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Investigating the Effect of Audiovisual Materials on Vocabulary Learning

The Case Study of 3rd Year Students of English at Mohammed Kheider University of Biskra

A Dissertation submitted to Mohamed KHEIDER University of BISKRA in partial fulfillment of the requirements for the degree of Master in Language Sciences.

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Declaration

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

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Dedication

I dedicate this work to

My sweet mother and my dear father for their endless support.

My wonderful sisters and my beloved brothers,

My lovely friends and classmates

And to everyone helped me to finish this work.

Acknowledgments

The first and the foremost thanks is to Allah who gave me strength and patience to complete this work.

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I would like also to thank third year students of the English division at Biskra University for their cooperation to answer my questionnaire.

Abstract

The present study investigates the effectiveness of using audiovisual materials on vocabulary learning and attempts to explore how it helps learners improve their vocabulary learning. In this study, two hypothesis were suggested which state that if teachers used audiovisual materials in the classroom, students will retain more vocabulary, also teachers and students' attitude towards the use of these materials will be positive. To confirm these hypotheses, we used the descriptive method and mixed method approach through conducting an interview with 5 teachers of oral expression to the teachers' point of view about the use of these materials, also we submitted a questionnaire for 40 third year students of English at Biskra University. After analyzing the obtained data, students showed a positive attitude towards using audiovisual materials in improving their vocabulary learning and found it useful in overcoming their difficulties in language as well as it helps them to better retain vocabulary. In addition; teachers supported the use of these teaching devices and emphasized their effectiveness in teaching vocabulary even though they do not always use them in class. Eventually, this study concluded with some recommendations for students and teachers about how to improve students' vocabulary using these materials.

List of Abbreviation and Acronyms

EFL: English as Foreign Language

ESL: English as a second Language

AVM: Audiovisual materials

SL: Second language

L1: language one

L2: Language two

ALM: Audiolingual method

TPR: total physical response

FL: Foreign Language Learning

CALL: Computer assisted language learning

ICT: information and communication technology

E.g: example gracia (for example)

Etc: et cetera

%: percent

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ملخص

General Introduction

Introduction

Technology is affecting every aspect of our life such as industry, economy and other domains including education. The use of technology in the educational field became a necessity because it facilitates transmitting the information to the student and it has a significant role in facilitating the teachers' task.

Technological teaching aids such as audiovisual materials are becoming effective tools in language teaching classes. Thus, they are very powerful in increasing classroom interaction and students' motivation to learn as they create an enjoyable learning environment and making the session very interesting. Audiovisual materials also are very helpful tools that develop EFL learners' language skills and increase their vocabulary learning. Using audiovisual materials in teaching vocabulary creates a very useful learning experience because these materials give the learners the opportunity to see and hear the target language in its real use and increases exposure, as a result, learners will be able to memorize items easily and use them in the right context as well.

In this aspect, this study aims at exploring the effectiveness of using audiovisual materials in enhancing students' vocabulary learning in an attempt to simplify communication and stimulate interaction in the classroom.

1. Statement of the problem

Vocabulary is one of the most important aspects in learning a foreign language. It helps in the development of all the language skills- listening, speaking, reading and writing. English as any other foreign language depends on vocabulary. Therefore, EFL learners who have a wide range of vocabulary knowledge will be able to communicate effectively.

The lack of vocabulary is a serious problem for many EFL learners. It may be due to the lack of exposure to the English language. Therefore, many researchers suggested that using ICT devices and audio-visual materials such as: videos, TV shows, and movies might help the learners to enrich their vocabulary knowledge properly.

We suggest as a solution to the problem the use of audio-visual materials in the classroom since it helps EFL learners acquire new words and facilitates the learning process by enabling the learners fix and restore items easily in their memory in order to use them later.

2. Significance of the study

In general, this study attempts to show the importance of using new technologies as the audio-visual tools in the teaching and learning process as an effective strategy to help the EFL learners interact and communicate in the classroom so that they improve their vocabulary learning.

3. Aims

This study aims at:

- Investigating the effects of using audio-visual materials in vocabulary learning.
- Exploring teachers and students' attitude towards using audio-visual materials in EFL classrooms.
- Examining whether the audio-visual materials enhance student's vocabulary retention.

4. Research questions (problematic)

This thesis relies on the following questions:

- What are the main difficulties that EFL learners encounter when communicating in English?

- How does using audiovisual materials affect EFL learners' vocabulary learning?
- Does using audiovisual materials in the classroom increase students' vocabulary retention?
- What are the teachers and students' attitude towards implementing audiovisual materials in EFL classrooms?

5. Research Hypothesis

The present research is based on three hypotheses that shall be tested and verified through.

- We hypothesize that if teachers use audiovisual materials in the vocabulary teaching process, EFL learners will learn vocabulary easily.
- We hypothesize that using audiovisual materials in EFL classrooms will increase students' vocabulary retention and will enable them to use their vocabulary effectively .

6. Research Methods and Tools

The researchers intend to use the qualitative approach to acquire and gather data for this dissertation. Moreover, the researchers plan to derive information from any material relevant to their field of interest which is a new and a fresh area in their field as far as they are concerned. In addition, they will use the quantitative approach to cater for both theoretical and applied research. The results of the questionnaire and the interview will be included in the thesis.

7. Population and Sample

The population of our study is third year LMD students, which contains 700 Students, as a sample we choose 40 students to answer the questionnaire. Moreover, 5 teachers of oral expression were selected to conduct an interview in order to determine their opinions and

attitudes towards the use of these materials.

8. Limitations of the study

The study aims to investigate the effectiveness of using audiovisual materials on vocabulary learning in order to stimulate interaction and increase communication at Biskra University. The researcher aimed to conduct an experimental study to measure the effects of using audiovisual materials on vocabulary learning, but due to the limited time the researcher used a descriptive study instead, and the research was only conducted on small size of the population. Testing the feasibility of the designed data collection tools is an important step in any research, but due to time constraints, the researcher did not conduct the piloting stage.

Chapter One: Vocabulary Learning

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Introduction

Vocabulary is the foundation of language, and the success in learning a foreign language depends on having adequate vocabulary knowledge, because it is the basis of all language. With vocabulary, we can express our ideas, thoughts, feelings and share different pieces of information. Even without grammar knowledge we can still communicate. For example, pointing at a chocolate pastry in a French bakery and saying “pain au chocolate” can do the job as uttering a perfect grammatical sentence. Also, think about how children acquire language. Before they start forming complete correct sentence, they utter single words like “toy” or “cat” and can communicate what they want (Text inspector,2020).

Language vocabulary helps learners to develop other language skills which: are speaking, writing, reading and listening. Nation (2015) states “vocabulary is not an end in itself. A rich vocabulary makes the skills of listening, speaking, reading and writing easier to perform”. However; vocabulary instruction was neglected and always been secondary to grammar, and vocabulary was seen as a mean and not an end itself in learning and teaching language.

In this chapter, we will spot the light on vocabulary definition, types and description, steps of learning vocabulary, difficulties the face the learners in vocabulary learning, in addition to the strategies and techniques used in teaching vocabulary.

1.1.Definition of vocabulary

According to the Collins Cobuild English language dictionary (1989:1629) “the vocabulary of language is the total number of words in it” and “someone’s vocabulary is the total number of words in a language that he or she knows” while Ur (1998) states that “vocabulary can be defined, roughly as the words we teach in the foreign language. However; a new item of

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vocabulary may be more than just a single word. For example, post office, and mother-in-law, which are made up of two or three words but express a single idea. A useful convention is to cover all such cases by talking about vocabulary items rather than words. According to Webster's ninth collegiate dictionary (1997) vocabulary is:

- a/. A list of alphabetically ordered and arranged or defined words.
- b/. A stock of words used by a particular language groups in a work or profession.
- c/. A collection of terms and items available to be used.

Another definition by Hiebert and Kamil (2005) in which he stated that vocabulary is the knowledge of meanings of words, which come in two forms: oral and print. Hatch and Browns (1995:1) also defines vocabulary as follows: it is a list or set of words for a particular language or a list or set of words that individual speakers of language might be from the above definitions, we can conclude that vocabulary is the total number of words used by a group of speakers to share ideas and express meanings to communicate successfully. That is why it is important to learn vocabulary.

1.2.Types of vocabulary

Aeborsold and Field (1997) classify vocabulary as: active or productive vocabulary and passive or receptive vocabulary.

Active or productive vocabulary refers to language items which can be used in speaking or writing appropriately. (Aeborsold and Field 1977:139)

In line with Nation (2003:25) who states that productive or receptive vocabulary refers to words that students can pronounce, spell and write.

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Passive or receptive vocabulary refers to words that can be recognized and understood in a context of reading or listening.

1.3.Vocabulary description

The two main branches of linguistics that is concerned with the study of vocabulary in its different forms, meanings and uses are lexicography and lexicology:

1.3.1. Lexicography

Lexicology is a special technique of writing dictionaries (Jackson and Zéamvela, 2000, p: 9). The process of compiling, defining, classifying lexical item in a dictionary in alphabetical order, providing information about spelling, pronunciation and meaning with examples of different usage. It tries to make a synthesis of different fields of knowledge from etymology, lexicology and semantics as it aims to realize dictionaries practical works intended for use by all categories (Fadel, 2005).

According to Carter (2007) there are two types of dictionary: bilingual and monolingual dictionaries; bilingual dictionaries are generally employed by beginners. As proficiency develops, more frequent use is made of monolingual dictionaries. Monolingual dictionaries come in different shapes and sizes. These range from specific purpose dictionaries (for example medical dictionary, engineering dictionary...etc) to the more global general purpose (like ESL dictionaries), which provide semantic, pronunciation, spelling, grammatical and etymological information.

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1.3.2. Lexicology

“Lexicology does not only deal with simple words in their aspects but also with complex and compound words; the meaningful units of language” (Jackson and zéamvela p: 2).

Lexicology studies word class, formation, and meaning.

1.3.2.1. Word class

They are lexical items referred to as “parts of speech” which are classified according to the way they function. English is classified in eight different parts of speech according to Harmer (1998) which are:

Nouns: a word which is the name of person, place, thing... etc. nouns can be used as the subject or object of the verb. Examples: Rafael , Paris, book , town hall

Pronouns: a word that replaces a noun or noun phrase. For example: her, him, we, and they.

Adjective: a word that describes the noun or noun phrase. For example: kind, better, smart, lovely.

Verbs: a word that describe actions, experiences or state. For example: seem, believe, have and bought.

Adverbs: a word that describes or adds to the meaning of verb, adjective, adverb or a whole sentence. For example: terribly, carefully, at work, in half an hour.

Preposition: a word that is used to show the way which other words are connected. For example: for, of, in, on top of.

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Determiner: They are the definite articles, indefinite articles, possessives, demonstratives and quantifiers. For example: the, a, an, my, this, some, few.. Etc.

Conjunction: a word that connects sentences, phrases or clauses. For example: and, so, but.

1.3.2.2. Word formation

According to Gairns& Redman (1986) there are three forms of word building which are: affixation, compounding and conversion.

Affixes: is the process of adding prefixes and suffixes to the root, in this way; words can change in meaning, form and class. They are:

- Prefixes: is adding letters at the beginning of the word.

E.g.: in + direct = indirect.

- Suffixes: is adding letters at the end of the word.

E.g.: man + ly = manly.

- Prefixes and suffixes: is adding letters at the beginning and the end of the word.

E.g.: dis+ respect+ ful = disrespectful.

Compounding: is forming words from two or more separate words to form a new word with new different meaning as in the following examples:

- Adjective compounds: time + consuming = time consuming
- Verb compound: sight + see = sightsee
- Noun compounds:

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- Base noun+ noun: horse + race = horse race
- Possessive Noun + noun: friend + Brother = friend's brother
- Prepositional structure: a look + fear = a look of fear

Conversion: also known as “zero affixation” is the process in which an item is used in different parts of speech, yet does not change its form.

E.g.: to swim (verb) and a swim (noun).

1.3.2.3. Word meaning

It concerns with the study of words and their meanings through: synonyms, antonyms, hyponymy and polysemy.

Synonyms and antonyms: Thornbury (2002 p: 9) states that vocabulary are words that share a similar meaning. For example: old, ancient, antique, aged, and elderly are all synonyms because they share the common meaning of not young/new. However; there where the similarity ends .We are likely to say an old record player or an antique one than an aged one. Synonyms are close in meaning but rarely the same. Even with words that are used interchangeably such as: taxi or cab. One will be preferred over the other in particular contexts or by certain people.

Antonyms: are two or more words that have opposite meanings. Again, like synonyms, the relation between these opposites is not always black or white. For example: fast and slow, hot and cold like synonyms, antonyms have a useful defining function and therefore, a convenient teaching resource. (Thornbury 2002 p: 9)

Hyponymy: is another-nym word that is used when we talk about the way word meanings are related. Thornbury (2002) state that a hyponymous relationship is a kind of relationship as in a hammer is a kind of tool and kiwi as a kind of fruit or bird. Co-hyponyms share the same

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ranking in a hierarchy as: hammer, saw, screwdriver; and tool is the superordinate term. And saw also has a superordinate relation.

Polysemy: is a word that has “multiple meanings” is a term in linguistics refers to words or items in language with two or more senses such as: the child started to walk and the live at 23 cheyne walk. Mc Arthur, 1992 (as cited in Merdas, 2015).

1.4. Teaching vocabulary

In order to have a well-structured vocabulary program there needs to be a mix of explicit teaching and activities in which incidental learning may occur (Schmitt2000). He also mentions that incidental learning has to be structured in a principled way for two important reasons: meeting a word in different context expands the knowledge about it, and the additional exposures help in consolidating words in memory. Sokmen (as cited in Schmitt, 2000) listed a number of key principles of vocabulary teaching:

- Build a large sight of vocabulary.
- Integrate new words with previously used ones.
- Provide a number of encounters with words.
- Facilitate imaging.
- Connect new words to the students’ world to make them “real” in some way.
- Using variety of technique.
- Encouraging independent strategies of learning.

He also mentioned that explicit approaches of vocabulary learning, whether with teacher in the classroom or self-study can only provide some elements of lexical meaning and cannot be mastered totally because it is impossible to cover all the possible uses of a word knowledge such

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as collocation, register constraints and can be only fully grasped by various exposures. Therefore, both explicit and incidental approaches are important in the course of vocabulary learning.

1.5.Steps of vocabulary learning

Language teachers have always been interested in how learners acquire new vocabulary. If teachers knew which strategies works well, it will help learners acquire vocabulary in a beneficial way. Payne and Brow (as cited in Hatch and Brown, 1995) suggested a very clear model where the strategies fall into five essential steps:

1.5.1. Encountering new words

It is the initial step of learning vocabulary which is based on having a source for words including strategies like listening to TV, radio and reading books or magazines. The numbers of vocabulary acquired by the learner vary depending on some factors. Learner' motivation or interest may cause learners to focus on learning some items rather than others. Learner's needs also lead them to learn vocabulary that they need more. As well as, words that encountered them very often. Words in context can help learners increase their knowledge about the word and its meaning as a result of reading or listening unintentionally. The learner tries to guess the meaning of the word through the clues in the text.

1.5.2. Getting the word form

Getting a word form is about having a clear picture of how the word is spelled and pronounced. This can be done through:

- Associating words with familiar words of the native language or another language that the learner studied.
- Writing the sounds of the words using symbols and sounds of the native language.

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- Resembling words with other words the learner already knows.
- The importance of this step appears when learners try to retrieve words or when they are asked to define words.

1.5.3. Getting word meaning

To get word meaning learners ask about the meaning of the word. Teacher should specify different meanings and definitions of words. The level of distinctions that must be made in word definitions seems to vary according to the situation and learner requirements, for example: beginner learners are satisfied with general meanings. However; advanced learners require more specific definitions to distinguish between different synonyms.

1.5.4. Consolidating word form and meaning in memory

This step involves learner consolidating their vocabulary learning through vocabulary learning drills such as: flashcards, matching exercises, crossed puzzles, etc, as it strengthens the connection between form and meaning in memory. Oxford mentions strategies that consolidate form and meaning in memory which are:

- Creating mental connections.
- Applying images and sound.
- Reviewing and employing actions.

1.5.5. Using the word

The final step in learning vocabulary is using it. Some consider that this step is not necessary if it is receptive knowledge but if the goal is to produce language, word use would be essential; it guarantees that words learnt will not fade from memory. Besides that, learners feel more confident about their word knowledge when it is used without undesired outcomes. As it is

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necessary for learners to test their knowledge of collocations, syntactic restrictions and register appropriation.

1.6. Techniques of vocabulary teaching

The following techniques are suggested by Gairns and Redman (1986):

1.6.1. Visual techniques

1.6.1.1. Visuals

It includes flashcards, photographs, blackboard drawings, wall charts and relia (objects themselves) they are extensively used to convey meanings and particularly used to teach concrete items such as: food or furniture or to teach certain areas of vocabulary such as: places, professions, description of people and activities (like sports and verbs of movements). For example: a set of pictures illustrating sport activities can be used as a tool to present items such as: skiing, sailing, climbing...etc.

1.6.1.1. Mime, expressions and gestures

These are used to support other ways of conveying meanings. When teaching an item, a teacher might build a situation to illustrate the concept and use gestures to reinforce it. Bensola (2012) states that teachers intend to apply this technique for different purposes. It can be used to elicit vocabulary from learners by using gestures. Also, it is useful to associate words with gestures to help learners to retain them later. Moreover; body and facial expressions are helpful in practicing new words for example, teacher can choose a student to perform a “feeling” and the rest will try to guess it.

1.6.2. Verbal techniques

1.6.2.1. Use of illustrative situations “oral or written”

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This is the most helpful when items become more abstract. Teachers use more than one situation or context to make sure that learners fully grasped concepts. A situational illustration/ presentation involve providing a scenario which involves the target word.

1.6.2.2. Use of synonyms and definitions

Teachers use synonyms more often with low level students. Where they have to simplify and restrict the length and complexity of their explanation. For example the synonym of “miserable” would be “very sad” whereas with higher level students synonyms are subsequently qualified as in “Bloke” for “man”, but is colloquial. This qualification is very important. Gairns & Redman (1986) argue that definition alone is often inadequate as a mean of conveying meaning, and clearly contextualized examples are required to clarify the limits of the word or expression, an example the learner might think “to break out” in “a fire broke out” has the same sense as in “the lesson broke out” and that it is acceptable in English.

1.6.2.3. Contrast and opposite

As synonyms, this is a technique used by students by asking “ what’s the opposite of ...” a term “sour” is illustrated by contrasting it with “sweet” which would be known by intermediate level students. But; it is important to illustrate the context in which it is true. Because sugar is sweet and lemon is sour but the opposite of sweet wine is not sour wine and the opposite of sweet tea is not sour tea.

1.6.3. Translation

It is a very effective method when presenting meaning in monolingual classes. It has the advantage of saving time especially when dealing with incidental vocabulary (Thornbury, 2002). The real problem with translation is when students continue to use the mother tongue as a

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framework in which to attach items of L2, then students will fail to develop the necessary framework to make relations between different items of L2 (Gairns & Redman 1986). He also adds “if teachers rely too heavily on the use of translation and deliver most of the explanation students will lose some of the essential spirit and atmosphere of being in the classroom”. (76). Also, because learners do not have to work very hard to guess the meaning, the word then will be less memorable (Thornbury 2002).

1.6.4. Scales

After the students have learnt two opposing or related gradable items, this can be a helpful method for revising and feeding in new items. If for example students know “hot” and “cold” a blackboard thermometer can be a framework for feeding in “warm” and “cool” and later “freezing” and “boiling”(Grains & Redman 1986).

1.6.5. Guessing from context

Bunker (1988) claim that words cannot be fully understood if not put in their context; therefore, explanation of words in isolation from context will not help students in understanding and acquiring the new words. Reading specialists of L1 and L2 suggested guessing from context in dealing with unfamiliar words in unedited selections (Dubin 1993). According to Nation and Coady (1988) there are two types of context the first one is within the text which involve the information about morphology, the semantics and the syntax of a word, while the second one is the general context of a text that involves the background knowledge of the reader about the subject. Considering the specific context the words/sentences surrounding the word which usually highlights its meaning (Nation,2001) states that learning from context does not involve extensive reading only, but also from engaging in conversations and listening to stories, movies, television and radio. According to Walter (2004) there are four elements to guess the spoken or

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written text which are: the text, the reader, the unfamiliar word and the knowledge about guessing including clues. The absence of one of these components will affect students' ability to guess. This technique helps learners to take risk and guess the meaning of different words as much as they can. This builds-up their confidence so that they can work-out meanings of new words in texts relying on themselves. There are various cues that learners may use to establish meanings such as: Illustrations, similarity of the language spelling or sound to the mother tongue, and general comprehension.

1.7.The importance of teaching/learning vocabulary

Both teachers and students agree that acquisition of vocabulary is a central aspect in teaching a language (Walters, as cited in Alqahtani, 2015). Vocabulary is a vital element in language learning as the great majority of meaning is carried lexically; and, therefore, it is something to be taken into consideration in foreign language teaching even though it is not the only element that conveys meaning, there are other elements along with vocabulary such as: grammar, stress, intonation, pauses and other non-verbal features.

Learning a language cannot be restricted to only learning vocabulary because “no matter how well the students learn grammar, no matter how successfully the sounds of L2 are mastered, without words to express a wide range of meanings, communication in an L2 cannot happen in any meaningful way (McCarthy ,1990). Many applied linguists also agree with this idea e.g.:Thornbury (2002 p: 13) “without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. He also adds “if you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words!” .Which is to say grammar is a set of rules that learners use to produce correct language

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from while vocabulary is about communication and understanding word meanings. In the past few years of the twentieth century there was much emphasis on teaching grammar, paying less attention to vocabulary for a number of reasons which Allen(1983) stated them as follows:

1. Teachers believed that much focus should be on grammar because vocabulary is already taking a lot of time being taught inside the classroom.

2. It was believed that it is better not to teach much vocabulary before the basic grammar had been learnt because specialists fear students would make a lot of mistakes in sentence structure.

3. It was thought that word meanings could be learnt through learners' experience, and that it is not possible to teach them adequately in classrooms. Consequently, little attention was given to vocabulary teaching techniques.

Allen (1983) added; students must learn thousands of words that English speakers use because with more and appropriate vocabulary, learners will be able to understand and use them without any difficulties. The main reason which teachers and researchers focused on the role of vocabulary is because communication may break down if students do not use the right words.

As Widdowson and McKeown (as cited in Saad, 2019 p: 10) argue vocabulary knowledge is the heart of language understanding and use. It helps students to produce language, the more students know words the more he/she is able to express the exact meaning that they want (Hubbard, 1983). That is why students need to work on their lack of vocabulary in order to communicate effectively.

1.8. Difficulties of teaching vocabulary

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Identifying the difficulties that face the learners is helpful in the success of the vocabulary teaching. Gower, Philips and Walter (1995 p: 143) explained why some vocabulary items are “difficult” or “easy” depending on a number of factors:

1.8.1. Similarity to L1

The difficulty of a vocabulary item depends on how similar the item is in form and meaning to the first language. For example: speakers of Latin and German have an advantage over the other students when it comes to learning English. However; words which are similar in the first language and English can be misleading sometimes. There are many examples in European languages for example: when someone is described as sensible in English it will be understood as sensitive by many Europeans. It is not easy to tell which items students may find “easy” or “difficult”.

1.8.2. Similarity to English words already known

When students already have some English then it will be easier for them to relate English words which are familiar than those which are not. For example if students have already come across the word “friendly”, they should be able to guess the meaning of “unfriendly”.

1.8.2.1. Connotation

Another difficult aspect of language that learners have to deal with is the connotation of the word for example, whether the word have a positive or negative connotation to the native speakers. Both skinny and slim are used to describe somebody who is thin, but their connotation are totally different and choosing one instead of the other, the speaker conveys a specific attitude.

1.8.2.2. Spelling and pronunciation

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The spelling of many English words can cause problems to students who speak languages with very particular spelling system. Some spelling systems can also cause confusion when it comes to pronunciation; for example, a lot of students confuse the meaning, spelling and pronunciation of the following words: through, thought, though, tough, thorough, throughout.

1.8.2.3.Multi-word item

A lexical item may contain more than one word, as in a compound noun such as: put someone up. Phrasal verbs are notoriously difficult for learners of English, because they are made up of simple words (usually prepositions or adverbs). Phrasal verbs also can cause grammatical problems e.g.: look up chimney Vs look chimney up.

1.8.2.4.Collocation

How lexical items collocate with other items also can cause difficulties e.g.: people are injured /wounded. However; things are damaged. And we say strong coffee and strong wind but we say light wind not weak wind and weak coffee not light coffee. It is the way grammatical structures are formed depending on knowing which or not goes with others. For example: the learner may know the expression “to be interested” but say “I’m interested of” instead of saying “I’m interested in”.

1.8.2.5.Appropriate use

Using vocabulary appropriately is also problematical. Some words and expressions are only used in specific context (for example: we can use pushing referring to almost in “he is pushing fifty”. But pushing is used only with old people in that way. We cannot say he is pushing three!). It is important also for students to know whether the word or phrase has a marked style (Formal or informal). In addition to the use of colloquial and slang expressions for example:

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some expressions are restricted and used in particular register such as: English for commerce, medical English and legal English.

1.9.Vocabulary teaching methods

The features of language learning methods are also worth mentioning as they may share common features with vocabulary learning methods and strategies of teaching, as the goal is the success of vocabulary learning plans which will depend on success of language learning plans. (Saad, 2019)

Learners learn vocabulary in many different ways. As learners may be exposed to new words through the teacher's language or the language of others or through the materials used in the classroom. Each method treated vocabulary learning from a different perspective and each method has its own views and strategies on how FL and vocabulary should be taught such as: grammar translation, direct, audio-lingual and CLT, suggestopedia and TPR methods.

1.9.1. Grammar translation method

It is also called "the classical method" as it was used to teach classical languages, Latin and Greek. Its fundamental purpose is to be able to read written literature so students needed to learn about the grammar rules and vocabulary of the target language. Reading and writing are the primary skills that students work on and less attention is given to speaking and listening. The most used language by learners is the native language and the meanings are translated into it. In this teaching method, learners are taught to translate from one language to another and are given grammar rules and examples then are asked to memorize them and apply those rules to other examples. They also learn grammatical paradigms such as verb conjugations. They memorize

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vocabulary words of their native language equivalents. It is teacher centered approach (Freeman, 2000).

1.9.2. Direct method

Since the grammar translation method was not very effective in preparing the learners to use the target language communicatively. The direct method became popular. Its basic rule is: No translation is allowed. It receives its name from the fact that meaning has to be conveyed directly in the target language and no recourse to the native language, through using demonstrations and pictures as a defining technique as suggested by Thornbury (2002) in this example: the teacher selects objects that are found in the place where the lesson is given or to collect them specially for the purpose of the lesson and shows them to on points and naming them, often hearing the words multiple times then students can repeat them after the teacher. Vocabulary is emphasized over grammar in this method and oral communication is seen as basic. Thus, reading and writing activities are based upon what students practice orally first (Freeman, 2000).

1.9.3. Audio-lingual method

The audio-lingual method drills students in the use of grammatical sentence patterns. It has a strong theoretical basis in linguistics and psychology. It was thought that the way to acquire sentence structures in the target language was through conditioning helping learners to respond correctly to stimuli through shaping and reinforcement. Therefore, students would overcome the habits of their native language and form new habits of the new target language. In addition; new vocabulary structures and structural patterns are presented through dialogues. They are learned through imitation and repetition. Drills involve activities like repetition, background build-up, chain, substitution, transformation and question and answer (Freeman, 2000).

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1.9.4. Communicative language teaching

The communicative language learning method takes its principles from the more general counseling approach developed by Charles A. Curran. He found that adults often feel threatened by a new learning situation. A language counselor means someone who understands the struggle students face as they attempt to internalize another language. By understanding students' fears and being sensitive to them he can help them overcome those negative feelings and turn them into a positive energy to learn. The goal of teachers is to make students know how to use the target language communicatively; active vocabulary is very important as conversations in the target language can replace native language conversation. Also, the shifts from grammar to sentence formation and the most important skills are the receptive ones and speaking the language, reading and writing are worked on transcription and reflective listening are activities to be used in this method (Freeman,2000).

1.9.5. Suggestopedia

Also known as "Desuggestopedia". The goal of this method is to enable learners to use foreign language for everyday communication. This can be done by tapping more students' mental powers. And the teacher need to break learners' barriers in order for them to be more spontaneous and less inhibited. In this method, native language translation is used to make the meaning clear, and the use of mother tongue is lessened as the course proceeds. Vocabulary is emphasized as the success of the method relies on the number of words to be acquired. Speaking communicatively is emphasized by a number of activities such as dialogues. Students also read the target language and write for example compositions (Freeman, 2000).

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1.9.6. Total physical response

The last method is the TPR which students listen to the teacher using the target language communicatively from the beginning of the course. The teacher helps students to understand her using pictures, occasional words in the native language .Then; students listen and respond to the commands of the spoken native language of their teacher. The goal of TPR is to have students enjoy the learning experience of communicating in a foreign language. It was developed to reduce the stress that student feel when studying and encourage students to persist studying beyond the beginning level of proficiency. In this method; grammar structures and vocabulary are emphasized over other language areas in addition to the emphasis on spoken language over written language (Freeman,2000)

Conclusion

This chapter aims to highlight the importance of learning vocabulary as an essential component in learning any foreign language. Knowing a great deal of vocabulary enables students to understand the different meanings, forms and uses of words according to the different context they are used in. Therefore, their communication skills will be improved in the target language. A reason why teachers should put much more attention on vocabulary teaching using various techniques and methods that suits the learners' level and needs to keep them motivated and to achieve very effective teaching experiences for learners in different learning situations.

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Introduction

Technology has affected all domains nowadays, including education. One of the main technologies that influenced education, particularly foreign language teaching, is audiovisual materials. Integrating technological materials in EFL classrooms has a great influence for foreign language teachers in increasing the level of motivation and students' interest towards learning, as it helps to facilitate the teaching process.

The use of audiovisual materials in foreign language teaching is important because it is the easiest way to learn a language through the direct exposure to native speakers, which helps learners develop their communication skills and other language skills.

This chapter introduces the main aspects of audiovisual materials and its importance in the field of foreign language teaching.

2.1. Definition of ICT (information and communication technologies)

It refers to technologies that provide access to information through the use of information technologies, primarily on communication technologies. This includes internet, computer, wireless network and other communication mediums. Christensson, P. (2010).

Rhine (2006) Information and Communication Technologies can be split into three components, namely the technology part, information that the technology helps to deliver, and a communication process that the technology facilitates and serves as a medium for the information. Nwachukwu (2004) also defines the Information and communication technologies (ICTs) as the application of computers and other technologies to the acquisition, organization, storage, retrieval, and dissemination of information. However, in this context, information and

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communication technology is the use of electronic devices such as computers, internet to store, retrieve and disseminate information.

So, we can define ICT as the integration of computing, networking and information processing technologies and their applications. (K.m, P, 2018).

ICTs are influencing every aspect of human life, including education. Because it creates an entertaining environment for the learning process and it offers both teachers and learners opportunities to adapt teaching and learning to the needs of individuals (Mikre, 2011).

2.2. Definition of audiovisual materials

According to the Librarian glossary (1987) audiovisual materials are non-book materials, like tapes, slides, films, which are new and recent rather than read as books.

Audiovisual materials are materials that combine audio, which refers to the sense of hearing, and visual, which refers to the sense of seeing. As dike (1993) defines them “audiovisual resources are those materials which do not depend solely upon reading to convey meaning and present information through the sense of hearing as audio resources or the sense of sight as in visual materials, or through a combination of both senses (library& information science academic blog).

Other related definitions of audiovisual materials are:

- Cater V. Good defined audiovisual materials as the tools that complete the triangle of the learning process. I.e.; motivation, classification and stimulation.
- Edger Dale stated that audiovisual materials are also known as multisensory devices, which are used to communicate ideas between persons and groups in different teaching and training situations.

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- Burton asserted that audiovisuals are sensory devices that stimulate and reinforce learning process.
- Mcknown and Roberts mentioned that audiovisual materials are devices that the teacher uses to clarify, establish and correlate concepts and interpretations by using more than one sensory tool.
- According to S.P Ahluwalia states that audiovisual materials provide spoken or written concepts with visual representations and rich perceptual experiences, which is crucial for learning. These materials make learning less verbalistic and reduce the boredom of verbalism (as cited in Malik and Pandith, 2011).

From the definitions above, we can conclude that audiovisual materials are educational devices that combine multiple senses, like vision and hearing, which makes the learning experience more effective and memorable by providing concrete forms of content.

2.3. Types of audiovisual materials

They are classified as: auditory materials, visual materials (projected and non- projected) and audio-visual materials, the following are their definitions, advantages and activities of audiovisual materials in language teaching:

2.3.1. Audio materials

Audio materials are aids which help the learner receive the knowledge through the auditory sense, like Radio, tape recordings, language laboratories.

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2.3.1.1. Tape recordings

It is a useful teaching aid. It can be implied in teaching and classroom activities like improving reading, recording speech and dramatic activities, or recording radio programs for speech correction task. It has the advantage of playing back recordings without loss of quality. It is used by the teachers to train weak pupils to pronounce correct sounds by getting them to repeat those sounds. It gets pupils to notice their weaknesses and gives them the chance to overcome their difficulties. Another use of tape recordings is recording plays, songs and speeches, which add to the language lesson, a variety of interest (Singh, 2007).

2.3.1.2. Radio

Radio is an important teaching material which can be useful as an attractive teaching aid to the English as second language learners. Kahol(2008) states that“ radio lessons help in listening comprehension, developing correct pronunciation, which also presents different types of conversational forms by means of dialogue. A rich vocabulary and correct structures can also be produced with the help of radio lessons (as cited in Choudhury 2014). Radio as a teaching language material can make the teaching and learning process creative and more interesting. Through listening to the radio programs in English, the learners starts to acquire the features of English practically and will use them when they speak (Choudhury, 2014). Radio plays an important role in the teaching and learning process, asBedjou (2006, p: 18) stated:

Teaching a language through content is more efficient than teaching the structures of the language out of context. Furthermore, it is well accepted that language is better acquired or learned where the focus is on interesting content, and radio can certainly provide interesting content. In EFL settings, where

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authentic materials are scarce and students are rarely exposed to the natural pace of native speakers of the target language, the radio can be a valuable source of input and highly relevant to language acquisition.

Malik and pandith (2011) mentioned a number of its educational benefits which are:

- Radio is a very effective media for broadcasting of lessons, especially when used by trained teachers with a well-planned radio program.
- It connects students with the world around them.
- It broadens students' general knowledge and develops their critical thinking.
- It promotes alternative teaching programs and helps the spread of non- formal and continuing education.
- It is accessible in terms of cost.

One of its main limitations is that it is not available in all schools and universities like in the case of Biskra University.

Even when they are available, they are not always in good working conditions and it is hard to adjust time- table and classroom teaching with the time of radio broadcast (Gupta et al.,2007). However, the important role that radio plays in planning different lessons and activities cannot be denied. Especially in enhancing students' speaking, listening skills and their overall communication skills.

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2.3.1.3. Language laboratory

A language laboratory is a classroom containing electronic equipments that are designed for teaching second/ foreign language languages and is used specifically to facilitate the learning process and make it more effective than is usually possible without it (Hayes, 1963).

One of the main purposes of language learning is to enhance students' communicative skills in the language they are learning. It is very helpful in learning pronunciation, accent and stress (Adamu& Umar, 2018).

The use of laboratory helps students develop their listening skills by understanding speakers' accent or pronunciation, understanding his grammar, recognizing the vocabulary items and grasping their meanings (Singh, 2007).

The laboratory equipments are designed to help learners in acquiring and maintaining of comprehension, oral and written proficiency, and cultural awareness.

The language laboratory provides television programs broadcasting, computer-assisted language learning and videotapes recordings in the target language, which provides students with opportunity to interact with native speakers through the lab. Therefore, it becomes a need in any language teaching process to communicate (Kiran, 2015).

A language laboratory is not a teaching method or a teacher because the effectiveness of the language lab depends on the creativity of the teacher and the well-planned activities he or she prepares. Therefore, language lab sessions should be seen as helpful language teaching tool, as long as it is creative and special activities are designed for its use. The main objective of the language laboratory is to make the students practice the language more effectively and develop their skills.

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However; in the University of Biskra, language laboratories are not used in teaching foreign languages, even though it has proven its effectiveness as a teaching tool.

2.3.2. Visual aids

Visual aids are educational aids which help the learners acquire knowledge through the visual sense.

2.3.2.1. Projected visuals

Teaching aids which help in their projection on the screen, the process of learning (Malik & Pandith, 2011) which are:

2.3.2.1.1. Overhead projector

Overhead projector is known as OHP, it is a tool that can project images, charts, anything written on transparent sheet upon a screen viewed by all the students (Malik & Pandith, 2011) by using overhead transparencies (OHT), teachers can project whole texts or grammar exercises, pictures, diagrams or students' writing because it can be put through a photocopier or printed from any computer, it came in a high quality especially where teachers have unclear handwriting, OHP provide a well printed scripts.

One of the main advantages of OHP is that the teachers do not have to show their students everything at once. But they can cover parts of the transparency and gradually revealing the complex picture, diagram or the rest of a text by moving a card or paper downward (Harmer, 2007). Overhead projectors are a very beneficial equipments since they provide visual demonstration but they need little technical knowledge, and are widely used (Harmer, 2001).

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2.3.2.1.2. Slides

Slides are picture films projected by a slide projector. They are easy to prepare by one's own camera. Their effectiveness depends on the content that is provided by a particular slide, in which they depict different situations in full colour and stimulate interest for students in the classroom (Singh, 2007). The most common type of slides in nowadays classrooms is Microsoft PowerPoint, which is widely used by business people, educators and students. It is a complete presentation programs that allow teachers to perform a professional presentation in EFL classrooms (Segundo &Salazor, 2011, as cited in Lari, 2014). PowerPoint slides in the classroom increase students attentiveness and encourages them to be more engaged. In addition, it also helps the teacher to present the lecture in a shorter period of time (Lari, 2014).

2.3.2.1.3. Film strips

A film strip is a series of picture frames organized in sequence so that they develop a theme (Malik &pandith, 2011). It has the advantage of directing the students' attention on the picture while hearing the teacher explaining it. Film strips can be used for any kind of language lesson and for any period of time. One big advantage of film strips is that it is possible to stop at any picture, to look for its clues, reflect, discuss or comment on it as what may happen and recall what proceeds it and then see if expectations are met or to go back to previous pictures to see if one had remembered them (Singh,2007). A teacher should pay little core and make sure they are well-prepared and are suitable for the lesson to guarantee the desired outcomes.

2.3.2.2.Non projected visuals

Are aids which do not help in their projection on the screen in teaching such as: graphs, charts, pictures... etc.

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2.3.2.2.1. Pictures

Pictures are considered as one of the most effective teaching materials in EFL classrooms. It has been widely used in language teaching; it connects new ideas with already familiar ones. It also makes abstract concepts more real and concrete; they increase interest in the classroom by stimulating discussions and free conversations and teaching new ideas, words and structures to students (Singh, 2007).

Harmer (2007) state that pictures can be in a form of flashcards (which are small and easy to hold by students), large wall pictures (to be seen by everyone) and cue cards (small cards used by students in group works), illustrations (can be found in textbooks). Teachers also use pictures projected from computer, they can also draw on the board to help with the explanation. Wright (1989) states some roles that pictures can play:

- Pictures motivate students. Therefore, it makes them pay attention more and get involved.
- Pictures bring the outside world into the classroom and contribute to the context where the language is used (scenes from the street, for example, a car).
- Pictures can stimulate and give information to initiate discussion, conversation and storytelling.

Thus, using pictures help students to understand and comprehend easily. As well as it activates their creative thinking, memory and cognitive abilities (Bendjaballah, 2013). Therefore, using pictures as a visual aid helps facilitate the teachers' task and students' comprehension and increases the classroom interaction.

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2.3.2.2.2. Graphics

Graphics are related to writing, painting, etc. The use of graphic presentation can be in a form of graphs, maps, diagrams, charts, which are:

Diagrams: is a drawing that shows the relations, it consists of line, curves and geometrical forms. It is used in teaching science, geometry and geography.

Graphs: is a representation of numerical data which is used for analysis, interpretation and comparison. The different types of graphs include line graph, pie graph, pictorial graph, etc.

Maps: is a representation of earth surface in a form of a diagram with all the geographical details using symbols, lines and colours. They are useful teaching aids when teaching concepts like: size, space, location and direction.

Charts: “a chart is a combination of pictorial, graphic, numerical or vertical materials which presents a clear visual summary. The most commonly used types of charts include outline charts, tabular charts, and organization charts.” (malik&pandith, 2011,p: 24).

Posters: it is a symbolic representation of an idea or concept. It is used in different areas of life to convey a message (Malik &pandith, 2011).

2.3.2.2.3. Display Boards

Boards are instructional aids used to display information; they are the most used teaching equipment, whether they are old traditional chalk boards or interactive white boards. Other types of display boards include: Bulletin board, flannel, pocket and magnetic board (Singh, 2007).

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Boards are students' motivation during class grouping. Boards are used for a variety of different purposes according to Harmer (2007) such as:

Notepad: teachers can write the main points of the lesson. It could be words that students need to remember or phrases that students did not understand.

Explanation aid: it can be used for explanation and showing relationships by drawing arrows.

Picture frame: it can be used to draw pictures to help students understand concepts and words. It is a way to make the whole class become more involved by doing activities that focus the students' attention on one place.

Board can be used to play games by drawing boxes and writing words by involving different teams. An example of that is vocabulary and spelling games. It is useful to display posters and pictures, especially if it is made of metal so that we can use magnets.

2.3.2.2.4. Realia (objects)

It is the use of real objects in the classroom to present a lesson. Patau(2017) stated that objects are a good starting point for a number of language class activities by creating interesting learning environment. Also, she pointed out that using concrete, real objects can help in making associations with vocabulary words, initiate conversations and build knowledge. Harmer (2007) mentioned examples of objects that teachers bring to the classroom can be: plastic fruit, cardboard, clock faces or two telephones to make imaginary conversations. The use of realia is helpful, especially in teaching meanings of new words or for stimulating student activity.

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2.3.3. Audiovisual materials

Audiovisual materials are those aids which combine the auditory and visual senses to present information, which are used in classroom instruction such as:

2.3.3.1. Computer (CALL)

Computer-assisted language learning is the use of computer as an aid to the presentation, reinforcement and assessment of the learnt material. Usually including interactive element (Davies,1991).

According to (Ghasemi&al,2011) the new computer based instructional technologies accomplish the following:

- It provides more visually stimulating learning experiences.
- It fits a wider variety of learning styles.
- Provides authentic material found on World Wide Web.
- Promotes online communication using the target language.
- Provides students with opportunities to develop their overall foreign language skills and their second culture competency.

Internet also is a great source of information that helps learners to acquire language in an authentic manner. It allows teachers and learners to communicate with individuals or group talks and talk in real time and retrieve information and sources, as Berge and Collins (1995) stated:

The networked computer has an even greater potential in education that does the stand alone, knowledge-server type computer. The active environment of social learning provided by a computer with access to local, national, and

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international networks increases interaction and communication among students, their teachers, peers, parents, and other members of the world community (as cited in Akhdiat,2007,p. 11)

Thus, the use of computers with internet network gives it more advantages in teaching and developing students' communication skills and the overall active learning environment.

2.3.3.2.Videos

One of the most appreciated materials for language teaching is video being a rich source of information. Both students and teachers enjoy the use of video because it is challenging, interesting and stimulating to see. It brings real communication situations, therefore, more exposure to the language culture. It also facilitates comprehension process as well as, it helps understand new vocabulary by providing illustrative relationships that makes meaning clear when doing a task, which might not be possible with words only (Hemei,1995, as cited in Çakir, 2006).

Most students show an increasing level of interest when they learn how language is used, as well as hear it and when it is associated with interesting tasks (Harmer,2001).

2.3.3.3.Television

Television is an important resource for learning languages. A wide range of English language TV programs are available in English as a foreign language. It is also proven that television is a motivating tool to learn a foreign language (Webb, 2010).

Malik and pandith suggested a number of its educational benefits in the classroom, which are:

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- It allows students to have access to see the same basic ideas on television.
- It improves students' pronunciation, speaking and listening comprehension.
- It gives teachers the chance to observe students or to assist them during the presentation, as well as to know what needs to be done after the presentation.
- It gives effective visual impression, which shortens the time necessary to teach a technique or idea.
- It reduces the expenditure on teaching
- It motivates the viewers and creates interesting learning environment.

2.4. Teachers' role when using audiovisual materials

Technological educational aids are supportive and enriching to the classroom instruction. However; it cannot replace the teacher. Despite the importance of using audiovisual materials in facilitating the teaching process, as Venkahaiah (2008) suggested:

“The instructor has to play a pivotal role in the success of the educational technology. The teaching aids, either modern or traditional, only supplement the efforts of the instructor to enhance the learning process. They cannot be a substitute for him; the technologies assist him to do his work in an efficient manner to achieve the educational objectives” (p. 17).

The role of the teacher in the classroom is very important as he manages, selects and facilitates the teaching material by using the audiovisual aids. Teachers also can be teaching aids themselves, a piece of teaching equipment in their own right, as they represent a linguistic model and provide a comprehensible input (Harmer, 2001).

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2.5. Advantages of audiovisual materials:

Audiovisual aids have a great educational significance for both teachers and students. The following are some of the advantages of using audiovisual materials in the classroom:

- The use of audiovisual materials reduces the passiveness of the classroom environment and makes it more active and interesting.
- Audiovisual materials make it easier for students to understand abstract ideas and concepts and thus, more effective learning experience.
- It reduces verbalism by providing visual representation such as: charts, maps, models, etc, which makes things clear for students.
- It minimizes teachers' efforts and saves time, since difficult items can be easily taught by using them with limited effort (malik&pandith).

Harmer (2001) suggested a number of reasons why audiovisual materials should be used; they are as follows:

- **Language in use:** students do not just hear the language, they also see it and this helps them comprehend easily because general meaning and mood are conveyed through expression, gestures and other visual cues. This helps them see beyond what they just listen and be able to interpret different meanings. Therefore, they are more exposed to real life context in the classroom.
- **The power of creation:** when using audiovisual materials, students may create something memorable and interesting. It helps develop creative aspects of the students and eventually using the language to communicate and perform more effectively.

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- **Motivation:** Students show interest when audiovisual materials are used in the classroom, especially if the topic is interesting and appealing. Motivation is a crucial factor in achieving better learning experiences.

2.6. Criteria of selection and use of audiovisual materials

There are a variety of audiovisual materials that can help facilitate the process of learning. But, the effectiveness of these teaching aids depends on which materials to be used. The following are some of the principles of choosing and using audiovisual materials to achieve the educational goals.

- They should be appropriate to the age- level, grade level and other learners' needs.
- They should be motivating and interesting as well as having specific educational value.
- They should represent real things.
- They need to serve the desired objectives of learning.
- Teachers should prepare some of the aids. In addition, they need to have some experience with technology.
- Minimizing any potential distraction so that students can remain focused on the aid (Aggarwal, 2009).
- Choosing the suitable aid for the right task is very important. Also the frequency of using audiovisual aid should be taken into account (Allou, 2013).

2.7. Learning styles

Learning style is individual, preferred way of acquiring new knowledge, as stated by Reid (1995) “an individual’s natural, habitual, and preferred way(s) of absorbing, processing and

Chapter two: Audiovisual Materials

retaining information and skills (as cited in Bellout, 2014). Students learn in different ways, some are visual, auditory or kinesthetic.

Brown (2000) states that visual learners prefer reading, studying charts, making drawings, while auditory learners prefer to receive information through sounds such as listening to lectures, songs and podcasts. Kinesthetic learners, however; prefer learning through physical activity involves body movement. Some students have multimodal learning style which is in fact a great advantage. Each learning style has different learning methods that suits best learners styles. It is believed that if teachers' instructional style and students' learning style match, this will create a productive learning environment and much focus will be put on the learner by improving language teaching methods (Stewart, 2011).

2.8. Theories on the use of audiovisual materials

There are some theories that support the use of audiovisual materials as follows:

2.8.1. The comprehensible input hypothesis

Krashen proposed some theories of second language acquisition, including the comprehensible input hypothesis. Krashen (1982:21) "we acquire by understanding language which contain a structure a bit beyond our current level of competence (i+1). This is done with the level of context or extra linguistic information". (i) represents current language competence, learners can comprehend the new knowledge only if they are exposed to comprehensible input (i+1). Learners are able to understand the input even if i represents a new level of discourse that is higher than what they can actually comprehend. Audiovisual materials are helpful because it gives them verbal and non- verbal elements that facilitate comprehension. However, Krashen admits that being exposed to comprehensible input is not sufficient, as there are other factors that

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affects language acquisition, such as motivation and self confidence which impacts their affective filter (Lertola, 2013).

2.8.2. The affective filter hypothesis

Affective filter hypothesis is a theory developed by Krashen in which he claims that affective factors affect individual variation in SLA. Krashen believed that people are equipped with a language acquisition device proposed by Chomsky in 1965, which is responsible for learning and producing the language. If the affective filter is activated, it blocks language acquisition, as it prevents LAD from processing the input. High self-esteem and motivated learners have a low affective filter. As a result, language acquisition can take place. Teachers must choose classroom situations where affective filter is low and avoiding situations where students may develop anxiety. (Lertora, 2013) it has been suggested that audiovisual materials are motivating for EFL learners.

2.9. Obstacles that hinder the use of A.V.M

To obtain effective use of teaching materials, certain criteria should be met in choosing and applying those materials. In some conditions, these materials cannot be applied because there are some obstacles that hinder their use. The nature of these challenges might be related to the teacher or the materials used in the process, or the external factors. Aggarwal (2009) suggested a number of these difficulties, which are:

Apathy of the teacher: teachers are yet to be convinced that teaching with words only is tedious, wasteful and ineffective.

Chapter two: Audiovisual Materials

Indifference of students: the purpose of using audiovisual materials is to motivate and arouse interest of students. But if not used appropriately and without a purpose, they lose their significance.

Ineffectiveness of the aids: When using audiovisual materials. It should be well prepared, presented and appropriate to apply. Otherwise, it will fail to prove its effectiveness.

Financial hurdles: A lot of teaching institutions have set up interesting teaching programs that integrate the use of technology, but lack of funding enables them to provide the suitable materials.

Irregular power supply: Most of teaching materials, like projectors or radio, cannot work without electricity. In many developing countries, there is irregular supply for power which prevents effective learning conditions.

Not catering to local needs: Audiovisual materials should be suitable to the sociological, psychological and pedagogical factors.

Need for training: teaching training programs need to pay special attention to train teachers about how to use teaching materials effectively in and outside the classroom.

Improper selection of aids: teaching materials should be selected to suit the classroom needs and serve the learning objectives.

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Conclusion

To sum up, audiovisual materials are very effective tools in the process of EFL teaching, as they provide learners with authentic situations where language is used. It also helps learners learn new words and memorize them easily. In addition, it proves to be highly motivating to students and it makes the learning process stimulating and interesting.

This chapter discussed the types of audiovisual materials, its advantages and its educational values in teaching, as well as the role that teacher play when using those materials and finally, some of the obstacles that hinder their use.

Chapter Three: Field Work and Data

Analysis

Chapter three: Field work and Data analysis

Introduction

This research aims to investigate the effect of using audiovisual materials on vocabulary learning. This chapter is devoted to collect information from teachers and students, who are concerned with the use of teaching aids, as well as to analyze and interpret participants' responses. The aim is to confirm or disconfirm the research hypothesis concerning the use of audiovisual materials as an effective aid in teaching vocabulary. The chapter ends with a summary of results and recommendations.

3.1. Review of Research methodology

3.1.1. Research method

A Research method approach was used in this study to obtain the research objectives and to answer research questions of the topic under study. The nature of the study determines the choice and selection of data collection tools. Therefore, we consider the use of the qualitative (descriptive) research through the teachers' interview to examine to what extent audiovisual materials can help in vocabulary learning, and a quantitative method was used to gather data through students' questionnaire to investigate the impact of using audiovisual materials in learning vocabulary.

3.1.2. Population and sampling

The population for our research is the third year LMD students of English language at Biskra University in the academic year 2020/2021. They were about 700 students divided into 12 groups. We selected randomly 40 students from different groups as a sample for the study. The reason why third year students were chosen for this study is because they have the experience of studying ESL in our department. Thus, they have already experienced the use of audiovisual

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materials in the classroom. This provides us feedback about their attitudes and help in answering our research questions.

Another significant sample in the study concerns teachers, particularly teachers of oral expression. In this module, a variety of different techniques are used to teach speaking, listening and reading. Therefore, they are expected to deal with vocabulary methods in the classroom activities. Moreover; oral expression teachers sometimes use teaching aids such as: audiovisual materials, so they may provide us with valuable information concerning our research topic.

3.1.3. Data collection tools

The researcher used two tools for collecting data: A questionnaire for students and an interview for teachers. The questionnaire was submitted to a sample of third year LMD students of English at Biskra University to explore their attitude towards using audiovisual materials in enhancing their vocabulary learning. Besides, an interview was conducted with oral expression teachers to gain more information about their experience, opinion and attitude towards the use of audiovisual materials to enhance students' vocabulary learning.

3.2. Teachers' interview

3.2.1. Aims of the interview

We choose a semi-structured interview to obtain rich and reliable information about the use of audiovisual materials in teaching vocabulary. Teachers' responses are necessary for the reliability and validity of our results because they are the main responsible for teaching vocabulary. Additionally, they are the ones to use different techniques and strategies to teach vocabulary. Thus, they are concerned with the use of audiovisual materials as a teaching aid to teach vocabulary.

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3.2.2. Description of teachers' interview

The interview took a written form. It was submitted to 5 teachers of oral expression in the English section at the University of Biskra. It is a semi-structured interview that comprises 8 open ended questions to explore the effect of using audiovisual materials on vocabulary learning at the English department.

3.3. Students' questionnaire

3.3.1. Aims of the questionnaire

The students' questionnaire serves as a tool to gather information about the sample. The researcher distributed the semi-structured questionnaire to 40 third year student containing close-ended and open-ended questions, such as Yes/No question, multiple choice question and justification to gain more details. The students' questionnaire involves 20 questions divided into 3 sections starting from general to specific questions as follows:

Section one: General information

The first section deals with general information of the respondents. It concerns their age, their choice of the English language and their level of English. These elements are important as they affect students' vocabulary learning.

Section two: Vocabulary learning

This section attempts to explore students' attitude towards vocabulary learning. As well as the difficulties they face concerning language skills and their preferred way to enrich their vocabulary.

Section three: Students' attitude towards audiovisual materials

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This section contains questions about their general attitude towards the use of audiovisual materials in the EFL classroom and their expected positive impact on vocabulary learning.

3.4. Data analysis

3.4.1. Analysis of teachers' interview

Question 01: How long have you been teaching English?

Teacher 01: 47 years.

Teacher 02: 39 years.

Teacher 03: 05 years.

Teacher 04: 13 years.

Teacher 05: 25 years.

The aim behind this question was to know the experience of teachers in teaching English. As it plays an important role in the effectiveness of teaching English. In addition, teachers' experience affects their ability to determine students' lacks and needs and to deal with them appropriately. Experience also affects teachers' use and mastery of different teaching techniques in different language skills. The answers show that teachers' interview varies from 5 years to 47 years in teaching English. Thos indicates that they have enough experience in teaching the language and in dealing with the challenges that face the learners in learning.

Q02: How would you evaluate your students' vocabulary background (especially 3rd year students)?

Teacher 01: Average. They somehow manage to better themselves.

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Teacher 02: From average for most to acceptable for a few.

Teacher 03: Some of the students have an excellent mastery of vocabulary.

Teacher 04: Poor compared to their learning experience in terms of years (11 years of experience).

Teacher 05: A low proficiency (relatively poor).

The aim of this question was to know the level of the students' vocabulary from their teachers' perspective. According to the answers of teachers, most students have an average level to acceptable; although there are few exceptions of excellent students and poor students.

Q03: What are some of the teaching methods that you use to teach vocabulary explicitly?

Teacher 01: There is no specific method or skill to teach vocabulary. All activities target vocabulary. It is the core of the language.

Teacher 02: Mostly eclectic because it suits the heterogeneous classes we taught and because our classes are overcrowded and there are no appropriate setting and device appropriate to the task we design.

Teacher 03: I rely on English definitions.

Teacher 04: In the context of 3rd year, we opt for different topics and we try to deal with the maximum of vocabulary associated to every topic.

Teacher 05: A large number of teaching materials exists (no room to mention them), however, we can adopt the following procedure:

- New meaning in negotiated (React and interpret).

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- New meaning is expressed (tasks like writing a composition).

The aim of this question was to explore the different methods used by teachers to teach vocabulary. Most teachers asserted that different vocabulary teaching methods are used to teach different vocabulary and that there is not a specific teaching method that teachers mainly rely on. However; teachers try to teach as many different words as possible.

Question 04: Do your students have difficulties in the mastery and memorization of vocabulary?

Teacher 01: It depends on the learners themselves and the degree of their motivation.

Teacher 02: Yes, merely because they learn without strategy, they just use the vocabulary they've retained in tasks and in continuous manner. Then, lack of reading makes their vocabulary poor.

Teacher 03: Not really.

Teacher 04: Yes, they do, and as a teacher I am sure it is the result of their ignorance of what it means to "know a word". Therefore, I try to deal with the issue in a scientific manner.

Teacher 05: Yes, they do, such as the repetition of the same words, inability to communicate their ideas and problems in spelling and confusion of different meanings.

The aim behind this question was to know the difficulties that students have when learning vocabulary. Most teachers said that their students have difficulties in vocabulary such as the lack of vocabulary .Therefore, the use of the same words (repetition), spelling mistakes and confusion of different words' meanings. Some teachers think that it is because of their lack of reading and their ignorance of different aspects of vocabulary knowledge. Actually, knowing students' difficulties to learn vocabulary helps teachers to find solutions and select the most suitable teaching techniques in accordance to their level and learning preferences.

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Question 05: In your opinion, is the use of audiovisual materials (computer, videos...etc) beneficial for EFL vocabulary teaching/learning? If yes, in what way it is?

Teacher 01: Yes, all technological devices are highly useful to help students acquire vocabulary.

Teacher 02: Yes. For sure because visual memory refines more easily the classical way through speech or written words on boards. So, the continuous exposure to AVM helps them adapt a new strategy to enhance their vocabulary stock retention.

Teacher 03: Of course, it is helpful. Students tend to use media a lot, and this helps them learn new vocabulary.

Teacher 04: Based on my modest teaching experience, I think that the use of such material is beneficial to introduce vocabulary but not necessary to guarantee that the students will automatically learn and use those vocabulary.

Teacher 05: Yes, it is. Audiovisual materials representation provides better understanding. The use of videos offers different contexts which determine various meanings of the same word.

In this question, teachers' opinion towards whether the use of audiovisual materials is beneficial in vocabulary learning is demonstrated. The answers show that all teachers agreed that audiovisual materials are beneficial in learning vocabulary. As it helps students acquire vocabulary through offering context of words as well as providing better understanding through visual representation. Also, it enhances students' vocabulary retention. Thus, it will improve their vocabulary use. The answers show a positive attitude towards audiovisual materials as a teaching aid and its effectiveness in enhancing students' vocabulary learning.

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Question 06: Do you use audiovisual materials in class or advise your students to use them at home?

Teacher01: All techniques and devices foster learners' motivation and eagerness.

Teacher 02:I advice my students to use them but I do not use them for lack of available devices.

Teacher 03: I use projectors and recordings.

Teacher04: In the classroom, sometimes it is difficult to use these materials but I always invite my students to rely on them.

Teacher 05: not always, because of the lack of materials (Data show, PC ... etc). Of course, outdoors usage can be very beneficial.

The aim of this question was to know if teachers of oral expression use audiovisual materials in the classroom. The answers show that few teachers use audiovisual materials in the classroom due to the lack of teaching devices, and the difficulty of using them inside the class. However; they all emphasized the importance of relying on them and using them outside the class.

Even though not all teachers use AVM, they emphasized their effectiveness in acquiring new vocabulary. But, they probably have other reasons not to use them, or prefer to use other techniques.

Question 07: Would you mention some of the difficulties you face while using A.V.M in the EFL classroom?

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Teacher 01: Most difficulties are raised by the learners themselves because sometimes they could not stand with new teaching materials.

Teacher 02: - no appropriate settings (classes arranged for the sake of AVM).

-Inappropriate timetable and allotted time for sound AVM class.

-Lack of motivation & encouragement from those in charge of the department.

Teacher 03: Technical problems of course like electricity and lightning.

Teacher 04: the total absence of ICT equipments, the absence of electricity plugs in a number of rooms. There is no laboratory for internet or audiovisual activities.

Teacher 05: As mentioned above, the lack of adequate material, very large classes (limited opportunity for discussion) and difficulty in the organization of classroom activities.

The aim behind this question was to find out the difficulties that teachers face while using audiovisual materials. The answers of teachers shows that one of the main difficulties was the lack of those teaching materials and the large number of students that makes it difficult to organize classroom activities using A.V.M as well as it limits the discussion.

Knowing what are the difficulties that face teachers when using audiovisual materials helps to fix the problems that encounter teachers and learners and work on them to facilitate the teaching process and guarantee good teaching conditions, and better the teaching experience.

Question 08: Do you have any suggestions about using A.V.M in the EFL classroom?

Teacher 01: Teaching is a very passionate job, but never be a slave of any method or device. Eclecticism is the best choice.

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Teacher 02: A.V.M is an efficient strategy to be implemented if we prepare and make available the necessary and appropriate conditions for its success.

Teacher 03: I would encourage teachers to use it all the time.

Teacher 04: I recommend the administration to consider the above mentioned points.

Teacher 05: Collaboration in the conception of programs (A.V.M) suitable to EFL students at the local level. And less crowded classes for better mastery of classroom tasks.

The last question was devoted for teachers to add any comment or suggestion concerning the use of A.V.M in the classroom. All teachers recommended the use of A.V.M and claimed its effectiveness as a teaching strategy to teach English. They also suggested that the administration those who are in charge should provide the appropriate conditions for its success and design the programs which involve the use of A.V.M with less crowded classes to perform better the classroom tasks such as discussion.

3.4.2. The analysis of students' questionnaire

Q 01: What is your age?

The aim of this question was to know if the age of students plays a role in learning English or whether it affects their attitudes.

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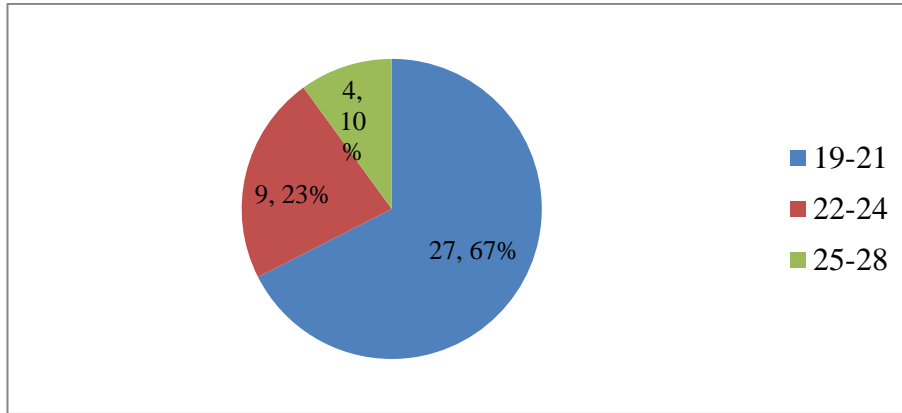


Figure 01: Students' age distribution

The above pie chart represents different age groups of our sample. It shows that the majority belong to the age group between 19-21 which represent 67% (27 students) while the age group between 22-24 represent 23% of the sample (9 students) and only 10% (4 students) representing the age group between 26-28; which shows that most of our participants are relatively young.

Q 02: Your choice of English?

The purpose of this question was to know students' choice of English at the university as it affects their motivation in learning English.

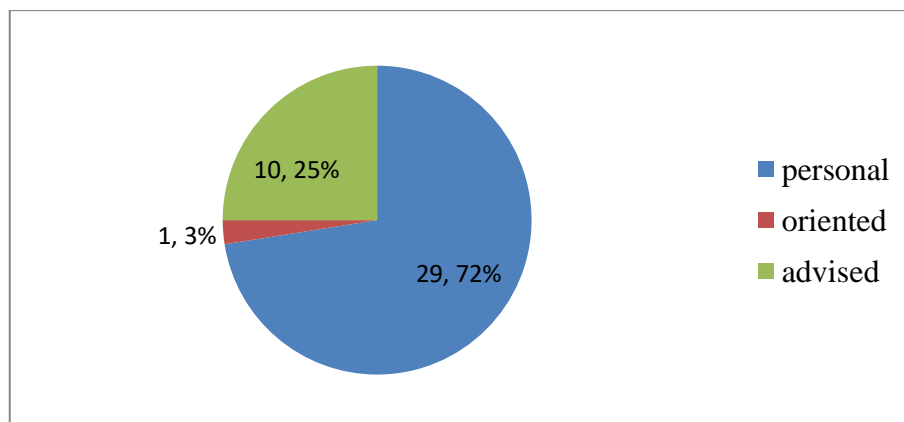


Figure 02: Students' choice of English

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The chart shows that the majority of students 72% (29 students) personally choose English and 25% (10 students) were advised to choose English and only 3% were oriented to study English and they didn't choose it. The results indicate that the big number of students choose by themselves to study English which will affect positively their attitude towards learning in contrast to the other few number of students who were advised or oriented to study it.

Q03: How do you evaluate your level in English?

The aim of this question was to know what students think about their level in English.

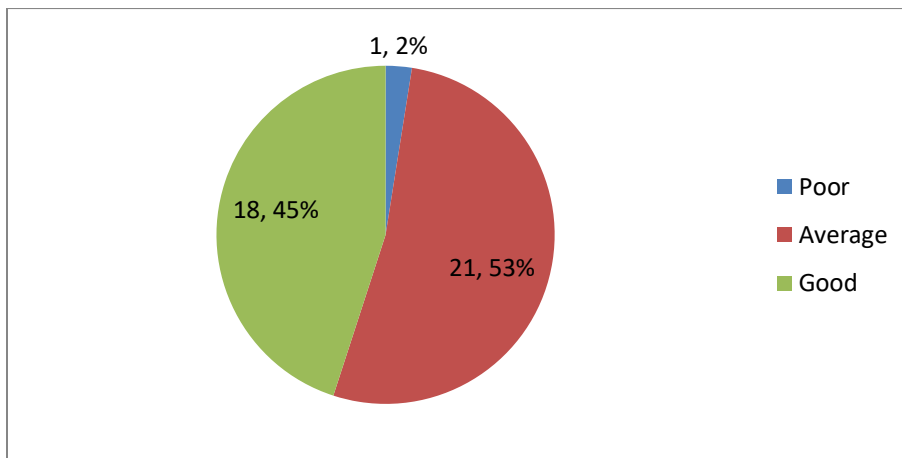


Figure 03: Students' evaluation of their level in English

The graph shows students' evaluation of their level in English. The results shows that most students 53% claim that they have an average level of English, 45% reported to have a good level and 2% see themselves as having a poor level in English. This means that most students consider their level between average and good.

Section two: Vocabulary learning

Q04: What is your favorite module? Justify why?

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The aim of this question was to know students' favorite module and why they prefer it.

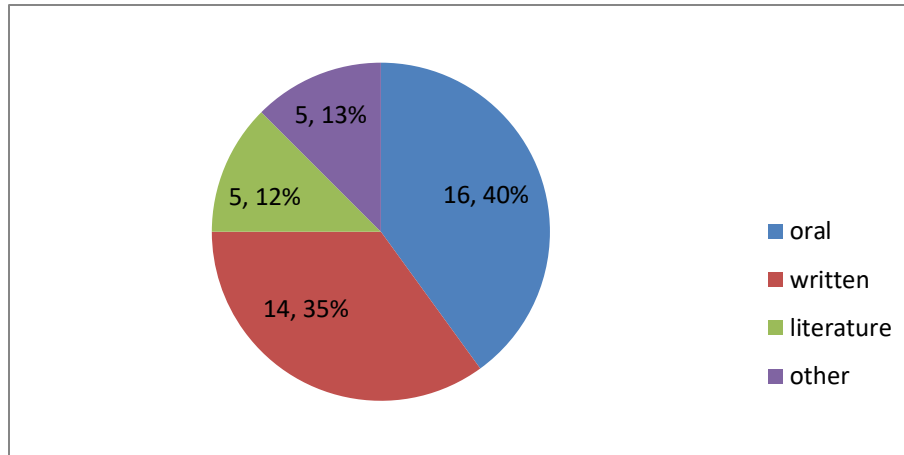


Figure04: Students' favorite module

The graph shows represents students' favorite module. The results show that most students (40%) claim that oral expression is their favorite module because it gives them space to express their ideas and thoughts. In addition, they enjoy the session and find it interesting, easy and simple.

Other participants (35%) prefer written expression because they prefer to write than to speak. Besides, some think they are good in writing while others love it because it gives them the chance to learn how to write and express their ideas.

Some other students (13%) prefer literature because they love reading books and they think it is necessary to have a good language background. While the last category of students (12%) prefer other different modules such as grammar, civilization and phonetics because they love it and they think it is important or interesting.

Question 05: Order the following skills according to their importance

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The aim behind this question was to know what skills students find more important the most.

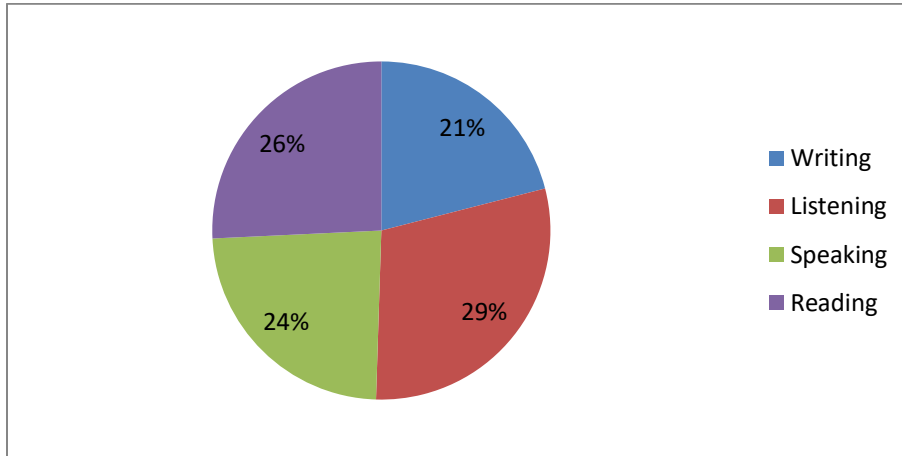


Figure 05: Students' ranking of skills according to their importance

The graph represents the students' ranking of the four skills according to their importance. The results show that 29% of the students consider listening as the most important skill followed by reading skill with 26%. However; 24% of the sample considers speaking as the third most important skill while writing was selected by 21% as the most important skill. The results show that students have different preferences of which skill is the most important. The majority consider the receptive skills listening and reading more important, maybe because receptive skills need to be developed first to be able to use the productive skills.

Question 06: Order the language aspects according to their importance

The aim of this question was to see what students consider to be the most important language aspect.

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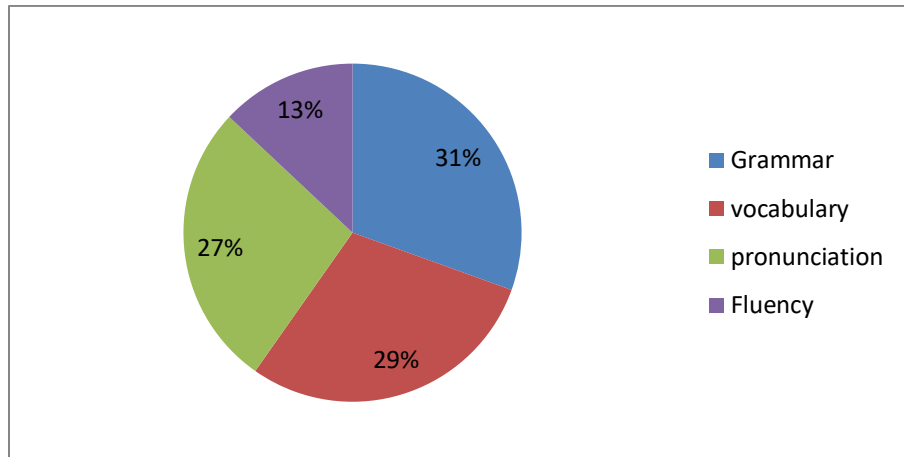


Figure 06: Students' classification of language aspects according to their importance

The graph represents students' most important language aspect. The results shows that most students (31%) consider grammar to be the most important language aspect probably because they consider having well grammatical utterances their first language priority followed by vocabulary with (29%) while pronunciation has been selected by (27%) and fluency with only (13%) as the important skill.

Students' priorities in language aspects because some consider having a good grammar to be their top priority while others think that vocabulary matters the most since without rich vocabulary you can barely communicate, while some others think that having perfect pronunciation their first priority as it forms the first impression when they speak.

Question 07: Do you think that you have a difficulty with vocabulary mastery and you need to improve this skill? Justify.

The aim of this question was to know if students have difficulties in vocabulary mastery and whether they need to improve it.

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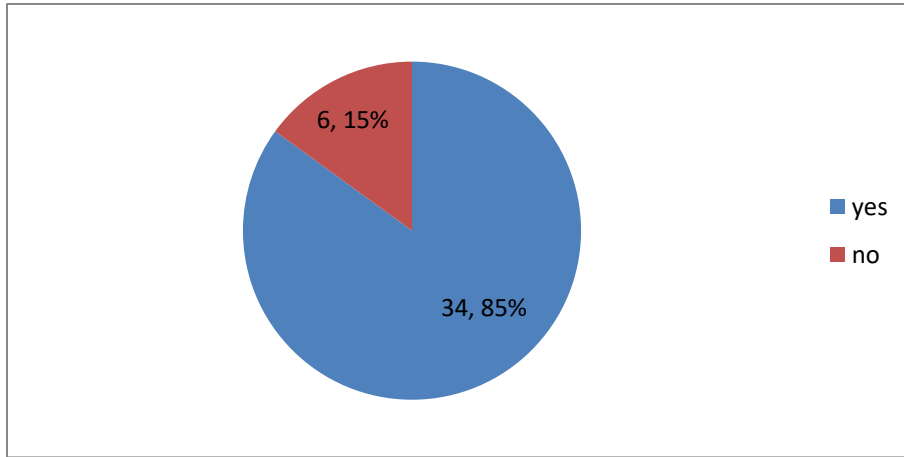


Figure 07: Students' difficulties with vocabulary mastery

The graph shows that most students (85%) have difficulties with vocabulary mastery and that it needs to be improved because they do not find the right words to express themselves, they also forget the new words and they do not understand all what they read, in addition to the mother tongue influence. However; (15%) of students think that they do not have a difficulty with vocabulary mastery because they already have enough vocabulary stock and they are able to communicate.

Question 08: What are the difficulties that you students face when speaking in English?

The aim behind this question was to determine the difficulties that students face when speaking in English.

Difficulty	Lack of vocabulary	Bad pronunciation	Grammatical mistakes	Other
Frequency	25	5	18	0

Table 01: frequency of difficulties

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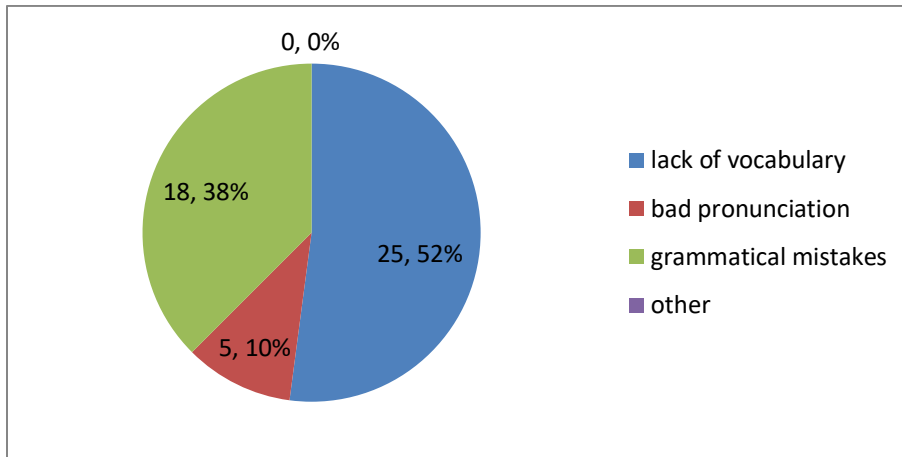


Figure 08: Students’ difficulties when speaking in English

The graph shows that the lack of vocabulary was chosen 25 times making up 52% of students and bad pronunciation was repeated 5 times with the percentage of 10% student while grammatical mistakes was chosen 18 times with the percentage of 38% students.

Question 09: What are the difficulties that you face when writing in English? (Multiple choice)

The purpose of this question was to know what students’ difficulties when writing in English are.

Difficulties	Lack of vocabulary	Lack of ideas	Grammatical mistakes
Frequency	17	16	13

Table 02: Frequency of difficulties

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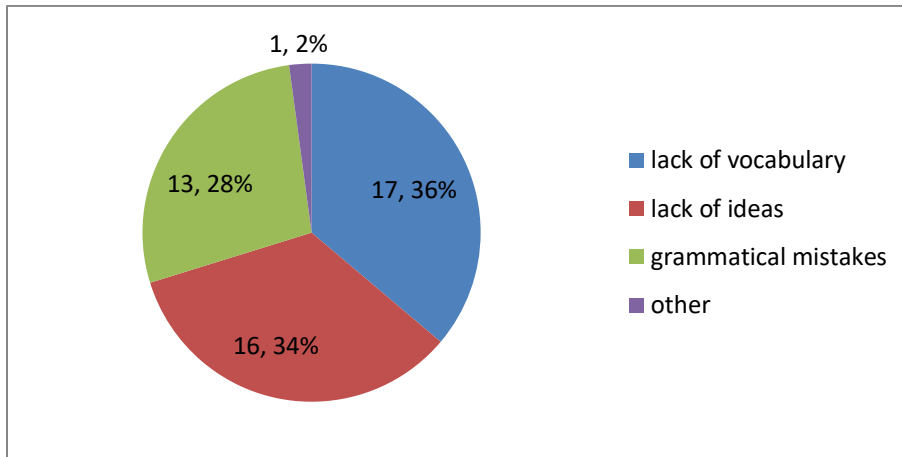


Figure 09: Students' difficulties when writing in English

It shows that the lack of vocabulary was repeated 17 times with the percentage of 42% students and the lack of ideas was repeated 16 times with the percentage of 40% students whereas grammatical mistakes was chosen 13 times representing 33% of students and only 2% representing other difficulties.

Q10: What do you usually use to enrich your vocabulary? (Multiple choice)

The aim of this question was to know what are the techniques/ strategies that students use to enrich their vocabulary.

Strategy	Books	Dictionary	Video, computer, internet	Word lists
Frequency	14	11	26	1

Table 03: Frequency of students' strategies to enrich their vocabulary

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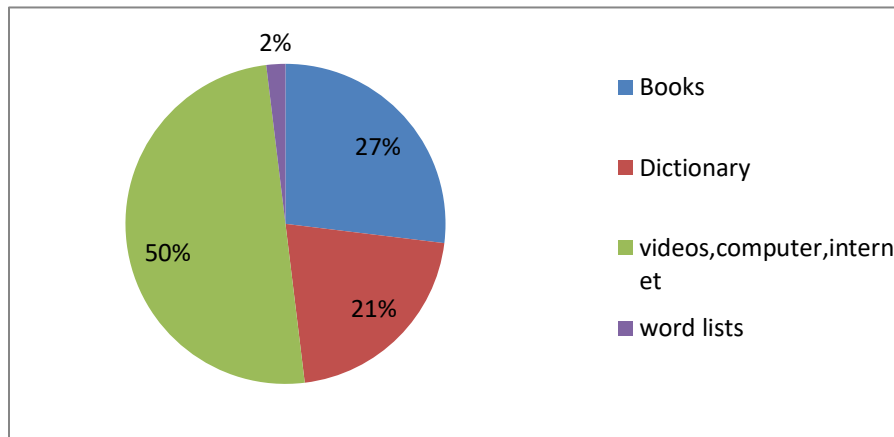


Figure 10: Students' strategies to enrich their vocabulary

The graph above shows that books was chosen 14 times with the percentage of 35% of students as a strategy to enrich their vocabulary while dictionary have been repeated 11 times making up 28% of students and videos, computer and internet as the most repeated strategy (26 times) with the percentage of 65% of students and word lists as the least chosen strategy which was chosen only one time with the percentage of 2% of students.

The results show that most students prefer to learn with audiovisual materials as they find them to be an effective tool to acquire new vocabulary.

Section three: Students' attitude towards audiovisual materials

Question 11: Does the teacher use audiovisual materials in the classroom?

The aim of this question was to see if teachers use audiovisual materials in the classroom.

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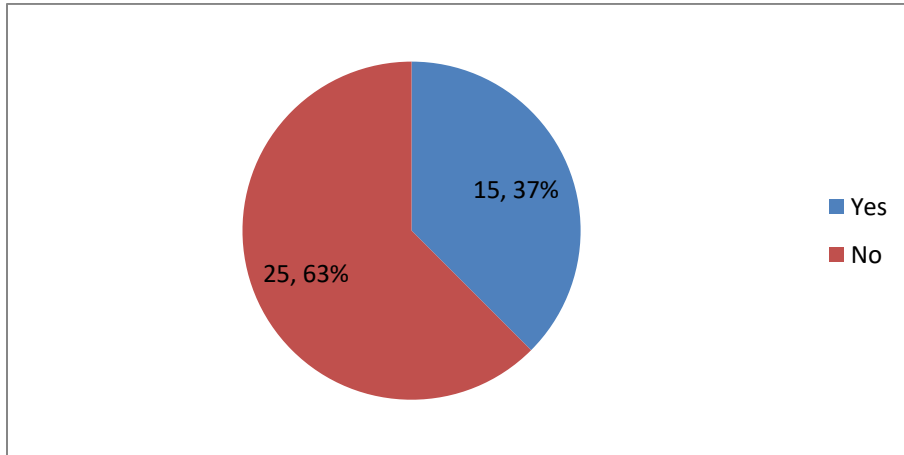


Figure 11: Teachers’ use of audiovisual materials in the classroom

The results in the graph shows that the majority of teachers do not use audiovisual materials (63%) according to the students’ answers, and (37%) of teachers use audiovisual materials, maybe because teachers prefer to use other teaching techniques or have problems that hinder the use of audiovisual materials in the classroom.

Question 12: If yes, how often does your teacher use them in the classroom?

The aim of this question was to know how often the teacher uses audiovisual materials for the students who answered the previous question with yes (17 students).

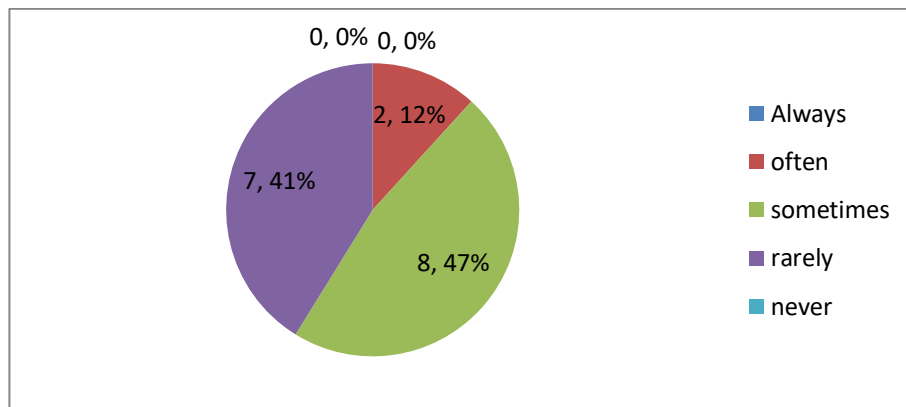


Figure 12: Frequency of teachers’ use of audiovisual materials in the classroom

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The graph represents the frequency of teachers' use of audiovisual materials in the classroom. The results indicate that the majority of students (47%) said that their teachers use audiovisual materials sometimes, and (41%) stated that their teachers rarely use audiovisual materials. While only 12% represents students who reported that their teachers often use audiovisual materials in the class.

Question 13: What is your attitude towards using audiovisual materials as a teaching method in EFL classroom?

The aim of this question was to explore students' attitude towards using audiovisual materials

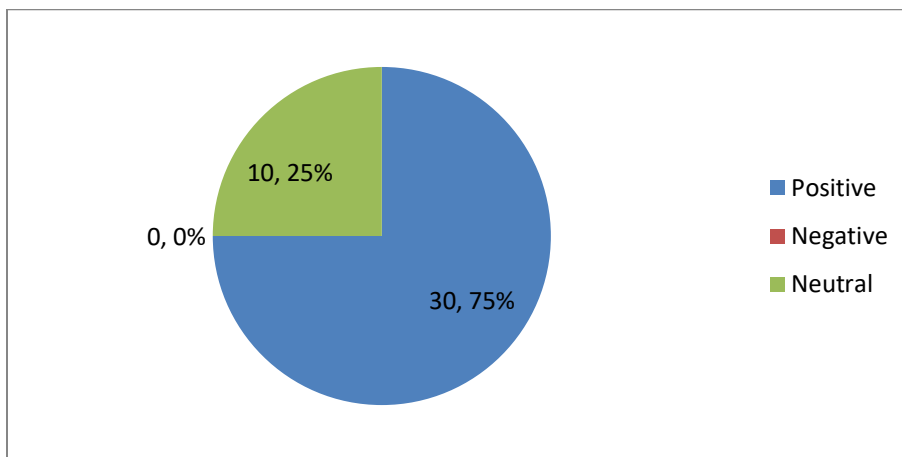


Figure 13: Students' attitude towards the use of audiovisual materials

The graph shows that most students (75%) showed a positive attitude towards audiovisual materials while the rest (25%) of students were neutral about the use of audiovisual materials probably because they think there are other affective factors that determine the success or failure of the learning process regardless of the teaching aids.

Question 14: What kind of teaching materials do you prefer to learn with?

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The aim of this question was to know what materials do students prefer to learn with.

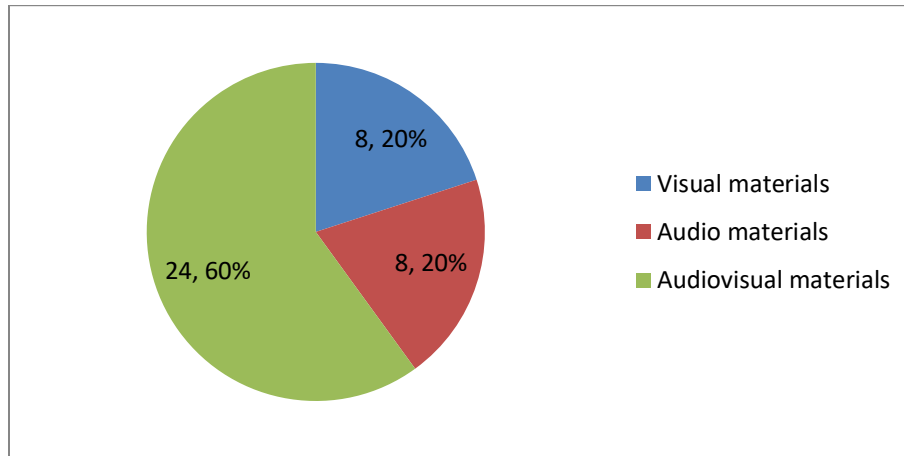


Figure 14: Students' preferred learning materials

The graph shows that 24 students representing (60%) prefer to learn with audiovisual materials, it may be due to their learning style of combining both visual and audio senses. However; 8 of students with percentage of (20%) reported that they prefer to learn with visual materials, it may be because they learn better with visual representation such as PowerPoint and pictures. Same percentage of students (20%) representing 8 students said that they prefer to learn with audio materials since they learn better the language through auditory sense such as tape recordings and radio.

Question 16: Do you prefer to learn with audiovisual materials? Why?

The aim of this question was to see if the students prefer to learn with audiovisual materials

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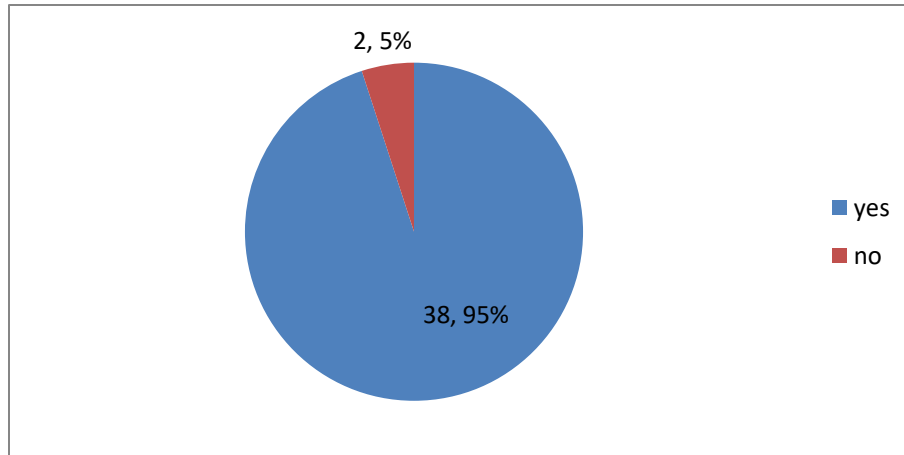


Figure 15: Students' preference to learn with A.V.M

The graph shows that the majority of students 95% (38 students) prefer to learn with A.V.M because they find them useful and interesting. Some others added that it facilitates receiving information by associating ideas with images and it enhances their listening skills as well as their pronunciation. Besides it helps them memorize and better retain words.

Some other participants (02 students) representing 5% of the sample said that they do not prefer to learn with A.V.M because it takes a lot of time for preparation and sometimes they are not clear (lightning).

Question 16: Do you focus on learning new vocabulary when audiovisual materials are used?

The aim of this question was to know if students focus on learning new vocabulary when audiovisuals are used.

Chapter three: Field work and Data analysis

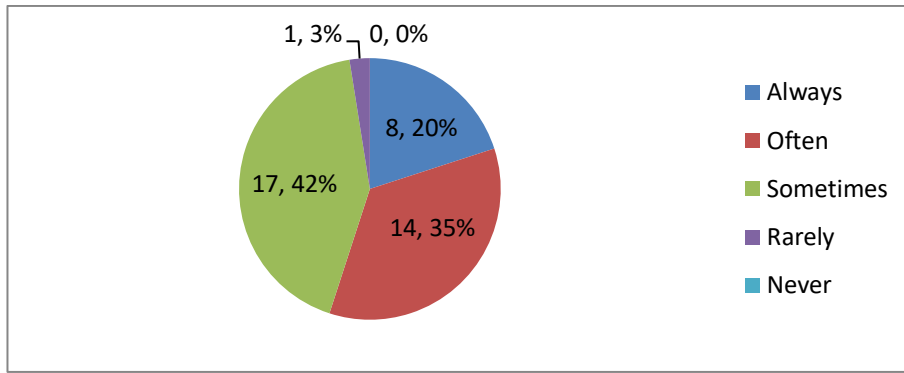


Figure 16: Students’ focus on learning vocabulary

The graph represents how often students focus on learning new vocabulary when A.V.M are used. The results show that 20% of students always focus on learning new vocabulary when A.V.M are used and 14% of students said that they often learn new vocabulary when A.V.M are used while the great majority of students 42% said that they sometimes focus on acquiring new vocabulary and only 3% of students reported that they rarely focus on learning vocabulary while none of the students mentioned that they never focus on learning vocabulary when A.V.M are used.

Question17: Do you think that using videos, internet, and computer: (multiple choices)

Table 04: Students’ thoughts on vocabulary learning

What students think	Frequency
Help me to learn English language faster and Easier than the traditional way of learning.	27
Enrich my vocabulary.	18
Introduce the culture of language.	3

Chapter three: Field work and Data analysis

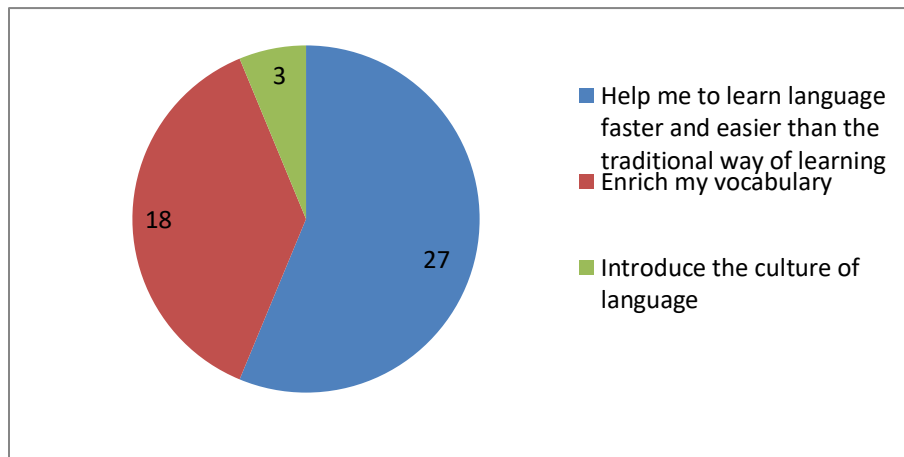


Figure 17: Students' thoughts on videos, internet and computer

The results of the graph shows that using videos, internet and computer helps them to learn the language faster was chosen 27 times with the percentage of 67% of students, while the option that it enriches their vocabulary was chosen 18 times with the percentage of 45% students and the option that introduces the culture of language was chosen only 3 times with making up 8% of students.

Question 18: Crossing the appropriate box

-The session becomes more interesting when the teacher uses A.V.M.	SA	A	N	D	SD
	16	18	4	1	1
	40%	45%	10%	2%	3%
-A.V.M helps you memorize vocabulary easily.	SA	A	N	D	SD
	10	17	9	2	2
	25%	42%	23%	5%	5%
- A.V.M leads to better performance in studies.	SA	A	N	D	SD
	6	23	7	3	1
	15%	57%	17%	8%	3%
-A.V.M promotes a better understanding of vocabulary items.	SA	A	N	D	SD
	6	20	10	3	1
	15%	50%	25%	7%	3%

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-A.V.M helps you recall newly learned vocabulary.	SA	A	N	D	SD
	8	21	5	4	2
	20%	52%	13%	10%	5%
-A.V.M engages students of all ages and abilities.	SA	A	N	D	SD
	9	13	9	7	2
	23%	32%	22%	18%	5%

Table 01: Students' attitude towards A.V.M

The table above represents the attitude of students towards A.V.M.

- In the first item, most students 45% agreed and 40% strongly agreed that the session becomes more interesting when the teacher use A.V.M in the classroom while only 3% who strongly disagreed which assert that that A.V.M increase stimulation of students rather than the traditional way of teaching in which they feel bored.
- In the second item, 17% of students agreed and 10% strongly agreed that A.V.M helps them to memorize vocabulary easily and only 5% disagreed which indicate that most students find A.V.M useful and helpful when it comes to memorizing new vocabulary since it associates pictures with audio which helps to better remember new vocabulary.
- In the third item, the majority of students making up 57% agreed that A.V.M leads to better performance in studies and only 3% disagree while 17% were neutral. This means that most students find A.V.M as helpful to perform better in studies. However; good performance does not only depend on teaching materials but on students first.
- In the fourth item, 50% of students agreed that A.V.M promotes a better understanding of vocabulary, 25% were neutral and 7% disagreed. The results show that most students consider A.V.M to be a helpful tool to increase students' vocabulary comprehension.

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- In the fifth item, 52% of students agreed that A.V.M helps recall newly learned vocabulary and 13% were neutral while only 10% disagreed which indicate that audiovisual materials are useful when it comes to vocabulary retention.
- In the sixth item, 32% agreed and 23% strongly agreed that A.V.M engage students of all ages and abilities while 22% of students were neutral, 18% disagreed and only 5% strongly disagreed. The results indicate that A.V.M stimulate and actively engage students of different ages and abilities to participate in the classroom.

Question 19: Any suggestion?

In the last question we left some space for students to add any suggestions concerning the issue we are discussing. Some suggested that teachers should use A.V.M more often in language teaching because they have proven to be helpful in enhancing students' skills and in improving students' vocabulary learning. On the other hand, some other students suggested that some modules are better to be taught without A.V.M because they need students' full attention and audiovisual materials may distract students' attention.

3.5. Summary of results

This study aimed at investigating the effectiveness of audiovisual materials on vocabulary learning. The results obtained from the teachers' interview along with students' questionnaire encouraged the use of audiovisual materials. However; students faced difficulties when speaking and writing in English because of their lack of vocabulary and bad pronunciation as well as their lack of ideas and grammatical mistakes. Therefore, teachers should focus on using technological teaching materials such as videos and pictures because it is proven to be effective in enhancing students' vocabulary learning as well as their listening and speaking skills.

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It is deduced that with the use of audiovisual materials, EFL learners will be more exposed to the target language; as a result, they have more opportunities to naturally acquire the language used in different contexts.

According to the data collected from teachers' interview and students' questionnaire, most teachers and students believed that audiovisual materials are very helpful in teaching new vocabulary because of the visual representation and the combination of both sounds and pictures which facilitate picking up new items. Besides, it makes teaching difficult concepts easier for teachers.

However; some students said that this type of materials can be distracting sometimes. Therefore; some modules are better to be taught without these materials. Few added that it can be time consuming.

From the results obtained through the students' questionnaire and students questionnaire, a lot of students confirmed that audiovisual materials helps them memorize new vocabulary as well as it helps in retaining newly learned vocabulary which confirms our hypothesis.

To conclude, after analyzing the results obtained from teachers interview and students' questionnaire, the two hypothesis of our research are proved in which it has been confirmed that teachers and students showed a positive attitude towards the use of audiovisual materials. Besides, audiovisual materials increase students' vocabulary retention.

Conclusion

The final chapter was designed to collect and analyze data for our research in which we used the interview for teachers and the questionnaire for students as data collection tools. Also, the data was analyzed and interpreted in order to obtain the final results. The hypotheses were

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confirmed and positive results were reported which supported the effectiveness of audiovisual materials as a teaching tool in enhancing students' vocabulary learning.

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General conclusion

The present study sheds the light on the effectiveness of using audiovisual materials in vocabulary learning in EFL classroom at Biskra University. The vocabulary background of students have always been the concern of teachers and students because vocabulary is the core of language and without it, one cannot speak, write, read or understand what they are listening to, which cause difficulties when communicating in English. But in today's world, with the advancement of technology, the education sector has been highly influenced with the different technological innovations that have helped in facilitating and speeding process. Hence, this study suggested the use of audiovisual materials in order to improve students' vocabulary learning.

This study is made up of three chapters; the first two chapters were concerning the literature review of our research variables whereas the third one was about data collection and analyzing of the findings. Chapter one was about vocabulary learning, its definitions and importance. It presented also some of the techniques and methods that are used in teaching vocabulary and the main difficulties of learning vocabulary.

Chapter two was about audiovisual materials, giving its definition, types and objectives. It presented the role of audiovisual materials as a useful tool in language teaching especially vocabulary. Moreover; it introduced the different learning styles of students and some of the criteria of use and selection of the audiovisual materials, more importantly, some educational values of these teaching materials were mentioned.

The third chapter was devoted to the data collection and analysis. This chapter discussed the theoretical part of the research methodology, data collection tools, the population and sample. The data were collected through the teachers' interview and students' questionnaire to answer the

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research questions and confirm the hypotheses. The obtained results indicate that both teachers and students' attitude was positive towards the use of audiovisual materials and also it increases students' vocabulary retention. Finally, the research questions were answered and our research hypothesis were confirmed

To conclude, using audiovisual materials are proven to be a very effective tool to motivate learners and enhance their vocabulary learning even though teachers are not using them enough due to the lack of equipment. Therefore, teachers should plan activities and develop techniques with the use of audiovisual materials to help students enrich their vocabulary mastery and motivate their students to learn more, also to encourage them to use these materials outside the classroom to enrich their vocabulary acquisition process.

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Recommendations

According to what we have seen in the literature review and the findings, many recommendations concerning how to develop EFL vocabulary learning using audiovisual materials are made, especially at the University level in oral expression sessions. Those recommendations are directed to EFL students, teachers and administration. They are summarized as follows:

For teachers

- Teachers should integrate audiovisual materials in the classroom since it creates an interesting and enjoyable learning environments as well as they stimulate interaction in the classroom.
- Vocabulary mastery is an essential language aspect which requires a lot of practice; teachers should design different activities devoted to vocabulary and use different materials to increase students' exposure to an authentic foreign language to improve the language use.
- Teachers must use different audiovisual materials such as videos, computer and radio because they provide visual and auditory presentation. Therefore, better understanding and memorizing of vocabulary items.
- The teacher should motivate his students to use audiovisual materials outside the classroom.
- The teacher should take into account students' learning styles, preferences and needs when using these materials.
- The teacher should pre- prepare the material and the lesson before the session.

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For students

- Students should be aware of the importance of vocabulary mastery.
- Students should be interested in using audiovisual materials such as videos, computer and television and use them outside the classroom, because it will improve their vocabulary acquisition.

For the administration

- The researcher wishes that our department will provide sufficient audiovisual equipments and minimize technical problems in order to facilitate and enhance the teaching process.
- The administration should support the use of these materials as a teaching method.
- The administration should devote more time to the teaching of oral expression and particularly, vocabulary because it is important and crucial in developing their language skills.

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Appendices

Appendix 01: Teachers' Interview

Dear teachers,

This interview serves as a data collection tool for a master degree that aims at gathering some data concerning “*the effect of using audio-visual materials on vocabulary learning*” the case study of third year students at Biskra University. Your contribution will be of great help to make the research work achieve its objectives. You are kindly required to answer the following questions by providing your own information.

All information provided will remain anonymous.

Thank you very much for taking the time to share your experience.

Note: AVM is used to mean: Audio-Visual Materials.

Questions:

1. How long have you been teaching English?

.....

2. How would you evaluate your students' vocabulary background (especially 3rd year students)?

.....

.....

3. What are some of the teaching methods that you use to teach vocabulary explicitly?

.....

.....

.....

4. Do your students have difficulties in the mastery and memorization of vocabulary? How do you perceive this?

.....

.....

.....

5. In your opinion, is the use of audio-visual materials (computer, videos ...etc) beneficial for EFL vocabulary teaching/learning? If yes in what way it is?

.....

.....
.....
6. Do you use A.V.M in your class or advise your students to use them at home?

.....
.....
7. Would you mention some of the difficulties you face while using A.V.M in the EFL classroom?

.....
.....
8. Do you have any suggestions about using A.V.M in the EFL classroom?

.....
.....
.....
.....
Thank you for your collaboration.

Appendix 02: Students' Questionnaire

Dear students,

This questionnaire serves as a data collection tool to determine “*The Effect of audio visual materials on vocabulary learning*” The case study of third year students of English at Biskra University. You are kindly requested to answer the questions by ticking your choices in the corresponding boxes or completing your own information whenever necessary. Do not hesitate to ask for help whenever you do not understand a given question.

All information provided will remain anonymous.

Thank you in advance for your contribution.

_Note: A.V.M. (audio visual materials).

Section one: General information

1. What is your age?
2. Your choice of English was:
Personal
Oriented
Advised
3. How do you evaluate your level in English?
-Good
-Average
-Poor

Section two: Vocabulary learning

4. What is your favorite module?
-Oral expression
-Written expression
-Literature
Other.....
Justify

5. Order the following skills according to their importance

Writing

Listening

Speaking

Reading

6. Order the following language aspects in terms of their importance

Grammar

Vocabulary

Pronunciation

Fluency

7. Do you think that you have difficulty with vocabulary mastery and you need to improve this skill?

Yes

No

Please, explain why?

.....

8. What are the difficulties that you face when it comes to speaking in English?

Lack of vocabulary

Bad pronunciation

Grammatical mistakes

Others.....

9. What are the difficulties that you face when it comes to writing in English?

Lack of vocabulary

Lack of ideas

Grammatical mistakes

Others.....

10. What do you usually use to enrich your vocabulary?

Books

Dictionary

Videos, computer, internet

Word lists

Section three: Students' attitude towards Audio-visual materials

11. Does your teacher use A.V.M in the classroom?

Yes No

12. If yes, how often does you teacher use them in the classroom?

Always

Often

Sometimes

Rarely

Never

13. What is your attitude towards using A.V.M as a teaching method in EFL classrooms?

Positive

Negative

Neutral

14. What kind of teaching materials do you prefer to learn with?

- Visual materials (pictures, slides...)

- Audio materials (radio, songs, tape recordings...)

- Audio-visual materials (videos, internet, computer...)

15. Do you prefer to learn with A.V.M?

Yes No

Say why?

16. Do you focus on learning new vocabulary when A.V.M are used?

Always

Often

Sometimes

Rarely

Never

17. Do you think using videos, internet, computer :

- Help me to learn English language faster and easier than the traditional way of learning

- Enrich my English vocabulary

- Introduce the culture of the English language

18. Cross the appropriate box:

SD- Strongly disagree; D- disagree; N- Neutral; A-Agree; SD- Strongly Agree

-The session becomes more interesting when the teacher uses A.V.M.	SA <input type="checkbox"/> A <input type="checkbox"/> N <input type="checkbox"/> D <input type="checkbox"/> SD <input type="checkbox"/>
-A.V.M helps you memorize vocabulary easily.	SA <input type="checkbox"/> A <input type="checkbox"/> N <input type="checkbox"/> D <input type="checkbox"/> SD <input type="checkbox"/>
-A.V.M leads to better performance in studies.	SA <input type="checkbox"/> A <input type="checkbox"/> N <input type="checkbox"/> D <input type="checkbox"/> SD <input type="checkbox"/>
-A.V.M promotes a better understanding of vocabulary items.	SA <input type="checkbox"/> A <input type="checkbox"/> N <input type="checkbox"/> D <input type="checkbox"/> SD <input type="checkbox"/>
-A.V.M helps you recall newly learned vocabulary.	SA <input type="checkbox"/> A <input type="checkbox"/> N <input type="checkbox"/> D <input type="checkbox"/> SD <input type="checkbox"/>
-A.V.M engages students of all ages and abilities.	SA <input type="checkbox"/> A <input type="checkbox"/> N <input type="checkbox"/> D <input type="checkbox"/> SD <input type="checkbox"/>

19. Any suggestions?

.....
.....
.....

Thank you very much for your cooperation

ملخص

تهدف هذه الدراسة إلى اكتشاف مدى تأثير استعمال الوسائل السمعية البصرية في تعلم المفردات و تحاول معرفة إذا ما كانت تساعد المتعلمين في تطوير تعلم المفردات. اقترحنا فرضيتين لهذه الدراسة و التي مفادها انه في حال استعمال الأساتذة هذه الوسائل ستساعدهم في تذكر و استرجاع المفردات أكثر. إلى جانب ذلك سيكون موقف الأساتذة و الطلبة من استعمال هذه الوسائل موقف ايجابي. للتأكد من صحة الفرضيات استعملنا الطريقة الوصفية من خلال القيام بمقابلة مع 5 أساتذة للتعبير الشفوي لمعرفة آراء الأساتذة حول استعمال هذه الوسائل بالإضافة إلى استبيان ل 40 طالب سنة ثالثة لدى كلية الانجليزية في جامعة بسكرة. بعد تحليل النتائج تبين أن موقف الأساتذة و الطلبة ايجابي حول استعمال في تطوير تعلم المفردات و يجدونها أيضا مساعدة في التخلص من صعوباتهم في اللغة و تساعدهم في تذكر و استرجاع المفردات بشكل أفضل و الذي يؤكد صحة الفرضية بالإضافة إلى ذلك فان الأساتذة قد دعموا استعمال هذه الوسائل و ركزوا على فاعليتها في تدريس المفردات بالرغم من أنهم لا يستعملونها بشكل دائم في الحصص. و في النهاية هذه الدراسة تختتم ببعض النصائح للأساتذة و الطلبة حول كيفية تحسين تعلم المفردات باستخدام هذه الوسائل.