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Mohamed Kheider University of Biskra  
Faculty of Arabic Language Arts and Foreign Languages  
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## **Effects of Audio-Visual Aids on Teaching English Active Vocabulary to EFL Learners**

A Case study of Second Year Students of English at Mohamed Kheider  
University of Biskra

Dissertation submitted to the Department of Foreign Languages as partial fulfillment of  
Master's Degree in Sciences of Languages.

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# Dedication

*Lovingly, I dedicate this dissertation to:*

*My beloved mother, There is no doubt in my mind that without her continued support and advice I could not have completed this work.*

*My dear father and my brother Okba: who encouraged and gave confidants to accomplish this work.*

*My dear brothers and my lovely sisters*

*My soul mates Khadija, Ghania and Nadjet*

*My dear friends Houssam Eddine and Okba*

*My dear classmates and friends*

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# Abstract

The present study attempts to examine the effects of audio-visual aids in teaching English active vocabulary to EFL learners. It aims at showing whether audio-visual aids can help learners to use their active vocabulary and discovering teachers' attitude towards these aids in facilitates the teaching process. To answer these questions, the researcher adopts for descriptive method that relies on two means of research: a questionnaire and classroom observation. The questionnaire is submitted to a representative sample of second year students and their teachers of English Branch at Biskra University. The questionnaire focuses on discovering teachers and students' attitude towards these aids. Moreover, the classroom observation is set in order to obtain more direct, real and accurate data on what is going on when explaining and practising new words with audio visual aids. Also this study based on hypothesis if the students are exposed to audio-visual aids inside the classroom, they will engage in lesson and use their active vocabulary successfully. The findings of this study support the hypotheses and allow us to emphasise the importance of audio visual aids as having a great impact on students' level of achievements. The results clearly indicate that both teachers and students support teaching and learning with audio visual aids in the classroom. However, the lack of these materials in our classrooms significantly affected students' readiness to learn English as well use their active vocabulary. The students show great excitement to learn the language through authentic materials and improve their speaking ability. Besides, the results reveal that audio visual aids have an extremely significant role in enhancing the students' ability to use their active vocabulary. These aids is also useful means to attract and motivate learners not merely for learning active vocabulary but also a foreign language since it makes lectures' presentation more realistic.

**Key words: Audio Visual Aids, Vocabulary, Active Vocabulary, Speaking Ability, Productive skills, Oral Expression.**

# List of abbreviations

**A.V.A:** audio-visual aids.

**V.A:** Visual Aids.

**EFL:** English foreign language.

**ESL:** English second language.

**LMD:** License Master Doctorate.

**ICT:** Information and Communication Technology.

**OHP:** overhead projector.

**OHTs:** overhead transparencies

**TV:** television.

**GTM:** grammar translation method.

**CLT:** communicative language teaching.

**TPR:** total physical response.

**e.g.,** example.

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# General Introduction

## Introduction

Within the context of foreign languages, developing technologies demands high proficiency in using English language because of its globalization across the world. Crystal asserted that “a new technology has a major impact upon language; whether written or spoken” (2002). English language, which is considered as language of the world has become a major medium for communication across borders globally. With the appropriate implementation of various new media technological aids that can be used in classroom to teach English as foreign language (EFL) such as laboratories, videos, pictures, slides and others, teachers can boost students’ interest and making the teaching crucial in general.

Since vocabulary is considered as a main aspect in the progress of the four skills: listening, speaking, reading and writing, without words to express ideas and thoughts, students immediately will not convey any appropriate and meaningful messages. Additionally, classroom setting is extremely important since it stimulates students to learn as well for teachers to teach effectively. Consequently, with appropriate implementation of audio visual aids in oral classes students are expected to be more active, dynamic to participate and interact with the teachers and with their classmates. More significantly, make teaching active vocabulary successful to students who could not use vocabulary actively even though they have a great range of passive vocabulary.

Generally, this study is an attempt to investigate the effectiveness of audio visual aids on teaching active vocabulary to EFL learners. Mostly, it seeks to examine the students and teachers’ attitudes towards using audio visual aids in improving learning language and to what extent can facilitate teaching process.

## 2. Statement of the Problem

Within the context of teaching and learning a Second or foreign language, Vocabulary serves an important role and in especially active vocabulary. Nevertheless English language learners can understand and recognize the meaning of the words when they read or listen, they cannot use their active vocabulary when they have to express ideas, represent thoughts and to convey their message.



Since traditional classroom methods and tools such as chalkboard and textbook do not satisfy certain of the students' needs, most of the teachers are still far away from the implementation of teaching aids such as audio visual aids even though those tools are not new but it is not widely used. Thus, teachers should be aware of this issue and try to create an enjoyable atmosphere and attractive classroom so that learners feel interested and involved in teaching English language moreover using their active vocabulary productively.

To conclude, by offering teaching aids such as audio visual aids into EFL classes, students could be more excited about learning; their attitudes will be good about using such teaching aids and teachers accomplish effective teaching active vocabulary. The current study sheds light on the effect of audio visual aids on teaching English language and whether it can facilitate students to use their active vocabulary successfully.

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

The significance of the study can be stated as follows:

**1.** For the students:

- By using audio visual aids in classrooms, learners will be interested and more motivated to engage with the lesson and in especially they are expected to use their active vocabulary successfully.

**2.** For the teachers:

- To provide the required information for foreign language teachers about the benefit of teaching aids; so that they will use audio visual aids efficiently in the classrooms.

**3.** The researcher hopes that the results can be used as references for those who want to conduct a research in teaching English through audio visual aids.

### **4. Objectives of the study**

The present study aims at:

- Show the effects of using audio visual aids on teaching EFL learners' active vocabulary.
- Examine whether implementation of audio visual aids inside the classroom can help EFL learners to use active vocabulary effectively.

- Discover whether the use of teaching aids such A.V.A boost learners' interest and motivation in the teaching English active vocabulary.

## **5. Research questions**

1. Why do students encounter difficulties in their use of active vocabulary?
2. What effects do audio visual aids have on the teaching process of active vocabulary to EFL learners?
3. Can audio visual aids boost the learners' interest and motivation to learn active vocabulary?
4. To what extent do audio visual aids facilitate the active vocabulary process and help students to use their active vocabulary?
5. What is the students and teachers' attitude toward integrating audio visual aids inside the EFL classrooms?

## **6. Research hypothesis**

- If the students are exposed to audio visual aids inside the classroom, they will engage in the lesson and they will use their active vocabulary successfully.
- If teachers implement audio visual aids in EFL classes appropriately, they will teach active vocabulary effectively.

## **7. Research methodology**

### **a. Research method and tools**

In this study, the researcher adopted the descriptive method to investigate the effectiveness of using audio visual aids on teaching active vocabulary. To collect data, the researcher selected two means are classroom observation and questionnaire. Two questionnaires are administered for both students and their teachers.

### **b. Population and sampling of the study**

The sample of the study consists of one group of fifty students of second year who are chosen randomly, and of five teachers who are teaching them English language in the oral expression course from English Branch at Mohamed Kheider University of Biskra.

## **8. Limitation of the study**

The element of vocabulary is broad so it seems better to focus on the active vocabulary which the majority of the students face difficulties in using it. As a solution, the researcher suggests Audio-visual aids as a good way to help learners. But this study deals only with the effects of audio-visual aids on teaching English active vocabulary to EFL learners. Due to time constraints, the subjects of the study are limited only to five teachers and fifty students selected from second year at Biskra University.

This investigation will be limited in taking EFL students of second year LMD because it seems that students of first year LMD are beginners and not used to speak in oral sessions in the high school, while students of third year LMD are advanced and experienced in using their active vocabulary.

## **9. Structure of the study**

This research is divided into three chapters, the first chapter focused on using audio-visual aids into EFL classes, it includes: the definitions of audio-visual aids, its types, a brief history of audio-visual aids, teachers role and learners' styles in using A.V.A. selecting and appropriate use of audio-visual aids in classroom, and finally the educational values and the obstacles that hinder using audio-visual aids in classroom. The second chapter emphasized on teaching active vocabulary, it includes: the definition of vocabulary and its description, its types, focusing more on active vocabulary, methods and techniques in teaching active vocabulary, strategies for teaching vocabulary, Values of teaching active vocabulary, problems in acquiring vocabulary, significance of teaching active vocabulary through A.V.A. Lastly, the third chapter is devoted to discuss classroom observation checklist and questionnaires for both teachers and students concerning the current study.

# Chapter One

## **Audio Visual Aids in EFL Classrooms**

## **Introduction**

Today, a great tendency towards the use of technology and its integration into the education has gained importance. Particularly, the use of audio visual aids (A.V.A) in foreign language teaching classrooms has grown rapidly because it has a great help for foreign language teachers to stimulate students' interest to engage with the lesson as well as help to complete teaching process successfully. As Carmona (2006) confirmed the necessary of integrating audio visual aids in classrooms in order to facilitate the teaching process.

English as a foreign language learners for example can get access to it and to its mastery of skills only when they are exposed to the language as being far from their mother tongue, teachers who realize the above fact cannot take their classes in field trips to the native speakers' country, but they can do more; they can bring those native countries and their cultures through integrating technological materials into EFL classroom using audio visual aid such as Internet, videos, pictures, PowerPoint presentation and others.

Moreover, Harmer (1998) stated that one of the greatest enemies of making teaching successful is the boredom of learners during lectures. Language teaching effectiveness can be greatly enhanced with the integration and appropriate implementation of different technological assistance such as audio visual materials. In that sense, Teachers who practice with the traditional methods, have to access the innovative tools with which to enhance teaching foreign language as Muneer (2010) said, "The teacher must "show" as well as "tell"" (p.1515). At this respect, Audio visual aids are regarded as an external motivating technique used by teachers to develop student's ability to communicate and shape foreign language learners skills emphasizing on the productive one as well as keep them stimulated and interested.

In this chapter, the researcher tends to expose and explain the recent ways of teaching foreign languages worldwide, and the word "ways" refers in our research to the implementation of technological aids, precisely to the use of A.V.A in foreign language classes by the teachers who tend to develop students' skills in general and to teach active vocabulary in particular. The researcher hopes that this chapter will provide some significant information about using audio visual aids in teaching and learning process.

## 1. Audio Visual Aids Definitions

Audio visual is a combination of two words, audio which refers to what we can hear; whereas, visual refers to what we can see. In other words, it is any device which by sight or sound increases the individuals' experience in classroom (Singh, 2007).

❖ Certain related definitions of audio visual aids:

Effectiveness of teaching-learning process does not depend only on teacher but also up to the different types of materials available in the classes. According to Malik and Pandith (2011) audio visual aids are those equipments that make learning and teaching more interesting, stimulating and effective.

- Carter defined audio-visual aids as assistance materials used in classroom to help in completing the triangular process of learning: i.e.; motivation, classification and stimulation.
- Edger Dale asserted that Audio-visual aids are termed as multisensory devices used to communicate of ideas between persons and groups in different teaching and training situations.
- Burton stated that Audio-visual aids combine sensory objects and images which stimulate and reinforce learning and teaching.
- McKeon and Roberts said that, "Audio-visual aids are supplementary devices by which the teacher through the utilization of more than one sensory channel keeps to clarify, establish and correlate concepts, interpretations and appreciations."
- According to SP Ahluwalia: "Audio-visual materials reinforce the spoken and the written words with concrete images and rich perceptual experiences which are basis of learning. Reduce the boredom of teaching in classes." (Cited in Malik and Pandith, 2011).

Simply, it can be defined as the materials and equipments that record sounds and images when presenting certain information, and some of them might be multi-sensory because they deal approximately with all senses of the receiver, those devices used in the classrooms to encourage teaching and learning process and make it easier and interesting.

## **2. Types of Audio Visual Aids**

Audio visual aids have been classified into three main types are: audio aids, projected and non-projected visual aids and audio visual aids. The following are definitions, activities and objectives of different forms of audio-visual materials now in use by foreign language teachers in the classrooms.

### **2.1 Audio Aids**

Audio aids are audible materials that communicate thoughts and ideas through the ears to the mind; it includes the spoken words, recognizable sound, songs and music (Park, 1999). Audio aids are valuable and very essential materials used by the teacher in the EFL/ESL classrooms in order to stimulate learners' attention and practice target language.

Integrating audio aids into classrooms brings the reality directly through exposure to the native speakers' sounds. Examples of this equipment are (Audio cassettes/ tape recorder, Radio, Music/ songs and others). According to Harmer (2007), "Teachers use audio materials on tape, CD or hard disk when they want their students to practice listening skill". He suggested a number of advantages and disadvantages of audio material precisely are:

- **Advantages:** recorded material allows students to hear a variety of different voices apart from just their own teachers. It gives them an opportunity to "meet" a range of different characters, especially where "real" people are talking.
- **Disadvantages:** in big classrooms with big acoustics, the audibility of recorded material often gives cause for concern. It is difficult to ensure that all students in a room can hear equally well.

Moreover, audio aids contains different of equipments which can be used inside classrooms to facilitate teaching process and capture the students' interest to engage with the lesson. Those materials are:

#### **2.1.1. Tape Recorders**

It is called tape deck, cassette deck or tape machine. It is the oldest technical tools that is rapidly decreasing used in nowadays while it still be utilized in some cases in

teaching listening. Tape deck is an excellent audio storage device that records and plays back sounds. Singh (2007) claimed that “A tape recorder is an instrument used to record speeches, songs or music, which may be played back at any number of times” (p.250). This device is a very specialized means used in EFL classrooms especially when learners practice their exercises in language laboratory which offers them the chance to record their speech and then listen back to them and make adjustments on their pronunciation, grammatical mistakes (Harmer, 2001). In addition, Tape recorder provides opportunities to the students to listen to their own speeches and make comparison to the speeches of respected one or to the native speaker (Singh, 2007) Therefore, the most beneficial feature of tape recorders is allow learners to develop their language speaking and listening skills and it enables students to work in private context without any interruption from other classmates.

Motteran (2013) has suggested a number of benefits of using recording devices in foreign language classrooms are:

- Learners report that the ability to listen and play back recordings helps identification of grammatical errors and inaccuracy in pronunciation, encouraging self-improvement.
- Recording devices also have a key role to play assessment which means these devices are capable for recording speech, songs and other ambient sounds ready for play back at a later time for assessment purpose.
- Audio recorders have also been used to encourage reticent speakers to use oral language more openly in the classroom.
- Recording devices are cheap, portable and simple enough to be used by even younger learners, where being able to over write recordings multiple times is essential to allow learners to achieve relative success in their oral work.

Many of these recordings represent unique information and provide a worthy and effective presentation (Harmer, 2007). Otherwise, today technologies are developed and improved in different field; it serves a great benefit in teaching and learning process in particular. Using traditional tools such tape recorder is going decrease. Now teachers and students can use Digital audio instead of tape recorder program. Jurich (2001) suggested an example of an activity when using digital audio. He said that student listens to a word or a phrase spoken by a native speaker. Then, he or she repeats the word into the computer



microphone and listens as the computer plays it back. The process enables the student to improve pronunciation and listening skills.

### **2.1.2. Radio**

Today radio become an essential part of classroom activities frequently used by the teachers to create cheerful and pleasant atmosphere as well as keep the students' interested and involved with the lesson. Singh (2007) asserted that, "The radio is originally devised for entertainment purposes, now is being widely used for education".

What radio can do? According to Mishra and Yadav (2014) radio can:

- Bring carefully planned teaching experiences into any classroom equipped with a receiver.
- Bring outstanding demonstration features and other planned programmed in the classroom.
- Presents programmed preserving novelty and interest ensuring attention of the listeners.
- A well planned radio program can be very effectively used by the teacher for making his lesson powerful.
- Radio programmed is not only a listening actively but at times can invite active participation of the listeners as well depending of course on the capacity of the teacher.

Undoubtedly, radio offers a variety of benefits for foreign language learner. They can listen to expert, the historian authors, sport and music programs and others (Singh, 2007). Radio is very significant and valuable tool for EFL learners, it provides more knowledge about different topics and develops the understanding ability, however; teachers should be careful in selecting the specific programs that are suitable for students' needs. Moreover, in United Kingdom 98 % of the schools is equipped with radio and their regular programmers for all of them. Also, in USA radio has created nations of listeners which more than 450,000 children listen and learn then create and study in response to radio listening activities (Mishra and Yadav, 2014). However, in Algeria especially in University of Biskra the English section does not provide those teaching materials. Thus, the teacher could not teach with those audio tools, they are suffering from lack of teaching aids. Therefore, they should take into consideration the above fact that teaching with A.V.A can enhance students' skills and develop their communicative competence.

### 2.1.3. Language Laboratory

Within modern context of teaching and learning foreign languages, Language laboratory considered as an audio visual installation used in modern teaching methods to learn the second or foreign languages. It is a very helpful tool because learners can reinforce certain areas in which they are experiencing certain difficulties such as Internalizations of correct grammatical structures, pronunciation and listening comprehension. In addition, language laboratory provides students with opportunity to hear authentic native speakers' speech clearly and they can communicate with each other through using tape deck, headphones, and microphones or by sending written texts to each computer screen, this such activities can motivate learners to use their active vocabulary when they are want to speak or write, According to Harmer:

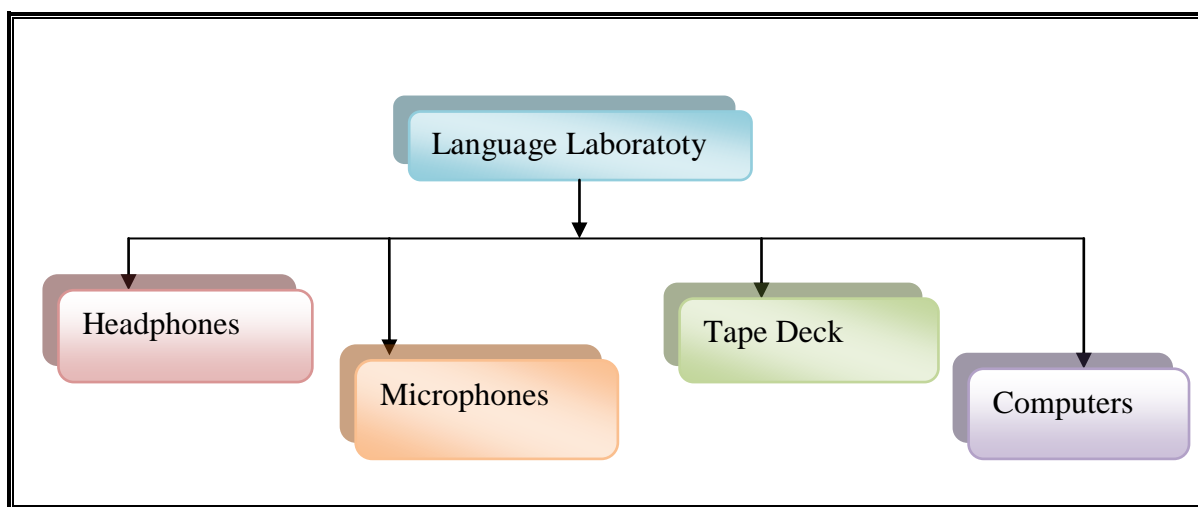
Modern language laboratories have both audio machines and computer monitors and keyboards. This allows teachers and students to listen, word process, watch video clips or other presentation programs. Teachers can have students work individually, or with the teacher, or in small groups (we can hook up different student workstations from the teacher's computer console), or in lockstep - that is, the whole class working with the same material at the same time. (2007, p.256)

So, in language laboratory, all students can work, concentrate and practice their activities without any interruption from their classmates (Sculthorp, 1963). Moreover, the effectiveness of the language laboratory directly depends on the better prepared teachers' activities that can put the new equipment into good usage as well as conduct and organized the class. The main objective of the language laboratory is to make the individuals' practice of students more effective, increase the motivation and develop the students' productivity of language. However, the University of Biskra did not experience the use of language laboratories despite it has a great benefit in developing foreign language learners' skills.

Harmer (2001) stated that the modern language laboratory consists between ten or twenty booths; each one is equipped with headphones, microphones, tape deck and now computers are available; those equipments are:

- ❖ Headphones: are pairs of padded speakers which are designed to wear over the ears in order to listen to a radio, CD players or tape recorders. This tools are designed to serve the learners’ needs whenever dealing with audible lessons and avoiding disturbing others; it offers a kind of privacy.
- ❖ Microphones: It is a specialized device that is used to make sounds louder or to recorder them on a tape recorder. Microphones can create a powerful and attractive environment where everyone can listen and concentrate on the speaker as well as holds individuals’ attention.
- ❖ Tape deck: The beneficial feature of tape deck in language laboratory is to develop the language speaking and listening skills. It provides students the opportunities to develop their listening ability, improving pronunciation and intonation .It provide fun as well as training in phonology through different native speakers’ voice and accent.
- ❖ Computers: Are one of the most popular and important equipment used in language laboratory activities. In this modern world and especially within context of teaching and foreign languages, computer seems to be a very crucial part for teachers and students’ tasks; they accumulate knowledge, record notes, reading and practice activities which is available on web sites such as vocabulary and grammatical and others.

The following figure summarizes the main equipments available now in modern language laboratory.



**Diagram 01:** Equipments of Modern Language Laboratory (Adopted from Harmer, 2001).

## 2.2. Projected and Non-Projected Visual Aids

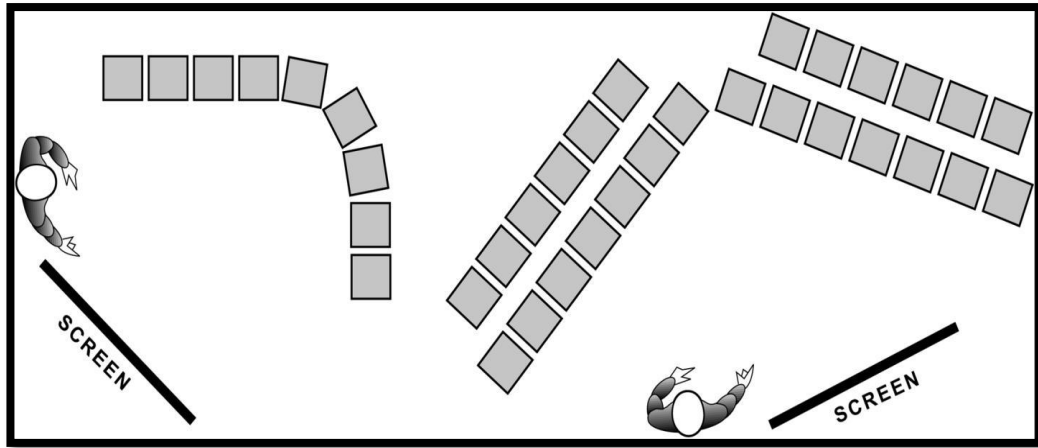
Visual aids are those materials which use the sense of vision. Simply, visual aids communicate facts and ideas through the eyes to the mind (Park, 1999). It comes in two main types as projected and non projected visual aids. It can be very powerful tool to encourage active participation and enhance the presentations; visual aids such images added a powerful support to the spoken words. Examples of this equipment are pictures, chalkboard, slide projectors, PowerPoint presentations and others. Moreover, the effective use visual aids can reinforce the content of the speech, focus attention, and increase interest of the audience; those visual tools come in variety of forms such as slides, charts, maps, and others. (Stoner, 2009).

Visual aids can play an important role in successful presentation, so the presenter should take into consideration the following steps are:

Use slides or visual when you need to:	Do not use slides or visual to:
1-Focus the audience's attention. 2-Reinforce your audience verbal messages (but not repeat it verbalism). 3-Stimulate interest. 4-Illustrate factors that are hard to visualize.	1-Impress your audience with overwhelming detail or animation. 2-Avoid interaction with your audience. 3-Make more than one main point per slide. 4-Present simple ideas that are easily stated orally.

**Table 01:** show when to prepare and use visual aids in presentation (Adopted from: Mandel, 2000).

Moreover, in order to presents the visual aids effectively, make sure that audiences' needs are able to see the presenter as well as the visual aids. Below is a design showing how to present visual aids (A.V) appropriately:



**Figure 01:** Showing how to present A.V. both to small and large audience in an appropriate way (Adopted from: [Wimba Create](#)).

Furthermore, visual aids come in different forms which can be used inside classrooms to make the teaching process easier, possible and increase students' interest to involve with the lesson. The following visual equipments can facilitate teaching process in EFL classroom as well as help students to use their vocabulary actively.

### **2.2.1. Projected Visual Aids**

Projected visual aids are those teaching aids which help in their projection on the screen (Malik & Pandith, 2011). The following are the main equipments can be used in EFL classes:

#### **2.2.1.1. Over head Projector**

Overheads projector are known as OHPs, It is the most used tool in all audio visual aids but nowadays are decreased in use because the technology had enhanced and developed various new techniques which is easy, useful and pleasant to use, such as Microsoft PowerPoint presentation that is the most device available in all presentation. OHPs projects transparencies with brilliant screen images which are suitable to be used in daylight. This projector reflects whatever the teacher writes on a special film in front of him (Alkhuli, 2006). "One of the main advantages of OHTs is that we can mask them with pieces of paper or card – and we can then reveal things gradually" (Harmer, 2007, p.254). It is easy to operate, projects a large, clear image and is no need to darken a room to use it.

### **2.2.1.2. Slides and Transparencies**

Slide projector: Slides are pictures projected on a screen by a slide projector (Alkhuli, 2006). It is in the form of projected media that are easy to prepare. They are still pictures on positive film which you can process and mount individually by yourself or send to a film laboratory. It facilitates teacher, student participation and arouses the interest.

The main common slide that is used more nowadays in classroom arrangement named as Microsoft PowerPoint presentation which is a popular means of media used in modern classroom as a fundamental aid to support teachers and students presentation. PowerPoint is a presentation computer program that is widely used in schools and businesses, It consists of a series of ‘slides’, which are individual pages that are designed (‘Preparing and using visual aids’, 2009). It has a powerful help to make the classroom attractive, it stimulates students’ attention and concentration. Foreign language teachers can use PowerPoint as alternative aids to introduce lectures, refresh the classroom atmosphere.

### **2.2.1.3. Film Strips**

Film strips: “they are slides on one film roll” (Alkhuli, 2006, p.125). It is a short length film containing a series of photographs arranged in a sequence so that they develop a theme. It is helpful and useful for foreign languages teachers.

## **2.2.2. Non-Projected Aids**

It is another classification of teaching aids which do not help in their projection on the screen such as chalkboard, charts, and models and so on (Malik and Pandith, 2011).

### **2.2.2.1. Pictures and images**

Pictures are another visual aids used to provide the information and attract the students’ intention as Harmer said that pictures could be used as an aid for speaking activities, writing tasks, or as focus on discussion and description. Also, Jurich (2001) confirmed that “The use of pictures provides individual students with a tool to connect the new word to a known meaning, thus facilitating understanding and memorization”. Therefore, Pictures should be appropriate not only for the language to be learned but also

for the classes they are being used (Harmer, 2001). There are two kinds of pictures are presented as follow:

- Pictures Charts: are considered helpful in introducing new vocabulary and revising the previous lessons. They play an important role in conducting good oral work and developing conversation skills. Charts can be profitably used for developing stories, writing paragraphs, drilling vocabulary and phrases, teaching grammar and making final recapitulation.

- Picture cards: it can be used for various purposes like enriching vocabulary, revising structures and tenses, practising articles and prepositions, drilling pronunciation.

Alkhuli (2006) pointed out the purpose of using pictures in classes are:

- ✓ Pictures are good at achieving what may be called the collective eye of the class; students are made to focus their attention on one thing at the same time.
- ✓ Pictures may be used in teaching the meanings of new words through word picture association.
- ✓ Pictures may be used as stimuli to conversation and other similar oral activities.
- ✓ Pictures may play function as visual cues to substitution drills.
- ✓ Pictures can introduce some sorts of variety and, consequently, be a source of external motivation in the foreign language lesson.

Images have long played an important role as well as a useful resource in teaching and learning language (Goldstein, 2008). It is visual aids that can be very powerful tool used to enhance the impact of presentations. Words and images presented in different formats can appeal directly to audience's imagination, adding power to spoken words.

#### **2.2.2.2. Graphics**

Graphics considered as kind of visual aids which are related to writing, drawing, painting and others. These aids involve the use of graphic presentation in the form of:

- Graphs: are the visual aids used to present statistics data, interpretation and comparisons. It includes different types such as line graph, bar graph, circle or pie graph, pictorial graph and flannel graph.
- Maps: are graphic aids represents the surface of the earth; particular parts such as continents, cities, countries...etc. It conveys messages through lines, symbols, words and colors.

- Diagram: “It is a visual symbol made up of lines, curves and geometrical forms. These are used for teaching science, geometry, geography etc.” (Malik & Pandith, 2011).
- Charts: are visual aids which combined of graphic and pictorial media designed for visualization of items which are difficult to be explained by words (Singh, 2007).
- Flash cards: are recommended in promoting reading skills and improving learners’ speed of perception, these cards may be of different colors and sizes with words, phrases. Besides, these can be used for word recognition, team competitions, teaching in speaking, teaching writing, match cards, order cards (Malik and Pandith, 2011).
- Posters: "Poster is a pictorial representation of an idea or concept in striking bold colors to attract the viewer "(Akram, 2012). It can carry illustrations and pictures. Also they can have words and sentences written on them. In addition, Akram (2012) said that poster is the ultimate goal which means to educate, stimulate interest and action immediately.

#### **2.2.2.3. Realia**

It is refer to real objects designed use in real life. Examples of realia which teachers can bring objects in classroom in order to support his/her words such as: clocks, food items, calendars, plastic fruits and vegetables, maps, household objects, real and play money, food containers and so on. In addition, it is used in teaching vocabulary and word meaning especially with beginners at that sense Harmer (2001) emphasized the usefulness of bringing real objects in teaching meaning of words as well as increase students’ stimulation; teachers sometimes appear in class with card board, plastic fruits and so on. The most benefit of using realia is offering to students the chance and the ability to remember new words.

#### **2.2.2.4. Models**

It is a recognizable representation of real things. It is the same as realia characteristics in bringing real object in classroom; used in order to heighten of things and make learning direct and meaningful as they are. In teaching, “Models present simplified form of abstract and complex concepts” (Akram, 2012). It means the use of an object which is usually made to represent another object in a smaller version.

#### **2.2.2.5. Cuisenaire Rods**

It is considered as one type of teaching aids. “Cuisenaire rods are small blocks of wood of different lengths and colours. Each length is a different colour” (Harmer, 2007). It is used to provide visible actions or situation of any language structure. Rods trigger meanings to teach word order in sentences (Freeman, 2000).



### **2.2.2.6. Board Display**

For the purpose of displaying information display boards are widely used in any presentation. Displays can be categorized into following types:

**Chalkboard:** it is the oldest and the most useful tool which still used till nowadays; it offers a greatest help to the presenter or teacher. Harmer stated that Boards (white or black boards) has many usages: writing, drawing, sticking things on, projecting overhead transparencies etc. Sometimes teachers divide their board so that column is kept for new words; He use different colored pens or chalks to highlight grammar or pronunciation and so on (1998). In addition, Alkhuli (2006) asserted that chalkboard considered as basic tool in teaching an essential part, it has different usages such as presentation new vocabulary items and their meanings, present new grammatical structure, draw pictures or diagrams to explain certain difficulties and others.

**Bulletin board:** it is called pin board or notice board in English. It is simple device used to display photographs, publications, posters and so on (Akram, 2012). In addition, students in the EFL classroom can use bulletin board to display the new vocabulary they have gathered during the lesson.

**Peg board:** it is a type of board which contains small holes to fix certain letters on them, the peg boards are usually attached to wall. They are mainly used for games and displaying information.

**Magnetic board:** it is iron sheet that can be used to display pictures, cutouts and light objects; it makes use of iron or any other material that attract the magnet (Akram, 2012).

## **2.3. Audio Visual Aids**

Languages are not fixed but constantly changing, so are the media; Internet, computer, television, radio and newspaper which are extraordinarily rich sources of language in use (Çakir, 2006). Audio visual aids are those materials which involve the both audible and vision senses and provide update information such as:

### **2.3.1. Computer and Internet:**

Computer is the most popular equipment used for the language laboratory. It is considering as a crucial device that offers a great help to teachers and students when they

are practicing language activities. The use of computer and the internet continues increased as an extraordinary speed in the teaching of English languages (Harmer, 2001).

Harmer (1998) suggested the main uses of computer in English language teaching are:

- a) Computer has all the functions that students or teachers require in use English language such as: CDs, audio, separate or integral modern etc. It is both fast and has big enough memory for the tasks that individual work with it.
- b) Computer system as an enormous references tools, it includes encyclopedia on CDs, dictionaries and language corpuses which produce materials.
- c) There are materials in computer designed for EFL learners specially are CDs attached the courses with work exercises, film clips, and interactive listening materials.
- d) If internet are available in computer, students can being in contact with others through e-mail and be in touch with native speaker.

The internet can be a rich source of authentic oral models via recorded songs, talking electronic books, podcasts and video clips that help learners with pronunciation as well as acquisition and reinforcement of new vocabulary (Motteran, 2013). It is regard as genuine new medium of linguistic communication (Crystal, 2002). Also, the Internet considered as the richest source of gathering authentic materials through downloading videos, audio or in written form. Using it allows learners to search through millions of files from different available websites, they can access authentic materials such as newspaper, magazine articles, news broadcast, movies and so on. (Rozgiene and Medvedeva, 2008). Furthermore, Browsing through the internet allow the students to develop their skills, by reading authentic materials available on websites, listening to foreign music and so on.

According to Padurean and Margan (2009) the following tips are activities practiced between teacher and students when Internet is available on computer:

- ✓ The teacher asks the students to find out as much information as possible about the singer in a limited span of time. If they have trouble finding a suitable website, the teacher should guide them: \_ [www.bonjovi.com](http://www.bonjovi.com), [http://ro.wikipedia.org/wiki/Jon\\_Bon\\_Jovi101](http://ro.wikipedia.org/wiki/Jon_Bon_Jovi101).
- ✓ The teacher asks the students to write a fact file of Jon Bon Jovi, giving Madonna's as an example \_<http://madonna105.tripod.com/madonna4ever/id4.html> (it is a good way of practicing the students' reading skills, especially skimming and scanning).
- ✓ After completing the task, students exchange fact files via e-mail. Reading the e-mails can be assigned as homework.

- ✓ The teacher sends them an e-mail with a questionnaire about the singer and the students have to fill it in. The teacher's involvement in the activity gives students confidence and makes them feel closer to the teacher.
- ✓ For developing the listening skills, students listen to "Always", a song performed by the band. The teacher gives them the link ([www.youtube.com](http://www.youtube.com)) and handouts with the lyrics. After listening to the songs, they have to find synonyms and antonyms of certain words and use them in context.

### **2.3.2. Videos**

Videos have a greater impact on learners who prefer and can learn simultaneously by seeing and hearing. Using video brings movement, pictures and sound into presentation, the learners can enjoy actions of the dialogues; copy the movements of speakers while practising pronunciation. In addition, through videos, teachers can show film, TV programmes, coursebook excerpts and home-produced efforts (Harmer, 2007). Recently, videos considered as an educating strategy used to involve students to engage on the content of what they are seeing and hearing in order to catch the language features. One of the main benefits of using videos for students is the chance of display what they have done and gets feedback on from classmates and teacher (Harmer, 1998). Furthermore, bringing videos film has great advantages. It can be as an effective way for teachers to motivate students with real life language input and develop their production skills. According to Akram (2012),

When teacher supplements his teaching with some video films it refers to as video-aided teaching. Advantage of utilizing video cassette is observed when a teacher has full control over equipment and learning i.e. beginning, ending and reviewing of the film and the attached learning that occur by watching that particular film.

### **2.3.3. Television**

Malik & Pandith (2011) have defined the television (TV), as queen of audio visual aids or the electronic blackboard of the future, and suggested a numerous of educational values of using television in classroom are as following:

- 1) It permits the use of the best available teacher to teach a subject for a large number of student viewers. It preserves the expert teaching skills of such teachers on video tape or film for later use.
- 2) It provides the teacher an opportunity to observe the instructional methods and ideas of their experts and to increase his own knowledge of teaching methods and stimulate new ideas.
- 3) It helps in improving the pronunciation of the students. Listening, speaking and understanding abilities of the learners can be improved.
- 4) It makes quick and lasting visual impressions which can often reduce the time necessary to teach an idea or technique.
- 5) The use of different types of audio- visual aids by the teachers in their classrooms is expensive. On the television such lessons involving the use of many aids may be telecasted. It will reduce the expenditure on teaching.

It can motivate the viewers' i.e., create greater interest in learning.

Furthermore, Television may offer programs that help teachers and learners in supplement teaching and learning in classroom such as foreign educational programs, sports, movies that are made with native speaker, those programs can be as source of information; it provides valuable knowledge. Into the classroom context, Television introduces entertainment, increase audience motivation and additional learning opportunities (Alkhuli, 2006).

Within EFL classroom, teacher can use Television as an additional source of information it brings native speakers' culture and language, students will experience the real language and its use. Heimann (1963) stated that, "Television is the richest and most versatile of the mass media when it comes to presenting a photographic and auditory picture and interpretation of the universe".

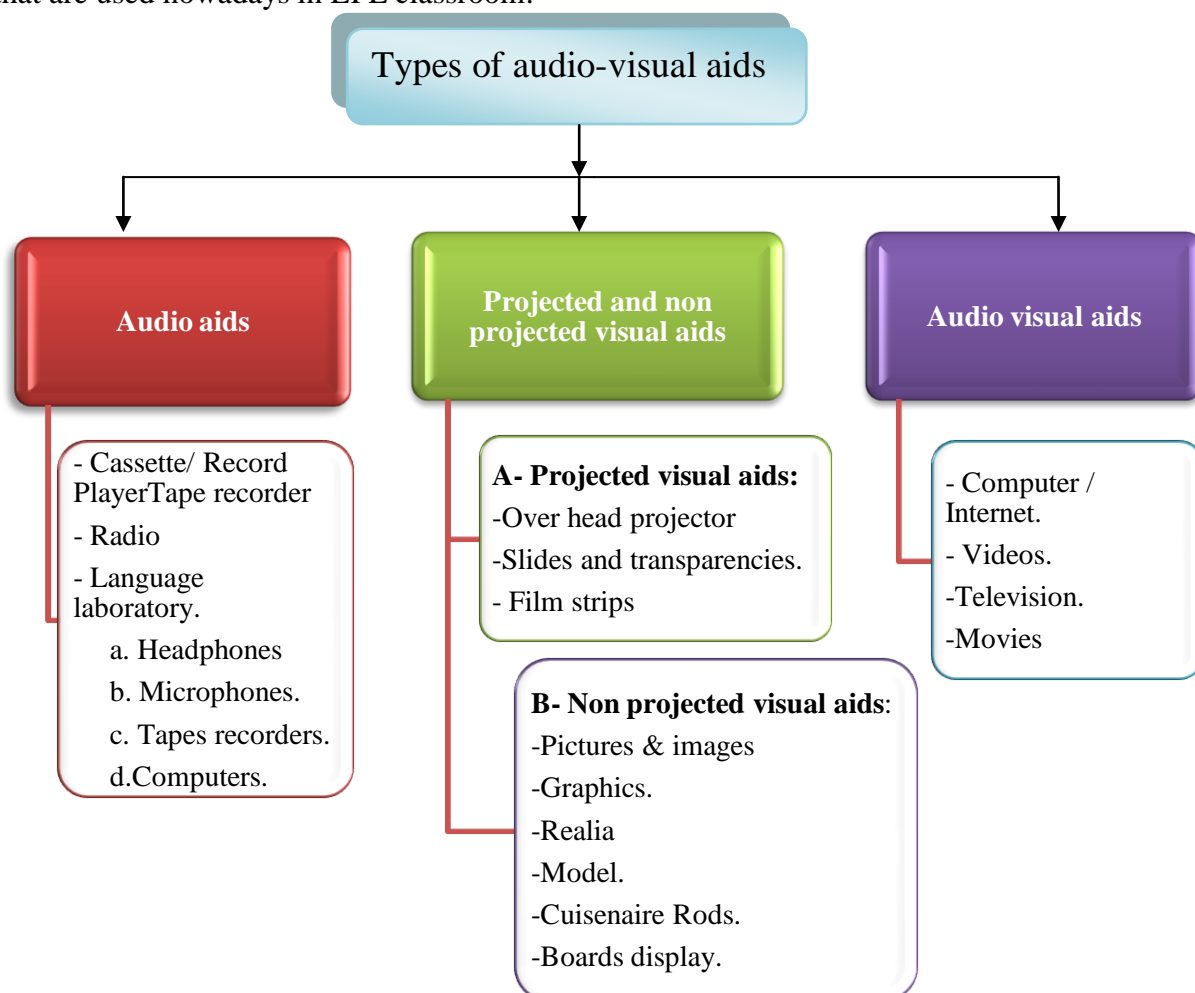
#### **2.3.4. Movies**

Films or movies represent an effective instructional device calling up auditory as well visual senses of the learners. They are useful and suitable tools in order to catch the students' attention. Besides, it creates interest among them towards effective learning. In a film context, the viewer can travel for a long distances and move through countries of time, sets pictures of places, persons and activities (Singh, 2007). "Watching English-language films with subtitles is also a very good way of getting appropriate listening

practice.”(Harmer, 2007, p.256), listening and hearing foreign movies or films which native speakers are performing, it brings the reality to the classroom and make the context of teaching attractive, interesting. “The selected film should be suitable to the psychological development and social background of the learners, for whom it being used” (Singh, 2007, p.248). Teacher should be care of the selection of movies’ themes that is closer to the interest of learners and can motivate them to learn; Students can acquire vocabulary from the films’ events for instance: restaurant, shopping situations, improve their pronunciation with the help of an example that provided by the film.

Motion pictures: this tool is seems to be effective aid because they consist of pictures, color, sounds, and movement. “It can be silent or they can combine sight and sound or one that combines sound with three dimensional sights, and with full color” (Edgar, 1946). This tool brings the reality itself which presents the events effectively in classes.

The following Diagram summarizes the main common types of audio visual aids that are used nowadays in EFL classroom:



**Diagram 02:** Types of Audio Visual Aids (drawn from various sources)

### **3. A brief history of Audio Visual Aids**

In fact, the concept of using audio-visual aids to communicate and facilitate teaching has long been used, from the early days of overhead projectors to the current usage of PowerPoint or slides, video, lighting, and music. AV plays a large part in what we experience and learn in any context. Indeed, Dudeney & Hockly stated that, “Technology has been around in language teaching for decades, one might argue for centuries, if we classify the blackboard as a form of technology. Tape recorders, language laboratories and video have been in use since the 1960s and 1970s, and are still used in classrooms around the world(cited in Maggioli, 2009). Many technological devices have been progressed and developed in English language teaching and learning, technology in its various forms has long been used in classrooms such as Cinema, broadcasting and television appeared in that order at almost exact quarter-century intervals, beginning at the close of the nineteenth century (Heimann, 1963). In addition, “Since the nineteenth century the range has increased yet again, with each new visual telecommunicative technology such as the telegraph, typewriter and word processor, manifesting a graphic medium which expresses certain elements of the language and suppresses others” (Crystal, 2002, p.127). To sum up, at 21<sup>st</sup> century, technologies are continuous in developing as well as improved; it provides different materials in classroom to enhance the quality of teaching and learning process.

### **4. Teachers’ Role in Using Audio Visual Aids inside Classroom**

“The profession of teaching is not as easy as we have understood it. It needs blood, sweat and tears to make it a successful one.”(Malik and Pandith, 2011). At this sense, despite the access of different teaching aids and its whole forms in classroom, teachers still have a great role in teaching and learning process through audio visual materials or without. Precisely, teachers’ role can be as follow:

- Teachers can be as an aid : According to Harmer, “ Apart from the roles which we adopt in the classroom and the way that this are performed we are also a kind of teaching aid ourselves, a piece of teaching equipment in our own right...” (2001).
- Teachers as commander: The teacher command students to perform such tasks and encourage them for example, to watch the films actively, by using the available materials, such as worksheets prepared by him or supplied with the films and so on (Çakir, 2006).

- Facilitator: The role of the teacher as a facilitator, driving force, motivator and consultant remains crucial even though learner autonomy is considerably increased in comparison with traditional foreign language teaching. (Rozgiene and Medvedeva, 2008).
- Teachers as guider and organizer: teacher for instance in language laboratory activities, offer to his/her students a number of useful websites and guide them in such a way as to find out information as soon as possible and solve their tasks.
- The teacher as an orchestra leader: teacher gives directions and control students performance and behaviors during sessions (Freeman, 2000).

## 5. Learning Styles

There are obviously many differences among the students; they have different attitudes, styles toward learning and teaching process. Integrating teaching aids affects individuals' style in EFL classroom. First, there are students who prefer to learn through seeing by using visual tools, they feel interested and involved with visualized materials such as pictures, PowerPoint presentation and so on. Second, certain students are engaged more with audible materials, they found themselves comfortable and high motivated with using recording listening materials such as music, videos...etc. Thirdly, kinesthetic learners prefer to learn through touching, moving, and experiencing things by doing.

The table bellow summarizes the three main differences learners' styles and their characteristics:

Visual learners	Auditory learners	Kinesthetic learners
-Good observer & reader. -They like to read and receive information through visual stimulation (eyes). -They enjoy learning by diagrams, pictures which are based on colours. Eg: mind mapping in vocabulary learning.	-Highly good listeners. - They like to receive information mainly through their ears. -They enjoy listening to music, videos. -They concentrate more to the teachers' speaking and explanation.	-Active and dynamic movements. -Learners like a lot of movement; they obtain information through their hands, body and feelings. -They are emotionally focused and enjoy working with objects. -They frequently participate in role-plays.

**Table 02:** Types of Learners' Styles and their Characteristics (Adopted from: Straková, 2008).

## 6. Selection and Use of Audio Visual Aids as Teaching Aids in Classrooms

There are a variety of audio-visual aids which can be used. Thus, it is important to select aids which are appropriate in the teaching and learning processes (Park, 1999). In this respect, Audio-visual aids can be effective if they are appropriately used by the teacher in the classrooms as well as the proficiency in using it; it comes only with practice. Therefore; the following principles are intended to be useful for the teacher who must:

- ✓ Select the appropriate aids that must be accordance with the objective, the composition of the information and size of the audience.
- ✓ Usage: in fact, those teaching aids are used to support and convey messages. So, the users have to explain and ask questions about them.
- ✓ Practice: use the equipments and check them before presenting to the audience.
- ✓ Room layout: Many rooms are not designed to be acoustically pleasing. It is useful to test beforehand how the room will react to your voice or the sound of your equipment (Park, 1999). So, the presenter must make sure that the audience will be able to see and hear you as well as equipments too clearly.

Muneer (2010), in his study on the significance of using audio visual aids, mentioned the properly usages of teaching aids and how well teachers can present those technique are summarized as follow:

### ➤ How Can We Use Audio-visual Aids in Teaching:

- Use AV aids as a part of talk of demonstration.
- Use real thing, whenever possible, which students can put together rather than just look it.
- Make that AV. Aids which we can afford.
- Keep AV Aids simple.

### ➤ When Should We Use It?

- To get student's interest in a subject: are more interesting and attractive.
- To start discussion: Supplement the efforts of communication.
- To save time: Serves as time saving devices and keep pace with time.
- To reinforce learning: Make teaching profession research oriented and Enhance learners' creativity and activate in classroom.

The most important thing that should be taken into consideration of the presenter is he or she must not over-use the audio visual aids because the critical part of a presentation, not on the equipments but on the speaker.



## **7. Educational values of using audio visual aids**

The use of audio-visual aids gives maximum exposure to real life context in classroom. It provides opportunities both to the teacher and learners to practice languages as if they are in native speakers' countries. The following points mentioned the main benefits and importance of using audio visual aids suggested by different viewers:

- 1) **Effective and interest aid:** Audio visual aids help teachers to make teaching and learning process more effective and interesting. The use of different audio visual aids reduces the passiveness of the classroom interaction and makes it lively and interesting; It supports the concepts that the speakers are trying to convey instead to communicate in words.
- 2) **Encourage creativity:** Audio visual aids help teachers to develop creative power of the learners. By providing the different types of equipments, the learners involve their all faculties in order to create or develop something new (Malik & Pandith, 2011).
- 3) **Permanent and meaningful learning:** With the proper use of A.V.A. students learn more rapidly and remember the facts, thus learned, for longer time. It breaks the monotony of the formal type of teaching and makes learning more natural and easy (Singh, 2007).
- 4) **Freedom:** Uses of audio-visual aids provide freedom to the students. They can discuss, comment and express their opinion which they cannot while a typical teacher lecture wants them to work, it provides immense opportunities to the pupils to see handle and manipulate things.
- 5) **Best Motivators:** Audio visual aids are the best motivator tools. Students work more interest and excited since they expand real experience compared to the traditional classroom (Akram, 2012).
- 6) **Fundamental to Verbal Instructions:** They help to reduce verbalism which is a major weakness of schools. They convey the same meaning as words mean. They give clear concepts and thus help to bring accuracy in learning. ([JoomlArt.com](http://JoomlArt.com), 2015).
- 7) **Variety of equipments:** Varieties of audio-Visual aids provide variety and provide different tools in the hands of the teacher to create an attractive, interested classroom ([JoomlArt.com](http://JoomlArt.com), 2015).
- 8) **Clear Images:** Clear images are formed when individual see, hear, touch, taste and smell as human experiences are direct, concrete and more or less permanent. Learning through the senses becomes the most natural and consequently the easiest ([JoomlArt.com](http://JoomlArt.com), 2015).

9) Vicarious Experience: Everyone agrees to the fact that the first hand experience is the best type of educative experience but such an experience cannot always be provided to the pupils and so in some situations certain substitutes have to be provided. For this we find a large number of inaccessible objects and phenomenon ([JoomlArt.com](http://JoomlArt.com), 2015).

## **8. Obstacles that Hinder the Implementation of Audio Visual Aids**

Using audio visual aids can be helpful for making teaching and learning easy and attractive, effective and permanent, but there are certain challenges and disadvantages can affect negatively the process of teaching and learning.

According to Awasthi (2014), Using Audio Visual aids can be useful for making learning easy, effective and permanent. But there are certain problems hinder the uses of them are:

- Teachers' inability to use Audio Visual aids properly has emerged as biggest hurdle in utilizing these materials to promote learning and teaching students. This problem is because they lack of the required dedication to learn new ideas of teaching. They are hesitant about bringing new experiments and innovations in their teaching and are far behind in making use of new technology.
- Financial hurdles: Lack of funds in providing money in arranging and maintaining the costly audio visual aids. Where many schools are failed to manage and obtain appropriate materials.
- School management and teacher has complete focus on marks obtained in examination rather than learning. Due to this attitude by consider investment in implementing audio visual aids as wastage of time and money.
- Need for training: inappropriate teacher trainer programs are seems another problem prevent the use of technological assistance such as audio visual aids. Those existing teacher training programs are not framed properly to train them about how to use the teaching aids effectively in and outside classroom.
- Time: Another drawback is that audio visual aids are time consuming in preparation; it takes time to produce one's own video or slides. Films may be difficult to obtain, creating a PowerPoint presentation can also be time consuming. (Park, 1999).

- **Indifference of Students:** The judicious use of teaching aids arouses interest but when used without a definite purpose they lose their significance and purpose ([JoomlArt.com](http://JoomlArt.com), 2015).
- **Apathy of the Teacher:** It has not yet been possible to convince the teacher that teaching with words alone is quite tedious, wasteful and ineffective ([JoomlArt.com](http://JoomlArt.com), 2015).

## **Conclusion**

Current tendency has dealt with the integration of audio-visual aids in teaching and learning process, especially in foreign or second language classroom. However, effectiveness of teaching and learning process depend on both the teacher role and the availability materials utilized inside the classrooms. Audio visual aids are those equipments that should be supplemented in order to enhance the quality of teaching and make the learning process more interested and stimulated. In addition, using audio visual aids in EFL classes give the students experience to the use of language in the real contexts; they will be highly motivated it gives them a sense of success and achievement of target language features.

This chapter was limited to the audio-visual aids, their types, the good select and use of audio-visual aids, and obstacles that hinder their use. The next chapter will focus on teaching active vocabulary, and the importance of audio visual aids in teaching English active vocabulary.

# Chapter Two

## **Teaching Active Vocabulary through Audio Visual Aids**

## Introduction

Teaching EFL learners' skills and its components needs a source of information, ideas and insights into teaching. To be more specific, teaching active vocabulary is a difficult task for teachers who intend to teach learners to use their words appropriately when they speak or write. Thus, no one can neglect the role of vocabulary in conveying and interpreting messages at any language whether it is first, second, or foreign one. "Words are the primary building blocks of effective communication; although gestures and facial expressions work well in face-to-face communication, words carry the weight of meaning when people are removed from each other in distance and time" (Raphael, p.02). However, not all words are equally important in a communication, there are passive and active vocabulary. In that sense, teachers have to focus more on productive (active) in teaching and learning process.

It is easy to develop receptive (passive) vocabulary; learners can study words independently, memorizing the definitions, the word forms, the collocations and different uses of the words in context. Learners' receptive vocabulary can rapidly grow and when they see a list of words to study in class, they might recognize some of them already. That's great but do learners use these words correctly when they speak or write? If they do, they have moved into active (productive) vocabulary. This is the goal of the teacher in teaching and learning vocabulary in the Languages Institute. Learners will see many new words in reading texts or hear some in the listening exercises but the words they study are ones that they should try to use when they write or speak.

Raphael confirmed that making learning fun is a key to any teaching situation; especially in teaching vocabulary (p.15). In this respect, integrating teaching aids such as audio visual aids in EFL classroom will catch students' intention, interest and making classroom more attractive as well as facilitate teacher to teach active vocabulary effectively.

In this chapter, the researcher shed lights on vocabulary definitions, Types of vocabulary, emphasizing more on active vocabulary and its important. Also, deal with vocabulary teaching techniques. Concerning teaching techniques; the researcher focuses more on the integration of using audio-visual aids in classroom and its important.

## 1. Definitions of Vocabulary

The term 'vocabulary' has been defined in different ways proposed from different scholars. McArthur (1992) in his dictionary book indicated that, "vocabulary came from Latin *vocabularium* a list of *vocabula* words. The medieval *vocabularium* was a list of Latin words to be learnt by clerical students. It was usually arranged thematically, with translation equivalents in a vernacular language". Broadly, some scholars consider that vocabulary is the knowledge about words and word meanings. However, this definition is inadequate, as it sweeps over some important distinctions. First of all, words come in both oral and written forms, and the words typically used in speech are less precise and of a more limited variety than the words used in print." (Raphael, n.d). Another definition proposed by Hiebert and Kamil (2005), he stated that vocabulary is the knowledge of meanings of words, those word come in two forms: oral and print. Knowledge of word also comes in at least two forms, receptive and productive.

To sum up the scholars' views, the term vocabulary or vocabularies can be defined as all the words in a language that individual knows and uses to make any type of communication succeed; it comes into two main types passive and active words. Generally, vocabulary is a group of words represents in a particular language which serves as the basic elements of language.

### 1.1. Vocabulary Mastery

Vocabulary mastery is one component to master English as foreign language, is one of the largest challenge for the learners. Schmitt mentioned that, "Mastery of the complete lexicon of English (and probably any other language) is beyond not only second language learners but also native speakers" (2000). However, there are some aspects that the students found in the vocabulary mastery that teacher must to focus more on namely meaning, use, spelling, and pronunciation. Most of all, Schmitt believed that, "Vocabulary continues to be learned throughout one's lifetime; this is because the grammar of a language is made up of a limited set of rules, but a person is unlikely to ever run out of words to learn". Furthermore, concerning vocabulary size of Foreign or Second language learner, it is almost impossible to say exactly how many English words must be learned for a real command of the language. Allen (1983) mentioned that approximately 30,000 is the number of the words that should be understood by anyone who read books, journals, and

magazines of general interest to speakers English. However, the figure 30,000 concerns with native speaker. Also she said that EFL or ESL students do not have to learn to use all these words in their speaking or writing; understanding is enough. This is comforting to keep in mind when teaching 30,000 English words; only much smaller number (perhaps no more than 3.000 words) will be necessary productive items.

## **2. Vocabulary Description**

The domain of linguistics has many branches that focused on teaching and learning vocabulary but two main branches emerged to study vocabulary with its different forms, meanings and uses. They are lexicography and lexicology.

### **2.1. Lexicography**

McArthur (1992) in his dictionary book defined lexicography as, “The procedure and profession of arranging and describing items of vocabulary in such works of reference as dictionaries, glossaries, thesauruses, synonym guides, usage guides, and concordances”. Traditionally, dictionaries considered as the most useful sources of providing information and help students to get a full description of the new word. Moreover, Harmer (2007) stated that the most useful piece of ‘equipment’ a student can ever own or use is a good dictionary. Also, he mentioned that there are modern dictionaries are clearly designed, have a wealth of information, and help students to understand what words mean, how they are used, how common they are, and what phrases they occur in.

### **2.2. Lexicology**

It is a linguistic branch that focuses on the analysis of language vocabulary; especially, word classes, word formation, and word meaning.

#### **2.2.1. Word Classes**

It is a category of vocabulary that describes the words which are related to the same parts of speech. Harmer (1998) believed that English language is classified in eight (8) parts of speech are discussed in the following table:

<b>Part of speech</b>	<b>Description</b>	<b>Examples (words)</b>	<b>Examples (Sentences etc...)</b>
Noun (noun phrase)	A word (or group of words) that is the name of the person, place, thing. It can be used the subject or object of a verb.	Eleanor London Table Walking stick.	Eleanor arrives tomorrow. I visited London This my table I don't need a walking stick.
Pronoun	A word that is used in place of a noun or noun phrase.	Her, she, they, him	Jane's husband loves her. She met him two years ago.
Adjective	A word that gives more information about a noun or pronoun.	Kind, better, best, Impetuous.	What a kind mind! We all want a better life. She is so impetuous.
Verb	A word which describe an action, experience or state.	Ride Write	I like riding horse. He wrote a poem
Adverb (adverbial phrase).	A word that describes or adds to the meaning of a verb, adjective	Sensibly carefully  At home, in half an hour.	Please talk sensibly I like listening at home.
Preposition (prepositional phrase)	A word which is used to show a way in which other words are connected.	For, in , of, on top of...etc	A plan for life. Put that in the box.
Determiner	Definite article Indefinite article Possessives Demonstratives Quantifiers	The a, an, My, your This, that Some, few...etc	The queen of the hearts. A princess in love My secret life Look at this birds Few pupils listen to him.
Conjunction	A word that connects sentences, phrases, clauses.	And , So but	Fish and chips Cold but nice.

**Table 03:** Classification of English language (part of speech) (Adopted from: Harmer, 1998, p.37)



### 2.2.2. Word Formation

The word formation or construction has three forms which are: affixation, compounding, and conversion. One can change the form of a word to make a new one, and which would have another meaning.

1. Affixes: is concerned the internal structure of the word form, each word has a root or a base which may be joined to other morphemes, these affix are of three type (Alkhuli, 2006):

- Prefix: it is an affix fixed before the root, e.g., (en)courage, (in)credible, (dis)believe.
- Infix: it is an affix fixed inside the root, e.g., f(ee)t, r(u)n, s(u)ng.
- Suffix: it is an affix fixed at the end of the root, e.g., probab(ility), rich(ness), wid(en).

2. Compounding: McArthur (1992) defined compounding words as combination of two or more other words to create a new one with a different meaning.

For example: -Teapot, from tea and pot

-Blackbird, from black and bird.

3. Conversion: it is called also “zero derivation”. It means the use of a word normally one part of speech or word class as another part of speech, without any change in form (McArthur, 1992). For example: -A fish (noun) to fish (verb).

-Present (noun) to present (verb).

### 2.2.3. Word Meaning

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

- Synonyms: are words that have approximately the same meaning (Schmitt, 2000).
- Antonym: one of two words or other expressions that have opposite meanings: fast and slow, hot and cold.
- Hyponymy: a word, phrase, or lexeme of narrower or more specific meaning that comes 'under' another of wider or more general meaning: for example, rose under flower ('a rose is kinds of flower', 'flowers include roses and tulips'). In this relationship, the word flower is a hyperonym, generic term, or superordinate term.

- Polysemy: also called ‘multiple’ meaning. A term in linguistics for words or other items of language with two or more senses, such as walk in The child started to walk and They live at 23 Cheyne Walk (McArthur, 1992).

### **3. Types of Vocabulary**

In teaching vocabulary, teachers must distinguish between two common types of vocabulary, the passive (receptive) and the active (productive) which are discussed as follow:

#### **3.1. Passive Vocabulary**

According to definitions proposed by different experts, passive vocabulary refers to words which can be recognized when encountered in listening or reading (Hedge, 2000). In other words, passive vocabulary is any kind of words that taught to be merely recognized and understood by the students upon hearing or reading (Alkhuli, 2006). Moreover, dealing with passive vocabulary, learners asks questions, ‘Do I know the word well, vaguely, or not at all?’ (Crystal, 2002). Another interested definition suggested by Hiebert and Kamil (2005), “Receptive or recognition vocabulary is that set of words for which an individual can assign meanings when listening or reading. These are words that are often less well known to students and less frequent in use.”.

To sum up, it is observed from the previous definitions that passive vocabularies are sets of words which taught to be merely comprehended and understood by the learners upon listening or reading.

#### **3.2. Active Vocabulary**

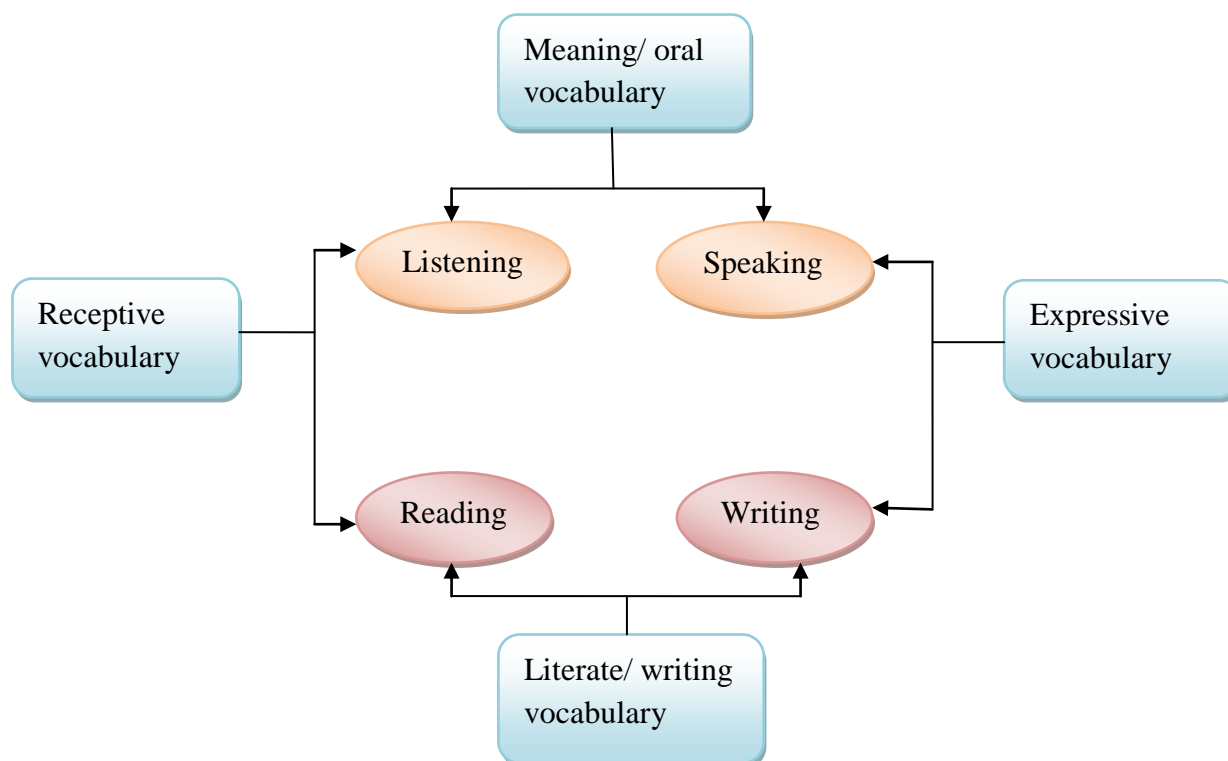
Active vocabulary comes into two forms writing or speaking when individual wants to use a language. However, one’s active vocabulary in writing is usually larger than one’s active vocabulary during speaking. When learners practice writing usually they have time to think, recall and remember whereas in speaking they cannot. Another reason may be that in writing, they usually more frequently evaluated for what they write than for what they speak.

Active vocabulary refers to vocabularies which the learner cannot easily produce it in speech or writing (Hedge, 2000). Another definition proposed by Alkhuli (2006), active

vocabulary is any kind of words that taught to be produced by the students whenever it is needed in speaking or writing. In other words, active vocabularies are words that individual know and actually use it in his or her speech or writing. Dealing with active vocabulary, learners may ask questions, ‘Do I use the word often, occasionally, or not at all?’ (Crystal, 2002). Also, Hiebert and Kamil (2005) defined productive vocabulary as the set of words that an individual can use when writing or speaking. They are words that are well-known, familiar, and used frequently.

From the definitions above, it can be concluded that active vocabulary concerned learners’ ability to recall words for active usage in speaking or writing. On the other words, productive words are taught to be used by the learner in his speech or written form.

❖ However, it seems important to point out that in almost all cases there are some differences in the number of words that an individual understands and uses. The figure below shows the relationship of the eight different terms.



**Diagram 03** : Vocabulaires (Adopted from, Pikulski & Templeton , 2004).

Vocabulary teaching and learning comes into two main types receptive and expressive. The former refers to one’s reading or listening words whereas the later refers to

one's speaking or writing. Active vocabulary called expressive or productive and passive vocabulary called receptive. Finally, to round out the terminology, meaning or oral vocabulary refers to the combination of listening and speaking vocabularies, and literate vocabulary refers to the combination of reading and writing vocabularies. Concerning the present study Schmitt stated that, "People learn words receptively first and later achieve productive knowledge" (2000). In comparing passive vocabulary to active vocabulary one may notice the following points which discussed by different views' scholars:

- Words passive at certain level may become active at another level. With more learning, some words that were passively learned actively later.
- Passive vocabulary is needed in listening or reading because what is required in these skills is perception, whenever aural or visual, followed by comprehension. On the other hand, active vocabulary is needed during speaking or writing because what is required in these two skills is thinking and expression (Alkhuli, 2006).
- Crystal's view (2000) about the differences is that passive vocabulary is much larger than active. He said that, it is easier to make up one's mind about words that definitely know than the words one frequently use.
- An active or productive vocabulary concern to what one can use whereas passive or receptive vocabulary concern to what one can recognize. And the dividing line between the two is impossible to establish (McArthur, 1992).
- Zhou (2010) stated that, "It is generally believed that words are known receptively first and only after intentional or incidental learning become available for productive use".

From the points of view above, it can be concluded that passive vocabulary is learned for recognition in reading or listening whereas active vocabulary is learned for use in speaking or writing language. Learners acquire words receptively first then they achieve productive words later. This distinction allows the reader to get a clear idea about passive and active words.

#### **4. Teaching Active Vocabulary**

Teaching active vocabulary is an activity where the teacher gives the students knowledge about words and how to use it in speaking or writing. Moreover, Schmitt in his interesting book "*Vocabulary in Language Teaching*" confirmed that in practicing or testing vocabulary activities, students are required to remember and use only the active vocabulary productively.

Furthermore, teachers within context of teaching vocabulary have to make students aware of the importance and usefulness in building up their knowledge of a word. So in that sense, McCarter asked a question is, “What do we need to teach about vocabulary?” To answer this question, Richards (1976) and Nation (2001) list the different things learners need to know about a word before teachers can say that they have learned it. These include:

1. The meaning(s) of the word.
2. The spoken and written forms of the word.
3. What “word parts” it has (e.g., any prefix, suffix, and “root” form).
4. Its grammatical behavior (e.g., its word class, typical grammatical patterns it occurs in).
5. The collocations of the word.
6. The register of the word.
7. What associations it has (e.g., words that are similar or opposite in meaning).
8. What connotations it has.
9. The frequency of the word. (Cited in McCarter, 2007).

Additionally, for more clarification, teacher for example may teach knowledge of new words through:

- Show to the students how to express opposite or similar meanings for a set of vocabulary which teacher are teaching,
- show students what is useful to learn about the forms of nouns or verbs, or how prefixes and suffixes can help build vocabulary knowledge quickly.
- Encourage students to look at learning the various meanings of an item of vocabulary as a gradual, incremental process, and show them how they can come back to a word they have previously learned (McCarter, 2007).

#### **4.1. Steps in Teaching Active Vocabulary**

In the area of teaching and learning English language, the researcher Alkhuli in his interesting book entitled ‘*Teaching English as a Foreign Language*’ (2006) suggested a numerous steps that teacher ay follow in teaching active vocabulary are :

1. Teacher pronounces the word two or three times with his students listening.

2. After listening to the teacher pronouncing the word, students repeat the word after the teacher.
3. Teacher helps students to get the meaning of the word through any technique he finds suitable to that specific word.
4. The teacher uses the word in sentences to show the class how the word is actually uses.
5. Students are asked to use the word in similar sentences. The teacher may ask students questions to answers of which required the usage of that word.
6. The teacher writes the word on the chalkboard and may draw his students' attention to any spelling problems related to that word.
7. Student read the word.
8. Students are asked to write down the words and their meanings in their note books.

#### **4.2. Selection of Vocabulary**

Alkhuli (2006) suggested main numerous selected of vocabulary that should be followed by teachers in teaching active vocabulary in classroom, are discussed as follow:

- Immediacy: some educationists hold that it is better to start with words related to the learners' immediate environment, i.e., those concrete things around them.
- Regularity: some others believe that teacher should first teach words which are regular in their spelling, plurality, past and participle. It is argued that such words make a good start because they are easier than irregular words.
- Utility: teacher should begin with useful words regardless of the degree of their immediacy or regularity. On the other words, these criteria suggest that only words that are of some use for students' words that they will see and use sufficiently often should be taught explicitly. (Kamil & Hiebert, 2005).
- Frequency: According to the frequency criterion, if a word is highly frequent, it has to receive priority over less frequent words. If a word is a technical one, it has to wait until later stages. Furthermore, Kamil and Hiebert (2005) stated that,

Word frequency is one variable that will be proposed. Frequency should be applied by ignoring the most frequent and the least frequent words, concentrating on the middle levels of words. The argument is that the most frequent words

are probably already known and that the least frequent words should be taught when they occur in reading.

It is quite obvious that the most frequent word used in reading or listening; it should be taught in classroom (Allen, 1983).

### **4.3. Activities in Teaching Active Vocabulary**

Teaching active vocabulary needs lots of practicing activities in classroom due to helping learners to use their active vocabulary well. Allen (1983) suggested certain class activities which require the use of English words in communication “speaking and writing” are summarized as follow:

- 1. Paraphrases and summarizes:** Students are asked to express in simpler or briefer from the main ideas of an articles or an essays, orally in writing. To do so, students must learn words from the original article and also obtain other words for expressing ideas in sentences of their own.
- 2. Group compositions:** The class is organized into small groups; all groups are assigned the same topic. They working together, the members of each group compose a paragraph or two on the assigned topic. One member writes the composition as the others dictate it. Two or three of the compositions are then copied on the blackboard. They are chosen by the teacher who has walked around observing the work and given help as requested.
- 3. Letters to speakers of English:** The very best way to learn vocabulary is to have a friend whom it is necessary and interesting to use English. In class, teacher asks students to write a letters and exchange it with his or her classmate. From this activity, students can express their ideas, thoughts by means of English; they learn many useful English words.
- 4. A wall newspaper:** Members of the class contribute articles and other items to a newspaper which is taped to the classroom wall. The newspaper should be published at frequent and regular intervals. It might include sports items, pictures, cartoons, social notes, advertisement, editorials, recipes, advice to teenage problems, letters to the editor and others features commonly found in newspapers intended for speakers of English.
- 5. Situational and functional dialog:** Performing dialogs in class can be engaged in imagined or simulated experiences that require the use of English; Students should be asked to write and then to present to their classmates various kinds of dialogs. Students prepare dialogs that might take place in different situations such as: post office, in a

restaurant, at the airport, in a bookstore, in a hotel and so on. Students find dialog interesting and helpful to discover how much they can use it in English.

## **5. Methods and Techniques in Teaching Active Vocabulary**

Learners acquire vocabulary in various ways. Students are exposed to a lot of new vocabulary during lessons: by the teacher, by texts or other materials they work with. Traditionally, different methods have been applied in language teaching; each method or approach studied, used, and saw this language from its special point of view. For example, certain methods focus only on grammar teaching, others focus on vocabulary, and others focus on both of them. The researcher presents certain of this approaches which gave more attention to teaching vocabulary such as: grammar translation, direct, audio-lingual, and CLT, Suggestopedia, TPR methods. Each of these methods has treated vocabulary teaching differently.

### **5.1. Grammar Translation Method**

First in all, Grammar translation method (GTM), it is not new. It was first used in the teaching of the classical languages, Latin and Greek. This method was used in purpose to make learners to read literature written in the target language, students meet to learn more about the grammar rules and vocabulary of the foreign language. In general, Vocabulary and grammar are emphasized, reading and writing are the primary skills that students work on. Besides that, pronunciation receives little attention as well as speaking and listening skills are more little attention too. Moreover, grammar translations methods' activities in classroom where Students are given lists of target language vocabulary words and their native language equivalents and are asked to memorize them. Students are also required to memorize grammatical rules and grammatical paradigms such as verb conjugations. In order to show that students understand the meaning and use of a new vocabulary item, teacher asks students to make up sentences in which they use the new words (Freeman, 2000).

### **5.2. Direct Method**

The Direct Method has one very basic rule: No translation is allowed. In fact, the Direct Method receives its name from the fact that meaning is to be conveyed directly in the target language through the use of demonstration and visual aids, with no recourse to



the students' native language. Teachers who use the Direct Method intend that students learn how to communicate in the target language. Besides to that, the teacher introduces a new target language words or phrases, the teacher demonstrates meaning of the word through the use of realia, pictures, or pantomime; Students practice vocabulary by using new words in complete sentences. In general, Vocabulary is emphasized over grammar; oral communication is seen as basic. Thus the reading and writing exercises are based upon what the students practice orally first. Pronunciation also receives attention right from the beginning of a course (Freeman, 2000). Moreover, teacher practices different activities in classroom, Thornbury (2002) suggested an example of direct method, the teacher selects a number of objects which are usually found in the place where the lesson is given, or collected specially for the purpose of the lesson or it represented by pictures. The teacher shown points to each object in turn and names it clearly three or four times. When the students had sufficient opportunity to hear the word or sentences, they may repeat them after the teacher.

### **5.3 Audio Lingual Method**

The audio-lingual method is a method used by teachers who believed that learners acquire the sentence patterns of the target language was through conditioning helping learners to respond correctly to stimuli through shaping and reinforcement. Also learners could overcome the habits of their native language and form the new habits required to be target language speakers. Moreover, within classroom activities, teachers present new vocabulary and structural patterns through dialogs. The dialogs are learned through imitation and repetition. Drills (such as repetition, backward build-up, substitution, transformations, and “question and answer”) are conducted based upon the patterns present in the dialog. Students' successful responses are positively reinforced. Generally, the process of vocabulary is kept to a minimum while the students are mastering the sound system and grammatical patterns (Freeman, 2000).

### **5.4. Communicative Language Teaching**

Communicative language teaching (CLT) method, In a CLT classroom, playing vocabulary games is one of the activities which require students to actively communicate with their classmates; games are used frequently in CLT. The students find them enjoyable, and if they are properly designed, they give students valuable communicative

practice. Typically, the teacher uses a real newspaper's article. He also assigns the students homework, requiring that they listen to a live radio or television broadcast. The teachers' goal is to enable students to communicate in the target language; they need knowledge of the linguistic forms, meanings, and functions (Freeman, 2000).

### **5.5. Desuggestopedia (Suggestopedia)**

Suggestopedia method is now called Desuggestopedia. The goals of teachers who use Desuggestopedia are to teach students to use foreign language for everyday communication. In order to do this, more of the students' mental powers must be tapped. Moreover, Teachers emphasize on vocabulary and speaking communicative. The big successes of the method often focus on the large number of words that can be acquired. Grammar is dealt with explicitly but minimally. In fact, it is believed that students will learn best if their conscious attention is focused not on the language forms, but on using the language. Students also read in the target language (for example, dialogs) and write (for example, imaginative compositions) (Freeman, 2000).

### **5.6. Total Physical Response**

The last method is the total physical response (TPR) which typically involves the teacher demonstrating actions, using real objects and getting the learners to perform the same or similar actions in response to commands, it might be for example:

- Point to the apple
- Put the banana next to the apple.
- Give the apple to Natasha.
- Offer banana Maxim. (Cited in Thornbury, 2002).

In general, TPR methods emphasized more on vocabulary and grammatical structures over other language areas. Teachers who use TPR believe in the importance of having their students enjoy their experience in learning to communicate in a foreign language. In fact, TPR was developed in order to reduce the stress people feel when studying foreign languages and thereby encourage students to persist in their study beyond a beginning level of proficiency (Freeman, 2000).

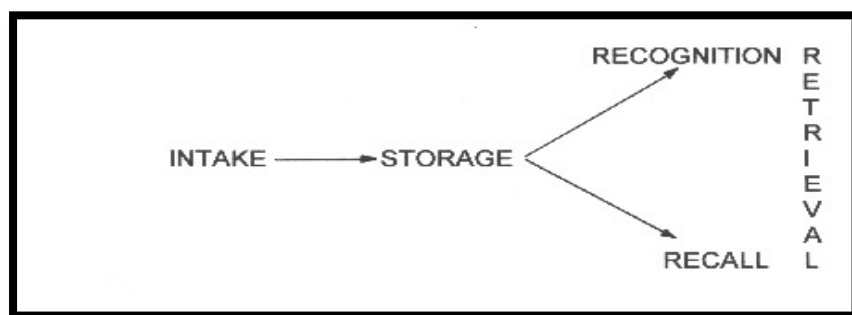
To sum up, it is noticed that the goal of most of the methods above have looked at so far is for students to learn to communicate in the target language. Also it observed that

vocabulary is given more interest which considered as the key element of succeed language communication.

## 6. Learners' difficulties in Recalling Active Vocabulary

It is agreed that the lack of foreign or second language vocabulary is an obstacle for an effective communication and comprehension. Although some students seem to pick up English vocabulary easily, the evidence from research is that learning new words and structures of another language requires conscious mental effort. Consequently, Learners tend to get frustrated because they can't recall the right words when they need to produce them, even though they are able to recognize the same words when they read or hear them. McDonough (1981) stated that recall words is influenced by events or processes at various stages of memory. Three stages can conveniently be distinguished: intake, storage and retrieval. (Cited in Lynch & Anderson, 2012).

Retrieval includes both recognition of words when individual hear or read them, and recall refers to the ability to produce appropriate words (often referred to as 'active vocabulary'). These stages can be shown in a diagram:



**Figure 05:** Stages of retrieval words (Adopted from: Lynch & Anderson, 2012).

In the classroom context, psychologically using audio-visual aids is considered among the helpful tools which can at some practical ways in which what you do can do actively at the intake (learning) stage will lead to more effective storage in long-term memory, and so facilitate recall.

## 7. Strategies in Practicing Active Vocabulary

Effective ways and strategies will engage students and motivate them to practice active vocabulary successful. Learners will encounter new words in a variety of ways in

the classroom, through learning materials, through the teacher's language and through the language of other learners (Hedge, 2000). Because words are learned gradually, only practice can ensure that students can use vocabulary comfortably in speaking, listening, writing and reading. The following are strategies suggested by different scholars that any teacher may perform in classrooms are:

**a.** A physical demonstration: teachers use mime and gesture to present and introduce new words. It may be the most effective way to create a visual memory for the words (Hedge, 2000). The teacher shows the things and does not present words to students, for example, picture, video and also use the mime, action, and gesture to present the words.

**b.** Using visual aids: traditionally, pictures considered the most famous tool used to introduce and teach new items vocabularies and practice them. It takes many forms: flashcard, wall charts, transparencies projected on the board or wall using the overhead projector. Visual aids makes teaching vocabulary more intelligible, and perhaps more memorable because of the situation where comes directly from the experience of the people in classroom (Thornbury, 2002). Teacher performs different activities in classroom, the teacher starts by showing or drawing pictures, or miming the actions. The words are carefully modelled.

**c.** Using Dictionary: "Dictionaries, whether they are in book form, on CD-ROMs, online or bundled into the electronic machines that students like to carry around, are perhaps the greatest single resource students can have at their disposal"(Harmer,2007). For example, students can use dictionaries when they have already come across a word and then look it up to check that they know how to use it.

**d.** Teaching with games: Such activities also include vocabulary games which especially focus on helping learners develop and use words in different contexts by making the lessons enjoyable. Therefore, it is necessary to explore whether students can use vocabulary effectively through games.

**e.** Word map: are an extremely engaging way of building up vocabulary knowledge as well as provoking students into retrieving and using what they know (Harmer, 2007).

Most of all, this strategies are designed to support the teaching of words and help the learners to their active vocabulary when they intended to speak or write.

## **8. Importance of Teaching Active Vocabulary**

In the past vocabulary has been neglected in programs for teachers during much of the twentieth century; they emphasized more on teaching grammar rules. It considered because of the numerous reasons which Allen (1983) summarized them as follow:

1. Most of the teachers believed that grammar should be emphasized more than vocabularies because vocabulary was already being take too much time in language classroom.
2. Specialists in methodology feared students would make mistakes in sentences construction if too many words were learned before the basic grammar had been mastered. Consequently, teachers were led to believe it was best not teach much vocabulary.
3. Some who gave advice to teachers seemed to be saying that word meanings can be learned only through experience, that they cannot be adequately taught in classroom. As a result, little attention was directed to techniques for vocabulary teaching.

Since vocabulary has been neglected in many years within the context of teaching and learning second or foreign languages, Vocabulary is the key element of language learning and teaching process which consists of a list or set of words that individual speakers of language might use for listening, speaking, reading, and writing. McCarthy (2003) emphasized that the biggest component of any language course is vocabulary (Cited in Limbong, 2012). In addition, Thornbury (2002) quotes the linguist David Wilkins to stress the importance of teaching vocabulary more than emphasizing on teaching grammar rules, “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed”. Another researcher’s valuable view which emphasized on using active vocabulary, she stated that, “If students have confidence in their ability to use English words, they find ways to continue learning beyond the advance course” (Allen, 1983). In other words, proficiency of vocabulary is seen as a bridge to master the four skills.

Despite the traditional neglect, recent studies have seen a greater awareness of vocabulary role, there is more attention to techniques for teaching vocabulary. Nowadays, vocabulary teaching is developing greater importance in the English language classroom (Hedge, 2000). Vocabulary teaching is one of the most important components of any language class. Allen agreed very well how important vocabulary is; students must learn thousands of words that speakers and writers of English use (1983). It means that with more and appropriate vocabulary, the learners will understand words and use it in language easily without any difficulties. Besides that, Allen stated that the main reason which teachers and researchers emphasized the role of teaching vocabulary refers to the fact that

communication breaks down when people do not use the right word. Based on Allen's views, vocabulary is one of the important components in English language because it encompasses all the words we must know to access our background knowledge, express our ideas and communicate effectively, and learn about new concepts.

Furthermore, "Teaching active vocabulary should be rich, intensive, and full of interesting information" (Stahl, 2005). Teaching active vocabulary in EFL classroom is an essential part of teachers' task and the key to improve students' productive skills. The main purpose of practice active vocabulary exercises in classroom that may overcome students' difficulties encounter within speaking or writing. On the other word, teachers have to focus more on teaching active vocabulary in order to facilitate the production of words that students will use to speak or write.

Most of all, Vocabulary is crucial element that should be taught, the more words students know, the more they are able to comprehend what they are hear or read and to communicate their thoughts and feelings. On the other hand, the more vocabulary students are mastered in English, the easier it is for them to communicate and understand English itself. Teachers must focus more on improving students' vocabulary because it has been considered as fundamental and inseparable in the area of language teaching process.

## **9. Significance of Teaching Active Vocabulary through Audio Visual Aids**

Learning and teaching language active vocabulary successfully can be realized through using audio visual aids. According to Morgan and Rinvoluceri (2004), "With vocabulary, students need to meet, use, and reflect on words many times, in different contexts and settings...before they can be said to have truly learnt a word or phrase". Several reasons, audio visual materials help students to remember the words better, to recall vocabulary for active usage in speaking and writing as well as it helps the teacher to make the lesson more interesting and beneficial. Students' intention and curiosity about learning new words are also stimulated when they are exposed to real life contexts. Bringing technology into classroom makes teaching easiest, attractive and excited. In addition, teaching English active vocabulary using audio visual aids will be appropriate to EFL learners since it provides an entertainment to the students therefore it will not only leads the language learning learnable but also enjoyable.

Moreover, teaching active vocabulary is quite difficult for teachers because there are a lot of words and learners cannot remember or use the words they have taught. Teaching active vocabulary involves more than teaching the definition of technical or unfamiliar words in texts, teachers need to foster an environment where students feel comfortable using what they know and understand. At this sense, Raphael confirmed that making learning fun is a key to any teaching situation and especially to teaching vocabulary (p.15). Thus, creating an attractive and comfortable environment is crucial for facilitating teaching active vocabulary; teachers have to release the above fact that integrating teaching aids such as audio visual aids will provide excellent tools that makes teaching and learning process effective.

The use of different audio-visual material in class must be focus on helping students to use active vocabulary and facilitate teaching and learning process. By using audio-visual aids, teacher may practice such activities in classroom for instance:

- Pictures may be used in teaching the meanings of new words through word picture association. It may be used as stimuli to conversation and other similar oral activities. In this sense, the picture is used in a more meaningful and ‘real-life communicative’ way than being just displayed for students to say what they can actually see.
- The teacher explains the construction of language in diagram, using textbook, using board or OHP. Teacher for instance use slides or PowerPoint presentation present the words how to use, pronounces, spell, and its meaning. It is beneficial for the learners’ difficulties words in language used to express meaning.
- Using audio aids: accordingly, the best way perhaps, of introducing new words for students is to read texts or listen to audio tracks and hear those words in action (Harmer, 2007).
- In watching video activity, students are asked to take English genre movie after that they analyze the dialogue or conversation in the video or movie, like the grammar, expression, etc.
- Showing a short film without sound and asking students to discuss what dialogue they would expect to hear; it reinforces learners to think, imagine and produce thoughts, ideas through words in active way.
- The teacher should be creative and up to date giving new world of entertaining media surrounds them and develops rapidly among them because they provide the user with motion pictures (video) and audio which is enable to dramatize events. It provides the

users a large amount of freedom. They can do anything they want to improve their vocabulary mastery. Moreover, using the media can give help to the students to relax and remember things faster and better. They encourage, entertain, teach, and promote fluency.

- Encouraging students to compose and edit on computer screen, using word processing tools such as dictionary and thesaurus. “Computer technology can be used effectively to help teach vocabulary.” (Hiebert & Kamil, 2005).
- By using television in EFL classroom, it can serve many advantages in helping the students to learn new vocabulary. Learners who saw English programs, video, were able to acquire and produce acceptable vocabularies than the learners who read only the narratives or those who read both the narratives and definitions. The great value of television lies in its combination of sounds, images, and sometimes text in the form of subtitles; this makes it a very comprehensible tool for teaching active vocabulary to foreign language students.
- Useful links to help students improve their vocabulary from websites such as:
  - Longman vocabulary website: Includes a variety of topics and interactive exercises to help you improve your vocabulary.
  - VocabularySize.com: VS test your knowledge – Measure your vocabulary size and affix knowledge.
  - World Wide Words: Investigating the English language across the globe.
  - Pronunciation tips: “*BBC Learning English Pronunciation tips*”, including the phonemic alphabet, the sounds of English, interactive quizzes and videos.
  - Oxford Dictionnaires or Cambridge Advanced Learner’s Dictionary.

To conclude, learners will have to be acquired active vocabulary through simple exposure to the language. Using technology is the only way to bring target language itself in classroom. By using audio visual aids successfully, learners’ skills will develop as well they will achieve acceptable vocabulary mastery in particular.

## **Conclusion**

This chapter has tried to demonstrate the importance of teaching and learning active vocabulary in order to enhance learners’ receptive and productive skills in general and speaking oral classroom in specific. Teaching active vocabulary is quite difficult for teacher to achieve students’ high level in speaking oral, so creating a powerful exciting EFL context with bringing technologies into classroom considered the key of successful teaching active vocabulary.



# Chapter three: Field work

## **Data Description and Analysis**

## **Introduction**

Teaching English as a foreign language is a difficult task, especially active vocabulary. Nevertheless, teachers are able to use various practical materials such as videos, tape recorders, PowerPoint presentations, computer, etc in order to guarantee effective teaching and develop better learning. In this study the researcher aims to determine the effectiveness of audio visual aids in teaching English second year student active vocabulary in oral classrooms. Therefore, the researcher considers the necessity to support the research work by information collected from teachers and students who are concerned to teach and learn with the use of teaching aids. These data will be collected through classroom observation and two questionnaires: one is given to second year students and the second to their teachers who are supposed to teach them in oral classroom. Consequently, in this chapter a description and analysis will be given from classroom observation, students and teachers' questionnaires and then the researcher end up the chapter with a summary finding and a conclusion.

### **1. Classroom observation**

#### **1.1. Aims of the classroom observation**

The classroom observation is conducted to investigate the effectiveness of using audio-visual aids on teaching English active vocabulary to EFL learners. It seeks to discover the learners and teachers' attitudes and their behavior during teaching active vocabulary through using audio-visual aids in classroom.

#### **1.2. Description of the classroom observation checklist**

Classroom observation has been taken as a major instrument to investigate what actually happened in the lecture. It provides accurate data since the researcher attends more than one session and observes all the instructional teaching active vocabulary through audio visual aids. The classroom observation task was attended with Second year classes with two teachers who are using audio visual aids in teaching oral expression session. There are five classes of second year, so the researcher has decided to attend two, and this ends to work with a class which the researcher have selected because the rest of the teacher are semi-use of these tools. The researcher has attended the classroom observation seven 07 sessions which means 09 hours during the whole observation period. In order to obtain

the essential information, the researcher prepared a checklist (appendix 03) to take notes that are later will be discussed and analyzed.

### **1.3. Classroom Observation Analysis and Discussion**

#### **a. Do teachers integrate or use audio visual aids within oral classroom session?**

(Yes) it is observed that, the teachers implement different accessible types of audio visual aids during teaching and learning process. Besides the whiteboard, teachers use videos, PowerPoint, laptop and loudspeaker. Yet, it is noticed that PowerPoint presentation are widely applied if compared to other types of teaching aids. However, these tool are provided by the teachers and students' property, it considered that our University doesn't provide sufficient materials which seems to be as one of the main obstacles that hinder integrating audio visual aids in EFL classrooms.

Furthermore, the PowerPoint and slides are largely used to serve teaching and learning the language. They use them to warm up students, to improve their understanding of new words, and to practice what is already learnt. This wide application comes because of many reasons, among them the reason of availability. Slides are available at any time because they are not expensive and easy to carry on and to work with. Teacher can also develop and create his own teaching visual materials that meet the learning objectives and students' needs and levels.

#### **b. Do teachers face any difficulties when using audio visual materials?**

(No) It is observed that, the teachers don't face any kind of difficulties when using these tools. They are skilled training. It seems that the teachers are interested with technologies. They have desire to engage and use different technologies if it is available.

#### **c. Do learners show interest, excited and motivation when teachers use A.V.A. in teaching active vocabulary?**

(Yes) The researcher observes that the majority of the students show their interest, desire to involve with the lesson when teachers bring these equipments such as data show, laptop, and loudspeaker. The teacher asks some of the students if they are prefer to learn with audio visual aids, they responds that they like to learn with these tools as they said 'I like it', 'I prefer it a lot', 'It is so interesting', 'extremely desirable'. They said that the classroom become attractive, especially when they exposed to listen or watch to native

speakers' speech and performance. This motivate them to acquire language as it is in reality, they obtain new vocabularies as well they use it correctly.

**d. Do teachers provide activities to students to practice new words through A.V.A?**

(Yes) It is observed that both of the teachers prepare various tasks for the students to practice and learn new vocabularies whereas one of the teacher use audio visual aids always while the other use it sometimes. The first teacher who uses A.V.A. always, her students was so opened and interested to speak, the majority of them was relaxed, they are adopted with these tools. At the beginning, the teacher prepared a video, she showed to the students, then she gave them a sufficient time to watch and lesson. Next, they discussed the content of the video together. After that, teacher asks students to pick up the vocabularies that they can get and pronounce it in order to reinforce the teaching of vocabularies. The second session, the teacher prepares a lesson to teach active vocabulary, she showed it through the PowerPoint presentation to cover all the elements of vocabulary, and she explained the meaning, the form and how to pronounce this word, provided by examples. Then, she asks them to prepare a role play addressed about 'visiting the doctor' using the words they have already learnt, she gives them enough time approximately ten minutes. After that, each couple students present their role-play orally using previous word. Remarkably, certain of the students couldn't speak to their classmates; they found difficulties in compounding meaningful expressions due to their lack of self confidence, shyness, and anxiety. Generally, they cannot complete correct conversation without help of the teachers, their grammatical mistakes are average accepted even though they have ideas but they couldn't use it. However, the majority of the students are seems capable to speak, express their ideas correctly, they are motivated and engaged with the activity, they achieve acceptable role play conversation. Consequently, it seems that the majority of the learners are benefit from this activity, they acquire new words, and they get knowledge about how these words should be used thanks to visual aids. What's more, in two next sessions, she prepared games introduced to them through slides, entitled 'Talk for a minute' and 'would you rather...'. Students engaged with this game due to the proficiency of the teacher how she well prepared this slide using different images, colored words which attract students' attention to participate. It observed that all students are want to start first to perform orally, at the end the teacher asked some of the students about their attitude about this activities using slides, they answers as 'wow, interesting', 'enjoyable, I got

benefit', others said 'I liked' which means that students are get benefit, they was engaged and interested with this aids.

On the other side, the second teacher was sometimes using these tools. At the beginning, the researcher attends the session without implementing any kind of audio visual aids from the teacher. Previously, the students are asked to prepare to perform a role-play. After that, when students are perform it is observed that the majority of the students are incapable to speak, they cannot express their ideas, they was so shy, anxiety. In the next session, teacher prefers to teach students new vocabulary through listening to a video provided by loudspeaker. Firstly, the activity entitled 'Chocolate' emphasized on filling the gapes with appropriate word. The teacher hand out to the students papers in order to fill gapes after they get the chance to listen to the videos many times. After that, a teacher informs that they have 10 to 15 minutes to complete the activity; some of the students used their dictionaries, mobile to check difficulties words. Following, she asks students to give the appropriate answers; it is observed that the majority of the students are participating. Some of them give the correct answer however the other needs to get the chance to listen again. This activity provides to the learners the opportunity to enhance their pronunciation, spelling of the words, acquire vocabularies.

#### **e. Do teachers encourage students to speak?**

(Yes) it is noticeable; the teachers constantly encourage students to speak. They ask them to perform activities orally, or to read loudly, they give them instruction how to express their ideas. They advice them to develop their language level through additional activities outside classroom for instance to listen to the native speakers' speech, watch foreign programs, read different books magazines and so on. Also teachers appreciate students' performance through telling them kind of words: "It's OK", "No problem, you can do better...", "you are capable to success" and so on. These kinds of words encourage students to speak and work hard to improve their language ability.

#### **f. Do teachers help learners when facing speaking difficulties?**

(Yes) it is observed that teachers help learners when they facing difficulties in speaking performance since they could not use their active vocabulary sufficiently. In certain cases, they correct learners' grammatical mistakes; they show them how to pronounce words correctly. Teachers suggest appropriate expressions instead of the

learners' inappropriate expressions. They give them enough time to rethink, recognize words. Teachers show carefulness, interest to the students speaking performance. They use gestures as a motivating strategy to explain and help them to speak in order to overcome the shyness, anxiety and fear of making mistakes.

**g. Do teachers use mother tongue to explain new words?**

Although learners bring with them dictionaries, it is observed in certain cases, teachers have been obliged to use the mother tongue or second language which is French to explain difficulties words. This strategy facilitates students to use new active vocabulary in appropriate way.

**h. Do teachers provide sufficient time during the lesson for students to practice new words?**

(Yes) it is observed that often times, the teacher exposes students to practice new vocabulary. They ask them to work in groups or individually and inform them that they have from 5 to 15 minutes to finish the activity (depending on the type of task). After that, teachers ask students to start the performance or to answer the teachers' questions.

**i. Existence of shyness, anxiety and struggling learners?**

(Yes) it is observed that some of the students feel shyness, anxiety and struggling. Learners when they are going to perform or speak orally, they are in front of the teacher and their classmates, they feel uncomfortable and shyness to express their ideas and thoughts. The existence of these problems prevents learners to recall and use their active vocabulary. They fail to attain language and their desire to carry on learning will discontinue.

**j. Do learners use new words from the tasks that they have learned from the audio visual materials?**

(Yes) it is observed, after teachers present new words from the audio visual aids, learners are asked to perform role-plays. It is observed that the learners use the majority of vocabulary in full sentences; their performance was significantly improved by the use of audio-visual aided. These activities inquire the students to use the words they have already learnt. Teachers apply this activity as a strategy to reinforce learner to utilize the new words and apply it in classroom with their classmate in order to be as an active vocabulary.

### **k. Do learners feel boring within classroom?**

It is noticed that the whole classroom was fully dynamic. Students are engaged with activities, they discuss with each other, others ask questions to the teachers, and some of the students are checking their dictionaries or their multimedia. Above all, students find learning with audio-visual aids enjoyable and interesting.

### **l. How is turn-taking managed?**

The turn-taking is not completed, when the teacher give instruction or asks questions some of the students at the back are not interested, or they are not know the right answers, or they know the answers but they cannot participate because of their shyness, and fear of making mistakes whereas there are learners who participate, discuss and interact with each other. Teachers ask for help if any students face difficulties.

### **m. Do teachers praise students who respond well in informal assessments?**

Definitely (yes), teachers reward them through telling kind words such as: “yes, you are right”, “very good”, “you are very intelligent”, “very nice”, “very good answer” or sometimes teachers and the other classmates clap their hands as one way to praise the student who answered correctly.

## **2. Students’ Questionnaire**

### **2.1. Aims of the Students’ Questionnaire**

This students’ questionnaire deals mainly with the efficiency of using audio visual aids in teaching English’ active vocabulary to EFL learners and investigate the students’ views about the current subject.

### **2.2. Description of the Students’ Questionnaire**

The current questionnaire was submitted to sample of fifty (50) students of English second year LMD at Biskra University for the academic year 2014-2015, they are selected randomly and the questions vary from “yes” or “no” questions to open questions. The present questionnaire is divided into three sections:

### Section one: General background

Section one include only two (02) questions aims to identify whether students' choice to study English was personal or imposed followed by the reasons behind their choice.

### Section two: Audio visual aids in the oral classes

Section two includes seven (07) questions. The section starts from question three (03) to question nine (09). It aims to investigate the students' opinions and attitudes towards the significance of using audio visual aids in EFL classroom. Also, it seeks the respondents feeling towards these tools.

### Section three: Teaching active vocabulary to EFL students' oral classroom via audio visual aids

Section three is the last section of the questionnaire. It includes sex (06) questions. The section starts from question ten (10) to question (15). It aims to point out at the problems and obstacles that the respondents encounter when they intended to speak. Also, it seeks to show the effectiveness of audio-visual aids in teaching active vocabulary. The series of these questions are related to each other, it means that the second questions complete the previous one and so on.

## 2.3. Students' Questionnaire Analyses and Discussions

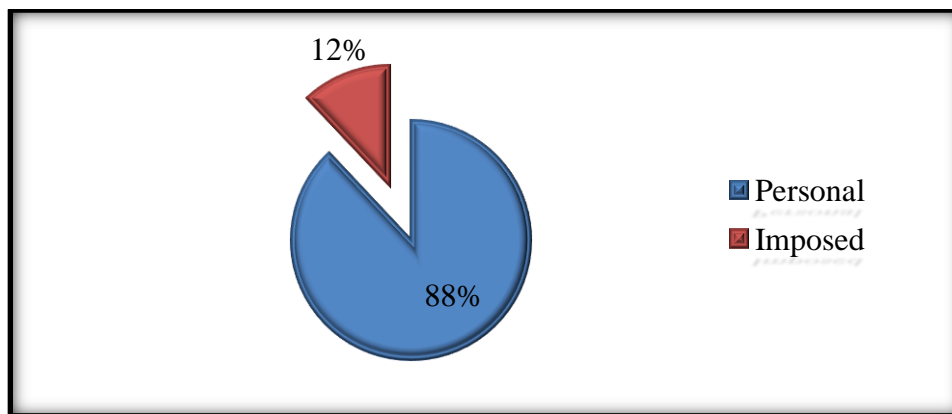
### 2.3.1. Section one: general background

#### Question 01: Your choice of English was:

Opinion	N° of students	Percentage %
Personal	44	88 %
Imposed	06	12 %
Total	50	100 %

**Table 04:** Students' Personal/ Imposed Choice to Study English





**Graph 01:** Students' Personal/ Imposed Choice to Study English

From the graph 01, 44 of the respondents show that the majority with percentage 88% of the students' decision to study English language was personal; however, 06 of the respondents claimed that their choice was imposed with the percentage 12%, it could be because of their parents or by the administration. Whereas the high number of participants that have chosen freely to study English this indicates their great desire and interest towards this language.

**Question 02** Justify?

After, the researcher has asked the students to state the reasons behind their choice to study English language. Their responses are summarized as follows:

- It is Lingua franca and because of its globalization.
- Because it is an international language.
- They like language pronunciations; they wish to speak English like English and American people.
- To work as a teacher and easy to learn.
- Numerous students show their love, interest and curiosity towards this language by stating "I like" and "I love very much"
- Study English was their dream and passion since middle school and they wish to travel to England or USA.

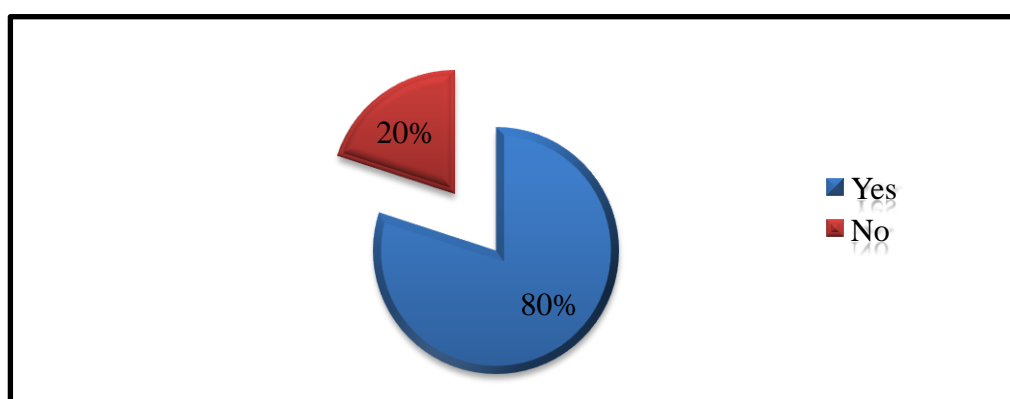
However, students who imposed to choose English language was because of their baccalaureate average, they could not study other fields they prefer so they was obliged to choose English language.

**3.2.3.2. Section two: Using audio visual aids in the oral classroom**

**Question 03: Does your teacher use teaching aids such audio visual aids in the classroom?**

Opinion	N° of students	Percentage %
Yes	<b>40</b>	<b>80 %</b>
No	<b>10</b>	<b>20 %</b>
Total	<b>50</b>	<b>100 %</b>

**Table 05:** Students' View about Teachers' Use of A.V.A.



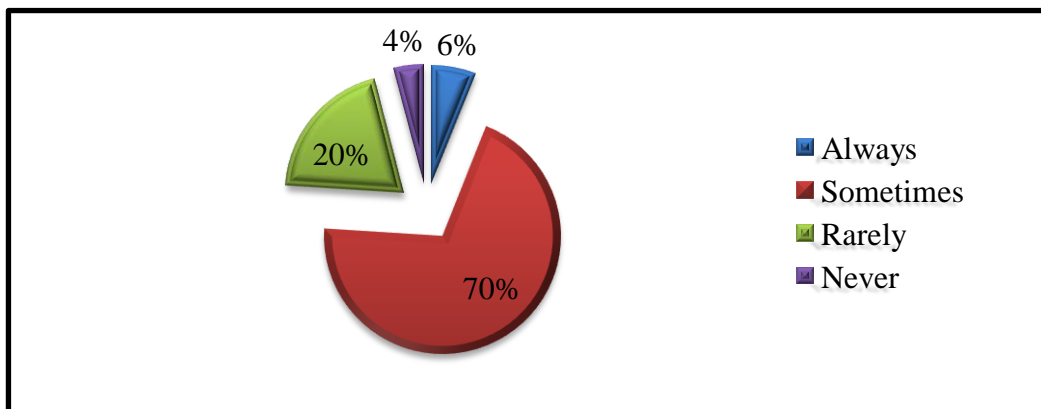
**Graph 02:** Students' View about Teachers' Use of A.V.A.

From the table 05 and graph 02 shows that the majority of the participants with percentage 80% reports that their teachers use audio visual aids in Oral classroom; however, 10 of the students with percentage 20% claimed that their teachers do not use teaching aids in classes. Consequently, it seems that the majority of the teachers are interested in using alternative methods and strategies to enhance students' English level as well accomplish effective teaching process whereas teachers do not use this tool; it may because of their teaching ability or lack of training.

**Question 04: If it is yes, how often does your teacher use audio visual aids in the classroom?**

Opinion	N° of students	Percentage
Always	03	06 %
Sometimes	35	70 %
Rarely	10	20 %
Never	02	04 %
Total	50	100 %

**Table 06:** Students' View about Teachers' Frequency of Using A.V.A.



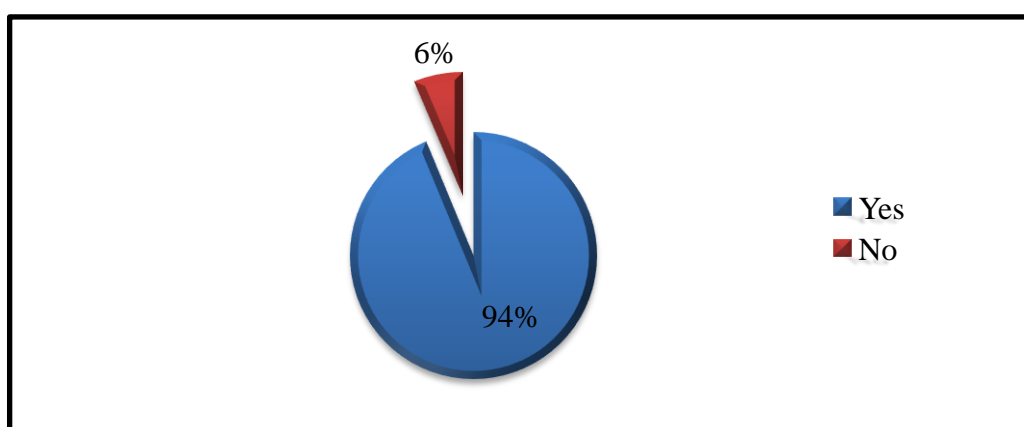
**Graph 03:** Students' View about Teachers' Frequency of Using A.V.A.

This question is related to the previous one, from the table 06 and graph 03, it observed that the majority of the students with percentage 70% reported that their teachers sometimes use audio visual aids in teaching oral expression and 10 of the students with percentage 20% reported that these tools are used rarely. Only 03 of the students with percentage 06% argued that their teachers always use audio visual aids and 02 of the students with percentage 04% said they are never used. As a result, the percentage of 70% indicates that some teachers use audio visual aids sometimes when they found it necessary according to the subject and they are rarely as well they are quietly aware of the usefulness of these devices in EFL context. However, teachers who tend to use these devices from time to time or never, it could be that these tools are not always available and teachers cannot always have accessibility to them which means that they are interested but there are certain circumstances that prevent them from using teaching materials.

**Question 05: Do you prefer to learn with audio visual aids?**

Opinion	N° of students	Percentage %
Yes	48	94 %
No	02	06 %
Total	50	100 %

**Table 07:** Learners' Preferable to Learn with A.V.A.



**Graph 04:** Students' Preferable to Learn with A.V.A.

The table 07 and graph 04 shows that the majority of the participants with the percentage 94% prefer to learn with audio visual aids since it is helpful, enjoyable in many ways; it facilitates learning, simplify ideas and brings the real context into classroom whereas 02 of the students with the percentage 06% doesn't prefer to learn with audio visual aids, it may because of their personality or they doesn't aware of the value of this tools in learning process.

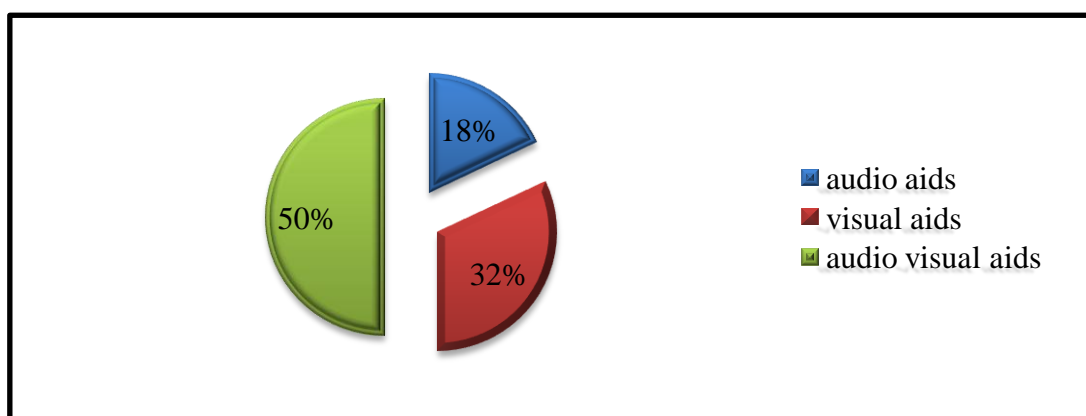
**Question 06: If no, justify?**

Two of the participant which represents 06% respondent "No" but they didn't give any justifications. Their choice may interpret according to their characteristics and learning style.

**Question 07: If yes, what kind of audio visual aids do you prefer to learn?**

Options	N° of students	Percentage %
-Audio aids (Tape recorder...)	09	18 %
-Visual aids (Pictures, PowerPoint...)	16	32 %
-Audio-visual aids (videos, television...)	25	50 %
Total	50	100 %

**Table 08:** Students' Preferable Aids to Learn.



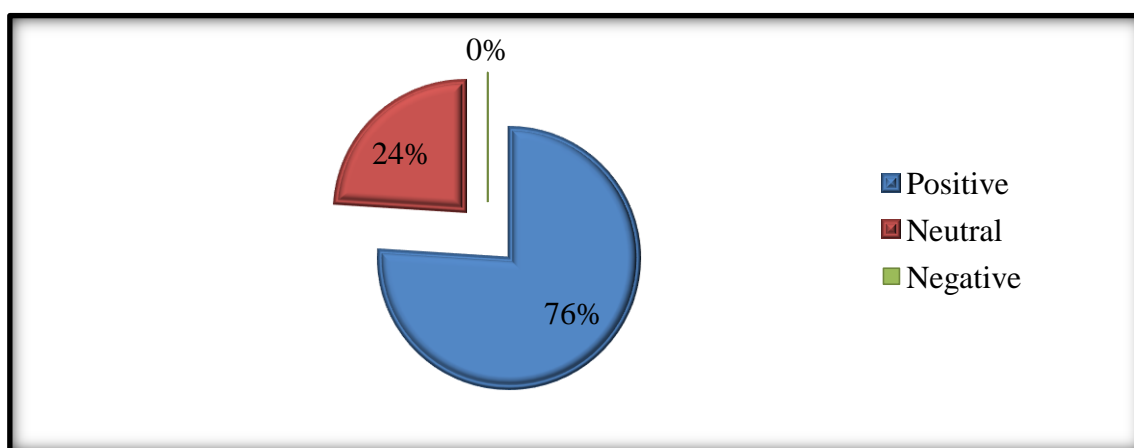
**Graph 05:** Students' Preferable Aids to Learn.

This question is related to the previous one. The table 08 and graph 05 shows that 25 of the students whom represent 50% prefer to learn with audio visual aids, it may due to their nature and characteristics of combining both the audio and the visual senses. However, 16 of the students with percentage 32% indicates that they are prefer to learn with visual, it may because of their styles to learn through seeing such as PowerPoint presentation, pictures or others. In contrast, 09 of the learners with the percentage (18%) indicates that they choose to learn with audio aids since they acquire language better through hearing such as tape recorder, radio, songs and so on.

**Question 08: What is your attitude toward using audio visual aids as teaching aids into EFL classroom?**

Options	Students' number	Percentage %
a. Positive	38	76 %
b. Neutral	12	24 %
c. Negative	00	00 %
Total	50	100 %

**Table 09:** Students' Attitude toward A.V.A.



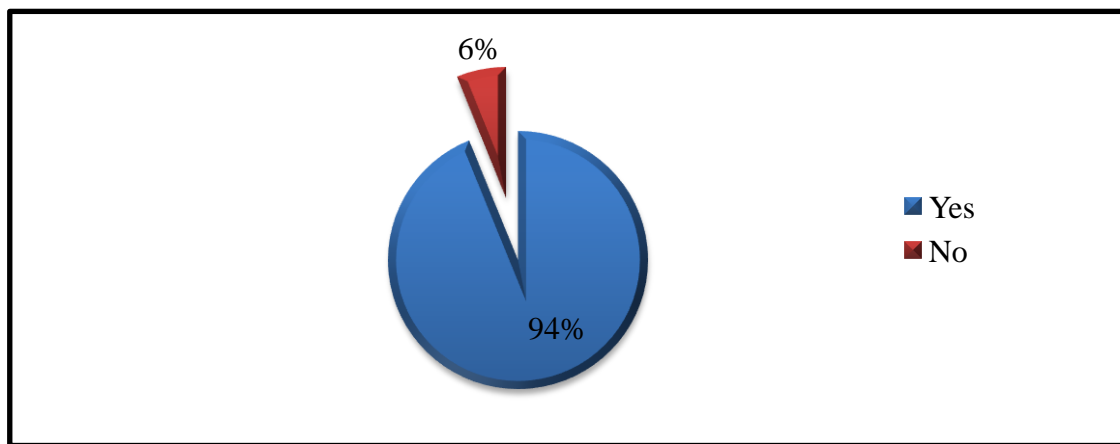
**Graph 06:** Students' Attitude toward A.V.A.

This question seeks to know the students attitude towards using audio visual aids in EFL classroom. Hence, the table 09 and graph 06 indicates that the majority of the students with the percentage 76% have positive attitude, it may owing to their awareness of the usefulness and significance of these tools in facilitating teaching and learning language through hearing and watching whereas 12 of the students with percentage 24% have neutral attitude which means no opinion or they don't care in which way they are taught. And no one has negative attitude 0 (0%).

**Question 09: Does the class become more interesting if the teacher uses audio visual aids when teaching you?**

Options	N°of students	Percentage %
Yes	49	94 %
No	01	06 %
Total	50	100 %

**Table 10:** Students' Interest toward A.V.A.



**Graph 07:** Students' Interest toward A.V.A.

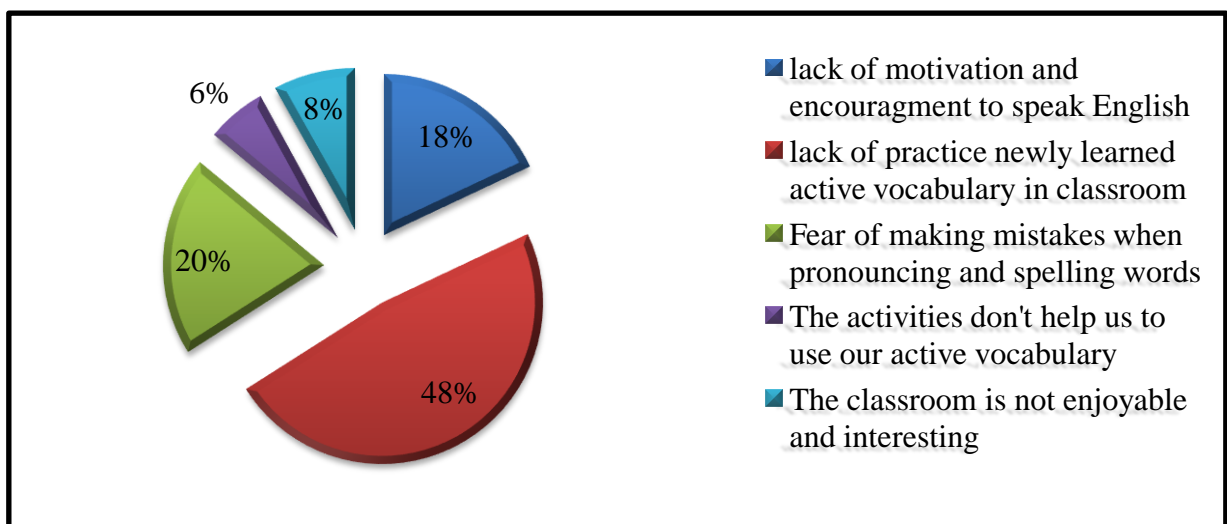
Table 10 and graph 07 shows that the majority of the respondents with the percentage 94% are agreed that class became more interesting and attractive if the teacher use audio visual aids during teaching whereas only one students (6%) disagreed integrating this tools. Consequently, it is pleasing to know that audio visual materials has an positive effects on students since it brings authenticity, make class enjoyable as well as reach fulfilled outcomes for EFL learners.

### **2.3.3. Section Two: Teaching active vocabulary via A.V.A.**

**Question 10: I encounter difficulties in using my active vocabulary because of:**

Options	N° of students	Percentage %
<b>a-</b> Lack of motivation and encouragement to speak English.	<b>09</b>	<b>18 %</b>
<b>b-</b> Lack of practice the newly learned active vocabulary in classroom.	<b>24</b>	<b>48 %</b>
<b>c-</b> Fear of making mistakes when pronouncing, spelling, and the words.	<b>10</b>	<b>20 %</b>
<b>d-</b> The activities don't help us to use our active vocabulary.	<b>03</b>	<b>06 %</b>
<b>e-</b> The classroom is not enjoyable and interesting.	<b>04</b>	<b>08 %</b>
Total	<b>50</b>	<b>100 %</b>

**Table 11:** Students' Difficulties in Active Vocabulary



**Graph 08:** Students' Difficulties in Active Vocabulary

From the table 11 and graph 08 it is noticed that the majority of the students with percentage 48% face difficulties in using their active vocabulary due to the lack of practicing newly learned active vocabulary in classroom; however, 10 of the students specify their difficulties toward the fear of making mistakes when pronouncing and spelling words. 04 of the students with percentage 08% refers their difficulties to the lack of motivation and encouragement to speak English while 03 of the participants with percentage 06% refers it to the activities which doesn't help them to use their active vocabulary.

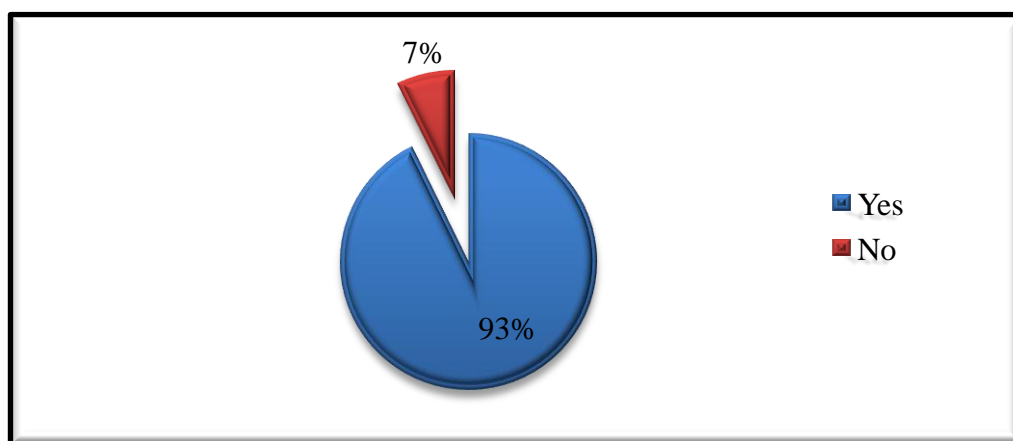


➤ After, the researcher has asked the students to state other difficulties, some of the students claimed that they are not facing any difficulties in using their active vocabulary whereas one of them said that one of the most problems comes from the lack of practicing newly active vocabulary at home or outside classroom. After all, students have to practice foreign language and its components in and out classroom so as to reach fulfilled language.

**Question11: Does your teacher motivate you and encourage you to use your active vocabulary?**

Options	N° of students	Percentage %
Yes	41	93 %
No	09	7 %
Total	50	100 %

**Table 12:** Students’ Opinion about Teachers’ Motivation



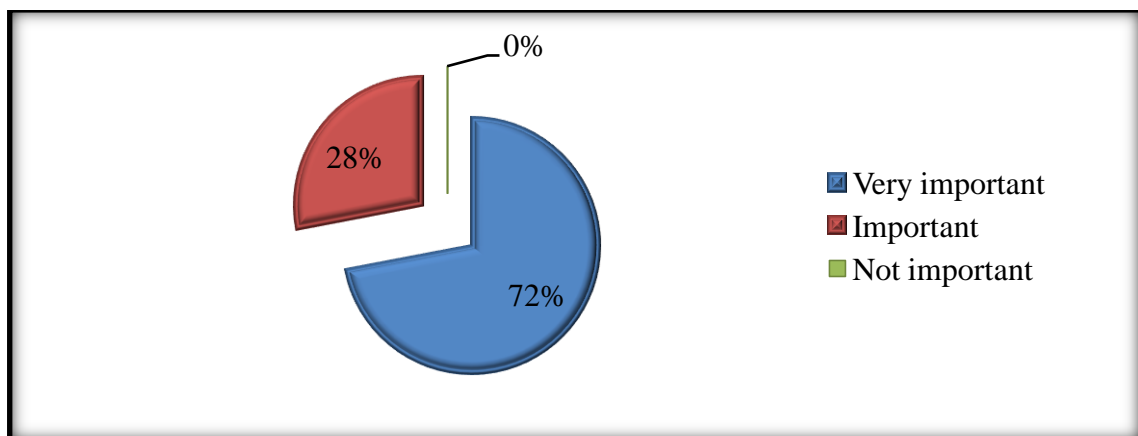
**Graph 09:** Students’ Opinion about Teachers’ Motivation

Table 12 and graph 09 indicates that the majority of the students which represent 93% agreed that their teachers motivate and encourage them to use their active vocabulary while 09 of students disagreed, it may because those students needs additional attention from the teachers or they are not satisfied. Consequently; the high rate indicates that teachers has a great part in helping students to use their active vocabulary since teachers’ instruction is necessary for learners throughout encourage and motivate them.

**Question 12: How important is for you practicing active vocabulary with audio visual aids in Oral expression session?**

Options	N° of students	Percentage %
Very important	36	72 %
Important	14	28 %
Not important	00	00 %
Total	50	100 %

**Table 13:** Students' View about Practicing Active Vocabulary



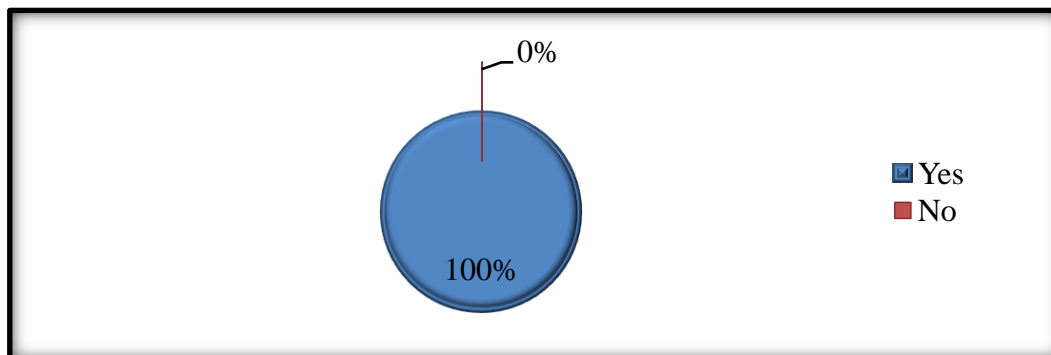
**Graph 10:** Students' View about Practicing Active Vocabulary

It is obvious from the table 13 and graph 10 that the majority of the students with the percentage 72% consider teaching active vocabulary through audio visual aids 'very important' whereas 16 of the students which represents 28% stated that it is 'important' and no one 0% consider it as 'not important'. This indicates that students are aware of the effectiveness of using this tool and they are very interested about learning active vocabulary through audio visual aids in oral expression session since it provides authenticity exposure of native speakers' speech in terms of how they speak, the way word are pronounced and spelled.

**Question 13: Do you think that audio visual aids can interest and motivate you to use your active vocabulary successful?**

Options	N° of students	Percentage %
Yes	50	100 %
No	00	00 %
Total	50	100 %

**Table 14:** Students' View if A.V.A. Can Motivate and Interest



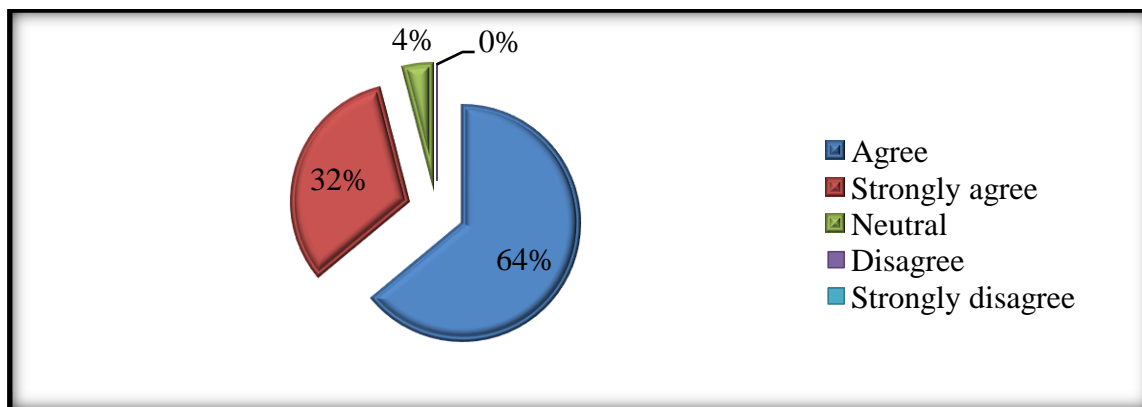
**Graph 11:** Students' View if A.V.A. Can Motivate and Interest.

Table 14 and graph 11 shows that all the participants 50 which represent (100%) are considered that if the teachers use teaching aids such as audio visual aids in classroom, they will be interested and motivated to use their active vocabulary successfully. These tools stimulate learners to produce language actively rather than passively receive.

**Question 14: Teaching active vocabulary through audio visual aids can be useful for English speaking learners.**

Options	N° of students	Percentage %
Agree	32	64 %
Strongly agree	16	32 %
Neutral	02	04 %
Disagree	00	00 %
Strongly disagree	00	00 %
Total	50	100 %

**Table 15:** Students' View about Usefulness of A.V.A.



**Graph 12:** Students' View about Usefulness of A.V.A.

The above graph 12 shows that 32 of the participants with the percentage 64% are agreed that audio visual aids are useful in teaching active vocabulary whereas 16 of the students with 32% are strongly agreed and 02 of the students with the percentage 4% are neutral whereas there are no responses 0% related to disagree or strongly disagree. Accordingly, this indicates that the learners believe that through watching and hearing native speakers how they are perform, express and talk, it will help them to acquire active vocabulary successfully to facilitate speaking ability in oral classroom.

**Question 15:** Other suggestions.

As a conclusion, the researcher has asked the students to state any other comments. One of the students suggested that the teachers should change their methods, use alternative strategies in classroom. Further, they show their appreciation about this issue. They wish if the teachers integrate and bring other more different tools in classroom.

**3. Teachers' questionnaire**

**3.1. Aims of the Teachers' Questionnaire**

It is also necessary to get a closer view on what the teachers think about the use of audio-visual aids in teaching English active vocabulary. So the teachers' questionnaire is necessary to be made in order to cover the whole issue.

**3.2. Description of the Teachers' Questionnaire**

The sample of this study consists of (05) teachers who are teaching English language at the department of foreign languages at Biskra University for the academic year 2014-2015. This current questionnaire is submitted to only five (05) teachers who teach Oral expression sessions. It divided into two parts: part one concerns about using audio-visual aids in oral classes and includes eight (08) questions, and part two focuses on the audio-visual aids in teaching active vocabulary and eight (08) questions are included. Type of the questions varies from “yes” or “no” questions to open questions.

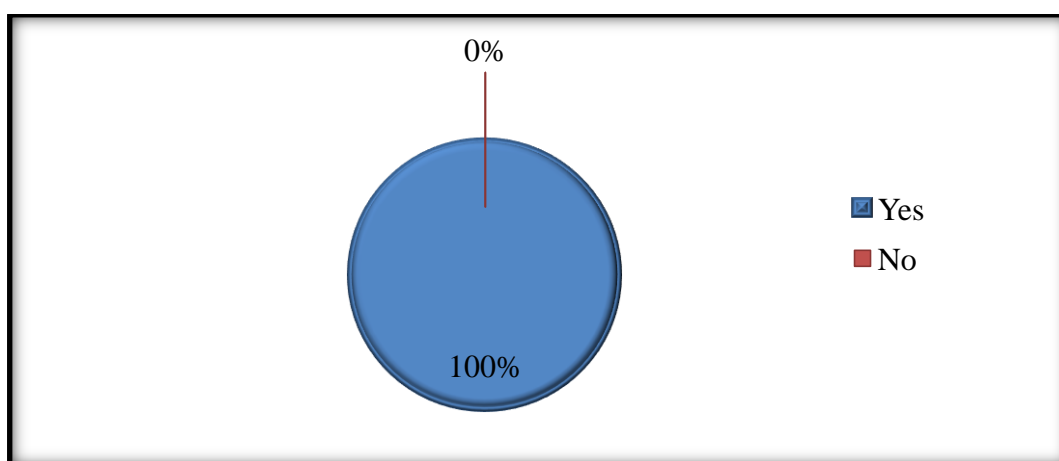
### 3.3. Analyses of Teachers' Questionnaire:

#### 3.3.1. Section one: Audio visual aids into oral classroom

##### Question 1: Do you use audio visual aids in the EFL classroom?

Options	N° of the teacher	Percentage %
Yes	05	100 %
No	00	00 %
Total	00	100 %

**Table 16:** Teachers’ Opinion about A.V.A.



**Graph13:** Teachers’ Opinion about A.V.A.

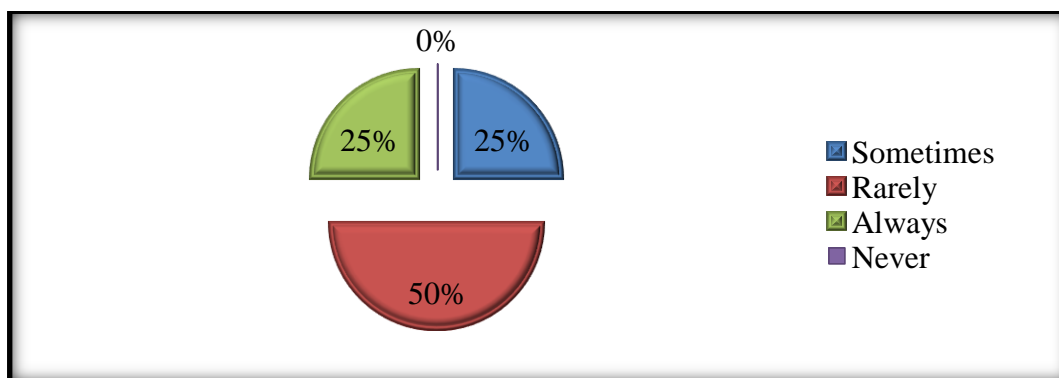
The table 16 and the graph 13 show that all the teachers which represent (100%) use audio visual aids in teaching EFL learners. This indicate that teachers are interested with technologies, they are aware of the importance of using different strategies such as

integrating audio-visual aids into oral classrooms in order to enhance students' English skills and facilitate teaching foreign language.

**Question 02: If yes, how often do you use them?**

Options	N° of the teachers	Percentage %
Sometimes	01	25 %
Rarely	03	50 %
Always	01	25 %
Never	00	00 %
Total	05	100 %

**Table 17:** Frequency of Using A.V.A.



**Graph 14:** Frequency of Using A.V.A.

From the table 17 and the graph 14, it is observed that the majority of the teachers' answers with the percentage 50% claimed that they use A.V.A. rarely, it can be because they are not interested in these tools or they are not available at the department or they use when they find it necessary according to the subject. However, the rest of the teachers' answers have been split equally on both sometimes and always using audio visual aids in classroom. The teacher who sometimes uses these tools which represent 25%, it may refer to inability to supply all types of audio visual aids or she is not interested to implement it in teaching language whereas except one teacher which represents 25% claimed that she is always use audio visual materials in the classroom which indicates that this teacher appreciate the role of audio visual aids in teaching EFL learners.

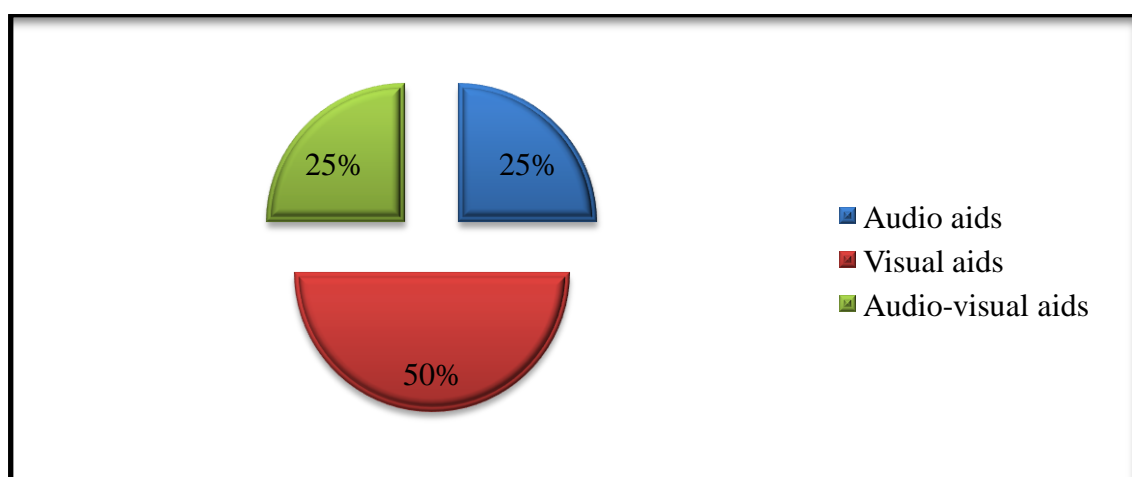
**Question 03: If no, say why?**

(No comments since no one opted this choice).

**Question 04: What type of teaching aids do you prefer to use?**

Options	N° of teachers	Percentage %
Audio aids	02	25 %
Visual aids	04	50 %
Audio visual aids	02	25 %
Total	08	100 %

**Table 18:** Teachers' preference of teaching aids



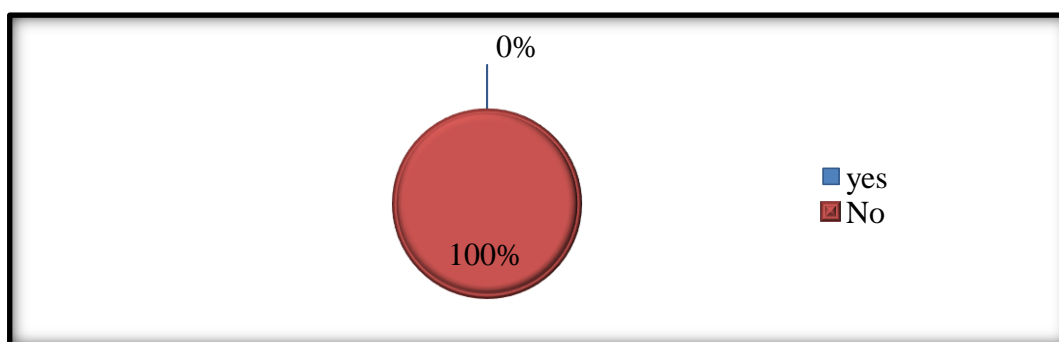
**Graph 15:** Teachers' Preference of Teaching Aids

Table 18 and graph 15 indicates that the majority of the teachers 04 which represent 50% use visual aids whereas the rest teachers' answers have been split equally on both using audio aids and audio-visual aids with a percentage of 25%. This interpreted that teachers prefer and are more stimulated to use visual tools such as PowerPoint presentation, slides and so on as an effective, useful tool. However, some teachers 25% support audio aids may because they believe that learners are acquire language better from listening. Conversely, other teachers 25% are confident that students will gain knowledge of language better through both audio and visual aids such as videos, computer and so on.

**Question 05: Do you find any difficulties when using audio visual aids in your courses?**

Opinions	Teachers' number	Percentage %
Yes	00	00 %
No	05	100 %
Total	05	100 %

**Table 19:** Teachers' Views about A.V.A. Difficulties.



**Graph 16:** Teachers' Views about A.V.A. Difficulties.

According to the table 19 and graph 16, all teachers with 100% percentage are not facing any kind of difficulties when they are using audio visual aids. This may indicate that teachers are well trained, skilled and interested with technologies. This high rate gives satisfactory results about the significance of using audio visual aids in teaching and learning languages.

**Question 06: If yes, state the most difficulties that you face it?**

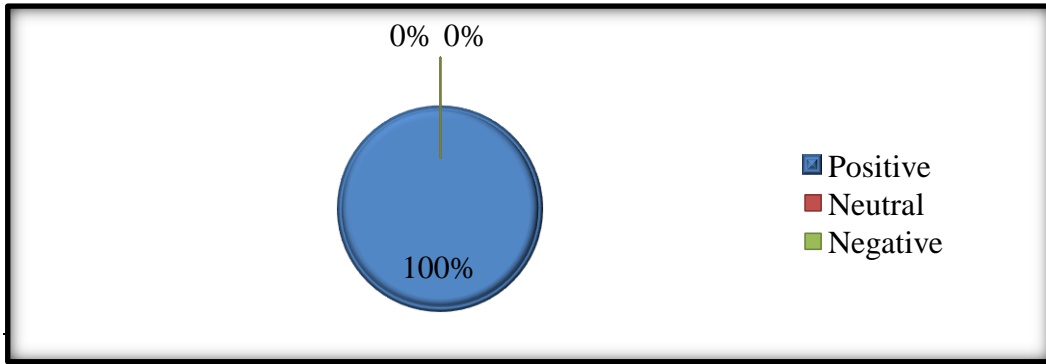
(No comments since no one opted this choice).

**Question 07: What is your attitude towards the use of teaching aids such as audio-visual aids in EFL classes?**

Options	N° of the teachers	Percentage %
Positive	05	100 %
Neutral	00	00 %
Negative	00	00 %
Total	05	100 %

**Table 20:** Teachers' Attitude towards A.V.A.





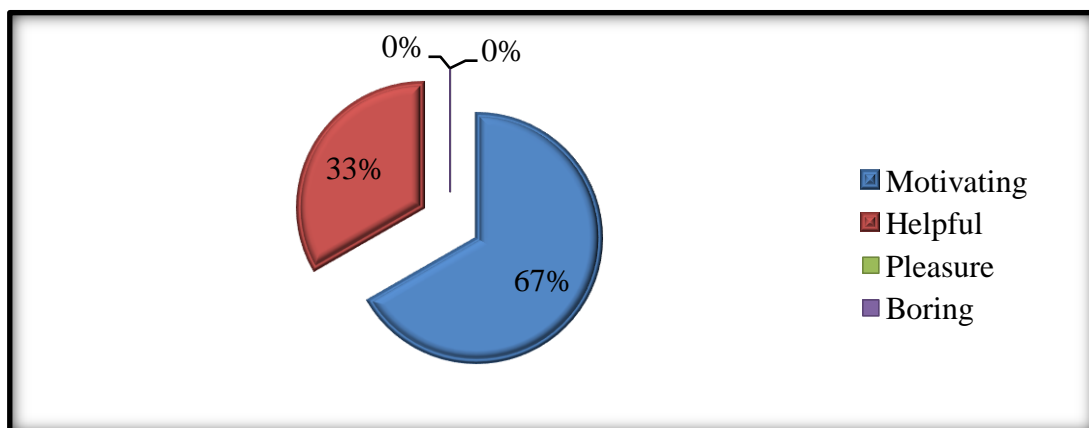
**Graph17:** Teachers' Attitude towards A.V.A.

The graph 17 indicates that five of the teachers which represent 100% have positive attitudes toward using teaching aids as audio visual aids in EFL classes. It shows that teachers are completely desire to work with technologies; they believe that integrating A.V.A. will guarantee success of students to develop their English ability to speak and perform language.

**Question 08: How do you find teaching with audio visual aids?**

Options	N° of teachers	Percentage %
Motivating	06	67 %
Helpful	03	33 %
Pleasure	00	00 %
Boring	00	00 %
Total	09	100 %

**Table 21:** Teachers' View about Teaching with A.V.A.



**Graph 18:** Teachers' View about Teaching A.V.A.

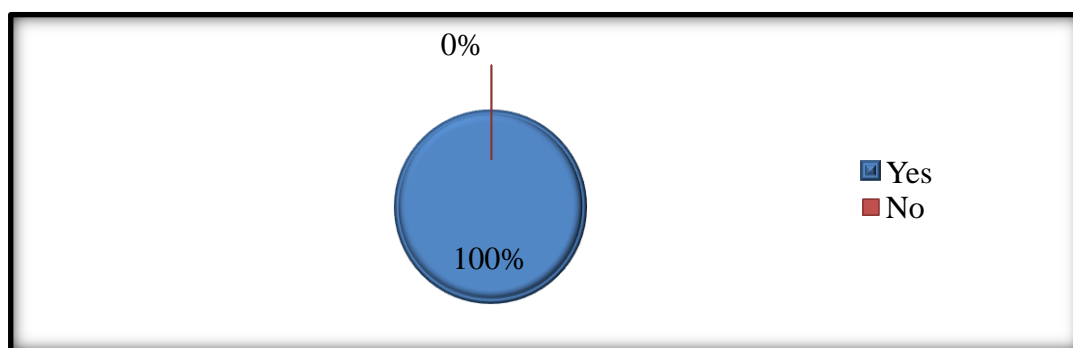
Graph 18 and table 21 show that 06 of the teachers which represents 67% considers audio visual aids as a motivating tool since they create the real world and that is reflected in the development of students while learning, as they get the real description of native speakers of how they spell words, the way word are pronounced, daily expression and so on. while 03 of the teachers which represents 33% considers audio visual aids as helpful tool because it comes at gaining time in terms of grasp information to students easily without having the premonition of losing that information, so it smooth the progress of shifting from one subject to another one and by this gaining time and effort. However, no one of the teachers 0% choose the option of pleasure or boring which support the important of integrating audio visual aids in oral classes.

### 3.3.2. Section two: Teaching active vocabulary via A.V.A. in oral classes.

**Question 09: Do you give your students activities to practice their active vocabulary?**

Options	N° of teachers	Percentage %
Yes	05	100 %
No	00	00 %
Total	05	100 %

**Table 22:** Teachers' View about Practicing Active Vocabulary



**Graph 19:** Teachers' View about Practicing Active Vocabulary

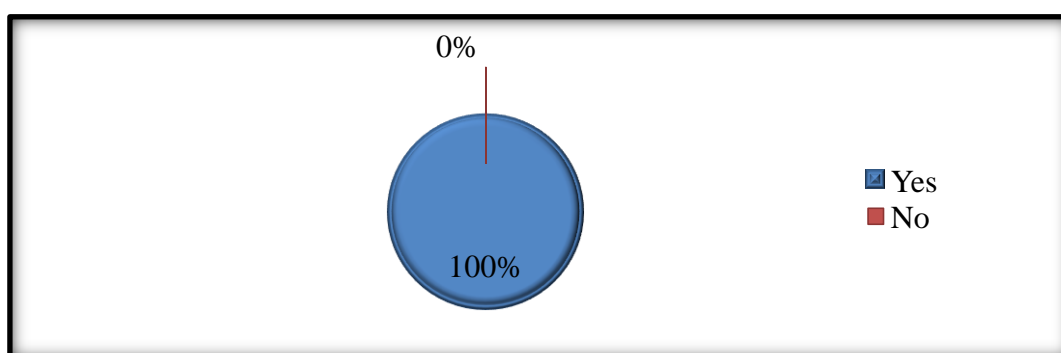
This question has been asked to consider if the teachers practice active vocabulary activities to his/her students. The graph 19 shows that all the teachers 100% practice active vocabulary through various activities such as games, filling gapes and role plays and other

activities which the purpose is to reinforce students to speak and use new words they are already learnt.

**Question 10: Teaching active vocabulary through audio visual aids can be useful for EFL learners?**

Options	N° of teachers	Percentage
Yes	05	100 %
No	00	00 %
Total	05	100 %

**Table 23:** Teachers’ view about the usefulness of A.V.A.



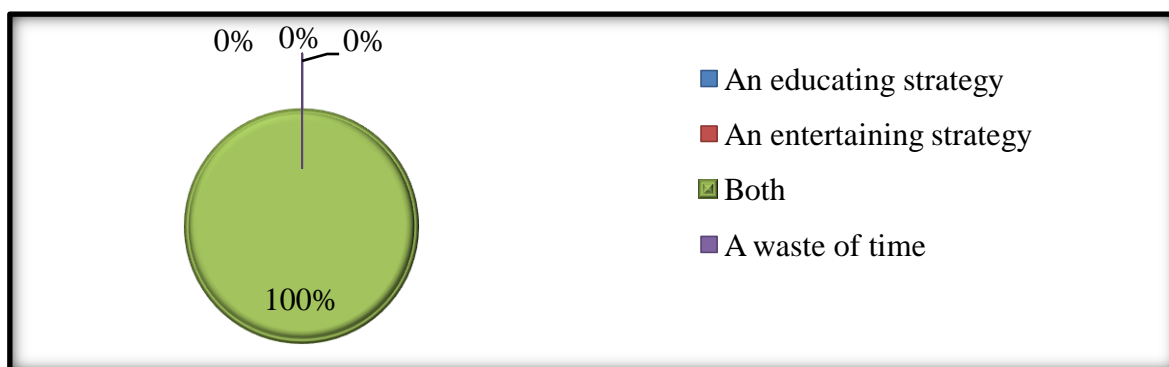
**Graph 20:** Teachers’ view about the usefulness of A.V.A.

This question is aims to discover the teachers’ view about if audio visual aids can facilitate them to teach active vocabulary or not. Actually, all the teachers with percentage 100% agree the fact that audio visual aids brings up-dating and reality into classroom, it gets the real description of native speaker spelling, the way word are pronounced, how words are expressed in every day ... etc. As it is mentioned before A.V.A comes to save teachers’ time in terms of grasp information to students easily without having the premonition of losing that information, so it smooth the progress of shifting from one subject to another one. Above all, using these tools such as videos, songs, movies, and authentic materials will increase students’ awareness of how language is in use.

**Question 11: Do you consider teaching active vocabulary with audio visual aids as:**

Options	N° of teachers	Percentage %
An educating strategy	00	00 %
An entertaining strategy	00	00 %
Both	05	100 %
A waste of time	00	00 %
Total	05	100 %

**Table 24:** Teachers' View about Teaching Via A.V.A.



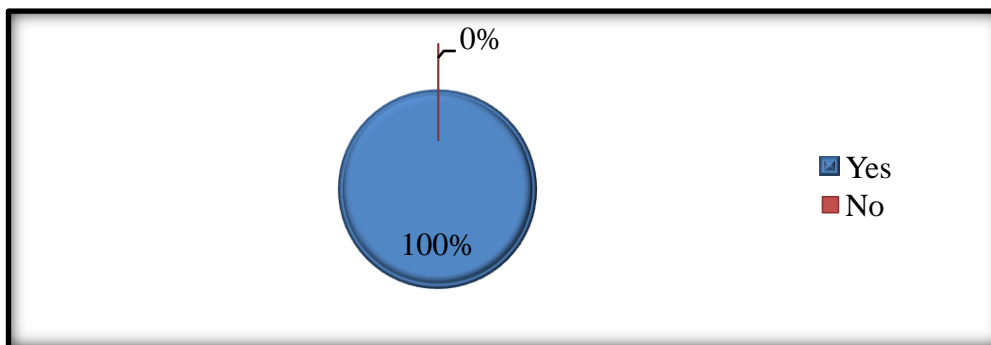
**Graph 21:** Teachers' View about Teaching Via A.V.A.

The table 24 and graph 21 shows that all teachers with the percentage 100% share the same view that teaching active vocabulary by the use of audio visual aids is both as an educating and an entertaining strategy. This is interpreted as the reality that teachers believe that the integration of such teaching aids get students learn as well benefit from the active vocabulary task. They facilitate at creating a comfortable environment where feelings of boredom, fear and anxiety are expelled.

**Question 12: Could audio visual aids boost the learners' motivation and interest in using their active vocabulary?**

Options	N° of teachers	Percentage %
Yes	05	100 %
No	00	00 %
Total	05	100 %

**Table 25:** Teachers' View about A.V.A. Motivation and Interest



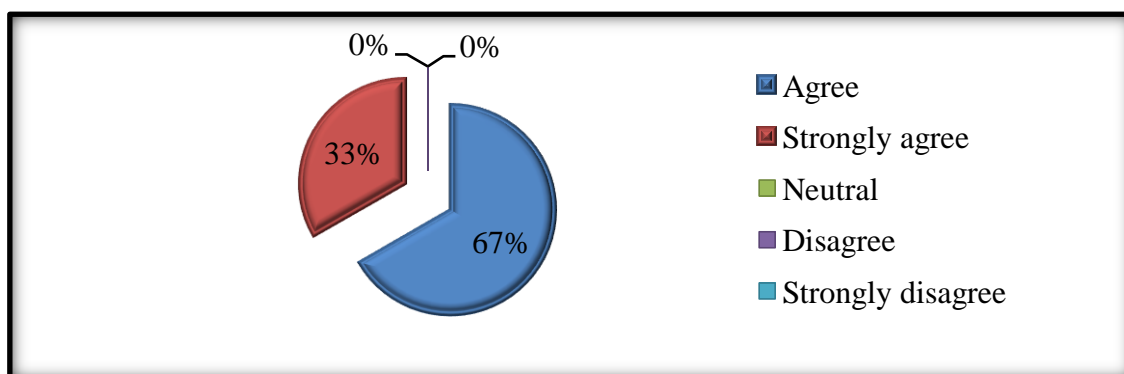
**Graph 22:** Teachers' View about A.V.A. Motivation and Interest

From the graph 22, all teachers with percentage 100% agreed that implementing audio visuals in teaching active vocabulary boost students' motivation and interest to be actively producing language rather than passively receive words. Actually, teachers believe that making classroom more enjoyable is the key of successfully teaching through implementing different types of audio visual aids.

**Question 13: Teaching active vocabulary in the modern classroom through using audio visual aids is more valuable and attractive than the traditional teaching classroom:**

Options	N° of the teachers	Percentage %
Agree	04	67 %
Strongly agree	02	33 %
Neutral	00	00 %
Disagree	00	00 %
Strongly disagree	00	00 %
Total	06	100 %

**Table 26:** Teachers' View about the Modern Classroom



**Graph 23:** Teachers' View about the Modern Classroom

Table 26 and graph 23 indicates that 04 of the teachers agreed with the percentage 67% and 02 of the teachers are strongly agreed with the rate 33% teaching active vocabulary in modern classroom by using audio visual aids are more valuable and attractive than the traditional teaching classroom. These results assert that teaching in modern classroom increase stimulation and motivation of the students rather than traditional classroom teaching where they feel, tedious and boring. Furthermore, integrating different kinds of teaching materials will help learners to use their active vocabulary and facilitate teaching and learning process.

**Question 14: In your opinion, what are the difficulties that prevent students to use their active vocabulary successfully in Oral expression session?**

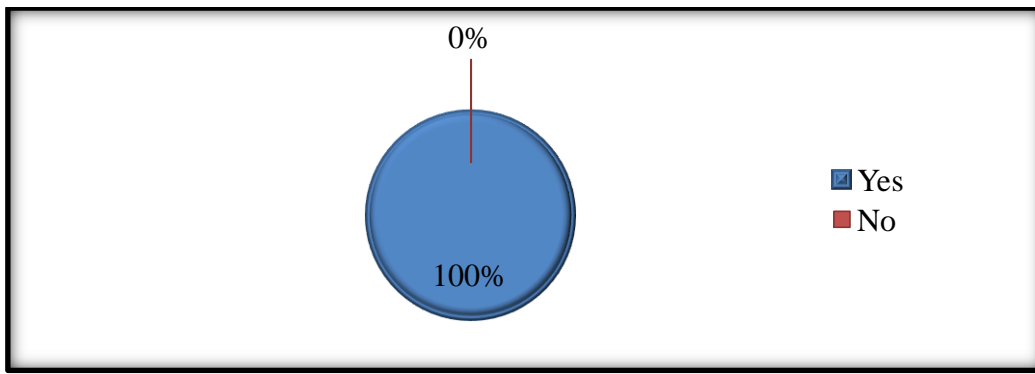
This question aims to consider the main difficulties prevent students to use their active vocabulary successfully in Oral expression session. From teachers' own experience, their answers are summarized as follow:

- Learners are shyness, lack of interest and lack of self-confidence for some of students.
- Their difficulties refer to the social or psychological problems as being very shy.
- The lack of practicing English language outside of the classroom.
- It may because the large number of the students inside classroom.

**Question 15: Do you think that your students' active vocabulary level have enhanced after teaching them with audio visual aids?**

Options	Teachers' number	Percentage %
Yes	05	100 %
No	00	00 %
Total	05	100 %

**Table 27:** Teachers' View about Students' achievements



**Graph 24:** Teachers' View about Students' achievements

The graph 24 shows that all the teachers with the rate 100% said that students' active vocabulary are enhanced after many practicing activities through using audio visual aids such as videos, loudspeaker connected with laptop, PowerPoint presentation and others. As a result, these tools make students as productive learners rather than passive; it brings the reality which students are watching and hearing native speakers' language. It facilitates them to acquire language actively.

**Question 16: Any other suggestions**

As a conclusion, the researcher has asked the teachers to state any other comments. One of the teachers suggested that in order to enhance students' active vocabulary, they have to read extensively, they have to practice language more outside. She believes that reading is the most important skills which teachers should focus more in classroom rather than teaching materials. Further, teachers show their appreciation and admiration about this issue.

**4. Results and findings**

This study reveals the following main results:

An important finding of this study was that the use of audio visuals is highly supported by both the teachers and students. Remarkably, teachers and students' attitude towards integrating audio visual aids are encouraging. However, learners face difficulties in speaking because they incapable to use their active vocabulary due to several problems such as fear of making mistakes when pronouncing and spelling words, because of their shyness, anxiety, they are unmotivated and discouraged to speak English inside classrooms or because the classroom surrounding doesn't help them to engage with the lesson. Hence,

teachers should focus more on the employment of more technological didactic materials such as videos, songs, and pictures because it will be more effective on the process of learning and using vocabulary actively.

Additionally, from the classroom observations' results, it is noticed that PowerPoint presentation are widely applied if compared to the other types of teaching aids. With second year students, the teachers regularly present new words at every tutorial, even though the tutorial is not related only to teaching vocabulary. This means that the teachers are aware of the significance of presenting vocabulary meaning and use. In turn, audio visual aids show their influence on fulfilling the task of teaching active vocabulary also checking whether students effectively acquire them or not, so they can use them to enhance their speaking skill. Consequently, use of audio visual aids provides easy way to teach difficult concepts.

Moreover, from data obtained from classroom observation, teachers and students' questionnaire have provided an evident view of how audio visual aids have positive and satisfactory effect on learners who are excited, interested with implementing technological aids into oral sessions. Hence, teachers should take this into account in their teaching style, strategies, and materials; especially, audio visual aids which is preferred by all the students because they see that it helps them to concentrate more, to learning new active vocabulary, it creates an enjoyable learning context, and it facilitates teaching and learning process, but unfortunately our University do not supply materials such as audio visual aids at all.

To sum up, from the findings, it is noticed that the teacher who uses always the audio visual aids in the teaching language, their students' achievements in language level and active vocabulary particularly have enhanced. In fact that the time in terms of how many time teacher use these tools, how the lesson are organized, teachers' method and if the teachers bring different types of audio visual aids in each session per week plays a potential role in developing students' language. Moreover, it is observed that not all teachers use all the types of audio visual aids although the students asserted that they are so excited and interested to learn language through all different types of audio visual aids which is proved during attending the oral classes when one of the teacher uses videos in each lesson to produce new vocabularies, it seems that all the students are interested to attend which the classroom was full of the students.



## **Conclusion**

This final chapter provides us a deep insight on the significance of using audiovisual aids in teaching and learning process in general and teaching active vocabulary in specific. It noticed from the findings that audio-visual aids are supported by both the teachers and the students. Above all, the University has to supply sufficient materials for teaching EFL learners due to its significance in enhancing students' English ability.

## General conclusion

To conclude, the researcher provides answers to the research questions that our work are based on, the data obtained from classroom observation, students and teachers' questionnaire are summarized as follow:

Based on the findings, audio-visual aids has a great, positive effects on teaching EFL learners' active vocabulary in terms of making the lectures more realistic, enjoyable and attractive. Students are dynamic, more active to participate with the teacher; they are engaged with each other; confidently, they overcome certain of the difficulties such as shyness, anxiety which considered better than the traditional classroom using just chalkboard and textbook. Particularly, it related to the fact that our new life is highly affected with technologies as well it has an obvious role in how the individual live, work and more importantly learn.

Definitely, it is found from the data collected that audio visual aids could boost the learners' interest and motivation to produce their active vocabulary successfully in terms of their highly desire and behavior to work with technological aids inside oral classroom which proved through classroom observation as well as questionnaires 'responses.

The students and teachers' attitude towards teaching English active vocabulary using audio visual aids activities was rated as great and perfect views. Both of them are completely supported integrating technological aids such as audio-visual aids in developing learning foreign languages and teaching active vocabulary particularly. Based on the result obtained from teachers and students questionnaire, all of them are have a positive attitudes by percentage 100% agreed implementing these aids in EFL classrooms.

Audio visual aids for example using videos, songs or any other types of materials facilitate teaching students to use their active vocabulary throughout to the fact that this aids bring the reality, students live the experience of the language as they are in foreign countries in terms of how the native speakers talk, express their ideas, how people dealing with each other and so on. This entire factors stimulus them to engage, concentrate and give them a desire to participate, acquire new words as well allow them to speak confidently with each other in oral classroom. Mostly, A.V.A. fighting the boredom that learners faced as long as they are in learning situation.

The reasons behind the difficulties that hinder learners to use their active vocabulary are summarized as:

- Fear of making grammatical mistakes, incorrect pronunciation when they are speaking or intended to express their ideas, thoughts.
- Because of their shyness, anxiety and lack of confidence for some of the students.
- They are unmotivated and discouraged to speak English inside classroom.
- Because the classroom surrounding doesn't help them to engage with the lesson in terms of huge number of students.
- Lack of practicing newly learned active vocabulary inside and outside the classroom.
- According to students' view, they feel boring, uninterested to learn because of certain the teachers' methods and strategies doesn't help them because they did not vary.

## **Recommendations**

Given the findings and the limitations of the present study, several recommendations can be made for the future research to further investigate the effectiveness of using audio visual aids in teaching English active vocabulary, especially at University level oral classes in EFL contexts. Those recommendations are summarized into the following points:

- Teachers must integrate audio-visual aids in classroom since it broke the routine and create a comfortable atmosphere that helps the EFL learner in comprehension and level improvement.
- Teachers should use different audio visual aids such as videos, laboratory, Internet, radio, and television since they provide a reality simulated atmosphere with both auditory and visual exposure to help keep the students' interest, grasp information and hence favor better recall.
- In order to respect students' learning style, teachers should show different strategies and methods in teaching active vocabulary.
- Teachers must adopt and bring audio-visual aids in the classroom and presently these materials be adopted in the learning process by the learners.
- Teachers should take into consideration that learners preferred all types of audio visual aids and they believe that their improvement in using active vocabulary will be accomplished successfully.

- For the teachers, it is very important to expose to the learners how native speakers are talking, pronouncing word, expressing their ideas through audio-visual aids in order to facilitate teaching active vocabulary.
- Teachers should practice newly learned active vocabulary in classroom to avoid forgetting words.
- Teachers should construct a variation of English active vocabulary activities which motivate the students to speak without difficulties.
- Hopefully, the researcher wishes that our University provide the department of EFL with sufficient audio visual materials in order to enhance the teaching and learning process.

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Ben Sola, A. (2012). *The Influence of Using Audio Visual Aids in Teaching English*

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Moustari, S. (2012). *The Impact of Using ICT on Teaching EFL Learners: The Case Study*

*of Batna*. Algeria: Batna University.

# Appendices

# Appendix 01: Questionnaire for students

Dear students,

This questionnaire is serves as a data collection tool to determine “*Effects of audio visual aids on teaching English active vocabulary to EFL learners*” Case study of second year students of English at Biskra University. This questionnaire is designed to identify your problems in using active vocabulary and how well audio visual aids can motivate and facilitate its teaching process. You are kindly requested to provide us with your answers to help us accomplish this research work. Thank you in advance for your contribution.

\_Note: A.V.A. (audio visual aids).

\_Active vocabulary: are words used to express your ideas and thoughts when you speak or write.

## **Section one: General background**

1. Your choice of English was :

Personal

Imposed

2. Justify.....  
.....  
.....

## **Section two: Using audio visual aids in the oral classrooms**

3. Does your teacher use teaching aids such as audio visual aids in the classroom?

Yes

No

4. How often does your teacher use audio visual aids in the classroom?

a. Always

b. Sometimes

c. Rarely

d. Never

5. Do you prefer to learn with audio visual aids?

Yes

No

6. If no justify,?.....  
.....  
.....

7. What kind of audio visual aids do you prefer to learn with?

a. Audio aids (Tape recorder, radio...)

b. Visual aids (pictures, PowerPoint...)

c. Audio visual aids (videos, computer...)

8. What is your attitude toward using audio visual aids as teaching aids into EFL classrooms?

a. Positive

b. Neutral

c. Negative

9. Does the class become more interesting if the teacher uses audio visual aids when teaching you?

Yes

No

**Section three: Teaching active vocabulary via A.V.A**

10. I encounter difficulties in using my active vocabulary because of:

a. Lack of motivation and encouragement to speak English

b. Lack of practice the newly learned active vocabulary in classroom

c. Fear of making mistakes when pronouncing, spelling the words.

d. The activities doesn't help us to use our active vocabulary

e. The classroom is not enjoyable and interesting.

f. Others.....  
.....  
.....

11. Does your teacher motivate and encourage you to use active vocabulary in classes?

Yes

No

12. How important is for you practicing active vocabulary with audio visual aids in Oral expression sessions?

a. Very important

b. Important

c. Not very important

13. Teaching active vocabulary through audio visual aids can be useful for English speaking learners.

1. Agree

2. Strongly agree

3. Neutral

4. Disagree

5. Strongly disagree

14. Do you think audio visual aids interest and motivate you to use active vocabulary successfully?

Yes

No

15. Other suggestions.....

.....

.....

.....

.....

***Thank You***



# Appendix 02: Questionnaire for teachers

Dear teacher,

This questionnaire is serves as a data collection tool to determine “*Effects of audio visual aids on teaching English active vocabulary to EFL learners*” Case study of second year students at Biskra University. Your contribution will greatly help us to prepare our Master dissertation and achieve the research work objectives. You are kindly requested to answer the following questions either by ticking or providing your own information whenever necessary.

And in advance thank you very much.

\_Note: A.V.A. (audio visual aids).

## Section one: Audio visual aids into classrooms

1- Do you use audio visual aids in the EFL classrooms?

Yes

No

2- If no,say why ?.....

.....

.....

.....

3- If yes, how often do you use them?

a. Sometimes

b. Rarely

c. Always

d. Never

4- What type of teaching aids do you prefer to use?

a. Audio aids (Tape recorder, radio, laboratory...)

b. Visual aids (Pictures, slides...)

c. Audio visual aids (television, videos, computers....)

5- Do you find any difficulties when using AVA in your courses?

Yes

No

6- If yes, what kind of difficulties?.....

.....

.....

.....

7- What is your attitude towards the use of teaching aids such as A.V.A. in EFL classes?

a. Positive

b. Neutral

c. Negative

8- How do you find teaching with audio visual aids?

a. Motivating

b. Helpful

c. Pleasure

d. Boring

### Section three: Teaching active vocabulary through A.V.A.

9- Do you give your students activities to practice their active vocabulary?

Yes

No

10- Teaching active vocabulary through audio visual aids can be useful for EFL learners.

1. Agree

2. Neutral

3. Disagree

11- Do you consider teaching active vocabulary with audio visual aids as :

- a. An educating strategy
- b. An entertaining strategy
- c. Both
- d. A waste of time

12- Could audio visual aids boost the learners' motivation and interest in using their active vocabulary?

Yes

No

13- Teaching active vocabulary in the modern classroom through using audio visual aids is more valuable and attractive than the traditional teaching classroom.

- 1. Agree
- 2. Strongly agree
- 3. Neutral
- 4. Disagree
- 5. Strongly disagree

14- In your opinion, what are the difficulties that prevent students to use their active vocabulary successfully in Oral expression sessions?

.....  
.....D

Do you think that your students' active vocabulary have enhanced after teaching them with audio visual aids?

Yes

No

15- Any other comments concerning this issue:.....

.....  
.....

*Thank You*





## Appendix 03: Classroom observation checklist

University:	Academic year:
Observer:	Level:
Session:	Date and time:

Criteria	Yes	No	Comments
<b>a.</b> Do teachers integrate or use audio-visual aids within oral session?			
<b>b.</b> Do teachers face any difficulties when using audio-visual materials?			
<b>c.</b> Do learners show interest, excited and motivation when teachers use A.V.A. in teaching active vocabulary?			
<b>d.</b> Do teachers provide activities to students to practice new words?			
<b>e.</b> Do teachers encourage students to speak?			
<b>f.</b> Do teachers help learners when facing speaking difficulties?			
<b>g.</b> Do teachers use mother tongue to explain new words?			
<b>h.</b> Do teachers provide sufficient time during the lesson for students to practice new words?			
<b>i.</b> Existence of shy, anxiety and struggling learners?			
<b>j.</b> Do learners use new words from the tasks that they have learned from the audio-visual materials?			
<b>k.</b> Do learners feel boring within classroom?			
<b>l.</b> How is turn-taking managed?			
<b>m.</b> Do teachers praise students who respond well in formal assessments?			



## الملخص

يهدف هذا البحث الى تسليط الضوء على تأثير استعمال الوسائل السمعية-البصرية ضمن حصص تدريس المفردات التعبيرية لطلبة اللغة الإنجليزية. كما يهدف الى دراسة مواقف الاساتذة اتجاه استعمال هذه اللوسائل في تدريس اللغة الأجنبية بصفة عامة و تدريس المفردات التعبيرية او المتحركة بصفة خاصة. لتحقيق الهدفين اتبعنا الطريقة الوصفية في بحثنا من خلال تصميم استبيانين موزعان على عينة مكونة من 50 طالب للسنة الثانية للغة الإنجليزية بصفة عشوائية و على 05 من اساتذتهم في قسم اللغة الإنجليزية بجامعة محمد خيضر ببسكرة. كذلك طبقنا الملاحظة الميدانية للحصول على معلومات اكثر واقعية و دقة. ان تحليل النتائج كشف عن اهمية و التأثير الايجابي للوسائل السمعية-البصرية في تدريس المفردات التعبيرية او المتحركة و مساعدة الطلبة على التحدث و التعبير عن افكارهم كون هذه الأدوات تساعد في جذب انتباه الطلبة و تحفيزهم ليس فقط في استعمال المفردات التعبيرية بل و كذلك اللغة الأجنبية اذ تجعل تقديم الدرس اكثر واقعية.