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The Effectiveness of Audio Visual Aids as a Didactic Support to Enhance Learners'Vocabulary

A Case Study of Fourth Year Pupils at Ben Trah Brahim Middle School of Sidi Okba.

Research project submitted in partial fulfillment of the requirements for the degree of master of sciences of the language

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Dedication

In the name of GOD, most gracious, most merciful.

All the praise is due to GOD alone, the Sustainer of the world.

I dedicate this dissertation to

The most generous and tender women in the world, my mother Messaouda "My Allah protect her".

To the most respected man in this world, my father Masmoudi "My Allah protects him".

To my wonderful brothers: Tahar, Halim, BadriEddine and khaled.

To my lovely sisters: Keltoum, Karima, Rawia.

To my wonderful uncle: Azezeddine.

To my brother in law: Yacine

To my sisters in low: Sihem; Hayat, Badra.

To my lovely Nephews and nieces: Logine, Fatima zohra, Mourade, Imene, Amira, Oumaima, Jihane, Mohammed Maesmoudi, Aymen,Mohammed,Houcem, Achraf, Habibe.

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Acknowledgements

Abstract

The present study aims at investigating the impact of using audio visual aids as didactic support in enhancing learners' vocabulary and facilitating the process of teaching and learning through showing all the aspects that are related to each variable: audio visual aids first, then vocabulary. In addition to that, showing in what way they help the learners reach their vocabulary level and how it facilitates the process of teaching and learning. This work presented on one main hypothesis that if the teachers use audio visual aids when teaching English as a foreign language, learners will develop their vocabulary. In order to confirm this hypothesis and answer our research questions, we took fourth year pupils at Ben TrahBrahim Middle school in SidiOkba as a case study. The descriptive method was adopted; it aims to describe three main aspects: audio visual aids as an independent variable, vocabulary as dependent variables, and the effectiveness of audio visual aids for   developing learners' vocabulary. It was shown through the field work in which we choose two educational research tools. The questionnaire which was The first tool administrated to a sample of fifty pupils from the fourth year in middle school, while the second tool is the classroom observation which was used in order to gain as much as can real information from the impact of these tools on learners vocabulary, both of these tools helped us to achieve our objectives.

List of Abbreviations and Acronyms

A.V.A: Audio Visual Aids.

FL: Foreign Language.

PC: Personal Computer.

MS: Middle School.

ETV: Educational Television.

%: Percentage.

Q: Question.

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General Introduction

Introduction

The research topic of this proposal is about the effectiveness of audio visual aids as a didactic support to enhance the learners' vocabulary that mean that how the audio visual aids facilitate the process of the acquisition of vocabulary.

Nowadays, in foreign language learning vocabulary is one of the most important components of language; learners of a foreign language will speak fluently and accurately, write or read easily only if he/she has enough vocabulary.

However, learners may face different problems during the process of learning especially when they listen to new words, that's why most of recent researches focus on how to help learners to acquire vocabulary and gives the teacher technical procedure and strategies to create a positive environment for both the learners and the teacher, so that learners feel interested and involve. In the recent years, most of researchers focused on the importance of integrating ICT in the process of teaching and learning. Audio-Visual aids are one of the main techniques which are considered essential to facilitate the acquisition of vocabulary. It refers to those materials used by the teacher to present information through the combination of both learning and sights, so the integration of the audio-visual materials in education becomes so helpful for stimulating interest, encouraging participation and serves as a source of information.

All in all, integrating audio visual materials is so useful for classroom activity to be more dynamic and for learners to enhance his/her vocabulary easily.

1. Statement of the problem

The study is motivated by the fact that learners face a lot of problems in the process of learning a foreign language like misunderstanding, mispronunciation and the disability express his/her own ideas … I .e all those problems are simply the result of traditional teaching method and the lack of using audiovisual materials during teaching. The study will investigate the materials used in Ben TrahBrahim Middle school and to describe the effectiveness of audio visual aids in enhancing the learners' vocabulary and how it makes the classroom more dynamic.

2. Research Questions

This study is intended to address the following questions which investigate the effectiveness of Audio visual aids on enhancing the learner's vocabulary.

1/ to what extent does the use of audio visual aids affect the development of the Learners' vocabulary?

2/How can the audio-visual aids facilitate the process of teaching vocabulary?

3/How can teachers and learners interact through using audio-visual materials?

3. Research Hypothesis

We hypothesize that:

If EFL teachers use Audio visual aids while teaching the English language, the learners will develop their vocabulary.

4. Significance of the Study

This research study is very important because it will tell us how the use of audio visual aids is very effective in the area of English language teaching and learning. In addition to that, it will reveal to describe to what extent do audio visual aids help the learners develop their vocabulary. This research will provide the proof to accept or deny the idea of using audio visual aids as a means of helping the learners to enhance their vocabulary

5. Aims and Objectives of the Study

This study aims at describing the effectiveness of audio-visual aids in enhancing the learners' vocabulary. This aim may subdivide into two main objectives:

1/Describing how the audio visual aids are effective in the process of teaching and learning.

2/Discussing the role of using audio visual aids in the classroom in middle school and describing how the audio visual help the learners to acquire vocabulary in a positive learning environment.

6. Research Methodology

The research methodology refers to the method and ways to plan a research to get and analyze data. In this respect, Normally the method which appropriately fits our work "The effectiveness of Audio visual aids in Enhancing learner's vocabulary» is the experimental method in order to test the correlation between the use of Audio visual aids in classroom activity and learner's vocabulary, because of many factors especially time we have decided to use a descriptive method.

7. Population

In order to investigate this research, we have decided to choose fourth year pupils at Ben TrahBrahim in SidiOkba.

8. Sample

Fourth year pupils at Ben Trah Brahim in Sidi Okba are the whole population, we will deal with fifty (50) pupils out of the total population about 98.

9. Research Instruments

To answer our questions, test our hypotheses and fulfill our objectives, we intend to use the descriptive method as a data collection tools, we will submit a questionnaire to the fourth year Ben Trah Brahim Middle school pupils in order to investigate pupils attitudes and opinions concerning the use of audio visual aids in their educational setting as a means to develop the learners' vocabulary. In addition to that, we will engage in Classroom observation in order to gain as much as information about our research topic.

10. Structure of the Study

The present research is basically divided into three main chapters. The first two chapters are devoted to the literature review, and the third chapter is concerned with the analysis of the classroom observation and pupils' questionnaire. Chapter one is divided to general overview about audio visual aids its definition, types, brief history of using audio visual aids in education,characteristics, the importance, the educational values, principles of using those aids,advantages,disadvantages,samples and finally the limitation in the use of audio visual aids .In the second chapter is devoted to give an overview about vocabulary and its definition and types. Moreover, it will spot the light on the vocabulary description. In addition, the researcher identifies the main techniques for teaching vocabulary. Furthermore, identifying the main steps

for planning to teach vocabulary, also giving emphasize to principles of vocabulary teaching and vocabulary learning strategies.Finally,the researcher highlights the techniques to train good vocabulary learners. The third chapter deals with data analysis; it gives a detailed explanation and description of the both tools the classroom observation and the questionnaire and provides recommendations about how to realize the effectiveness of audio visual aids in enhancing the learners' vocabulary.

11. Literature Review

In the context of learning second language, vocabulary has a direct positive impact on one's capacity to build up one's language proficiency as Paul Nation notes «vocabulary Makes the skills of listening, speaking, reading and writing easier to perform» that's why we found most of recent research had been focused on how learners acquire his/her vocabulary in easier way which means the useful strategies and techniques that help the learners to enhance vocabulary.

Pathak and Chaudry (2012) discussed the need and importance of Audio visual aids in Teaching. «Listening and saying is as old as the history of Mankind. The older generation says and the younger generation listens. This is applicable in the field of education too, where the teacher says and the students listen exchange of ideas is a very important process in which two persons are essentially involved,   i.e. teacher and students. The teacher has to know about the students' capacities, capabilities, educational standard, attribute aptitudes before teaching the lesson so that the teacher may match the level of the students, in order to provide certain experiences in the process of Teaching and learning to the students to bring a change in their behavior is the main function of the teacher in the process of learning when more senses are involved, more permanent learning takes place.

They also say the use of Audio visual aids has great significance in the process of education to become interest, attractive and motivation "every child is interested to see picture, to listen to radio, to see acting to know about the various countries and these aids help in the concentration of attention of the children and make the lesson interesting, they also get motivation to learn more and more and to know more with the use of the aids".

The implementation of audio visual aids in classroom activity brings clarity in Education process "The lecture Method, which is difficult for children to understand, becomes clearer with the help of Audio visual aids and they can remember the lesson for a long time. The use of audio visual helps the children to take more interest in the lesson, their attention is concentrated, and they listen to the lesson attentively and remember the same for a long time".

All in All, in this Book we found a useful quotation of Edgar Bruce Wesley «audio visual aids provide experiences, with the use of these aids; the relationship between the objectives and words is easily established. The time with the children is the power of observation develops.

Sampath, K. Panneerselvan,A and Nthanam,S.(2007) stated the main advantages of audio visual aids and how it helps the teachers to arrange more effective environments for learning. The following are the general advantages of using teaching aids:

1/ use of audio visual materials results in greater acquisition of knowledge of facts and ensures longer retention of the information gained.

2/ use of audio visual materials in the classroom can provide effective substitutes for direct contact of students with environmental social and physical.

3/ by using suitable audio visual materials, any desired change in attitude and behavior could be facilitated.

4/ proper audio visual materials can provide integrated experiences varying from abstract to the concert.

5/ using Audio visual materials the approach to learning is through more than one sense ore multi-sensory approach and hence they will be able to secure and retain the attention of pupils as well as develop the communication skills of pupils.

6/ audio visual materials could be used to motivate and stimulate interest of pupils to gain further knowledge.

7/ Audio visual Material could be used to advantage for any age or ability groups. Zhao (2005) claimed how the second language vocabulary learning acquired through video and pictures. The effects of video and pictures on L2 vocabulary acquisition, particularly within multimedia environments. have not been well explored, However, other skills has received wide research attention.

Omaggio (1979) conducted the first empirical study on the impact of picture on reading comprehension with beginning college French students; she found that pictures produced a significant improvement in reading comprehension in French. More recent research has narrowed the focus to in clued studies on the effects of visual imagery on L2 vocabulary acquisition. In a critical analysis of L2 vocabulary learning techniques. Oxford and GrooKall (1990) stated that most learners are capable of assonating new information to concepts in Memory by means of Meaningful visual images that make learning more efficient. Visual imagery is known to help learner's package information more efficient than using just words alone.

12. Research Limitations

Our present research focuses on finding the effectiveness of audio visual aids on learners'vocabulary; however, this work is limited by some constraints which may not result in accurate data. First of all, time is considered one of constraint during doing research. Second, in the classroom observation the teacher does not have the opportunity to use all the audio visual aids that's why we can not provide a complete evaluation of all teaching aid.

Chapter One:

Audio Visual Aids

Introduction

Teaching and learning process is crucial at all levels of educational development. Most of the recent researches agree that the keys to success and progress the educational achievement is to use audio visual resources or what is called instructional Materials in the context of teaching, in order to make the situations as real as possible and give us firsthand knowledge through the organs of hearing and seeing. This is what has been said by the old Chinese adage "what I hear, I forget what I see, I remember and what I do I know".

The central theme of this chapter is to discuss the importance of audio visual aids, The context of teaching English as a foreign language with general issues about audio visual aids, terminology, various definitions, brief history, classification, characteristics, importance, principal, educational value, advantages/ disadvantages sample, and lastly we will indicate the limitation in the use of audio visual aids.

1. Terminology

As we know that any Noun in English have its own synonyms, Audio visual aids also have other names. Aggarwal (2011) stated some of them, For instance, audio visual material, audio visual media, communication technology, educational instructional media and learning resources. All of these terms, it can be considered as the same. Furthermore, in the earlier year, the term audio visual aids used in education with the advancement in the means of communication and as a result in the technology. In addition to that, from time to time the educators coined a new term, For instance, media refers to films, filmstrips, recording…elc. The use of newer terms like educational technology or instructional in primarily due to the dynamic expansion of programmed learning, computer assisted instruction and educational T.V. This revolution in the field of audio visual educational is the outcome of the development in electronics, notably those involving the radio and tape recorder.

2. Audio Visual Aids Definition (s)

The term "audio visual aids" has been extensively defined by many authors in the literature from different perspectives. Mckowa and Roberts defined audio visual aids as "supplementary devices by which the teacher. Through the utilization of more than one sensory channel keeps to clarify, establish and correlate concepts, interpretations and appreciation" as cited by Rather (2004, P.52). Whereas Edgar Dale defined the term audio visual aids as "those devices by the use of which communication of ideas between persons and groups in various teaching and training situation is helped. These are also termed as multi-sensory materials" as cited by Aggarwa**l**, (1996, P. 153).

Furthermore, Merriam-Webster dictionary provided two definitions for this term:

1- "Designed to aid in learning or teaching by making use of both hearing and sight".

2- "Of or relating to both hearing and sight".

Finally, MalikandPandith (2011) stated that audio visual aids are those equipment's that make learning and teaching more interesting, stimulating and effective. Simply, it can be defined as the materials and equipment's that record and images when presenting certain information.

3. Brief History of the Use of Audio –Visual Aids

In the decades, there was a movement in the field of technology, many technological tools have been developed and progressed as a result of the developments in the science.

Aggarwal (2008) has been mentioned the history of using audio visual aids. It is present as follows, Dutch humanist; theologian and writer Desderious Erasmus (1466-1536) discouraged memorization as a technique of learning and advocated that children should learn though the aid of pictures or other visuals. After that period, John AmasComenius (1592-1670) prepared a book known as OrbisSensubuim pictures, the words of sense objects, which contained about 150 pictures on aspects of everyday life. This book is considered to be the first

illustrated textbook for childhood education. In addition to that, it gained wide publicity and was used in childhood education centers all over the world. Furthermore, in (1712-1778), JeanJacus Rousseau and other educators stressed the need of pictures and other play materials.Also, Rousseau condemned the use of words by the teachers, and he stressed "things". He pleaded that teaching process must be directed to the learner's natural curiosity. Moreover, in (1756-1827) Pestalozzi put Rousseau's theory into action in his "object method".The based instruction on sense perception, Further More, in (1926) the term "visual education "was used by Nelson.

Finally, in (1967), Eric Ashby identified four revolution in education, Education from home to school,written words as a tool of education invention of printing and use of books and lastly the fourth revolution in the use of electronic media i.e., radio, Television, tape recorder and computer in education.

4. Types of Audio Visual Aids

Audio visual aids had been classified into different kind because of different views. According to Khan (2009) audiovisual material can be classified into three main kinds: non-projected, projected and electronic materials, they are presented as follows in the following diagrams

Audio Visual Aids

Non projected	Projected	Electronic materials
• Books	• OHP	• Video
• Journals	• Slides	• Computers
• Instructional manuals	• Film strips	• Internet
• Handouts	• Film	• Audio
• Programmed texts		• Radio
• Chalk and other boards		
• Charts		
• Cut-outs		
• Models		
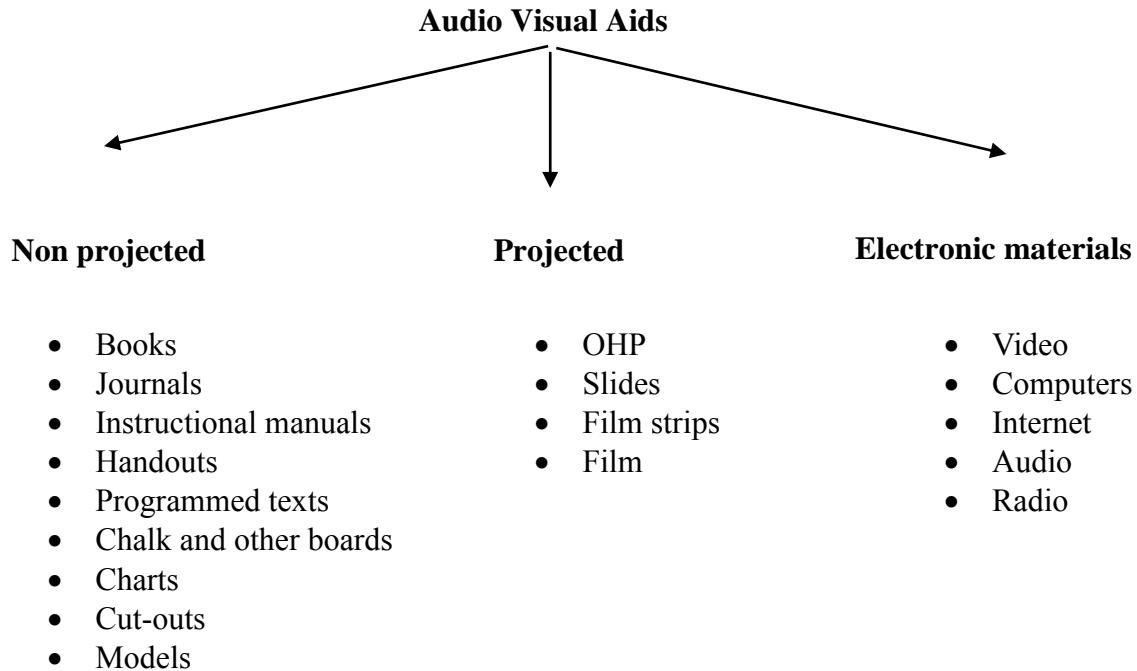
An another classification has proposed by Siddiqui (2008) he classified them under six types, they are presented as follows:

A- Visual aids: which involve the use of the sense of sight it includes:

- Chalkboard.

- Bulletin board.

- Flannel board.

- Pictorial material.

- Motion pictures.

- Film strips.

- Slides.

- Projector computer.

B- Audio visual Aids which involve the use of eye and ear it includes:

- Sound motion pictures.

- Television.

C- Aids through activity which include:

- School journeys.

- Objects.

- Specimens.

- Model collections.

D- Miscellaneous which include:

- Newspaper.

- Magazines.

E- Dimensional aids which contains:

- Objects.

- Specimens.

- Models.

- Mobile.

Also, Aggarwal (2007, p.167) classified audio visual aids into three main types, Audio materials, visual materials and audio visual materials, they are presented in the table bellow:

Table 01: **Types of Audio Visual Aids.**

Audio Materials	Visual Materials	Audio visual M
* Language laboratories * Radio * Sound distribution * Tape and Disco * Recording	* Bulletin boards * Chalk boards. * Charts. * Drawing. * Exhibits. * Film strips * Flash cards. * Flannel boards. * Flip books. * Illustrated books. * Magnetic Boards.	* Demonstration. * Films. * printed Materials with recorded sound. * Sound Filmstrip. * Study Trips. * Television. * Video tapes.

From that point of view, we can say that audio visual aids have different kinds. Some are audio, and some other visual and others collect between, both audio and visual at the same time that's why it is called audio visual aids.

5. Characteristics of Audio Aids in Education

There are some features, which can be used to determine the extent to which audio visual aids are of great value in a learning process. Their value had been discussed by many scientists and scholars. Farooq (2014) stated six main features, there are presented as follows in the following heads:

5.1. Relevancy

Audio visual aids must be relevant to the concept, which needs to be developed. Which means that the teacher must aware about the extent to which any aid is directly related to the understanding of the subject matter. In addition to that, the presence of relevant materials during teaching is one of the main factors that help for the success of the main objectives of the lesson.

5.2. Accuracy

Merriam Webster dictionary defines the term accuracy as:

1- "Freedom from mistake or error which means correctness".

2- a- "conformity to truth or to standard or model which is the Exactness".

b- "Degree of conformity of a measure to a standard or a true value-compare precision 2a".

At this point, the writer aims to say that it is important to make the audio visual aids accurate, but it is difficult to make them as accurate as desired for instance, the chart always missing the third dimensional attributes and must be viewed from a fixed position.The models overcome both these difficulties, but are seldom as accurate in the details as pictures. The accuracy of understanding is often considered to be more important rather than the accuracy of

specimen.

5.3. Interest

The use of audio visual aids makes the lesson more interesting and enjoyable since it provides the variety and freedom for the learners to speak, to participate, to ask, to work in group...etc.

5.4. Comprehensibility

In the selecting and using audio visual aids, the teacher must try to choose those tools as aids which relate the new experience with past experience and which are within the comprehension of the learners who are to use it in order to provide a data that is appropriate to the level of the learners.

5.5. Motivation

Audio visual aids motivate the learners as they make the learning process in the classroom interesting, especially in activity-oriented subjects for effective learning.

5.6. Realism

Audio visual aids must possess the quality of developing real concepts of the things. Which it helps the learners to acquire the target language easily, and as it from the native speaker.

All in all, we can say relevancy, accuracy, interest, Motivation, Realism, comprehensibility are the main characteristics of audio visual aids.

6. Importance of Audio visual Aids

As we know that using audio visual aids have great impact on teaching and learning, that is why it is so important to discuss the importance of those aids, Mohan (2007) stated the importance of using audio visual aids in the science of education, they are presented them as follows:

- Heighlten motivation for learning.

- Provide freshness and variety.

- Appeal to learners of various abilities.

- Encourage active participation.

- Give needed reinforcement.

- Widen the range of experiences.

- A sure order and continuity of thought.

- Improve the effectiveness of the materials.

Also Shankar (2008) stated that audio visual aids have a great role, they are presented as follows:

a- They provide direct experience to learners.

b- They make teaching and learning effective.

c- They minimize time and energy.

d- They clarify the subject matter.

e- They bring variety, interest and inspiration to the classroom.

f- They help learners to have a clear idea and accurate concepts in English.

g- They create the appropriate atmosphere and reduce over dependence on the mother tongue.

h- They result in improved communication between teacher and learners.

i- They supplement the normal tools of teaching like the textbook.

All of that element shown that audio visual aids have great impact on the context of teaching since it is so helpful for both teachers and learners.

7. Educational Value of Audio Visual Aids

Researchers have realized different views about the effectiveness of the Audio Visual material in the process of teaching and learning. Kochar (1985) has listed four main benefits of those aids, they presented as follows:

7.1. Audio visual aids are potent starts and motivators

Teaching aids help in involving learners and making the classroom activities more easily, interesting and all the time

7.2. Audio Visual Aids give Variety to Classroom Techniques

The implementation of audio visual materials in the classroom provides a change in the atmosphere of the classroom, which allows some freedom from the formal instruction of traditional teaching methods to the application of different tools in the classroom.

7.3. Opportunities to Handle and Manipulate

Audio visual materials give opportunities to touch, handle or operate a model.

7.4. Promoting International Understanding

Audio visual aids bring cultural value and ways of living among the different nation of the words.

In addition to the Kootchar's view, Sampath and Pannereselvan and Santhnam (2007) also discussed and pointed the main advantages of those aids, they are presented them in the following points:

1) By using audio visual materials, in accessible processes, materials, events, objects, speed and space could easily be brought.

2) Audio visual materials can help the imaginative teacher to solve all these communication problems.

3) Use of audio visual materials results in greater acquisition of knowledge of facts and ensures longer retention of the information gained.

4) Audio visual aids provide first hand experiences in a variety of ways and make the pupils actively participate in learning.

5) Proper audio visual can provide integrated experiences varying from abstract to concrete.

6) Audio visual materials could be used to advantage for any age or ability to group.

To conclude what have been said before, we claim that audio visual aids have a great impact in both teaching and learning processes. We can consider that tools as important in the context of education

8. Principles for Using Audio Visual Aids

There is no doubt that using audio visual aids in teaching and learning must take into consideration some principle to realize the effectiveness of those aids. According to **Sharma** and Sharma S.K (2012) there are six main principles that must be kept in any mind they are presented as follows:

8.1. Principle of Selection

It is the first principle which must take into consideration when the individual or the educator want to use audio visual material, The selection of an audio visual in based on the basic characteristics of learners, teachers, educational materials, educational institutions and objectives of the teaching-learning process.

For instance: the teacher must aware about the age, the mental ability and the class of the learners in order to select the appropriate tool.

8.2. Principle of Preparation

It is the second principle, which is used to promote the efficient use of audio aids; sound preparation is required in special reference to infrastructure and training of the teachers and money for the preparation and maintenance of audio visual aids.

8.3. Principle of Physical Control

It is so important for effective use for both the efficient use and durability of audio visual aids. It means that it is necessary to have an appropriate control of the physical environment for instance, a proper place for storage.

8.4. Principle of Proper Presentation

It is one of the principles that must be kept in mind for effective use of audio visual aids. Firstly, the presentation of the teaching aids is the operation stage. Second, a presentation require from the teachers to be aware and ensure that the audio visual aids be is good Working condition. In addition to that, teaching aids must be presented in a manner that every learner

can visualize them with the greatest comfort and it should catch the attention of the learners and ultimately enhance learning in the learners' mind.

8.5. Principle of Response

In this principle, the teacher must ensure that the learners respond to the stimulus provided by the audio visual aids.

In conclusion, in the absence of learners'response,the teacher will not be able to evaluate the effectiveness of the teaching aids in the achievement of educational objectives.

8.6. Principle of Evaluation

One of the most essential principles it conveys the efficacy of particular teaching aids. To sum up, the selection, preparation, physical control, proper presentation, response and evaluation are the main principles that must be taken into consideration for an effective use of audio visual aids.

9. Advantages/ Disadvantages of Audio Visual Aids

9.1. Advantages

Audio visual aids have a lot of advantages, Sharma and Chandra (2003, P402, 403) stated the different advantages of audio visual aids, they are presented as follows:

1) They are potent motivators.

2) They lend reality to the classroom teaching and link instruction with real life.

3) They supply a concrete basis for conceptual thinking and hence reduce meaningless word responses of learners.

4) They have a high degree of interest for the learners, as they are interested in things they can see, hear, touch, taste, plan, make, do and try.

5) They supply the necessary basis for developmental learning and hence make learning more permanent.

6) They offer a reality of experience, which stimulates self-activity on the part of the learners.

7) They help a continuity of thought; this is especially true of motion pictures.

8) They contribute to increase retention as they stimulate the maximum response of the whole organism to the situation in which the learning is done.

9) They help in providing the right types of images, which facilitate learning.

10) They contribute new experience adding to the efficiency, depth and variety of learning.

11) They focus attention, arouse interest, add to information, motivate to action and stimulate mental and physical activity.

12) Technological media like the television and radio help in spreading education in remote areas.

13) They save time and make learning solid and durable.

9.2. Disadvantages

As we know that audio visual materials help the language teacher to facilitate their teaching, but this does not mean that there are no disadvantages. Sometimes, it may be useless if the selection of Audio Visual materials is not effective. According to Cakir (2006) the main disadvantages are cost, inconvenience, maintenance and some cases the fear of technology, Additionally, the sound and vision, the quality of the copies or home produced materials may not be ideal. Another important issue in this case is that the teacher should be well trained on using and exploiting the video- otherwise, it becomes boring and purposeless for the learners so there are some reasons must be considered when the teacher want to use audio visual in a classroom, if the aids are not selected wisely. The objective cannot be fulfilled because. Sometimes the language level of the audio or video cannot be appropriate for the learners. As a result, the materials are not comprehensible to them, which may make the anxiety level of the learners higher.

In addition to that, sometimes, it becomes very difficult to find the audio visual materials for the learners of elementary level, simply, if the audio visual aids are not related to the

contents, they may mislead and make learners confused, that is why the teacher need to be careful while selecting the Audio Visual material of their learners.

10. Sample of Audio Visual Aids with Advantages and Disadvantages

As we know that are many kinds of audio visual aids. Some researchers mention some of them with its advantages and disadvantages LippittandMiller (1998) stated some of them, they are presented as follows: in the following table:

Table 02: Advantages and Disadvantages of Audio Visual Aids.

Aids	Advantages	Disadvantages
Slides	*Compact, relatively easy to use, economical, high impact.	* Inhibit eye contact, note taking, and discussion.
Flip charts	Flexible, easy to make and use economical, high impact.	*limited viewing distance, makers often dry out, do not last
Overhead projectors	Readily available, easy to use, good with large groups	Limited sight lines, danger of keystone images, toporbotlom of image is larger than the other.
Films	High interest, lend credibility.	Decreased interaction, high cost, hard to transport, more difficult to use the projector.
Video tapes	High interest, easily transported, less expensive than movies.	Limited audience size without multiple monitors.
Audio tapes	Portable, set a Mood	Limited attention span since there is no visual stimulation, no interaction.

11. Limitation in the Use of Audio Visual Aids

There is no doubt that using audio visual aids face some limitation, Sharma and Chandra (2003) stated that there are some limitations in the use of audio visual aids, they are presented in the following points:

11.1. Apathy of the Teacher

The teacher may not be convinced that teaching with words alone is very tedious, wasteful and ineffective.

11.2. Indiference of Students

The judicious use of aids arouses interest only when used without a definitive purpose.

11.3. Ineffectiveness

They are not useful in the absence of proper planning and the lethargy oh the teacher and without proper preparation, correct presentation, appropriate application and discussion and the essential follow-up work.

11.4. Financial Hurdles

The central and state governments have set up boards of Audio-Visual education, these have chalked out interesting programs for the popularization of teaching aids, but the finances are not enabled them to do their best.

11.5. Absence Of electricity:

Most of the protectors can not work without the electric current.

11.6. Lack of Facilities for Training

More and more training colleges or specialized agencies should be opened to train teachers and workers in the use and usefulness of AV aids.

11.7. Coordination Between Center and States

Good film, libraries, museums of audio-visual education, fixed and mobile exhibitions and educational should be organized both in the central and the state level.

11.8. Language Difficulty

Most films in English should be dubbed in Hindi and other important Indian Languages.

11.9. Not Catering to Local Needs

No attention is paid to the sociological, psychological and pedagogical factors in the production of audio visual aids.

11.10. Improper Selection of Films

Films are not selected according to the classroom needs.

Conclusion

To conclude this chapter, we can say that audio visual aids are those devices, which can be used to make the learning Experience more concrete, more realistic, and more dynamic during all the time. It is a great tool for both teacher and learners. In addition to that, using audio visual aids in the classroom made the variety of teaching methods to reach the real objective of curriculum from one side and to motivate the learners to enhance their skills in English from the other side. To sum up; using audio visual aids in education are so effective for teaching and learning process.

Chapter Two:

Teaching/Learning Vocabulary

Introduction

In this chapter, we will talk about teaching and learning vocabulary. The main goal is to have a clear idea about what is vocabulary and how to teach and learning Vocabulary. At first, we are going to define Vocabulary as a general term. After that, we will mention the different Kind of vocabulary. Additionally, we are going to present Brief overview about Vocabulary description, then, we will discuss the importance of vocabulary in language learning. In addition to that, we will investigate the different techniques Applied in Teaching Vocabulary. Furthermore, we will present the steps for planning to teach vocabulary. After that, we will discover the main principles that we deal with it when teaching Vocabulary. The last part of this Chapter is going to point out the different strategies that the learner used it in order to acquire as much as vocabulary. Furthermore, we will present the different Techniques to train good vocabulary learners.

1. Vocabulary Definition (s)

The term vocabulary had been defined in different ways Linse 2005 stated vocabulary is the collection of words that an individual knows as cited by Jr (2016).

Also Hatch and Brown 1995define vocabulary as a list of words for a particular language or a list or set of word that individual speaker of a language might use" as cited by Jr (2016).

In addition to that, Webster provides three definitions of vocabulary.

(1)"A list or collection of words or of words and phrases usually alphabetically arranged and explained or defined".

(2)(a) "A sum or stock of words employed by a language, group, individual, or work or in a field of knowledge".

(b) "A list or collection of terms or Codes available for use (as in an indexing system)".

(3)"A supply of expressive techniques or devices (as of an art form)".

-   Also Oxford dictionary are provided.

Four definitions for the term "vocabulary" first, vocabulary is "all the words that a person knows or uses". Second, it is " all the words in a particular language". Third, it is "the words that people use when they are talking about a particular subject".

Finally, it defines vocabulary as "a list of words with their meanings, especially in book for learning a foreign language".

In addition to that, The vocabulary or lexicon of an individual refers to all of the words, word parts (e.g., prefixes, suffixes) and lexical phrases (e.g., Fixed strings of words such as the thing about   it is…..) that she or he has acquired at any given point in time as cited by Barcroft(2016).

Furthermore, Neuman and Dwyer (2009) defined vocabulary as a group of words that the person must know in order to communicate effectively in speaking or listening. As cited by Alqahtani (2015).

From the definition above, it can be concluded that vocabulary is the total number of words that are needed to communicate ideas and express the speaker's meaning.

2. Vocabulary Description

Teaching and learning vocabulary has been discussed by many scholars and linguists to find out the effective ways that help the learners   master the vocabulary of language in successful way in order to succeed in the act of communication. Lexicography and lexicology are two main branches emerged to study vocabulary with different aspect the form, the meaning and when I was   to use it in different context.

1. Lexicography

The term "lexicography" has been defined in different ways proposed from different scholars. Merriam Webster defined lexicography as "the editing or making of a dictionary "or "the principle and practice of dictionary making".

Licciardi(2016) also defined lexicography as the practice of making and editing dictionaries and other reference texts which is the lexicographer is the one who must research organize, define and compile the words in a dictionary.

In addition to that, he point out the origin of the word "lexicography" he said that the word was created in the late 17 th century, from the Greek word "lexikos" which means "words" and "grapho" which mean "to inscribe or to write".Furthermore, he indicates the importance of the dictionary as vital to the literacy of speakers of a specific language to look up definitions, spelling and pronunciation as an accurate and ample resource for information about words.

2. Lexicology

Lexicology is the branch of linguistics which studies the structure of a lexicon and it involves the examination of vocabulary in all its aspects. It is closely linked to word – formation, word classes and word meaning.

2.2.1 Word Formation

Nordquist (2015) stated that word formation refers to the ways in which new words are made on the basis of other words or morphemes. It also called derivational morphology.

- Affixation.com pounding and conversion are three main forms of word formation:

- **First,** Affixation: we can say that affixation is the formation of words by means of an affix. As cited in vocabulary dictionary.

Whereas, on online of glossary of linguistic terms defined Affixations the morphological process whereby an affix is attached to a root or stem.

In addition to that Rafik (2005) in his dissertation stated that affixation is a process of adding a letter or a group of letter to the beginning or the end of the word, (prefixation or suffixation) to modify its meaning and at times change its form from one class to another for instance.

- Prefixation: il+ legal⟹illegal

- Suffixation: kind+ ness⟹ kindness

- Prefixation and suffixation: dis+ taste+ ful⟹ distasteful

- **Second,** compounding

Bauer (2003) defines a compound as the process of building new lexeme by adjoining two or more lexemes. As cited in Liber andSekauer (2012).

- **For example**

Cannot it is from can+ not

Grandmother it is from grand+ Mather.

- **Third** conversion: is also a kind of word formation.

Kosur (2013) stated that the conversion is the process of word formation whereby a word of one part of speech converts into a word of another part of speech which means that there is a change from one grammatical form to another for instance.

➢ **From Noun to verb⟹**

Access ⟹ to access

Bottle⟹ to Bottle

➢ **From verb to noun**

To alert ⟹ alert

To visit⟹visit

➢ **From adjective to verb**

Green ⟹ to green

2.2.2 Word Class

According to Nordquist (2015), the**word** class is a set of words that display the same formal properties, especially their inflection and distribution and it is similar to the more traditional term part of speech. It is also called grammatical category lexical category, and syntactic category.

Harmer (1998) believed that the English language is classified in eight (8) parts of speech are discussed in the following table:

Table 03: Classification of English Language (part of speech) (Harmer, 1998, p37)

Part of speech	Description	Examples (words)	Examples, sentence
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.	Elean or London Table Walking stick	E lean or arrives to more arrow 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 gives more information about a noun or pronoun	Kin, better, best, Impetuous	- What a kind mind - We all want a better life - She is so impetuous.
Verb	A word which describes 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 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 , to prof…… 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	- The queen of the hearts - A princess in love - Mu secret life - Look at these birds - Few pupils listen to him
Conjunction	A word that connects sentences, phrases, clauses	And, so But	- Fish and chips - Cold but nice

2.2.3. Word Meaning

It aims to study the word and their meaning. They are related to each other through: synonyms, antonyms, hyponyms, and polysemy...

1) Synonyms

Cambridge dictionaries online define, synonym as "a word or phrase that has the same or nearly the same meaning as another word or phrase in the same language".For instancethe words "small" and "little" are synonyms.

2) Antonyms:

Merriam Webster dictionary defined and discussed the term antonyms and provided two definitions first of all, "a word with a meaning that is opposite to the meaning of another word". Second is" word of opposite meaning, for instance; the usual antonym of good is bad.

3) Hyponymy: is also a type of lexical relations.

Khaire (2009) defined hyponymy as the relation between two words in which the meaning of one of the words includes the meaning of the other word for instance. Blue, green are kinds of color. They are specific colors and color is a general term for them.

4) Polysemies:

Collins dictionaries defined polysemy as the existence of several meanings in a single word for instance "Bank" is a good example of a polysemous word, especially since using it will help later in the post. The Bank can mean the banking company, like Fifth Third Bank (that name has always cracked me up), it can mean the building where you deposit and withdraw your money or apply for a loan, or it can mean the action of doing bank stuff.

3. Types of Vocabulary

In the context of teaching, the teacher must differentiate between two main types of vocabulary, the active which called productive vocabulary and the passive which called

receptive in order to use the appropriate procedure and techniques that help both the teacher and the learner; we will discuss both of them in the following points:

3.1. Active Vocabulary

Aeborsoldand field (1977) state that active or productive vocabulary refer to "language items which learners can use appropriately in speaking or writing "as cited by Tintari. Whereas, Nation (2003) is stated that productive vocabulary refer to" the words that students can pronounce, spell and write. It involves how to use the words in grammatical patterns"Jr (2016).

3.2. Passive Vocabulary

Aeborsold and field (1977) state passive or receptive vocabulary refers to language items that can be recognized and understood in the context of reading or listening as cited by Jr (2016)

Whereas, Nation (1990) defined it as "the words that student can be organized when they are heard and they are expected to be able to distinguish a word which has similar sound" as cited by Jr (2016).

4. Vocabulary Importance in Language Learning

There is no doubt that vocabulary is so important in conveying and interpreting messages in any language, whether it is first second or foreign language. Many scientists and scholars provided useful information about vocabulary and its importance in language learning Alqahtani (2015) indicated the importance of learning vocabulary according to different point of view:

Schmitt (2000) emphasizes that "lexical knowledge is central to communicative competence and to the acquisition of second language".

Nation (2001) describes the relationship between vocabulary knowledge and language use as complementary: knowledge of vocabulary enables language use and, conversely, language use leads to an increase in vocabulary knowledge.

Laufer and nation (1999), Maximo (2000), read (2000),GU(2003),Mariam (2008) and nation (2011) have real sad that the acquisition of vocabulary is essential for successful second language use and plays an important role in the formation of complete spoken and written texts.

Nation (2011) learning vocabulary items in English as a second language (ESL) and English as a foreign language, EFL plays a vital role in all language skills (listening, speaking, reading, and writing)

Rivers and Nunan (1991) argue that the acquisition of an adequate vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication. Huckisi (1995) shown that second language readers rely heavily on vocabulary knowledge and the lack of that knowledge is the main and the largest obstacle for L2 readers to overcome.

In addition to that Wilkins (1972) in his book "linguistics in language teaching indicate the importance of learning vocabulary there is not much value in being able to produce grammatical sentences if one has not got the vocabulary that is needed to convey what one wishes to say.... While without grammar very little can be conveyed, without vocabulary, nothing can be conveyed.

To sum up, All of that views indicate how vocabulary learning is so important.

5. Techniques for Teaching Vocabulary

No one can neglect the importance of learning new words at first, second or foreign in order to have high levels in the language and Master vocabulary of any language in order to communicate effectively in the act of communication.

Many strategies and technique have been provided by different scientists and scholars to realize this goal, we will present some of the techniques in the following discussion. Gairnsand Redman (1996) classified the teaching techniques into three major types: visual technique, verbal technique and translation.

5.1. Visual Technique

At this point, Gairns and Redman points the importance of visual aids in Enhancing learns vocabulary and its role in clarifying the ideas.

Oxford Advanced learner's dictionary provided two main definitions of visual aids.

1. "An item of illustrative matter, such as a film, slide; or modatel,designed to supplement written or spoken information so that it can be understood more easily".

2. "Advices used to improve vision, such as magnifying glass or glasses".

There are many studies have been done by many researchers to indicate the effectiveness of visual aids in teaching vocabulary Rautrao (2012) stated that using visual aids as teaching aid, it is one of the factor which cause involvement of students in the lesson because when students look at visual aid or model, it is considered as a kind of involvement, In addition to that, the uses of visual aids encourage the body movement and it may strengthen the control, so visual aids , then is mutually beneficial to the learners and teacher, furthermore, visual senses contributes to about 90 percent to all student or human learning that mean that, other senses have only 10% contribution to learning.

Finally, visual aids help learners reach their objectives by doing emphasis to whatever is being said or explained regarding concept or new phenomenon.

In addition to Rautroaand Ibid stated that clear pictures increases the student's level of understanding of the material presented and its uses facilitate learning, reinforce your saying, clarify ideas, and great excitement. As cited by Baser (2013).

5.2. Verbal Technique

It is a second technique suggested by Gairns and Redman we will present all of those techniques as follows:

a- Use of Illustrative Situations (oral or written)

In this technique, the teacher often makes use of more than one situation or context

to check that learners have grasped the concept.

b- Use of Synonyms and Definition

Sometimes, the teacher uses synonym when he feels that the term is not sufficient for pupils. For instance: it would, for example; be justifiable at low levels to tell students that " Miserable" meant "very sad". In addition to synonyms, in some cases, teacher defined some word when he thought it is appropriate to define a word instead of a synonym.

c- Contrasts and Opposites

It is one of the techniques to teach vocabulary. For instance: it is so useful to explain the term, "Sour" by contrasting it with "sweet" which would already be known by intermediate level students.

d- Scales

It is a useful way of revising and feeding in new items if students have learned to contrast or related gradable items for instance:

Never hardly	
Ever	
Occasionally	Go to the cinema on Sunday
Sometimes	
Often	
always	

These can also be given in a jumbled version for students to put in an appropriate order.

e- Examples of the Type

In this technique, the teacher illustrates the meaning of the word through providing example for example to teach what "furniture" is, the teacher says table, chair, bed and sofa are all kinds of furniture.

5.3. Translation Technique

It is a very effective way to send the meaning of such words if the teacher use it some time, but it is not useful, if the teacher use it, rely too heavily on the use it and deliver most explanations in the mother tongue because the use of too much translation, lose some of the essential spiral and the atmosphere of being in a language learning classroom.

All of those techniques above are a good ways to teach vocabulary effectively. We have also the different technique of presenting the meaning of new vocabulary according to Ur (1996) and Muncia (1991).

First of all, Ur's techniques

* Concise definition.

* Detailed description. (Of appearance, qualities....).

* Examples (hyponyms).

* Illustration (picture, object).

* Demonstration (acting, mime).

* Context (a story or sentence in which the item occurs).

* Synonym.

* Opposite(s) (antonyms)

* Translation.

* Associated ideas collocation. As cited by Hismanoglu (N.D).

Second, Murcia's techniques are:

* Visual aids (pictures, objects).

* Word relations (synonyms, antonyms).

* Pictorial schemata (Venn diagrams, grids, tree diagrams, or stepped scales).

* Definition, explanation and anecdotes.

* Context.

● Word boots and affixes. As cited by Hismanoglu (N.D).

6. Steps for planning to teach vocabulary

To plan a lesson that includes explicit attention to teaching vocabulary is a systematic process that followed a certain steps and stage in order to gain the real objective of teaching from one side and enhancing learners' vocabulary from the other side. Carr and Bertrando (2012) suggest five main steps for planning to teach vocabulary. We will discuss all of them in the following point:

1. Identify words that all students need to know

It is the first step that the teachers do it when he/she plan a lesson that includes explicit attention to teaching vocabulary. Here the teacher determines which words and terms that all students need to know for a lesson for instance, for story students will read in language arts, the words will be key to comprehending main ideas or key to a literacy skill to be taught.

2. Identify words English learners and students with learning difficulties need to know:

It is the second step that the teacher must aware about that. The teacher must search for other words in the lesson that might be a new or not sufficiently understood by English learners, students with learning difficulties and or certain other students. In this case, English learners must be able to comprehend those key words when reading a text, interpreting a problem solving situation, listening to teacher talk, and engaging in class discussion.

3. Select the highest –priority words

It is the third step after identifying key words in step 1and2. In these steps when the teacher has too many words to teach in a day's lesson. In these contexts, the teacher selects the highest- priority words for the day's lesson which absolutely essential to understanding the lesson and should not replaced with more common words.

4. Build from informal to formal understanding

In this step the authors want to say and assert that learning new words naturally progress from informal to formal understanding, which means that the teacher start with

thestudents'owndefinition,explanation, example this called informal. Then, in the explore or explain stage, the teacher can more formally associate new words with the concept.

5. Plan many opportunities to apply key words

For the vocabulary words you have chosen, Carr and Betrando, suggested ways to teach them throughout a lesson organized by the 5 Es model for inquiry – based learning:

● Engage stage

In these stages the teacher elicits and discusses common definitions and examples from student's prior knowledge and capture student's informal definition and give examples visually for students who need to see an image and refer to the images throughout the lesson.

● Explore stage

In these stages, the teacher revisits the words that students did not know or vaguely defined. In addition to that, they use newly acquired information to refine students understanding and more from informal to formal definition furthermore this is also the phase in which to help students learn the meaning of words that will support their attempts to solve a task, either before they start exploring on their own or as they attempt express their reasoning in speech or writing.

● Explain stage

In this stage, the teacher at the end of each lesson check for students' understanding of the vocabulary and related concepts in order to then reinforce correct definitions and make notes about importance word and concepts that should be revisited in a later lesson.

● Elaborate stage

In this stage, the teacher provides an opportunity to express in more sophisticated ways We can say that, all of those steps above are so necessary to guide a teacher to plan a lesson that includes explicit attention to teaching vocabulary.

7. Principles of Vocabulary Teaching

The vocabulary component of a language course should be guided by a set of well justified principals these principles should have a Major influence on three main elements, content and sequencing (what vocabulary is focused on) and how it is divided into stages, format and presentation (how the vocabulary is taught and learned) and monitoring and assessment (how learning is measured).Nation (2001) stated some principles and summarized it in the following points, we present them as follow:

7.1. Content and Sequencing

- Use frequency and range of occurrence as ways of deciding what vocabulary to learn and the order in which to learn it.

- Give adequate training in essential vocabulary learning strategies.

- Give attention to each vocabulary item according to the learning burden of that item.

- Provide opportunities to learn the various aspects of what is involved in knowing a word.

- Avoid interference by presenting vocabulary in normal use rather than in groups of synonyms opposites, free associates or lexical sets.

- To deal with high frequency vocabulary by focusing on the words themselves and deal with low-frequency vocabulary by focusing on the control of strategies.

7.2. Format and Presentation

- Make sure that high frequency target vocabulary occurs in all the four strands of meaning focused input, language- focused learning, meaning-focused output, and fluency development.

- Provide opportunity for spaced, repeated, generative retrieval of words to ensure cumulative growth.

- Use depth- of – processing activities.

7.3. Monitoring and Assessment

* Test learners to see what vocabulary they need to focus on.

* Use monitoring and assessment to keep learners motivated.

* Encourage and help learners to reflect on their learning.

8. Vocabulary Learning Strategies

After we have a good idea about the different techniques used to teach vocabulary, now we want to know about the different strategies that the learners apply it to acquire vocabulary. As we know that vocabulary learning strategies are a part of general learning strategies, that's why we will first present what is learning strategies, then we will present an overview about vocabulary learning strategies as follows:

8.1. Definition(s) of Learning Strategies

Ellis (1985) defined learning strategies as how learners accumulates new L2 rules and how they automate ones, or it is the technique, approaches, methods or intentional actions learners take to fully acquire the target language.

Whereas Widen and Rubin (1987) defined learning strategies as any set of operation, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval and use of information". As cited by Hismanglu(N.d). In addition to that, Richards and Platt (1992) state that learning strategies are "intentional behaviour and thoughts used by learners during learning so as to better help them understand; learn, or remember new information». As cited by Hismanoglu (N.D).

8.2. Vocabulary Learning Strategies

Concerning vocabulary learning; nation (2001) develops a general classification of vocabulary learning strategies. The first one is planning vocabulary learning, i.e. to choose words. Learners should know what their vocabulary goals, what are more learners should also have a clear strategy for deciding what vocabulary to focus on and where to find this vocabulary. When learning vocabulary choosing certain aspects of a word

(usually meaning, but for listening and writing, the form of the word is also necessary to pay attention to) to focus on using various strategies can make the learning process more efficient.

The second vocabulary learning strategy is sources. In order to cope with new vocabulary, learners have to be able to get information about the words. Analyzing word parts is a useful strategy because being familiar with the root and between related words, checking guesses from context, strengthening out the meaning connections, meanwhile consulting reference source properly and using prattles can also be helpful in vocabulary acquisition.

The third vocabulary learning strategy is the processeswhich are establishing vocabulary knowledge. It involves ways of remembering vocabulary and making it available for use, noticing is a widely used way of recording vocabulary, and it can be a very useful first step towards deeper processing of words, Retrieving strengthens the connection between the cue and the retrieved knowledge. It is superior to noticing generating is the production of the word. It is the further step of the learning process as cited by Hismanoglu.

9. Technique to Train Good Vocabulary Learners

As we know that vocabulary cannot be taught independent way it can be present explained included in all kinds of activities. In the recent years, we found many researchers and scholars provided a technique about how to train better vocabulary learners. Thorbury (2002) provided effective strategies to train good vocabulary learners and help them to learn vocabulary effectively.

9.1. Using Mnemonics is the first technique for remembering things. The key word is the best known mnemonic technique which involves devising an image that typically connects the pronunciation of the second language word with the meaning of a first

language word. The best mnemonics are those that have a visual element and those that are self-generated, for instance, not borrowed from another learner or the teacher.

9.2. WordCards are also powerful technique that rewards to learn vocabulary effectively. Thornbury argues this technique is more effective than the key word technique since there are some learners who find imaging difficult, but all learners can be trained to prepare and use sets of word cards.

9.3. Guessing from Context is the most useful skills learners can acquire and apply both inside and outside the classroom. In addition to that, it seems to be one that can be taught and implemented relatively easily furthermore, Thornbury pointed important point about guessing from context he said that vocabulary guess word should be integrated as often as possible into text- based activities, such as reading or listening for comprehension, and will most effective after a global or a gist understanding of the text has been established.

9.4. Using Dictionaries is one of the effective techniques to a train a good vocabulary learner. Training learners in effective dictionary use are particularly important since many learners may not be familiar with dictionary conventions, even in their own language. In addition to that, he provides such a ways of training learners in this technique for instance, direct attention to the dictionary's layout information, encourage dictionary use when learners are self –correcting their written work and encourage learners to guess the spelling of unknown words that occur when they are listening to a recorded cassette for example.

9.5.Spelling Rules are also best techniques to train good vocabulary learners, acquiring the rules can be taught and practiced deductively (the rule is given and then it is applied to examples or inductively, learners can study examples and work out the rules for themselves.

9.6. Keeping Records are also one of the techniques; it requires visits and conscious study. Thornbury provided some ideas about how to go about this like advice learners to have a special notebook and check student's vocabulary notebooks from time to time.

9.7. Motivation is an essential technique used to encourage learning- for instance, the teacher in the classroom must use simple text with the familiar word to primary grade to encourage the process of learning and enhancing the learner's vocabulary.

All in all, we can say that all of those techniques above are essential ways to train good vocabulary learners.

Conclusion

Through this chapter we defined the concept of vocabulary. We present the types of vocabulary. In addition to that, we describe the vocabulary furthermore, we talked about the importance of vocabulary in language learning, then we presented the different techniques used for teaching vocabulary, principles and steps for planning to teach vocabulary. Lastly, we present the different, strategies that the learners applied it in order to acquire as much as vocabulary and finally we pointed the different techniques to train good vocabulary learners.

Chapter Three

Field Work

Introduction

The main concern of the present study is to examine the effectiveness of audio visual aids as didactic support to enhance learners' vocabulary. Since, the learners and teachers are the main variables of this study, their opinions are very important to test hypothesis, to answer the main research questions and to realize the real objectives.

The most appropriate tool to investigate that was through addressing a questionnaire to learners. Furthermore, we used successive classroom observations in order to come across the real conditions in which the implementation of audio visual aids was made. Finally, we ended the chapter with a conclusion to conclude all what had been done.

1. The population

1.1. Pupils

The whole population will be fourth year pupils at Ben TrahBrahim in SidiOkba during the academic year 2015-2016. We worked with fifty (50) pupils were randomly selected from the whole population about 98 divided into three (03) groups.

1.2. Teachers

The whole population will be teachers of Ben TrahBrahim, we will deal with a sample of (01) teacher.

2. Pupils' questionnaire

2.1. Administration of the questionnaire

Pupils' questionnaire was administered to fourth year Middle school; we randomly selected a sample of fifty (50) pupils from the whole population. Pupils were given identical instruction and explanation that may help them to complete the questionnaire. It is important to declare that the questionnaire took place on Wednesday morning, 16 December 2015 at Ben TrahBrahim and it took around thirty (30) minutes to complete it. To sum up, all the questions were clear enough in order to help the pupils understand it and thus provide us with the most appropriate responses.

2.2. Description of the questionnaire

This questionnaire consists of thirteen (13) items varied between closed questions requiring from the pupils to choose "yes" or "no" and open-ended questions requiring from them (pupils) to give answers and justify them or pick up the appropriate answer from a number of choices.

2.2.1. Section One: General Question (Q1)

This section is devoted to pupil's background information. The learners were asked to indicate their age.

2.2.2. Section two: Pupils' Perception about Vocabulary (Q1-Q7)

This section seeks information about vocabulary. In Q1, pupils are asked to give the numbers of years they spent studying English. In Q2 pupils are asked to state their level in English, the answers ranged from very good, good, average, bad and very bad. In Q3, pupils were asked to give the main reasons that make their English of a poor level, then, in Q4 pupils are asked to state how they react when facing a new word while reading a text in the class. They have to choose between (a-asking their teacher, b- using the dictionary, c- asking their classmate).

In Q5, pupils are asked how do they understand a new word, it is easy for them to translate it into the mother tongue or use audiovisual aids or other, then pupils who select other are asked to give their. In Q6, they are asked about the way they memorize a new word, they select the answer if they are used audiovisual aids or using the mother tongue or another, then pupils who select other asked to sate them. The last question of this section is about if their teacher teaches them vocabulary as a lesson, then pupils who say no are asked to pay brief justification.

2.2.3. Section three: Pupils' Perception about the Use of Audio Visual Aids (Q8-Q13)

The first question of this section aims to know if the teacher in classroom uses audiovisual aids. Then pupils who answered by yes are asked again to state the different audiovisual aids used by their teacher. In Q9 pupils are asked to state how often their teacher uses the audiovisual aids (always, often, sometimes, and rarely). Later on in Q10 pupils are supposed to identify to what extent the audiovisual helps them to enhance their vocabulary Then, in (Q11) pupils are asked to state their ideas if the lesson become more interesting if their teacher uses the data show and the PC, then pupils who declare yes are asked again how? Inn (Q12) is designed to figure out information about the kind of audio visual aids prefer by pupils in the classroom (audio aids, visual aids, or audiovisual aids). Finally, in (Q13) pupils are asked to about if they have a problem when teacher use audiovisual aids.

3. Results' analysis and Interpretation

3.1. Section one: General Information on the Pupils

Item one: pupils' age

Table 04: pupil's age

Age	14	15	16	17	Total
Participate	10	27	9	4	50
Percentage	20%	54%	18%	8%	100%

Figure 01: pupil's age
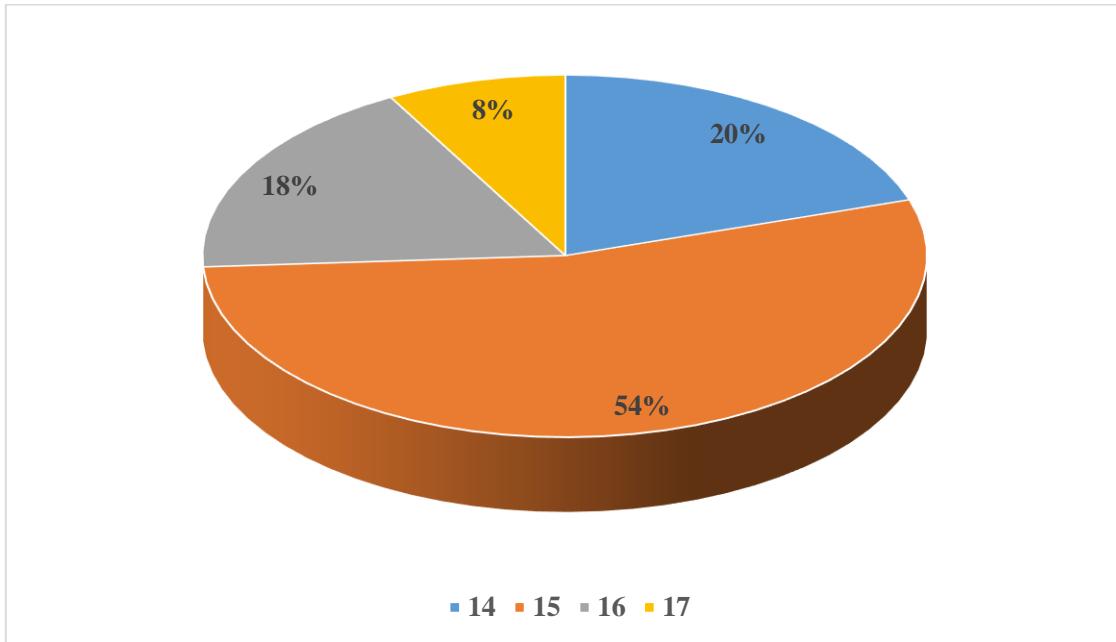
From the table and figure number 1, there are (4) age groups in our sample. Pupils' age varies between 14 and 17 years old out of the total number of the sample (50), we have only 10 participate (20) who are 14 years old. This may mean that they had started early primary education than others. Whereas, we have 27 participants in the age (15) represent 54%, which is the normal age of the fourth year in middle school, besides, 16 years old (18%), 17 years old (8%) seems to be older pupils who either they have repeated the year once or more or did not start early their primary education.

3.2. Section two: Pupil's Perception about Vocabulary

Question one:How long have you been studying English?

Table 05: the Number of the Year that Pupils had been Studying English.

Years	4	5	5	Total
Participants	37	10	3	50
Percentage	74%	20%	6%	100%

Figure 02: the Numbers of the Year that Pupils had been Studying English.
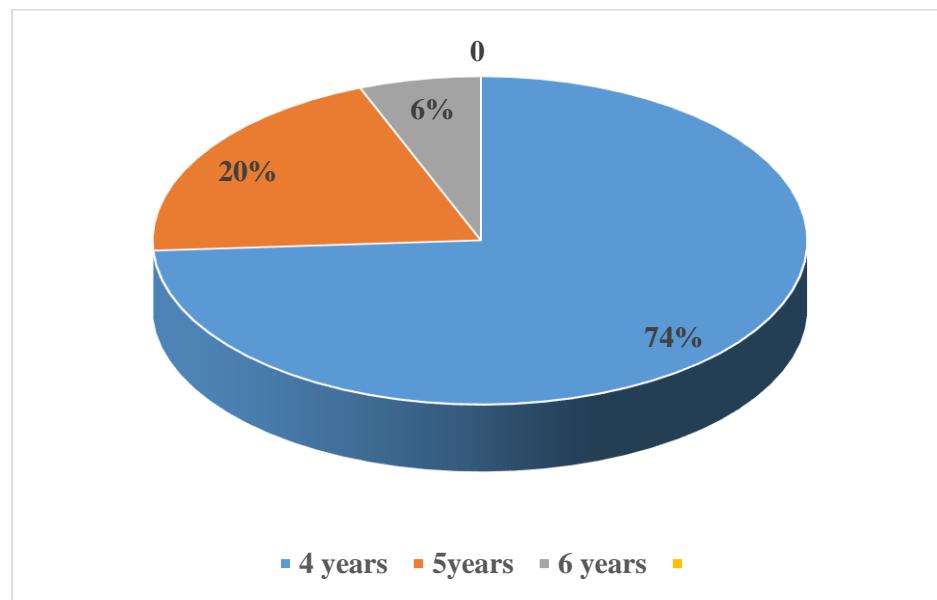
The table and the figure above   indicated   the number of the years that pupils had been studying in English.

The majority of pupils 37 (74%) have been studying English during four years, this presents the normal period of time that learners taught English at the middle school. Whereas, 10 represent 20% and 3 pupils represent 6% have been studying English from 5 to 6 years, for the reason they repeated the years or did not start early their primary education**.**

Question Two: How do you consider your level inEnglish?

Table 06: Level of the Pupils in English

Option	Responses	Percentage
Very good	7	14%
Good	16	32%
Average	23	46%
Bad	2	4%
Very bad	2	4%

Figure 03: Level of the Pupils in English
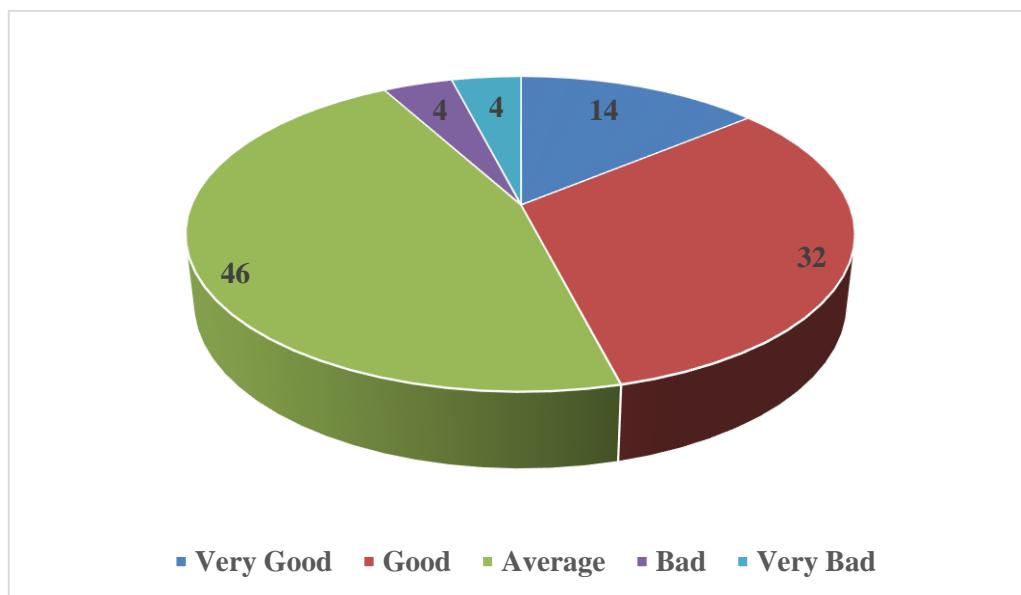
It is obvious from the table and the figure number 3 that the majority of pupils stated that their levels are average with percentage 46%. Whereas the pupils which represents 32% stated that their level are good, besides that, 7 pupils which represents 14% declare that their level are very good. In addition to that, we have found similar results in bad and very bad two (2) pupils which represents 4% stated that their level are bad the same thing in very bad. The results obtained above reveals that pupils have different levels and abilities some are good, others are average while few are bad. So, they should make efforts to improve their levels.

Question Three: What are the main reasons that make your English of a poor level?

On this question most of pupils thought that the main reasons that make their level poor is they did not pay attention to the language from the beginning, which others stated that they do not have a desire to learn it. Whereas, others declare that the main reason is the teacher does not motivate them during the session. We can conclude from the result obtained above that the psychological factors have a great impact on the acquisition of the foreign language such as motivation, concentration, anxiety. In addition to that, we

can mention another point which plays a major role that affected the learners which is the classroom management.

Question Four: While reading a text in the class, how do you react when facing a new word?

Table 07: Types of Reaction used by Pupils when Facing a New Word

Option	Responses	Percentage
Ask your teacher	40	80%
Use the dictionary	4	8%
Ask your classmate	3	6%
Other	3	6%

Figure 04: Type of Reaction used by Pupils When Facing New Word
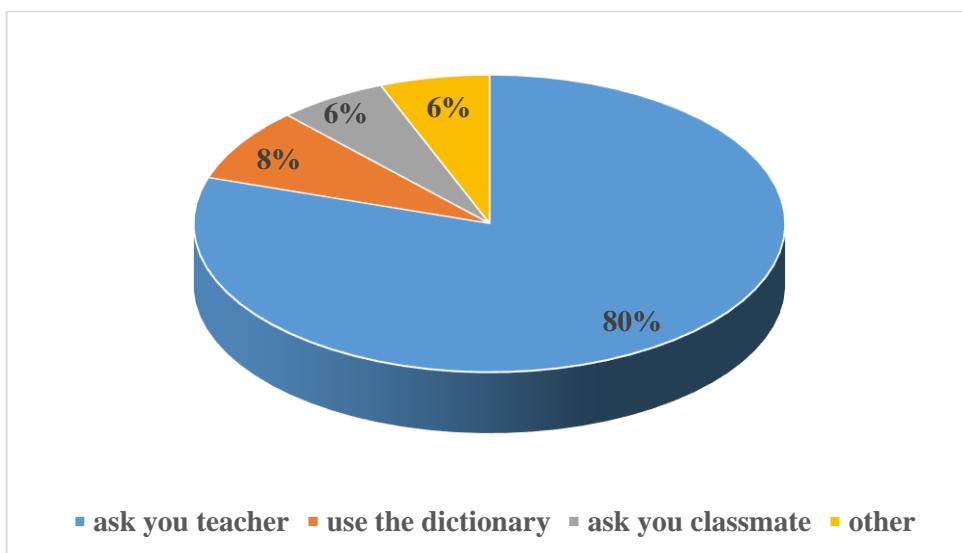
The vast majority 40 (80%) of pupils ask their teacher when they face a new word while reading a text in class, this give us an idea that most of the learners in middle school they heavily concentrate on the role of the teachers in the classroom. Whereas, 4(8%) state that, they use a dictionary to check the word and avoid ambitions about a specific word, this indicates that there are some pupils they know how to use a dictionary and they have a desire to find information by own without asking her teacher. The other3 (6%) of pupils ask their classmate, whereas, the rest 3 (6%) of pupils say they are using other things. Those pupils stated the following suggestion like using mobile, and sometimes using PC to use the internet.

Question Five: To understand a new word is it easy to

Table 08: Pupils Techniques to Understand New Words.

Option	Responses	Percentage
Translate it into the mother tongue	22	44%
Use audio visual aids	27	54%
Others	1	2%
Total	50	100%

Figure 05: Pupils Techniques to Understand New Words.
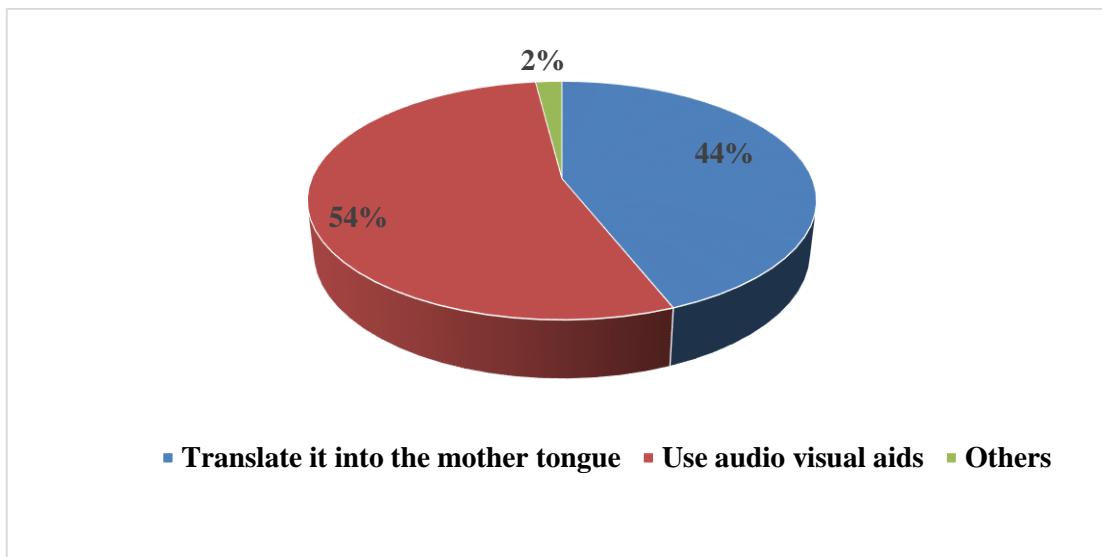
The table and the figure above shows that the vast majority of pupils 27 (54%) prefer to use audio visual aids. The results highlight the great impacts of audiovisual materials used in pupils' comprehension of words. Besides that, the other 22 (44%) thought to that the easiest way to understand new word is translate it into the mother tongue, these results show the influence of the mother tongue on learning FL. Whereas, other only one participant (2%) who stated that they can use other technique and they asserted it is easy for him or her to use dictionary.

Question Six:How do you memorize a new word?

Table 09: Pupils Opinion about Memorizing of New Words

Option	A	B	C	Total
Responses	31	19	0	50
Percentage	62%	38%	0%	100%

Figure 06: Pupils' Opinion about Memorization of New Word.
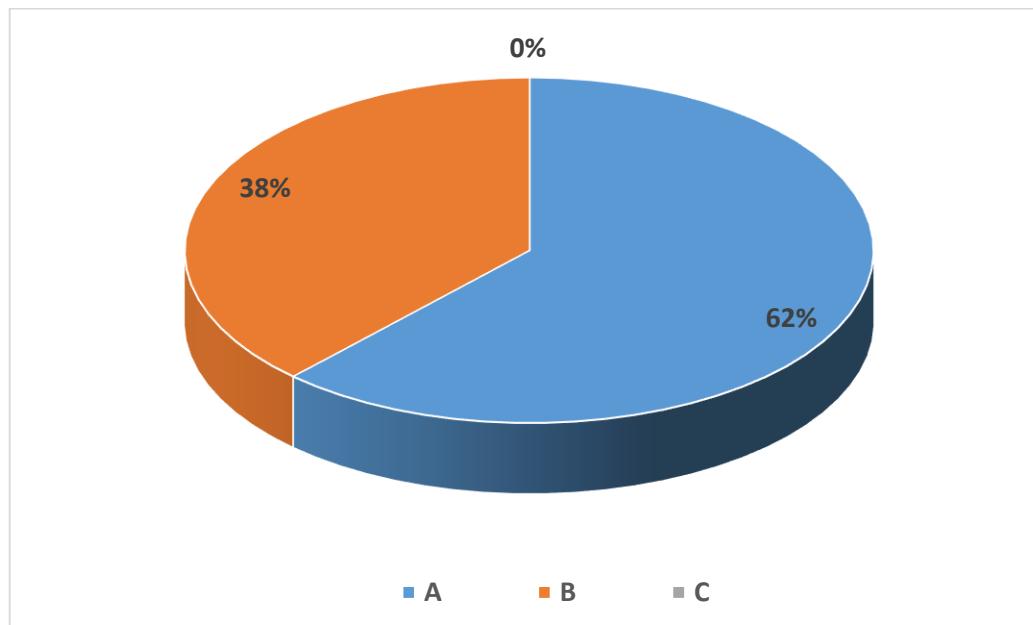
According to the table and the figure above, one could note that the majority of pupils 31 (62%) use audiovisual materials to memorize a new word. This result highlights the effectiveness of those materials on their minds. 19 (38%) think that using the mother tongue is so helpful for them to memorize such new words since it is the first language they used it from the childhood.

Question Seven: Does your teacher teach you vocabulary as a lesson?

Table 10: Pupil's Perceptions about Whether the Teacher Teach them Vocabulary as Independent Lesson

Option	Responses	Percentage
Yes	0	0%
No	50	100%
Total	50	100%

Figure 07: Pupil's Perception about Whether the Teacher teach them Vocabulary as an Independent Lesson.
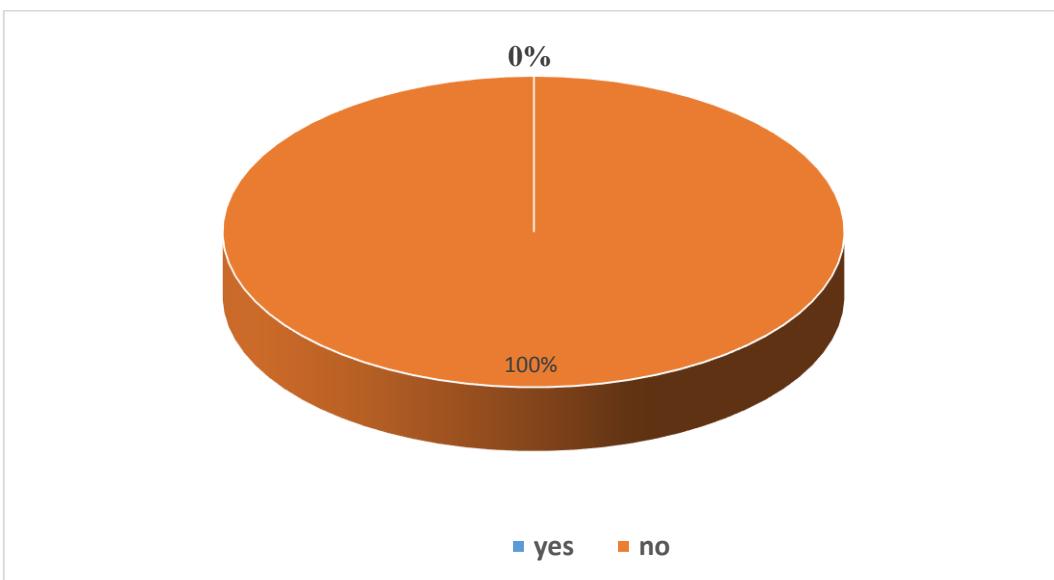
Pupils' responses were quite similar, most of them; they agree that the teacher did not teach them vocabulary as independent lesson. They stated the main reason why the teacher did not teach them vocabulary as an independent lesson, because it was not determined by the educational institution as a lesson in the curriculum. The result obtained above reveals that the learners are aware about how the teacher teaches them vocabulary and all what have been acquiredwere simply under such skills reading, writing, speaking, or listening.

3.3. Section Three: Pupils' Perception about the Use of Audio Visual Aids
Question one:Does your teacher use audiovisual aids in your classroom?

Table 11: Teachers Use of Audio Visual Aids

Option	Responses	Percentage
Yes	50	100%
No	0	0%
Total	50	100%
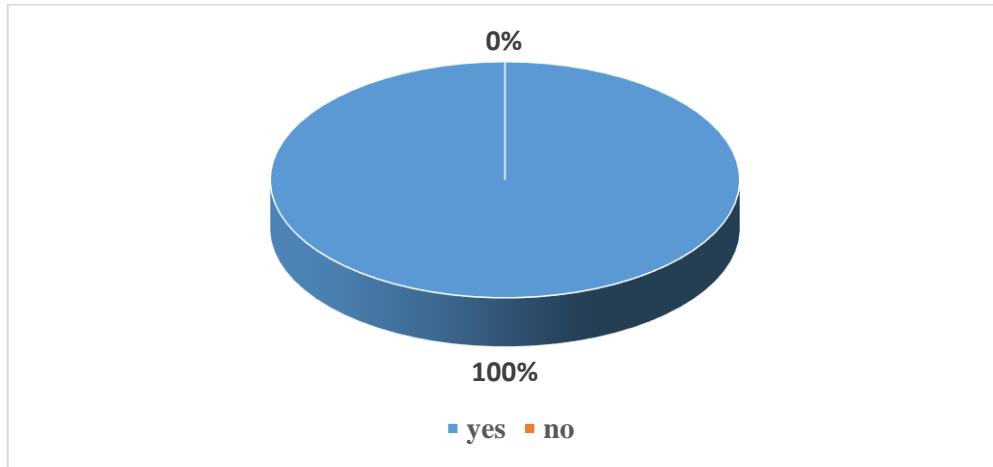
The statistics reveal that 50 (100%) state their teacher integrated audiovisual in teaching. This may due to the development of educational technology in Algeria that influences the teaching process. In addition to that   reason, nowadays teachers become aware about the effectiveness of audiovisual on enhancing learners' vocabulary, speaking, listening ……and others Then, under this question, we ask pupils to state the different kind of audio visual aids used by their teacher; all of them answered:

1- Data   show.

2- Personal computer.

3- Dictionary.

4- Pictures.

5- Realia.

Question Two: How often does your teacher use the audiovisual aids?

Table 12: Frequency of Using Audio Visual Aids in the Classroom

Option	Responses	Percentage
Always	13	26%
Often	13	26%
Sometimes	24	48%
Rarely	0	0%
Total	50	100%

Figure 09: Frequency of Using Audio Visual Aids in the Classroom
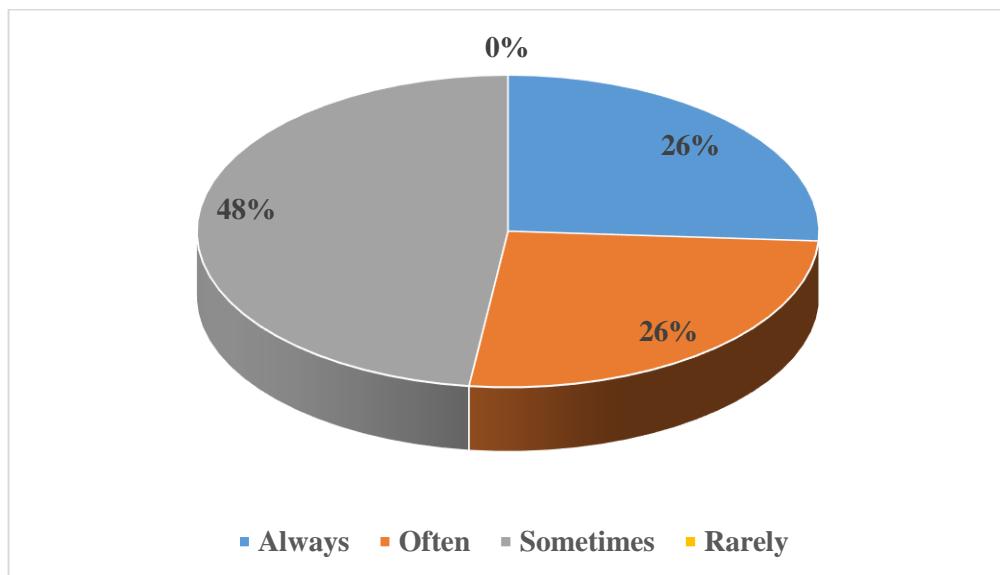
From The table and the figure above reveal that the majority 24 (48%) of pupils asserted that their teachers sometimes use audiovisual aids during Teaching and no one asserted that these tools are never used this indicated that the teacher is updated to technological materials; whereas, we have similar results 13 (26%) asserted that their teacher always used those aids. The same results we found it in frequency often. The proportion 24 (48%) point out that teachers sometimes use audiovisual aids in teaching, which means that the teachers have more insights about the effectiveness of audiovisual aids on their pupil's vocabulary.

Question Three:To what extent do the audio visual aids help you to enhance your vocabulary?

According to the results above, most of pupils asserted the importance of audio visual aids in teaching and learning process it helps them to make the, classroom more enjoyable and motivating them to acquire as much as can new words in each lesson. In addition to that; it provides them with the opportunity to enhance their vocabulary by clarifying and facilitate the data which are appropriate to their level and at the same time its work to enhance their level.

Question Four:Does the lesson become more interesting if your teacher uses the date show ant the PC?

Table 13: Pupils'- Opinion about Integrating PC and Data Show in the Lesson

Option	Responses	Percentage
Yes	48	96%
No	2	4%
Total	50	100%

Figure 10: Pupils' Opinion about Integrating PC and Data Show in the Lesson.
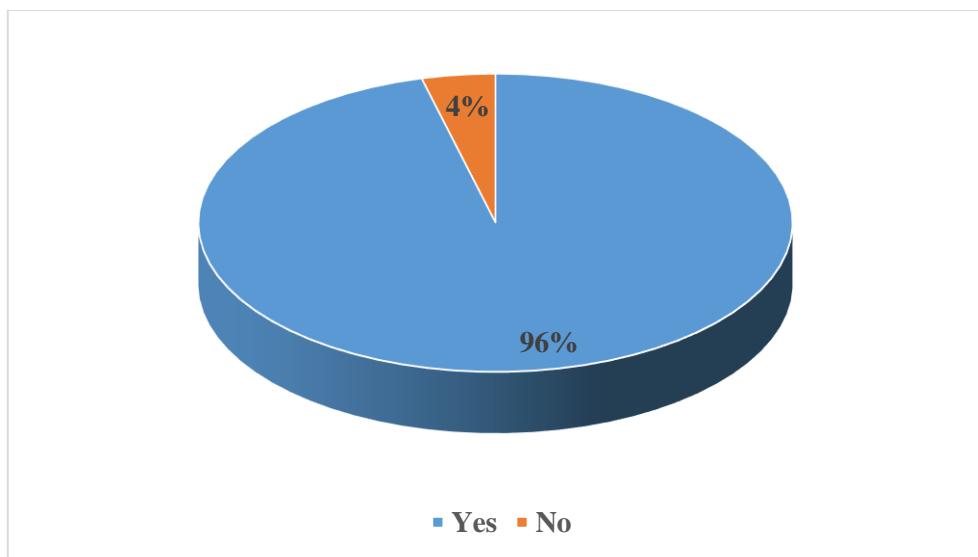
The aim behind asking this question is to discover whether pupils are interesting when the teacher used data show and the PC or no that mean that whether the lesson becomes more interesting if their teacher use data show and the PC. Out of 48 (96%) pupils said yes, the lesson is more interesting with the PC and data show, where the rest 2 (4%) of pupils said no. then, we ask them to state how.

Pupils who said yes, they asserted the role of PC and data show as a tool to make the lesson more enjoyable, in addition to that, they show the importance of PC to provide authentic language to enhance their vocabulary, beside to that the learners asserted the role of data show in present data clearly that impact directly on learners' mind. In other hand, pupils who said no they mention the negative side of those materials such noisy,

time consumed, the number of the pupils are too large this effect to the sound of the PC becomes not clear.

Question Five:What sort of audio visual aids do you prefer more?

Table 14: Pupils preference of learning with different type of audiovisual aids

Option	Responses	Percentage
Audio aids	8	16%
Visual aids	14	28%
Audio-visual aids	28	56%
Total	50	100%

Figure 11: Pupils' Preference of Learning with Different Type of Audio Visual Aids.
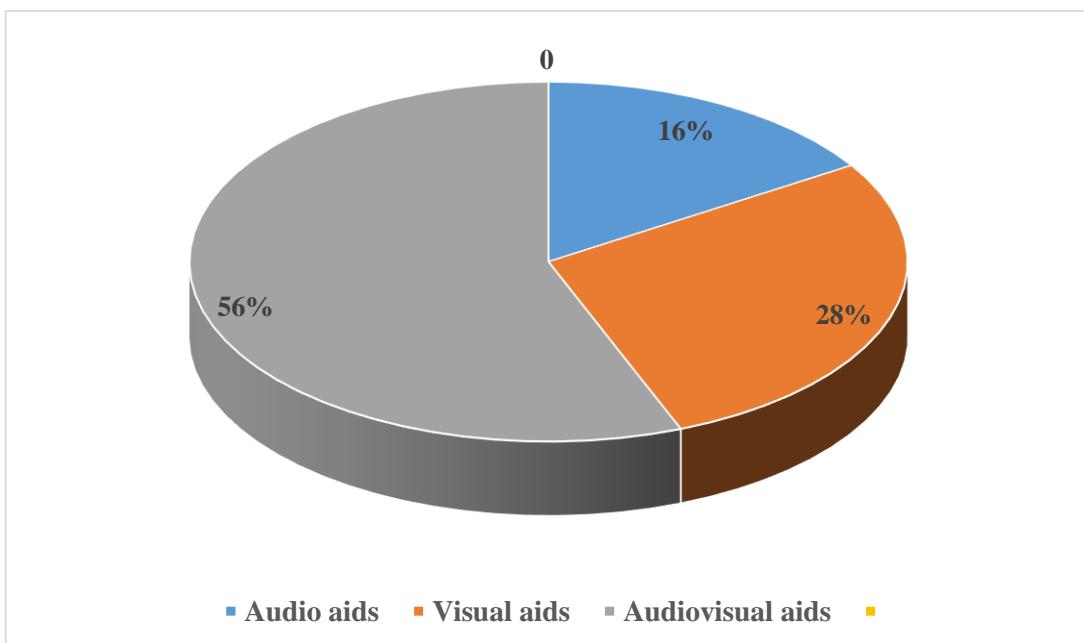
The main aim of asking this question is to recognize and identify the kind of audio visual aids that pupils prefer more, the table and figure above show that the majority of pupils 28 (56%) prefer audio visual aids while 14 (28%) prefer visual aids, whereas 8 (16%) said they prefer audio aids. The result obtained above reveals that the majority of the learners prefer audio visual aids this indicated the effectiveness of both picture and sound at the same time in the learning process since they are seeing and hear the information at the same time.

Question Six: What are the common problems that you face when audiovisual aids are used in the classroom?

In this question and from the result we found that the majority of pupils 46 (92%) say that there is no problem when these aids are used; while a few of pupils 4 (8%) state some problem like noisy and they say time of studying is limited that's why using audio visual aids during teaching caused time consuming. The results reveal that most of pupils aware about the educational value of audio visual aids and its great effects on learning in general and on enhancing their vocabulary in particular.

4. The Classroom Observation

4.1. Description of the Classroom Observation

The classroom observation was conducted to examine the effectiveness of audio visual aids as a didactic support that help the teacher to facilitate the process of teaching and help the learners to enhance their vocabulary easily. It provides accurate data since the researcher attended many sessions and observed all what happened in the classroom. The classroom observation task was attended with 4 fourth year classes with the same teacher. There are three classes of fourth year ($4MS_1. 4MS_2. 4MS_3$). We have decided to get 50 pupils from the whole population selected randomly. I have started the classroom observation on the first of October and finished on the third of February. Not fully 4 months because within this period they had their exams and the holidays. The 4MS class has 4 hours per week before starting the observation. I have questioned the teacher about if he/she teaches vocabulary as an independent lesson since there is no such a session is delivered to teach vocabulary, but all vocabulary instruction goes within the lesson which means within different skills speaking, listening, writing and reading.

As we know that there are three main types of observation methods. First of all, Controlled observation (structure observation in which the researcher decides where the

observation will take place, at what time, with which participants, in what circumstances and uses a standardized procedure and participants are randomly allocated to each independent variable group. Second, naturalistic observation (instructed observation in which researcher simply records what they see in whatever way they can. Third, participant observation in which the researcher joins in and becomes part of the group they are studying in our research. In our work we decided to work with the three observation method in order to obtain as much as variety of information about the integration of AVA in teaching and learning process and know its effectiveness in both teachers and learners.

Our observation undertakes into three main stages:

1) Pre-observation stage

At this stage. I discussed with the teacher about the important elements that concerning vocabulary instruction such as. The lesson major topic, text to be used during the lesson, Target vocabulary goals, Audio visual aids to be used; New words to be acquired and the reaction of pupils about the use of audio visual aid in the class. See the Appendix.

2) **Observation stage**

At this stage we observe five major points they are as follows:

1- Tips for teaching vocabulary: in this point we will highlight the different strategies that the teacher applies for teaching vocabulary and the different kinds of activities they use while practicing it

2- Classroom interaction: at this point we describe how pupils interact with the teacher and with each other in one hand. In other hand, we will highlight the main principle that the teacher follows to reward pupils to participate and acquire the language easily.

3- Vocabulary assessment and organization: In this point, we will describe how teacher checks pupil's acquisition of new words. In addition to that, how the teacher guides, monitors and controls pupils and at the same time we will point out some strategies that the teacher used to evaluate their pupils.

4- The integration of audio visual aids in teaching: at this point we will describe how are audio visual aids integrated

In the classroom, we also will point the different type of audio visual aids, are used in the classroom. In addition to that we will discuss the different problems that challenge the teacher to apply them.

5- Evaluation of audio visual aids: in this point we mentioned the advantages and disadvantages of those materials.

3) Post- observation stage

This step comes at last after finishing the observation, we met the teacher who worked with those aids and we asked her about whether the objectives were fulfilled and whether the teacher was satisfied or not.

5. Analysis and Interpretation of the Findings

During the observation period (from 1st October till 3rd February.), we had noticed the fact that teaching vocabulary is not settled with its own. There is no session called vocabulary, but in fact, vocabulary is taught within different aspects of language for instance reading. The teacher declares that the new words are acquired implicitly and not directly.

5.1. Tips for teaching vocabulary

a- The Teacher and pupils had already revised the words which had been learnt in the last session (observed during all the observation period I have noticed that the teacher always begin her session by a quick recap about what had been learnt in the previous session. What we called warm up stage. It takes three to five minutes. The teacher gives

me an idea about the significance of this revision. She said by doing that all the learners refresh their memories and at the same time, it is a good for them to practice speaking skills in front of their peers. This is one sample about warm up stage that introduced the lesson of pollution. It was presented as follows:

Teacher: good morning.
Pupils: good morning.
Teacher: Is the class clean today.
Pupils: yes it is.
The Teacher showed to pupils banana skin and asked them where do you throw the rubbish
Pupils: in the bin (the teacher provides the word bin or food cans.

b- The Teacher provides a new word (observed not in isolation way, but within a text and in a specific context. For instance, the teacher introduces new (words) vocabularies through many techniques .Eliciting or elicitation is one of the techniques was applied by the teacher, which describes a range of techniques which enable the teacher to get learners to provide information rather than giving it to them. Commonly eliciting is used to ask learners to come up with vocabulary and language forms and to brainstorm a topic at the start of a skills lesson. It was so helpful to develop a learner-centered classroom and a stimulating environment, while making learning memorable by linking new and old information. This is one of the examples which present it as follow:

Teacher: who is Mohammed, peace be upon him

Pupils: he is a prophet, but here they are answered was in Arabic هو النبي محمد عليه أفضل الصلاة والسلام.

Even the learners were correct, but since they were in English session , the teacher always encourages the pupils to provide the right answered in English .She said: anyone else know how to say it in English .One of the pupils said :he is prophet .This is eliciting process the teacher was patient until pupils come up with the right answered.

c- The Teacher presents a text with the words learnt before: (observed) as we saw during the observation period, the teacher before pupils started reading a text the teacher explains the key terms about the text in order to help pupils to understand the text easily without any difficulties. In addition to that the text provided was already about what had been taught in each unit.

d- The Teacher uses different techniques to deduce the word meaning. (Observed) during the observation period. We noticed that the teacher used different strategies and techniques that are appropriate to the learners' styles since the learners have different abilities. This aim to acquire new word easily and appropriately to the context. They are presented as follows:

- Showing actual objects and showing models

This technique simply consists deducing the meaning of some words by showing actual objects as an example, if they are available in the classroom as, pens, classroom furniture.......

- Using demonstration and showing pictures

In some case. We observed that the teacher demonstrated some ideas through demonstrating or showing a picture. The following example clarifies more the idea. They are presented as follows:

The teacher uses some picture to introduce what is pollution and type of pollution. She showed the following picture:

Figure 12: Types of Pollution.

In each picture, the teacher first said what is it then she showed the appropriate picture

- By drawing a picture

Drawing a picture is also one of the techniques that the teacher applied it during the observation period. We observed that the teacher sometimes draws a picture on board only when ideas come up unexpectedly in class. As we see in the picture bellow. The teacher tried to explain what we mean by the word ugly.

Figure 13: the Teacher uses Drawing as Visual Aids.

- Using a dictionary

Check the dictionary is one of the techniques that make the learners autonomous and enhance the learners with different kind of information. This is a technique also observed. And the following pictures were one case that we took it during the observation period.

- Synonyms (observed)

As we know that synonym is a word or phrase that means exactly or nearly the same as another word or phrase in the same language. This is also observed. In some cases the teacher provided synonyms of such words to enhance learners' vocabulary and to make them more aware about the aspect of the language.

- Antonyms (observed)

An antonym is a word that means the opposite of another word .This technique also was used by the teacher. This technique was so helpful for the learners.

Possible $\neq$ impossible.

- Word search puzzle

Word search puzzles are a word game in which words, usually related to a particular them, and are hidden in a grid of jumbled letters. We observed that the teacher was using this technique in tutorial sessions. The main objective of using this game is to find and mark all the hidden words. It was used by the teacher as an educational tool that motivate the learners to acquire new words easily. The following puzzle is one sample that the teacher was provided during the tutorial session:

Name: **Date:**

Class**:**   **teacher:**

Adjectives - opposite- low

Using the across and down clues, write the correct words in the numbered grid below.
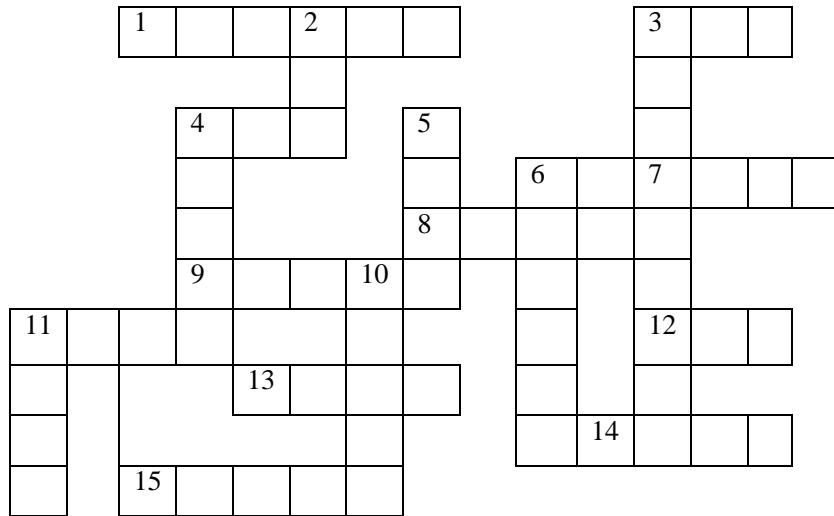
Across   down

1.   Opposite of week   2. Opposite of young
1.   Opposite of small   3. Opposite of ugly
2.   Opposite of happy   4. Opposite of big
7.   Opposite of beautiful or pretty5. Opposite of slow
8.   Opposite of tall   6. Opposite of old
9.   Opposite of heavy   10. Opposite of light
11.   Opposite of short   11. Opposite of fat
12.   Opposite of thing
13.   Opposite of strong
14.   Opposite of fast
15.   Opposite of sad

- Use video to produce a target vocabulary

This technique consists of using short video about such topic, then follows the video by

a task.

This was observed mainly during the observation period, for instance. One session, we

noticed that the teacher was selected a video about "kitchen utensils which contained a

list of different tools. Pupils saw the different tools and listen to the sound once ant twice.

This technique is so effective since they discover the different kitchen utensils and at the same time acquire the right pronunciation.

e- The Teacher provides various tasks to enhance pupil's acquisition of new words. This also had been observed during the observation period. One session the teacher provided such activity from the sort of gap filling task. In this case the teacher gave pupils song which contained gap, then she asked them to listen to the song in order to complete the song with the appropriate words. The activity was presented as follows:

Level: MS4   **Date:**

TD session

Activity one: listen to the song and fill in the gaps:

Hello. It's me

I was …...if after all these years you'd like to meet.

To go ………... everything.

They ………….. That ti

mes…………to heal you.

But I ant done much……….

Hello. Can you ………me?

I'm in California………….about who we……..to be

When we were………………and………………

I've forgotten how it felt……….

The word fell at our feet

There's such a………. between us and a million………..

Hello from the other…………

Then, after pupils complete the first task .She provided another activity which aimed to enhance their listening comprehension, develop learners' vocabulary and practicing speaking skills at the end by singing the song .The activity presented as follows:

Activity 02: read the song, and then answer the questions:

1- How many singers appear in the video?

2- Pick up from the song a time (clause) conjunction?

3- Pick out a modal expresses an obligation.

4- Find in the song words that are closest in meaning

To: phoned, apologize

5- Write the correct form of the verbs in ():

a- When I (to call) you, you (not be) home.

b- She (to succeed) If she (to try)

6- Sing the song in pairs.

f- Practicing awritten task using the new acquired Lexis. This aimed to make the learners

to use what have been learnt before in writing skills. One session the teacher asked the

pupils to write a short paragraph about Amir Abed-el-Kader by using lexis related to

biography since the teacher introduced for theme some lexis before like born, died,

fight ,lived, struggled. The following paragraph is one production of pupils we took it

during the observation period.
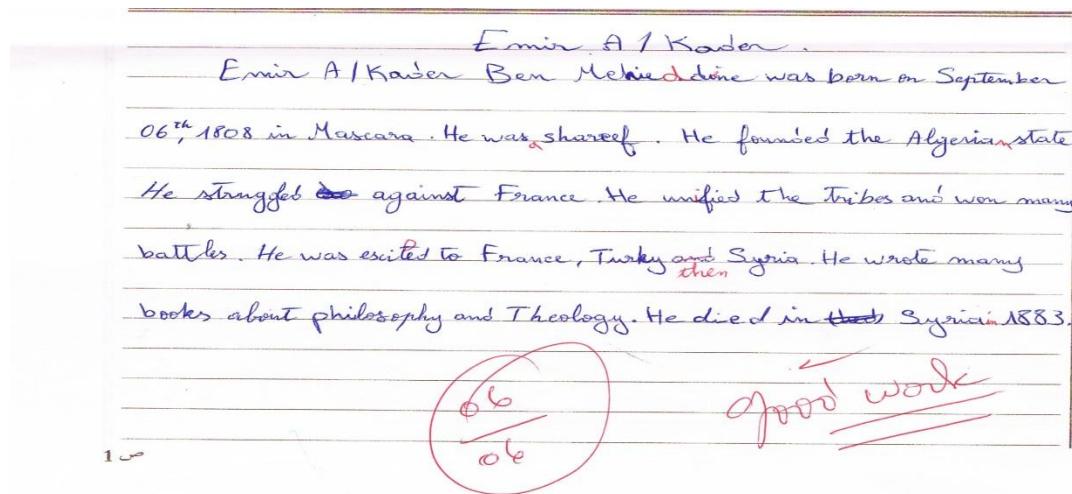
5.2. The Integration of Audio Visual Aids in the classroom

In this part we show the different points about the use of audio visual materials in

the classroom, their role, different kind and problems that face teachers when using them.

First of all, the teacher uses the audio visual aids as the data show, PC and pictures in

defining new words (observed).during the observation period. We noticed that the teacher used different kind of audio visual materials as didactic support that facilitate the process of teaching and learning since the PC help them to listen the target language from the native speaker and data show and picture has great impact on pupil's mind.

1) The audio visual aids motivated the learners (observed). The use of audio visual aids in teaching help the teacher to create a positive environment for The learns to acquire more the foreign language and their use can lower the tension, fear and anxiety since it helps them to make the instruction or the idea very clear, for instance when the teacher provided a short song and she asked pupils to listen to this song, complete the song with missing words. When starting to listen, pupils show their strong feeling of interest and engagement and this appear through their active reaction and appropriately responds to the activities. All of that reaction indicated the effectiveness of audiovisual aids in teaching and learning process.

2) The teacher uses several audio visual aids in one lesson (observed) in some session teacher needs to use more than one kind of audio visual aids in order to realize the real objectives of the lesson. One session we noticed that the teacher used the following item video, the board, gestures, classroom furniture, dictionaries in order to make the pupils be able to write a short portrait about Emir AbdElkader

3) Problems that disturb the teacher in using audio visual aids this is the idea was not clear observed, but the only factor that disturbed the teacher is time limitations.

5.3. The Mode of Interaction through Using A.V.A.

In order to gain more knowledge about the nature of interaction through using the audio visual aids in classroom, we were attending a session about a portrait about Amir AbdElkader in which the teacher was using the different kind of audio visual aids for instance, video, the board, gestures, classroom furniture, dictionaries. First, we will

present the lesson plan, then we present what we had noticed about the mood of the

interaction through using these aids during this session.

Lesson plan

Project: 02

Lesson: A portrait about Amir AbdElkader

Objectives:

By the end of the lesson, my pupils will be able to write a short portrait about Amir
Abed Elkader.

Language points: the past simple

New lexis: related to the topic

Teaching aids: video, the board, gestures, classroom furniture, dictionaries

T	Teacher task	Learners task	Aims

	Stage one
	Teacher greets her pupils then asks them about the previous lesson
	        Stage two
	The Teacher asks the pupils to name some great Algerian figures
	Teacher elicits many answers from the pupils and writes them on board
	The Teacher writes Amir Abed al Kader
	The Teacher asks the pupils to give any information about him (if they can)
	      Stage Three
	The Teacher sets this table on The board
	
		Name	Date and place of the birth	Events	Death

			|
			
			The Teacher invites the pupils to listen and watch a video about Amir Abed Elkader
			The Teacher tells them to watch the video and fill in the table
			The Teacher divides the classes into groups
			Teacher guides and monitors them
			      Stage four
			    teacher writes on board
			Your friend asked you to give information about Amir AbdElkader. Write a short biography about him using the cues in the table **and the text of** Mohammed (peace be upon him)
			The Teacher invites the pupils to work in groups
				Pupils answer
				The biography of our prophet Mohamed (peace be upon him)
				
				Pupils do
				
				Pupils listen
					To review the previous lesson

The Teacher sets the time (20 mints) The Teacher collects the papers to be	Pupils work in a group and do the task	

1) **How Can the Teacher Attract the Pupil's attention toward the English lesson?**

Getting pupils' attention is something necessary since the pupils studied different session. From what we were observed the teacher used different strategies and techniques to attract the pupils' attention and it varies from one session to another. The following conversation was the first thing that happened in this session:

Teacher: good morning

Pupils: good morning

Teacher: last session we talked about a famous personality,

Who can remind me who is!

Pupils: Mohammed, peace be upon him

Teacher: Nice, in Algeria there are many well-known personalities who provided a lot to Algeria. Can you tell me one of them?

Pupils: they state different name like AbdeHamid BenBadis,........till they stated Amir AbdElkader.

2-Do pupils interact easily?

From what we noticed during this session the interaction of pupils with the teacher was very nice since the teacher started her lesson in an intelligent way. And it showed from pupils respond to what the teacher said. In addition to that, they give the teacher correct structures, sometimes nodding their heads or making gestures.

3- What kind of teaching aids that the teacher uses in the session?

From what we observed in this session the teacher was using the following aids:

- ✓ Board

- ✓ A short video about Amir AbdElkader

- ✓ Gestures

- ✓ Classroom furniture

- ✓ Dictionaries.

4-What kind of question does the teacher ask to the pupils?

During all the time we noticed that the teacher used varied in the type of question and she selected the simple structure in order to help pupils understand the question easily. In this session also the teacher provided a different kind of question from closed questions to open ended questions.

5-Doe the teacher focus on particular pupils?

From what we had been seen during all the time, we noticed that the teacher tried to work with all the pupils in the class. Sometimes with pupils who have a good level, another time with pupils who have average and bad level in order to make the balance between all of them.

6-How teacher assess pupils learning?

Assessment is an integral part of the teaching and learning cycle. It is usually done for two main reasons. First of all, assessing learners' achievements .Second, monitoring the learners' progress. The Teacher assesses pupils by many ways. One of them is providing activity after finishing the lesson is the famous one which we observed it during the observation period. The following activities are one the kind of assessment which was provided by the teacher.

Activity 01: agree with so or neither

1-A: I can ride a bicycle.

B:...............................

2-A: you sing well

B:.........................

3- A: I do not like raw food.

B:.......................................

4-A: I revised all my lessons.

B:.....................................

Activity 02: fill in the gaps with the appropriate word:

There are lots of environmental problems nowadays, mainly because of pollution. It is the contamination of ...., water and land by waste chemicals, smoke and other harmful..................

The emission of smokes from ....and cars are big causes of..................

Which produce acid rain, smog and a hole in the ozone layer.

Water is also suffering from pollution because of the millions of tons of litters being thrown into the ....every year.

6. Advantages and disadvantages of audiovisual aids/ instruction material

From what we had noticed during the observation period. We will indicate all of them in these tables:

Audio visual aids	
Advantages:	**Disadvantages**:
• Dynamic	• Time.
• Ameliorate the lesson plan.	• Noise.
• Make the teaching process effective.	• Old tools and machines.
• Attract learners' attention.	• Learners' misunderstanding of the topic "sometimes".
• It provides a realistic to pupils.	
• Motivate the pupils' interest.	

Conclusion

To conclude this chapter the collected answers from pupils' questionnaire and the information gained from the classroom observation show that audio visual aids are an effective technique to enhance learners' vocabulary. It motivates pupils to learn new lexis and makes positive classroom environment. All in All, we understand that there is a positive relationship between audio visual aids and vocabulary. The positive results that we revealed in this study have confirmed our hypothesis.

General Conclusion

The present study deals with the relationship that exists between two main variables which are Audio Visual aids and Vocabulary. Its main aim is to examine the effectiveness of using Audio Visual as a didactic support in enhancing the fourth year pupils' vocabulary. The examination was accomplished with the fourth pupils of Ben TrahBrahim in middle school in SidiOkba within the academic year 2015-2016. It intends to confirm or to reject the main stated hypothesis which is if the teachers use Audio Visual Aids during teaching English as a foreign language, the learners will develop their Vocabulary.

This research was divided into three main chapters. The first two chapters are the theoretical part which is the literature review. The third chapter is the field work in which two main educational tools were applied; the questionnaire was given to pupils, and the classroom observation. The questionnaire was administrated in order to gain data in which pupils express their opinions about any aspect that is related to both audio visual aids and vocabulary without any intervention from the researcher's own opinion. The classroom observation was conducted to get insights on the classroom in which audio visual aids are used. This is so helpful for our research to confirm or reject ourhypothesis which means to examine the effectiveness of those tools whether it is helpful or not.

The first chapter mainly highlights some of the theoretical issues related to Audio Visual aids from terminology, the history of using audio visual aids in education, types, characteristics, importance, educational value, principles of using these aids, advantages and disadvantages and finally, the limitation in the use of audio visual aids were highlights.

The second chapter was devoted to vocabulary as an important element to use the language in real situation easily. It has spotted the light on the vocabulary definitions, types, vocabulary description, vocabulary and its important in language learning, principles of

vocabulary teaching, strategies of learning vocabulary and finally techniques to train good vocabulary learners.

The Third chapter which is the practical part is concerned with the analysis of the obtained results gathered from pupils' questionnaire and classroom observation. The obtained results from both pupils' questionnaire and the classroom observation confirmed our hypothesis that using audio visual aids during teaching English develop pupils' vocabulary. This indicates that there is a strong relationship between audio visual aids and vocabulary. The analysis of pupils' questionnaire shows that pupils are more motivated and interested in learning when using audio visual aids. In addition to that, they are aware about the importance of using these aids in teaching and its effectiveness on their minds since they listen and see the target language. Furthermore, the majority of pupils asserted that they acquire more the language when the teacher uses different kinds of audio visual aids during the teaching process. This latter was confirmed during the observation period. This period of time shows that audio visual aids are useful tools in making the lesson more enjoyable and creating a dynamic atmosphere which motivates the learners to be active learners to acquire as much as possible the target language easily and without any difficulties. All of that was shown from the reaction of pupils during the teaching process.

All in All, we can say that using the descriptive method in this study is not good as can be expected since the right method is the experimental method, but the limitation of the time is considered the main reason that make us to use only two educational tools.

Suggestions and Recommendations

At the end of this research, we can say that in order to integrate Audio Visual Aids in the process of teaching and learning and realize its effectiveness on learners' achievement some conditions must be provided. They are presented as follows:

- ✓ Syllabus designers should   be aware about the importance of integrating audio visual aids in the curriculum under different kind of lesson, grammar, speaking, listening, reading, and writing.

- ✓ Since in the middle school they have a session called tutorial session, laboratories should be provided in order to realize the main objectives of this session.

- ✓ Administrators should provide all the kind of materials which is necessary for teaching.

- ✓ Teachers must always aware pupils about the importance of using audio visual aids in learning language and encourage pupils to use them outside the classroom.

- ✓ Teachers should   always know about the new technological tools in order to be up to date.

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APPENDICES

Appendix 1

Questionnaire

Dear pupils,

A research is conducted on the role of audio visual aids in enhancing pupil's vocabulary. We would be very grateful if you could answer these questions to help us in our research. Your answers are very important for the validity of the research we are undertaking. Thank you in advance for your collaboration.

Please, put a tick (✓) in the corresponding box and make a full statement whenever necessary.

Section one: general information

1-age ………..

Section two: pupils' perception about vocabulary

1-How long have you been studying English?

كم عدد السنوات التي قضيتها في دراسة مادة الإنجليزية؟

……………………………………………………………………………………

2-How do you consider your level in english ?

كيف ترى مستواك في مادةاللغة الإنجليزية؟

a-very good ☐

b-good ☐

c-average ☐

d-bad ☐

e-very bad ☐

3-If your level bad, what are the main reasons make your Englishlevel poor?

إلام ما يعود سبب ضعفك في اللغة الإنجليزية؟

……………………………………………………………………………………

……………………………………………………………………………………

4-While reading a text in the class, you may face a new words, how do you react?

ما هو رد فعلك إذا واجهتك مفردة جديدة عند قراءة نص؟

1-ask your teacher ☐

2-use the dictionary ☐

3-ask your a classmate ☐

4-others ☐

If others what are they?

إذا كان هناك وسائل أخرى اذكرها؟

....

....

5-when learning a new word, to understand it, is it easy to:

ما هي الوسيلة التي تستند إليها لفهم مفردة جديدة؟

1-translate it into the mother tongue ☐

2-use Audio Visual Aids ☐

3-others ☐

If others what are they?

إذا كان هناك وسائل أخرى اذكرها؟

....

....

6-How do you memorize a new words?

كيف تستطيع تذكر كلمة جديدة؟

a-using Audio Visual Aids ☐

b-using the mother tongue ☐

c-others ☐

If others what are they?

إذا كان هناك وسائل أخرى اذكرها؟

....

....

7-Does your teacher teach you vocabulary as a lesson?

هل يدرسك أستاذك المفردات اللغة كدرس مستقل؟

a-yes ☐

b-no ☐

If no, why?

أذا كان الجواب بلا، لماذا؟

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

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

Section three :pupils perception about the use of Audio Visual Aids

8-Does your teacher use Audio Visual Aids in your classroom?

هل يستعمل أستاذك الوسائل السمعية البصرية في قسمك؟

a-yes ☐

b-no ☐

If yes, what are the different Audio Visual Aids used by your teacher?

إذا كان الجواب بنعم، عدد الوسائل السمعية البصرية المستعملة من طرف أستاذك؟

a. ………………………………….

b. ………………………………….

c. ………………………………….

d. ………………………………….

9-How often did your teacher use Audio Visual Aids?

كم عدد المرات التي استعمل فيها أستاذك هذه الوسائل؟

a-always ☐

b-often ☐

c-sometimes ☐

d-rarely ☐

10-To what extent does the Audio Visual Aids help you to enhance your vocabulary?

إلى أي مدى تساعد هذه الوسائل (السمعية البصرية) في تطوير ملكتك اللغوية وتحسينها؟

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

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

11-Does the lesson become more interesting if your teacher use the data show and the PC ?

هل يصبح الدرس أكثر إثارة للاهتمام إذا أستعمل أستاذك جهاز عرض البيانات والحاسوب الشخصي؟

a-yes ☐

b-no ☐

If yes, How?

إذا كان الجواب بنعم,كيف؟

…………………………………………………………………………………………………

………………………………………………………………………………………………...

12-what sort of Audio Visual Aids do you prefer more?

ماهي الوسائل السمعية البصرية المفضلة لديك؟

a-Audio Aids ☐

b-Visual Aids ☐

c-Audio Visual Aids ☐

13-What are the common problems that you face when Audio Visual Aids are used in the classroom?

ماهي المشاكل التي تواجهك عند استخدام الأستاذ لهذه الوسائل؟

…………………………………………………………………………………………

…………………………………………………………………………………………

Thank youfor your collaboration

M.Tebina Hassiba

Appendix 2

Classroom Observation

School: …………………………… Level: ………………………… Subject: ……………………. Time: …………………

Teacher: ……… Date: ………………… Observer: ……………….. Textbook:

  Total pupils: …………………

1- Topic of the lesson:

  ……………………………………………………………………………

2- Text to be used during lesson: …………………………………………….........................

  ……

  …………………..

3- Targeted Vocabulary Goals:……………………………………………….. …………..

  ……

  ……

  ……

  ………………………………………………………………

4- Audio Visual Aids to be used:……………………………… …………………………………

  ……

  ……

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

5- New words will be Acquire:

  ……

  ……

  ……

  ……

  …………………………………………………………………………………

6- The pupils' reaction about the use of audio Visual aids in the class:

  ……

Appendix 3

Tips for Teaching Vocabulary

Vocabulary instruction	Observed	Not observed	Notes for discussion
Teacher and pupils revise the words which have been learnt in the last session			
The Teacher provides a new words			
The Teacher presents a text with the words learnt before			
The Teacher uses different techniques to deduce the word meaning			
The Teacher provides various tasks to enhance pupils acquisition			
Practicing a written task using the new acquired lexis			

The Integration of Audio Visual Aids in Classroom

The integration of audio visual aids in teaching vocabulary	Observed	Not observed	Notes for discussion
3. The teacher uses the audio visual aids as data show, PC and picture in defining new word.			
4. The audio visual aids motivated the learners			
Teacher uses several audio visual aids in one session			
Problems that disturb the teacher in using audio visual while teaching			

The mode of Integration through Using Audio Visual Aids

1- How can the teacher attract the pupils' intention towards the English lesson (warm up stage)?
2- Do pupils interact easily?
3- What kind of teaching aids that the teacher uses while teaching?
4- What kind of questions that the teacher use while teaching?
5- Does the teacher four on particular pupils?
6- How teacher assess pupils learning?

Advantages and disadvantages of Audio Visual Aids/ Instructional Materiel

Advantages	Disadvantages

Appendix 4

Classroom observation:

School : Ben Trah Brahi level : Ms₄ subject: English time: 8 a 9

Teacher: Khalid M Date: 21 12 Observer: Hassiba T Textbook: T's worksheet

Total pupils: 30

1-Topic of the lesson: Cause and effects of polution

2- Text to be used during lesson : Text about cause and effect of pollution

3-Targeted Vocabulary Goals:

Vocabulary related to polution

4-Audio Visual Aids to be used:

Data show - PC - Board - realia

5-NEW WORDS WILL ACQUIR:

Waste - garbage - spills - recycle - poltuti

6-The pupils reaction about the use of audio visual aids in the class:

They are so interested and motivated

Appendix 5

People's Democratic Republic of Algeria

Ministry of higher Education and scientific Research

Mohamed Kheider Universityof Biskra

Faculty of Letters and Languages

Department of Foreign Languages

Section of Englis

Classroom observation:

School : Ben Trab Brahim level : MS$_2$ subject: English time: 10 11

Teacher: M Khalida Date: Observer: I Hassiba Textbook: youtube video

Total pupils: 15

1-Topic of the lesson: Kitchen Utensils

2- Text to be used during lesson : Video

3-Targeted Vocabulary Goals:
Lexis related to Kitchen and Food

4-Audio Visual Aids to be used:
Data show - Video - PC - picture

5-NEW WORDS WILL ACQUIR:
ForK knife - meal - oven - tongs - frying pan bowl

6-The pupils reaction about the use of audio visual aids in the class:
pupils are interested / they participate with the teacher

الملخص

تهدف هذه الدراسة إلى رصد مدى فعالية استعمال الأدوات السمعية البصرية كأداة تعليمية تسهم في تطوير مفردات اللغة لدى المتعلم.حيث أجريت هذه الدراسة على خمسين تلميذا من السنة الرابعة من الطور المتوسط فكانت العينة من متوسطة بن طراح إبراهيم بسيدي عقبة كما تسعى هذه الدراسة أيضا إلى رصد فائدة استعمال هذه الأدوات في تسهيل عملية التعليم والتعلم. اذ قمنا بطرح الفرضية الآتية إذا استخدم الأستاذ الأدوات السمعية البصرية أثناء تدريسه للغة الانجليزية فان مفردات اللغة لدى المتعلم سوف تتطور.وبهدف إثبات هذه الفرضية اعتمدنا على وسيلتين أساسيتين هما الاستبيان والملاحظة حيث وجه الاستبيان الى خمسين تلميذا في السنة الرابعة بالمتوسطة نفسها. أما الملاحظة فقد أجريت عن طريق الحضور العيني والشخصي الى حصص متعددة.وفي الأخيرفإن النتائج المحصلة عليها أكدت لنا صحة الفرضية القائمة على فعالية الأدوات السمعية البصرية. لنختم هذه الدراسة ببعض النصائح والتوصيات التي يرجى مراعاتها.