3.5: Learners' Views about Developing Vocabulary Size via Outdoor Learning

Option	Respondents	Percentage
Yes	14	82%
No	3	18%
Tatal	**17**	**100%**

As the Table 3.5 displays, 14 respondents (82%) stated that outdoor learning activities helped them develop their vocabulary size. When asking them how Outdoor learning helped them enrich their vocabulary, their answers included that they gained new

vocabulary related to the places they visited. Through overcoming fear to speak in outdoor learning, they learned the use of certain vocabulary and some difficult words' spellings from teachers and classmates. This maybe via interaction using English language in outdoor learning, or via other activities and language games such as describing the environment around them. Furthermore, they added that the exciting atmosphere of the outdoor learning experiences was motivating and offered a better opportunity to memorize new learned vocabulary. On the other hand, only three respondents (18%) stated that the outdoor learning activities did not help them improve their vocabulary. The explanation they provided was that they never been in an outdoor learning experience before.

Q2: To what extent the following outdoor activities are beneficial for learning vocabulary
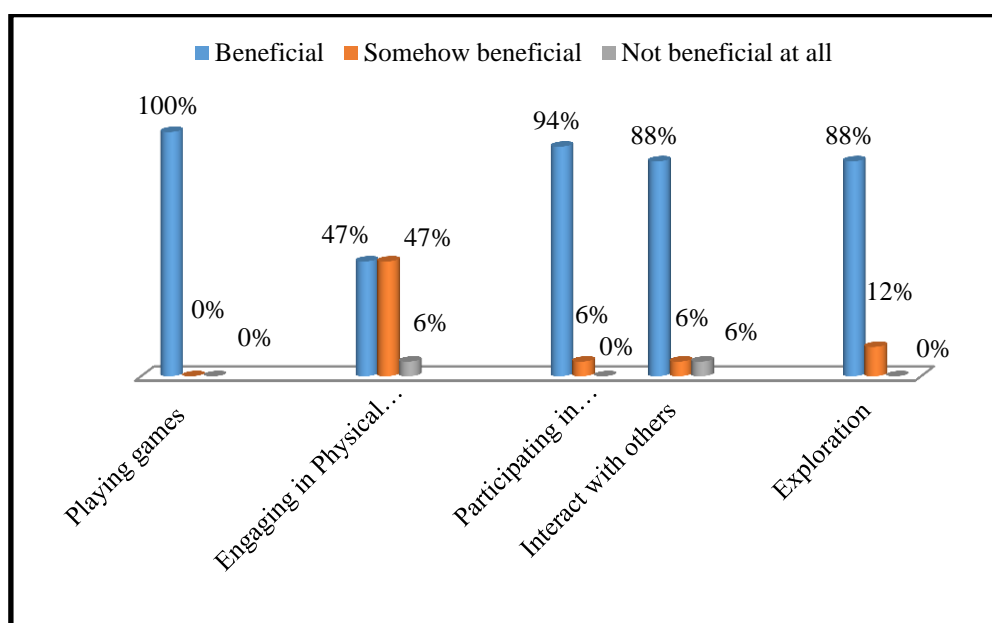
Figure 3.19: The Extent of Benefits of outdoor activities for learning vocabulary

The Figure 3.19 shows that most of the outdoor activities were beneficial in learning vocabulary. As can be seen playing games is the most beneficial outdoor activity for learning vocabulary, as reported by all 17 learners. Next activity is participating in pedagogical dialogues, which was reported by 16 learners (94%). Interaction with others and exploration were equally reported by 15 learners (88%), while eight learners (47%) reported that engaging in physical activities is beneficial and an equal number of eight learners too (47%) reported that it is somehow beneficial. It is probable that in the other outdoor activities learners are more likely to be using English to communicate and to participate. Therefore, they practice and acquire new vocabulary while in physical

activities they are less likely to use the language, and thus they won't acquire any new vocabulary.

Q3: Does outdoor learning improve vocabulary mastery for learners of A2 level in Global Academy in Aintouta?

Table 3.6: Learners' Views on the Effectiveness of Outdoor Learning in Improving A2 Level Learners' Vocabulary

Option	Respondents	Percentage
Yes	17	100%
No	0	0%
Total	**17**	**100%**

As the Table 3.6 depicts, all the respondents stated that the outdoor learning improves vocabulary mastery for learners of A2 level in Global academy of languages. The results from this question confirms the results from question one in section four, in which the majority of the learners stated that outdoor learning helped them develop their size of vocabulary.

Q4: To what extant do you agree that outdoor learning is effective in motivating learners to improve their vocabulary?
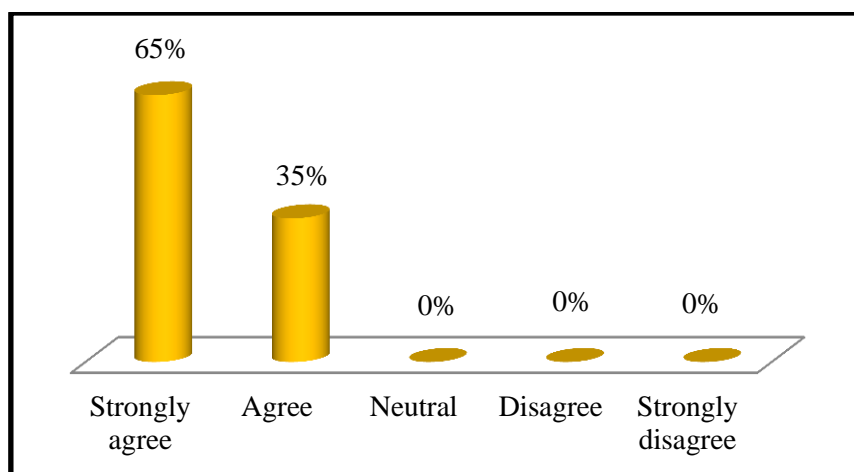
Figure 3.20: Learners' Views on the Affectivity of Outdoor Learning in Motivating Learners to Improve Their Vocabulary

The Figure 3.20 reveals that out of 17 respondents, 11 (65%) strongly agree that the outdoor learning is effective in motivating learners to improve their vocabulary, which makes the majority. The other six respondents (35%) agree with the claim that outdoor learning strategy motivates learners to improve their vocabulary. This is due to

the different outdoor activities they practiced, and the different outdoor locations they visited.

Q6: How can outdoor learning strategy be effective in improving learners' mastery of vocabulary?

The question was open for the respondents to answer according to their point of view, and four main themes were identified in their answers.

- **Activities and challenges**

The respondents believe that outdoor learning strategy can be effective in improving learners' vocabulary through the different outdoor educational activities and games it offers. They argued that all outdoor activities including games, exploration and educational dialogues help acquire new vocabulary, especially interaction in the target language. Those activities provide opportunities for picking up vocabulary and using them. Also the teacher could make outdoor learning effective through creating competitive and challenging activities, for instance by including new higher level vocabulary in activities and encouraging the learners to use them.

- **Learners' engagement and participation in outdoor learning**

The respondents stated that learner's participation in games, dialogues and interactive activities outdoors helps enhance his/her level of vocabulary because when speaking in the target language, learners use different new words they learned from other's speech or from the teachers' speech.

- **Increase learners' motivation**

Outdoor learning could be effective in improving learners' vocabulary through motivating them and developing learners' autonomy as a respondent claimed "giving the learner the responsibility over his/her own learning and building his/her confidence to speak and communicate and to observe and acquire vocabulary use in real life situations".

- **Group works and Interactions**

Learners' vocabulary could be enhanced effectively through increasing interaction opportunities in the outdoors. Group work and interactive activities in the target language, between the learners and the teachers and between learners themselves such as sharing ideas could help learners improve their vocabulary.

Additional comments

The respondents stated that they like leaning the English language and that they enjoy learning it via the outdoor learning method.

- **Discussion and Interpretation**

The analysis of the different items of the learners' questionnaire revealed interesting information which helped us answer the research questions. The findings in this questionnaire showed that learners recognize the importance of vocabulary. Therefore, they used several practices to enrich their vocabulary as they identified some strategies other than watching TV, movies and listening to English songs such as chatting with friends which implies that learners focus on developing their use of the language through enhancing their vocabulary. They justified that vocabulary enables one to express him/her self in a clear manner. Moreover, the majority of learners stated that they faced a difficulty in remembering the vocabulary that they learn; this problem is strongly related to lack of word knowledge which affects the mastery of vocabulary.

The majority of the learners experienced outdoor learning, they evaluated their experience as very good or good, and this means that learners enjoy learning via outdoor learning. Furthermore, the majority of the learners stated that they were active during outdoor learning which means that they are motivated to learn via this strategy. Moreover, learners stated that the activities that they practiced the most are language games and interactions. This implies that they usually practiced their language use in real contexts. Additionally, the majority of the learners believe that outdoor learning improves English language learning. They justified that it was a more fun, enjoyable and motivating method and that it is suitable for learning English language because it provides authentic learning situations in which they learn the use of language appropriately.

All learners answered that outdoor learning enhances A2 level learners' mastery of vocabulary. This is reinforced in their previous answers where the majority of the learners stated that outdoor learning improved their vocabulary size. they justified that they acquired new words, they memorized words better, they learned words related to the places they visited, they learned the use of words and they learned some words' spellings. These all are aspects related to word knowledge, which is important for mastering vocabulary. In this sense, the hypothesis that says: If the learners of A2 level of a private

school in Aintouta are taught using the outdoor learning strategy they would better improve their vocabulary is confirmed.

The majority of learners stated that outdoor learning is effective in motivating learners to improve their mastery of vocabulary. This is reinforced in their previous answers where most of the learners, who stated that they experienced outdoor learning, evaluated their experiences as very good or good, which means that they enjoyed it. In addition, learners stated that they were active during outdoor learning sessions. This indicates that they were motivated because they justified that the outdoor learning atmosphere was exciting, and that it made them concentrate better with the teacher's explanation. Furthermore, they added that the outdoor learning environments that they visited and the natural spaces in particular helped them overcome shyness and fear to speak, and that the group works and the activities in general contributed to increase their motivation.

In the same path and regarding the second sub-question, learners' motivation to improve their mastery of vocabulary reflects that they take responsibility for improving their own vocabulary. This is among the aspects of vocabulary mastery which is seen to be reinforced by the motivation that outdoor learning environment and activities provide. In other words, the outdoor learning environment and activities are considered to be factors that make outdoor learning effective in enhancing learners' mastery of vocabulary.

Likewise, learners' answers indicated that the outdoor learning activities and games especially those that apply language use helped them acquire new vocabulary. They added that the participation and engagement in those activities and group work helped them improve their vocabulary use. This means that not only outdoor learning provides real contexts for language use, but also it encourages learners to use the language in interactions between individuals or through activities planned by the teacher.

Outdoor learning uses a mixture of implicit and explicit vocabulary learning. The former is through free interactions between learners where they pick up new vocabulary from classmates or from the teachers, and the latter is through the activities that the teacher plan in which he/ she integrates the vocabulary he/she intends to teach. Therefore, the real context of language use is one of the factors that make outdoor learning effective in enhancing learners' mastery of vocabulary because it improves learners' word knowledge which is an aspect of vocabulary mastery.

- **Summary of the main results**

The main aim of the learners' questionnaire was to identify learners' attitudes towards enhancing their vocabulary through the use of outdoor learning. The data revealed the effectiveness of outdoor learning in improving and increasing learners' motivation towards enhancing their mastery of vocabulary. Based on the analysis of the questionnaire, the main results helped answer the research questions. It can be concluded that learners are motivated by the outdoor learning strategy and that they benefited from outdoor learning strategy in enhancing their vocabulary. They showed excitement and enthusiasm in learning via the strategy through their answers in which they expressed their participation and involvement in outdoor learning experiences. Furthermore, learners clearly stated that outdoor learning enhanced the mastery of vocabulary for A2 level learners in Global academy of languages reformulate which helped confirm the hypothesis.

To sum up, the learners' questionnaire helped us answer some of the research questions. It revealed that there is a significant relationship between learners' vocabulary mastery and the outdoor learning. It indicates that there are factors of outdoor learning that contribute to enhancing learners' mastery of vocabulary. Those learners mentioned we noted three factor; the activities, the real context of language use, and the outdoor learning environment, which helped increase learners mastery of vocabulary and motivation to learn new words.

3.2.2 Teachers' questionnaire

- **Description of teachers' questionnaire**

The teachers' questionnaire was also a semi structured questionnaire, which consists of four sections general information, teachers attitudes towards teaching vocabulary, teachers' attitudes towards outdoor learning strategy and teachers' attitudes towards using outdoor learning to enhance learners' vocabulary. The questionnaire contains 31 questions both close ended and open ended in order to obtain direct and detailed data on teachers' attitudes towards enhancing vocabulary using outdoor learning strategy.

- **Administration of teachers' questionnaire**

The teachers' questionnaire was administered online via face book, to eight English language teachers who taught in Global academy of languages. All eight teachers answered the questionnaire within 20 min.

- **Analysis of Teachers' Questionnaire**

Section One: General Information

Q1: Please specify your academic degree
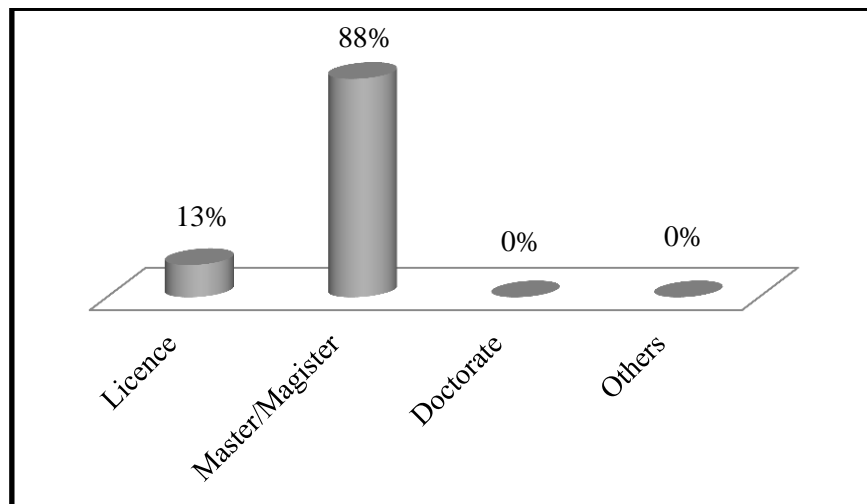
Figure 3.21: Teaches' Academic Degree

The Figure 3.21 shows teachers' academic degrees. According to the respondents' answers, seven teachers (88%), which make the majority, have a master or magister degree, while only one teacher (13%) possesses a license degree. It means that all the teachers carry higher education diplomats.

Q2: How long have you been teaching English in Global academy of languages?
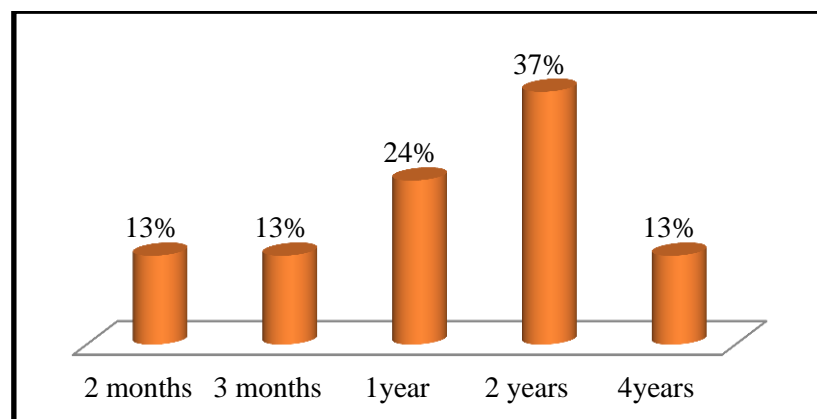
Figure 3.22: Teachers' Period of Teaching English in the School

The Figure 3.22 depicts teachers' period of teaching English in Global academy of languages. It shows that most of the teachers spend about one to two years teaching English at Global academy of languages. as can be seen, three teachers (37%) spend two years teaching in the school, two teachers (24%) spend one year, while only one teacher (13%) spend four years teaching, two teachers (13%) spend two months and two teachers (13%) spend three months teaching English language in Global academy of languages. The results show that most of the teachers are novice and could lack the teaching experience.

Q3: Is teaching English in Global academy of languages?
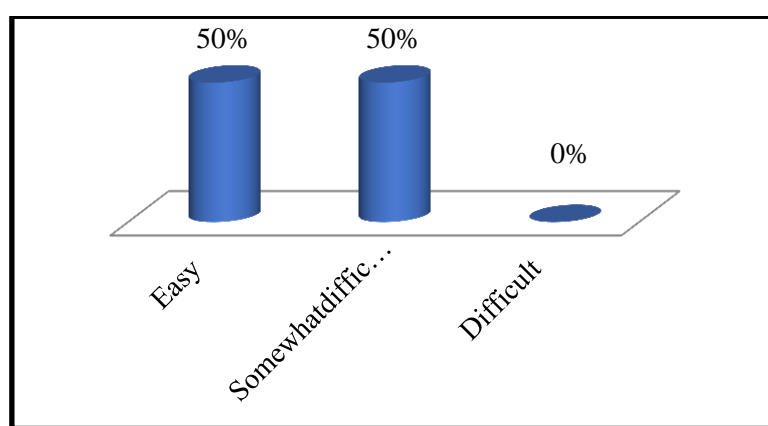
**Figure 3.23: Teaching English in the School**

The Figure 3.23 shows that half of the respondents estimated by four teachers (50%) decided that teaching English in Global academy of languages was easy, and their reasons were because the school provided a period of training, it is a fun and motivational job, and teaching beginners level did not present any challenges. However, the other half, which is also estimated by four teachers (50%), stated that it was somehow difficult, for the reasons that the teachers dealt with different people of different personalities, capacities and levels. Moreover, some of them considered it as a new environment of work. Other teachers reported that it took efforts to make learners understand and engage in learning.

Q4: Rank the following (from 1to5) according to your focus on teaching English?

Table 3.7: Teachers' Ranking of Their Focuses in Teaching English Language

	Rank				
Statement	**1st**	**2nd**	**3rd**	**4th**	**5th**
Developing language basic skills (reading, writing listening and speaking)	38%	38%	24%	0%	0%

Developing language communicative competence	25%	62%	0%	0%	13%
Developing vocabulary	25%	62%	0%	13%	0%
Enhancing grammar rules	13%	38%	38%	13%	0%
Motivatinglearners	88%	0%	0%	13%	0%

The Table 3.7 provides teachers ranking of their focus of English language teaching. According to the respondents, motivating learners was the primary focus of teachers as indicated by seven teachers (88%). Then, developing language communicative competence and developing vocabulary both were second focus as reported by five teachers (62%). Next focus is Enhancing grammar rules, which comes third as reported by three teachers (38%). Finally, developing language basic skills (reading, writing listening and speaking) comes forth as suggested by two teachers (24%). The results show that the main focus is on developing the language skills and the communicative competence, as in learners' questionnaire.

Q5: Do you follow the schools' curriculum or do you add other things?

Table 3.8: Teachers Follow the Curriculum or Add Other Things

Option	Respondents	Percentage
Follow the school curriculum	3	38%
Add other things	5	63%
Total	**8**	**100%**

The Table 3.8 shows that the majority of the teachers usually add other things to teach in the curriculum. As the data showed, five respondents (62%) stated that they add other things to the curriculum of English language teaching. They claimed the reason that they try to update the lessons to motivate the learners and engage them in learning. Some added games and activities, some added things suitable to learners' level and some added the public-school curriculum because they had freedom to do so. On the other hand, three respondents (38%) stated that they stick to the school curriculum and do not add anything. They justified that the school obliges them to do so, and claimed that the school provides enough textbooks, and materials.

Q6: Do you use the schools' materials or do you bring your own?

Table 3.9: Teachers Use the School's Materials or Bring Their Own

Option	Respondents	Pecentages
Using school materials	2	25%
Bring their own	6	75%
Total	**8**	**100%**

The Table 3.9 shows that the teachers are more likely to bring some of their own materials. As can be seen, six respondents (75%) bring materials of their own. they justified that they are free to do so, also they are not satisfied with the schools' materials and their own would be more effective. However, two respondents (25%) stated that they use only the school's materials. It is for the reason that the school provides everything they need, while others stated that they use the school's materials if it helps them achieve the learning objectives otherwise they bring their own.

Q7: What do you struggle with the most in teaching English in Global academy of languages?
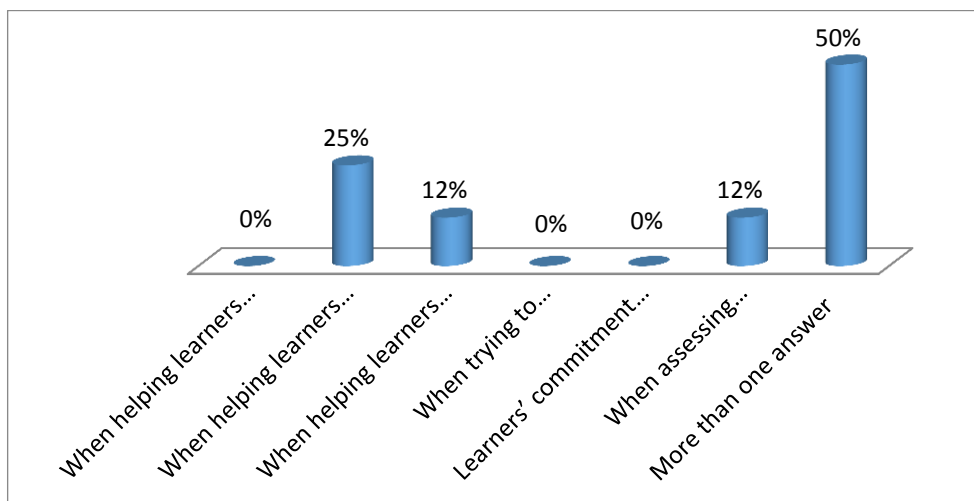
Figure 3.24: The Difficulties of Teaching English in the School

The Figure 3.24 presents the difficulties that the teachers encounter when teaching English language in Global academy of language. According to four respondents (50%), there was more than one difficulty encountered. On the other hand, helping learners develop language basic skills (reading, writing listening and speaking) was reported by two respondents (25%). Additionally, one teacher (12%) had difficulties when helping

learners enrich their vocabulary, and another teacher (12%) had difficulties when assessing learners' progress.

Section Two: Teachers Attitudes towards Teaching Vocabulary

Q1: Do you think that teaching vocabulary is important in teaching English as a foreign language?

Table 3.10: Teachers' Views on the Importance of Vocabulary

| Option	Respondents	Percentage
Yes	8	100%
No	0	0%
Total	**8**	**100%**

The Table 3.10 shows that all the respondents think that teaching vocabulary is important as a part of teaching English as a foreign language. Their reasons were because vocabulary improves communication in the target language. It helps develop language skills(reading, writing, listening and speaking), and it is always updated, meaning there are always new words to know. Moreover, one of the teachers stated that "Vocabulary is the basic element to learn a language".

Q2: You focus most on developing your learners' vocabulary?
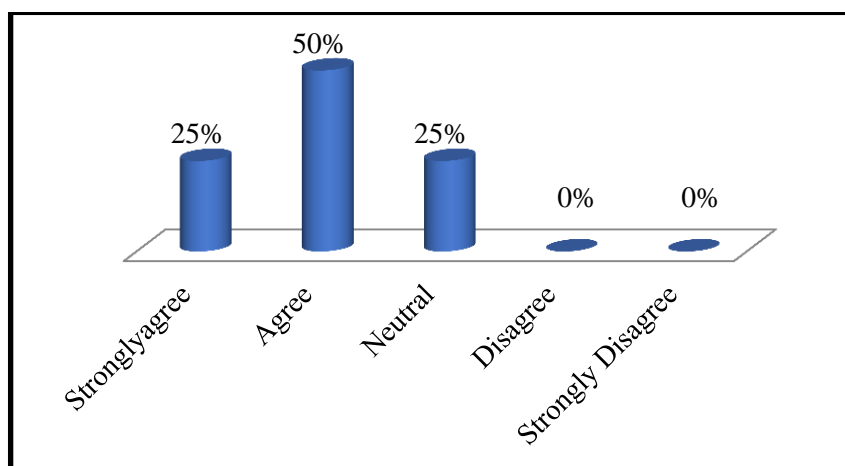
Figure 3.25: The Extent to Which Teachers Agree on Focusing on Developing Learners' Vocabulary

The Figure 3.25 reveals that half of the respondents estimated by four teachers (50%) agree that they focus on developing their learners' vocabulary, while two respondents (25%) strongly agree with this claim, and the rest two respondents (25%) are neutral. The results indicate that teachers focus on developing their learners' vocabulary.

Q3: Do you motivate your learners to develop their vocabulary?

Table 3.11: Teachers' Views about Motivating Learners to Develop their Vocabulary

Option	Respondents	Percentage
Yes	8	100%
No	0	0%
Total	**8**	**100%**

The Table 3.11 shows that all the respondents motivate their learners to develop their vocabulary. Furthermore, the results of this question and the previous one indicate that the teachers are aware of the importance of developing their learners' vocabulary. Therefore, they could be using innovative strategies to motivate their learners to develop their vocabulary.

Q4: What are the main strategies do you use the most to motivate your learners to develop their vocabulary?
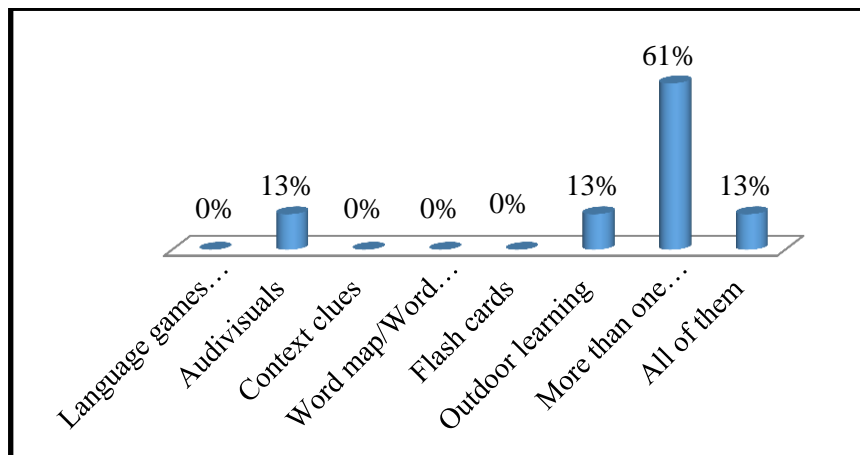
Figure 3.26: Motivational Vocabulary Learning Strategies

The Figure 3.26 exhibits vocabulary learning strategies that teachers use to motivate their learners to develop their vocabulary. It shows that most of the teachers use more than one strategy, as reported by five respondents (61%), who used language games and word maps/word list very often. Additionally, one respondent (13%) stated that he/she used all of the strategies, while only one (13%) stated that he/she used audiovisuals, and one respondent (13%) stated that he/she used outdoor learning. The data reveals that teachers use more than one strategy to motivate their learners to develop their vocabulary. Also it is noticed that the outdoor learning is not used very often and that is because it is usually organized once every month, as stated in the learners' questionnaire.

68

Section Three: Teachers Attitudes towards Outdoor Learning Strategy

Q1: What do you think of outdoor learning as a teaching strategy?
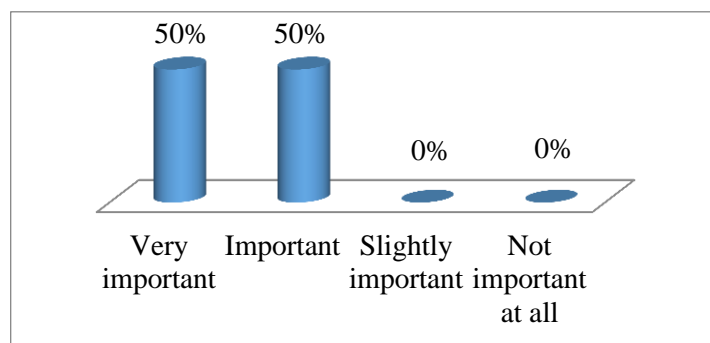
Figure 3.27: Teachers' Views on the Importance of Outdoor Learning Strategy

The figure 3.27 shows that half of the respondents, estimated by four teachers (50%), think that outdoor learning strategy is very important. The justifications include outdoor learning offers authentic language learning in real life situations, it improves vocabulary and learners' communicative competence, it is more effective than other mechanical strategies like repetition and it motivates the learner to learn the language. The rest four teachers (50%) think it is important. Their reasons were because it offers opportunities where the learner learns new things by engaging their senses. It encourages the learner to apply what he had learned in the classroom about language rules and use. In addition, they added our modern society requires making language learning a lifelong process.

These results show that teachers recognize the importance of outdoor learning because in their justifications they expressed the affectivity of this strategy in foreign language learning, as one teachers stated "I always had a dream that language schools organize trips on a frequent rhythm because it is of a great importance in enhancing both vocabulary stock and communication skills in real life situations which is absolutely more better than casual repetition strategies".

Q2: How often does the school organize an outdoor learning journey?
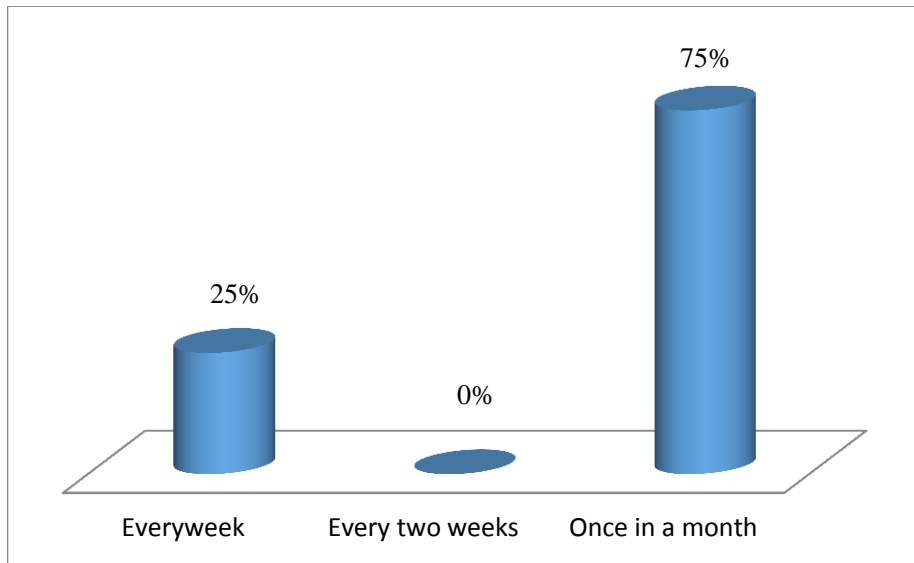
Figure 3.28: The Frequency of Organizing Outdoor Learning Journey

The Figure 3.28 displays the frequency of outdoor learning journeys as organized by the school. It shows that outdoor learning journeys were organized mostly once in a month. As can be shown, six respondents (75%) stated that every month the school organizes an outdoor journey while two respondents (25%) stated that the school organized an outdoor learning journey every week. Other answers include organizing an outdoor learning journey every day during holidays. This confirms the fact that the outdoor learning journeys were not regular.

Q3: Who is responsible for planning the outdoor learning (determining the place visited the activities…)?
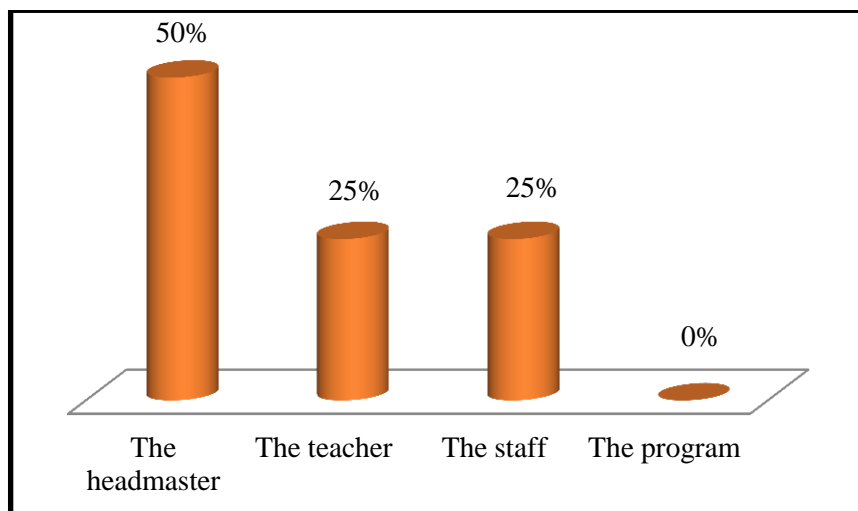

Figure 3.29: The Responsible of Planning the Outdoor Learning

The Figure 3.29 reveals that usually the headmaster is the responsible for planning the outdoor learning as reported by four respondents (50%) while two respondents (25%) reported that teachers could plan outdoor learning journeys as well, and two respondents (25%) reported that the staff is responsible of planning outdoor learning. these answers reflect that planning the outdoor learning is shared between the headmaster, the teachers and staff.

Q4: Could you please mention some of the outdoor learning visits that the school planned this year?

This question was open to teachers to tell us about the outdoor learning visits that the school organized this year. The answers show that the school planned several outdoor learning visits to several locations. As discussed, two respondents (25%) stated that school planned outdoor learning to natural spaces such as Tekjda and Cheriaa. Others stated that the school planned outdoor learning visits to some shopping centers, the zoo, the city streets, the parks and the restaurants. Some teachers stated that the school planned for camp or summer outdoor activities. However, due to the pandemic they had to postpone it. Furthermore, two teachers (25%) stated that they have never used this strategy, which could mean that they are novice teachers. However, we conclude here that they organized many outdoor learning sessions.

Q5: Could you please mention some of the activities you use in the outdoor experience(s)?

This question was open to the teachers to tell us about the activities that they used in outdoor learning experiences. When analyzing their answers, we found that they used role plays and games. Initially, most teachers stated that they used role plays such as the roles of a clerk and a client in real stores, or the roles of a journalist, a tourist or a tour guide. Moreover, other teachers stated that they used language games, since they are English language teachers and their objective is to teach the English language. those games include puzzles, "describe it" game, which is simply asking learners to describe their surroundings, guess games and name it game, which is as described by one teacher "you give small papers and you make the students guess the names of the elements".

Q6: Do you make sure all learners engage in the activities?

Table 3.12: Teachers' Views about Engaging All their Learners in the Activities

Option	Respondents	Percentage
Yes	8	100%
No	0	0%
Total	**8**	**100%**

The Table 3.12 depicts that all the teachers engage their learners in the outdoor learning activities. Their justifications were because they believe that all learners should engage in the outdoor learning activities as part of their learning. Furthermore, they believe that it is their role as teachers to try to engage learners in those activities, which in return motivates the learners to learn and builds their confidence. They added that outdoor learning activities require group work, where learners use the target language, and language use requires interaction among learners. Therefore, that's why they have to make sure their learners are engaged.

Q7: Do teachers act with the learners in the outdoors the same way they act with them in the indoors (the classroom)

Table 3.13: Teachers' Views on the Ways they Act with the Learners Indoors and Outdoors

Option	Respondents	Percentage
Yes	4	50%
No	4	50%
Total	**8**	**100%**

The Table 3.13 shows that half of the respondents, which is estimated by four teachers (50%), answered that they act with the learners outdoors the same way they do indoors, while the other four teachers (50%) stated that they don't act with their learners outdoors the same way they do indoors. In their Justifications, teachers act with the learners the same way in the classroom and outdoors because in both contexts their role is to guide the learners to act and speak more in the target language, and some teachers use the same activities and materials in both settings. On the other hand, teachers act differently outdoors because different contexts require different teaching methods and materials. They argued that the teachers should be friendlier and less strict outside than

inside the classroom. Furthermore, a teacher should give his/her learners little freedom so that he/she provides a fun motivating and comfortable environment for the learner.

Q8: How often do teachers participate in outdoor learning activities?
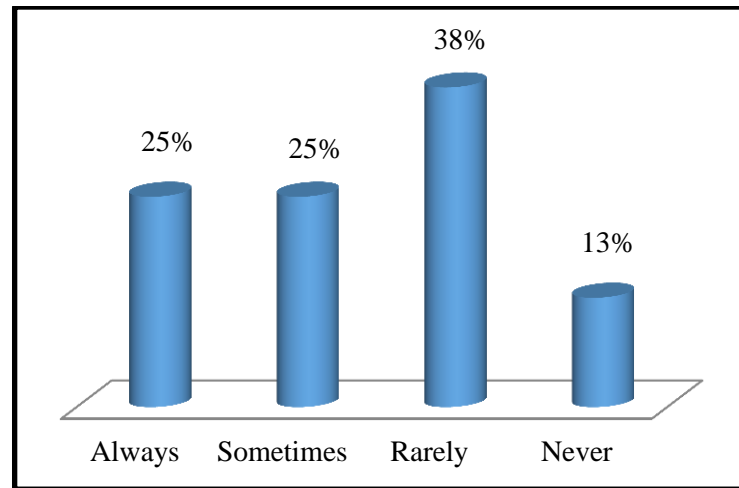
Figure 3.30: the Frequency of the Teachers' Participation in the Outdoor Activities

The Figure 3.30 shows that three respondents (38%) stated that teachers rarely participate in the outdoor learning activities while two respondents (25%) stated that sometimes teachers engage in outdoor learning activities, and an equal number (25%) stated that teachers always participate in the outdoor learning activities. Finally, one teacher (13%) stated that they never participate in outdoor activities. The different answers of the teachers show that these teachers have different teaching styles, for those who always participate in the outdoor learning their teaching style is more teacher centered. However, those who sometimes or rarely participate teach in more learner centered style.

Q9: In your opinion, what roles a teacher could play in outdoor learning experiences? (You may choose more than one answer)
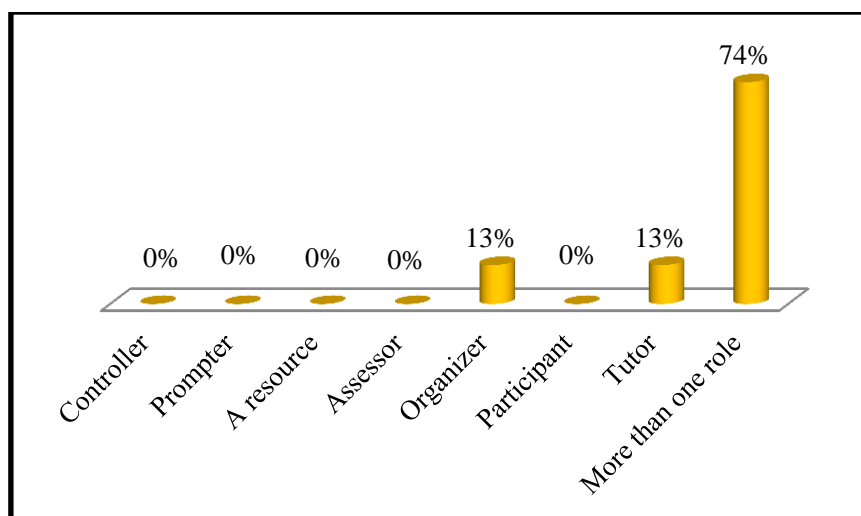

Figure 3.31: Teacher's Roles

The Figure 3.31 indicates teachers' roles in outdoor learning experiences. According to the data, the teachers play many roles outdoors. As can be seen, six respondents (75%) argued that they play more than one role, most of them agreed on the roles of a controller and organizer, while few of them agreed on the roles of a participant, tutor, resource and an assessor. However, one respondent (13%) stated that he/she plays only the role of an organizer, and one respondent (13%) stated that he/she plays the role of a tutor. This means that the teacher plays multiple role outdoors.

Q10: Are there some specific methods you follow to assess your learners' productivity in the outdoor learning experience?

Table 3.14: Teachers' Views on the Assessment They Used to Assess Learners' Productivity in Outdoor Learning

Option	Respondents	Percentage
Yes	4	50%
No	4	50%
Total	**8**	**100%**

The Table 3.14 shows that half of the respondents' number, which is estimated by four teachers (50%), uses specific assessment methods to assess their learners productivity during outdoor learning experiences however the rest four teachers (50%) do not follow assessment methods for outdoor learning sessions. These results reflect the idea that teachers have different teaching styles.

If yes please mention them

The second part of the question is open to the teachers to tell us about the assessment methods that they use to assess their learners productivity in the outdoor learning experience. Their answers show that each teacher has his/her own assessment method. One teacher stated that he/she uses direct assessment by immediate correction; another stated that he/she takes notes on his/her learners' performance and corrects them when indoors. another teacher stated that he/she puts standards considering the four language skills and assesses each learners' performance accordingly. Moreover, one teacher stated that he/she asks the learners to retell their experience indoor or prepare a video to describe their experience and then he/she assesses their work, another teacher stated that he/she assesses each learner's performance alone by asking them questions orally about their experience, while another teacher stated that he/she prefers to set competitive activities outdoors and then corrects them when indoors.

Q11: The outdoor learning strategy is suitable for teaching English?
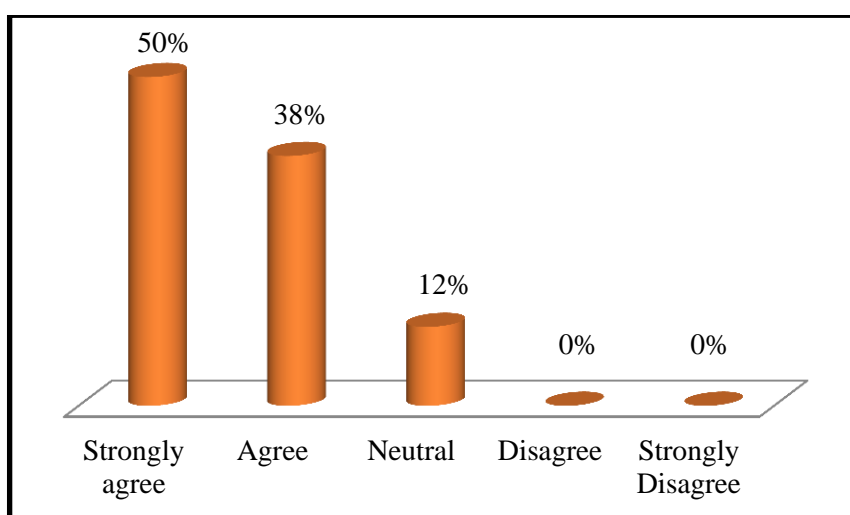
Figure 3.32: Teachers' Views about the Suitability of the Outdoor Learning for Teaching English.

The Figure 3.32 shows that four teachers (50%) strongly agree that outdoor learning is suitable for teaching English. The reasons were because outdoor learning offers authentic real life situations for language practice, where learners can communicate in English. In addition, it is motivational and effective in teaching English, and it provides good learning atmosphere away from boring classrooms. Additionally, three teachers agree (38%) with the idea of teaching English via outdoor learning while one teacher (13%) is neutral. comment

Q12: Do you think that outdoor learning experiences helped learners develop their level in English?

**Table 3.15: Teachers' Views about the Outdoor Learning Developing Learners' Level in English**

Option	Respondents	Percentage
Yes	8	100%
No	0	0%
Total	**8**	**100%**

The Figure 3.15 shows that all the teachers think that outdoor learning experiences helped learners develop their level in English. In their justifications, teachers stated that they witnessed progress in learners' English level after using outdoor learning. They argued that their learners became fluent and they expressed their thoughts better. Furthermore, it helped them enrich their vocabulary and teachers noticed learners started interacting better in English.

Section Four: Teachers Attitudes towards Using Outdoor Learning to Enhance Learners' Vocabulary

Q1: How often do you focus on enriching learners' vocabulary in an outdoor experience?
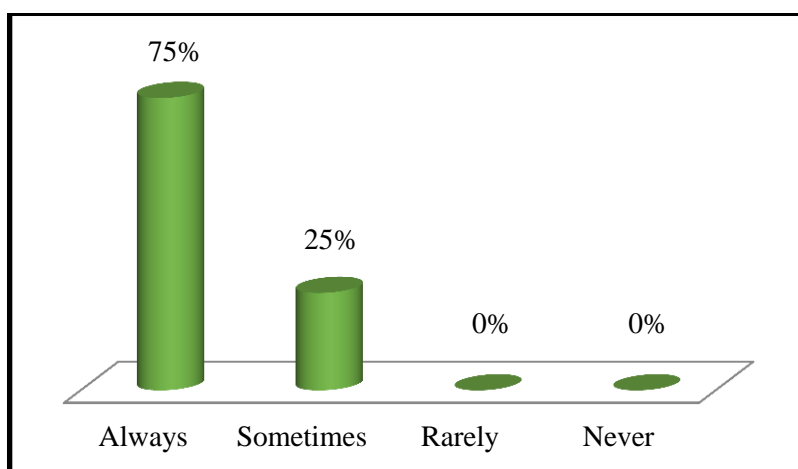
Figure 3.33: The Frequency of Focusing on Enriching Vocabulary Outdoors

The Figure 3.33 indicates that six teachers (75%) always focus on enriching their learners' vocabulary in outdoor learning, while two teachers (25%) sometimes focus on enhancing learners' vocabulary outdoors. These results indicate that teachers take enriching vocabulary into consideration alone with other language aspects such as developing communicative competence. However, they integrate it implicitly in their outdoor activities, for instance in the language games they focus on improving learners' speaking skill. Within the activity, they use a mix of new and old vocabulary to stimulate the learners to memorize and use them.

Q2: In your opinion, which outdoor learning activities are best for improving learners' vocabulary mastery?

This question is open to the teachers to tell us about which outdoor learning activities are best to improve learners' vocabulary. Their answers included several activities among them games, puzzles, exploration, project based learning, role-plays, storytelling and any experience or activity that involves group work and interaction. Relate to learning styles of learners.

Q3: In your assessment of the outdoor learning experience, do you focus on assessing vocabulary?

Table 3.16: Teachers' Views about Assessing Vocabulary from Outdoor Experiences

Option	Respondents	Percentage
Yes	7	88%
No	1	12%
Total	**8**	**100%**

The Table 3.16 shows that the majority of respondents, which includes seven teachers (88%), stated that they focus on assessing vocabulary when assessing outdoor learning experiences. The reasons were because vocabulary is a part of learning the language; teachers focus on the appropriate use of vocabulary in relation to context, they make sure their learners remember how to spell and pronounce the words they studied earlier, and ensure that their learners have acquired the new vocabulary. Furthermore, one teacher (13%) does not focus on assessing vocabulary in outdoor learning. He/she justified that they focus more on the speaking performance and correcting oral mistakes. These results reveal that teachers have different styles of teaching.

Q4: Do you think that outdoor learning strategy is effective in improving learners' mastery of vocabulary?

Table 3.17: Teachers' Views about the Effectiveness of Outdoor Learning in Improving Learners' Mastery of Vocabulary

Option	Respondents	Percentage
Yes	8	100%
No	0	0%
Total	**8**	**100%**

The Table 3.17 depicts that all the teachers think that outdoor learning strategy is effective in improving learners' mastery of vocabulary. The reasons were because

engaging learners in real life situations helps them memorize and remember the words they learned better. It helps them store the information in the long term memory unlike the old methods that use repetition, which makes students less motivated and less interested in learning which in return renders them easily forgetting. However, in outdoor learning, learners self correct and become familiar with some new expressions and words as they practice on using them in authentic situations.

**Q5:** Outdoor learning strategy and the linguistic skills
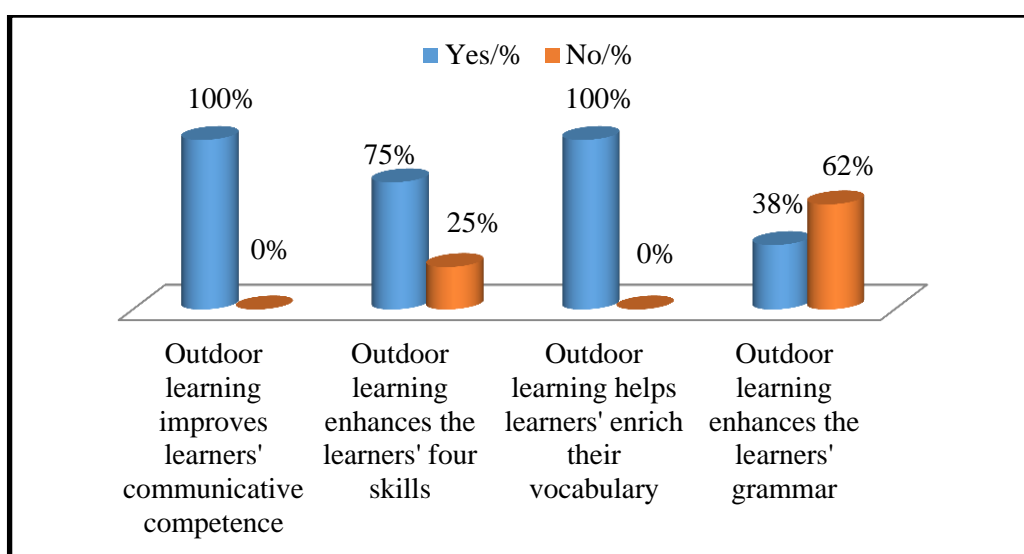
Figure 3.34: Outdoor Learning and the Linguistic Skills

The Figure 3.34 shows that all respondents believe that outdoor learning improves learners' communicative competence and helps learners' enrich their vocabulary. in addition, six respondents (75%) believe that outdoor learning enhances the learners' four skills (speaking, listening, reading and writing), and only three respondents (38%) think that outdoor learning enhances the learners' grammar. These results show that the outdoor learning improves all the linguistics skills. Furthermore, outdoor learning consists of fun activities that suits learning vocabulary and developing the language skills and the communicative competence unlike learning grammar which requires a strict environment.

Q6: Outdoor learning and social and personal skills
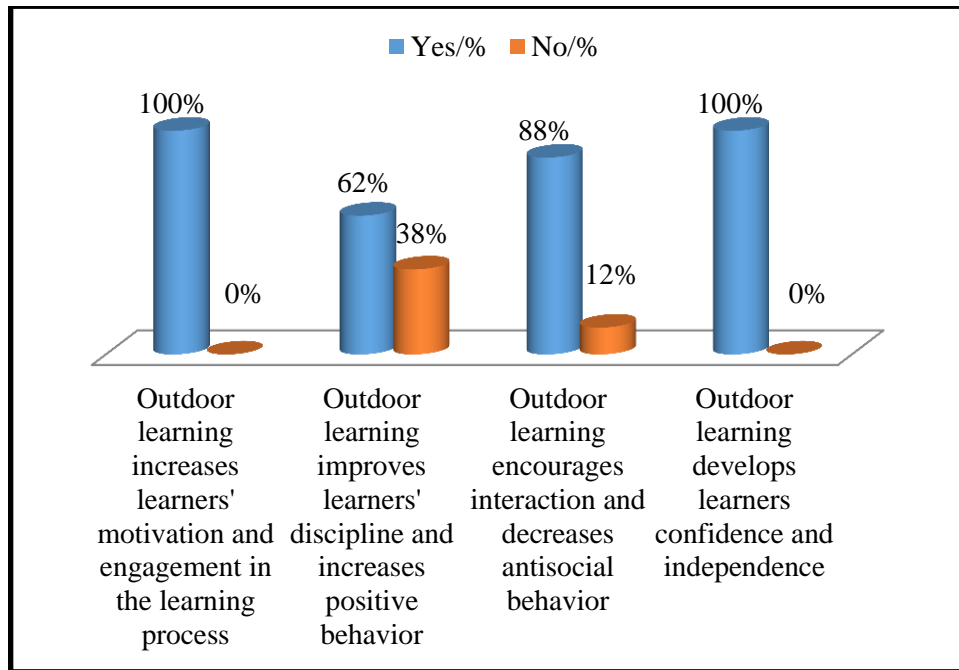
Figure 3.35: Outdoor Learning and Social and Personal Skills

The Figure 3.35 reveals that all the respondents think that outdoor learning increases learner' motivation and engagement in the learning process, and it develops learners confidence and independence. Moreover, seven respondents (88%) believe that outdoor learning encourages interaction and decreases antisocial behavior, and five (62%) think that it improves learners' discipline and increases positive behavior. These findings state that outdoor learning develops all the social and personal skills. However, it is more effective in improving the personal skills than the social skills.

**Q7:** outdoor learning and cognitive skills
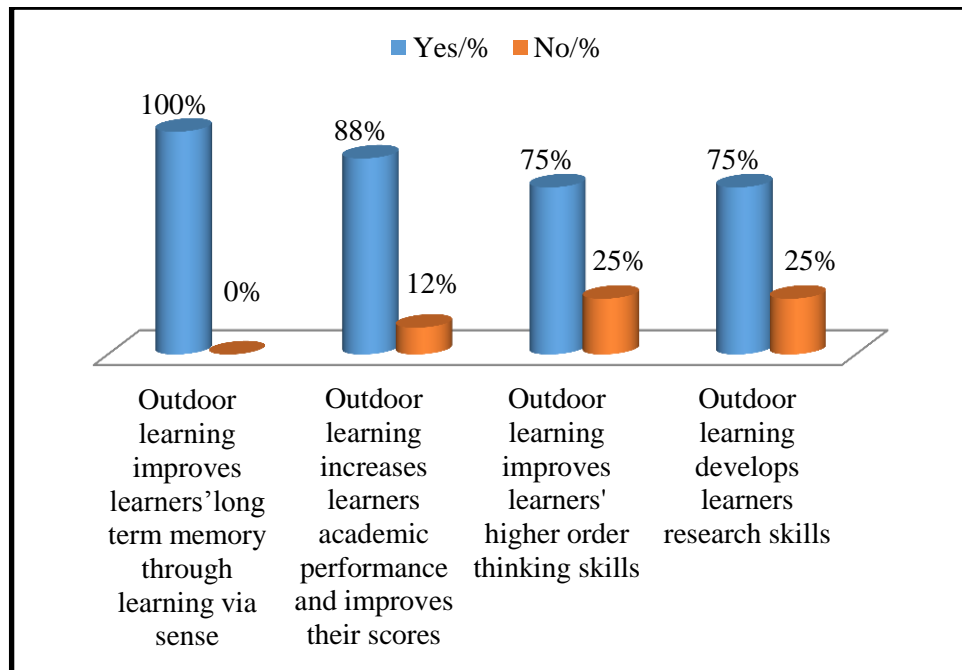
Figure 3.36: Outdoor Learning and the Cognitive Skills

The Figure 3.36 suggests that outdoor learning improves learners' long term memory through learning via sense, as indicated by all eight respondents. A lesser number of seven respondents (88%) think that outdoor learning increases learners' academic performance and improves their scores. A slightly less number estimated by six respondents (75%) believe that outdoor learning improves learners' higher order thinking skills (critical thinking, analyzing...) and also six respondents (75%) believe that it develops learners' research skills. From these answers, it can be said that outdoor learning improves all the cognitive skills. But more importantly, it strengthens the memory because it entails learning via engaging all the sense, so that the learner remembers what he learned.

Q8: which skills do you think outdoor learning affects the most?
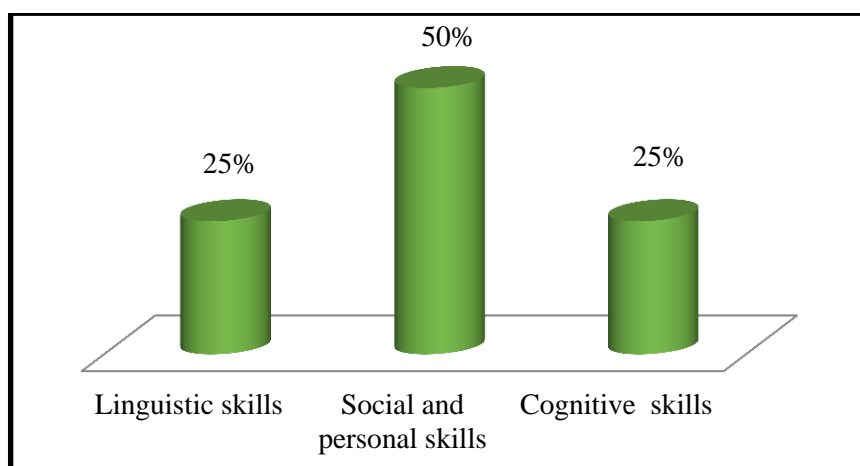
Figure 3.37: Outdoor Learning and the All the Skills

The Figure 3.37 shows that half of the respondents, which is estimated by four respondents (50%), think that outdoor learning affects social and personal skills. Their reasons were because the aim is to develop learners, who speak in target language without fear. Among the other half, two respondents (25%) stated that outdoor learning affects linguistic skills, as they justified that it improves vocabulary storage and retrieval by relating it to experiences, and two teachers (25%) stated that it affects the cognitive skills because it teaches learners critical and analytical thinking, and it improves learners' long term memory, which is important in their process of enriching their vocabulary.

The results from the previous four questions indicate that outdoor learning improves all the linguistic skills especially vocabulary, it improves the personal skills including motivation and it improves the cognitive skills especially memory performance. In more details, outdoor learning as a process consists of elements including the environment and the activities that provide motivation for learning which means that outdoor learning strategy is motivational in nature. Furthermore, the outdoor learning environment provides a great source of vocabulary learning in real authentic situation, and the outdoor activities including interactions and language games are also a source of picking up new vocabulary. Moreover, outdoor learning is characterized by learning through senses which stimulates the learners' memory to store the information he is learning so that the retrieval would be easier. As one teacher stated "[outdoor learning] reflects [learners'] memory. It helps them to redirect the information towards the long term memory unlike the old fashioned methods that focuses on repetition strategies

that make students lose motivation and attention in learning. Therefore, the information will be forgotten easily".

- **Discussion and interpretation**

From the analysis of the teachers' questionnaire, the findings revealed significant facts. In these results the researcher found interesting information. Some of the teachers are novice their answers revealed that they find teaching English in Global Academy of languages somehow difficult. They justified that they dealt with different personalities and competencies of English language. Furthermore, most of them stated that they taught for less than 2 years (2-9 months). This indicates that they lack an experience in teaching, which justifies that they found teaching English in that school somehow difficult.

Teachers focus on learners' motivation first then developing their communicative competence and vocabulary. This means that they focus on language use, which was reflected in learners' answers as well. However, teachers seem to have different teaching styles because some of them rely on the schools materials and sticks to its' curriculum. However, others use different their own materials and integrate other things to teach in the curriculum. Furthermore, teachers had more than one difficulty, among them teaching learners the language basic skills, which is a common difficulty that most foreign language teachers face. Yet, this confirms that these teachers are lacking the experience of teaching.

The majority of the teachers recognize the importance of vocabulary teaching and they focus on developing their learners' vocabulary and increasing their motivation to learn it through the use of more than one strategy, among them is outdoor learning. Moreover, the teachers recognize the importance of the outdoor learning strategy. However, they do not use it frequently, and this is because the planning of the outdoor learning journey is a shared responsibility between the headmaster and some teachers and staff. Therefore, an agreement between all of them on the outdoor learning place to be visited and the activities is needed. Moreover, one cannot deny that they face challenges that could make them decide to change the outdoor learning journey, postpone it or even cancel it and this is due to the lack of experience in the use of this strategy.

All teachers make sure that their learners are engaged in the outdoor learning this reflects that, as part of their role as teachers, is to motivate their learners to use the language and develop their confidence to speak without fear. Furthermore, another result,

which reflects that teachers have different teaching styles in outdoor learning is that some of them act with their learners outdoors the same way indoors. This could affect learners' productivity outdoors and their reflection to make meaning of the learning experience while other teachers give more freedom for their learners outdoors. This is good but, when it becomes excessive, learners will not be able to focus on achieving the learning outcomes and the outdoor learning would be recreational more than educational. Therefore, teachers should raise their awareness on the implementation of the outdoor learning and they should realize their roles in the process so that the outdoor experience becomes successful.

Teachers stated that outdoor learning has benefits for English language learning. They justified that outdoor learning atmosphere provides motivation. Furthermore, they stated that outdoor learning developed their learners' vocabulary because they noticed that their learners developed a level of accuracy and fluency and that it helped them enrich their vocabulary. This was also seen in learners' answers where they stated that outdoor learning enhances mastery of vocabulary which helps confirm the hypothesis in this questionnaire as well.

Teachers focus on enriching their learners' vocabulary in outdoor learning through different interactive activities including role plays and language games. They focus on group work as well. Furthermore, teachers believe that outdoor learning is effective in improving their learners' vocabulary. In this context, teachers focused on the importance of outdoor learning in improving their learners' memorization of words through the factor of learning via engaging all senses. They justified that it provided real authentic contexts for language use. They added that learners remember words' pronunciations better and that they use the words correctly in relation to context, through using them in conversation, which was also recognized by learners in their answers.

Teachers believe that outdoor learning strategy develops the personal and social skills more than the linguistics and cognitive skills. This reflects that outdoor learning motivates learners through its environment and the different activities. Teachers in their justifications stated that outdoor learning develops learners' confidence to speak, which is related to their motivation to learn and that outdoor learning develops learners' critical thinking, memory and vocabulary.

- **Summary of the qualitative results**

The main findings from the teachers' questionnaire can be summarized as follows; teachers confirmed the answers in the learners' questionnaire, and they perceive outdoor learning as a good method of learning English as a foreign language. Teachers noticed that their learners developed their level of vocabulary and English language in general which indicates that they believe that outdoor learning enhances the mastery of vocabulary of A2 level learners in Global academy of languages which confirms the hypothesis. Moreover, teachers believe that this strategy was effective in motivating learners to master vocabulary through the interactive activities and the outdoor settings which encourage the learner to use the language.

Outdoor learning was effective in improving learners' mastery of vocabulary through helping them overcome the difficulty of remembering the words through the principle of learning via sense. In this context, teachers stated that outdoor learning environment urged the learners to memorize new words easily. Therefore, Teachers perceive outdoor learning as an effective method for learning vocabulary. They believe that the outdoor learning environment and the direct experience not only contributed to improving their learners' mastery of vocabulary, but also in improving the fluency and accuracy.

Conclusion

This chapter dealt with the practical part of the study. It discussed the methodology of the study by presenting the choice of the method, the population and sample, the data collection methods and the data analysis procedure. Then, starting with the learners then the teachers, the chapter presented the analysis of the questionnaires. Following, it provided a discussion and interpretation of the data and presented a summary of the main results.

General Conclusion

General conclusion

This research aimed at investigating the use of outdoor learning to enhance learners' mastery of vocabulary. Based on an analysis of learners' and teachers' attitudes towards the use of outdoor learning in enhancing learners' mastery of vocabulary, it can be concluded that the outdoor learning activities and settings are important factors that contribute to make outdoor learning effective in improving learners' mastery of vocabulary. In addition, the outdoor learning real context of language use, where learners learn via engaging all their senses, allowed the improvement of vocabulary use and retention. These results show that learners and teachers perceive outdoor learning as a motivating method of learning, which played a huge role in improving their mastery of vocabulary through the previously mentioned factors.

The research consists of three chapters; the first two chapters represent the literature review of the study variables, and the third chapter is the fieldwork. In the first chapter the researcher discussed the main elements related to vocabulary in terms of its' mastery and learning and teaching. In the second chapter, the researcher dealt with an overview of outdoor learning, while in the third chapter, the researcher presented the fieldwork in which she discussed the methodology and the data collection method and analysis. The researcher used a semi-structured questionnaire administered to learners and teachers. Then, she analyzed, discussed and summarized the data from both questionnaires to validate the hypothesis.

In order to achieve the study aims, the researcher carried a descriptive study in which she used a semi-structured questionnaire for both learners and teachers. Both questionnaires were administrated online via face book to A2 level learners (20) of the Global academy of languages to their teachers (8). The questionnaires aimed to investigate learners and teachers' attitudes towards enhancing learners' mastery of vocabulary through the use of outdoor learning.

The analysis of the data was conducted manually, the researcher presented a thorough description, and discussed and interpreted the main results of the questionnaires. Those results provided the answers to the research questions and helped validate the research hypothesis that states: If the learners of A2 level of a private school in Aintouta are taught using the outdoor learning strategy, they would better improve their vocabulary.

Finally, the researcher confirmed the hypothesis and found that outdoor learning strategy is effective in improving learners' mastery of vocabulary and in increasing their motivation to learn new vocabulary and enrich their vocabulary size. Furthermore, the researcher found that the outdoor learning settings in addition to the outdoor activities contributed to make outdoor learning effective for both motivating and enhancing learners' mastery of vocabulary. Moreover, outdoor learning was effective in improving learners' mastery of vocabulary through the real context of language use that it offers and learning via senses, which helped solve the problem of vocabulary retention.

Limitations of the study

The researcher encountered some difficulties while conducting this research:

First, the researcher planned for an observation, but she could not carry it because the school canceled the outdoor learning planned for spring holidays and closed responding to the cautionary procedures of the pandemic placed by the government.

Second, the researcher could not reach the whole population of learners n=20. However, she managed to reach 17 learners which is estimated by 85%, and decided to take them as the whole population in addition to the teachers.

Despite the difficulties, the researcher managed to collect data that helped answer the research questions and validate the hypothesis.

Suggestions and recommendations

This study attempts to highlight the importance and effectiveness of outdoor learning strategy in solving some issues rising in the mastery of vocabulary. Furthermore, through this study, it can be said that outdoor learning offers numerous benefits for the learners' development of vocabulary size. Nevertheless, the researcher provides the following recommendation to help raise awareness on the value of outdoor learning in enhancing the mastery of vocabulary:

For Teachers

- Teachers must have training in terms of practicing outdoor learning
- Teachers must be aware of the objectives that the outdoor learning will provide and that is related to the outdoor learning practice.

- Teachers must be aware of the activities that serve the objective of outdoor learning.
- Teachers must be aware of their roles in outdoor learning.
- Teachers must focus more on enhancing their learners' vocabulary through outdoor learning.
- Teachers who do not use outdoor learning should consider integrating it in their classrooms.
- Teachers should try to eliminate the difficulties that learners may encounter in outdoor learning.

For Learners

- Learners need to have more outdoor learning sessions to improve their mastery of vocabulary.
- Learners' parents should be open and encouraging to the use of outdoor learning in schools
- Learners must realize that outdoor learning is not merely recreational. Although it consists fun activities, it seeks to achieve the learning objectives
- Learners should be active during outdoor learning in order to reflect on the learning experience.

For syllabus/course designers

- Syllabus and course designers should integrate outdoor learning in the different levels of education because it contributes to increasing learners' engagement and motivation.
- The outdoor learning sessions should be more regular and close in time and stretch along the year through a well prepared program that contributes to the achievement of the learning objectives related to a certain level.
- The outdoor learning must use different environments to cover a wider range of vocabulary.
- The application of outdoor learning should not be limited to private school
- The implementation of outdoor learning should take into consideration learners' difficulties or health problems.

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Appendices

Appendix One: English version

Learners' questionnaire

Dear learner,

You are kindly invited to fill in this questionnaire, which is an attempt for gathering information needed for the accomplishment of a master dissertation. This questionnaire aims to identify your attitudes towards "mastering vocabulary through outdoor learning strategy". I would be so grateful if you could sincerely answer the following questions. Please put a tick (√) in the corresponding box (es) and make a full statement whenever necessary. Be sure that the answers you provide will certainly remain confidential and will be used for research purposes only.

Thank you for your time and for your collaboration.

Researcher's name

BOUKHALFA Sara

Master 2 student at Biskra University

Section One: General Information

Q1. Please specify your English language level:

a) Very good   ☐

b) Good   ☐

c) Average   ☐

d) Poor   ☐

Q2. How long have you been studying English in the Global Academy of Languages?

……………………………………………………………………………………………

Q3. Do you like learning English language?

a) Yes ☐   b) No   ☐

Please, justify your answer:

……………………………………………………………………………………………………

………………………………………………………………………………………….

Q4. Learning English in Global Academy of Languages was:

a) Your choice   ☐

b) Your parents' choice   ☐

c) Your friends' recommendation ☐

If others, please mention them:

…………………………………………………………………………………………

Q5. What was the main focus of the school curriculum you have been exposed to? (You may choose more than one answer)

a) Acquiring basic language skills (listening, speaking, reading and writing) ☐

b) Developing communicative competence ☐

c) Grasping grammar rules ☐

d) Enriching Vocabulary ☐

e) All of them ☐

If others, mention them please:

……………………………………………………………………………………………………

Section Two: Learners' attitudes towards Learning Vocabulary

Q1. Do you think that learning vocabulary is?

a) Very important ☐

b) Important ☐

c) Not important ☐

Justify your answer please

……………………………………………………………………………………………………

Q2. You consider your vocabulary size to be:

a) Rich ☐

b) Average ☐

c) Poor ☐

Q3. Which one of the following practices you prefer to improve your vocabulary? (You may choose more than one answer)

a) Reading books, short stories, magazines etc. ☐

b) Watching movies, TV, movies etc. ☐

c) Listening to English songs, podcasts, radio etc ☐

d) All of them ☐

Others, specify please

……………………………………………………………………………………………………

Q4. Which of the following strategies you use when you meet a new word?

    a) Guessing the meaning of words from context ☐

    b) Using a dictionary. ☐

    c) Asking to know the word. ☐

    d) Keeping it as unknown word ☐

    e) All of them ☐

Q5. What are the difficulties you encounter when learning new vocabulary?

    a) Understanding meanings ☐

    b) Remembering ☐

    c) Word formation ☐

    d) Word selection and use ☐

    e) Spelling ☐

Others, specify please

……………………………………………………………………………………………

Section Three: Learners' attitudes towards Outdoor Learning Strategy

Part One: Learners in the Outdoor

Q1. Have you experienced the outdoor learning with Global Academy of Languages? ☐ ☐

    a) Yes   b) No

  If yes, how would you evaluate your experience?

    a) Very good ☐

    b) Good ☐

    c) Neutral ☐

    d) Bad ☐

  Q2. How often do you have outdoor learning experience with Global Academy of Languages?

    a) Once a month ☐

    b) Twice a month ☐

    c) Once every two months ☐

  Others

    ……………………………………………………………………………………………

Q3. Please, mention the locations you have visited through Global Academy of Languages since you enrolled

……………………………………………………………………………………………

Q4. Do you consider yourself active during outdoor time?

    a) Strongly agree ☐
    b) Agree ☐
    c) Neutral ☐
    d) Disagree ☐
    e) Strongly disagree ☐

Please, justify your answer

……………………………………………………………………………………………

Q5. Choose the activities you have practiced in an outdoor learning experience (you may choose more than one)

    a) Language games ☐

    b) Action / Physical activities ☐

    c) Pedagogical dialogues ☐

    d) Interaction activities ☐

    e) All of them ☐

    Others

……………………………………………………………………………………………

Part two: Teachers in the Outdoor

Q1. Do teachers engage with the students in the activities?

    a) Yes ☐   b) No ☐

If yes, how often do they engage?

    a) Always ☐
    b) Sometimes ☐
    c) rarely ☐
    d) Never ☐

Q2. Do you think that teachers' engagement would affect the quality of the outdoor classes?

    a) Positively ☐   b) Negatively ☐

Please, justify your answer

……………………………………………………………………………………………

Q3. What are the roles that your teacher plays the most in the outdoor experience?
   a) Controller ☐
   b) Prompter ☐
   c) A resource ☐
   d) Assessor ☐
   e) Organizer ☐
   f) Participant ☐
   g) Tutor ☐

Part three: Learning English through outdoor learning

Q1. To what extent do you agree that outdoor learning is beneficial for learning English language? ☐
   a) Strongly agree ☐
   b) agree ☐
   c) Neutral ☐
   d) Disagree ☐
   e) Strongly disagree ☐

Please, justify your answer

……………………………………………………………………………………..

Q2: In your opinion, what benefits may outdoor learning offer for English language learning? (You may choose more than one answer)
   a) It improve communicative competence ☐

   b) It enriches vocabulary size ☐

   c) It improves basic language skills (listening, speaking, reading, and writing) ☐

   d) It motivates for learning ☐

   e) All of them ☐

Others, specify please

………………………………………………………………………………………

Q3. What are the language learning aspects that teachers should focus on in the outdoor experience?

   a) Language competency ☐

   b) Communication ability ☐

   c) Self-confidence and autonomy ☐

   d) Engagement and motivation in learning ☐

   e) Exploration ☐

   f) All of them ☐

Other, specify please

………………………………………………………………………………………

Section Four: Learning Vocabulary through Outdoor Learning Strategy

Q1. Did outdoor learning activities help you develop your vocabulary size?

a) Yes ☐   b) No ☐

Please, say how?

……………………………………………………………………………………………

Q2. To what extent the following outdoor activities are beneficial for learning vocabulary

Statements	Beneficial	Somehow beneficial	Not beneficial
Playing language games			
Engaging in Physical activities			
Participating in pedagogical dialogues			
Interaction with others			
Exploration			

Q3. Does outdoor learning improve vocabulary mastery for learners of A2 level in Global Private School in Aintouta?

a) Yes ☐   b) No ☐

Q4. To what extant you agree that outdoor learning is effective in motivating learners to improve their vocabulary?

a) strongly agree ☐
b) Agree ☐
c) Neutral ☐
d) Disagree ☐
e) Strongly disagree ☐

Q5. How can outdoor learning strategy be effective in improving learners' mastery of vocabulary?

……………………………………………………………………………………………

Feel free to add any comments

……………………………………………………………………………………………

Thank you for your time, effort and collaboration

Appendix Two: Arabic version

استبيان التلميذ

القسم الأول: معلومات عامة

س 1. يرجى تحديد مستوى لغتك(ي) الإنجليزية

أ) جيد جدا

ب) جيد

ج) متوسط

د) ضعيف

س 2. منذ متى وأنت تدرس(ين) اللغة الإنجليزية في الأكاديمية العالمية للغات؟

....

س 3. هل تحب(ين) تعلم اللغة الإنجليزية؟

أ) نعم

ب) لا

يرجى تبرير إجابتك(ي):

....

س4. تعلم اللغة الإنجليزية في الأكاديمية العالمية للغات كان

أ) اختيارك(ي)

ب) اختيار والديك(ي)

ج) توصية أصدقائك(ي)

أخرى، يرجى التحديد

....

س 5. ما هو التركيز الرئيسي لمنهاج اللغة الانجليزية الذي تعرضت(ي) له خلال دراستك(ي) في الأكاديمية العالمية للغات؟ (يمكنك(ي) اختيار أكثر من إجابة)

أ) اكتساب المهارات اللغوية الأساسية (الاستماع والتحدث والقراءة والكتابة)

ب) تطوير الكفاءة التواصلية

ج) استيعاب قواعد النحو

د) إثراء المفردات

هـ) جميعهم

أخرى، يرجى التحديد:

....

القسم الثاني: موقف التلاميذ اتجاه تعلم المفردات

س 1. هل تعتقد(ين) أن تعلم المفردات؟

أ) مهم جدا ☐

ب) هام ☐

ج) غير مهم ☐

برر(ي) إجابتك(ي) من فضلك

....

س 2. تعتبر(ين) حجم مفرداتك(ي):

أ) غني ☐

ب) متوسط ☐

ج) ضعيف ☐

س 3. أي من الممارسات التالية تفضل(ين) لتحسين مفرداتك(ي)؟ (يمكنك(ي) اختيار أكثر من إجابة)

أ) قراءة الكتب والقصص القصيرة والمجلات وما إلى ذلك. ☐

ب) مشاهدة الأفلام والتلفزيون وما إلى ذلك. ☐

ج) الاستماع إلى الأغاني الإنجليزية والبودكاست والإذاعة وغيرها ☐

د) جميعهم ☐

أخرى، يرجى التحديد

....

س 4. أي من الاستراتيجيات التالية تستخدمها عندما تلتقي(ين) بكلمة جديدة؟

أ) تخمين معنى الكلمات من السياق ☐

ب) استخدام القاموس. ☐

ج) طلب معرفة الكلمة. ☐

د) الاحتفاظ بها كلمة غير معروفة ☐

هـ) جميعهم ☐

س 5. ما هي الصعوبات التي تواجهها عند تعلم مفردات جديدة؟(يمكنك(ي) اختيار أكثر من إجابة)

أ) فهم المعاني ☐

ب) التذكر ☐

ج) تشكيل الكلمات ☐

د) اختيار الكلمة واستخدامها ☐

هـ) الهجاء ☐

أخرى، يرجى التحديد

....

القسم الثالث: موقف التلاميذ اتجاه استراتيجية التعلم في الهواء الطلق

الجزء الأول: التلميذ في الهواء الطلق

س 1. هل سبق واختبرت(ي) التعلم في الهواء الطلق مع الأكاديمية العالمية للغات؟

أ) نعم

ب) لا

إذا كانت الإجابة نعم، كيف تقيم(ين) تجربتك(ي)؟

أ) جيد جدا

ب) جيد

ج) محايد

د) سيء

س 2. كم مرة قمت(ي) باختبار التعلم في الهواء الطلق مع الأكاديمية العالمية للغات؟

أ) مرة في الشهر

ب) مرتين في الشهر

ج) مرة كل شهرين

أخرى، يرجى التحديد

....

س 3. يرجى ذكر المواقع التي قمت(ي) بزيارتها من خلال الأكاديمية العالمية للغات منذ التسجيل

....

س 4. هل تعتبر(ين) نفسك مفعم(ة)بالنشاط و بالحيوية أثناء التعلم في الهواء الطلق؟

أ) نعم

ب) لا

س 5. اختر الأنشطة التي مارستها في تجربة التعلم في الهواء الطلق (يمكنك(ي) اختيار أكثر من نشاط)

ب) ألعاب اللغة

ج) العمل / الأنشطة البدنية

د) الحوارات التعليمية

هـ) أنشطة التفاعل

و) جميعهم

أخرى، يرجى التحديد

....

الجزء الثاني: المدرس في الهواء الطلق

س 1. هل ينخرط المدرسون مع الطلاب في الأنشطة في الهواء الطلق؟

أ) نعم

ب) لا

إذا كانت الإجابة نعم، كم مرة يشاركون فيها؟

أ) دائمًا

ب) في بعض الأحيان

ج) نادرا

د) مطلقًا

س 2. هل تعتقد(ين) أن مشاركة المدرس ستؤثر على جودة الفصول في الهواء الطلق؟

أ) إيجابيا

ب) سلبيا

من فضلك(ي)، برر(ي) إجابتك(ي)

....

س 3. ما هي الأدوار التي يلعبها مدرسك أكثر في تجربة التعلم في الهواء الطلق؟

أ) متحكم في التعلم

ب) محفز للتعلم

ج) مصدر التعلم

د) مقيم التعلم

هـ) منظم التعلم

و) مشارك في التعلم

ز) مدرس

الجزء الثالث: تعلم اللغة الإنجليزية من خلال استراتيجية التعلم في الهواء الطلق

س 1. هل تعتقد(ين) أن التعلم في الهواء الطلق مفيد لتعلم اللغة الإنجليزية؟

أ) نعم

ب) لا

إذا كانت الإجابة بنعم، فما هي الفوائد التي قد يقدمها التعلم في الهواء الطلق لتعلم اللغة الإنجليزية؟ (يمكنك اختيار أكثر من إجابة)

أ) تحسين الكفاءة التواصلية ☐

ب) يثري حجم المفردات ☐

ج) يحسن المهارات اللغوية الأساسية (الاستماع والتحدث والقراءة والكتابة) ☐

د) يحفز على التعلم ☐

هـ) جميعهم ☐

أخرى، يرجى التحديد

....

س 2. في رأيك ما هي جوانب تعلم اللغة التي يجب على المعلمين التركيز عليها في تجربة التعلم في الهواء الطلق ؟

أ) الكفاءة اللغوية ☐

ب) مهارات التواصل ☐

ج) الثقة بالنفس والاستقلالية ☐

د) الانخراط والتحفيز في التعلم ☐

أخرى، يرجى التحديد

....

القسم الرابع:تعلم المفردات من خلال استراتيجية التعلم في الهواء الطلق

س 1. هل ساعدتك أنشطة التعلم في الهواء الطلق على تطوير حجم مفرداتك؟

أ) نعم ☐

ب) لا ☐

من فضلك ، قل كيف؟

....

س 2. في رأيك إلى أي مدى تكون الأنشطة الخارجية التالية مفيدة لتعلم المفردات

العبارات	مفيدة	نوعا ما مفيدة	ليست مفيدة
المشاركة في ألعاب اللغة			
الانخراط في النشاطات البدنية			
المشاركة في الحوارات التعليمية			
التفاعل مع الآخرين			

س 3. هل تعتقد أن التعلم في الهواء الطلق يساهم في إتقان المفردات لتلاميذ المستوىA2 للغة الإنجليزية في المدرسة العالمية الخاصة في عين التوتة؟

أ) نعم ☐

ب) لا ☐

س 5. في رأيك هل استراتيجية التعلم في الهواء الطلق فعالة لتحفيز التلاميذ على إتقان المفردات؟

أ) نعم ☐

ب) لا ☐

س 6. كيف يمكن أن تكون استراتيجية التعلم في الهواء الطلق فعالة في تحسين إتقان التلاميذ للمفردات؟

....

شكرا لك على وقتك وجهدك وتعاونك

Appendix Two

Teachers' questionnaire

Dear teacher:

You are kindly requested to answer this questionnaire which is an attempt to collect data for the accomplishment of a master dissertation entitled 'teachers and learners' attitudes towards learning vocabulary through outdoor learning strategy". We would be so grateful if you could sincerely provide us with precise, clear, and complete responses. Please tick (√) your answer(s) in the corresponding box(es) and write full statements whenever necessary. Be sure that your answers will remain anonymous and will only be used for research purposes.

Thank you for your collaboration.

Researcher's name

BOUKHALFA Sara

Master 2 student at Biskra University

Section One: General Information

Q1: Please specify your academic degree

    a) licence   ☐
    b) Master/Magister   ☐
    c) Doctorate   ☐

Others, please specify

…………………………………………………………………………………………

Q2: How long have you been teaching English in Global academy of languages?

…………………………………………………………………………………………..

Q3: Is teaching English in Global academy of languages?

    a) Easy   ☐
    b) Somewhat difficult   ☐
    c) Difficult   ☐

Justify your answer, please

…………………………………………………………………………………………

Q4: Rank the following (from 1to5) according to your focus on teaching English?

Developing language basic skills (reading, writing listening and speaking)   ☐

Developing language communicative competence   ☐

Developing vocabulary   ☐

Enhancing grammar rules   ☐

Motivating learners   ☐

Q5: Do you follow the schools' curriculum or do you add other things?

…………………………………………………………………………………………………

Justify your answer, please

…………………………………………………………………………………………………

Q6: Do you use the schools' materials or do you bring your own?

…………………………………………………………………………………………………

Justify your answer, please

…………………………………………………………………………………………………

Q7: What do you struggle with the most in teaching English in Global academy of languages? (You may choose more than one answer)

- a) When helping learners grasp grammar rules ☐
- b) When helping learners develop language basic skills (reading, writing listening and speaking) ☐
- c) When helping them enrich learners vocabulary ☐
- d) When trying to motivate your learners ☐
- e) The commitment of learners ☐
- f) When assessing learners' progress ☐

Section Two: Teachers Attitudes towards Teaching Vocabulary

Q1: Do you think that teaching vocabulary is important in teaching English as a foreign language?

- a) Yes ☐
- b) No ☐

justify your answer, please

…………………………………………………………………………………………………

Q2: You focus most on developing your learners' vocabulary?

- a) Strongly agree ☐
- b) Agree ☐
- c) Neutral ☐
- d) Disagree ☐
- e) Strongly Disagree ☐

Q3: Do you motivate your learners to develop their vocabulary?

- a) Yes ☐
- b) No ☐

Q4: what are the main strategies you use the most to motivate your learners to develop their vocabulary? (You may choose more than one answer)

- a) Language games and puzzels ☐
- b) Audivisuals ☐
- c) Context clues ☐
- d) Word map/Word lists ☐
- e) Flash cards ☐
- f) Outdoor learning ☐

Section Three: Teachers Attitudes towards Outdoor Learning Strategy

Q1: What do you think of outdoor learning as a teaching strategy?

    a) Very important ⬜
    b) Important ⬜
    c) Slightly important ⬜
    d) Not important at all ⬜

justify your answer, please

……………………………………………………………………………………………………

Q2: How often does the school organize an outdoor learning journey?

    a) Every week ⬜
    b) Every two weeks ⬜
    c) Once in a month ⬜

Others, please specify

……………………………………………………………………………………………………

Q3: Who is responsible for planning the outdoor learning (determining the place visited, the activities…)?

    a) The headmaster ⬜
    b) The teacher ⬜
    c) The staff ⬜
    d) The program ⬜

Others, please specify

……………………………………………………………………………………………………

Q4: Could you please mention some of the outdoor learning visits that the school planned this year?

……………………………………………………………………………………………………

Q5: Could you please mention some of the activities you use in the outdoor experience(s)?

……………………………………………………………………………………………………

Q6: Do you make sure all learners engage in the activities?

    a) Yes ⬜
    b) No ⬜

In both cases, please say why?

……………………………………………………………………………………………………

Q7: Do teachers act with the learners in the outdoors the same way they act with them in the indoors (the classroom)

    a) Yes ⬜
    b) No ⬜

justify your answer, please

……………………………………………………………………………………………………

Q8: How often do teachers participate in outdoor learning activities?

- a) Always ☐
- b) Sometimes ☐
- c) Rarely ☐
- d) Never ☐

Q9: In your opinion, what roles a teacher could play in outdoor learning experiences? (You may choose more than one answer)

- a) Controller ☐
- b) Prompter ☐
- c) A resource ☐
- d) Assessor ☐
- e) Organizer ☐
- f) Participant ☐
- g) Tutor ☐

Others, please specify

…………………………………………………………………………………………

Q10: Are there some specific methods you follow to assess your learners' productivity in the outdoor learning experience?

- a) Yes ☐
- b) No ☐

If yes, please mention them

Q11: The outdoor learning strategy is suitable for teaching English?

- a) Strongly agree ☐
- b) Agree ☐
- c) Neutral ☐
- d) Disagree ☐
- e) Strongly Disagree ☐

If you agree, please explain?

…………………………………………………………………………………………

Q12: Do you think that outdoor learning experiences helped learners develop their level in English?

- a) Yes ☐
- b) No ☐

justify your answer, please

…………………………………………………………………………………………

Section Four: Teachers Attitudes towards Using Outdoor Learning to Enhance Learners' Vocabulary

Q1: How often do you focus on enriching learners' vocabulary in an outdoor experience?

a) Always ☐
b) Sometimes ☐
c) Rarely ☐
d) Never ☐

Q2: In your opinion, which outdoor activities are best for improving learners' vocabulary mastery?

……………………………………………………………………………………

Q3: In your assessment of the outdoor learning experience, do you focus on assessing vocabulary?

a) Yes ☐
b) No ☐

justify your answer, please

……………………………………………………………………………………

Q4: Do you think that outdoor learning strategy is effective in improving learners' mastery of vocabulary?

a) Yes ☐
b) No ☐

Please explain

……………………………………………………………………………………

Q5: outdoor learning strategy and the linguistic skills (tick your answer)

	Yes	No
outdoor learning improves learners' communicative competance		
outdoor learning enhances the learners' four skills (speaking, listening, reading and writing)		
outdoor learning helps learners' enrich their vocabulary		
outdoor learning enhances the learners' grammar		

Q6: outdoor learning and social and personal skills (tick your answer)

	Yes	No
outdoor learning increases learners' motivation and engagement in the learning process		
outdoor learning improves learners' descipline and inceases positive behaviour		
outdoor learning encourages interaction and decreases antisocial behaviour		
outdoor learning developes learners confidence and independence		

Q7: outdoor learning and cognitive skills (tick your answer)

	Yes	No
outdoor learning improves learners long term memory through learning via sense		
outdoor learning increases learners academic performance and improves their scores		
outdoor learning improves learners' higher order thinking skills (critical thinking, analysing...)		
outdoor learning develops learners research skills		

Q8: which skills do you think outdoor learning affects the most?

    a) Linguistic skills   ☐
    b) Social and personal skills   ☐
    c) Cognitive skills   ☐

justify your answer, please.

……………………………………………………………………………………………

Feel free to add any comments or suggestions.

……………………………………………………………………………………………

Thank you for your collaboration

الملخص

إتقان المفردات هو أحد التحديات التي تواجه متعلمي اللغة الأجنبية. قد يكون غياب إتقان المفردات ناتجًا عن نقص المعرفة بالكلمات والدافع لتطوير مخزون المفردات الخاص بالفرد. يمكن أن يعتمد حل هذه القضايا على طريقة التدريس. لذلك ، فإن الهدف من هذه الدراسة هو التحقيق في مواقف المتعلمين والمعلمين تجاه تعزيز إتقان المتعلمين للمفردات من خلال استخدام استراتيجية التعلم في الهواء الطلق. ومن ثم فإننا نفترض أنه إذا تم تعليم متعلمي المستوى A2 في مدرسة خاصة في عين التوتة باستخدام استراتيجية التعلم في الهواء الطلق ، فإنهم سيحسنون مفرداتهم بشكل أفضل. من أجل التحقق من صحة هذه الفرضية ، يتم إجراء دراسة وصفية تتبع النهج النوعي من أجل جمع البيانات وتحليلها ، باستخدام استبيانين شبه منظمين ، وتم إجراء استبيان واحد لمتعلمي المستوى A2 الذين تعرضوا للتعلم في الهواء الطلق في الأكاديمية العالمية للغات في عين التوتة ، وتم إرسال الاستبيان الآخر للمعلمين الذين يقومون بتدريس متعلمي المستوى A2 في نفس المدرسة. كشفت نتائج الدراسة أن كل من المتعلمين والمعلمين يعتقدون أن التعلم في الهواء الطلق فعال في تعزيز إتقان المتعلمين للمفردات وتحفيزهم على إتقان المفردات التي تؤكد الفرضية. في النهاية ، يوصى بدمج هذه الاستراتيجية في مناهج تدريس اللغة الإنجليزية.