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**Exploring The Effect of Audio-Visual Aids in Enhancing Students'
Vocabulary Knowledge**
**Case Study first year students at Mohamed Boudiaf university of
M'Sila**

**Dissertation submitted to the Department of Foreign Languages as Partial
Fulfilment of the Requirement for the Master's Degree in Sciences of
Language**

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May 2017

Acknowledgement

First of all, all thanks and gratitude are owed to Allah, Lord of the world who guides and help me and to whom I owe everything

I am sincerely grateful and I wish to acknowledge the great debt I owe to my supervisor **Mr. Aounali Walid** for his judicious guidance in this research paper, for his unmeasured support, help and priceless advice.

My sincere thanks go to the members of the jury; namely, **Dr. Saliha CHELLI** and **Mrs. Imane GUETTAL** and **Ms. Lamia BENTAHAR** for accepting to read and correct this dissertation.

My special thanks also go to the students and teachers of 'Oral Expression' at M'Sila University, for accepting to answer the questionnaire.

I owe my deepest respect and gratitude to all my teachers from the primary school till the university especially: Mr. Turki B, Dr. Segueni L, Mr. Bouhitem T, Mr. Bechar M and all my teachers.

To My husband for his help, support and encouragement with love.

I would also thank all my family, friends and colleagues who helped me with their care and references.

Dedication

I dedicate this modest work to

- ❖ *My dear parents who taught me the importance of education and gave me affection and encouragement. In fact, they have been my emotional anchors through not only my studies, but my entire life as well.*
- ❖ *To my husband **Ghellab Fatih** who helped and supported me with love.*
- ❖ *To the soul of my grandmothers Hafsia and Sabra.*
- ❖ *To my mother in law Aichouche*
- ❖ *My brothers and sisters Rokia, Abd Essamed, Mohamed El-Amine, Açil and Ania.*
- ❖ *My uncle Daraji, my aunts Nadia, Kheira, Fatma*
- ❖ *My sisters in law Bochra, Samra, khadidja, Douaa, Amira and Abd El-Hamid*
- ❖ *To my sisters with whom I shared university life ,my princess Amira, Roumaissa, Abir, Oum Imouminine, Meriem, Samiha, Nawel, Khaoula, Manel, Ghada ,Sarah and all my friends and colleagues.*
- ❖ *My cousins Meriem and Soumia.*

Abstract

The present research attempted to explore the effectiveness of audio-visual aids in students' vocabulary acquisition as case study of first year students at Mohamed Boudiaf University of M'Sila. It aimed at finding out whether these teaching aids can help in leading students to learn and use their vocabulary knowledge. To achieve this aim, we relied on one means of research, which are two questionnaires administered to fifty (50) students and another to fifteen (15) teachers. The current study focused on investigating the role of audio-visual materials as an effective tool in enhancing students' vocabulary knowledge. The results obtained from this field investigation confirmed our hypotheses, which revealed that vocabularies are better learnt and memorised when assisted with audio-visual aids instruction. These aids were also useful tools to attract and to motivate students to learn not only vocabulary but also the different aspects of the foreign language as a whole. Coming with these findings, we have proposed some pedagogical implications for integrating audio-visual aids when teaching vocabulary. We showed, in the section of results, that modern technological materials provide more comprehensible vocabulary and create a relaxed atmosphere inside the classroom.

Keywords: *audio-visual aids, vocabulary knowledge, English, students, teachers, university.*

List of Abbreviations

AA: Audio Aids

ALM: Audio-Lingual Method

AVA: Audio-Visual Aids

BBC: British Broadcasting Corporation

CLT: Communicative Language Teaching

CNN: Convolutional Neural Network

EFL: English as a Foreign Language

ESL: English as a Second Language

GTM: Grammar Translation Method

OHP: Over-Head Projector

TV: Television

VA: Visual Aids

VOA: Voice of America

VS: Vocabulary Size

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General Introduction

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

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

Generally, this study is an attempt to investigate the effectiveness of audio visual aids on enhancing student's vocabulary knowledge. Mostly, it seeks to explore the students and teachers' attitudes towards using audio visual aids in improving learning language and to what extent it can facilitate the teaching process.

1. Statement of the Problem

AVA have become a powerful tool in classrooms. Since their appearance in the late eighties, Audio visual aids have recently begun to spread to universities and schools. Today, most of universities, students and educators have access to computers and the necessary equipment to use in learning and teaching.

Vocabulary is one of the vital parts of the English language that students need to master in order to communicate effectively. Within the context of English as a Foreign Language (EFL), if students have serious problems in vocabulary acquisition like word mispronunciation, misspelling, and lack of memorization, these problems, accordingly, will affect the students' reading, writing, listening and speaking skills.

In recent years, multiple technological materials have been developed. This development has touched the foreign language teaching/learning field and has covered different language aspects such as: vocabulary, grammar, culture and the four skills...etc. By time, the integration of these aids has been strongly discussed by many scholars, they have shown that the application of these teaching devices can enrich and provide useful strategies and techniques which help both teachers and learners. Thus, to enhance students' English vocabulary, teachers should create effective and various teaching techniques to foster their students' motivation. It is not enough just studying English vocabulary from a note and explanation. The students need something authentic which may help them to understand and memorize English vocabulary that they study.

Concerning our research, we will shed light on the role of audio-visual aids to enhance learners' vocabulary knowledge. Another important point is concerning time i.e. how can audio-visuals build a strong and rich vocabulary in a short time. Generally, in this study, we will discuss the relationship between audio-visual aids and English vocabulary teaching/learning, and we will try to prove their effectiveness in enhancing the vocabulary acquisition.

2. Aims of the study

The general aim of this study is to improve the students' English vocabulary mastery.

This aim may be sub-divided into the following objectives:

- a. Exploring the use of audio-visual aids in improving students' English vocabulary mastery;
- b. Investigating the role of using audio-visual aids as a teaching strategy on the students' acquisition of English vocabulary.

3. Significance of the Study

This study is anticipated to be of great importance to researchers, students and teachers as well. As for researchers, it will add to the previous findings concerning the implementation of the audio visual aids in the Algerian classrooms in the case of EFL learners. As for teachers, it will draw their focus on how to present data using the audio visual aids so as to foster their ability to recapitulate vocabulary knowledge. Finally, learners will become familiar with the use of the AVA in the classroom.

4. Research Question

This study attempts to answer the following question:

To what extent does the use of Audio Visual Aids for first year students at Mohamed Boudiaf enhance their Vocabulary knowledge?

5. Research Hypothesis

This study is designed to test the following hypothesis:

The exposure to audio visual aids will increase learners' at Mohamed Boudiaf University of M'Sila vocabulary knowledge.

6. Research Methodology

The choice of the appropriate research method is related to the nature of the subject and other related factors. In this respect, the writer of the present study chooses the descriptive method. Normally, the method which appropriately fits our work, *Exploring The Effect of Using Audio-visual Aids in Teaching Vocabulary*, is the experimental method in order to test the correlation between using audio-visual aids as a teaching technique in English vocabulary. However, because of many factors (especially time), we have decided to use a descriptive method. We are going to describe techniques and strategies used by instructors to well present, explain and practice new vocabulary.

7. Population and Sampling

The population of our research is First year students and Teachers of oral expression module. At the department of foreign languages, branch of English at Mohamed Boudiaf University of M'Sila. During the academic year 2016/2017. In the study we have chosen randomly one group of First year LMD students consisting of 50 students, also we have chosen a sample of 15 teachers of oral expression module.

8. Data Collection Tools

To answer our question, test our hypothesis and fulfill our objectives, the researcher intends to use *the descriptive method*. As data collection tools, we have prepared a questionnaire for both teachers and students at Mohamed Boudiaf University of M'Sila.

9. Structure of the study

This research is divided into three chapters, the first chapter focused on using audiovisual aids into EFL classes, it includes: the definitions of audio-visual aids, its types, a brief history of audio-visual aids, teachers role and learners' styles in using AVA. selecting an

appropriate use of audio-visual aids in classroom, and finally the educational values and the obstacles that hinder using audio-visual aids in classroom. The second chapter emphasized on teaching vocabulary, it includes: the definition of vocabulary and its description, its types, methods and techniques in teaching vocabulary, strategies for teaching vocabulary, principles of learning and teaching vocabulary, importance of teaching vocabulary, problems in acquiring vocabulary, significance of teaching vocabulary through AVA, and the difficulties in recalling learnt vocabulary.

Chapter One

The Use of

Audio-Visual Aids in Teaching English

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Introduction

Nowadays, a great tendency towards the use of technology and its integration into the educational process has gained importance; particularly, the use of audio-visual aids (AVA) in foreign language teaching classrooms, which increased rapidly. It has greatly helped foreign language teachers to foster their learners' interest to engage them more with the lesson as well as help to complete the teaching process successfully. EFL learners, for instance, can master the four skills; listening, speaking, reading and writing only when they are exposed to the target language. Teachers who realise the above fact cannot take their classes in field trips to the native speakers' country, but they can do more; they can bring those native countries and their cultures through integrating technological materials into EFL classroom using AVA such as Internet, videos, pictures, PowerPoint presentations, etc. This can be realized by providing authentic materials such as AVA that guarantee the access to the target language. In this regard, Teachers who do practise with the traditional methods have to access the innovative tools to enhance teaching foreign language.

In this chapter, the researcher tends to expose and explain the recent ways of teaching foreign languages worldwide, and the word "ways" refers in our research to the integration of technological aids. More precisely, the use of AVA in foreign language classes by the teachers who tend to develop students' skills in general and to teach vocabulary in particular.

1.1 Definitions of Audio Visual Aids

The term "audio-visual aids" is commonly misused. It must be something either audible or visual, or both. The common types of audible aids are the spoken word, recognisable sound effects, and music. The most commonly used visual aids are pictures, cartoons, graphics, maps, and realia. When we talk about a picture projector or a blackboard, we are talking about the means of presenting the aids, and not the aids themselves. AVA must be implemented in the teaching-learning process as a whole, until the teacher realises the relationship between audio visual aids and teaching process as well as the learners' styles' that to meet the learners'

needs since everyone has his/her own learning style and different ways that he/she prefers to learn through.

Audio-visual is a combination of two words, audio which refers to what we can hear; while, visual refers to what we can see. In other words, it is any device which by sight or sound increases the individuals' experience in classroom (Singh, 2007). We can quote certain related definitions of audio visual aids as Carter (2002) defined audio-visual aids as assistance materials used in classroom to help in completing the triangular process of learning: i.e.; motivation, classification and stimulation. Whereas Dale (1946) asserted that Audio-visual aids are termed as multisensory devices used to communicate of ideas between persons and groups in different teaching and training situations.

1.2 A Brief History of Audio Visual Aids

In reality, the idea of using AVA to communicate and facilitate teaching has long been used from the early days of overhead projectors (OHP) to the present day usage of PowerPoint, video, and music through the implementation of better learning so that to present different tasks. AV or AVA play an integral part in what we experience and learn in any situation. Cassettes, language laboratories and educational videos have been in use since the 1960s and 1970s, which are still used in classrooms in all around the world (as cited in Maggioli, 2009). Numerous technological materials have been developed in English language teaching and learning. Technology in its forms has long been implied in classrooms such as Cinema, broadcasting and television; such as the BBC, CNN educational programmes, appeared in almost exact quarter-century intervals, beginning at the close of the nineteenth century (Heimann, 1963).

In conclusion, in 21st century, technologies are in continuous development. They provide various materials in classroom to foster the quality of teaching and learning process.

1.3 Types of Audio Visual Aids

AVAs are classified into three main types aural aids, which are projected or non-projected visual aids and audio-visual aids. The following stated are definitions, activities and objectives of various forms of audio-visual materials frequently in use by foreign language teachers in the educational setting.

1.3.1 Audio Aids

Audio aids are audible devices that communicate ideas and thoughts via the ears to the mind; it involves the spoken words, identifiable sound, songs and music (Park, 1999). Audio aids are admirable and very essential tools used by the teacher in the EFL/ESL classrooms in order to engage learners' attention and to practise the target language. Integrating audio aids into classrooms brings authenticity directly through exposure to the native speakers' speech. According to Harmer (2007, p.304) "Teachers use audio materials on tape, CD or hard disk when they want their learners' to practice listening skill". He recommended a number of advantages and disadvantages of audio material precisely are:

- A.** Advantages: recorded material allows learners to hear a variety of different voices apart from just their own teachers. It gives them an opportunity to "meet" a range of different characters, especially where "real" people are talking.
- B.** Disadvantages: in big classrooms with big acoustics, the audibility of recorded material often gives cause for concern. It is hard to guarantee that all students in a room can hear equally well. Furthermore, audio aids consist of different equipments which can be used inside classrooms to assist the teaching process and capture the students' interest to engage with the lesson. Those materials are stated as follows:

1.3.1.1 Tape Recorders

It is also named tape deck, cassette deck or tape machine. It is the oldest technical tool that is rapidly decreasing used in nowadays but it still be used in some cases in teaching listening comprehension and pronunciation. Tape deck is an excellent audio storage device

that records and playback sounds. Singh (2007) claimed, “A tape recorder is an instrument used to record speeches, songs or music, which may be played back at any number of times” (p.250). Moreover, tape recorders provide opportunities to the learners to listen to their own speech and make distinction between their speeches and the one of the native speaker (Singh, 2007). Nowadays, technology is more developed and advanced in different fields; it serves a great benefit in teaching and learning process in particular. Using traditional tools such as tape recorder is decreasing. Nowadays, teachers and students can use digital audio, podcasts instead of tape recorder device. Jurich (2001) recommended an example of an activity when using digital audio. He said that learner listens to a word or a phrase spoken by a native speaker. Then, he/she repeats the word into the computer microphone and listens as the computer plays it back. The process permits the learner to improve his/her pronunciation and listening skills.

1.3.1.2 Radio

Currently radio became an essential part of classroom activities often used by teachers to build a cheerful and pleasant atmosphere as well as to keep the learners interested in the lesson. We name some radio stations as BBC, CBC, and VOA which provide different programs to teach English to non-natives... etc.

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

- ❖ Bring carefully planned teaching experiences into any classroom equipped with a receiver.
- ❖ Bring outstanding demonstration features and other planned programmes in the classroom.
- ❖ A well-planned radio program can be very effectively used by the teacher for making his/her lesson better.

- ❖ Radio programmed is not only a listening actively but at times can invite active participation of the listeners as well depending of course on the capacity of the teacher.

Radio is very significant and valuable tool for EFL learners, it provides more knowledge about different topics and develops the understanding ability; though, teachers should be selective to choose the specific programs and channels that are appropriate for learners' needs and interests. Moreover, in the United Kingdom a lot of schools are equipped with radio. Also, in the USA radio has created nations of listeners which more than 450,000 children listen and learn then create and study in response to radio listening activities (Mishra and Yadav, 2014). However, in Algeria particularly in M'Sila University, the English section does not provide those teaching materials. Consequently, the absence of those tools might cause boredom and thus poor teaching and learning performance. Therefore, they should take into account the above fact that teaching with A.V.A can improve students' skills

1.3.1.3 Language Laboratory

Within contemporary context of teaching and learning foreign languages, language laboratory is seen as an audiovisual installation used in modern teaching approaches to learn second or foreign languages. It is very beneficial tool because learners can improve certain areas in which they are experiencing certain difficulties such as in correct grammatical structures, pronunciation and in listening comprehension. According to Harmer: "Modern language laboratories have both audio machines and computer monitors and keyboards" (2007, p.256). This allows teachers and learners to listen, to use word processing, watch video clips or other presentation soft wares. Teachers can have learners work individually, or with the teacher, or in small groups, or in lockstep - that is, the whole class working with the same material at the same time. Thus, in language laboratory, all students can work, concentrate and practice their activities without any interruption from their classmates (Sculthorp, 1963). Also, the effectiveness of language laboratory directly relies on better-prepared teachers'

selection of activities that can put the new equipment into great use and additionally lead to an organised class. The primary target of language laboratory is to make the learners' practice of the language more efficient to increase the inspiration and build up learners' productivity of language.

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

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

1.3.2 Visual Aids

1.3.2.1 Projected and Non-Projected Visual Aids

Visual aids are those devices, which are visible. Simply, visual aids communicate facts and ideas through the eyes to the mind (Park, 1999). It comes in two main types as projected and non-projected visual aids. Visual aids such as pictures, chalkboard, slide projectors, PowerPoint presentations and others can add an influential support to the spoken words. Moreover, the effective use of visual aids can reinforce the content of the speech and increase learner's interest; these visual tools come in variety of forms such as slides, charts, maps, etc. (Stoner, 2009). Furthermore, in order to present visual aids effectively, make sure that learners are able to see the presenter as well as the visual aids. Below is a design showing how to present visual aids appropriately:

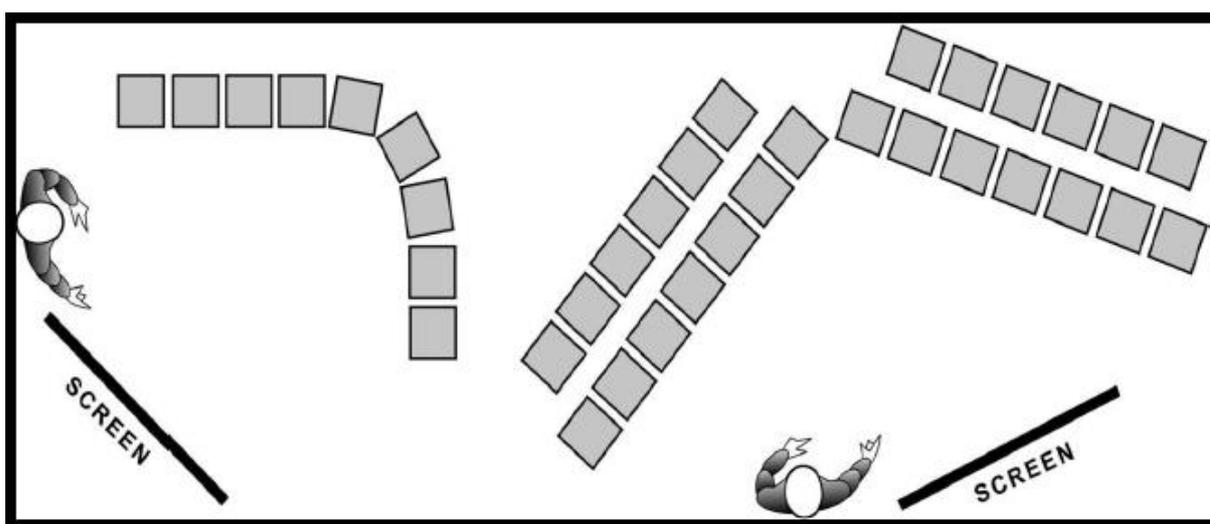


Figure 01: Showing How to Present A.V. (Adapted from: [Wimba Create p.59](#)).

Furthermore, visual aids come in different forms, which can be used in the classroom to facilitate teaching process and to increase learners' interest to get involved in the lesson. The following visual aids may facilitate teaching process in EFL classroom as well as helping learners to use their vocabulary actively.

1.3.2.2 Projected Visual Aids

Projected visual aids are those teaching aids, which help in their projection on the screen (Malik & Pandith, 2011). Projected visual aids are pictures shown upon screen by use of certain type of machine such as film strips, projectors, slide projectors, overhead projectors or TV. The following are the main equipments can be used in EFL classes:

1.3.2.2.1 Over-Head Projector

Overheads projector are known as OHPs, which are the mostly used tool in all visual aids but nowadays are in decreased use because the technology has enhanced to invent various new techniques which are easy, useful and pleasant to use, such as Microsoft PowerPoint software. “One of the main advantages of OHPs is that we can mask them with pieces of paper or card – and we can then reveal things gradually” (Harmer, 2007, p.254). It is easy to operate, projects a large, clear image and is no need to darken a room to use it.

1.3.2.2.2 Film Strips

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

1.3.2.2.3 Non-Projected Aids

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

1.3.2.2.4 Pictures and images

Pictures are another visual aids used to provide the information and attract the learners' intention as Harmer(2001) said that pictures could be used as an aid for speaking activities, writing tasks, or as focus on discussion and description. Also, Jurich (2001) confirmed that the use of pictures provides individual students with a tool to connect the new word to a known meaning, thus facilitating understanding and memorization. Therefore,

pictures should be appropriate not only for the language to be learnt but also for the classes they are being used (Harmer, 2001). There are two kinds of pictures to be presented as follow:

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

- Picture cards can be used for various purposes like enriching vocabulary, revising structures and tenses, practising articles and prepositions, drilling pronunciation. As Alkhuli (2006) pointed out the purpose of using pictures in classes are:

1. Pictures are good at achieving what may be called the collective eye of the class; learners are made to focus their attention on one thing at the same time.
2. Pictures may be used in teaching the meanings of new words through word picture association.
3. Pictures may be used as stimuli to conversation and other similar oral activities.
4. Pictures may play function as visual cues to substitution drills.

Pictures can introduce some sorts of variety and, consequently, it can be a source of external motivation in the foreign language lesson.

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

1.3.2.2.5 Graphics and Charts

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

- Graphs are the visual aids used to present statistics data, interpretation and comparisons. It includes different types such as line graph, bar graph, circle or pie chart, pictorial chart and flannel chart.
- Maps are graphic aids represents the surface of the earth; particular parts such as continents, cities, countries...etc. It conveys messages through lines, symbols, words and colors.
- Diagram is a visual symbol made up of lines, curves and geometrical forms. These are used for teaching science, geometry, geography etc. (Malik & Pandith, 2011). Diagrams have been long used since ancient times, but became more prevalent during the enlightenment.
- Charts are visual aids combined of graphic and pictorial media designed for visualization of items which are difficult to be explained by words (Singh, 2007).
- Flash cards are recommended in promoting reading skills and improving learners' speed of perception, these cards may be of different colors and sizes with words, phrases. Besides, these can be used for word recognition, team competitions, teaching in speaking, teaching writing, match cards, order cards (Malik and Pandith, 2011).
- Posters are a pictorial representation of an idea or concept in striking bold colors to attract the viewer (Akram, 2012). It can carry illustrations and pictures. Also they can have words and sentences written on them. In addition, Akram (2012) said that poster is the ultimate goal which means to educate, stimulate interest and action immediately.

1.3.2.2.6 Realia

It refers to real objects designed use in real life. Examples of realia which teachers can bring objects in classroom in order to support his/her words such as: clocks, food items, calendars, plastic fruits and vegetables, maps, household objects, real and play money, food containers and so on. In addition, it is used in teaching vocabulary and word meaning especially with beginners at that sense Harmer (2001) emphasised the usefulness of bringing real objects in teaching meaning of words as well as increase learners' stimulation. Teachers

sometimes appear in class with cardboard, plastic fruits and so on. The benefit of using realia is offering to learners the chance and the ability to observe new words.

1.3.2.2.7 Board Display and Smart Board

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

- Chalkboard is the oldest and the most useful tool which still used till nowadays; it offers a greatest help to the presenter or teacher. Harmer (1998) stated that Boards (white or blackboards) has many usages like writing, drawing, sticking things on, projecting overhead transparencies ... etc. Sometimes teachers divide their board so that column is kept for new words; they use different colored pens or chalks to highlight grammar or pronunciation and so on. In addition, Alkhuli (2006) asserted that chalkboard considered as basic tool in teaching an essential part, it has different usages such as presentation new vocabulary items and their meanings, present new grammatical structure, draw pictures or diagrams to explain certain difficulties and others. Bulletin board is called pin board or notice board in English. It is simple device used to display photographs, publications, posters and so on (Akram, 2012). In addition, students in the EFL classroom can use bulletin board to display the new vocabulary they have gathered during the lesson. Peg board is a type of board which contains small holes to fix certain letters on them, the peg boards are usually attached to wall. They are mainly used for games and displaying information. Magnetic board is iron sheet that can be used to display pictures, cutouts and light objects; it makes use of iron or any other material that attract the magnet (Akram, 2012).

1.3.3 Audio Visual Aids

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

1.3.3.1 Computer and the Internet

Computer is the most popular equipment used for the language laboratory. It is considered as a crucial device that offers a great help to teachers and learners when they are practicing language activities. The use of computer and the Internet increased as an extraordinary speed in the teaching of English language (Harmer, 2001). Harmer (1998) suggested the main uses of computer in English language teaching are:

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

According to Padurean and Margan (2009) the following tips are activities practiced by teachers and students when the Internet is available:

- ✓ The teacher asks the students to find out as much information as possible about the singer in a limited period of time. If they have trouble finding a suitable website, the teacher should guide them some proposed websites like [BBC learningenglish.com](http://BBClearningenglish.com), sparknotes.com.
- ✓ The teacher asks the students to write a fact file of Jon Bon Jovi, giving Madonna as an example (it is a good way of practicing the students' reading skills, especially skimming and scanning).
- ✓ After completing the task, students exchange fact files via e-mail. Reading the e-mails can be assigned as homework.

✓ The teacher sends them an e-mail with an activity about the singer and the students have to fill it in. The teacher's involvement in the activity gives students confidence and makes them feel closer to the teacher.

✓ For developing the listening skills, students listen to "Always", a song performed by the band. The teacher gives them the link in YouTube and handouts with lyrics.

After listening to the songs, they have to find synonyms and antonyms of certain words and use them in context.

1.3.3.2 Videos

Videos have a greater effect on learners who prefer and can learn simultaneously by seeing and hearing. Using video brings movement, pictures and sound into presentation, the learners can enjoy actions of the dialogues; copy the movements of speakers while practicing pronunciation. In addition, through videos, teachers can show film, TV programmes, coursebook excerpts and home-produced efforts (Harmer, 2007). Videos are considered as an educating tool used to get students involved so as to engage on the content of what they are seeing and hearing in order to recognize the language features. One of the main benefits of using videos for students is the chance of display what they have done and get feedback from classmates and teacher (Harmer, 1998). Furthermore, bringing videos is very rewarding; it can be as an effective method for teachers to motivate students with real-life language input and develop their productive skills. According to Akram (2012), when the teacher supplements his/her teaching with some video films it is referred to as video-aided teaching. Advantage of utilising video cassettes is observed when a teacher has full control over the equipment and learning i.e. beginning, ending and reviewing of the film and the attached learning that occur by watching that particular film.

1.3.3.3 Television

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

- 1) It permits the use of the best available teacher to teach a subject for a large number of student viewers. It preserves the expert teaching skills of such teachers on videotape or film for later use.
- 2) It provides the teacher with an opportunity to observe the instructional methods and ideas of their experts and to increase his own knowledge of teaching methods and stimulate new ideas.
- 3) It helps in improving the pronunciation. Listening, speaking and understanding abilities of the students.
- 4) It makes quick and lasting visual impressions, which can often reduce the necessary time to teach an idea or technique.
- 5) The use of different types of audio-visual aids by the teachers in their classrooms is expensive. On the television such lessons involving the use of many aids may be telecasted. It can motivate the viewers' i.e., create greater interest in learning. Furthermore, television may offer programs that help teachers and learners to supplement teaching and learning in classroom such as foreign educational programs, sports, movies that are made with native speakers, those programs can be a source of information; it provides valuable knowledge.

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

1.3.3.4 Movies

Films or movies represent an effective instructional device calling up auditory as well as visual senses of the learners. They are useful and suitable tools in order to grab the students' attention. Besides, it raises their interest towards an effective learning. In a film context, the viewer can travel for a long distance and moves through countries of time, sets pictures of places, persons and activities (Singh, 2007). For (Harmer, 2007, p.256). "Watching English-language films with subtitles is also a very good way of getting appropriate listening practice." When listening and hearing foreign movies or films which native speakers are performing brings the reality to the classroom and makes the context of teaching attractive, interesting. "The selected film should be suitable to the psychological development and social background of the learners, for whom it being used" (Singh, 2007, p.248). Teacher should carefully select the themes of movies that is closer to the interest of learners and can motivate them to learn; students can acquire vocabulary from the films' events; for instance, restaurant, shopping situations, improves their pronunciation with the help of an example that is provided by the film. This tool brings the reality itself, which presents the events effectively in classroom.

1.4 Teachers' Role in Using Audio Visual Aids inside Classroom

Malik and Pandith(2011) stated that the profession of teaching is not as easy as it seems. It needs blood, sweat and tears to make it a successful one. At this sense, despite the access of different teaching aids and its whole forms in classroom, teachers still have a great role in teaching and learning process through audiovisual materials or without. Precisely, teachers' role can be summarized as follows:

- Teachers can be as an aid: Harmer(2001) said regardless to the roles which teachers possess in the classroom and the way that this are performed ,they are also a kind of teaching aid themselves, a piece of teaching equipment.

- Teachers as commander: the teacher commands students to perform certain tasks and encourage them for example, to watch the films actively, by using the available materials, such as worksheets prepared or supplied with the films and so on (Fakir, 2006).
- Facilitator: the role of the teacher as a facilitator, driving force, motivator and consultant remains crucial even though learner's autonomy is considerably increased in comparison with traditional foreign language teaching. (Rozgiene and Medvedeva, 2008).
- Teachers as guider and organizer: teacher for instance in language laboratory activities, offer to his/her learners a number of useful websites and guide them in such a way as to find out information as soon as possible and solve their tasks.
- The teacher as an orchestra leader: teacher gives directions and control students performance and behaviors during sessions (Freeman, 2000).

1.5 Learning Styles

There are obviously many differences among the learners when it comes to studies; they have different attitudes, styles towards learning and teaching process. Integrating teaching aids affects individual learning styles in EFL classrooms. Firstly, there are students who prefer to learn through seeing by using visual tools; they feel interested and involved with visualized materials such as pictures, PowerPoint presentations and so on. Secondly, certain students are engaged more with audible materials, they find themselves comfortable and highly motivated with using recording listening materials such as music, videos...etc. Thirdly, kinesthetic learners prefer to learn through touching, moving, and experiencing things by doing. The table below summarises three main differences in learners' styles and their characteristics:

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

Table 01: Types of Learners' Styles and their Characteristics (Adapted from: Straková, 2008, p. 77)

1.6 Selection and Use of Audio Visual Aids as Teaching Aids in Classrooms

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

- ✓ Select the appropriate aids that must be in accordance with the objective, the composition of the information and size of the audience.
- ✓ Use those teaching aids to support and convey messages. So, the users have to explain and ask questions about them.
- ✓ Practice: use the equipments and check them before presenting to the audience.
- ✓ Room layout: many rooms are not designed to be acoustically pleasing. It is useful to test beforehand how the room will react to your voice or the sound of your equipment (Park, 1999). So, the presenter must make sure that the audience will be able to see and hear you as well as equipments too clearly. Muneer (2014), in his study on the significance of using audio visual aids, mentioned the properly usages of teaching aids and how well teachers can present those technique are summarised as follows:

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

- Use AVA as a part of talk of demonstration.
- Use real thing, whenever possible, which learners can put together rather than just watch it.
- Make only the AVA, which are pleasurable, and we can afford.
- Keep AVA simple.

➤ When Should We Use It?

- To get students' interest in a subject to be more interesting and attractive.
- To start discussion and supplement the efforts of communication.
- To save time, this serves as timesaving devices and keeps pace with learners' level.
- To reinforce learning and make teaching more professional and to enhance learners' creativity and motivation in the classroom. The most important thing that should be taken into consideration of the presenter is he/she must not over-use the audio visual aids because the critical part of a presentation, not on the equipments but on the speaker.

1.7 Educational Values of Using Audiovisual Aids

The use of AVA provides a maximum exposure to real-life context in classroom. It involves opportunities for both the teacher and learners to better perform the languages being learnt. The following points mention the main advantages and importance of using AVA recommended by different viewers:

1) Effective and interesting aid: AVA can help teachers to make teaching-learning process more efficient and entertaining. The use of different AVA reduces the passiveness of the classroom interaction and makes it dynamic and motivating; it supports the concepts that the speakers are trying to convey instead to communicate in words.

2) Encourage creativity: AVA help teachers to develop creative power of the learners. By providing the different types of equipments, the learners involve their all faculties in order to create or develop something new (Malik & Pandith, 2011).

3) Permanent and meaningful learning: with the proper use of AVA learners understand more rapidly and remember the facts, thus learnt, for longer time. It breaks the monotony of the formal type of teaching and makes learning more natural and easy (Singh, 2007).

4) Freedom: uses of AVA provide freedom to the students. They can discuss, comment and express their opinion which they cannot while a typical teacher lecture wants them to work, it provides immense opportunities to the learners to see, handle and manipulate things.

5) Best Motivators: AVA can serve as motivator tools. Students work more interest and excited since they expand real experience compared to the traditional classroom (Akram, 2012).

1.8 Barriers that Prevent the Integration of Audio Visual Aids

Using AVA can be helpful for making teaching and learning easy and attractive, effective and permanent; nevertheless, there are certain challenges and disadvantages can affect negatively the teaching and learning process. According to (Awasthi, 2014), using AVA can be useful to facilitate learning, effective and lasting. But there are numerous problems that hinder the use of them:

- Teachers' incapability to use AVA properly has emerged as biggest obstacle in using these materials to support learning and teaching. This is because they lack the necessary keenness to learn new ideas of teaching. They are hesitant about bringing new experiments in their teaching and are far behind in making use of new technology.
- Financial obstacles: lack of financial resources to arrange and maintain the costly AVA where in many schools failed to manage and obtain appropriate materials.
- School management and the teacher have a complete focus on marks obtained in examination rather than learning. Due to this attitude they consider that implementing audiovisual aids is a waste of time and money.
- Need for training: inappropriate teacher trainer programs are seems another problem prevent the use of technological assistance such as audio visual aids. Those existing teacher-training

programs are not framed properly to train them about how to use the teaching aids effectively in and outside classroom.

- Time: another challenge is that AVA are time consuming in preparation; it takes time to produce one's own videos or slides. Films may be difficult to obtain, creating a PowerPoint presentations can also be time consuming. (Park, 1999).

Conclusion

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

This chapter covered the use of audio-visual aids, their types, the good select and use of audio-visual aids, and obstacles that hinder their use. Next chapter will focus on vocabulary definition, the lexicology and lexicography studies, and vocabulary teaching techniques. Concerning teaching techniques, we will focus more on the integration of using AVA in classroom.

Chapter Two

Teaching and Learning Vocabulary

Chapter Two: Overview of Teaching and Learning Vocabulary

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Introduction

Vocabulary studies are no longer neglected. The past decade has seen a considerable expansion of interest in vocabulary studies, particularly in the context of applied linguistics to second language learning and teaching. Such studies are mainly concerned with the descriptive accounts of lexis in use and with the development of appropriate strategies for teaching English vocabulary to non-native speakers. It is claimed that vocabulary is no longer a neglected aspect of language teaching and learning and it is the pillar of the process of language development. An examination of two recent publications done by (Meara, 1983, 1987) shows how far vocabulary research has progressed. They also show the specific extension of vocabulary acquisition research, highlighting the degree to which any real developments in the strategies for vocabulary teaching must seek answers to fundamental questions to do with vocabulary learning.

In this chapter, we will shed light on vocabulary definition, the lexicology and lexicography studies plus vocabulary teaching techniques. Concerning teaching techniques, we will focus more on the use of audio-visual aids in classroom.

2.1 Definition of Vocabulary

Vocabulary can be defined as "words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)" (Neuman & Dwyer, 2009, p. 385). Longman Dictionary of Contemporary English, also, defined vocabulary as all the words that someone knows, learns, and uses; or the words that are typically used when talking about a particular subject; or a list of words with the explanations of their meanings in a book for learning a foreign language (p.1177). However, a new item of vocabulary may be more than just a single word: for example, post office, and mother-in-law, which are made up of two or three words but express a single idea. A useful convention is to cover all such cases by talking about vocabulary "items" rather than "words".

In addition, Burns (1972) defined vocabulary as the stock of words which is used by a person, class or profession.

From the definitions above, it can be concluded that vocabulary is the total number of words that are needed to communicate ideas and express the speakers' thoughts. Vocabulary knowledge is often viewed as a vital tool for second language learners because a limited vocabulary in a second language impedes successful communication. That is the reason why it is important to learn vocabulary.

2.2 Vocabulary Description

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

2.2.1 Lexicography

Dictionaries show their efficiency as one of the main sources that make it available to learn vocabulary; they assist learners to get a full description of the new word. The study that concerns with the way of classifying, listing, defining and grouping all items in a dictionary is called 'lexicography'. Jackson and Amvella (2000) said, "Lexicography is a special technique for writing dictionaries" (p. 185). In a dictionary, the lexical items are put in an alphabetical order provided with information about spelling, pronunciation, meaning, and examples to demonstrate different usage for the word.

2.2.2 Lexicology

Jackson and Amvella stated that lexicology is the study of lexis; it does not deal only with simple words but also with complex and compound words. Fadel (2005) in his dissertation, *Storytelling and Vocabulary Acquisition at the Elementary Level*, discussed three main points concerning the lexicology study. They are: words classification, formation and meaning.

2.2.2.1 Word Classes

It is a kind of vocabulary that describes the words which are related to the same parts of speech. Harmer (1998) considered that English language is classified into eight (8) parts of speech, which are stated in the following table:

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

Table 02: Classification of English Parts of Speech (Adapted from: Harmer, 1998, p.37)

2.2.2.2 Word Formation

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

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

- Prefix is an affix fixed before the root, e.g., (en)courage, (in)credible, (dis)believe.

- Suffix is an affix fixed at the end of the root, e.g., probab~~il~~(ity), rich(ness), wid(en).

2. Compounding for McArthur (1992) is a combination of two or more other words to create a new one with a different meaning. For example, teapot, from tea and pot or blackbird, from black and bird.

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

-Present (noun) to present (verb).

2.2.2.3 Word Meaning

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

- Synonyms are words that have approximately the same meaning (Schmitt,2000).
- Antonyms are one of two words or other expressions that have opposite meanings like fast and slow, hot and cold.
- Hyponymy is a word, phrase, or lexeme of narrower or more specific meaning that comes 'under' another of wider or more general meaning.
- Polysemy is also called “multiple” meaning. A term in linguistics for words or other items of language with two or more senses.

2.3 Types of Vocabulary

In teaching vocabulary, teachers must distinguish between two common types known as passive (receptive) vocabulary and active (productive) one which are discussed as follows:

2.3.1 Passive Vocabulary

Passive vocabulary is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet in reading text but do not use it in speaking and writing (Webb, 2008).

According to definitions proposed by different scholars, passive vocabulary refers towards which can be recognized when encountered in listening or reading (Hedge, 2000). In other words, passive vocabulary is any kind of words that is taught to be merely recognized and understood by the students (Alkhuli, 2006).

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

2.3.2 Active Vocabulary

Active vocabulary is the words that the learners understand and can pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary plus the ability to speak or write at the appropriate time. Therefore, productive vocabulary can be addressed as an active process, because the learners can produce the words to express their thoughts to others (Webb, 2005).

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

2.4 Vocabulary Mastery

In order to understand the language, vocabulary is vital to be mastered by the learner. Vocabulary mastery is needed to express our ideas and to be able to understand other people's sayings. According to Webster (1992) mastery refers to:

- 1) **a.** The authority of a master: dominion,
- b.** The upper hand in a contest or competition; superiority, dominance.
- 2) **a.** Possession or display of great skill or technique,
- b.** Skill or knowledge that makes one master of a subject comment.

Hornby (1995) defined mastery as complete knowledge or complete skill. From that definition, mastery means complete knowledge or great skill that makes someone a master in a certain subject. The specificity of any individual's vocabulary knowledge depends on the person and his/her motivation, desires, and need for the words (Hatch and Brown, 1995). Vocabulary mastery plays an important role in the four language skills and it has to be considered that vocabulary mastery is one of the needed components of language.

2.5 Techniques for Teaching Vocabulary

Generally, there are several techniques regarding the teaching of vocabulary. However, there are few things that have to be taken into consideration by most English teachers if they want to present a new vocabulary or lexical items to their students. It means that the English teachers want students to memorize new vocabulary. Then, it needs to be learnt, practiced, and revised to prevent students from forgetting. This makes teachers have some reasons in employing certain techniques in presenting vocabulary. In presenting one planned vocabulary item, the teacher usually combines more than one technique, instead of employing one single technique. Teachers, furthermore, are suggested to employ planned vocabulary presentation as various as possible (Pinter, 2006).

Several methods have been applied in language teaching such as Grammar Translation Method (GTM), Direct Method, Audio-lingual Method (ALM), and Communicative

Language Teaching (CLT) method. Each of these methods has treated vocabulary teaching differently. First, Richard and Rodgers (2001) argued that:

Grammar Translation Method is a way of studying a language through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences into and out of the target language. (p. 3).

In the phase of vocabulary instruction, this method relies on bilingual lists of words to be memorized. The teacher provides learners with lists of words translated to the L1 and asks them to memorise them. Second, unlike The GTM, the Direct Method does not use L1 translation, but it combines word's learning/teaching with pictures, realia or actions (Krashen, p. 135). Third, the ALM supports the mastery of structure and puts the focus on vocabulary instruction after dealing with the structural patterns. Lastly, the CLT method emphasises the role of contexts and learner's previous knowledge in vocabulary instruction. All these methods provide useful techniques for instructing foreign language lexis, they can be used interchangeably and they all aim at having successful vocabulary teaching/learning. Moving to practice, Scrivener (2005) suggested a technique called 'Presentation-Practice Route' (p. 235). This technique undertakes the process of vocabulary teaching through two strategies. In the presentation, the teacher offers first some information and pictures about the new items. Here are some techniques of teaching vocabulary:

2.5.1 Visual techniques

Many techniques derived from the Direct Method are used to illustrate the meaning, Thornbury (2005) stated "using real objects (called realia) or pictures or mime" (p.78).

In parallel, Anderson (2006) stated that "At present, up to 65 percent of our students can be classified as visual learners" (p. 1). Therefore, it is important to plan visual aids in teaching vocabulary. This helps to improve the learners' vocabulary learning. Visual techniques include the application of all objects that can be seen in classroom, and can be

2.5.3 Audio-Visual Aids

There are many aids such as videos, computers, and OHPs, they are more reliable since they serve the two important senses: auditory and visual one. In this case, learners can see and hear the new words put in context or isolated. The integration of such aids may increase learners' interest and motivation; and help them to memorize new words easily. Similarly, teachers also use three different stages while integrating the audio-visual materials: pre-viewing, while-viewing, and post-viewing. In each one, teachers use appropriate activities concerning vocabulary.

2.5.4 Using Synonyms and Antonyms

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

2.5.5 Drawing

Objects can either be drawn on the blackboard or drawn on flash cards. The latter can be used again and again in different contexts if they are made with cards and covered in plastic. They can help young learners easily understand and realize the main points that they have learned in the classroom.

2.5.6 Using Illustrations and Pictures

Pictures connect students' prior knowledge to a new story, and in the process, help them learn new words. There are plenty of vocabularies that can be introduced by using illustrations or pictures. They are excellent means of making the meaning of unknown words clear. They should be used as often as possible. The list of pictures includes: posters, flashcards, wall charts, magazine pictures, board drawings, stick figures and photographs. Pictures for vocabulary teaching come from many sources. Apart from those drawn by the teacher or students, they are sets of colorful pictures intended for schools. Pictures cut out of

newspapers and magazines are very useful as well. Nowadays many readers, vocabulary books and course books contain a vast number of attractive pictures that present the meaning of basic words. The teacher can use learning materials provided by the school. They can also make their own visual aids or used pictures from magazines. Visual support helps learners understand the meaning and helps to make the word more memorable.

2.5.7 Teaching words in the context

Most people agree that vocabulary ought to be taught in context as (Rivers 1968). Words taught in isolation are generally not retained. In addition, in order to grasp the full meaning of a word or phrase, students must be aware of the linguistic environment in which the word or phrase appears. Setting a good context which is interesting, plausible, vivid and has relevance to the lives of the learners, is an essential prerequisite for vocabulary teaching as it helps in both engaging the attention of the learners and naturally generating the target vocabulary. Maintaining the context and making sure the language surrounding the context is easy to comprehend, the teacher should start eliciting the target vocabulary.

2.6 Principles of learning and teaching vocabulary

However many theories about vocabulary learning process were written, it still remains the matter of memory. Thus, there are several general principles for successful teaching, which are valid for any method. According to Wallace (1982) the principles are:

- Aim – what is to be taught, which words, how many
- Need – target vocabulary should respond students' real needs and interests
- Frequent exposure and repetition
- Meaningful presentation – clear and unambiguous denotation or reference should be assured

Learning vocabulary is a complex process. The students' aim to be reached in learning vocabulary process is primarily their ability to recall the word at will and to recognize it in its spoken and written form. Generally, knowing a word involves knowing its form and its meaning at the basic level. In deeper aspects it means the abilities to know its (Harmer, 1998):

- 1) Meaning, i.e. relate the word to an appropriate object or context
- 2) Usage, i.e. knowledge of its collocations, metaphors and idioms, as well as style and register (the appropriate level of formality), to be aware of any connotations and associations the word might have
- 3) Word formation, i.e. ability to spell and pronounce the word correctly, to know any derivations (acceptable prefixes and suffixes),
- 4) Grammar, i.e. to use it in the appropriate grammatical form

2.7 Significance of Teaching Vocabulary through Audio Visual Aids

Learning and teaching language vocabulary successfully can be realized through using AVA. Several reasons, AVA materials help students to remember the words better, to recall vocabulary for active usage in speaking and writing as well as it helps the teacher to make the lesson more interesting and beneficial. Students' intention and curiosity about learning new words are also stimulated when they are exposed to real life contexts. Bringing technology into classroom makes teaching easiest, attractive and excited. In addition, teaching English vocabulary using AVA will be appropriate to EFL learners since it provides an entertainment to the students therefore it will not only leads the language learning learnable but also enjoyable. Moreover, teaching vocabulary is quite difficult for teachers because there are a lot of words and learners cannot remember or use the words they have taught.

Teaching vocabulary involves more than teaching the definition of technical or unfamiliar words in texts, teachers need to foster an environment where students feel comfortable using what they know and understand. Thus, creating an attractive and comfortable environment is crucial for facilitating teaching vocabulary; teachers have to release the above fact that integrating teaching aids such as AVA will provide excellent tools that makes teaching and learning process effective. The use of different audio-visual material in class must be focus on helping students to use vocabulary and facilitate teaching and

learning process. By using audio-visual aids, teacher may practice such activities in classroom for instance:

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

- Encouraging students to compose and edit on computer screen, using word processing tools such as dictionary and thesaurus. By using television in EFL classroom, it can serve many advantages in helping the students to learn new vocabulary. Learners who saw English programs, video, were able to acquire and produce acceptable vocabularies than the learners who read only the narratives or those who read both the narratives and definitions. The great value of television lies in its combination of sounds, images, and sometimes text in the form of subtitles; this makes it a very comprehensible tool for teaching vocabulary to foreign language students.

- Useful links to help students improve their vocabulary from websites such as:
 - ✓ Longman vocabulary website: Includes a variety of topics and interactive exercises to help you improve your vocabulary.
 - ✓ VocabularySize.com: (Vocabulary Size) VS test your knowledge – Measure your vocabulary size and affix knowledge.
 - ✓ World Wide Words: Investigating the English language across the globe.
 - ✓ Pronunciation tips: (British Broadcasting Corporation) BBC Learning English Pronunciation tips, including the phonemic alphabet, the sounds of English, interactive quizzes and videos.
 - ✓ Oxford Dictionaries or Cambridge Advanced Learner’s Dictionary.

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

2.8 Learners’ Difficulties in Recalling Learnt Vocabulary

It is agreed that the lack of foreign or second language vocabulary is an obstacle for an effective communication and comprehension. Although some students seem to pick up English vocabulary easily, the evidence from research is that learning new words and

structures of another language requires conscious mental effort. Consequently, Learners tend to get frustrated because they can't recall the right words when they need to produce them, even though they are able to recognize the same words when they read or hear them. Recalling words is influenced by events or processes at various stages of memory. Three stages can conveniently be distinguished: intake, storage and retrieval (As cited in Lynch & Anderson, 2012). Retrieval includes both recognition of words when individual hear or read them, and recall refers to the ability to produce appropriate words. These stages can be shown in a diagram:

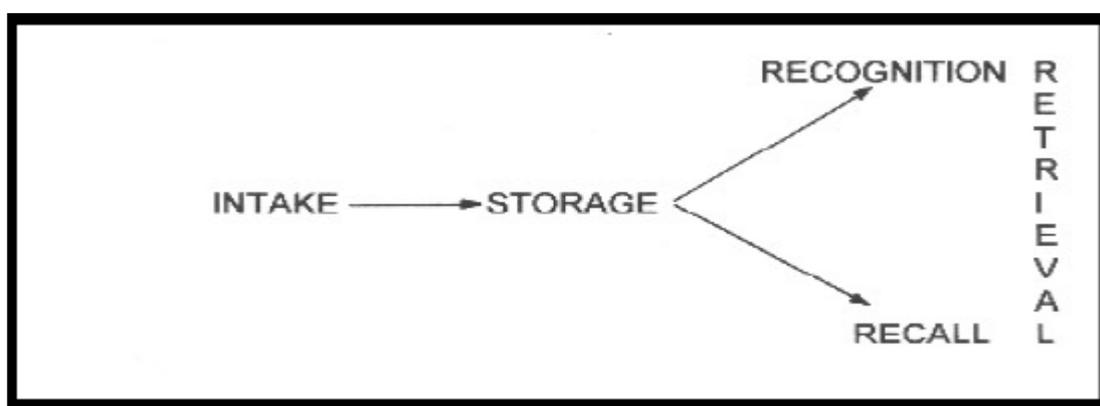


Figure 03: Stages of Retrieval Words (Adapted from Lynch & Anderson, 2012, p. 2)

In the classroom context, using AVA are considered among the helpful tools that can lead to more effective storage in long-term memory, and so facilitate recall.

2.9 Importance of Teaching Vocabulary

For (Thornbury, 2002, p. 13):

If you spend most of your time studying grammar, your English will not improve very much. You will see most improvement if you learn more words and expressions. You can say very little with grammar, but you can say almost anything with words!

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

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

Vocabulary has been neglected in many years within the context of teaching and learning second or foreign languages, but it is the key element of language learning and teaching process which consists of a list or set of words that individual speakers of language might use for listening, speaking, reading, and writing. McCarthy(2003) emphasized that the biggest component of any language course is vocabulary (As cited in Limbong, 2012). In addition, Thornbury (2002) quoted the linguist David Wilkins to stress the importance of teaching vocabulary more than emphasizing on teaching grammar rules, “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed”(p. 13). In other words, proficiency of vocabulary is seen as a bridge to master the four skills. Conversely, recent studies have seen a greater awareness of vocabulary role; there is more attention to techniques for teaching vocabulary.

Nowadays, vocabulary teaching is given greater importance in the English language classroom (Hedge, 2000). Vocabulary teaching is one of the most important components of any language class. Allen agreed on how important vocabulary is; students must learn thousands of words that speakers and writers of English use (1983). It means that with more and appropriate vocabulary, the learners will understand words and use them in language easily without any difficulties. Besides, Allen stated that the role of teaching vocabulary refers to the fact that communication breaks down when people do not use the right word.

Based on Allen's views, vocabulary is one of the important components in English language because it comprises all the words we must know to access our background knowledge, express our ideas and communicate effectively, and learn about new concepts. Moreover, teaching vocabulary in EFL classroom is an essential part of teachers' task and the key to improve students' productive skills. The main purpose of practicing vocabulary exercises in classroom that may overcome students' difficulties that they encounter when speaking or writing. On the other word, teachers have to focus more on teaching vocabulary in order to facilitate the production of words that students will use to speak or write. Most of all, vocabulary is a crucial element that should be taught, the more words students know, the more they are able to comprehend what they hear or read and to communicate their thoughts and feelings. On the other hand, the more vocabulary students master in English, the easier it is for them to communicate and understand English. Teachers must focus more on improving students' vocabulary because it has been considered as fundamental and inseparable in the area of language teaching process.

Conclusion

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

Chapter Three

Field work

Data Analysis and Results

Chapter Three: Field work Data Analysis and Results

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Introduction

Teaching English as a foreign language (TEFL) is a difficult task, especially vocabulary. Yet, teachers are able to use various practical materials such as videos, tape recorders, PowerPoint presentations, computers...etc in order to guarantee an effective teaching and to develop better learning atmosphere. In this study, the researcher aims to determine the effectiveness of audiovisual aids in teaching English vocabulary for first year students in oral classrooms. Therefore, the researcher supported the current research work by information collected from teachers and students who are part of the process of teaching and learning when using teaching aids. These gathered data and viewpoints are obtained through two questionnaires; one is given to first year students and the second to the teaching staff in the same department who are supposed to teach them in oral classroom. Therefore, in this chapter, description, analysis and results are taken from students and teachers' questionnaires and then the researcher ends up the chapter with a summary of findings and conclusions about the whole research work.

3-1 Methodology and Sampling

3-1-1 Choice of the Method

Depending on many related factors especially time, we have decided to carry on our research adopting the descriptive quantitative method. According to Aryl (276), the descriptive method is applied to gain accurate information through describing a specific phenomenon or situation. We are going to describe techniques and strategies used by instructors to well present, explain and practice new vocabulary. The present work is based on correlating educational audio visual materials and vocabulary instruction. To confirm our hypotheses, we have used one instrument for gathering data. Two questionnaires are administered for both teachers and first year students at Mohamed Boudiaf university of Mesilla. The questionnaires are used to obtain information about teachers and student's

viewpoints and attitudes toward the integration of teaching aids in teaching and learning new vocabulary items.

3.1.2 Sample

Polite et.al (2001, p.234) defined sampling as:

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

Within this context, researchers do not take a sample if the population is less than 100 i.e. they take the whole population. Whereas, if the population is more than 100, it is preferable to take 10%-15% or 20%-25% of it. As a matter of fact, in the present research, there are five teachers who have participated in the questionnaires survey, and 50 students were randomly selected to represent the whole population.

3.2 Student's questionnaire

3.2.1 Aims of the questionnaire

This students' questionnaire deals principally with the effectiveness of using audio visual aids in enhancing learners' English vocabulary and explore the students' viewpoints about the present theme.

3.2.2 Description of the Students' Questionnaire

The present questionnaire was submitted to a sample of fifty (50) students of English first year LMD students at Mohamed Boudiaf University of Mesilla during the academic year 2016-2017. The students were randomly selected. The current questionnaire contains a variety of questions as "YES/NO questions and open questions. The present questionnaire is divided into three sections:

- **Section one:** General Information

Section one includes only two (02) questions aimed to identify if students' choice of English was personal or imposed followed by the justification of their choice.

- **Section two:** Audiovisual aids in the oral classes.

Section two involves seven (07) questions. It aims to explore students' attitudes and feelings towards the efficiency of using audiovisual aids in EFL classroom.

- **Section three:** Teaching vocabulary to EFL students" oral classroom via audio visual aids.

It is the last section of the questionnaire. It includes six (06) questions. The section starts from question ten (10) to question (15). It points out the problems and obstacles that the respondents encounter when they intend to speak in English. Also, it tends to confirm the efficiency of audio-visual aids in teaching English vocabulary. The series of these questions are interrelated.

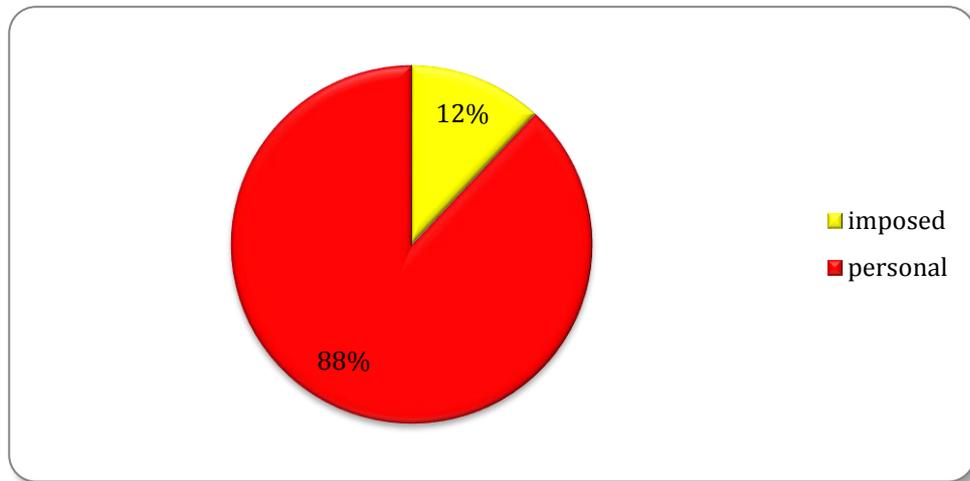
3.2.3 Student's Questionnaire description and analysis

3.2.3.1 Section One

Question 01: Your Choice of English was Personal/Imposed

Options	frequency	percentage
Impose	6	12,0 %
Personale	44	88,0 %
Total	50	100,0 %

Table 03: Students' Choice of English



Graph 01: Student's Choice of English

From the graph (01) above, (44) of the answers show that the majority of students' decision to study English language was a personal choice with (88%); though, (06) of the respondents stated that their choice was imposed with the percentage (12%), it might be due to their parents or by the administration. While the high number of participants that have personally chosen to study English this indicates their great desire and interest towards studying the English language.

Question 02: Justify?

We have asked the question about the reasons behind students' choice to study English. Most of the answers came as follows:

- Because they want to be English teachers.
- Because they simply love to learn English.
- Because English is the language of the world.
- Studying English is their dream since middle school

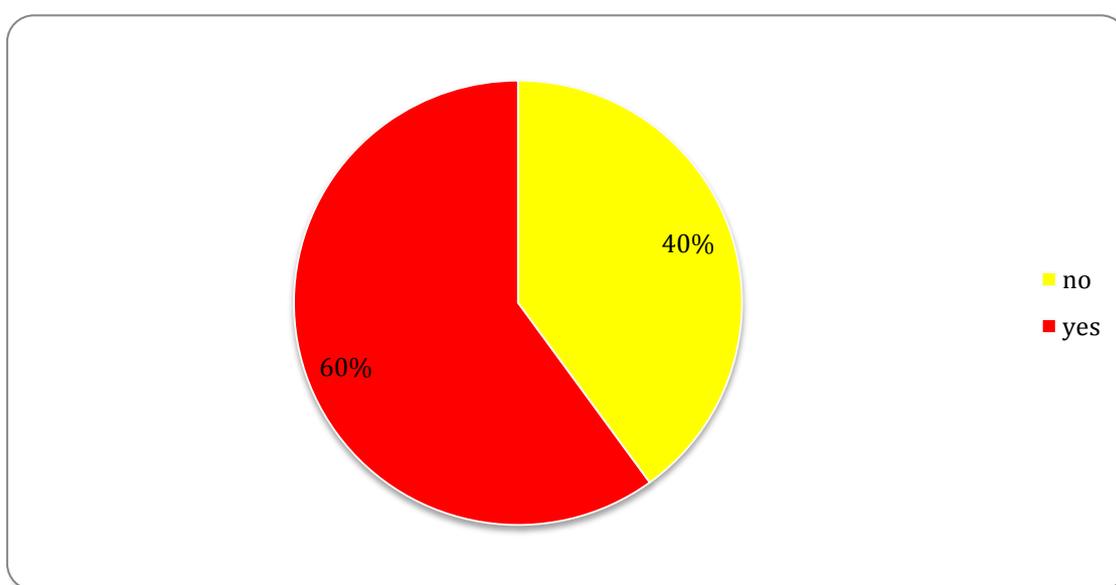
However, those who are imposed to study English justified their respondents stating that they don't like this language and that due to their baccalaureate average that were not enough to choose another field of study.

3.2.3.2 Section Two: Using AVA in Oral Classrooms

Question 03: Does your teacher use AVA in the classroom?

Options	frequency	percentage
No	20	40,0 %
Yens	30	60,0 %
Total	50	100,0%

Table 04: Teachers' Use of AVA in the Classroom



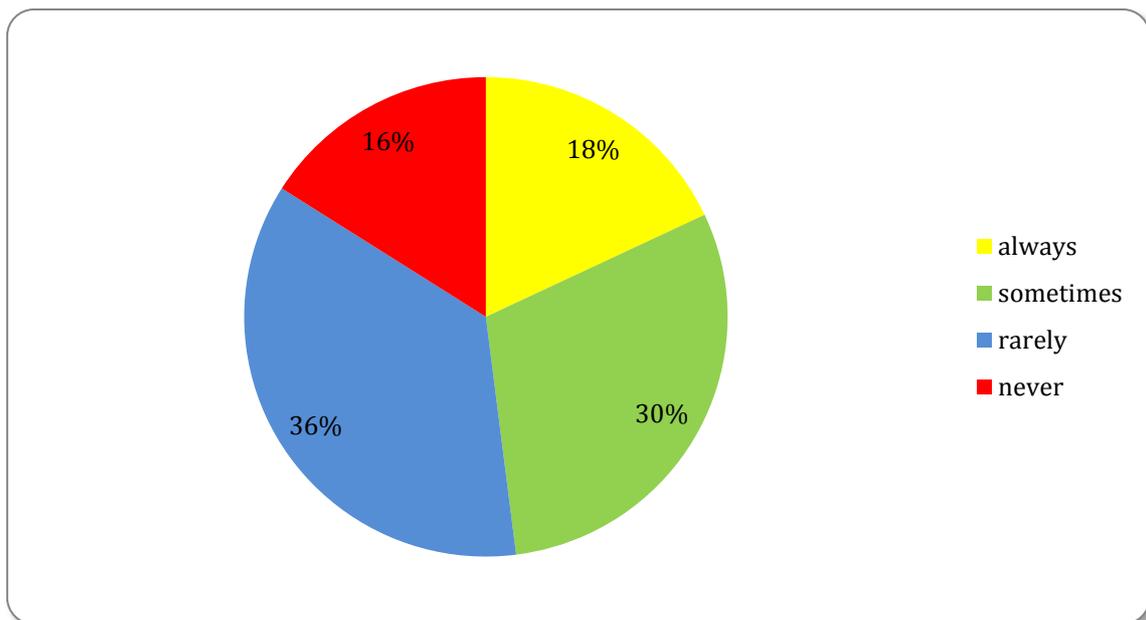
Graph 02: Teacher's Use of AVA in the Classroom

From the aforementioned table (02) and graph (02), the majority of the participants with percentage (60%) reported that their teachers use AVA in oral classroom. However, (20) of the students with percentage (40%) claimed that their teachers do not use teaching aids in classes. Consequently, it seems that the majority of the teachers are using alternative methods and strategies to enhance students' English level as well accomplish effective teaching process whereas teachers do not use this tool. It may be due to their teaching ability, lack of training or that these aids are not always available in our universities.

Question 04: If yes, how often do they use AVA in the classroom?

Options	frequency	Percentage
Always	9	18,0%
Sometimes	15	30,0%
Rarely	18	36,0%
Never	8	16,0%
Total	50	100,0%

Table 05: Frequency of Using AVA in the Classroom

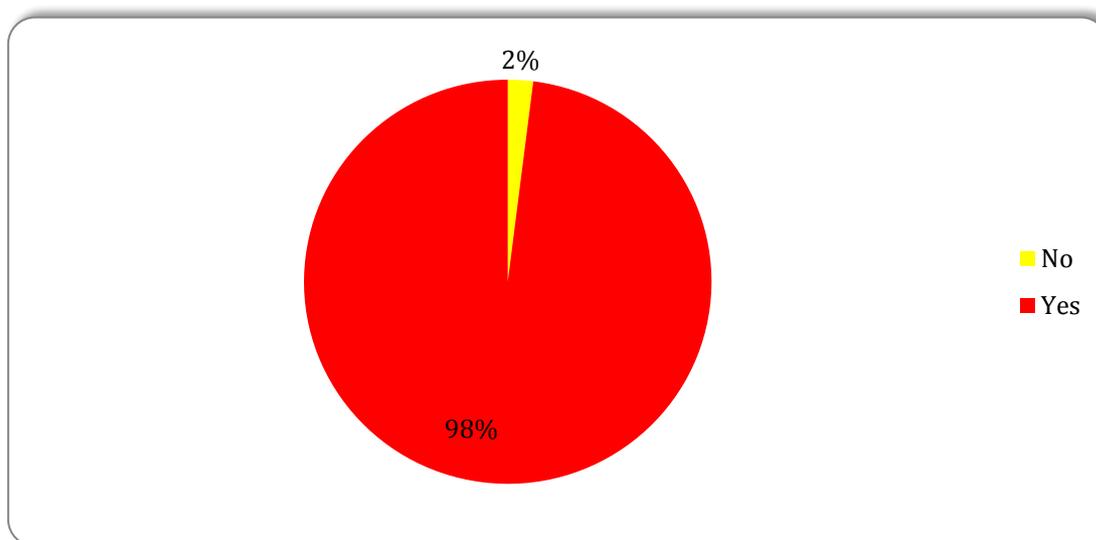


Graph 03: Frequency of Using AVA in the Classroom

Question 05: Do you prefer to learn with AVA?

Options	Frequency	Percentage
No	1	2,0%
Yes	49	98,0%
Total	50	100,0%

Table 06: learners' preference to learn with AVA



Graph 04: Learners' Preference to Learn with AVA

The table 05 shows that the majority of the participants with the percentage (98%) prefer to learn with AVA since it is helpful, pleasant in many ways; it facilitates learning, simplify ideas and brings the real context into classrooms; whereas only one of the students with the percentage (02%) do not prefer to learn with AVA, it may be because of their personality or he/she is not aware of the value of this tools in the learning process.

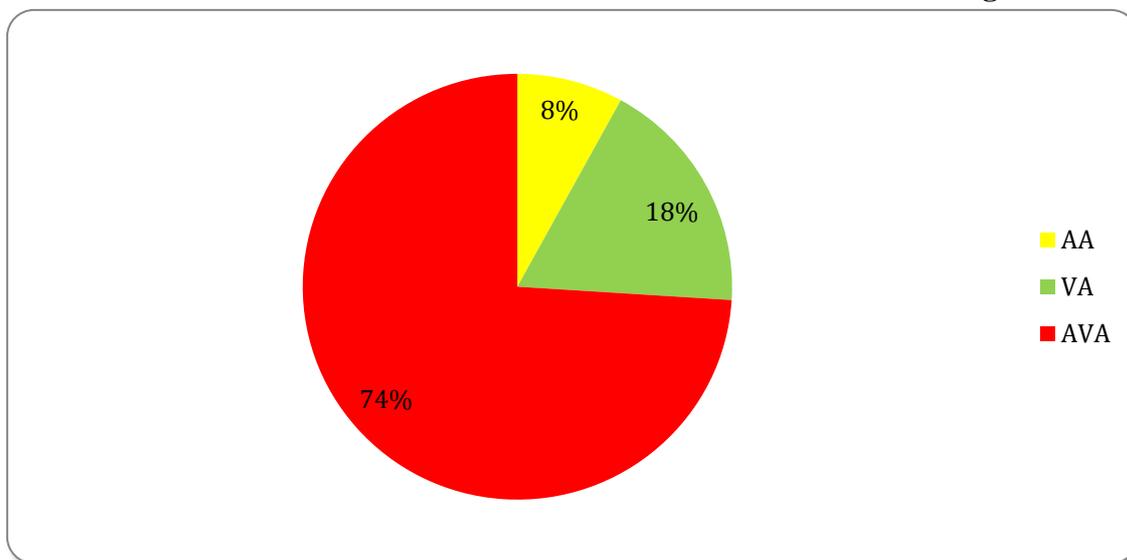
Question 06: if no, say why?

Only one of the participants who represents (2%) answered by (No), and it might be due to his/her personality or his learning style.

Question 07: What kind of AVA do you prefer to learn with?

Options	Frequency	Percentage
AA	4	8,0%
VA	9	18,0%
AVA	37	74,0%
Total	50	100,0%

Table 07: The Preferred Kinds of AVA Used in Learning



Graph 05: The Preferred Kinds of AVA Used in Learning

The above question is related to the previous one. The table 06 and graph 05 show that 37 of the students who represent (74%) prefer to learn with audio visual aids, it may be due to their learning styles of combining both the audio and the visual senses. However, 09 of the students with percentage of (18%) indicated that they prefer to learn with visual, it may be because of their nature or characteristics that is to learn through seeing; for instance, Power Point presentation, pictures or others. In contrast, 04 of the learners with the percentage (08%) revealed that they choose to learn with audio aids since they acquire language better through hearing such as tape recorder, radio, songs ... etc.

Question 08: your attitude towards using AVA in the classroom?

Options	Frequency	Percentage
positive	50	100,0 %

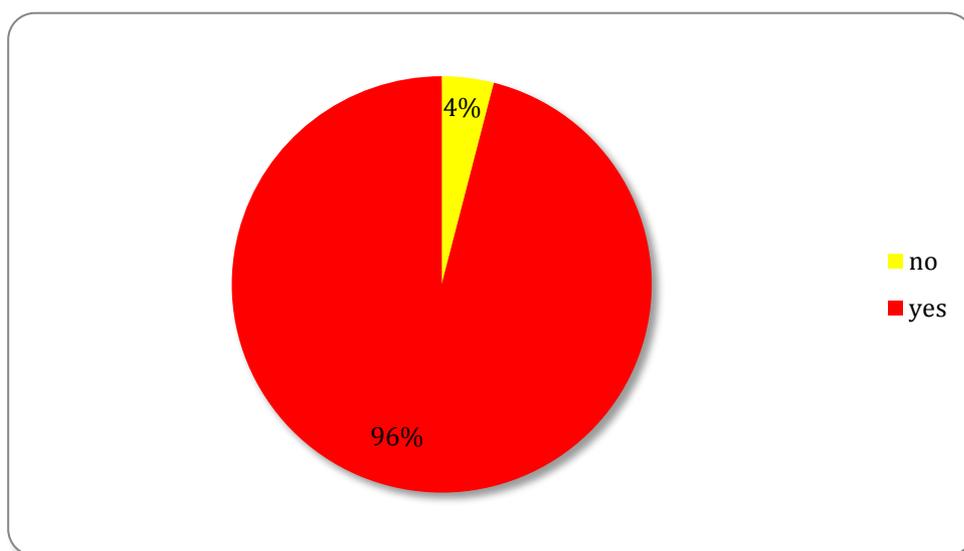
Table 08: Students' attitudes towards the Use of AVA in the Classroom

This question seeks to know the students attitudes towards using AVA in EFL classroom. Hence, the table 07 and graph 06 above indicated that all of the students with the percentage (100%) have positive attitude and that would be justified with their awareness of the usefulness and significance of these tools in facilitating teaching and learning language through hearing and watching. And no one has negative attitude 0 (0%).

Question 09: Does the class become more interesting if the teacher uses AVA in teaching?

Options	Frequency	percentage
no	2	4,0 %
yes	48	96,0 %
Total	50	100,0 %

Table 09: Students 'Attitude towards the Use of AVA



Graph 06: Students' Attitude towards the Use of AVA

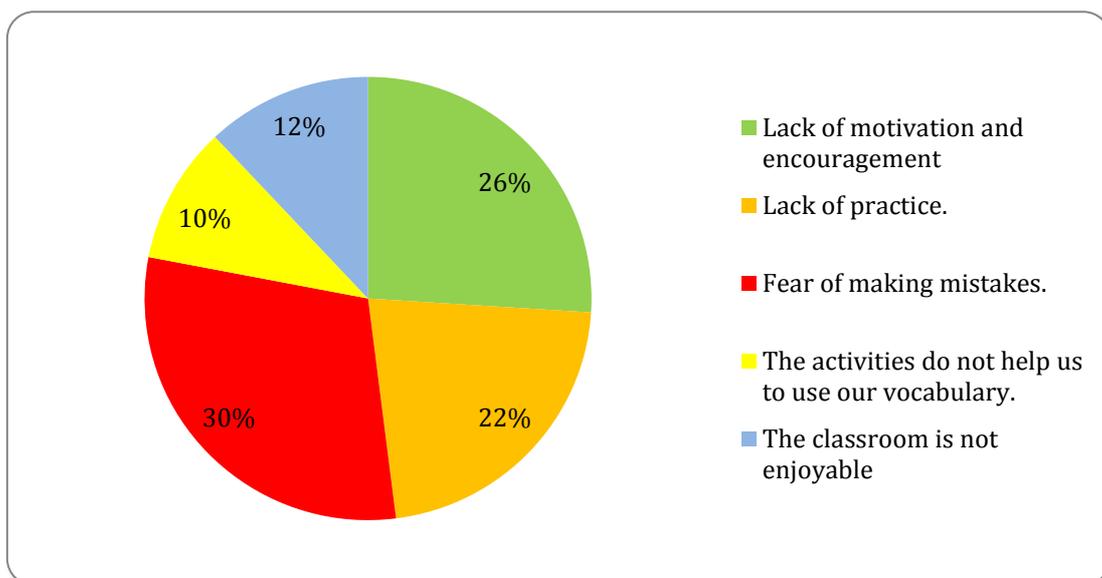
Table 08 and graph 07 above demonstrate that the majority of the respondents with the percentage (96%) agree that class became more interesting and attractive if the teacher uses AVA during teaching whereas only two students with (4%) disagree integrating these tools. Consequently, it is satisfying to know that AVA have positive effects on students since they bring authenticity and make the class enjoyable.

3.2.3.3 Section Three: Teaching Vocabulary through AVA

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

Options	Frequency	Percentage
Lack of motivation and encouragement	13	26,0%
Lack of practice.	11	22,0%
Fear of making mistakes.	15	30,0%
The activities do not help us to use our vocabulary.	5	10,0%
The classroom is not enjoyable	6	12,0%
Total	50	100,0%

Table 10: Difficulties that Prevent Students from Using their Vocabulary



Graph 07: Difficulties that Prevent Students from Using their Vocabulary

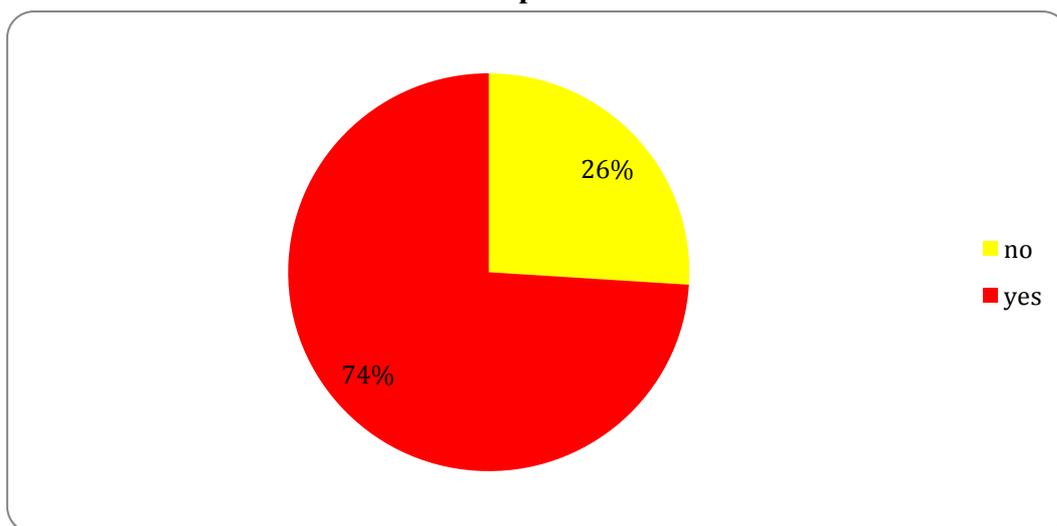
From the table 08 and graph 07 above, it is noticed that the majority of the students with percentage (30%) of the students specify their difficulties toward the fear of making mistakes when pronouncing and spelling words.(26%) of the students refer their difficulties to the lack of motivation and encouragement to speak English. Nonetheless, (22%) of them claim that due to the lack of practicing the learned vocabulary in the classroom. However, (12%) of the students state that it's because the classroom is not enjoyable and interesting while (10%) of the participants refer it to the activities, which do not help them to use their vocabulary.

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

Question 11: Does your teacher motivate and encourage you to use your vocabulary in the classroom?

Options	Frequency	Percentage
No	13	26,0%
Yes	37	74,0%
Total	50	100,0%

Table 11: Students' Opinion about Teachers' Motivation



Graph 08: Students' Opinion about Teachers' Motivation

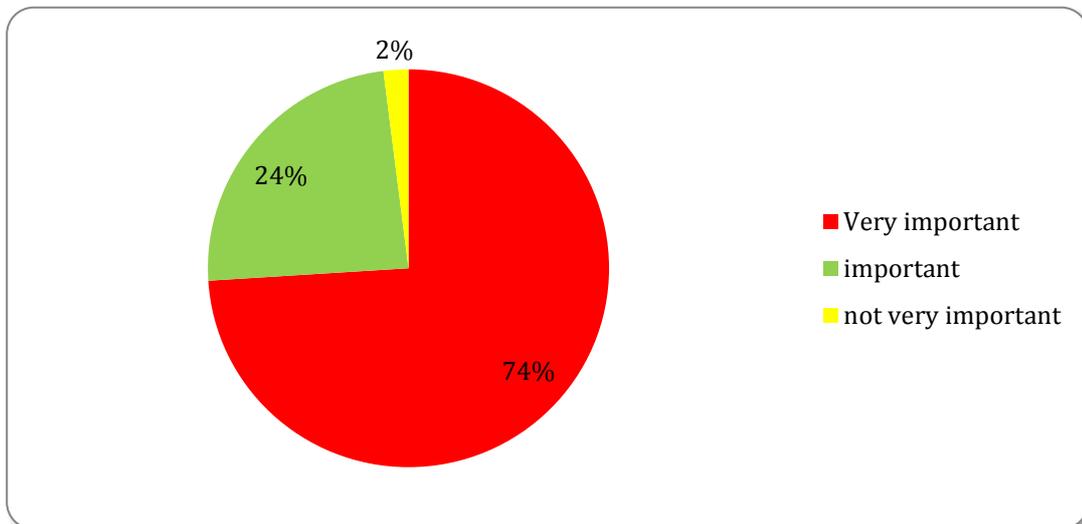
In the table 09 and graph 08 above, the majority of the students (74%) pointed out that their teachers motivate and encourage them to use their vocabulary while 13 of students disagreed. Consequently, those students need additional attention from the teachers or they are not satisfied. Thus, the high rate indicates that teachers have a great part in helping students to use their vocabulary since teachers' instruction is necessary for learners.

Question 12: How important is for you practicing vocabulary with AVA in Oral expression session?

Options	Frequency	percentage
Very important	37	74,0%
important	12	24,0%

not very important	1	2,0%
Total	50	100,0%

Table 12: Students' View about Practicing Vocabulary



Graph 08: Students' View about Practising Vocabulary

It is obvious from the table 09 and graph 08 that the majority of the students with the percentage (74%) consider teaching vocabulary through AVA very important whereas 12 of the students which represents (24%) stated that it is important and only one with (2%) consider it as not important. This indicates that students are aware of the effectiveness of using this tool and they are very interested about learning vocabulary through AVA in oral expression session since it provides authentic exposure of native speakers' speech in terms of how they speak, the way word are pronounced and spelled.

Question 13: Do you think that AVA can interest and motivate you to use your vocabulary successfully?

Options	Frequency	Percentage
Yes	50	100,0%

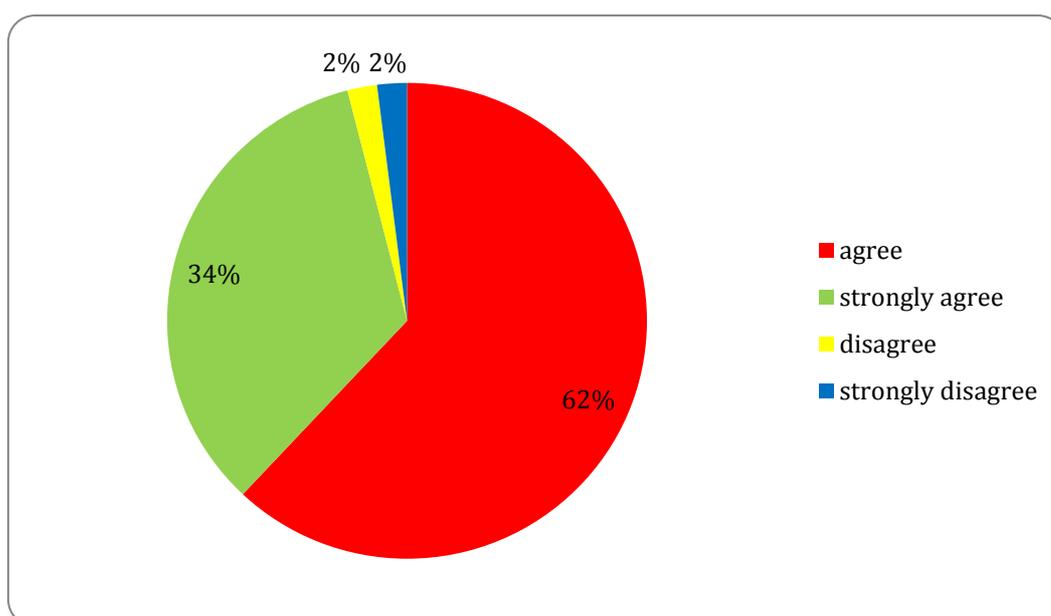
Table 13: Students' View AVA

Table 10 shows that all the students 50 which represent (100%) considered that if the teachers use teaching aids such as AVA in the classroom, they will be more interested and motivated to use their vocabulary successfully. These tools foster learners to produce language freely.

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

Options	Frequency	Percentage
Agree	31	62,0%
Strongly agree	17	34,0%
Disagree	1	2,0%
Strongly disagree	1	2,0%
Total	50	100,0%

Table 14: Students' Views about the Usefulness of AVA



Graph 09: Students' Views about the Usefulness of AVA

The above graph 09 shows that 31 of the participants with the percentage (62%) agreed that AVA are helpful in teaching vocabulary whereas 17 of the students with (34%)strongly agreed, one (01) of the students with the percentage (2%) disagreed and another one with (2%) strongly disagreed. Accordingly, this indicates that the students believe that through watching and hearing how native-speakers perform, express and talk, will help them acquire the target language.

Question 15: Other suggestions.

To conclude, the researcher has asked the students to state any other comments. One of the students suggested that the teachers should change their methods, use alternative strategies in classroom. Moreover, they show their interest to this subject. They see that these tools are very beneficial they wish if the teachers integrate and bring other more different tools in classroom.

3.3 Teachers' questionnaire

3.3.1 Aims of Teachers' Questionnaire

It is also necessary to have an idea about what teachers think about the use of AVA in teaching English vocabulary. So we find the teachers' questionnaire essential in order to cover the whole issue about implementing AVA in classrooms.

3.3.2 Description of Teachers' Questionnaire

The sample of this study involves (15) teachers who are teaching English language at the department of foreign languages at M'sila University during the academic year 2016-2017. The present questionnaire was distributed to fifteen (15) teachers who teach Oral expression sessions. It is divided into two parts; part one concerns using AVA in oral classes and includes eight (08) questions, and part two focuses on the AVA in teaching English vocabulary it includes 8 questions also. The type of the questions varies from "yes/no" questions to open questions.

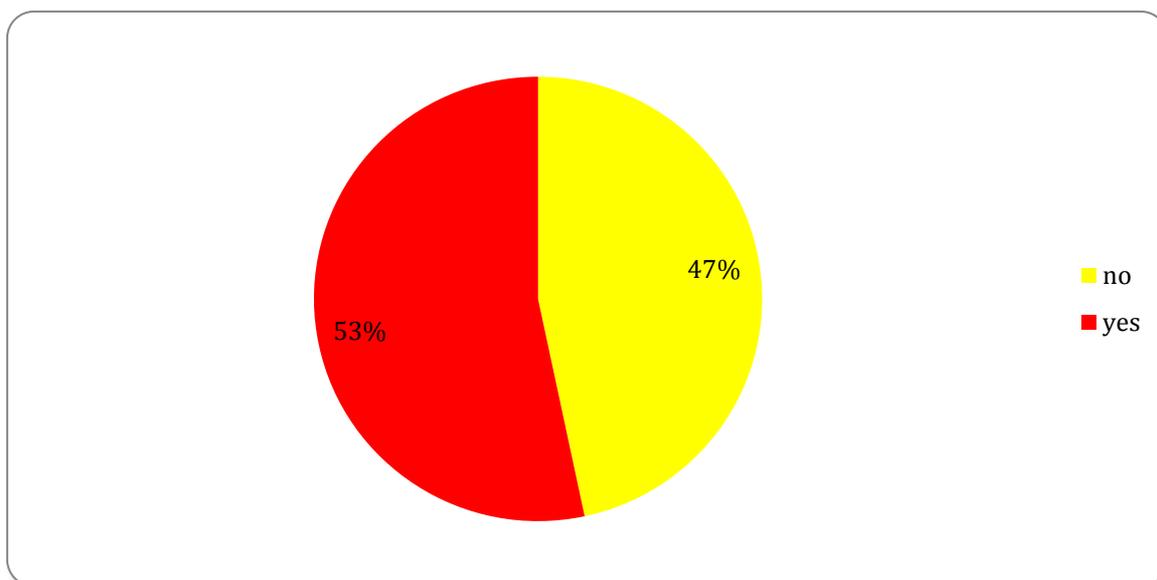
3.3.3 Analysis of Teachers' Questionnaire:

3.3.3.1 Section one: Audio visual aids into oral classroom

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

Options	Frequency	Percentage
No	7	46,7%
Yes	8	53,3%
Total	15	100,0%

Table 15: Teachers' Opinion about AVA



Graph 10: Teachers' Opinion about AVA

The table 12 and the graph 10 show that 8 teachers with (53,3%) use AVA in teaching EFL learners. This indicates that teachers are interested in using new technologies and they are aware of the importance of using different strategies such as integrating AVA into oral classrooms in order to enhance students' English skills and to facilitate teaching foreign languages. While 7 teachers with (46,7 %) stated that they don't use AVA because these tools

are not always available or the module that they teach doesn't necessitate using them in presenting the lessons.

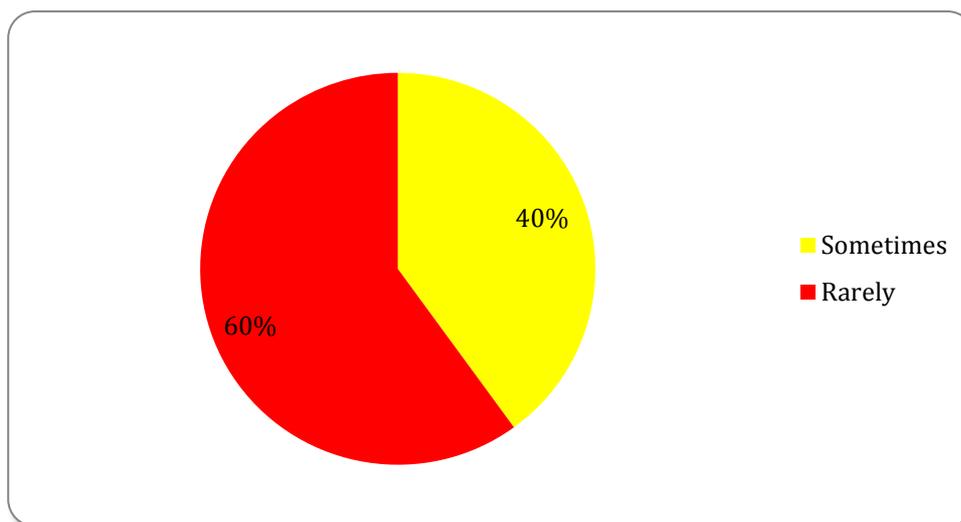
Question 03: If no, say why?

No comments since no one opted this choice

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

Options	Frequency	Percentage
Sometimes	6	40,0%
Rarely	9	60,0%
Total	15	100,0%

Table 16:Frequency of Using AVA



Graph 11: Frequency of Using AVA

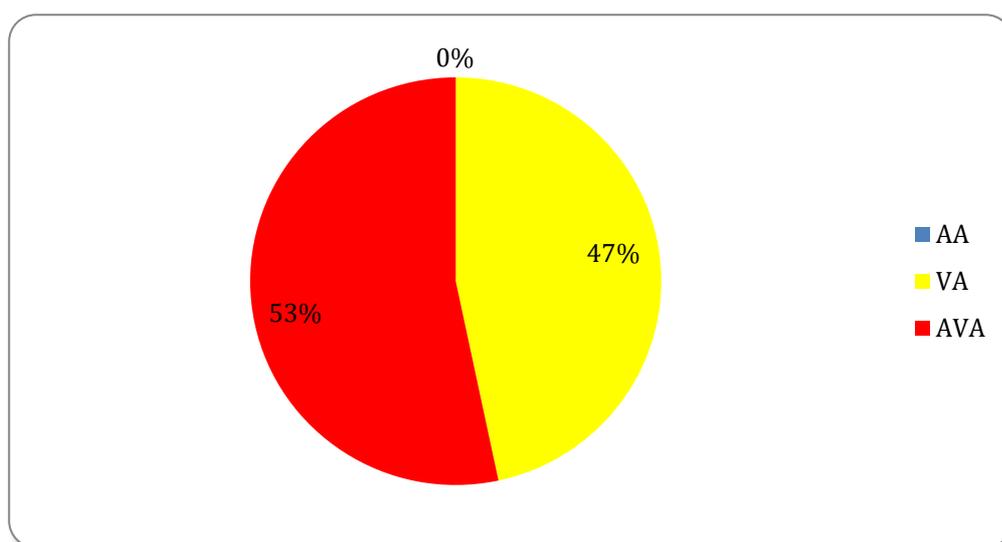
From the table 13 and the graph 11, it is observed that the majority of the teachers' answers with a percentage of (60%) claimed that they rarely use AVA. It can be because they are not interested in these tools or they are not available at the department or they use when they find it necessary according to the subject. However, the rest of the teachers' answer that

they sometimes use these tools, which represent (40%), it may refer to the inability to supply all types of AVA or they are not interested to integrate them in teaching language.

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

Options	Frequency	Percentage
AA	0	0%
VA	7	46,7%
AVA	8	53,3%
Total	15	100,0%

Table 17: Teachers' Preference of Teaching Aids



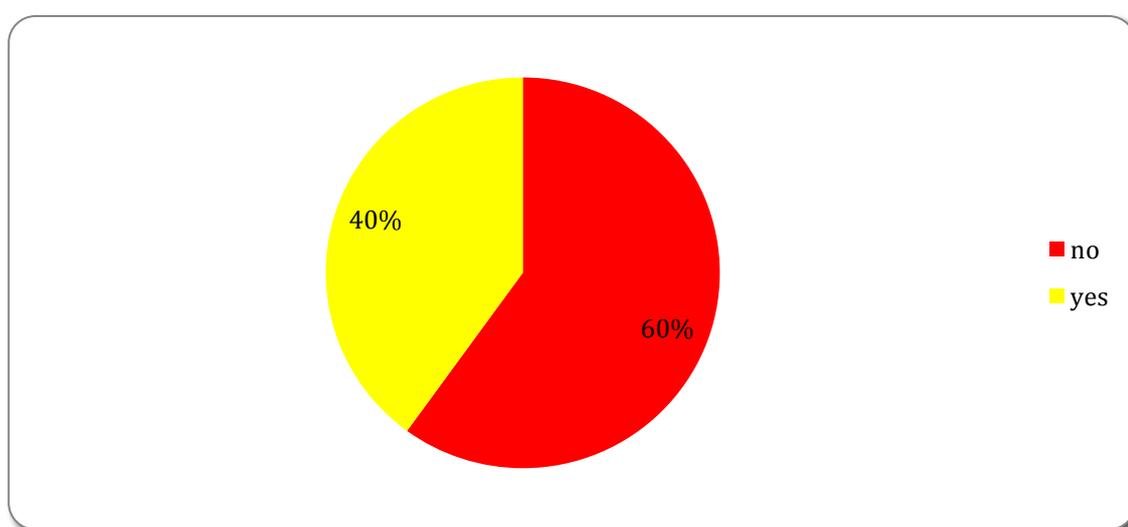
Graph 12: Teachers' Preference of Teaching Aids

Table 14 and graph 12 above indicate that the majority of the teachers (08) with (53,3%) use AVA whereas the rest teachers use VA with a percentage of (46,7%). This can be interpreted by teachers prefer and are more stimulated to use audio visual aids.

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

Options	Frequency	Percentage
no	9	60,0%
yes	6	40,0%
Total	15	100,0%

Table 18: Teachers' Views about AVA Difficulties.



Graph 13: Teachers' Views about AVA Difficulties.

According to the table 15 and graph 13, most of the teachers (09) who make (60%) do not face any kind of difficulties when they use audio visual aids. This may indicate that teachers are well trained, skilled and interested in new technologies. This high rate gives satisfactory results about the significance of using audio visual aids in teaching and learning languages.

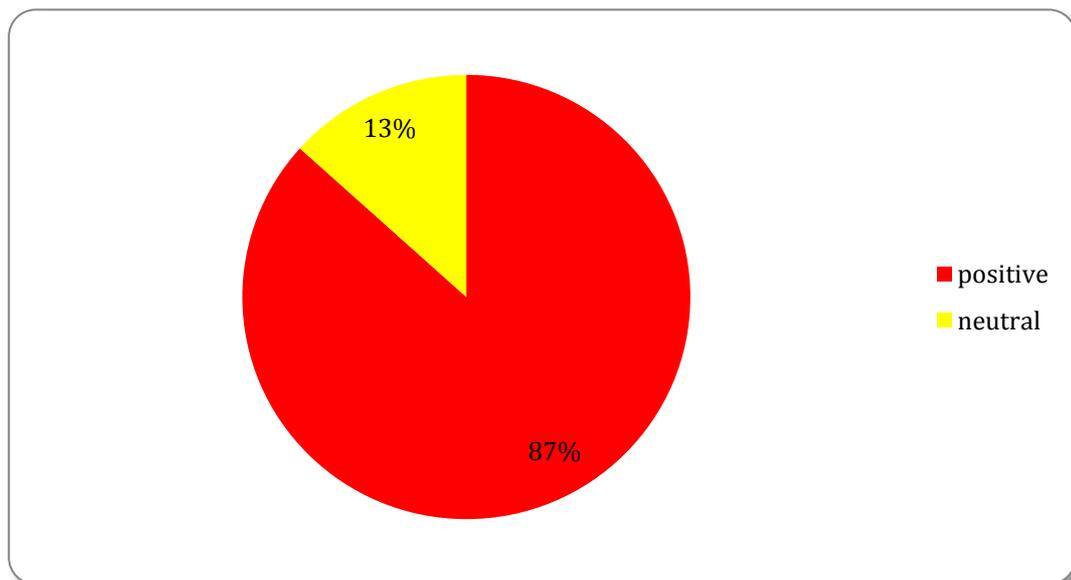
Question 06: If yes, state the most difficulties that you face it?

No comments since no one opted this choice.

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

Options	Frequency	Percentage
Positive	13	86,7%
Neutral	2	13,3%
Total	15	100,0%

Table 19: Teachers' Attitude towards AVA



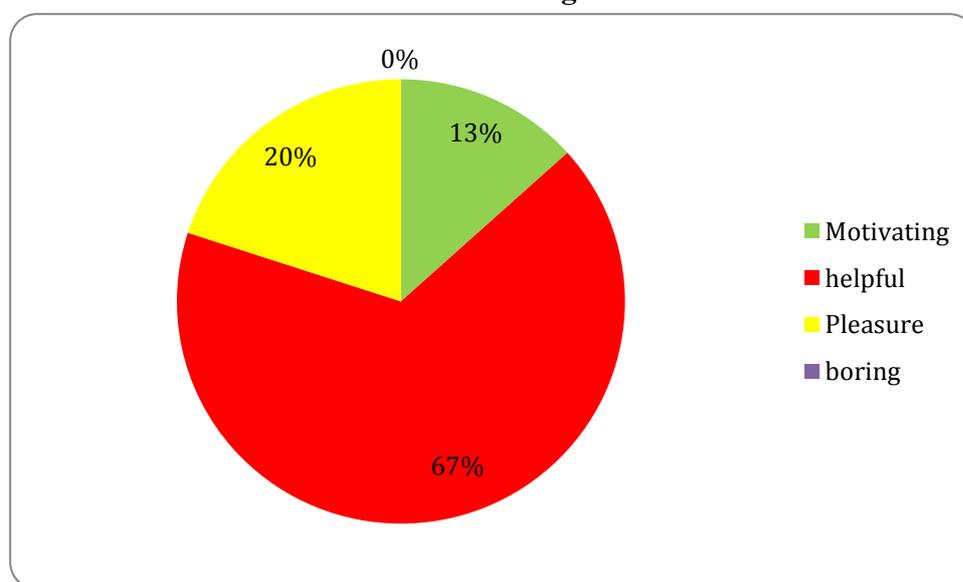
Graph 14: Teachers' Attitude towards AVA

The graph 16 indicates that 13 of the teachers which represent (86,7%) have positive attitudes toward using teaching aids as AVA in EFL classes. It shows that teachers are interested to work with technologies; they believe that integrating AVA will guarantee success of students to develop their English ability to speak and perform language.

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

Options	Frequency	Percentage
Motivating	2	13,3%
Helpful	10	66,7%
Pleasure	3	20,0%
boring	0	00 %
Total	15	100,0%

Table 20: Teachers' View about Teaching with AVA



Graph 15: Teachers' View about Teaching with AVA

Graph 15 and table 17 show that 10 of the teachers with (66,7%) consider AVA as a helpful tool since they create the real world and that is reflected in the development of students while learning, as they get the real description of native speakers of how they spell words, the way word are pronounced, daily expression and soon. 03 of the teachers with(20%) consider AVA as pleasure because it brings fun to learning. While 02 teachers with (13,3%) find that AVA is a motivating tool because it comes at gaining time in terms of transmitting information to students easily without having the fear of losing that information,

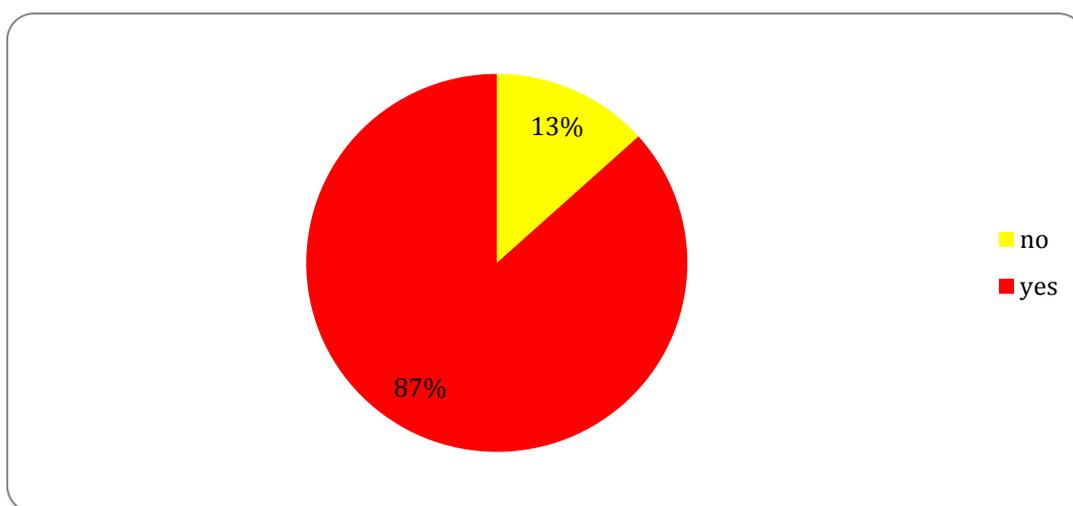
so it smoothes the progress of shifting from one subject to another one and by this gaining time and effort.

3.3.3.1 Section two: Teaching vocabulary via AVA in oral classes.

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

Options	Frequency	Percentage
No	2	13,3
Yes	13	86,7
Total	15	100,0

Table 21: Teachers' View about Practising Vocabulary



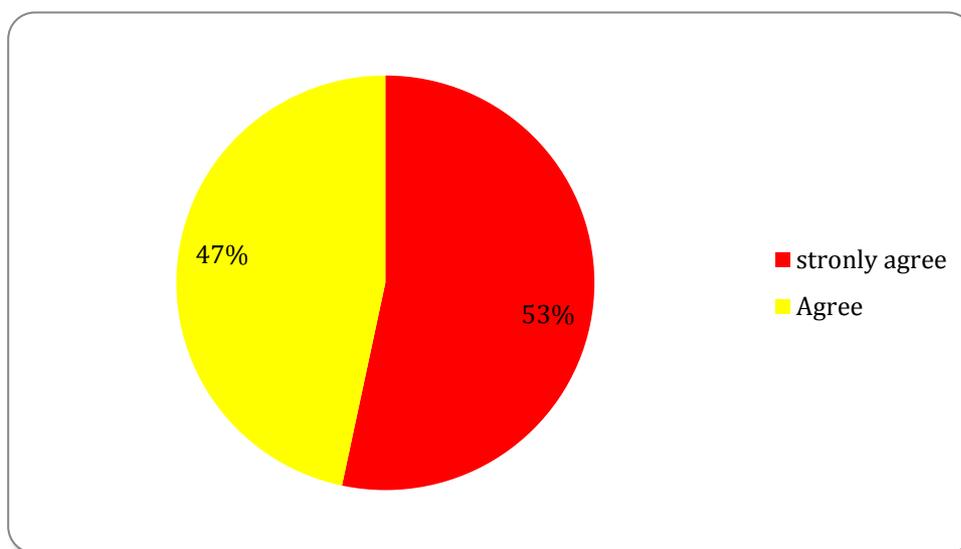
Graph 16: Teachers' View about Practising Vocabulary

This question was asked to consider if the teacher practices vocabulary activities to his/her students. The graph 16 shows that the majority of teachers with (86,7%) practice their vocabulary through various activities such as games, filling gaps and role-plays and other activities to reinforce students to speak and use new words they have already learnt. Whereas, (13,3%) of them do not practice their vocabulary and this can be justified as the fear of making mistakes or shyness.

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

Options	Frequency	Percentage
Stronly agree	8	53,3%
Agree	7	46,7%
Total	15	100,0%

Table 22: Teachers' View about the Usefulness of AVA



Graph 17: Teachers' Views about the Usefulness of AVA

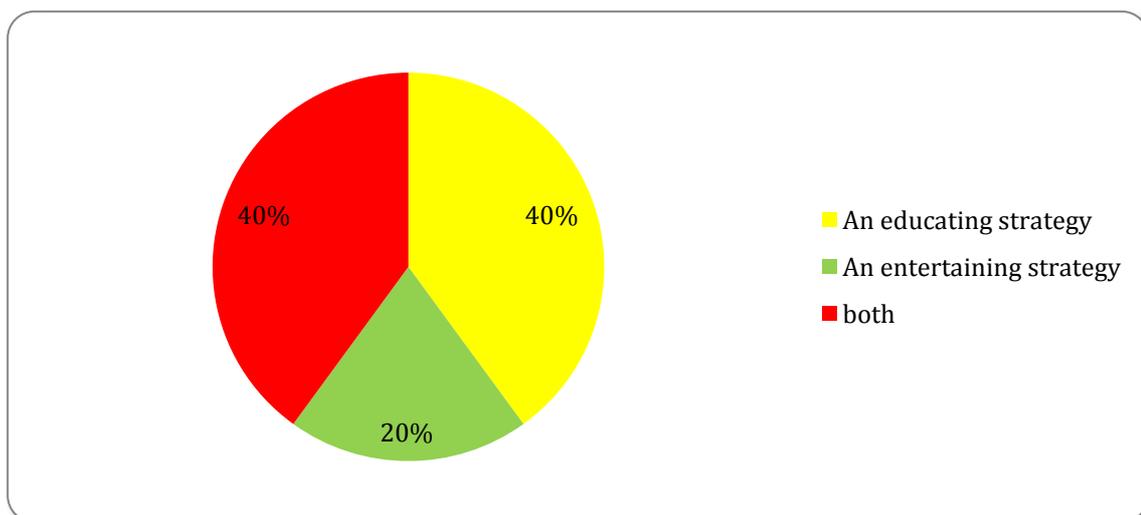
This question aims at considering teachers' views about if AVA can facilitate for them teaching vocabulary or not. Actually, 08 teachers with percentage of (53,3%)strongly agree the fact that AVA brings updated and real-life situations to classroom. It gets the real description of native-speakers' spelling and the way word are pronounced, how words are expressed in every day ... etc. As mentioned before, AVA can save teachers' time in terms of grasping information by students without having the fear of losing that information, so it smoothest he progress of shifting from one subject to another one. Above all, using these

tools such as videos, songs, movies, and authentic materials will increase students' awareness of how language is used.

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

Opinion	Num of teachers	percentage
An educating strategy	6	40,0%
An entertaining Strategy	3	20,0%
Both	6	40,0%
Total	15	100,0%

Table 23: Teachers' Views about Teaching Using AVA



Graph 18: Teachers' View about Teaching Using AVA

The table 20 and graph 18 shows that 6 teachers with the percentage (40%) share the same view that teaching vocabulary by the use of AVA is both as an educating and an entertaining strategy. This is interpreted in reality that teachers believe that the integration of such teaching aids fosters students' learning. They provide a comfortable atmosphere where the feeling of boredom, fear and anxiety are decreased. 6 of them consider it as an educating strategy with (40%). Only 3 who see these tools as an entertaining tool.

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

Options	Frequency	percentage
Yes	15	100,0

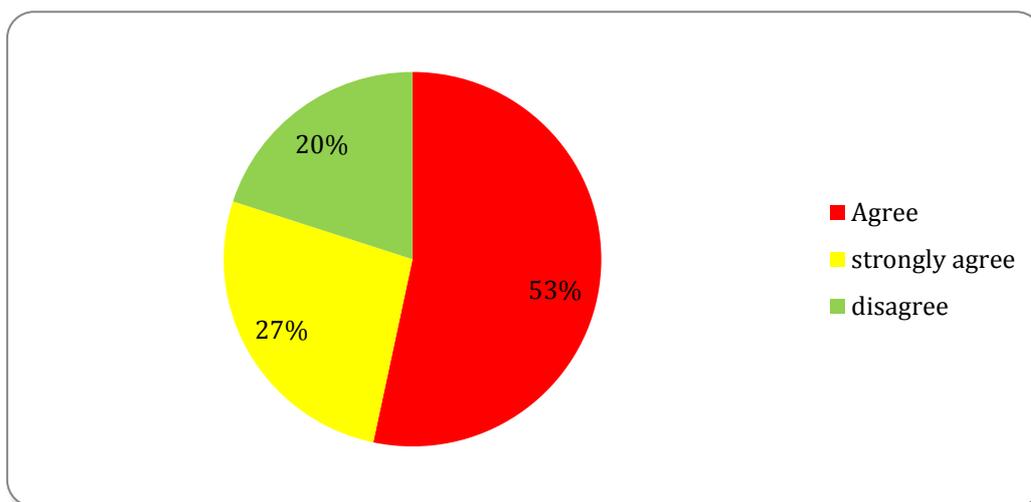
Table 24: Teachers' View about AVA Motivation and Interest

From the table21, all teachers with percentage (100%) agreed that implementing AVA in teaching vocabulary boosts students' motivation and interest to better learn a language. Actually, teachers believe that making classroom more enjoyable is the key of successfully teaching through implementing different types of audio visual aids.

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

Options	Frequency	Percentage
Agree	8	53,3%
Strongly agree	4	26,7%
Disagree	3	20,0%
Total	15	100,0%

Table 25: Teachers' View about the Modern Classroom



Graph 19: Teachers' View about the Modern Classroom

Table 22 and graph 19 indicates that 08 of the teachers agreed with a percentage of (53,3%) and 04 of them strongly agreed with the rate (26,7%) that teaching vocabulary in by using AVA are more valuable and attractive than the traditional teaching classroom. While only 02 teachers with (20%) disagreed with the fact that using AVA in modern classrooms is more valuable and attractive. These results assert that teaching in modern classroom increases stimulation and motivation of the students rather than traditional classroom teaching where they feel, tedious and boring. Furthermore, integrating different kinds of teaching materials will help learners to use their vocabulary and facilitate teaching and learning process.

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

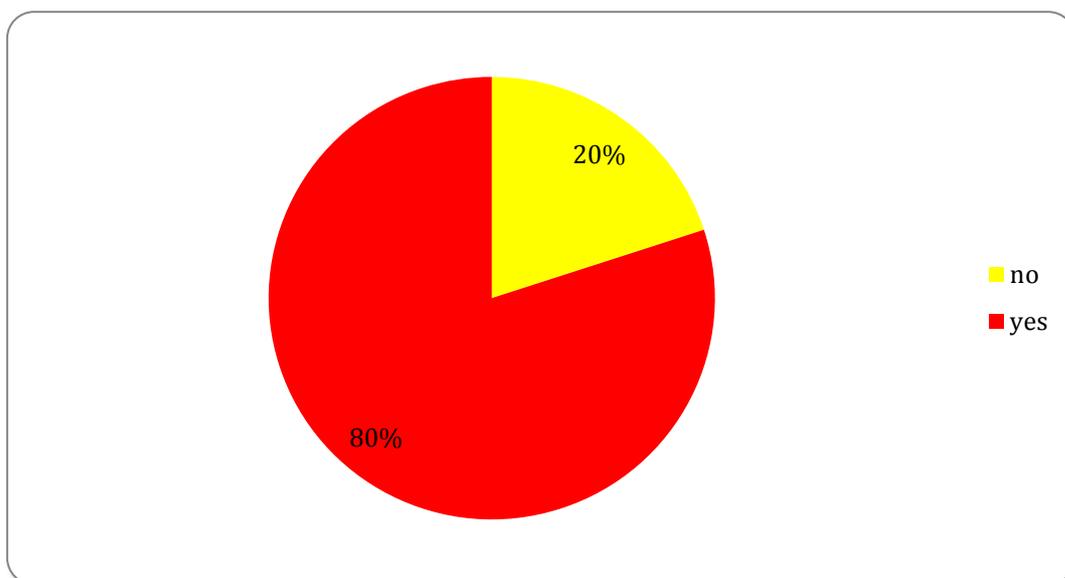
This question aims to consider the main difficulties that prevent students from using their vocabulary successfully in oral expression sessions. From teachers' own experience, their answers are summarized as follows:

- Shyness, lack of interest and lack of self-confidence for some of students.
- Their difficulties refer to the social or psychological problems as being very shy.
- The lack of practicing English language outside of the classroom.
- Over-crowded classrooms may prevent the learners from using their vocabulary.

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

Options	Frequency	percentage
No	3	20,0%
Yes	12	80,0%
Total	15	100,0%

Table 26: Teachers' Views about Students' Achievements



Graph 20: Teachers' View about Students' Achievements

The graph 20 shows that the majority of teachers with a percentage of (80%) said that students' vocabulary was enhanced after practice activities through using AVA such as videos, loudspeakers connected with laptop, PowerPoint presentations and others. As a result, these tools make students more attentive and interested; it brings the reality that students are

watching and hearing native speakers' language. It facilitates language learning in a good way.

Question 16: Any other suggestions

As a conclusion, the researcher asked the teachers to state any other comments.

One of the teachers suggested that in order to enhance students' vocabulary, they have to read extensively; they have to practice language more outside. She/he believed that reading is the most important skills which teachers should focus more in classroom rather than teaching materials. Further, teachers show their appreciation and admiration about implementing AVA in EFL classroom.

3.4 Results and Findings

This study revealed the following results:

An important finding of this study is that the use of audio visuals is highly supported by both the teachers and students. Remarkably, teachers and students' attitude towards integrating audio visual aids are encouraging. However, learners face difficulties in speaking because they're not able to use their vocabulary due to several problems such as fear of making mistakes when pronouncing and spelling words, because of their shyness, anxiety, they are unmotivated and discouraged to speak in English inside classrooms or because the classroom environment doesn't help them to engage with the lesson. Hence, teachers should focus more on the employment of more technological didactic materials such as educational videos, instructive songs, and illustrative pictures because it will be more effective in the teaching-learning process.

In the same regard, from data gained from both teachers and students' questionnaires that provided an evidence of how AVA can have positive and satisfactory effect on learners who are more excited, and interested in implementing new technological aids into oral sessions. Hence, teachers should take this into account their teaching style, strategies, and materials to be use; especially, AVA which are preferred by all the students as mentioned before because

they see that it helps them to concentrate more, to better learn new vocabulary. Besides, it creates an enjoyable learning atmosphere and it facilitates the teaching and learning process.

The study aimed at finding out an answer to the question “To what extent does the use of Audio Visual Aids for first year students at Mohamed Boudiaf University of M’Sila enhance their vocabulary knowledge? Relying on the results and findings it is clear that the use of AVA for first year students at Mohamed Boudiaf University of M’Sila enhance their vocabulary knowledge

To sum up, from the findings, it is noticed that the teachers who use always the AVA in the teaching language, their students’ achievements in language level and vocabulary particularly have enhanced. Moreover, it is observed that not all teachers use all the types of AVA although the students asserted that they are so excited and interested to learn language through all different types of AVA.

3.5 Recommendations and Pedagogical Implications

We propose some recommendations concerning the significance of integrating audio-visual aids in teaching and developing learners’ vocabulary. Curriculum designers, educational organizations, school administrations, and teachers are all invited to reconsider the teaching aids in foreign language vocabulary context. Curriculum designers should include various useful pictures and photographs related to vocabulary that can help both teachers and learners. Also, they should guide teachers to which instruments to use that best fit the lesson objectives. Moreover, educationists and textbook writers should look upon the fact that technological materials need special training to be handled. So, teachers should be involved in training conferences to be acquainted with their use. Syllabus designers are responsible to provide reliable and sufficient number of materials in all types so that when teachers plan to apply them, they find them available. Lastly, Teachers must integrate AVA in classroom since they break the routine and create a comfortable atmosphere that helps the EFL learner in comprehension and level improvement.

- Teachers should use different audio visual aids such as videos, laboratory, Internet, radio, and television since they provide a reality simulated atmosphere with both auditory and visual exposure to help keep the students' interest, grasp information and hence favor better recall.
- In order to respect students' learning style, teachers should show different strategies and methods in teaching vocabulary.
- Teachers must adopt and bring audio-visual aids in the classroom and presently these materials be adopted in the learning process by the learners.
- Teachers should take into consideration that learners preferred all types of AVA and they believe that their improvement in using vocabulary will be accomplished successfully.
- For the teachers, it is very important to expose to the learners how native speakers are talking, pronouncing word, expressing their ideas through AVA in order to facilitate teaching vocabulary.
- Teachers should practice newly learned vocabulary in classroom to avoid forgetting words.
- Teachers should construct a variation of English vocabulary activities which motivate the students to speak without difficulties.

3.6 Limitations of the study

Our present research focuses on exploring the effectiveness of AVA in teaching/learning English vocabulary. However, this work is limited by some constraints which may not result in precise data.

Due to time limitations the subjects of the study are limited only to fifteen teachers and fifty students selected from first year at M'Sila University. Moreover, the method that is more appropriate to conduct such a study as exploring the effect of AVA on enhancing learners' vocabulary knowledge is the experimental method but due to time limitations we have adopted the descriptive method.

Conclusion

This final chapter provides us with a deep insight on the significance of using A.V.A in the teaching and learning process in general and teaching vocabulary in specific. It noticed from the findings that AVA are supported by both the teachers and the students. Hence, audio-visual aids play an integral role in teaching vocabulary. Thus, the results obtained from this investigation confirmed our hypotheses and revealed that vocabulary are better learnt and memorized when assisted with Audio-visual aids. Above all, the University has to supply sufficient materials for teaching EFL learners due to its significance in enhancing students' English ability.

General conclusion

To conclude, the researcher provides answers to the research question that our work is based on, the data obtained from students' and teachers' questionnaires are summarized as follow:

Based on the findings, audio-visual aids have great and positive effect on teaching EFL learners' vocabulary in terms of making the lectures more authentic, enjoyable and attractive. Students are dynamic, more engaged to participate with the teacher; confidently, they overcome certain psychological factors such as shyness, and anxiety.

Definitely, it is obtained from the collected data that audio visual aids could foster the learners' interest and motivation to use their vocabulary successfully as a result of their high desire and behavior towards working with technological aids inside oral classrooms, which has been proven through the questionnaires responses.

The students' and teachers' attitude towards teaching English vocabulary through the use of audio visual aids was rated as great and perfect views. Both of them totally supported integrating technological aids such as audio-visual aids in developing learning foreign languages and teaching vocabulary in particular. Based on the results obtained from teachers and students questionnaire, all of them have a positive attitude with the percentage 100% agreed in implementing these aids in EFL classrooms.

Audio-visual aids for example using videos, songs or any other types of materials foster students to use their vocabulary. Mostly, AVA fights the boredom that learners faced as long as they are in learning situation.

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

- Fear of making grammatical mistakes, incorrect pronunciation when they are speaking or intended to express their ideas, thoughts.
- Because of their shyness, anxiety and lack of confidence for some of the students.

- They are unmotivated and discouraged to speak English inside classroom.
- Because the classroom environment doesn't help them to engage with the lesson in terms of huge number of students.
- Lack of practicing newly learned vocabulary inside and outside the classroom.
- According to students' view, they feel bored, uninterested to learn because of the teachers' methods and strategies doesn't help them.

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Appendices

Appendix I : Students' Questionnaire.

Dear students,

This questionnaire is served as a data collection tool to explore *“The effects of audio visual aids in enhancing students' vocabulary knowledge”* Case study of first year students of English at M'Sila University. This questionnaire is designed to identify your problems in using vocabulary and how well audio visual aids can motivate and facilitate its teaching process. You are kindly requested to provide us with your answers to help us accomplish this research work. Thank you in advance for your contribution.

Master Researcher:

Researcher's Name: Imane DIF

Section one: General background

1. Your choice of English was :

a. Personal

b. Imposed

2. Justify

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

Section two: Using audio visual aids in the oral classrooms

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

a. Yes

b. No

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

a. Always

b. Sometimes

c. Rarely

d. Never

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

a. Yes

b. No

5. If no justify,

.....

.....

.....

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

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

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

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

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

a. Positive

b. Negative

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

a. Yes

b. No

Section three: Teaching vocabulary via A.V.A

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

- a. Lack of motivation and encouragement to speak English
- b. Lack of practice the newly learned vocabulary in classroom
- c. Fear of making mistakes when pronouncing, spelling the words.
- d. The activities doesn't help us to use our vocabulary
- e. The classroom is not enjoyable and interesting.

Others.....
.....

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

- a. Yes
- b. No

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

- a. Very important
- b. Important
- c. Not very important

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

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

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

- a. Yes
- b. No

15. Other suggestions

.....

.....

.....

Thank You for your collaboration

Appendix II: Teachers' Questionnaire

Dear teacher,

This questionnaire serves as a data collection tool to explore "*The effects of audio visual aids in enhancing students' vocabulary knowledge*" Case study of first year students at M'Sila University. Your contribution will greatly help us to prepare our Master dissertation and achieve the research work objectives. You are kindly requested to answer the following questions either by ticking or providing your own information whenever necessary. And in advance thank you very much.

Master researcher: Imane DIF

Section one: Audio visual aids into classrooms

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

2- Yes

3- No

2- If no, say why?

.....

.....

.....

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

a. Sometimes

b. Rarely

c. Always

d. Never

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

- a. Audio aids (Tape recorder, radio, laboratory...)
- b. Visual aids (Pictures, slides...)
- c. Audio visual aids (television, videos, computers....)

5- Do you find any difficulties when using Audio-Visual Aids in your courses?

- 1. Yes
- 2. No

6- If yes, what kind of difficulties?

.....

.....

.....

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

- a. Positive
- b. Neutral
- c. Negative

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

- a. Motivating
- b. Helpful
- c. Pleasure
- d. Boring

Section three: Teaching vocabulary through Audio-Visual Aids.

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

- 1. Yes
-

2. No

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

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

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

- 1. An educating strategy
- 2. An entertaining strategy
- 3. Both
- 4. A waste of time

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

- 1. Yes
- 2. No

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

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

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

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

1. Yes

2. No

15-Any other comments concerning using Audio-Visual Aids in EFL classrooms:

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.....

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Thank You for your contribution

الملخص:

يهدف هذا البحث إلى إكتشاف مدى فاعلية الوسائل السمعية البصرية في تنمية الرصيد اللغوي للطلاب من خلال دراسة حالة عينة من طلبة اللغة الانجليزية للسنة الأولى جامعة محمد بوضياف بالمسيلة بغية التعرف على ما إن كانت هذه الوسائل تساعد على تعلم واستعمال الرصيد اللغوي من طرف الطلاب، لتحقيق هذا الهدف اعتمدنا على وسيلة الاستبيان. من خلال توزيع ما عدده 50 استبانة على طلاب السنة الأولى و15 استبانة للأساتذة بقسم اللغة الإنجليزية بجامعة المسيلة.

ركزت هذه الدراسة على دور الوسائل السمعية البصرية باعتبار أنها وسيلة فعالة في تحسين مستوى الطالب من حيث الرصيد اللغوي.

وتوصل البحث إلى أن الطالب يمكنه أن يتعلم ويحفظ كم هائل من المفردات عندما يكون تعليمه باستعمال وسائل السمعية البصرية، هذه الأخيرة هي جد فعالة لتحفيز الطلاب لتعلم ليس فقط المفردات بل أيضا جميع خصائص اللغة الأجنبية بصفة عامة. ومن خلال النتائج المتوصل إليها نقترح بعض الاقتراحات البيداغوجية من أجل إدماج الوسائل السمعية البصرية في تعليم المفردات. وبيننا في جزء النتائج أن الوسائل التكنولوجية الحديثة توفر مفردات مفهومة وتخلق جو مريح داخل القسم.

الكلمات المفتاحية: الأجهزة السمعية البصرية، الرصيد اللغوي، اللغة الانجليزية، الطلاب، الأساتذة، الجامعة.