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The Effect of Using Audio Visual Aids

The Case of fourth year pupils

Mohammed Boudlel Middle School , Moghrar , Naama.

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Linguistics

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Dedication

In the Name of God, Most Gracious, Most Merciful, All the Praise is due to God alone, the Sustainer of the world.

Firstly and foremost, I thank Allah who gave me the strength to finish this modest work

I dedicate this simple research to:

My teachers at the University: Mrs. Belaid, Mrs.Mbata, MrsDrissi, MrsBagui, Mts.Hadi Said,id, Mrs.Berrahoui, Mrs.Gouani, Mr.Fethi, Mr.Ioudji, Mr.Benkraled

My dear parents, my wife and my children

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Abstract

This research work tried to examine the use of audio-visual aids in enhancing pupils' vocabulary acquisition at 4th year middle school level. It meant at finding out whether these teaching aids help in leading pupils to well remember new words. To reach this aim, the researcher relied on two means of research: a questionnaire and a classroom observation. The questionnaire was handed to teachers in order to investigate the techniques applied by teachers to present new vocabulary items. It focused on investigating the role of audio-visual materials as one of these techniques. Furthermore, the classroom observation was set in order to obtain more direct, real and accurate data on what is going on when explaining and practicing new words with and without teaching materials. The results obtained from this investigation confirmed the hypotheses and revealed that pupils remember nearly all new words when they encounter them with auditory and/or visual images. These aids were also valuable means to attract and motivate pupils for learning not only vocabulary but also a foreign language. With these findings, the researcher have suggested some pedagogical implications for the teaching of vocabulary with audio-visual devices confirm that both traditional and modern technological materials offer more comprehensible vocabulary and create a relaxed atmosphere inside the classroom

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List of Abbreviation

AF	Absolute frequency
AVA	Audio Visual Aids
CLTAVA	Communicative Language Teaching
EFL	English as Foreign Language
EFL	English as a Foreign Language
Fl	Foreign Language
L1	First Language
PPS	Pupils
RF	Relative Frequency
Voc.	Vocabulary

Learning a foreign language involves the development of four main skills: listening, Speaking, Reading and Writing. However, there are two other crucial elements to the process of acquiring and using a language which are Grammar and Vocabulary.

This latter has been recognized as the most important and crucial to language users. However it may Cause one of the most important changes that EFL learners will face in which insufficient vocabulary knowledge leads to some difficulties in their learning.

For this reason EFL teachers should teach it in more effective way and in a relaxed classroom atmosphere. In this respect, the integration of Audio Visual Aids as a teaching technique proved its effectiveness in the context of foreign language learning. Based on significant role of audio visual aids in learning English as a foreign language, the main objective of this research is to find out **to what extent does the implementation of audio visual aids for communicative purposes help in developing English learner's vocabulary acquisition and performance.** It also aims to assess if the use of audio visual aids with communicative approach can help learners of English to improve and develop their basic language skills: listening, speaking, reading and writing .And finally to determine the important role of the teacher as a key factor in motivating his /her students by the use of audio visual aids as a teaching strategy to determine the acquisition of English vocabulary.

The aforementioned problematic leads the researcher to ask some research questions which are listed as follows:

- 1) - Does the use of audio visual aids help, hinder, or have no effect on student's vocabulary retention?
- 2) Do EFL teachers use audio visual aids in their instruction?
- 3) Will students be able to show comprehension of English of target vocabulary when it is presented in a new context?
- 4) Will students tend to choose words with illustrations when orally communicating in original sentences?

These research questions yield to

- Independent variable: using audio visual aids.
- Dependent variable: teaching English vocabulary.

In order to prove the potential advantages of audio visual aids on learning vocabulary, the researcher has opted for certain methodology to discover answers to the research questions and to test the raised hypotheses. The case study chosen for this research is fourth year pupils at Mohammed Boudlel Middle School, Naama.

In fact the research instruments chosen for this research are a questionnaire for EFL teachers. In addition to that different were conducted by the researcher in the studied setting to show whether the use of these materials can improve student's skills if even they were used by treated using both qualitative and quantitative technique.

This research work is divided into chapters. In the first one, two concepts definitions and theories have been provided and the links joining them have been established as well. In another word, it includes a brief literature review about teaching/learning vocabulary and the implementation of A.VAs and technological devices in EFL classroom.

The second chapter starts with an overview of ELT in Algeria. Next, it provide a brief presentation of Boudlel Mohamed middle school where the research work is conducted, within 4th year pupils studying English as a foreign language. This chapter also sheds light on the data collection procedures undertaken to answer the research questions and test the hypotheses. The research tools which are used are a questionnaire for teachers and different classroom observations attended within the same level. Furthermore the data collected were analysed both qualitatively and quantitatively where some conclusion are drawn. Based on the results obtained from the case study, some suggestions and recommendations were highlighted where the researcher intend to make links between audio visual teaching aids and vocabulary instruction where the integrations of these educational tools proved its effectiveness in foreign language learning.

1-1.Introduction:

Learning a language involves four main skills: Listening, speaking, reading and writing .However among these skills and components, Vocabulary is one of the most crucial ones in language Teaching without which communication is not possible .In the same context,Harmer(2001) states that” if language structure make up skeleton of language, then it is vocabulary, that provides the vital organs and the flesh”.Harmer(2001:246)

The role of vocabulary cannot be neglected because it conveys and interprets messages at any language whether it is first, second, or foreign one.

Psychologists, linguists, and language instructors have been interested in vocabulary learning strategies for a long time (Levenston, 1979). Therefore numerous studies have been conducted comparing the effects of different vocabulary presentation strategies

This work aims to shed light on vocabulary learning by using different materials and techniques. To this end, this research focuses on one area, i.e., learning strategies, by using the Audio-Visual-Aids and evaluation of learning behaviors in order to learn and put into practice the vocabulary of a foreign language.

Learners often try to communicate in a foreign language using individual and simple words; and their ideas could be understood although their grammatical weakness. -This meets Wilkins’ point of view who stated that *“without grammar very little can be conveyed, without vocabulary nothing can be conveyed”*

In this chapter, the researcher will shed light on vocabulary definition, the lexicology and lexicography studies, vocabulary learning strategies, including intentional and incidental learning, and vocabulary teaching techniques. Concerning teaching techniques, the researcher will focus more on the integration of using audio-visual aids in classroom.

I-2 Definition of Vocabulary:

In learning a language grammar is not sufficient unless vocabulary is well acquired. Lexis plays an integral role in EFL classrooms, since it is impossible to study a language without knowing its words: It would be impossible to learn a language without words. One could learn a language through some symbol system which would demonstrate relations and how they are realised, but this would like examining the skeletal remains of dinosaur and believing that one had actually encountered the creature. Language is not dry bones. It’s a living growing entity, clothed in the flesh of word Rivers (1981, 462)

Many definitions have been given for the term vocabulary’; however, they are still limited and need extra clarifications. Todd (1998) argued that “there is

no clear final definition of the word “vocabulary”. *He suggested that there is the orthographic, morphological, lexical, and semantic aspect of the word. An orthographic word has a space on either side of it.* Meanwhile, a morphological one has a relation with form only and not meaning. Then, a lexical word concerns the various forms of items which are closely related by meaning; and finally, a semantic word considers the distinction between words which are morphologically the same and different in meaning.

Longman Dictionary of Contemporary English (1981, 56), also, defines 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” .

Also, Webster has provided three definitions of vocabulary, they are as follows:

- 1) a list or collection of words and phrases usually alphabetically arranged and explained or defined;
- 2) a list or collection of terms or codes available for use;
- 3) a sum or stock of words employed by a language group, individual, work, or in a field knowledge.

In addition, A. S. Hornby in “Oxford Advanced Learner Dictionary of Current English” states that vocabulary is:

- 1) Total number of words which (with rules for combining them) make up a language;
- 2) (Range of) words known to, or used by, a person, in a trade, profession, etc.

In a conclusion all these definitions see ‘vocabulary’ as It is a wide range of words that build a language, and which are used by individuals in community groups in order to communicate.

1.3. Vocabulary and Reading Comprehension:

The strong relationship between both vocabulary and reading is demonstrated by many studies. Thorndike(1973), in a study of reading in 15 countries (and with over 100,000 students), reported median correlations across countries and age groups of between 66 and 75 for reading and vocabulary. Stanovich (1986, 2000) has also reported on studies that support this relationship, and in his own research, he has reported strong correlations between vocabulary and reading.

To develop reading comprehension abilities, Stanovich, (1986,200) makes a strong argument for a reciprocal causal relation between reading and vocabulary. That is, vocabulary growth leads to improved reading comprehension, and amount of reading leads to vocabulary growth.

In a further set of research studies, Carver (2000, 2003) has argued that the relationship between vocabulary knowledge and reading comprehension is so strong that they can produce perfect correlations.

One cannot communicate a foreign language if s/he does not possess worth vocabulary. Recently, there has been a theoretical interest in the role of vocabulary in reading comprehension, and in conversely, the role of reading in enhancing vocabulary knowledge. Vocabulary is considered among the best ways that teachers need to rely on when teaching reading.

Vocabulary is an elementary part in different reading skills such as: decoding, visual word recognition and reading comprehension (Ouellette 2006,555-557,). *“By far the greatest lexical obstacle to good reading is insufficient number of words in the learner’s lexicon. Lexis is the best predictor of success in reading, better than syntax or general reading ability”*(B. Laufer, 2010, 31)

On the other hand, reading is almost among the valuable approaches applied to develop foreign language learners’ vocabulary. Nation (1990:149-150). argued that “reading leads to successful vocabulary learning and vocabulary, as well, leads to effective reading growth”.In his point of view, extensive reading is also beneficial for all language learners in all language situations, not only in vocabulary instruction.

In the same context, Grabe and Stoller(1997:122). argue that *“extensive reading exposes learners to large quantities of material within their linguistic competence”*.

Presenting new words in their context and increasing their frequency of use can develop learners’ vocabulary proficiency. So, teachers should guide their learners in selecting suitable vocabulary through reading.

This meets Paribakht and Wesche’s point of view who stated that “what makes learners (especially beginners) successfully develop vocabulary is the direct instruction provided by instructors” .Paribakht and Wesche’s (1997, 177). Beginners are still not responsible for choosing appropriate words to go through while reading, so teachers should enlighten them and provide them with procedures to be followed which will facilitate their way to understanding.

To conclude, vocabulary and reading are considered as two main language components that foster each other interchangeably. Learners can enrich their vocabulary through exposure to reading, as well as, they can strengthen their reading skills through vocabulary acquisition. They have a strong relationship that ends with satisfied achievements in foreign language acquisition.

1.4. Teaching Vocabulary

English language is becoming more and more popular all over the world in all spheres of social life. Helen Stepanova (2016) said that “English teaching and learning is a hard and many-sided process, where both participants – learners and teachers – should follow certain rules.”

The foreign language in general is in seriously influenced by the knowledge of vocabulary. The more words a person knows the more secure and comfortable he/she feels himself/herself; the more willing he/she is to communicate and express his feeling.

The following questions seem worth to be raised by both EFL teachers and learners:

- ✓ How to memorize new words?
- ✓ How to make it easier for the students to perceive new words?
- ✓ and to keep them in mind for a long time?

According to the physiologists there are three ingrained learning styles of perceiving new information. Thus, the teacher can try to help his/her students to define their styles of perception and to facilitate them to memorize new foreign words using the techniques most appropriate for their learning styles. These latters can be grouped under these headings:

- **Visual style:** This style suggests that students turn the words into pictures as they have a great visual memory. 35% of students have such style.(Pictionary)
- **Auditory style:** This style suggests that students perceive the world through sounds of voice, its tone and timbre. 25% of students possess this style.
- **Kinesthetic style:** This style allows students to perceive the information through feelings, emotions, instincts, contacts; their muscles play a huge role in learning. 40% of students have such style.(official document Ministry of education Curriculum 2017 Secund Generatio)

In reality the pure type is rather rare; however it is often the case that students have a blended style – visual-kin aesthetic or visual-auditory. Knowing the students' style the teacher can choose the most appropriate tools and tasks to teach the students. (*From 'OXFORD UNIVERSITY PRESS English Language Teaching Global Blog'*)

For example, you can draw a body and write the parts of the body, or draw a flat and write the names of the rooms etc...This technique works perfectly for *visuals*, as drawing the pictures stimulates the creative thinking what leads to easier memorization. It is important to draw pictures and words not only on the paper but in the air with your hands, too!

Words are written on sticky notes with translations, synonyms and examples. Then they are stuck in places where students spend the most time. Encourage students to take a look and revise the words every time they are near. Later on this paper is replaced with a new one. This is another good technique for the *visuals*.

There are other useful techniques among them the following are highlighted:

- ✓ **Create Word Associations:** Students are encouraged to make their own word associations. The teacher can give some hints, however the students should create their own. The point is that the word will be memorized and in years they will remember it!
- ✓ **Read Books:** Get the students to read books and write down new words, learning them in the context of the book. The *visuals* will be able to remember not only the word but even the page where this word was printed.
- ✓ **Work with a Dictionary:** One of the best techniques to expand vocabulary is to write down compound nouns from the dictionaries, consisting of two nouns: headache (head and ache), lighthouse (light and house), snowman (snow and man), etc. This technique could be useful for *visual* and *kinesthetic* learners.

Auditory learners can definitely benefit from this technique, as it is based on sounds, although *visual* learners may associate words with brand logos, etc.

However, what about the steps followed by EFL teachers when presenting and teaching vocabulary?

1.4.1. Steps of Teaching Vocabulary:

In the area of teaching vocabulary, Nation and Newton marked that teachers should consider three main principles: *selection, sequence and*

presentation of the course (qtd. in Coady and Huckin 1997:239). There are also seven systematic steps of teaching vocabulary. There may happen a learner (even an advanced one) can hear a difficult English word or phrase literally thousands of times and still not use that word in the way that a native speaker does. It might be expected that, after having been exposed to a word in ten, twenty, or may be at the very most thirty, contexts, a learner will gradually piece together the word's meaning and start to use it correctly, appropriately and fluently.

Of course one cannot expect a learner to acquire difficult words in the same way as a young child acquires their first language. But, perhaps as teacher, he can somehow help learners to arouse their 'learning monitor' by, for example, providing rich contexts containing the target language and by giving his learners time to reflect on what the language item means. In this way teachers can use the EFL classroom to replicate the real world and nurture strategies to help students understand and produce difficult language items which often seem beyond their grasp.

Here are some practical steps that teachers may use to help the students. As an example if they want to focus on a word and suggest ways that a student can understand what it means, and, thereafter, be able to use it more fluently. This model (which consists of seven steps) can be used for any difficult word/phrase.

- ✓ **Step 1:** Get students to listen to the word or phrase in authentic-sounding dialogues because they need at least six contexts to start to understand all the different nuances of meaning of a difficult target item.
- ✓ **Step 2:** Students are given plenty of time to study the word in these contexts, so that they can work out what the meaning / function is, get them to study the contexts individually and then get them to compare their thoughts in pairs or groups or get them to discuss in pairs / groups straight away.
- ✓ **Step 3:** Both teacher and learner may discuss the meaning in plenary. This can be done in two stages. First, the teacher simply says "So what do you think?" Then, after having heard their thoughts, he may ask them concept questions that uncover the heart of the meaning.

Examples of concept questions for actually might be:

-) Is the speaker saying something quite important?

) Does the speaker give the other person the answer they want / expect?

) Is the speaker asserting him/herself?

Step 4: A phonological models (including pronunciation, stress, and intonation) in a surrounding sentence are provided

Step 5: Provide a prompt - to elicit use of the word in a natural way. Here are some prompts actually used by teachers:

"So what do you think of?" (Mecca) use a facial expression to show that a positive response. Unexpected.

) "Would you like a cigarette?"

) "Shall we go out for a meal tonight?"

) "How's your friend Bill?"

If the teacher doesn't get the response he wants, he may repeat and tries to get another student to help. Then, if necessary, he gets individual students to repeat the response until they feel completely comfortable with it.

- ✓ **Step 6:** The teacher sets up a simulation, providing students with the chance to say the word in a natural situation. He distributes the following scenario and gets two of the good students to act it in front of the class and then get all the students to act it in closed pairs (rotating roles).

- ✓ e.g. John and Mary are in a cafeteria
 1. John asks Mary if she'd like a cup of coffee.
 2. Mary refuses this (as she doesn't like coffee).
 3. John buys her some mineral water.
 4. Mary suggests sitting down.
 5. John agrees.
 6. John asks if it's OK to smoke a cigarette.
 7. Mary says she's got a bronchial problem. (Etc.)

- ✓ **Step 7:** The teacher sets up a review schedule, in which words are elicited and practiced. It's always important to review such lessons in the future, but each time he does this, he spends less time on it, and inserts bigger gaps between the inclusions of this language item in the review sessions. Ultimately, he reaches the point where he just needs to say to someone

1.4.1.1.Selecting Vocabulary:

A student's maximum level of reading comprehension is determined by his or her knowledge of words. This word knowledge allows students to comprehend text. The teacher can explicitly teach word meanings to improve comprehension. However, to know a word means knowing it in all of the following dimensions:

-) The ability to define a word
-) The ability to recognize when to use that word
-) Knowledge of its multiple meanings
-) The ability to decode and spell that word

Therefore, it is vitally important to teach key words that children will need to comprehend texts, learn the content in those texts, and pass tests. Words are taught through direct instruction of word meanings as well as through discussions about words (including prefixes, suffixes, and roots) – all combined with a lot of reading. For English language learners vocabulary development is especially critical for their ability to read and comprehend texts

The main questions elevated by teachers at this level are:

- 1) How many words do I need to teach?
- 2) How much vocabulary do learners need to know?

Marking the fact that the vocabulary acquisition varies in accordance to the learner's level, teachers should base the questions and the objectives on their learners' current knowledge of the language. To help decide how much vocabulary is needed to be learned, McCarten(2007:6)proposed three kinds of information: “ 1) the number of words in the language,2) the number of words known by native speakers, and 3) the number of words needed to use a target language”. He believed that foreign language teaching of unfamiliar words should be based upon the native's and the whole language amount of words.

Currently researchers and teachers state that the choice of words needed to be taught is related to the frequency of use. In other words, words, which are used usually and in many times, should be taught first (Harmer1991:154). This goes with Nation's idea (1990:18) who declared that:

We can get information about which words will be most useful for learners of English by looking at frequency counts of vocabulary. Usually a vocabulary count is done by making a list of the words in a particular text or group of texts

and counting how often and where they occur. Some of the more recent counts have used computers to list the words and count their frequency.

Frequency is seen as a major factor in selecting lexical items for instruction. High frequency words receive the first instruction than low frequency words. In addition, semantics is also one of the criteria for selecting instructional vocabulary. The word “book” should be taught at the beginning levels than words like “notebook” and “textbook”, because the former covers a wide range of meanings than the two others which cover limited meanings.

Extra important principles are also suggested by Beck Isabel, Margaret Mc. Keown and Linda Kucanin regards of words’ selection (2002:209). They are: “word’s familiarity, importance and usefulness”. The three researchers have raised three major types of issues to be undertaken from the side of the teacher to choose suitable words (2002:221):

- How generally useful is the word? Is it the word that learners are likely to meet often in other texts?
- How does the word relate to other words, to ideas that learners know or have been learning?
- What does the word bring to a text or a situation? What role does the word play in communicating the meaning of the context in which it is used?

They argued that the most familiar, important and useful words in accordance to learners’ level should be the first ones to be taught. Presenting words accompanied with these characteristics make learners feel interested and involved when learning them. Reviewing all what has been written concerning word’s selection, it can be noticed that the teacher plays a major role in this task, s/he is the main responsible for deciding which words should be taught first and better fit the instructional objectives. “(Teachers) vocabulary work can be directed toward useful words and can give learners practice in useful skills” (P. Nation 1997:71)

1.4.1.2. Sequence:

When the words to be taught are selected, there is the choice of sequence of presentation. Sequence concerns the procedure on which aspects of the word should be presented first: either meaning first, then form, or form first, then meaning.

Some teachers claim that presenting the meaning first creates a need for knowing the form while others see that presenting the form first in contexts is

better to make learners guess the meaning by themselves.:(From the net Sharon Linde lesson , chapte 10rEffective Teaching Strategies: Help)

Any language has a large number of words which make its basis. Normally, these words are learned at the very beginning of studies. These words are used more frequently in any written and oral discourse than other words. After that, if the learner continues his/her academic studies, s/he will encounter 800 words to acquire, and which covers 08% of a text. Then, some learners carry on their studies in specific fields such as: medicine, law, mathematics, and physics. At this level, each field necessitates technical terminologies; they are approximately listed under 2.000 words.Finally, low frequency words are used for social objectives, and not for academic studies.

While explaining new items to learners at the same time, teachers should be aware of the fact that it is easier for learners to remember words which are not synonyms or antonyms. It is preferable to present non-similar words in meaning and form. If words like “sit” and “stand” taught at the same time, learners may be confused whether “sit” means “sit” or “stand”. So, it is important for teachers to bear in mind the idea of grouping new items. In addition, the ordering of items is considered as another important idea in teaching English vocabulary. Some words require certain order, and cannot be changed in order to have meaningful and well-structured sentences form. While others see that presenting the form first in contexts is better to make learners guess the meaning by themselves.(From the net.:((Sharon Linde ,chapter 10, Effective Teaching Strategies: Help)????

Sequencing events in a story is a comprehension strategy for reading. Important reading skills such as comprehension and connecting depend on the readers' ability to understand how major events unfold. Understanding words like 'first,' 'next,' 'then,' and 'after' help readers make sense of time in reading. It is also a skill which children will use in science. As an inquiry skill, learners need it to perform the steps in experiments, observe and record changes, and understand how and why things change over time. In math, computation problems often follow a certain order. Social studies, particularly history, uses sequence of events to make sense of what happened and when.

Students need to be able to make sense of a text to understand information as it is being read so they are able to recall it later. One often sees beginning and emergent readers who haven't been directly exposed to sequencing retelling a story out of order. Without explicit instruction, they don't know the order of events matter. More experienced readers often fixate on pieces of a story they find most interesting, forgetting other important details.

Readers should be taught and helped to understand the importance of order of events and helped to deepen comprehension. The ability to correctly identify beginning, middle, and end allows readers to retell the story later and makes the task of remembering important events manageable. Teachers will also see correct use of sequencing in reading when students begin writing stories; their ability to form a plot depends on the understanding that events happen in a specific and particular sequence of events.

1.4.1.3. Presenting Vocabulary

With hundreds of thousands of words in the English language, teaching vocabulary can seem like a very discouraging prospect. Remember though that the average native speaker uses around only five thousand words in everyday speech. Moreover, students won't need to produce every word they learn, some they will just need to recognize. Selecting what to teach, based on frequency and usefulness to the needs of students is therefore essential.

One teacher have chosen what to teach, the next important steps are to consider what students need to know about the items, and how they can teach them. After selecting and sequencing the items to be taught, teachers come to present these words to their learners. This presentation can be planned or unplanned. On the one hand, the unplanned vocabulary teaching is defined by Seal as “teaching of problem vocabulary that comes up without warning in the course of a lesson”, (1991:298). In some cases, learners may encounter difficult words; they ask the teacher for clarifications. The clarifications provided by the teacher come without previous planning. On the other hand, the planned vocabulary teaching is defined as :“when the teacher goes into the classroom with an item or set of vocabulary items that he/she has decided before hand will be taught during the course of the lesson” .(Seal,1991:298). It is also called “intentional vocabulary instruction” (Hatch and Brown (1995:415).

During the presentation, teachers can vary the techniques applied so they correlate the situations with the objectives, and at the end of the lesson, they involve their learners in various activities to practice what they have learned and to check their understanding.

What may a student need to know about selected item?

It is important to get across the meaning of the item clearly and to ensure that students have understood correctly with checking questions. They need to know if it is a verb / a noun / an adjective etc. ? To be able to use it effectively.

How it is pronounced? How it is spelt? The connotations that the item may have, The situations when the word is or is not used, How the word is related to

others,. Collocation or the way that words occur together, what the affixes (the prefixes and suffixes) may indicate about the meaning?

There are lots of ways of getting across the meaning of a lexical item which are: Illustration, *Mime*, *Synonyms/Antonyms/Gradable items*, *Definition: Translation and Context* .However, the following points will also highlight other Alternative ways of teaching vocabulary:

- ✓ A few items of vocabulary are given to student and are told to find the meaning, pronunciation and write an example sentence with the word in. They can then teach each other in groups. Prepare worksheets and ask students to match words to definitions and are asked to classify a group of words into different categories. For example, a list of transport words into air/sea/land.
- ✓ The vocabulary is taught and reviewed through a game or activity and students are encouraged to do the same at home where autonomy is encouraged with in learners. Then they are advised to read, watch films, listen to songs etc. and note the useful words. Different colours are used for the word / the phonemics / the prepositions / the part of speech. It is a good idea to teach/learn words with associated meanings together.
- ✓ Students are encouraged to purchase a good dictionary and use class time to highlight the benefits of one.
- ✓ The grammatical names for the parts of speech and the phonemic script are taught. A good dictionary is always kept by teacher's side in case a student asks about a word he doesn't know. If a teacher does not and have never heard of the word, he should then tell the student to check and get back to them.
- ✓ Give extra examples sentences to the students if they are unsure and encourage them to write the word in an example sentence (maybe for homework)

1.4.2. Techniques of Teaching Vocabulary:

Most teachers probably agree that passive learning is not an effective **teaching strategy** to instruct vocabulary. Because students need multiple exposures to a word before they can fully understand it as some studies showed that. They also need to learn new words in context, by reading. Teachers can emphasize active processing by having students connect new meanings to

words they already have knowledge of. The more exposures students have to a word, the better chance they will remember it

A wide range of methods have been applied in language teaching among them the following: grammar translation method, direct method, audio-lingual method, and CLT method. Each of these methods has treated vocabulary teaching differently.

First, Richard and Rodgers (1986:3) argue 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.

Second, unlike The Grammar Translation Method, The Direct Method does not use L1 translation, but it combines word’s learning/teaching with pictures, realia or actions (Krashen, 1982:135).

Third, The Audio Lingual Method supports the mastery of structure and puts the focus on vocabulary instruction after dealing with the structural patterns.

Lastly, the CLT Method emphasizes the role of contexts and learner’s previous knowledge in vocabulary instruction. These all methods provides useful techniques for instructing foreign language lexis, they can be used exchangeably and they all aim at having successful vocabulary teaching/learning. Moving to practice, Scrivener suggested a technique called ‘Presentation-Practice Route’ (2005:235). 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. While in the practice, the teacher involves learners into practice by using certain techniques.

1.4.2.1. Visual Techniques:

Many techniques derived from the Direct Method are used to illustrate the meaning of words, Thornbury(1997: 78) summarizes them “using real objects (called realia) or pictures or mime”.

Research shows that 80% of learning occurs through seeing. In parallel, Anderson (1979:1) states that “At present, up to 65 percent of our students can be classified as visual learners”. Consequently, 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 used as prompts to serve the vocabulary teaching/learning.

Hence, audio and audio-visual aids are concerned as well. Moreover, Wright (1990) stated that “many media and many styles of visual presentation are useful to the language learner. Considering the proverb that says: “Seeing believes «teachers should frequently apply these teaching aids in classroom. These materials can make learners feel comfortable and involved; they can increase their motivation and lower the affective variables in classroom.

1.4.2.2. Verbal Techniques:

Using visuals and gestures is exclusively worth in teaching/learning concrete items such as: a car, fat, sunny... etc. However, words like: freedom, responsibility can be taught neither by using pictures or other visuals, nor by gestures.

Visuals have limitations when explaining concepts..(McCarthy1992:115) and Thornburg (1997: 81). Verbal techniques such as: using definitions and illustrative sentences, synonyms and antonyms, definitions and translation can offer adequate teaching/learning

1.5. Audio-Visual Aids Definition:

When preparing a lesson plan and before giving learners additional ways to process information, teachers should take into consideration the materials that they can help them in their class and convey the meaning of everything.

Audio-visual aids can be defined in two ways as a picture and as an electronic device that teachers show to his learner to help their understanding or in a broader sense is anything they bring it in the classroom to do this task, teachers can use pictures, video, symbols, gestures and facial expressions, verbal and none verbal as visual aids, a tape recorder or a video. For example the students are learning vocabulary from daily activities, so teachers use photographs of people dairies as visual aids such as pictures.

Audio visual materials are produced, distributed and used as planned components of educational programmes. They help the process of learning through motivation, classification and stimulation. They are multisensory materials which motivate and stimulate the pupils. They make dynamic learning experience more concrete realistic and clarified. They provide significant gains in thinking and reasoning.

According to Kinder S. James (2010): “Audio visual aids are any device which can be used to make the learning experience more concrete, more realistic and more dynamic». They are also defined by Burton: “Audio visual aids are those sensory objects or images which initiate or stimulate and reinforce learning.". According to Carter.V.Good (web): “audio visual aids are those aids which help in completing the triangular process of learning that is motivation, classification and stimulation”. Edger Dale (web): states further that: “audio visual aids are those devices by the use of which communication of ideas between persons and groups in various teaching and training situations is helped. These are also termed as multi-sensory materials.

Furthermore, McKean and Roberts claim that (web):: audio visual aids are supplementary devices by which the teacher, through the utilization of more than one sensory channel is able to clarify, establish and correlate concepts, interpretations and appreciations. KP. Neeraja also (web) points that an audio visual aid is an instructional device in which the message can be heard as well as seen.

1.6. A Brief History of A.V.A.:

In the past decades, there was a gradual development in the field of technology. Many technological tools have been progressed and developed. This development spreads over time and reaches the field of foreign language teaching/learning. During the middle age, Pierre Abelard presented a new method of choosing and introducing educational materials. Then, John Comenius (1592-1670) wrote his book “Orbis Sensilium Pictus (the world of sense objects) which contains approximately 150 educational pictures; moreover, he emphasised the usefulness of textbooks for children’s education.

In the beginning of 19th century, textbooks, photographs, blackboards have been invented for the first time, and this movement was called “Visual Instruction”. By 1920, visual aids were widely progressed, then, audio visual media were produced. Few years later, in 1926, educational films as well as instructional televisions were used as teaching media.

Eric Ashby '(1998) marked all these changes and summarizes those under four main revolutions in education:

1) Education from home to school,

- 2) Written word as a tool of education,
- 3) Invention of printing and use of books, and
- 4) Use of electronic media i.e. Radio, T.V, tape recorder and computer Eric Ashby '(1998) (qtd. in Sampath, Panneerselvam and Santhanam' (2007, 30)

Rothenberg (1981:53) has also studied the development of teaching aids, she has put them in two major stages: traditional teaching aids, and technological teaching aids. At the first stage, traditional aids were consisted of simple, easy-managed, non-expensive and non-complicated materials. The teacher receives no training to work with these aids pictures, photographs, printed documents, books, magazines are among these materials. Most of them were considered as visuals and did not closely touch the other senses. At the second stage, many technological aids were emerged and were integrated in the educational field. Therefore, Instructors should receive special training in order to work with these aids. These materials are called “Multi-Sensory Aids” since they serve all the five senses.

At the very first beginning, the aids were consisted of slides, radio, television, tape recorder ...etc. Years later, starting from the twentieth century till today, more developed technologies were invented. This period is called “The Digital Age” in which the use of computers, , videos, and internet has been strongly marked. This technological progress will continue, by time, to produce such useful materials which may help both instructors and learners have better circumstances in teaching/learning a foreign language, especially instructing vocabulary

1.7. Types of Audio-Visual Aids:

The various teaching aids could be summarized in the following categories: Visual aids e.g. maps, pictures .Auditory aids e.g. tape recorder, record player. And both audio-visual aids e.g. television.

1.7.1. Visual Aids

They are aids which require the involvement of learners visual senses. They are made to influence the eyes of learners to enable them to understand what is being shown. In language learning visual aids help in improving language skills

such as speaking, writing. Generally, different types and functions of visual aids are listed below:

1.7.1.1..Black-board

A big strong piece of wood which is a very old teaching aids used by teacher to write on anything he wants to attract the attention of students e.g. difficult words, questions. Its main advantages are listed as follow: Easy to make changes, Excellent way for communication, Not expensive. Good for step by step instruction While its main drawbacks can be summarized in the following points: Not portable, Not permanent, Poor for showing details, Time consuming, Loss of eye contact with the class

1.7.1.2. Handout

It is any written material to be covered in class or information which is considered to be good for covering forms and inexpensive while students will spend class time going over a handout if it is not covered in class; difficult to make changes if the handout is large, current forms need to be constantly updated and spelling must be checked

1.7.1.3. Charts and maps

Usually the teacher uses them in case of diagrams that he cannot draw them in the blackboard. Charts are very important for presenting and practicing structures and vocabulary. Maps are useful in showing the location of places, mountains, rivers...etc. They are seen as inexpensive, Easy to prepare and make changes, easy to transport, Simple to set up, No special lighting, Step by step instruction. However charts get dirty and ragged with use; Attached work art may not roll up easily, Class size limited to those who can see the chart clearly.

1.7.1.4. Pictures

Here one should distinguish two types of pictures; text pictures and class pictures. Text pictures are found in texts they are usually designed for beginners. Class pictures may be divided into two; picture cards and wall pictures. Picture cards (post cards) are very helpful in language teaching. Wall pictures include maps, posters photographs that represent things that cannot be brought to the classroom. They are helpful for oral presentations and question and answer

drills. Pictures are important because teachers describe through them what they cannot describe by words.

1.7.1.5. Posters

They are a large size pictures with a wide range of illustrative technique which can be used and permanent record however the repeated use can cause posters to break, less portable, difficult to make changes Easy to set up

1.7.1.6. Model and Mentors

It is when teachers represent something real in an object it may be larger or smaller than the real object: Having the real thing in the classroom, Permanent, However it is considered to be expensive which can require skill to use in front of the classroom

1.7.1.7. Films

It is a visual aid used in language teaching in the forms of fixed film strips or slides and motion picture film. The advantages of slides and film strips are that they direct the attention of students to the screen and to the picture and words on it. What teachers present in a film strip can be shown over and over. Motion picture is very interesting in teaching meaning and the form of the language.

1.7.1.8. Slides

They are picture on photographic film projected onto a screen. Their advantages: subject matter is unlimited, they Can be easily rearranged, Permanent and easy to handle and carry, Projection equipment easily available Can be easily rearranged. Permanent and easy to handle and carry duplicated, Presentation can be stopped for discussion .However classrooms needs to be dark, requires time and special equipment, Expensive and equipment may fail

Therefore, we have seen that visual aids play an important role in teaching languages. However the main function of visual aids is to allow the learner to understand what he hears, to learn the different situation in which language forms are used.

1.7.2. Audio Aids

Audio aids are the aids which are related to our sense of hearing. They are

helpful to hear something but not to see, they can be used in or outside the classroom by students. Some important audio aids are listed below:

1.7.2.1. Record Player

By using tape recordings, students can record their own discussions, speech. It may help them improve their pronunciation. It is also helpful for the teacher to evaluate his students speaking skills. It is easy to use and provide permanent recordings they are portable and can record real conversations. However it provides the oral portion of an episode not the visual.

1.7.2.2. Radio

Listening to radio program is useful in learning languages. However; listening to a radio program needs good listener as for radio program cannot be repeated. Radio programs are of two types; one called education radio broadcasts in which students and teachers can participate; and radio programs that carry general discussions on social issues. When listening to a radio program one should have his own paper and pencil to take notes.

1.7.3. Audio-Visual Aids

They are materials that can be seen and heard provided that can used effectively

1.7.3.1. Television

Programs are of great importance in teaching. The teacher may ask students to see a T.V. Show then make it under discussion.

1.7.3.2. Video

Nowadays, educational video cassettes are available with video libraries in the market. Instructors must be familiar about how to use the material effectively. They allow both audio and visual to be recorded with instant replay of subject material, permanent and reusable. However they requires practice, May distract students when they are videotaped and may be difficult to handle all the equipment.

1.7.3.3Computer

It is an electronic machine that can store, organize and find information do calculation and control other machines. Instructor faces the class while

presenting information, Provide both audio and visual records and it is inexpensive .Whereas this device requires a small number of students and the preparation for the aid takes time

1.8. Needs and Importance of A.V.A:

There are a number of benefits in using **A.V.A** in teaching and learning a language, they are important in maintaining good momentum of reading interest among learners. The following points will highlight the benefits of these tools:

- ❖ Firstly, they create strong engagement between learner and subject matters when bringing an object this encourage them to speak, read and write. A.V.A. in teaching enables authentic communication in the classroom.
- ❖ Secondly, learners will be more motivated, sometimes they may have no interest due to the lack of these materials and difficulties they encounter, even though they show positive attitude towards the language but when implementing these tools, they react quickly, there will be a flow of words “picture is worth thousand words.”
- ❖ Thirdly, these concrete objects will help learners to comprehend the meaning of a text, a dialogue; they facilitate learners’ comprehension because of their characteristics such as sounds, light, colours, shapes which can trigger and stimulate learners understanding. “Poor visual aids ruin a good presentation but a good visual cannot rescue a poor presentation” (Thomas Early 1957:199).

The educational value of AVA has been widely discussed by the current studies. They focus **on** their role **in** making the teaching/learning process easier. Educationists believe that teachers should create an effective classroom learning which is related to real life situations.

A number of educational values of audio-visual aids and their importance in language teaching are listed as follow: 1-AVAs increases learner’s curiosity and interest towards the learning task. 2- The use of AVAs makes concepts easier to recall; for example, the act of skating is easier to recall if the word is accompanied by a picture of a figure skating on ice. 3- AVAs create real life situations inside the classroom. 4-They are time-saving and energy-saving because they explain the idea easily and precisely 5- Good teaching is only

possible when a teacher creates a natural environment, and audio-visual aids create this environment <http://www.socyberty.com/education/the-value-of-audiovisualaids-in-teaching/>

1.9. The strategies and Techniques to be followed for an Effective use of A.V.A.

Learning strategies are defined by Chamot and Kupper (2010:13) as “techniques which students use to comprehend, store, and remember information and skills”. Researches on vocabulary learning highlight different strategies followed by learners. Tarone (1995) suggested a number of applicable strategies such as: avoidance, paraphrase, conscious transfer, appeal for assistance, and mime (qtd. in Hatch and Brown (1995, 392). Beyond the paraphrasing strategy, three main components are mentioned: approximations, word coinage, and circumlocution. Whereas the conscious transfer strategy is based on the L1 translation. Tarone believed that if learners encounter difficult words, then, they may avoid learning them.

Concerning his study based on both poor and good Arabic learners of English, Medani (1988, 3-14) has noted extra useful strategies. His findings showed the frequency of occurrence of each strategy.

The strategies are listed below:

1) - Ask classmates	229
2)-. Guessing	215
3)-. Ask teacher	70
4) –Overlook	103
5)-. Ask about meaning by demanding English paraphrase or synonym	81
6) - Ask for Arabic equivalent	79
7) - Ask for a sentence showing word usage	59
8)-. Group work	100
9)-. Dictionary	192

From the above statistics, one can release that the most useful strategy is asking classmates’. This can be interpreted via the fact that learners do not feel anxious and afraid with each other; they are comfortable when discussing points and ideas with classmates. In contrary, statistics showed that ‘asking teacher’ does not receive high occurrence because learners tended to be shy and afraid when speaking to teacher. However, this fact is dependent on teacher’s

personality and way of teaching. Some instructors prefer not to freely discuss topics with learners, they prefer to make them passive learners; however, others prefer to work with active learners. Furthermore, guessing words and using dictionaries are considered among the very useful strategies. These techniques can be used separately as they can be used together. Erten(1998:219) stated that “learners intend to use more than one strategy while learning the same word” . He presented an example in which learners use sound associations and repetition in learning the same item: :

... Bulk, it is a noun, most of majority of Bulk, uh-huh ‘I have finished analyzing the bulk of my data’ ... the most ... the most things ... the ... bulk ... bulk R: What are you thinking? S10: The bulk the ball bulk ball sounds similar. It means it (is) not finished all but mostly most of the things but not all of them. (Erten1998:219)

In this passage, the student is trying to learn the word ‘bulk’. S/he is mixing several strategies to understand and memorize the word. First, s/he is trying to make the expression easy and comprehensible. Secondly, s/he is repeating the word (bulk.. bulk ... bulk). Thirdly, s/he is attempting to associate ball with bulk because they sound alike (bulk the ball). To sum up, the student’s attempts reveal that learners may use different strategies to learn a word.

1.10. Incidental vs. Intentional Vocabulary Learning:

One can learn vocabulary intentionally or incidentally. This distinction goes in parallel with whether it is planned or unplanned vocabulary teaching. This meets the view of O’Malley et al.(1985:215) “Learning, teaching, and communication strategies are often interlaced in discussions of language learning and often applied to the same behaviour” .

A planned instruction results in intentional learning; whereas, unplanned teaching lead to incidental learning. In other words, in some cases learners may encounter difficult words which need extra clarifications, these words may be found also in non-vocabulary lessons; teachers here should explain their meanings, even though they are not planned, this is called incidental learning.

On the one hand, Hatch and Brown (1995:368) defined intentional vocabulary as: “being designed, planned for, or intended by teacher or student”. Researchers classified strategies used by learners for intended vocabulary

learning. These strategies may be suggested by teachers, or by learners themselves. Some learners use a dictionary whether monolingual or bilingual, while others use notebooks to memorize words. Others may arrange lists in which words are organized under certain criteria. Moreover, picking out cues from contexts is considered also as one of the frequent strategies used.

On the other hand, incidental vocabulary acquisition is defined as “the learning of vocabulary as the by-product of any activity not explicitly geared to vocabulary learning” (Hulstijn 2001:271). Schmitt (2005:199.) has also defined incidental vocabulary learning as “learning through exposure when one’s attention is focused on the usage of language rather than on learning itself. Context then plays a very important role in assessing such learning”.

Many studies highlighted the effectiveness of vocabulary incidental learning especially through reading. During one lexical lesson, learners may go through both incidental and intentional learning. In some situations, teacher obliged them to drill activities or pick up clues from texts, so they find themselves learning items intentionally. However, in other cases, learners can learn words sub-consciously and without pre-planning, especially in cases of reading.

1.11. Challenges of using .V.As:

While teaching, A.V.As is becoming more and more popular; day by day there will be some problems to be faced and be solved (Dale 2006). Some of these are: Teachers in general are yet to be convinced that teaching with aids is not enough. It is very tedious, wasteful and ineffective. A.V.A will lose their significance and importance when used without a definite Purpose. Due to the absence of proper planning, correct presentation, appropriate application and discussion and the essential follow up work A.VA. Do not prove their usefulness.

1.12. Teacher’s role in the Context of A.V.As:

The integration of audio-visual aids in classrooms led to the creation of new educational activities, in which the teacher’s role has changed according to these activities and their related objectives. Viadero(1997,16) believed that the teacher’s role is to create a worth classroom atmosphere using these devices: Placing computers and software in classrooms is not enough. Discovering whether technology “works” is not the point. The real issue is when and under what circumstances. Like any other tool, teachers have to come up with a strategy or pedagogy to make it work.

This meets Bernauer's view (1995) who stated that the big deal is not on integrating educational aids; however, it is related to what teachers should do to improve learners' level and motivation. So, the teacher's role has been strongly focused by educators. Fullan (2000 :584) also stressed the importance of teachers for better classroom instruction: Technology generates a glut of information, but it has no particular pedagogical wisdom—especially regarding new breakthroughs in cognitive science about how learners must construct their own meaning for deep understanding to occur. This means that teachers must become experts in pedagogical design. It also means that teachers must use the powers of technology, both in the classroom and in sharing with other teachers what they are learning.)

1.13. Conclusion

Current tendency has dealt with the integration of audio-visual aids in many fields; specifically, education. Researchers and educators emphasise the key role of these teaching materials and technological devices to assist in foreign language teaching and learning (English in this case). However, to reach satisfactory results, both teachers and learners should appropriately perform their due tasks. Importantly, they should consider some practical principles that lastly lead to dynamic and accessible classroom instruction, and they should not rely more on just one kind of aids; however, they should benefit from their variation and manipulate them interchangeably following suitable criteria.

Within this phase, an important fact which teachers should be aware of is that the application of these teaching materials can fail if they rely mostly on them. In other words, some inexperienced teachers may mis-use these aids and plan to integrate them extensively, and in the long run this will result in unsuccessful objectives. They are merely aids and ways for fulfilling better teaching goals, and instructors should know what, when and how they should use them

2.1. Introduction

This chapter provides a description of the situation under investigation as well as the research design and instruments. In the present work, two research tools are used and the methodology of each one is explained. The data gathered in this chapter are analysed both qualitatively and quantitatively. After that, the main results drawn from this research are summarized and related to the research question put by the researcher to check its validity. Finally; this chapter will end up with some useful suggestions and recommendations which aim for an effective vocabulary instruction.

2-2.ELT Situation in Algeria

The official languages of Algeria are Modern Standard Arabic (literary Arabic) and Tamazight, as specified in its constitution since 1963. Algerian Arabic and Berber are the native languages of over 99% of Algerians,

French, though has no official status, is widely used in government, culture, media (newspapers) and commerce. It is widely understood (18 million Algerians can write and read French, about 50% Ethnologies estimates that 111 000 people in Algeria speak it as their native language.

In education (from primary school, French is a part of the standard school curriculum, English has become a necessity for every individual doing a research, travelling abroad or doing a business. In order to be up to date and get on the move with globalization one have to master this language which is spoken all over everywhere where the world has become a small village.

Actually, English is taught in the first year of the middle school and continues till the third year of secondary school level as a compulsory subject. Put it simply, the Algerian authorities have adopted a new policy to teach English in middle schools for four years, then three years in secondary schools and at the university level. But this latter is only for those who choose to carry on their studies by using this language to obtain a licence degree in English while it has become an obligatory subject in almost all fields of study such as: physics, biology, medicine, Arabic literature.....and so forth.

2.3. Mohammed Boudlel Middle School: Brief Description

This research is held at Mohammed Boudlel Middle School ,Moghrar, Naama.This school was built in the 1987's.It contains three blocks, On the left

there are classrooms, four forms Form one ,two three and four two classrooms for each level and two laboratories for biology and physics. The staff and computing room are also with them. The second part includes the head master office and the secretariat, besides them there is the canteen and the dormitory. The third are is for sport, it consists of a ground for different sport competitions and another hall for gymnastic. It is opened when the weather is bad.

2.4 English Vocabulary Teaching and Vocabulary Instruction at Mohammed Boudlel School

In Middle school, English is taught from the first year till fourth year as a separate subject. Algerian pupils at this level are taught the following subjects: Arabic, French, Mathematics, Science, Physics, History, Geography, Islamic Education, Art/Music, Sport and ICT.

As regard the time allotted for teaching English at middle school level, it does not generally exceed three hours and a half a week, unlike French which is taught for four hours and a half a week. The time allotted for English language teaching is two hours and a half for both 1st and 2nd year middle school pupils while three hours and a half for the 3rd and 4th year.

At the end of basic education, 4th year pupils take the national basic education examination BEM (brevet d'Enseignement Moyen).

In Algeria some methods were applied such grammar translation in the 1970's, teachers cantered seize on the stage, Then Communicative Language Teaching has been presented since 1980, learning is to be learner centred since the focus is on communicative needs of learners; language is taught to enable learners to use it for communicative purposes. The new method of language aims at developing learner's communicative competence rather than linguistic competence. Although in Algeria was one of the pioneers in implementing CLT little was done to prepare the schools for the necessary changes and to provide the appropriate conditions required by the communicative approach.

Lastly came the (CBA) Competency Based Approach in 2006 It is an approach aiming at establishing a link between the learning acquired at school and the context of use outside the classroom.

This approach enables the learner to learn how: to learn, to share, to exchange and to cooperate with others. It is a know –how which integrates and

mobilizes a number of abilities and knowledge to be efficiently used in problem solving situations that have never been met before.

Vocabulary instruction focuses on its natural occurring discourse and stresses that words should be always taught and learnt in contexts by consolidating lessons with illustrations which facilitate the comprehension and the learning of the language. It is now possible to record how words are actually used in English.

Too much importance is given to this language. Many techniques were set to reinforce and consolidate the learner's level such as The Competency Based Approach. Researchers are doing their best to improve English every ten years they introduce new strategies and put it into practice in Algerian schools.

To develop capacities in order to acquire the most effective way, competencies in English, the Algerian authorities has given importance to education; they adopted a new system called "The second generation «In English for example pupils are going to deal with the four skills of the language. They learn to listen, speak, and listen to read, write and reuse what they have learnt in a new situation. These competencies are taught in an integrated way, since in real life that is how they are used. This is the reason for this change in the teaching of English. The focus is helping learners to play more active role in their own development and make them responsible for their own learning.

2.5. Research Methodology and Design

The **research** methodology refers to the methods and ways used to plan a research to get and analyse data, it consists of structured order of procedures to obtain accurate information (Polit et al.(2001,223).It has been assumed that there is no clear-cut classification of research methods. The choice of the appropriate research method is related to the nature of the subject and other related factors. Time is among these factors that help in deciding which approach to follow in investigating a research problem (Beiske 1).

In this respect, the researcher of the present study chooses the descriptive method. Normally, the method which appropriately fits his work, The Influence 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. According to Ary (1970,:276), the descriptive method is applied to gain accurate information

through describing a specific phenomenon or situation. He is going to describe techniques and strategies used by instructors to well present, explain and practice new vocabulary.

Subsequently, the main focus is on the teaching aids implemented as one of the techniques, and how pupils respond to their use. Based on the significant role of Audio- Visual Aids in learning English as a foreign language, the main objective of this researcher is to find out to what extent does the implementation of Audio Visual Aids for communicative purposes help in developing if English language learners vocabulary learning and performance. It also aims to assess if the use of audio-visuals aids with a communicative approach helps English students improve and develop their speaking, listening, reading and writing and determine the important role of the teacher as a key factor in motivating his/her students by using Audio Visual Aids as a strategy to enhance learners acquisitions of English vocabulary.

2.6. Sample Population

Researchers declare that there is no exact size of sample to carry out a particular research. Polit et.al (:2001, 577) defines sampling as:

Sampling involves selecting a group of people, events, behaviours, 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. (Arikunto 1997:40).

As a matter of a fact, in the present research there are twenty teachers to whom the researcher have conducted the questionnaires, he took the whole population since they are less than 100.

Concerning classroom observation there are two classes of MSY4 which makes ≈ 50 pupils, so the researcher took 50% of the population which makes ≈ 25 pupils. Hence, one fourth year class have been chosen to attend classroom observation with along the observation period. This class was chosen randomly from the beginning of October 2016 till the end of February 2017, the researcher has started observing the classroom teaching sessions to highlight how English is taught and learnt, and how do learners respond to the use of audio-visual

materials. An observation period of five months is attended, but excluding the one week of exams and 15 days of holidays.

2.6.1. Middle School Teachers' Profile

Some teachers under investigation are new qualified teachers. They have studied English in LMD system. They have Licence degree and master in sociolinguistics. On the other hand there are also ancient teachers about 11 they have about 20 to 25 years experiences in teaching English. Those teachers got certificate from the ancient system. They studied in special schools for teaching called I.T.E. They are characterised by proficiency and flexibility because they can deal with multiple generation and able to cope with any situation.

2.6.2. Pupil's Profile

The researcher deals with four year middle school pupils at Mohamed Boudlel School in Naama. Twenty five learners were chosen randomly from fifty learners. They are going to set for the BEM Exam. Their ages vary between 14 and 16 years old. The sample include 14 males and 11 females who have been studying English for four years.

2.7. Data Collection Instrument

Data collection refers to the act of gathering information of the research work. In this study, two research tools were used.: a questionnaire for Middle School Teachers and different classroom observation were held in 4th year class. The questionnaire is considered as being one of the most useful means of data collection a researcher can use to provide her/ him with reliable data (Seliger and Shohamy Date:126). It is considered as the most suitable means in such studies, since almost all people are familiar with questionnaires and know how to answer them. Additionally, they are easy to analyse, and the respondents' opinions are not influenced by the researchers' viewpoints. Furthermore, the researchers plan to derive information from classroom observation sessions. The reason behind this choice is related to the fact that engaging in direct classroom observation leads to gain more accurate data. Studies state that teachers when answering questionnaires or surveys may not provide researchers with actual information; however, a classroom observation task can show what is really happening in classroom. The researcher used both structured and unstructured observation.

To answer research questions, test its hypotheses and fulfil its objectives, the researchers intend to use the descriptive method.

2.7.1. Classroom Observation

The classroom observation is conducted to examine the process of teaching with audio-visual aids. It provides accurate data since the researcher attends many sessions. The classroom observation task was attended with 4th year classes of the same teacher. There are two classes of 4th year, so the observer has decided to get 50% of the whole population, and this ends to work with a class which have been selected randomly. The observer has started the classroom observation at the beginning of October and lasted it in the end of February. The 4MS class has three English hours per-week. The observer used to engage himself in the task 03 hours per-week, so the overall hours attended are 54 hours during the whole observation period.

There are two types of classroom observation: unstructured (open) observation, and structured observation. In our research, the observer chooses to work with these both types in order to obtain a rich variety of information. In the former type, the observer selects to use taking notes and collecting learner's paper, correcting them. And open comments as observational instruments. Whilst in the latter, we use checklists related to the topic's main components. The researcher undertakes the observation under three main stages: pre-observation, observation and post-observation stage. We will state what was involved at each stage. The notes taken from the structured and unstructured observation will be all gathered and discussed at the same time,

2.7.2. The Design of the Classroom Observation

At this level, the observer discussed with the teacher some important points about the use of audio- visual aids and the instruction given before tackling into the observation act. These points include: the lessons major topic, the texts to be used during lesson, the objective, the selected teaching materials to be used (see appendix B).

The observer focused on five major elements (see appendix B). They are as follows:

- 1- The classroom observation.
- 2) - the integration of audio-visual aids in teaching English Language:

- how are audio-visuals integrated in classrooms?
- What are the most frequently used types?
- And what are the problems that challenge the teacher to apply them?

3)- Evaluation of audio-visual Aids.

All these questions are discussed under this title.

2.7.3. Result of Classroom Observations

After gaining accurate data and finishing the classroom observation, the observer meets the teacher and discusses some relevant points such as: whether the objectives were fulfilled and whether the teacher was satisfied.

During the observation period (from October to February), the researcher has noticed that teaching with audio visual aids is with a great importance. Before handing the direct observation, The researcher has discussed with the teachers the major points of the lessons which will be presented, such as: the text and activities to be used, the lesson objectives and the teaching aids to be applied

a- How does the teacher warm up pupils?

He creates an appropriate context in relation to the topic to be taught.

b- How does the teacher show his interest to pupils' interaction?

All the time he tries to motivate pupils and make them feel interested about the topic. He shows his interest through listening to them and sharing their ideas and thoughts. .

c- How orders are given by the teacher ?

The orders given can be either directed to one pupil (by naming his/her first name to be closed to them.

d- How is turn-taking managed?

The turn-taking is completely a systematic process. Learners can be given the permission to talk and discuss and participate. When the teacher starts his speech, pupils keep quiet and listen to him to establish the order.

d- How teacher's action and feedback are responded by learners?

Pupils respond effectively to teacher's actions, responses and feedback. They consider all what teacher said and try to improve their levels and behaviours so that to make him satisfied. For instance when one pupil receives a certain feedback from the teacher, all the others consider it and behave in accordance to.

e- How is interaction between learners?

They freely talk, move and discuss. The teacher always asks them to work in pairs; thus, they can collaborate with each other and try to exchange ideas about the concerned topic. So group work is among the most applied techniques to motivate, involve and get pupils interest.

f- How do pupils respond to the use of audio-visual aids?

Noticeably, pupils support the implementation of audio-visuals in classroom (pictures, photographs, objects or data show. They look interested and enjoyed because of the application of these materials.

2.8. Description of the Main Result

During the classroom observation period, the researcher has noticed that the use of audio-visuals is highly supported by both teacher and pupils. Integrating them is one of the accurate techniques teacher relies on when explaining new vocabulary. Remarkably, visual materials are widely applied if compared to other types of teaching aids. With all classes, the teacher often presents new items and new ideas in every lesson and check whether pupils successfully acquire and grasp them or not, so they are required to use them to enhance their speaking and writing skills and achieve the productive skills' objectives. In turn, audio-visual materials show their influence on fulfilling the task.

However, the teacher faces some constraints before, while and maybe after using them. These problems should be looked upon seriously, and responsible members should attempt to reduce them. After each attended session, the observer asked both teachers and pupils some questions about whether they were satisfied or not, whether the objectives were fulfilled, and whether they will rely on same teaching aids in the future

Furthermore, some technological materials such as computers and data show broke down within the instructional activities and these situations make both teachers and learners feel comfortable and satisfied. As a matter of a fact,

these cases lead the teacher to double seek for more aids to enhance the teaching strategies.

2.9. Teacher's Questionnaire

The questionnaires were submitted directly to twenty teachers of middle schools in Naama- and they were all collected after ten days. The teachers' questionnaire seeks to collect data about the teaching experience, techniques of teaching vocabulary, assessing learners' vocabulary acquisition, and the integrations of audio-visual aids as one of the teaching materials. In the introduction, the researcher explained to the teachers the aim of this questionnaire: to investigate the influence of integrating audio-visual devices on the acquisition of vocabulary at middle school level. The questionnaire (see Appendix I) consists of 13 questions divided into two sections:

2.9.1. Questionnaire Design: Analyses and interpretations of the questionnaire

Section one: Teaching Experience

Q1: How long have you been teaching English?

Teachers	Teaching experience: number of years.
10	15
5	10
3	4
2	2

Table1: EFL teachers' experience

The average teaching experience of teachers is approximately 11 years. The shortest teaching experience period is of 02 years, and the longest one is of 15years. About six are new they may need more practice this indicates that the majority have acquainted with the teaching process, and probably used various teaching techniques. Also, teachers belong to different generations, so they have marked the progression from traditional to modern teaching material

Q2: What levels have you been teaching?

Teachers	Levels
10	MSY4/MSY2
8	MSY1/MSY3
2	MSY1 /MSY2/MSY3/MSY4

Table 2: Number of teachers and the level they teach

Two teachers have taught all the levels (1MS, 2MS, 3MS and 4MS). Ten teachers have not taught the MSY4 and MSY2. Eight teachers have taught MSY1 and MSY3. Concerning our case study, 4th year classes, all teachers have an experience with teaching this level.

Section two: Educational Audio-Visual Aids (Q3 Q 13....)

This is the essential element of our research; it investigates whether teachers implement the audio-visuals in classroom, and how learners respond to their use. Importantly, it examines their role in teaching English.

Q3: Do you integrate audio-visual aids in your class?

Options	A F	R F
Yes	18	90 %
No	2	10 %

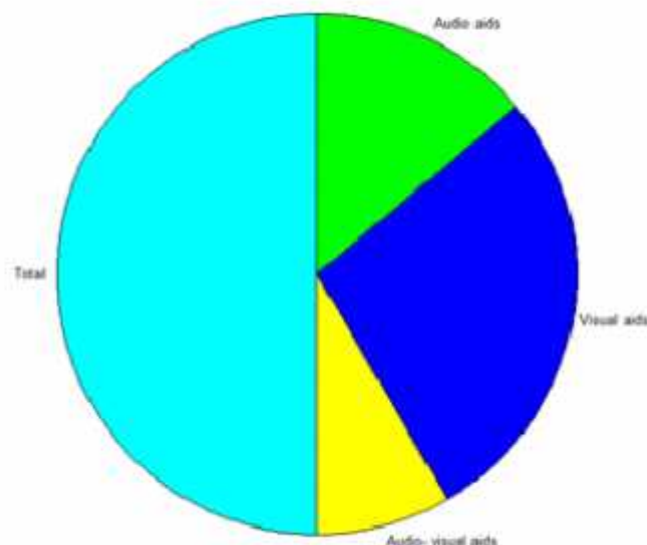
Table3: Rate of teachers who use audio-visual aids in classroom.

Eighteen teachers (90%) state that they implement audio-visual aids in classroom. In contrast, the other two teachers (10%) declare that they do not apply them. This implies that there are reasons behind the absence of audio-visuals in class. The following questions are set to gain more insights concerning this

Q4: If yes, what type do you use frequently?

Options	A F	R F
Audio aids	05	27.77 %
Visual aids	10	55.55 %
Audio- visual aids	03	12.66 %
Total	18	80 %

Table 4: Type of audio-visual aids frequently used.



.Figure 1: Type of audio-visual aids frequently used

The table above demonstrates that the three (12.66%) teachers who use audio-visual aids integrate the visual aids (such as pictures and photographs, tape recorder and videos). Whereas, the other teachers rely more on audio-aids or visual aids (like videos, data show ,diapaus or visual such as pictures, drawing or classroom environment. The rationale behind this choice of teaching aids is to help pupils remember the new acquired words since studies showed that 80% of what is learnt is through the sense of “seeing

Q5: If no, why?

The two teachers, who do not integrate audio-visuals in class, states that they do not know how to integrate them. They added “... and sometimes the relevant materials to the topic are not available in school”. Hence, it is a matter of availability and accessibility.

Q6: Do you think that the use of audio-visuals will improve pupils’ knowledge?

Options	AF	RF
Yes	11	55 %
No	05	25 %
I don’t know	02	10 %
Total	20	100 %

Table5: Rate of teachers who think that the use of audio-visuals will enhance pupils’ vocabulary knowledge.

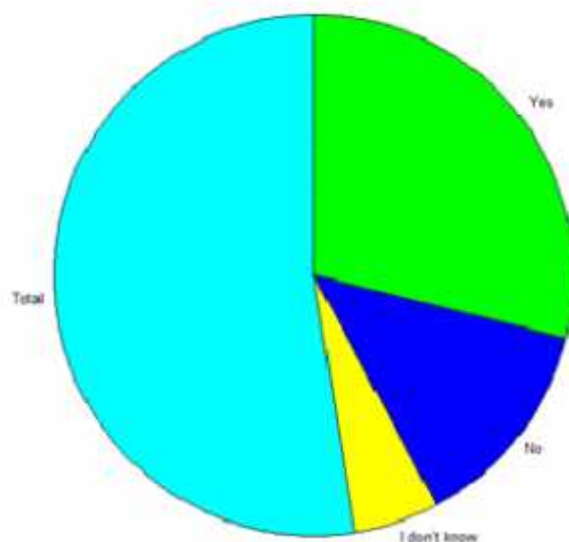


Figure 2: Rate of teachers who think that the use of audio-visuals will enhance pupils' vocabulary knowledge.

In spite of two teachers do not use audio-visuals in class, all of them (80%) affirm that the use of audio-visual aids will help pupils improve their knowledge. One of the teachers has ticked on the “yes’ box and under it he wrote “sure”, this means that s/he strongly support the use of audio-visuals.

Q7: If yes, how?

All teachers meet on the point that the implementation of audio-visual aids in teaching English Language leads to obtain satisfied results. They state that the presence of these teaching devices increase pupils' interest, motivation and feeling of enjoyment.

Additionally, they declare that these tools help pupils better remember and recall words. One of the teachers sheds light on the fact that when teachers use teaching aids, they do not spend too much time in explanation, so they save time.

Q8: If no, why?

Seven teachers opted for No that's because they are new in the domain and they do not have experience in teaching. Some said that pupils will relate their learning on visual explanation and they become lazy and depend on technology.

Q9: Do you consider teaching English Language with audio-visuals as:

An educating strategy ☐

An entertaining strategy ☐

Both ☐

A waste of time ☐

Options	AF	RF
-an educating strategy	08	40 %
-An entertaining strategy	05	25 %
-Both	06	30 %
-A waste of time	01	5 %
-Total	20	100 %

Table 6: Teachers' perception about teaching vocabulary via audio-visuals.

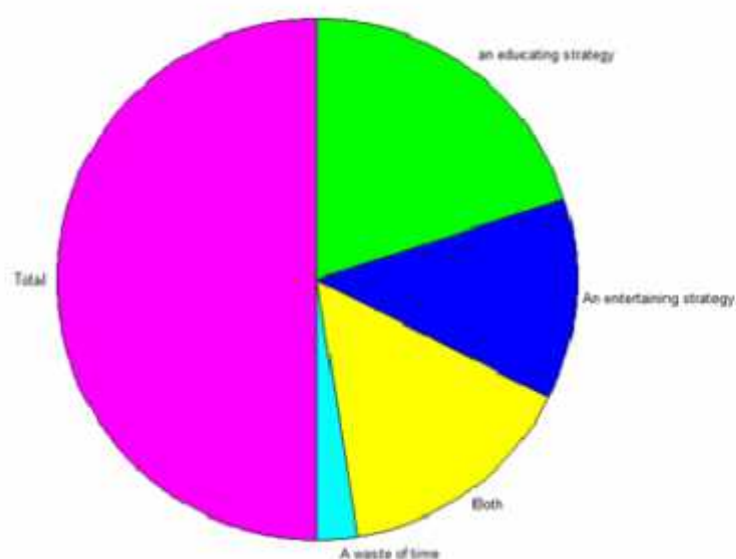


Figure 3: Teachers' perception about teaching vocabulary via audio-visuals

All teachers (95%) indicate that teaching vocabulary through audio-visual materials is an educating as well as an entertaining strategy. This is interpreted as the fact that teachers think that the integration of such aids get pupils learn as well as enjoy the vocabulary task. They help at creating a relaxed atmosphere where feelings of boredom, fear and anxiety are excluded.

Q 10: Do you integrate many tools in the same lesson?

Options	AF	RF
-Yes	05	25%
-No	15	75 %
-Total	20	100 %

Table7: Rate of teachers who integrate more than one audio-visual aid.

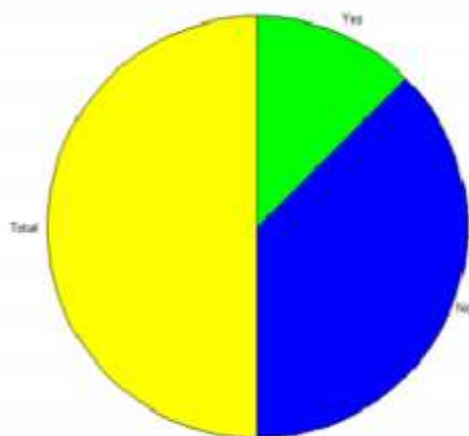


Figure 4: Rate of teachers who integrate more than one audio-visual aid

The above table demonstrates that fifteen teachers (25%) do not integrate more than one audio-visual material when teaching English vocabulary. Exceptionally, five teachers state that they adopted to use more than one teaching aid in the same lesson, because it seems that are skilful and have more experiences and dealt with different methods

Q11: If yes, in what cases?

The teacher who uses more than one teaching aids declares that they utilize them for example in reading sessions. First, s/he warms pupils up using pictures and games or makes his pupils to listen to a record or watch something projected on the wall and then, s/he asks pupils to open the textbook in a certain page and look at the picture there and discuss it after that some tasks are practised.

Q12: Would you list below some difficulties you face while using audio-visuals in teaching English Language?

The five teachers who use audio-visual aids in classroom indicate some materials and pedagogical problems. The classroom management is one of these challenges. Some teaching aids such as data shows require some kind of light in

classroom; In addition, all classrooms have window's curtains. Some materials available are new and easy to manage.

Q13: in your opinion, what is the educational value of audio-visual materials?

All teachers highlight the importance of audio-visuals in language teaching. They all put forward that these materials meet major senses and learning styles. In addition, they provide real life situations in classroom. These factors drive pupils to be interested and motivated.

Lastly, except one of the teachers states some important facts about the use of audio visuals in classrooms. S/he declares that these teaching aids should be available in schools whenever and wherever needed. S/he also indicates that teachers should receive training to use the technological aids.

2.9.2. Result of the Questionnaire

The analysis and interpretations of the questionnaires show that the “educational audio-visual aids” reveals that teachers support the adoption of teaching materials with its different types, especially visual ones. They consider them as educating and entertaining technique that best creates a favourable environment. However, teachers state that they face problems while planning or using audio-visuals. These problems challenge them and decrease their attention and preference to apply them. Such challenges include:

- a) the poor availability of audio-visual aids in classroom or even in school;
- b) their poor reliability (whether they are old, broken or contain problems which are difficult to manage);
- c) the classroom physical atmosphere which does not serve the workability of such equipment;
- d) the poor knowledge of teachers concerning the use of such kind of teaching aids, especially the modern technological ones.

Therefore, teachers and school masters should undertake these problems seriously and try to find solutions for them.

The findings; moreover, reveal that audio-visuals cannot serve the teaching of abstract concepts. However, we believe that only visual materials that receive this criticism, because the other teaching aids can serve and well present and

explain abstract items. Displaying a video about trust in which there is a story about can clearly achieve the objectives.

2.10. Suggestion and Recommendation

Recent research indicates that teaching vocabulary may be problematic because many teachers are not confident about the best practice in vocabulary teaching and at times do not know where to begin to form an instructional emphasis on word learning (Berne & Blachowicz, 2008). Teaching words is a crucial aspect in learning a language as languages are based on words (Thornbury, 2002). It is almost impossible to learn a language without words; even communication between human beings is based on words. Both teachers and students agree that acquisition of the vocabulary is a central factor in teaching a language (Walters, 2004). Thus, Teaching vocabulary is one of the most discussed parts of teaching English as a foreign language.

When the teaching and learning process takes place, problems would appear to the teachers. They have problems of how to teach students in order to gain satisfying results. The teacher should prepare and find out the appropriate techniques, which will be implemented to the students. A good teacher should prepare himself or herself with various and up-to-date techniques. Teachers need to be able to master the material in order to be understood by students, and make them interested and happy in the teaching and learning process in the classroom.

The teachers should be concerned that teaching vocabulary is something new and different from student's native language. They also have to take into account that teaching English for young learners is different from adults. The teachers have to know the characteristics of his/her learners. They more over need to prepare good techniques and suitable material in order to gain the target of language teaching. Here are five teaching strategies for instructing vocabulary words to students.

2.11. Conclusion:

All in all, the researcher suggests some recommendations concerning the importance of integrating audio-visual aids in teaching and developing pupils' knowledge. Textbook writers, educational authorities, school administrations, and teachers are all concerned and invited to reconsider the application of teaching aids in foreign language. Textbook designers should include various useful pictures and photographs related to topics 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 related the ministry of

education should look upon the fact that technological materials need special training to be handled. So, teachers should be involved in training conferences to be familiar with their use. Schools' administrations 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. Finally, teachers need to recognize that audio-visual tools are very beneficial to achieve the instructional goals

Current tendency has dealt with the integration of audio-visual aids in many fields; specifically, education. Researchers and educators emphasise the key role of these teaching materials and technological devices to assist in foreign language teaching and learning (English in our case). However, to reach satisfactory results, both teachers and learners should appropriately perform their due tasks. Importantly, they should consider some practical principles that lastly lead to dynamic and accessible classroom instruction, and they should not rely more on just one kind of aids; however, they should benefit from their variation and manipulate them interchangeably following suitable criteria. Within this phase, an important fact which teachers should be aware of is that the application of these teaching materials can fail if they rely mostly on them. In other words, some inexperienced teachers may mis-use these aids and plan to integrate them extensively, and in the long run this will result in unsuccessful objectives. They are merely aids and ways for fulfilling better teaching goals, and instructors should know what, when and how they should use them.

General Conclusion

The present study emphasised the role of old as well as new technological teaching aids in developing pupils 'knowledge. Correlating what has been found in the literature review and research investigation parts, the research questions on whether the teaching of foreign language through the use of audio-visual aids helps pupils effectively acquire new vocabulary items were answered; and the research hypotheses were confirmed. The results of the teachers' questionnaire have provided accurate data on how courses are presented and practiced, and what techniques are used. The gathered data revealed that instructors consider the valuable role of communicating in a foreign language.

Likewise, teachers showed that they adapt any procedure in order to lower the affective variables inside the classroom and try to create a favourable classroom environment. For one reason or another, each teacher applies a certain technique to teach, but they all agreed that presenting a perfect teaching comes at the first place. At the second place, audio-visual devices serve the teaching/learning objectives too. Yet, teachers stated that they face challenges when implementing pedagogical aids, especially concerning lack of availability and training. Audio-visual materials were among the useful strategies that lead to satisfied achievements. Generally, this practical work has emphasised the vital role of audio-visual equipment to teach English and involve pupils in the learning task by producing a favourable classroom situations. Teaching aids can be beneficial to pupils, in the educational and the psychological side. Thus, the use of this kind of materials in foreign language teaching/learning is a good means, not only to develop English Language, but pupils also will be able to develop their receptive (listening-reading) as well as productive (speaking-writing) skills. . this research is still opened to further discussion that would deal with other important points have not been mentioned in this modest work. The writers hope that this research will bring some benefits in the teaching of English language in general, and especially in teaching English vocabulary. The following are some of these benefits:

The teachers, who use audio-visual aids in teaching English, especially vocabulary, can be able to determine better teaching materials, and they can use the result of this research for more effective application of audio-visual aids in teaching English vocabulary.

General Conclusion

The teachers, who do not use audio-visual aids, can utilize the information clarified as a result of the study to extend their understanding about increasing English vocabulary acquisition using audio-visual aids, so they can improve their pupils' vocabulary mastery.

The researchers, who want to conduct a research about improving English vocabulary mastery, can use this modest work as a reference.

Teaching and learning by using .V.A is something important. It has proved successful .Teachers must bear in mind that the more the success at the beginning of the lesson the better learners understood at the end because learners are all eyes and ears to find out more what current lesson is about and what is new to acquire

A.V.A techniques would help both learners and teachers they retain lexical knowledge and make learning a foreign language easy and enjoyable. They will feel motivated and interested.

Using A.V.A. help learners to grasp the meaning of some new vocabulary without relying to the mother tongue. The majority of teachers use these materials in teaching a foreign language.

Students are keen in receiving new lexical items day by day they will build their own dictionaries and writs compositions. Some teacher don't to the mother tongue when explaining lessons they only use the target language of course by supporting the lessons with illustrations ,whenever teachers brings these practical items students are able to communicate in English.

The hypothesis has proved successful because the lack of using A.V.A may well stand for learners poor English. Then when teachers use adequate and subjective aids this may enhance learner's language acquisition. The more teachers use many different aids the better learners will be able to be motivated and perform well. Teachers who don't use A.V.A are too talkative they lose too much time and energy.

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Appendix A: Teacher's Questionnaire

Dear teachers,

This questionnaire is a data collection tool about The Use of Audio-Visual Aids in Teaching English at a middle school level in order to prepare a Master dissertation. Your contribution will be of great help to make the research work achieve its objectives. You are kindly required to answer the questions by ticking your choices in the corresponding boxes or completing your own information whenever necessary. All information provided will remain anonymous.

We will be very grateful for your collaboration

Note: AVA is used to mean: Audio-Visual Aids.

Section One: Teaching Experience

Q1: How long have you been teaching English?

..... Years.

Q2: What levels have you been teaching?

1st

2nd

3rd

4th

Section Two: Using Audio-visual Aids in Classroom

Q3: Do you use audio-visual aids in class?

Yes ☐

No ☐

Q4: If "Yes", which type do you use frequently?

Audio aids ☐

Visual aids ☐

Audio-Visual aids

Q5: If "No", why?

I don't have access to AVA ☐

Appendix A: Teachers' Questionnaire

I don't think AVA would teach my pupils more effectively ☐

I don't feel comfortable using AVA ☐

I would first want to see the results from other teachers using AVA ☐

I don't have enough time ☐

I don't know how to integrate AVA in my class ☐

I haven't used AVA because

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

Q6: Do you think that the use of AVA will improve pupils' vocabulary knowledge?

Yes ☐

No ☐

I don't know ☐

Q7: If yes, how?

.....
.....

Q8: If no, why

.....
.....

Q9: Do you consider teaching vocabulary with AVA as:

An educating strategy ☐

An entertaining strategy ☐

Both ☐

A waste of time ☐

Q10: Do you integrate more than one audio-visual aid in the same lesson?

Yes ☐

No ☐

Q11: If yes, in what cases?

Appendix A: Teachers' Questionnaire

.....
.....
Q12: Would you list below some difficulties you face while using AVA in teaching English?

.....
.....
Q13: In your opinion, what is the educational value of AVA?

.....
.....
Would you please add (below) any other comments you consider important for this issue.

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

Appendix B: Classroom Observation Checklists

Classroom Observation:

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

Teacher: Date: ____/____/____

Observer:

Text book:

Lesson Major Topic:

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

Teaching aids to be used

.....

1- The Classroom interaction

- How does the teacher warm up pupils,	
-What kinds of questions does the teacher ask (e,g yes/ no Questions with one right answer, open-ended probing questions)?	
-How does the teacher show his interest to Pupils 'interaction?	
• How does the teacher give directions? (What kind?)	
How is turn-taking managed?	
• What kinds of questions do pupils ask? How often?	

Appendix B: Classroom Observation Checklists

What kinds of answers do the learners give? How long are their responses?	
• How do learners respond to teacher action and feedback	
• How do learners interact with each other?	
• Do pupils receive equal amounts of contact with the teacher?	

• How do pupils respond to the use of audio-visual aids	
---	--

• How do learners ask for help? By asking another pupil, raising their hands, waiting for the teacher to circulate?	
---	--

3- The integration of audio-visual aids in teaching English

Integration of audio-visual aids in teaching vocabulary	Observed	Not Observed	Notes for Discussion
1-Teacher uses audio-visual aids in vocabulary instruction			
2- Teacher integrates more than one audio- visual aid in the same lesson			
3- Teacher integrates more extensively the visual aids			
4-Teacher integrates more extensively the audio aids			

Appendix B: Classroom Observation Checklists

5- The use of audio-visual aids is workable with pupils understanding of new words			
6- The use of audio-visual aids develops the level of pupils' performance in learning Vocabulary			
7- The integration of audio-visual aids has disadvantages on teaching/learning vocabulary.			
8- Teacher faces problems when using audiovisual aids.			

4- Evaluation of audio-visual aids:

Audio-visual aids in Use:	Benefits	Drawbacks:
Visual aids (pictures, charts, books...etc.)		
Audio aids :tapes, songs...etc.		

Appendix B: Classroom Observation Checklists
