

**People's Democratic Republic of Algeria**  
**Ministry of Higher Education and Scientific Research**  
**Salhi Ahmed University Centre of Naama**



**Faculty of Literatures and Languages**  
**Department of Foreign Languages**  
**Section of English**

# **The Effects of Audio-Visual Aids on Learning/Teaching Vocabulary:**

**The Case of Students Belonging to “English Club”  
at Naama University Centre**

Dissertation submitted to the Department of English as a partial fulfilment of  
the requirements for the degree of Master in Linguistics

■ **Presented by:**

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■ **Supervised by:**

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**Academic year**  
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**People's Democratic Republic of Algeria**

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## **Dedication**

This thesis is dedicated to my pleasant father and attentive and caring mother whose love and support always motivated me.

You always wanted to see me getting my graduate degree, with my head held high, and to be an educated and successful person. Accordingly, I hope that you are now proud of me.

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I must acknowledge a special debt of gratitude to my best friend and brother who has been always there for me in hard times, to my friends I knew from university, to my classmates, and to my acquaintances.

My lovely family, my wonderful warm-hearted parents, my little adorable brother and sister, my extended family. Words and meanings, dialects and languages are not enough to transcript the voice of my heart in this little space therefore, I want you to know that you mean everything to me.

## **Abstract**

This research focuses on exploring the effectiveness of vocabulary-teaching methods on EFL learners, and the words related meanings to their mother tongue using images, videos, and audio as instructional techniques. Traditionally vocabulary was neglected in language teaching programs and curriculums, for the sake of grammar and other components of the language. Nowadays, however researchers have realised that vocabulary is an important part of language learning and teaching, and worthy of attention and research. This research project is based on an experimental study on 15 students belonging to the “English club” a university club that I manage. Students were divided into three groups; each group tried a different method: a) association of the words’ meanings with relevant audios. b) association of the words’ meanings with relevant images. c) association of the words’ meanings with relevant videos with audio muted. The findings underline a massive improvement in memorizing words given with associative method of images as the most beneficial, followed by the associative methods of audio and video respectively.

**Keywords:** vocabulary, images, videos, audios, memorizing words.

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## **List of Abbreviation**

**ALM:** Audio-Lingual Method

**AVAs:** Audio-Visual Aids

**AV:** Audio-Visual

**CBI:** Content-Based Instruction

**CVA:** Contextual Vocabulary Acquisition

**EFL:** English as a Foreign Language

**ELT:** English Language Teaching

**ESL:** English as a Second Language

**LA:** Lexical Approach

**LMD:** License Master Doctorate

**L1:** First Language

**L2:** Second language

**SLA:** Second Language Acquisition

**USA:** United States of America

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# **GENERAL INTRODUCTION**

# **1. Introduction**

## **1.1 Background**

Language is merely a means of expression and communication; it is an instrument of experiencing, thinking and feeling, our ideas and are not independent of language; they are all integral parts of the same pattern, the warp, and woof of the same texture. Words and idioms are as indispensable to our thoughts and experiences as are colours and tints to a painting (Chomsky, 1957; p.3). thus, are the words of professor William Chomsky, father of the controversial Noam Chomsky, as he expresses his thoughts on the supreme importance of the language.

In today's global world, the advent of education has become the rationale for worldwide economy and culture development, in which countries are struggling with how to improve the teaching and learning process. English becomes a very effective language that is proved by many native and non-native speakers all over the world. The ever-growing need for better communication skills in English creates a huge demand for English teaching around the world, as well as appropriate teaching methodologies, are therefore strong. Thus, Algeria is one of the countries which consider English as a crucial language since it plays an important role in all domains.

The need to acquire vocabulary in a language is pivotal to the whole human experience. It connects individuals one to another, bridging meaning between that which is an instrument of thought, which in turn, affects perception, thus defining our everyday experiences. Scholar Steven Pinker (1994), explains this closely intertwined relationship of language and human experience, by emphasizing that humans are most likely to be in communication one to another rather than silent. Because language pervades daily human activity, it is impossible to isolate language from experience.

Vocabulary is essential to language. Though often overlooked, it is through understanding vocabulary, these fundamental units of communication, that humans find meaning in language. The genius of a word comes from its ability to communicate, with precision, and experience thought, or feeling. Alone, words may stand powerless, but when combined into chains of words, they become a potent force to create and format in another person's brain representations of events, eliminating misunderstandings (Marlow, 2001; Pinker, 1994).

Vocabulary, as one of the knowledge areas in language, plays a great role for learners in acquiring a language (Cameron, 2001). Harmon, Wood, Keser, (2009) as well as Linse (2005) state that learners' vocabulary development is an important aspect of their language development.

When learners are instructed well so as to understand the meanings of words and chains of words, learners increase their capacity to communicate and to understand the world around them. Although, vocabulary has been neglected for a long time, researchers have increasingly been turning their attention to vocabulary e.g., Carter and McCarthy (1988), Nation (1990), Schmitt (1997, 2000).

## **1.2 Statement of the Problem**

Language learners need to build up an adequate vocabulary in order to cope with vast reading contexts (Ma & Kelly, 2006). Nevertheless, the actual acquisition of vocabulary presents significant challenges to the learners, especially in the earliest stages of the learning process. Thus, they should receive training on vocabulary learning strategies (Carter, 1998; Tozcu & Coady, 2004).

The general problem is that recent research indicates that teaching vocabulary may be problematic because many teachers are not confident about best practice in vocabulary teaching, at times don't know where to begin to form an instructional emphasis on word learning (Bern & Blachowicz, 2008).

Specifically, even though researches in foreign language acquisition have proposed numerous instructional and learning techniques, and many various ideas that provide insights into the processes of improving language learning outcomes and vocabulary acquisition.

More research is essential to increase our understanding of the appropriate techniques for effective vocabulary acquisition and learning.

### **1.3 Significance of the Problem**

Because English is a widely spoken language, over time it got to be a default language of trade and business. The most widely used second language in all Arab countries is English, as it going to be in Algeria also, soon. It was anticipated that the results of the study would contribute to what is known about vocabulary teaching and how to improve instructional techniques. Furthermore, this study could possibly reveal insights about the nature of language and how it is learned by connecting meaning to auditory and textual representations.

Within the past two decades, researchers have sought improved instructional techniques for learning vocabulary, but their studies have not assessed the effect of visuals and new technology materials proposed in this project.

The proposed instructional techniques were built on the principles put forth by scholars from various fields, hopefully pointing to possible improvements in language instruction and learning. Such improvements would be especially helpful in English, with the increasing demands for skills since 2001.

### **1.4 Purpose of the Study**

The purpose of this research was to better understand how to teach vocabulary using audio-visual aids.

This study focused on the application and evaluation of an instructional technique that uses images, videos, and audios to present English words in a progressive order with Arabic translation to ensure comprehension.

## 1.5 Research Questions and Overview of the Study

Given the symbiotic relationship between language and human experience, this study examined particularly whether a certain instructional technique would facilitate the process of vocabulary acquisition. The website used in this study (RLE e-books) was designed to connect with this mental process and make vocabulary more accessible to the learner.

Specifically, this study sought to answer the following research question:

- Is it true that audio-visual aids have a significant impact on vocabulary learning and teaching?
- What effect does using images, videos, and audios in an educational methodology have on vocabulary acquisition? as measured by tests of vocabulary recall and retention?"
- What are learners' attitudes towards using audio-visual materials in learning vocabulary?

This research question was tested with volunteers from the ENGLISH club who were recruited to participate in the research study. One group of students received the experimental treatment, as administered by the computer; the other group received a more conventional form of instruction using paired-associate learning, also administered on the computer. The computer software randomly assigned students to the treatment or control groups. Fluent Arabic phrases were included behind each synonym. Language and images were presented together, with new language elements introduced gradually to the learner, such that the new elements could be more easily connected to known concepts or that which is already familiar to learners. The images were intended to help ensure that the presentation was meaningful and the audio presentation enabled the learners to acquire the sounds of the language. Following their experience with the instructional exercises, students were given an online test on the new language

elements and then were given the same test one week later. The test assessed the students' ability to recognize and correctly indicate the meanings of each vocabulary item. After participants finished the initial treatment, they also completed a feedback questionnaire.

# **CHAPTER ONE: REVIEW OF THE LITERATURE**

## **1. Introduction**

A study was conducted to see if utilizing audio-visual aids in the classroom will make it easier for students to relate new language aspects to what they already know. The acquisition of vocabulary poses major difficulties for language learners, particularly in the early phases of the learning process. Foreign language researchers have proposed numerous instructional and learning techniques, all designed to facilitate language instruction and learning. Their research provides the principles necessary to the foundation of this project.

This chapter will discuss several of these key principles, including vocabulary in L2 acquisition, methodological perspectives to vocabulary teaching, The value of audio-visual materials in the presentation of new words, and the role of technology and sound.

## **2. The Concept of Vocabulary Acquisition**

Vocabulary, perhaps at the very heart of language, constitutes its basic building blocks and thus carries the central message in communication. From words come larger structures, namely sentences, paragraphs, and whole texts, all accessed as speaker and listener tap into memory and recover those words and larger structures in their mental dictionaries (Pinker, 1999; Read, 2000). Learners make connections between “a lexicon of words and the concepts the words stand for (a mental dictionary) and a set of rules that combine the words to convey relationships among concepts (a mental grammar)” (Pinker, 1994, p.76). Through these words and connections of words, language learners may use and manage the ideas that come to their minds (Richards & Gibson, 1974).

### **3. Knowing Vocabulary**

Although there are still illiterate people in the world, education has become a truly universal phenomenon (Richards & Gibson, 1974). With this phenomenon, however, one area of concern remains, in particular, vocabulary knowledge.

In brief, there are various aspects, degrees, and levels to knowing a word, and although test scores can reflect great vocabulary knowledge or high grammatical skill, learners still may not know how to communicate simple needs (Nation, 2001; Read, 2000). Stated another way, the fact that students can learn how to put words in order, figure out word categories and structures, or even group words into phrases does not mean that they can do so when engaged in communication (Pinker, 1994).

Furthermore, can they, when acting as listeners, decode and understand messages that others are trying to communicate to them? The polysemous, or multiple meanings and functions of words, make vocabulary knowledge difficult (Carlo, August, & Snow, 2005). Because of its complexity, true vocabulary knowledge encompasses the following principles: Recognizing word meaning and function, decoding individual items in text and in conversation, understanding how a word fits in the world and unfamiliar contexts, knowing a variety of word knowledge types, and making sense of given information for increased comprehension (Chun & Plass, 1996; Hiebert & Kamil, 2005; Mondria & Wit-de-Boer, 1991; Nagy, 2005; Ogden, 1968; Smith, 2006; Stahl, 2005). In brief, vocabulary knowledge is not isolated or memorized definitions of specific words; rather it is an integrated network that encompasses a variety of types of word knowledge that is established through practice such as through learning in context (Nagy, 2005; Scott, 2005; Stahl, 2005).

Although word knowledge does not guarantee a learner's ability to communicate in a language, word knowledge does facilitate the process whereby learners put thought into words and words into thought (Pinker, 1994). Thus,

knowing a word is a stepping stone in the complex process of learning to communicate that takes learners beyond recitation to application, allowing them to overcome robotic communicative tendencies (such as presenting memorized phrases), and granting them the capacity to understand unfamiliar vocabulary (Richards & Gibson, 1974; Taylor, Graves, & van den Broek, 2000).

#### **4. The Description of Vocabulary**

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

##### **4.1 Lexicography**

Dictionaries prove their effectiveness as one of the good sources that make it accessible to learn vocabulary; they help learners get a full description of the new word. The study that concerns the way of classifying, listing, defining, and grouping all items in a dictionary is called 'lexicography'. So as "Lexicography is a special technique for writing dictionaries" (Jackson and Zé Amvella, 2002). In a dictionary, the lexical items are put in alphabetical order, provided with information about spelling, pronunciation, meaning, and examples to illustrate different usage for the word. It may provide, also, more clarifications about the history of words.

##### **4.2 Lexicology**

Jackson and Zé Amvella (2002), stated that lexicology is the study of lexis; it does not deal only with simple words but also with complex and compound words.

#### **5 The Definition of Vocabulary**

Vocabulary can be defined as "words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)" (Neuman & Dwyer, 2009, p. 385). Hornby (1995) defines

vocabulary as "the total number of words in a language; vocabulary is a list of words with their meanings". While Ur (1998) states: "Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of vocabulary may be more than just a single word: for example, post office, and mother-in-law, which are made up of two or three words but express a single idea. A useful convention is to cover all such cases by talking about vocabulary "items" rather than "words". In addition, (Burns, 1972) defines vocabulary as the stock of words which is used by a person, class or profession. According to Zimmerman cited in (Coady, and Huckin, 1998) 'vocabulary is central to language and of critical importance to the typical language learning. Furthermore, Diamond and Gutlohn (2006) in [www.readingrockets.org/article](http://www.readingrockets.org/article) state that vocabulary is the knowledge of words and word meanings." From the definitions above, it can be concluded that vocabulary is the total number of words that are needed to communicate ideas and express the speakers' meaning. That is the reason why it is important to learn vocabulary.

### **5.1 Kinds of Vocabulary**

Some experts divide vocabulary into two types: active and passive vocabulary. Harmer (1991) distinguishes between these two types of vocabulary.

The first type of vocabulary refers to the one that the students have been taught and that they are expected to be able to use. Meanwhile, the second one refers to the words which the students will recognize when they meet them, but which they will probably not be able to pronounce. Haycraft, quoted by Hatch and Brown (1995), indicates two kinds of vocabulary, namely receptive vocabulary and productive vocabulary.

#### **5.1.1 Receptive Vocabulary**

Receptive vocabulary, is words that learners recognize and understand when they are used in context, but which they cannot produce. It is vocabulary that

learners recognize when they see or meet in the reading text but do not use it in speaking and writing (Stuart Webb, 2009).

#### 5.1.2 Productive Vocabulary

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

### **6. Vocabulary and Meaning**

The ultimate aim of learning a language is to communicate in the target language. One of the essential components of communication is to convey the meaning. When you manage to convey the meaning in the target language, it means that you are able to communicate in it. Several factors take part in conveying the meaning, one of which is vocabulary. In his study, Wilkins (1972) summarizes this notion as “Without grammar very little can be conveyed; without vocabulary, nothing can be conveyed.” So, it turns out that vocabulary knowledge is the precondition of conveying the meaning. When it’s about conveying the meaning, an important prerequisite should be taken into consideration, which is understanding the meaning. Before conveying the meaning, speakers have to understand it first, which can be achieved with adequate vocabulary knowledge. This problem constitutes the basis of Biemiller et al. (2014)’s study and they see the determining word meaning as a major practical problem. This problem is addressed also in Kominsky and Keil's (2014) study and they try to show how much learners depend on external sources to understand word meanings. External sources help learners to derive the word meaning but at the same time, they can interfere in the deriving of the meaning.

Another study by Kaivanpanah and Alavi (2008) defines this problem as an incomprehensibility problem caused by unknown lexical items in the input by referring to Krashen's (1985) "The Input Hypothesis". According to "The Input Hypothesis", the input should be comprehensible to be acquired. Vocabulary knowledge acts a significant role in making the input comprehensible for learners. These studies show that vocabulary is crucial in deriving the meaning first and then conveying it. The direct and close relationship between vocabulary and meaning promotes the significance of vocabulary instruction and vocabulary learning.

## **7. Memory and Organization**

When the brain receives new information, humans activate cognitive processes to understand, organize, and integrate such new information into existing knowledge structures (Stull & Mayer, 2007). In sum, this process extracts relevant information, taking simple before complex, and makes sense of the information, connecting new language to what is known from prior experience (Anderman, 1996; Ellis, 2002; Mayer, Dow, & Mayer, 2003; Mitchell & Myles, 2004). Most of the time, the greater the amount of information provided in the new messages, the more this information can be related to experiences in memory (Schank, 1999). Memory is a "flexible, open-ended system" (Schank, 1999, p. 1). The relationship between language and memory is intertwined, given that memory helps in the acquisition, storage, and later retrieval of language for communication purposes (El Essawi, 2006).

In fact, language learning begins with memory, and then leads to an interpretation and an application of memory to ensure comprehension (Waters, 2006). Memory is central to language acquisition and production, given that it helps the learner garner relevant information from embedded memory structures to produce output (Griffiths & Parr, 2001; Skehan, 1998). Several limitations to memory contribute to the complexity of the language acquisition process.

Bunting, Cowan, and Sauls (2006) compared fast and slow presentation rates, along with fixed versus free recall, for running memory with 25, then 66, native English university students in 50-minute sessions. When students had four to six items to recall, a slower presentation rate was more helpful.

Regarding word length, Campoy (2008) conducted three experiments using various two and three-syllable words in Spanish. Learners were asked to view lists of words via a computer program and to either read the words silently to themselves, audibly in a microphone, or to listen to the words. There were groups with time delays between words and one group with no delay. The differences observed were statistically significant for word length: Learners have better recognition with lists of short words than for lists of long words most likely due to their phonological complexity. People understand and perceive the world in terms of their memories about experiences they have already had (Ellis, 2002). Moreover, humans are “sense-makers,” looking to organize new information so as to find meanings, significance, or patterns in it, in order to embed such information in long-term memory (Schank, 1999).

## **8. The Importance of Vocabulary Learning**

Vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. Underscoring the importance of vocabulary acquisition, Schmitt (2000) emphasizes that “lexical knowledge is central to communicative competence and to the acquisition of a second language” p. 55) Nation (2001) further describes the relationship between vocabulary knowledge and language use as complementary: knowledge of vocabulary enables language use and, conversely, language use leads to an increase in vocabulary knowledge. The importance of vocabulary is demonstrated daily in and out the school.

In the classroom, the achieving students possess the most sufficient vocabulary. Researchers such as Laufer and Nation (1999), Maximo (2000), Read (2000), Gu (2003), Marion (2008) and Nation (2011), and others have realised that the acquisition of vocabulary is essential for successful second language use and plays an important role in the formation of complete spoken and written texts. In English as a second language (ESL) and English as a foreign language (EFL) learning vocabulary items play a vital role in all language skills (i.e., listening, speaking, reading, and writing (Nation,2011). Rivers and Nunan (1991), furthermore, argue that the acquisition of an adequate vocabulary is essential for successful second language use because, without an extensive vocabulary, we will be unable to use the structures and functions we may have learned for comprehensible communication. Research has shown that second language readers rely heavily on vocabulary knowledge and the lack of that knowledge is the main and the largest obstacle for L2 readers to overcome (Huckin,1995).

In production, when we have a meaning or concept that we wish to express, we need to have a store of words from which we can select to express this meaning or concept. “When students travel, they don’t carry grammar books, they carry dictionaries” (Krashen, as cited in Lewis, 1993, p25) Many researchers argue that vocabulary is one of the most important if not the most important components in learning a foreign language, and foreign language curricula must reflect this. Wilkins (1972) states: “There is not much value in being able to produce grammatical sentences if one has not got the vocabulary that is needed to convey what one wishes to say ... While without grammar very little can be conveyed, without vocabulary nothing can be conveyed” p97). Scholars such as Richards (1980) and Krashen (1989), as cited in Maximo (2000) state many reasons for devoting attention to vocabulary. “First, a large vocabulary is, of course, essential for mastery of a language. Second language acquirers know

this; they carry dictionaries with them, not grammar books, and regularly report that the lack of vocabulary is a major problem”.

### **8.1 Vocabulary Learning Strategies**

There are several vocabulary learning strategies (Schmitt, 1997). For example, Oxford (1990) classified vocabulary-learning strategies under six major strategy categories: Memory, Cognitive, Compensation, Metacognitive, Affective, and Social.

Concerning strategies related to memory, Oxford (1990) discussed several memory strategies to learn words with the key common feature between them that they were dependent on association such as audios, images, body movements, and physical locations. Schmitt (1997) stressed that “most memory strategies (traditionally known as mnemonics) involve relating the word to be retained with some previously learned knowledge, using some form of imagery, or grouping”. Researchers (e.g., Oxford, 1990; Schmitt, 1997; Thompson, 1987) encouraged the use of mnemonics to learn vocabulary since it helps to remember the words. Thompson (1987), for example, classifies mnemonic strategies into five classes namely linguistics, spatial, visual, physical response, and verbal methods.

Schmitt (1997) listed different types of mnemonics: (a) Images/imagery: New words can be learned by studying them with images of their meaning. (b) Related Words: new words can be linked to L2 words which the student already knows such as synonyms and antonyms. (c) Unrelated words: The learner can also link words together that have no relationships by creating a story that links them together. (d) Grouping: grouping is organizing words into groups naturally without prompting such as names of animals, names of kitchen utensils, names of musical instruments. (e) Word's orthographical or phonological form: the

student focuses on the target word's orthographical or phonological form to facilitate recall. There are few studies that used associative vocabulary methods.

## **9. The Role of Vocabulary in Second Language Acquisition**

Language learning covers a huge part of a person's learning process and can be accepted as the most challenging and sophisticated learning field. If we assume language learning as a whole tree, vocabulary learning constitutes the body of this tree along with some other significant skills. A strong tree requires a strong body. A successful learning experience depends on rich vocabulary knowledge. Second language acquisition is a disciplined process that is formed by some stages, each of which has a unique nature. In his study, Barcroft (2004) defines vocabulary acquisition as a central component of SLA and draws attention to the increase in studies that investigate the importance of vocabulary instruction in SLA in the past two decades. Another study by Khoii and Sharififar (2013) labels vocabulary instruction as the core component of language proficiency and the basis of communication. The fact that vocabulary knowledge is a crucial factor for successful communication has been studied and compromised by many researchers.

One of these researchers, Krashen (1989) accepts that vocabulary is essential for the mastery of language and supports this idea with a statement that learners carry dictionaries with them, not grammar books, which is a clear indication that learners need words rather than grammar rules. At the very beginning, there was a tendency that grammar instruction is the basis of language learning and thus communication. The focus was intensely on grammar.

With the contribution of new researchers showing the significance of vocabulary in communication, the focus has shifted from grammar to vocabulary. Vocabulary started to be investigated by researchers and the SLA field engaged in a renovation process. Language programs, curriculums and methods started to

give wide coverage to vocabulary instruction. As Wharton (2010), stated in his study, material developers noticed how essential vocabulary is for language programs. Also, this shift was noticed by Thornbury (2006) and in his book, he draws attention to the yielding of the grammar-based syllabus to lexical the syllabus that intensely focuses on vocabulary. He presents the advertorial claims of the new editions of famous textbooks to show how vocabulary takes the lead from grammar.

## **10. Teaching Vocabulary**

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 of 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 learners agree that the acquisition of vocabulary is a central factor in teaching a language (Walters, 2004).

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 with how to teach learners 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 learners 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 a student's native language. They also have to take into account that teaching English to young learners is

different from adults. The teachers have to know the characteristics of his\her learners. They moreover need to prepare good techniques and suitable material in order to gain the target of language teaching.

### **10.1. Methodological Perspectives to Vocabulary Teaching**

The development of methodology in language teaching dates back to the 1930s in which language learning did not have a specific methodology but mostly relied on the principles of main theories like behaviourism and cognitivism. In time, language teaching required specific principles and new approaches following the principles of the main theories above started to emerge. The shift from the grammatical syllabus to the communicative syllabus caused to generate more approaches. All theories and approaches gave wide coverage to vocabulary teaching since it is one of the main units of both literal and communicative instruction. The importance of vocabulary instruction was highlighted at the very beginning and special drills were included in each approach. All theories regard the lack of vocabulary instruction as an obstacle in language instruction and that is to be enriched.

#### **10.1.1 The Audio-Lingual Method**

can be regarded as the first language learning approach that is based on the principles of modern linguistics and is a practical approach emerging through World War II with the aim of teaching language communicatively in a short time. It is based on behaviourism, thus accepts language learning as habit formation. What is unique about ALM is that it acts as a bridge between traditional and contemporary. ALM defines the main objective of language learning as to be able to communicate in the target language. It relies on the teaching of structures in a process in which good habit formation is achieved by certain repetition drills. In this system, structural instruction is emphasized over vocabulary instruction. First, learners focus on structures and then there comes the vocabulary

instruction. Dialogues are used as an effective tool and vocabulary is introduced through dialogues.

Learners work on dialogues thoroughly and teachers use certain drills such as repetition, backward build-up, chain, question-answer, transformation, and substitution on dialogues. Transformation and substitution drills mainly focus on the improvement of vocabulary knowledge. But ALM underestimates the vocabulary, thus vocabulary is kept to the minimum in the phases where learners study sounds and grammatical patterns (Larsen-Freeman and Anderson, 2013).

#### 10.1.2 Content-Based Instruction

which attracted great attention worldwide offers a fast and effective language learning process by narrowing the process down the specific purposes. Teaching is built according to the learners' needs, levels, and previous knowledge. CBI varies and enriches the scope of language learning and it lets learners and teachers shape the learning process depending on the skills and purposes (Crandall, 1999). For vocabulary instruction, CBI is regarded as one of the most effective methods because vocabulary is built according to the need of learners, accordingly, they will be familiar with the vocabulary or there will be contextual clues in the learning process to help them convey the meaning.

#### 10.1.3 The Lexical Approach

can be regarded as the first comprehensive vocabulary teaching approach. Before LA, language teaching methods accepted vocabulary learning as a cognitive process based on the acquisition or learning of words and using them in a context. LA shared the same principle, but it transformed the notion of word-learning into 'chunk' learning. Lewis and Gough (1997) first described The Lexical Approach around the notion that 'language is mainly the multi-word chunks, not as traditionally described grammar and vocabulary. These chunks (lexical phrases) are pre-fabricated multi-word phrases such as compound words,

phrasal verbs, collocations, functional phrases, idiomatic or fixed expressions (Harmer, 1991). LA focuses on the teaching of chunks rather than the words alone.

As most contemporary methods do, LA rejects the idea that language mainly consists of grammatical structures. At first glance, it may seem that LA promotes grammar over vocabulary since the chunks contain not only words but grammatical structures, but LA integrates grammar subconsciously into the chunks. In other words, LA highlights a lexicalized grammar rather than grammaticalized lexis. Here, the focus is on the chunks, not on grammar which enables the deduction of grammar subconsciously. Another achievement of chunk-based learning is fluency in speaking performance. It has been widely discussed that the traditional grammar-vocabulary instruction has considerable disadvantages on speaking production, especially on fluency as Krashen discussed in his Acquisition and Learning Hypothesis. LA's chunk-based instruction is an effective way of speaking fluency since it triggers a subconscious automatic cognitive process by shortening the processing time in the mind.

#### 10.1.4 Contextual Vocabulary Acquisition

has become the core concept of researchers in vocabulary instruction. Many studies were conducted, and the success of contextual vocabulary acquisition was proved in many studies which will be discussed in the literature review section. As mentioned above, CVA has a metacognitive nature and relates to many factors such as learner's level, background knowledge, inference ability, textual knowledge, etymology, morphology, lexicology, grammar, and so on. Learners are expected to meet all these conditions to be able to infer the meaning of a word. When it is to infer the meaning of a word, the content of the text helps learners to trigger their background knowledge about the topic.

Learner remembers similar words from his/her prior knowledge. He/she looks at the root, suffix, prefix, or morpheme of the word. Also, sentence grammar may help learners with the meaning of the word. All these procedures end up with an inference that is either correct or not. At first glance, this procedure looks tiresome, time-consuming, and not guaranteed but in time it grants learners an insight about inferring the meaning of words. As Rapaport and Kibby, (2002) stated people know more words than they are explicitly taught. This statement is the result of successful contextual vocabulary acquisition.

## **10.2 Definition of Audio-Visual Aids**

Audio-visual aids, as it is clearly stated by the name, are kind of useful aids and materials which help both learners and teachers in acquiring and teaching a language, in our case English as a foreign language.

According to Edgar Dale (2010): “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”. According to McKean and Roberts (1997): “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.” (qtd in Rather 52).

## **10.3 The Value of Audio-Visual Aids in the Presentation of New Vocabulary**

No matter what language we speak, we learn and absorb information more effectively when the information is presented visually. In fact, our brains process visuals 60,000 times faster than text. Additionally: 50% of our brains are active in visual processing, 90% of information transmitted to the brain is visual, and 40% of people respond better to visuals.

The use of images in the initial stages of learning of second language vocabulary acquisition and teaching has contributed to lifting the ‘learning

burden' associated with the required effort to learn the language (Nation, 2001). Visual skill is included as one aspect of knowledge because learning is multimodal; no learner sets out to learn only through hearing, sight, or touch alone (Smith, 2006). The employment of images may serve the same function as words-in-context (Nelson & Castaño, 1984). Moreover, the use of images may elicit target language from learners and highlight and create crucial relationships between perception and comprehension (Butcher, 2006; Vakil, Raz, & Levy, 2007). In addition, images provide insight into the target language society and culture (Allford, 2000). Researchers have found that visual imagery, particularly those related to more common or concrete objects, aids in the learning of foreign words, driving students toward connecting images to those already present in memory (Chun & Plass, 1996; Lotto & de Groot, 1998). Perhaps this accounts for the success of metaphors with advanced learners; metaphors conjure up rich mental images that can later be recalled (Boers, 2000).

When pictures are included in presentations, they should adhere to two principles: first, pictures should be simple for learners to be able to grasp the given concept, and two, pictures should be simple so as to be applicable for presentation to the audience. Overly detailed images will impede learner progress, giving way to possible cognitive overload. In addition, learners will focus on other data than that desired, focusing more on details rather than grasping the whole picture. When learners focus on the basics, they master the basics before moving to and having to deal with more complicated language (Allford, 2000).

Beginning language learners are limited in the amount of language to which they can attend at any one time, thus providing additional justification for keeping pictures simple. This principle of simplicity was illustrated in an experiment by Butcher (2006) in which learners were presented with text, text with simplified diagrams, or text with detailed diagrams. The diagrams depicted the human heart

with various degrees of pictorial complexity. The simplified version focused on the heart's functional properties and the detailed pictorial version illustrated its structural properties. The assessment revealed the most knowledge gain was achieved by the group with text and simplified diagrams. Butcher attributed this outcome to the fact that the simplified diagrams highlighted crucial relationships that supported comprehension and aided in better integrations between textual and visual information, all necessary to learning.

### 10.3.1 Visual Techniques

Concerning the visual techniques, Gairns and Redman (1980), say that "there are three forms visual techniques; "realia, pictures, and mime or gestures." "Realia" means using a variety of real-object brought by the students in the classroom. It can be also applied to remember written material. Students can act out what they read, or associate physical sensation with specific words found in reading passages.

Research shows that 80% of learning occurs through seeing. In parallel, Anderson (2005) states that "At present, up to 65 percent of our students can be classified as visual learners". Therefore, it is important to plan visual aids in teaching vocabulary. This helps to improve the learners' vocabulary learning. Visual techniques include the application of all objects that can be seen in the classroom and can be used as prompts to serve vocabulary teaching/learning. Hence, audio and audio-visual aids are concerned as well. Moreover, Wright (2013) stated that "many media and many styles of visual presentation are useful to the language learner". Considering the proverb that says: "seeing is believing", 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 the classroom. According to Arabic researchers Kherma Nayef and Hajaj Ali, the teaching aids play a vital role in classroom activities and vocabulary instruction.

#### *10.3.1.1 Visual Aids*

Such as pictures, it is a very powerful aid and source to teach the meaning of words and facilitate not only understanding of words but also memorization. In this context, Jurish (2001) argues that “The use of pictures provides an individual student with a tool to connect the new word to a known meaning, thus facilitating understanding and memorization”. In addition, Harmer (1998:161-162) asserts that objects and pictures are among the best techniques to present a new word because it makes the meaning for the learners clear and less ambiguous. Also, teachers in the classroom can use drawings on the blackboard to help learners understand better the exact meaning of the word.

#### *10.3.1.2 Audio Aids*

Such as tape recorder, radio, music, and songs. According to research, 65% of acquired knowledge comes from listening. These acoustic aids can help teachers introduce new terms and define them. Listening to stories, songs, plays can clarify more the meaning of new items since they are presented in context. Furthermore, these materials do not only provide the meaning of a word, but also its correct pronunciation. Thornbury focused on the importance of a word's sound, he suggested that providing songs, rhythms, rhymes are among the best techniques (7-86). Pre-listening, while-listening, and post-listening are three main stages teachers and learners go through while using audio material and each stage has its related activities. Teachers draw their vocabulary objectives at each level of listening.

#### *10.3.1.3 Audio-Visual Aids*

such as videos, computers, and OH Projectors, virtual classroom. They are more reliable since they serve the two important senses: auditory and visual. In this case, learners can see and hear the new words put in context or isolated. The integration of such aids may increase learners' interest and motivation, and help

them to memorize new words easily. Similarly, teachers also use three different stages while integrating the audio-visual materials: pre-viewing, while-viewing, and post-viewing. In each one, teachers use appropriate activities concerning vocabulary.

### 10.3.2 Other Visual Techniques

#### 10.3.2.1 *Mind-Mapping*

Mind-mapping is an important strategy that can be used in learning and thinking processes; it allows learners to use various colours, images, forms and symbols. This method can facilitate the memorization and the understanding of the new word (Buzan, 1996). Li, Yang & Chen (2010) stated that mind-mapping is helpful for the building of knowledge and understanding word association and vocabulary learning. Also, according to (Buzan 1996:81), a “Mind Map” are a large collection of images and words which “harnesses the full range of cortical skills: word, image, number, logic, rhythm, colour and spatial awareness in a single, uniquely powerful technique”. They argue that a mind-map is meaningful and enables learners of a foreign language to understand the target language and communicate ideas easily.

Moreover, (Michael Gelb:1998) states that “Mind Maps” are an effective learning aid because it facilitates for learners the association of ideas and thoughts. For example, in an exam, learners are asked to write an essay about a given topic. First learners make a draft that contains the principal idea at the centre and secondary points at the periphery and making them inside circles.

#### 10.3.2.2 *Mnemonics*

According to (Solso,1955) Mnemonics are visual devices that help improving or develop the memorization of lexical items. They facilitate the storage and retrieval of information. Also, they allow the brain to have better retention of information. According to Merriam Webster’s dictionary (2004), the term

“mnemonics derives from the ancient Greek *mnemonikas*, from *mnemon* that means mindful, this term is related to the term *Mnemosyne*, the Greek goddess of memory and mother of Muses by Zeus”. Mnemonics are techniques or devices such as rhyme or an image that serve to enhance the storage and the recall of information contained in memory (Solso,1995; cited in Pillai,2007). The implementation of mnemonics in the classroom helps learners to take the information.

Furthermore, Georger (1997) states that mnemonics as an effective device helps learners to be motivated and creates an enjoyable atmosphere in the classroom. Such memory strategy complements other approaches to vocabulary learning, it does not replace them. Also, Thornbury (2002:24) defines mnemonics as ‘tricks’ to help retrieve items or rules that are stored in memory and that are not yet automatically retrievable. Thornbury (2002:25) argues that “even native speakers rely on mnemonics to help with some spelling rules”. In other words, mnemonics plays an important role in learning a foreign language

#### **10.4 Definition of Memorization and Recall**

Memorization is an effective strategy used by learners to internalize what they have learned to apply in real-life situations. It is also a mental process as it is defined by many scholars. For example, according to Richard, Platt (1992:226), “memorization is the process of establishing information in memory. The term ‘memorizing’ usually refers to the conscious processes”. This means that memorization is a mental process that learners use consciously in their learning process in order to remember and recall words, sentences, and events as they are. Moreover, The Oxford Advanced Learner’s Dictionary (2005) defines memorization as follows: “memorizing is to learn something carefully so that you can remember it exactly”. That is to say, memorization is a practice that permits learners to keep the information in their minds systematically and use it in

appropriate situations. Thus, memorization plays an important role in the process of learning and teaching vocabulary.

The term recall is of great importance in the process of memorization and vocabulary learning. Glover's research suggests that recall is more effective in learning. According to constructivist assumption stressing the active construction of knowledge and situational activities for instance (Han, 1990) recall is a much more important intellectual activity. It makes retrieving schemata an easier process for the learner. This means that recall plays a crucial role in learners' memorization of vocabulary. In addition, Clariana and Lee, (2001); Godden and Baddeley, (1975); Martinez and Katz, (1996) say that recall is a memory retrieval process that requires different cognitive skills such as reasoning, memorizing, and critical thinking.

### **10.5 Dual Coding of Multimedia and Multimodal Learning**

Language is a closed system, meaning that language itself can either be explained using another language, or it can be explained with images that must be explained with language (Smith, 2006). When the latter occurs, meaning the presentation of the image with language and learners take that image and language and make connections between the two in their minds, the phenomenon is known as dual coding. Dual coding, simply put, is the internalizing of separate verbal and visual explanations in working memory and constructing mental referential and representational connections between them (Mayer & Sims, 1994). A human's verbal and visual systems are "structurally and functionally distinct, yet interconnected functionally so activity in one initiate activity in another" (Paivio, 1986).

### **10.6 Listening and Sound**

The use of listening as a language skill has been debatable in regards to its contribution to language acquisition. Some researchers have suggested listening

to be an aid in language learning and recall, so long as learners know to listen with purpose, whereas other researchers have said that learning is more dependent on individuals and their motivation than on whether learners use listening as a skill (Barcroft & Sommers, 2005; Stahl, 2005; Vidal, 2003). In 2005, De Jong tried to determine how much second language grammar could be learned through listening comprehension activities. Three groups—a receptive, a receptive and productive, and a control group—learned Spanish vocabulary in four, 90-minute training sessions. These sessions consisted of vocabulary, sentence, and target structure training, as well as different sorts of comprehension tasks. At the end of the study, De Jong discovered that some grammar can be learned through listening; the input received through listening helped learners to build a knowledge base that made language available in a later recall. Vidal (2003), on the other hand, found that knowledge gain and retention depended on other variables such as learner proficiency, word forms and types, frequency, and the amount of elaboration given on the meaning of a word. Even though students listened to the same series of three, 15-minute lectures, they varied in vocabulary acquisition and retention because of differences in their proficiency levels. Vidal concluded that vocabulary acquisition comes through the attention, effort, and deep processing that a learner gives to vocabulary, and not through the use of listening as a skill. The use of listening as a language skill has been debatable in regards to its contribution to language acquisition. Some researchers have suggested listening to be an aid in language learning and recall, so long as learners know to listen with purpose, whereas other researchers have said that learning is more dependent on individuals and their motivation than on whether learners use listening as a skill (Barcroft & Sommers, 2005; Stahl, 2005; Vidal, 2003).

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### **10.7 The Changing Role of the Teacher**

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 (2001) believed that the teacher's role is to create a worthwhile 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 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 on by educators. Fullan 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.

We conclude that the role of the teacher in the context of AVAs becomes more and more centred in order to handle and manipulate activities. Even if the existed educational methods emphasise on learner's role in the classroom, we believe that teacher's role still makes the core of instruction. Nothing goes perfectly without the responsibility of the instructor.

#### **10.8 Constraints and Barriers in Using Audio-Visual Aids:**

Numerous difficulties may challenge the proficient use of AVAs, especially when speaking about technological devices. These challenges can affect negatively the process of teaching and learning, and they may last with unsatisfied educational results. Beyond that, these problems occur at the level of different phases i.e., some educators and teachers can face constraints while planning the teaching aids (their availability, usefulness...etc.); whereas, others can face problems while presenting them (technical problems, solidity...etc.). In this respect, Gordon has stated some of the barriers that may obstruct the instructional process movement. She went on to deal with two serious problems: the reliability and the availability of teaching aids. First, these devices may not be reliable for some reasons, so there should be always alternative teaching aids that can replace them. Their components can break down in the middle of the lesson, leading to learners' demotivation and loss-interest, and teachers' stress and dissatisfaction. Second, the availability problems emerge when there are no useful materials to be integrated with classroom activities, and that is because of administrative or other reasons.

Interestingly, Lestage André has shifted the view from technical problems to pedagogical ones. He has highlighted the fact that using audio-visual aids cannot serve the teaching of abstract and intellectual concepts. He has pointed out also that techniques should not be separated from pedagogy, they should be interchangeably used. Lestage has tackled also the issue of teachers' training to use these aids effectively. Importantly, he has commented on the fact that underdeveloped countries should concentrate more on establishing institutions and administrations and organizing seminars that enhance teachers' and instructors' knowledge about the integration of these aids in the classroom. The following list concerns the obstacles that may face the implementation of audio-visuals in the classroom. They are proposed by Aggarwal and Kuldeep:

- Apathy of the teachers: teachers still do not recognize the role that teaching aids play in the classroom, they base their instruction merely on words.
- Indifference of students: when pedagogical aids are used appropriately, they provide teaching with significant data helpful for both teachers and learners. However, if they are implemented with no purpose in mind, their occurrence will be unsatisfactory.
- Ineffectiveness of the aids: what makes the use of audio-visuals fail in providing successful instruction is the teachers' lack of pre-planning and preparation. Researches have shed light on the role of planning because it is the way to effective presentation, application, and discussion.
- Financial hurdles: governments and organizations should give more interest to set up audio-visual education. Underdeveloped countries have serious problems concerning the lack of programs; in turn, they could not enable them to achieve further objectives.

## **11. The Instructional Possibilities with Technology**

“Technology brings with it the promise of exciting new venues for language learners (Cohen, 2007, p. 60).” This becomes possible due to the fact that technology can provide context, interaction, modalities, and various types of annotations, such as static and dynamic images, as well as sound, to learners (Patron, Miller, Chisamore, & Lee, 1999). Thus, technology may be used as an instrument to expand learner and pedagogue possibilities (Madhany, 2006; Samy 2006; Smith, 2006; Stevens, 2006).

Moreover, technology can contribute positively to pedagogy. For example, technology may be used to produce specific ideas in organized increments allowing for a more comprehensible presentation. Through various programs and software, technology can track learner action and response, providing a means for later analysis that will give way to creating more effective teaching methodologies.

Numerous studies illustrate the benefits of wise applications of technology; among which is a study involving teaching with embedded multimedia (Chambers, Madden, Slavin, Cheung, & Gifford, 2006). In this study, the researchers randomly assigned ten elementary schools to receive reading instruction that incorporated video content within teachers’ lessons. In the end researchers concluded that this video content or embedded multimedia has the capacity to augment instructional effectiveness. In other research, Chun and Plass (1996) used a software program called Cyberbuch to investigate the effects on reading comprehension of text, picture, and video multimedia annotations. The learners began with a program preview, after which they read the annotated story. Because the program recorded each student's actions, Chun and Plass were able to find improvement in both word recognition and production.

Language teachers can utilize modern technologies to help students learn vocabulary effectively. There are a number of studies that show the usefulness of incorporating modern technologies in language classrooms (Al-Jarf, 2007; Carter, 1998; Liu, 2009; Nation, 2001; Tozcu & Coady, 2004; Stepp-Greany 2002; Stockwell, 2007). According to these studies, using technology can be an effective tool to learn vocabulary. For example, Groot (2000) found that using technology can be effective to help students learn a large number of words in a short period of time at the intermediate and advanced stages of language acquisition. There are also studies that show the effectiveness of using multimedia technology to teach vocabulary in language classrooms (e.g., Al-Seghayer, 2001; Ariew & Ercetin, 2004; Chen, 2006; Chun & Plass, 1996; Kost Foss, and Lenzini, 1999; Rusanganwa, 2012; Yanguas, 2009; Yeh & Wang, 2003). There is a need and benefit of connecting traditional/existing methods with newer instructional technologies.

There is a need for a connection between theoretical learning frameworks and modern technology practices in language classrooms in order to support the use of modern technologies in language classrooms. Modifying traditional learning methods to fit technology can help teachers in the classroom. Based on associative network theories, different learning methods have been built throughout education histories such as the Pegword method, the Linkword method, and the method of loci. These methods are believed to improve the students' ability to remember content, vocabulary, items, and information. There is a need for research to test the effectiveness of these associative learning methods with the use of modern technologies.

## **12. 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 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 aiding and ways for fulfilling better teaching goals, and instructors should know what, when and how they should use them.

# **CHAPTER TWO: METHODOLOGY**

# **1. Introduction**

## **1.1. Overview of Study**

This research study, which was collaboratively undertaken with the "English club" members, is aligned with the case study approach. Maree (2010) defined a case study as a “systematic inquiry into an event or a set of related events which aims to describe and explain the phenomenon of interest”. The case study is considered a useful research method that tries to identify the problem and provide a set of suggestions. Also, it enables the researcher to collect and analyse the data through different research instruments such as surveys, interviews, documentation reviews, and observation. In this case, the instruments used are questionnaires and classroom observation. As this study was particularly an investigation into how students could improve their vocabulary level and in a multimedia context, a case study approach can provide a better understanding of the situation.

The vocabulary items used in the presentation followed the patterns and sequences of A. Richards, who, in his books, began with pronouns and simple sentence structures. The learners were exposed to these new language elements multiple times since repeated exposure helps learners to refine vocabulary meanings, and gradually, to avoid cognitive overload.

Moreover, the use of images as a part of this instructional technique was to aid learners in creating crucial relationships between perception and comprehension. The principles associated with the use of images are that images assist in vocabulary recall, connection formation among words, and impressions in memory. In the presentation of meaningful language accompanied with images, images were used to allow learners to associate and to cognitively process the meaning of the image with the English script and sound that were presented. These images followed the artistic design of A. Richards in that they were simple,

line drawings. The audio presentation was to enable the learners to acquire the sounds of the language.

## **2. Research Design**

This research aimed to answer the following research question: “What influence does the usage of visuals and audios have on vocabulary acquisition and learning as measured by vocabulary recall and retention tests? And what are learners’ attitudes towards using audio-visual materials in learning vocabulary?”

In order to examine this research aim, and to answer the question above, this chapter tackles the ELT situation in Algeria and the educational context then will elaborate on the research methodology informing the research design, the sample, and data collection instruments used for collecting data.

## **3. ELT Situation in Algeria**

The necessity to know languages is very significant nowadays since the world is becoming “a global village”. Taking into consideration that the role of English in this global community is also becoming increasingly important, many factors contribute to the market for Teaching English as a Foreign Language. The historical factor offers the legacy of the old British Empire that took the language around the world. The political factor gives the current dominance of the USA. Science and technology have developed with English at the forefront. In addition, there’s a need for a global language to make international communications smoother, and tools such as the worldwide web truly accessible around the planet. These days English is viewed as a language which gives you access to the world. Some want to study at prestigious English-speaking universities; some want a high-flying career with international connections. Others just want a better chance in life and move to wherever the money seems to be. Therefore, the emphasis on teaching English is becoming an essential part of education all over the world. In

the specific case of Algeria, the recognition of the Ministry of Education of the growing importance which English, nowadays plays in the world can be noticed.

In 2001, the Ministry of Education announced educational reform and many changes have occurred concerning the situation of teaching English. Whereas English is still considered to be the second foreign language in the Algerian Educational System after French, it has noticed considerable attention within the educational Reform. Above all, English is introduced at the level of first-year middle school (i.e., at the age of 11). It covers seven years, four of which at the middle school and three at the secondary school. This is part of a whole process consisting of designing new syllabuses, devising new textbooks and accompanying documents. Indeed, a new methodology of work was adopted, which is the competency Based Approach. As already mentioned, English is taught as a compulsory course starting from the first year of middle school. Nevertheless, being a second foreign language in the educational system, and because of historical and social reasons. English is primarily learned for educational reasons as to set for exams. It is mostly used in the formal classroom environment and there are few opportunities, other than in school, to use it for daily communicative purposes.

#### **4. Methodology Selected**

It is claimed that data analysis is the most important chapter because it gives the results on which the investigator deduces conclusions, and approves or disapproves his hypotheses. This study made use mixed method research to bring about a better understanding of the effects and use of visuals in enhancing students' vocabulary. Thus, the data collected are presented and analysed through quantitative and qualitative methods.

#### **4.1 Mixed Method**

The term “mixed methods” refers to an emergent methodology of research that advances the systematic integration, or “mixing,” of quantitative and qualitative data within a single investigation or sustained program of inquiry. Mixed methods research requires a purposeful mixing of methods in data collection, data analysis, and interpretation of the evidence, Onwuegbuzie and Teddlie viewed mixed methods research as a middle ground that offered the strengths of both approaches.

#### **4.2 Quantitative Data Method**

“The single most important feature of quantitative research is, naturally, that is centred around numbers” (Dornyei, 2007: 32). Accordingly, quantitative data analysis is the conversion of the data collected to numerical forms, and analysing it using statistics.

#### **4.3 Qualitative Data Method**

Qualitative data analysis is the explanation, the understanding, and the interpretation of situations and people under investigation. In this context, Cohen et al, said: “Qualitative data analysis involves organizing, accounting for and explaining the data; in short, making sense of data in terms of the participants” definitions of the situation, noting patterns, themes, categories, and regularities” (Cohen et al, 2007: 461).

### **5. Study Participants**

#### **5.1 The Sample**

The sample population is regarded as an essential part of any research. De Vos, et al (2005:223), define sampling as “taking a portion or smaller number of units of a population as representative or having particular characteristics of that

total population”. The population in this study was members from the University of Naama.

#### 5.1.1 Learners’ Profile

The sample was drawn from a population of members of a university club named "English club". 15 volunteer participants, males, and females of varying backgrounds were chosen randomly from LMD's first years to be a helping part of this dissertation, their age ranges between 19 and 22.

The main reason behind choosing this sample is that learners at this level of education are in need to enhance their vocabulary level and develop their skills. Since they are now familiar with the higher education at university, they should be productive master all the language four skills. Common to all of the participants were at least seven years of exposure to EFL instruction during which they have been learning English.

## **6. Data Collection Instruments**

As mentioned previously, two different instruments are used to collect data, namely questionnaire and classroom observation. The participants were informed about the research project so as to stir motivation and interest.

### **6.1 Questionnaire**

Questionnaire is the most commonly research instrument used for collecting data. It consists of different types of questions which are: close-ended questions, open-ended questions and mixed questions. Brown (2001:6) defines the questionnaire as “any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answer or selecting from among existing answers”.

The students’ questionnaire is structured by using three kinds of questions namely:

- Close-ended questions
- Open-ended questions
- Mixed questions

## **6.2 Classroom Observation**

The second research instrument used to collect data was “classroom observation”. It is regarded as a qualitative research strategy for gathering information from natural situations. In this regard, L. Cohen (2007: 396) said that “the distinctive feature of observation as a research process is that it offers an investigator the opportunity to gather live data from naturally occurring social situations”. According to Umar (2013), there are two well-known kinds of classroom observation namely:

### **6.2.1 Participant / Non-Participant Observation**

The researcher can be a member who takes part in the observed situation, or he can just observe the activity without interacting.

### **6.2.2 Structured / Unstructured Observation**

The investigator can design a plan in advance to make his observation structured, or he can just take notes about the observed situation. In this particular study, I used unstructured observation during the whole sessions needed for this process.

## **7. Data Analysis and Interpretation**

### **7.1 Over View of Study**

The research for this study began with a pilot study that was carried out with student volunteers in Salhi Ahmed University's English club. The pilot study consisted of three treatments for English language acquisition: a) association of

the words' meanings with relevant images, b) association the words' meanings with relevant audios, c) association the words' meanings with relevant videos.

Prior to treatments, Students completed a computerized personal questionnaire about their age, gender, and language experience, and skill. The purpose of this information was to determine whether self-assessment marks would correlate with the post-test scores of this study. On a scale of one to ten, with ten being the best, learners responded to the statement, "I consider myself to be a good language learner." and answered a question about their vocabulary balance." Seventy-one percent of learners considered to have a rich vocabulary.

Once this questionnaire was completed, students were randomly assigned to one of three groups: the experimental group of vocabulary associated with images, or with videos, or audios respectively. The treatments presented by the site were presented via PowerPoint for 10 minutes, and each group studied and evaluated the effect of each of the presented tools on vocabulary acquisition. They then completed the rest of the questionnaire's questions that centered on the research experience.

## **7.2 Questionnaire Analysis**

This questionnaire was printed and handed by hand to fifteen members of the "English club" who volunteered to participate; we received fifteen questionnaires out of a total of fifteen, which was insufficient to use as a sample for our analysis due to various study limitations. As a result, all of the participants agreed that it was well-formed, concise, and understandable questions. The purpose of the learners' questionnaire is to investigate LMD first, and second, and third-year learners' opinions about the impact of using audio-visual aids to improve their vocabulary acquisition.

The analysis and interpretations of the questionnaires show that AVAs have a key role in teaching English vocabulary. Furthermore, results affirm that

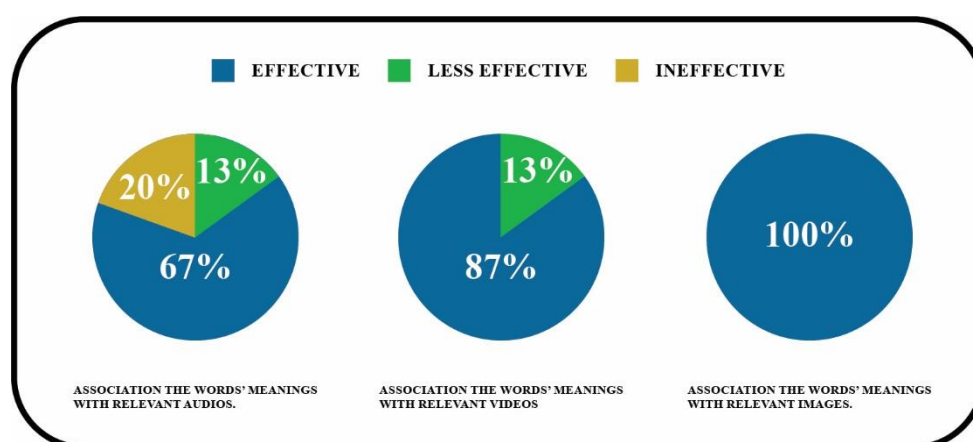
teachers do not only explain new words, but also, they check whether they are fully retained or not by learners. The most useful technique learners liked in acquiring vocabulary is the application of visuals, audio-visuals, then audio.

- Which of these vocabulary-teaching methods was effective, less effective, and ineffective?

Table 1 shows that the majority of learners found that teaching vocabulary through pictures and videos, respectively, had a significantly greater effect on improving vocabulary acquisition, then through audio clips at a lesser rate.

| Method                                               | Effective | Less effective | Ineffective |
|------------------------------------------------------|-----------|----------------|-------------|
| association the words' meanings with relevant audios | 10 (67%)  | 03 (20%)       | 02 (13%)    |
| association the words' meanings with relevant images | 15 (100%) |                |             |
| association the words' meanings with relevant videos | 13 (87%)  | 02 (13%)       |             |

**Table 1: Effectiveness of Vocabulary-Teaching Methods**



**Figure 1: Effectiveness of Vocabulary-Teaching Methods**

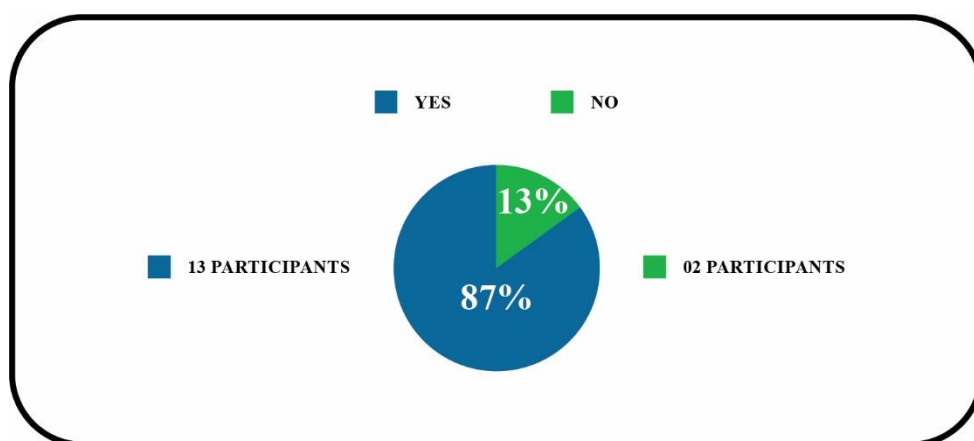
Figure 1 shows that the three teaching methods were different on side of effectiveness, due to learners' research experiment. 100% of the participants chose "Association the words' meanings with relevant images" as the most effective and practical method. The second method chosen by 87% of them was "Association the words' meanings with relevant videos", just 2 participants that equal to 13% chose it as a less effective method. "Association the words' meanings with relevant videos" resulted in third place as the least effective method with just 67%, 20% found it as less effective, 13% found it as ineffective.

- Did linking English words with an Arabic translation help you better understand the meanings of words?

Most of the learners (more than 94%) found that linking English vocabulary with Arabic translation helped them a lot in understanding terminology, as they compared it to acquiring vocabulary by watching translated films, while only one person expressed his opposition to this because the Arabic translation will then lead to the learner in conversations The daily routine will depend on mental translation from the mother tongue into the target language, and thus grammatical errors will occur.

- Do you think audio-visual aids have a positive impact on your motivation?

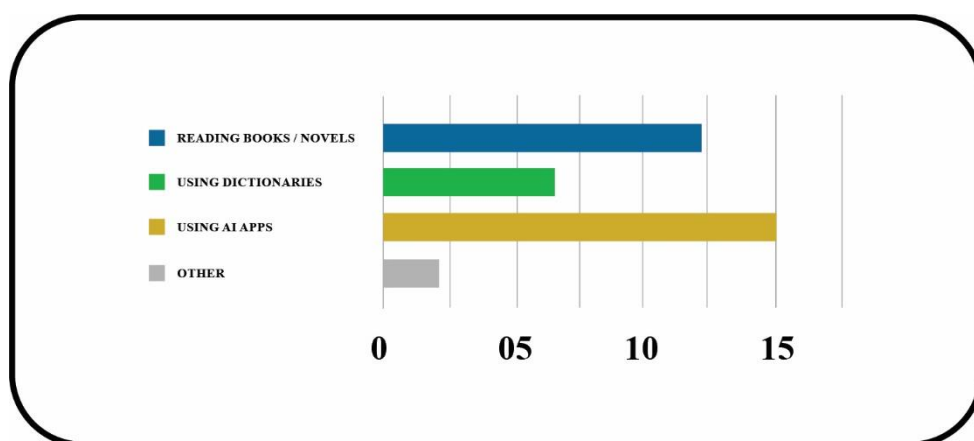
Concerning whether images, videos, and audio have a positive impact on learners' motivation, figure 2 shows that thirteen (13) out of the total participants (87%) were fully motivated, and become more interested in the teaching and learning process. In fact, it is found from the data gathered that AVAs give learners a rich environment as they facilitate the memorization of new lexical items. Whereas, the rest two participants (13%) answered no because they found that the image display was fast and the sound quality was sometimes weak.



**Figure 2: AVAs Impact on Learners' Motivations Result**

- What other methods you suggest that would facilitate vocabulary acquisition?

Learners' answers to this question differed, but they were limited to three answers only, acquiring vocabulary by reading books/novels and using phone applications that depend on artificial intelligence, and using dictionaries.



**Figure 3: Learners' Suggestions for Other Methods to Acquire Vocabulary**

The graphs above, show that 15 students suggested using mobile applications that use artificial intelligence as an effective alternative way to learn new vocabulary, 13 of them found dictionaries to be a logical suggestion, and 7 chose reading, such as book and novel readers, as an effective method that helps

improve understanding and Vocabulary acquisition. On the surface, the answers seem more than the number of students, because each of them suggested more than one of the methods mentioned.

### **7.3 Classroom Observation Analysis**

Classroom observation was carried out to investigate if there is any significant difference between the three methods of teaching vocabulary that was experimented with, this difference is concerned with the level of vocabulary comprehension and difficulties of memorizing and recall.

During the classroom observation period, I have noticed that the use of audio-visuals is highly supported by learners. Integrating audio-visual aids is one of the accurate technique's teachers rely on when explaining new vocabulary. Remarkably, visual materials are widely applied if compared to other types of teaching aids. the teacher often presents new words in every lesson, even though the lesson is not related only to teaching vocabulary. The teaching of vocabulary does not only require explaining their meaning and use but also checking whether pupils successfully acquire them or not, so they can use them to enhance their speaking and writing skills. Vocabulary is a focused task because it leads to achieving the productive skills' objectives. In turn, audio-visual materials show their influence on fulfilling the task.

### 7.3.1 Evaluation of Audio-Visual Aids in Use

The table below illustrates the benefits and drawbacks of audio-visual equipment that were observed in the classroom:

| <b>Audio-visual aids in use:</b>                       | <b>Benefits:</b>                                                                                                                                                                         | <b>Drawbacks:</b>                                                                                                                                                                                         |
|--------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Visual aids (pictures, charts, books...etc.)           | <ul style="list-style-type: none"><li>- Available.</li><li>- Easy to control and manage.</li><li>- Involve and motivate learners.</li><li>- Provide a clear image of new words</li></ul> | <ul style="list-style-type: none"><li>- Cannot provide auditory perception of new words so that learners can master words' pronunciation;</li></ul>                                                       |
| Audio aids (tapes, songs...etc.)                       | <ul style="list-style-type: none"><li>- Available.</li><li>- Provide words' way of pronunciation.</li><li>- Help in remembering new words.</li></ul>                                     | <ul style="list-style-type: none"><li>- Cannot provide a visual image of new words.</li><li>- Some of the audio-aids were not working well.</li></ul>                                                     |
| Audio-visual aids (videos, films, HO projector...etc.) | <ul style="list-style-type: none"><li>- Present new words with their visual and auditory perceptions.</li><li>- Engage and make learners feel interested.</li></ul>                      | <ul style="list-style-type: none"><li>- Sometimes learners focus more on the scenes than on acquiring vocabulary.</li><li>- if they are not used appropriately, they may waste time and energy.</li></ul> |

**Table 2: Evaluation of Audio-Visual Aids in Use**

Besides, all of the learners we observed, showed interest and desire to be active participants in the lesson when using visuals such as images, videos, realia...etc. This technique was greatly motivating, especially when the learners were asked to see or touch the picture of the word explained. This created an enjoyable atmosphere and gave learners an opportunity to know the exact meaning of the words learned.

## **8. Pedagogical Implications of the Research**

The results of the present study have several significant implications: First, vocabulary is a central part of any language, thus, teachers must equip themselves with attractive techniques and methods of teaching it. So, the results of this research can be valuable for language teachers. In carrying out the teaching of English vocabulary teachers should focus their attention on using AV materials in order to improve the learners' vocabulary. Second, the findings of this research could help those dealing with foreign language teaching, such as syllabus designers, material developers, test makers...etc. Third, the findings of this research might be appropriate not only for the teaching of new vocabulary but also for teaching pronunciation, grammar, and other skills, thus more research is required in this respect. Lastly, this study introduced several tips that make vocabulary presentations more interesting and easier for both teachers and learners.

However, it is just one effort to improve learners' comprehension, acquisition, and memorization of new vocabulary. It is hoped, therefore, that the results of the current study could be used as an additional reference for further research.

## **9. Summary of Findings**

The results of the questionnaire analysis and interpretations, as well as classroom observations, reveal that AVAs play an important role in vocabulary teaching and have a significant influence on the learners' learning process. The findings show how important vocabulary is to EFL students in order to master their target language. This educational strategy was deemed to be useful, practical, and effective.

Furthermore, when the three treatments' approaches were assessed throughout the session, the most preferred option was the use of visual aids, which include

learning new words using images, mnemonics, and drawings. They consider it as educating and entertaining technique that best creates a favourable environment.

However, some learners stated that they faced problems while using audio-visual materials. 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 the classroom or even in school; b) their poor reliability (whether they are old, broken or contain problems which are difficult to manage); c) the poor knowledge of learners concerning the use of such kind of teaching aids, especially the modern technological ones.

Integrating audio-visual aids is one of the accurate techniques teachers relies on when explaining new vocabulary, remarkably, audio-visual materials are widely applied if compared to other types of teaching aids. The teaching of vocabulary does not only require explaining their meaning and use but also checking whether learners successfully acquire them or not, so they can use them to enhance their speaking and writing skills. Vocabulary is a focused task because it leads to achieving the productive skills' objectives. In turn, audio-visual materials show their influence on fulfilling the task.

## **10. Limitation of Study**

EFL learning is influenced by various aspects such as socio-political status, age, support structures, and motivation. All these variables impact students " EFL learning and their success at university. This study tried to explore the efficacy of using audio-visual materials on vocabulary comprehension and acquisition. However, because of the following limitations, the findings are tentative. Firstly, the intervention that was performed involved collecting data at a very bad timing since the world had a crisis in the health domain, where all countries included Algeria suffered from Covid-19 and manifestations in the whole country. Consequently, the university was almost empty, because most of the exams and

lessons were given online and done from home. This presented further limitations which could not be overcome. As a result of the previous limitation, the group of students selected for the research study was small; the findings could not be generalized. The results of the study are therefore limited to the context, and should be interpreted as such. However, because the sample was quite small, the research study took less time to complete. Based on this limitation, it is recommended that the researcher seeking to replicate this study selects a bigger research cohort. A bigger group of participants could also influence the reliability of the results favourably. In this study, students with different learning styles were put under the same treatment. Some were low-knowledge learners and others were high-knowledge learners.

Last but not least, there was another limitation which is the lack of prior research on the topic. This presented plenty of difficulties with recreating similar and Interpretation research in terms of measures used for data collection. As well as the lack of specific foreign language vocabulary acquisition research presented the researcher with various obstacles in terms of data collection methods. Because vocabulary research is very much still in its infancy, there are few long-term studies available to measure acquisition. Thus, further research in the field with regards to the effect of multimedia on vocabulary learning would reaffirm the theory that multisensory channels aid vocabulary learning.

## **11. Discussion**

Despite the limitations of this study, this study was designed to conform to the principles put forth by I. A. Richards. For example, the software's presentations were basic and repetitive; they followed a step-by-step pattern of presentation that allowed learners to compare and contrast English script, sounds, with Arabic translation. The presentations were formatted to help learners make connections to previously acquired knowledge and thus to be able to infer what would come next, leading to more cognitive processing.

The pace was set to aid learners to take what was presented and internalize it, so as to help in a later recall. The images were simple, not distracting with excessive detail. It is interesting to note that learners did acquire some new English words with this presentation. Moreover, the sound was added as an element. The recordings for the pronunciation of the English script, which aided learners in correcting their pronunciation.

## **11. Conclusion**

To end up with, the discussion part shows that the results of the two research techniques: learners' questionnaire and classroom observation, all present solid arguments which answered the research questions. learners support implementing such tools in the classroom to develop learners' vocabulary knowledge.

Using associative network theories as a theoretical structure, this paper encourages teachers to use images in their classrooms to help their students learn the target language. Human memory contains a set of nodes connected by links. Nodes that contain images were found to be significantly connected with the nodes that contain the words' meanings in the participants' mother language. The connection between the nodes that contain videos and audio and words' meanings was not significant. As a result, learners will retain the meanings of words in their L1 better if they are connected with images rather than videos or audio.

Generally, the vital role of teaching aids can be extremely beneficial, and effective to learners, on 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 vocabulary, and memorization of lexical items, but pupils also will be able to develop their receptive (listening-reading) as well as productive (speaking - writing) skills.

# **GENERAL CONCLUSION**

## **1. General Conclusion**

The present study has investigated the impact of using audio-visual aids on teaching vocabulary and enhancing the memorization and recall of words LMD learners in the university of Salhi Ahmed. It has focused on the description and the analysis of the use of visuals such as pictures, drawings, and realia, audio-visuals as videos, films, and audio. Vocabulary learning is an essential part of any foreign language. Many researchers argue that the use of audio-visual facilitates the learning and storage of lexical items.

All in all, vocabulary is essential in the four skills namely reading, speaking writing, and listening. The teaching of new vocabulary to learners should consist of attractive techniques and materials as visuals which have proved in our study their productivity; it is a visual teaching aid that helps learners to acquire and memorize the new words on one side and motivates them on the other one.

The results gathered from the research tools: questionnaire and classroom observation, we have provided answers to the research questions set in the General Introduction, that the use of various types of audio-visual materials such as realia, pictures, videos, and audios effectively helping teachers to teach vocabulary, and learners to acquire, and enhance and enrich their vocabulary. Our investigation has been carried out using classroom observation and a questionnaire that was distributed and answered by members of the “English club”. To collect and analyse the data, we have adopted a mixed-method approach combining both quantitative and qualitative methods. Using associative network theories as a theoretical structure, this paper encourages teachers to use images in their classrooms to help their students learn the target language. Human memory contains a set of nodes connected by links. Nodes that contain images were found to be significantly connected with the nodes that contain the words' meanings in the participants' mother language. The connection between the nodes that contain videos and audio and words' meanings was not significant. This leads to the

conclusion that students will remember words' meanings in their L1 better when they are associated with images rather than videos and audio.

This study is supposed to benefit English learners by bringing more attention to this issue and assisting them in their learning process. Finally, we believe that this pilot study will pave the way for more research in this area in the future, with the goal of increasing English vocabulary acquisition.

This research can be replicated using another methodological investigation like experimental design, interview to study more about learning English vocabulary through audio-visual resources or investigating other topics like learning vocabulary through dictionaries and reading novels.

## **2. Suggestions / Recommendations**

We suggest some recommendations concerning the importance of integrating audio-visual aids in teaching and developing learners' vocabulary. Textbook writers, educational organizations, school administrations, and teachers are all invited to reconsider the application of teaching aids in a foreign language vocabulary context. Textbook writers should include various useful pictures and photographs related to vocabulary that can help both teachers and learners. Also, they should guide teachers to which instruments to use that best fit the lesson objectives. Moreover, educationists and related organizations should look upon the fact that technological materials need special training to be handled. So, teachers should be involved in training conferences to be acquainted with their use. Schools' administrations are responsible to provide a reliable and sufficient number of materials in all types so that when teachers plan to apply them, they find them available. Lastly, teachers need to recognize that audio-visual tools are very beneficial to achieve the instructional goals, especially in the vocabulary context.

Another suggestion for future research would be to make the software with interactive features. The software cannot just be designed well; software must be able to hold learners' attention. If Richards were here, I think he would take advantage of the wide variety of technological possibilities that are available today. Making the software interactive would engage the learner and thus help maintain learner concentration. There are several ways to accomplish this. One way, for example, would be to give learners the option of clicking on script image, and sound to repeat that item as many times as they would like. These exercises could be of varying type and style, and they could follow sections of material in the presentation to serve as a review to learners or to ensure that learning is taking place.

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## **Appendices**

### **Appendix A Questionnaire**

Dear Sir/Madam

I am currently undertaking a Master Degree in Linguistics at the University Centre of Salhi Ahmed Naama. In order to complete my dissertation, I am required to research a topic area. The topic I have chosen to look at is the effects of visuals and audio on vocabulary teaching. The purpose of this study is to look at what effect does use of images, videos, and audios in an educational methodology have on vocabulary acquisition.

I would be very grateful if you could complete this questionnaire, based on what you have experimented before. Participation, is completely voluntary and all information provided will be treated with strict confidence. The data collected will be used for data within my dissertation where I will be able to draw up conclusions and recommendations on this topic.

This questionnaire can be completed fully online, and should only take a few minutes of your time to complete. I would be very grateful if you could answer all questions honestly before the deadline which is the 9th of June 2021.

Thank you for your participation,

Abdelfattah Merine.

[abdelfattahmerpro@gmail.com](mailto:abdelfattahmerpro@gmail.com)

1- What is your Gender?

Male ☐

Female ☐

2- What is your age?

18 - 22 ☐

23 - 28 ☐

28 - Older ☐

3- What is your level of proficiency in the English language?

A2 ☐ B1 ☐

B2 ☐ C1 ☐

4- Do you think you have a rich or poor vocabulary balance, and why?

Rich ☐

Poor ☐

Justify:

5- Do you think visuals could help learners to enrich their vocabulary?

6- Which of these vocabulary-teaching methods was effective, less effective, and ineffective?

a) Association the words' meanings with relevant audios.

b) Association the words' meanings with relevant images.

c) Association the words' meanings with relevant videos.

7- Did you find the software helpful and useful?

Yes. ☐

No. ☐

Feedback:

8- Was the sound playing slow?

Yes. ☐

No. ☐

9- Did linking English words with an Arabic translation help you better understand the meanings of words?

Yes, a lot. ☐

Not much. ☐

10- Do you think listening to audio could help you with spelling, and to improve your listening skill?

11- Do you think audio-visual aids have a positive impact on your motivation?

Yes. ☐

No. ☐

12- What other teaching methods do you suggest that would facilitate vocabulary acquisition?