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Exploring the Influence of Using Audio-visual Aids to Enhance Students Vocabulary: Case Study of First Year English Students at Medea University

Dissertation Submitted in Partial Fulfillment of the Requirements for the Master degree in Applied Linguistics

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Dedication

First and foremost we should address praise to almighty ALLAH who helps us to finish this work.

We specially dedicate this work to:

Our beloved mothers for their care and support because without them we would not be where we are today.Our dear fathers for their sacrifices and inspirations. Thank you for your guidance.

Our brothers, sisters, husbands, friends and all whom we love and appreciate. Thank you for all your encouragement, help and efforts. You are the best.

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Abstract

The audiovisual aids play an important role in the realization of the instructional objectives in different subjects. They help the teacher to present the lesson effectively and students learn and retain the concepts better and for longer duration. In this regard, the present study intends to investigate the influence of using audiovisual aids to enhance students' vocabulary in Algerian EFL classrooms. Moreover, it aims at figuring out students and teachers' opinions toward using these aids in EFL classrooms. From this point, researchers hypothesized that audiovisual aids are the most efficient tools that motivate learners and assist them to acquire new vocabulary. The current research used a mixed method to collect and describe the data. Two questionnaires were addressed to first year English students and teachers at Medea University. The findings showed that using audiovisual aids enables learners to develop and improve their vocabulary. Besides, they demonstrated that teachers and students support the use of audiovisual aids in EFL classrooms because they create a relaxed atmosphere that helps learners to have clear understanding.

Key words: Audiovisual Aids, Vocabulary, Vocabulary Acquisition, L1 and L2 Vocabulary, Foreign Language Learning.

Key to Abbreviations

AVA: Audiovisual Aids

EFL: English as Foreign Language

L1: First Language

L2: Second Language

TV: Television

SPSS: Statistical Package for the Social Sciences

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General Introduction

1. GeneralOverview

Learning a foreign language requires the use of technology so as to create an appropriate learning environment. In this vein, Chapelle and Sauro (2017) affirm that "technology has in fact become more integrated into language learning and is well on the way to becoming a normal part of everyday practice"(p.21).This demonstrates the fact that supplementary aids such as language laboratory, pictures, and computers play a vital role in teaching and learning a second language. These aids help learners to be engaged in learning and develop their language skills. Many EFL students face a lot of difficulties during the learning process such as the mastery of vocabulary. Indeed, students with low vocabulary knowledge show weak academic performance in different courses related to the language skills. Above all, proficiency in English language depends on the knowledge of vocabulary possessed by the EFL learners. However, students can develop their vocabulary acquisition through integrating audiovisual aids in EFL classrooms. These aids enable them to have clear understanding of the new words and use them properly. In fact, audiovisual aids improve students' vocabulary.

2. Statement of the Problem

Many EFL Algerian students face many problems while learning English as a foreign language. One of these problems is their low knowledge of vocabulary. Students cannot express their thoughts or ideas without sufficient vocabulary. In fact, the traditional method of teaching is one of the main factors that might lead to Algerian EFL students' vocabulary incompetence. However, some tools such as audiovisual aids are used to make vocabulary acquisition easier and more beneficial. Hence, audiovisual aids seem to be the missing elements which will help Algerian EFL students enhance their vocabulary skills.

3. Significance of the Study

This study demonstrates the effectiveness of audiovisual aids in teaching vocabulary. It confirms that multisensory aids are beneficial for both teachers and students. On the one hand, this study demonstrates that supplementary aids assist teachers to accelerate and simplify the process of teaching vocabulary. On the other hand, it proves that audiovisual aids help students learn new vocabulary effectively because they serve as motivational tools which make students more dynamic and interested during the process of learning.

4. Objective of the Study

This research aims at investigating the influence of using audiovisual aids in enhancing EFL students' vocabulary. It aims at describing some benefits of audiovisual aids. Further, it seeks for discovering whether multisensory aids motivate EFL learners to study vocabulary.

5. Research Questions

This study will address these questions:

1. Can audiovisual aids enhance first year English students vocabulary?
2. Can audiovisual aids be motivational instruments for EFL learners?
3. What is students' attitude toward using audiovisual aids inside EFL classroom?
4. What is teachers' attitude toward using audiovisual aids inside EFL classroom?

6. Research Hypotheses

The research questions are explored on the bases of the following hypotheses:

1. Students prefer to use audiovisual aids rather than traditional method of teaching.
2. Audiovisual aids increase students' motivation to learn new vocabulary.

3. Audiovisual aids enable students to learn new words clearly and correctly.

7. Research Methodology

In order to validate the suggested hypothesis, the researchers performed their research in the form of a case study, whereby they collected the data quantitatively and qualitatively relying on two research instruments (questionnaires). The questionnaires were addressed to twenty-seven first year English students and ten English teachers where the study took place at Yahia Fares Medea University department of English.

8. Research Limitations

The process of collecting data was at very bad timing due to the Corona virus (Covid-19) pandemic. At this sensitive time and with the decision of quarantine, all the Algerian universities closed their doors since March 2020. This situation made research more difficult. In fact, researchers changed their research instrument to online questionnaire. As a result, their scope of research was narrowed because the sample size was small. Additionally, the previously mentioned difficulties prevented researchers from meeting to discuss their work. Last but not least, there were other limitations such as the lack of free online sources and the frequent internet blackouts.

9. Structure of the Dissertation

The present study consists of three chapters. The first chapter deals with the conceptual framework of audiovisual aids. It provides a historical background of audiovisual aids. Besides, it includes audiovisual aids definitions and their different types. In addition, it sheds light on using audiovisual aids in foreign language teaching.

The second chapter focuses on teaching and learning vocabulary. It includes vocabulary definition and its types. Further, it mentions the difference between L1 and L2 vocabulary. Moreover, it shows the importance of learning

vocabulary. In addition, it sheds light on some strategies to teaching and assessing L2 vocabulary. Above all, it tackles the use of audiovisual aids in teaching vocabulary.

The last chapter is devoted to research methodology. It presents the research objective, design, methods, sample population, and research instruments. It analyzes the data and discusses of the main findings of the research. In addition, it includes a set of recommendations to both students and teachers.

Chapter One
A Conceptual Framework of Audiovisual Aids

Chapter One: A Conceptual Framework of Audiovisual Aids

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1.1.Introduction

The current chapter discusses the influence of audiovisual aids on foreign language learning. It mentions a brief history of audiovisual aids. Besides, it defines audiovisual aids and presents their different types.

1.2. A Brief History of Audiovisual Aids

The use of audiovisual aids in teaching is not something new. Technology has been used in language teaching for a long time, if the blackboard is categorized as a type of technology. Recording devices, language laboratories and videos have been in use since the 1960s and 1970s, and are still utilized in classrooms (Dudeney and Hockly, 2007). Audiovisual education has gone through a number of stages.

The first use of audiovisual aids can be traced back to the middle of seventeenth century when John Amos Comenius (1592–1670), a Bohemian educator, introduced pictures as teaching aids in his book Orbis Sensualium Pictus ("picture of the Sensual World") that was illustrated with 150 of everyday activities like brewing beer, tending gardens, and slaughtering animals (Bardeen, 1887; Connie, 1991; Mahapatra , 2005; Aggarwal, 2009 ; Mc Namara,2014). Comenius was followed by other great educators, including Jean-Jacques Rousseau, John Locke, and J.H. Pestalozzi, who supported the use of sensory materials to enhance teaching (Mahapatra , 2005).

Later on, audio-visual aids were widely employed by armed forces in World War II. The American armed services, for instance, used projected, graphic, sound, three dimensional and realistic aids supplemented by manuals, guides, and other literature (Saettler, 2004). The successful use of these multi-sensory materials in U.S armed forces during World War II proved their effectiveness as instructional tools (DeBernardes and Olsen, 1948).

Given all this, there seems to be a strong exigency to explore the relationship between audiovisual aids and vocabulary. The coming section focuses on audiovisual aids definitions and their different types.

1.3. Audiovisual Aids Definition

Audiovisual aids are multisensory materials that enable learners to acquire knowledge rapidly. They are used by teachers in order to make students involved and interested in the learning process. Many definitions of audiovisual aids have been proposed by various scholars.

Neeraja (2011) defines audiovisual aids as "an instructional devices in which the message can be heard as well as seen" (p.350). That is to say, audio-visual aids are regarded as educational tools that attract students' sense of hearing and sense of sight such as pictures, radio, tape recorder, flash cards, etc. Furthermore, Sharma and Sharma (2016) claim that "audiovisual aids are planned teaching aids that appeal to the sense of people and enhance clear understanding and improve quick learning among learners"(p.293).In other terms, audiovisual aids do not only catch the eye of learners but also boost their cognizance in a more flexible way. Besides, Macwan (2015) says that using audiovisual aids ease the acquisition of foreign language skills and make learning more dynamic. In brief, audiovisual aids reinforce the message or the information being demonstrated and make it more explicit.

1.4. Types of Audiovisual Aids

There are different ways of classifying audiovisual materials. However, in this research audiovisual aids are classified into three major types.

1.4.1. Audio Aids

Dash and Dash(2007) state that audio aids are tools which involve the sense of hearing such as radio, tape recorder, and language laboratory. They are aids by means of which toddlers can hear something--some speech, a song, a story or a recitation, etc.

1.4.1.1. Radio

Radio is an electronic device that is used in broadcasting. It is used in education for decades, since it delivers different educational programs to people who live in faraway places (Lalima,2013). Besides, Neeraja (2011)

believes that the rich instructional and cultural contributions of the radio give both children and adults access to the world's greatest knowledge and art.

Additionally, the use of radio is very useful to EFL learners. According to Mishra and Yadav (2014), radio has the following advantages:

- Radio can bring well-planned teaching experiences into any classroom equipped with a receiver.
- Radio can bring exceptional demonstration advantages and other arranged programs in the schoolroom.
- It preserves the programs' novelty and ensures the attentiveness of the audience.
- A well-arranged radio program can be successfully utilized by the educator for making his lectures beneficial.
- Radio can bring exceptional orators, instructors, and other experts into the classroom.
- Radio program is not merely a listening effectively activity, however sometimes it can call for active cooperation of the listener members relying on the capability of the educator (p.20).

In brief, radio is a beneficial device that is used by teachers inside the classroom to simplify lessons, encourage students and involve them in the learning process. On top of that, it is considered as a very fast medium that broadcasts information instantly.

1.4.1.2. Tape Recorder

"A tape recorder is a simple and portable electronic system to record, reproduce, erase and record sound on a magnetic tape" (Dash and Dash, 2007, p.135). To put it another way, it refers to any kind of recording equipment such as cassette-recorder or cassette deck. It is generally used to record and play back sound. Shastri (2010) asserts that a tape recorder can best be used for listening comprehension. It can help in teaching pronunciation, accent, stress, and intonation patterns. In other terms, this audio aid fosters EFL learners' oral skills.

1.4.1.3. Language Laboratory

Benjamin (2018) believes that language laboratory is a very effective setup which improves second language learning. In this respect, Shastri (2010) emphasizes that language laboratory helps in developing EFL learners' listening and speaking skills. Most importantly, it gives them a chance to learn the target language at their own pace and time.

1.4.2. Visual Aids

"Visual aids are those aids which appeal to the sense of vision or the eye. These are the aids in which children can see something-some picture, a chart, an object, some specimen, a model, etc."(Dash and Dash, 2007, p.124). That is to say, they are instructional tools that communicate realities and thoughts through the eyes to the brain. In addition, Shabiralyani et al., (2015) believe that visual aids are the devices that help the teacher to clarify conceptions, understandings and appreciations. Moreover, they support him to make learning more engaging and interesting.

Eline (2007) mentions some benefits of using visual aids and she listed them as follows:

- Visual aids assist the presenter to attract audience's attentiveness.
- They help the presenter to deliver the message in a well organized way and in a short period of time.
- Visual aids assist the receiver to have a clear image, identify the relationship between the numerical data and obtain how it is structured.
- Using visual aids in a professional way will make presentations clearer and more interesting (p.1).

In sum, visual aids are advantageous in a number of ways. First, they can enrich students' vocabulary. Second, they improve learners' speaking and writing skills. Third, they develop school children' deep thinking and creativity. All in all, teaching becomes more successful. Moreover, visual aids

can be classified into different types such as picture, chart, map, flash card and slide projector.

1.4.2.1. Picture

The EFL classroom cannot remain separate from visual world. Visual tools, such as pictures can be used for a wide range of activities, from speaking and writing to enhancing students' vocabulary and grammar skills (Krčelić and Matijević, 2015). According to Wood and Tinajero (2002), pictures assist second language learners to acquire content knowledge. In the same regard, Shastri (2010) emphasizes that "pictures can be used to teach the vocabulary items" (p.52). In other terms, pictures as visual stimulus for teaching L2 vocabulary can be very beneficial since they evoke mental images which help EFL learners recall terms or concepts. Put it plainly, these visual aids enable EFL students remember the connection between the image and the vocabulary when they look up at the words on the word wall (Wood and Tinajero, 2002).

1.4.2.2. Chart

"A chart is a mix of pictorial, graphical, numerical or vertical materials, which presents a clear visual summary" (Neeraja, 2011, p.367).Put differently, charts are especially helpful, as they enable students to see ideas visually laid out in an organized way. Also, they can help the students process content and to make connections more easily.

1.4.2.3. Map

According to Malik and Pandith (2011), a map is a diagrammatic representation of plain surface that scales the details of specific areas such as continents, countries and so on. Generally speaking, maps are mostly used by geography teachers to illustrate their lessons and show the real world surface. Nonetheless, Shastri (2010) assume that maps can be used to teach the functional aspects of the language. They are ideal for giving directions of place. For instance, the teacher requests his/her students to invite each other to a party such as a birthday, a marriage, an anniversary of parents, etc. Then, the learners have to give the directions to reach the party venue. One learner gives the

instructions and the other draws the map. This can be a very good information transfer exercise.

1.4.2.4. Flash Card

Sharma (2002) defines flash cards as: "series of posters in small easily handled size" (p.74). These visual aids are useful for teaching the skill of reading (Shastri, 2010). Besides, they can be used for word recognition, team competitions, match cards, and order cards (Malik and Pandith, 2011). Above all, they help students learn new words and memorize them better (Puchta, Devitt,and Gerngross, 2012).

1.4.2.5. Slide Projector

Neeraja (2011) claims that "a slide projector is small piece of transparent material on which a solitary pictorial image or scene or graphic image has been photographed or reproduced in different way" (p.383).In other terms, it is a visual device that is used to view the images, photographic plates by means of optical or mechanical methods. Shastri (2010) asserts that slides are good tools for providing the opportunities for language use. The teacher can conduct the activities of interpretation, discussion and dialogue, etc.

1.4.3. Audiovisual Aids

Audiovisual aids are devices directed at both the senses of sight and hearing. They are used in classrooms for presentation of information. The use of these teaching aids is beneficial in a number of ways. First, by using audiovisual materials, inaccessible processes, events, and objects could be easily brought to the class. Second, the use of audiovisual aids results in greater acquisition of knowledge of facts and ensures longer retention of the gained information. Third, the use of multi-sensory aids allows direct contact of students with their social and physical environments. Fourth, audiovisual materials supply a concrete basis for conceptual thinking. Fifth, audiovisual materials could be used to motivate and stimulate interest of pupils to gain further knowledge. Lastly, visual-aids could be used to advantage for any age or ability groups (Sampath, 2007). Audiovisual aids have different types such as videos, televisions, and computers.

1.4.3.1. Video

"Video is an electronic device that scans pictures from a magnetic tape on a screen containing cathode ray." (Venkatesan and Joshi, 2015, p.113). Shastri (2010) thinks that video is an effective teaching aid as it stimulates the EFL learners. In addition, it presents a realistic picture of life both visually and verbally. Above all, it mixes learning with enjoyment. This motivates the learners to learn faster. In the same vein, Çakir (2006) states that "two minutes of video can provide an hour of classroom work, or it can be used to introduce a range of activity for five minutes" (p.68). In this case, using video assists EFL teachers to elucidate ideas better and present subject in a short time.

1.4.3.2. Television

Television is a device of (tele) communication used to transmit potentially sounds and moving images to the spectators (Rooij and Hoover, 2015). In the same vein, Sharma (2003) says that "television means seeing from a distance"(p.377).It is not only a device that broadcast movies, series or songs. But, it has been also used in education for decades. For instance, it helps teachers to create more fun and entertainment for their students. Besides, it entices both the eye and the ear of the receiver. For that reason, TV is considered to be a motivational device for learners.Furthermore, Metruk (2019) claims that watching television assists in language learning and increases vocabulary knowledge.

1.4.3.3. Computer

A computer is an electronic device on which data can be stored and retrieved when required (Venkatesan and Joshi 2015). Tosun (2006) declares that a computer is one of the most effective devices which are used in educational process. They help teachers prepare their lessons in an organized and a clear way. In addition, the use of a computer connected to internet can be an effective tool in supporting instruction because it allows the students to get access to various online sources and documents as well as it helps them to practice their language activities. Shastri (2010) states that computer can be

used to teach L2 vocabulary. Many language games and activities can be designed following any software program. There can be group discussion, debate, role-play, writing assignment based on them.

The following diagram summarizes the main types of audio-visual aids:

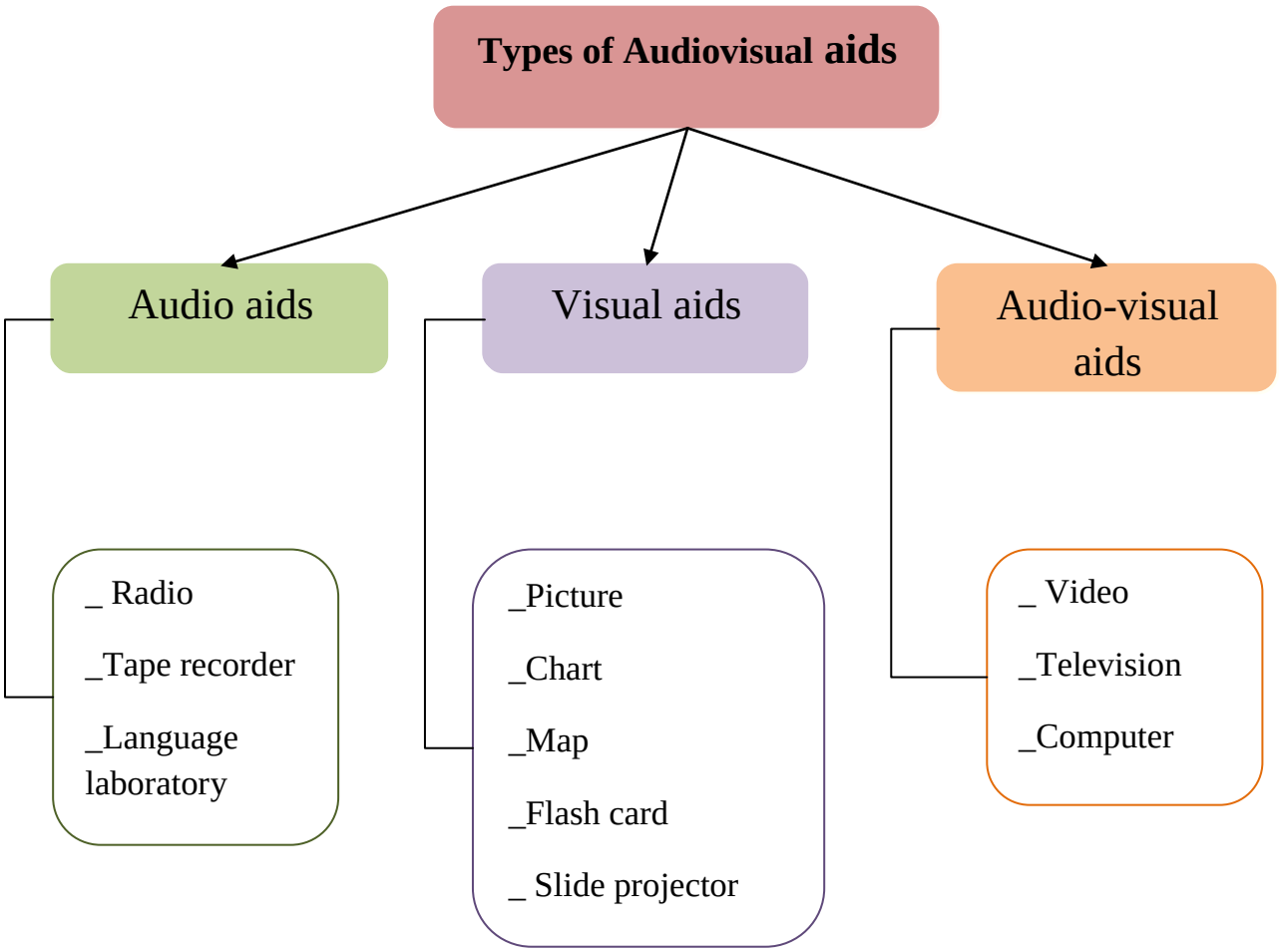


Diagram 01: Types of Audiovisual Aids (Adapted from Viswanath and Rao. 2016,p.78)

This diagram summarizes the various types of audiovisual aid. These aids make learning more perpetual and enduring, since learners use more than one sense (Majumder,2019). So, audiovisual aids are highly supported in education, owing to the fact that they enhance teaching and learning processes positively.

1.5. The Use of Audiovisual Aids in Foreign Language Teaching

The use of technology has agreat significance in education. Indeed, it fosters students' interactivity, overall learning experience and increases their awareness toward gaining new knowledge. Nowadays, foreign language teachers tend to use technological devices to make students attentive and involved in the learning process (eg., Idris et al., 2018; Çakir, 2006; Kochhar,1992).

For instance, Idris et al. (2018) assert that audiovisual aids are now pervading the instructional systems as devices for successful teaching and learning. They can be used as viable tools for communicating information in a more effective way. Furthermore, they can help students understand and retain concepts as well as acquire vocabulary rapidly. In fact, students learn and receive knowledge and information from what they see quicker than from what they hear. Moreover, the acquired knowledge can be stored and retrieved facilely. In addition, the National Education Association (1944, qtd.in Sullivan, 1962) announces that audio visual materials have implications for increasingly successful accomplishment of modern schools' goals. In other terms, audio-visual aids play a vital role in improving teaching in modern learning environments.

Besides, Kochhar (1992) states that "audiovisual aids are not designed to amuse the pupil but to increase his interest in and their comprehension of the topic being studied by presenting several different slants on it especially through his most used senses-sight and Hearing."(p.136). At this regard, audio-visual aids are not used for entertainment only. However, they are utilized by teachers in order to create a suitable environment in classroom where students can develop their comprehension abilities.

In the same vein, Çakir (2006) posits that audiovisual aids are a great assistance in invigorating and encouraging the learning of a foreign language as long as they are used at the right time, and the right place. He also adds that these multi-sensory aids help EFL teachers in stimulating and facilitating the target language since they assist EFL students in making clear, accurate, and meaningful concepts. Moreover, Mathew and Alidmat (2013) assert that

multisensory aids provide motivation in classroom instruction. They make the teaching-learning process more interactive and interesting. Furthermore, audiovisual aids enhance lesson plans and give students additional ways to process subject information. Most importantly, they allow the class activities to be a real communication in teaching (Wijayanti, 2016).

In brief, students find difficulties when it comes to learn English. This is because teachers use only the direct method for teaching, however, when they use audiovisual aids learners receive better understanding and make ideas permanent in their mind (Daniel, 2013). Therefore, the connection between audiovisual aids and learning vocabulary should be discussed thoroughly.

1.6. Conclusion

This chapter dealt with the historical background of audiovisual aids in education. Besides, it demonstrated the diverse definitions of audiovisual aids and their major types. Furthermore, it shed light on the importance of using audiovisual aids in the teaching and learning process. It also illustrated that students'language skills could be improved with the use of audiovisual aids inside the classroom. In fact, the use these aids serves as great motivational tools, which keep the students concentrate on the lesson and make them close to real life experiences. All in all, this chapter was limited only to the conceptual framework of audiovisual aids. The next chapter is devoted to elucidate the effectiveness of audiovisual aids in teaching L2 vocabulary.

Chapter Two

Teachingand Learning Vocabulary

Chapter Two: Teaching and Learning Vocabulary

2.1. Introduction

2.2. Definition of Vocabulary

2.3. Vocabulary Acquisition

2.4. Types of Vocabulary

2.4.1. Receptive Vocabulary

2.4.2. Productive Vocabulary

2.5. The Difference between L1 and L2 Vocabulary

2.6. The Importance of Learning Vocabulary

2.7. Strategies to Teaching L2 Vocabulary

2.8. Vocabulary Assessment

2.9. The Use of Audiovisual Aids in Teaching Vocabulary

2.10. Conclusion

2.1. Introduction

The second chapter sheds light on teaching and learning vocabulary. It includes vocabulary definitions and its types. In addition, it accounts for how vocabulary is acquired. Besides, it demonstrates the importance of vocabulary. Further, it discusses some effective strategies to teaching vocabulary. Most importantly, it accounts for the effectiveness of audiovisual aids in teaching second language and vocabulary.

2.2. Definition of Vocabulary

Barcroft (2016) defines vocabulary as all words, words parts and lexical phrases that individual acquired at specific period of time. It is a central component of language skills and provides the basis for learners to speak, listen, read and write. Without an extensive vocabulary and techniques for acquiring new vocabulary learners often accomplish less than their ability and may be prevented from making use of language learning experiences around them for example listening to the radio, listening to native speakers and using the language in different contexts (Richard and Renandya, 2002).

2.3. Vocabulary Acquisition

The process of vocabulary acquisition starts at young age. It begins with words used for labeling, for example, the word “dog” is used for an animal called “dog”. Nevertheless, labeling is not enough when it comes to acquire new vocabulary because not all four legs animals are dogs. Indeed, the child needs to develop the process of categorizing words ,so as, he/she can differentiate between different kinds of animals similar to dogs and the different aspects of the word “dog” like toy dog, picture of a dog and even other people’s dogs. Moreover, the child requires also the expansion of network building process. This process enables the child to link all words he/she knows together with new concepts and vocabularies(Thornbury, 2002).

2.4. Types of Vocabulary

Hatch and Brown (2001) divided vocabulary into two types: receptive and productive vocabulary.

2.4.1. Receptive Vocabulary

Receptive vocabulary refers to words that the student acknowledges and comprehends when they occur in a context, but he cannot produce them appropriately (Webb, 2008).

2.4.2. Productive Vocabulary

According to Haycraft(1978), productive vocabulary is words which the student understands, can pronounce correctly and uses constructively in speaking and writing.

2.5. The Difference between L1 and L2 Vocabulary

According to Thornbury (2002), L1 and L2 vocabulary differ in many points. First, the target language has a different mental lexicon from the mother tongue's one. Therefore, non-native speakers while learning new words often create links to their L1 equivalents. For instance, a German speaking learner is more likely to relate the English word "table" to its German equivalent "Tisch."Second, L1 and L2 vocabulary vary in the potential size of lexicon in each case. When the child becomes five years old he would have about 5,000 words and a well-educated native speaker would have 20,000 vocabularies. Whereas, L2 learners will be lucky to learn 5,000 words over several years depending on the learners needs for vocabulary. Third, L1 and L2 vocabulary are acquired in two different environments.L1 is acquired unconsciously in real world environment unlike L2 vocabulary which is learnt inside the classroom.

2.6. The Importance of Vocabulary

Vocabulary is at the center of language and our ability to communicate successfully. In fact, when non native speakers succeed in word choice in communication their message would be received even if their sentences are grammatically incorrect (Barcraft, 2016).Correspondingly, Rodriguez and Sadoski (2000) claim that vocabulary is important for language mastery. Indeed, second language learners use dictionaries not grammar books to understand difficult words. Therefore, the lack of vocabulary might cause major problems in acquiring other skills. Moreover, the study of the acquisition of vocabulary can help researchers understand language acquisition in general. Vocabulary also allows learners to improve their reading comprehension skills. It gives them the chance to read extremely difficult texts fluently. As well as, it increases their ability to succeed in school (Cynthia and Johnson, 2009). Moreover, Thornbury (2002) asserts that learning vocabulary of second language make learners able to make the correct connection between the meaning and the form of words.

2.7. Strategies to Teach Vocabulary

There are different strategies to teach vocabulary. Susanto (2017) listed some effective strategies for teaching vocabulary such as:

1. Teaching vocabulary using objects can help EFL learners recall vocabulary items better. Introducing a new word by showing the real object often helps EFL learners to memorize the word through visualization.
2. Teaching vocabulary through drilling, spelling, and active involvement. Drilling makes EFL learners familiar with words forms and pronunciations. Moreover, spelling is a good strategy for memorizing words. In addition, active involvement enables EFL students to discover word's meaning by elicitation. Elicitation increases learners' speaking opportunities, and acts as a way of checking learners' understanding.

3. Teaching vocabulary using pictures and drawings. Visual aids such as pictures, posters, graphs, and flashcards can act as cues for remembering words. Further, they connect EFL learners' previous knowledge with the new acquired knowledge. Moreover, they make difficult words' meaning more understandable.
4. Teaching vocabulary using mime, expression and gesture. Non-verbal aids are good tools to teach vocabulary since they capture students' attention and make the lesson more dynamic.
5. Teaching vocabulary using enumeration and contrast. Enumeration is used to make words' meaning clearer by listing a collection of items together. For example, the teacher can explain the word "clothes" by enumerating or listing various items. He/ she may list a number of clothes such as a dress, a skirt, trousers, etc and then the meaning of the word "clothes" will be understood. However, contrast is used to explain a word by contrasting it with its opposite. For instance, the word" good" contrasted with the word "bad".
6. Teaching vocabulary through guessing from context. It is to find out the real meaning of unfamiliar words depending on the context.

2.8. Assessing Vocabulary

Vocabulary assessment is the process of evaluating students' progression in their learning of vocabulary. According to Read (2000), vocabulary is seen as a focus area, requiring assessments to track the progress of learners throughout vocabulary learning and to determine how sufficient their vocabulary knowledge is to meet their communication need. Additionally, Nation (2000) says that testing vocabulary is similar to testing any other criteria of language knowledge. It includes reliability, validity, practicality, and wash-back need to be considered when designing and evaluating vocabulary tests.

Ur (1996), Read (2000), and Thornbury (2002) have listed several types of vocabulary testing techniques.

- **Multiple choice tests:** They are one of the most common activities used for testing vocabulary. They are easy to score and prepare. Furthermore, multiple choice tests can be used with isolated words, words in sentences and words in texts.
- **Matching:** It is to connect each word with the correct meaning. Matching items together help learners become more familiar with words meaning since matching is easier and faster than multiple choice tests.
- **Odd one out: It** is an activity in which learners are exposed to several words from the same family and they intelligently spot the odd one.
- **Writing sentences:** This activity requires students to write sentences. The teacher gives students words and asks them to write sentences to check their knowledge.
- **Dictation:** It is an easy activity which connects both the spelling and the pronunciation of words together. If learners can recognize and spell a word correctly they probably know what it means.
- **Dictation-translation:** It is a very convenient task to check if students know the meaning and spelling of words. The mother-tongue translation is used; nevertheless, it may be inexact or misleading.
- **Gap-filling:** It is an activity that demands students' insight and previous knowledge of vocabulary to guess the right word for each context. It tests meaning, spelling, to some extent grammar and collocation.
- **Translation:** It is a tricky activity that aims at finding out the exact equivalent of words in the target language. The teacher supplies his students with sentences in mother tongue and asks them to translate them into the target language.

- **Sentence completion:** It is an activity where teachers write half sentences and give their students the freedom to finish them using personal expressions.

2.9. The Use of Audiovisual Aids in Teaching Vocabulary

Hartono (2013) investigates the effectiveness of audiovisual media in increasing Indonesian EFL students' vocabulary. He deduced that audio-visual media are necessary for learning vocabulary. He found that the students taught by audiovisual media have strong vocabulary compared to their counterparts taught without these aids. He concluded that multisensory aids can greatly increase EFL students' vocabulary in a number of ways. Audiovisual tools increase EFL students' enthusiasm for learning. Moreover, they bring the outside world into the classroom and widen the learners' experience.

In addition, Johnson (1946) says that audiovisual aids play big role in vocabulary learning. They permit learners to strengthen their ability of pronouncing words in a correct way and make them familiar to the grammatical usage of words. Similarly, Kumar (2004) posits that the use of audiovisual aids increases pupils' vocabulary because new words are used and acquired through the use of these devices. According to him, the use of multisensory aids provides efficiency in teaching and makes it more effective. In addition, Grains and Redman (1986) claim that visual aids play a vital role in enhancing students' vocabulary. They declare that visual aids are largely used in conveying unclear meaning and they are adopted mostly for teaching concrete items of vocabulary. For instance, Lin (2004) mentions that video is a familiar audiovisual tool used in enhancing students' vocabulary. It facilitates the development of language learning skills, mostly listening and reading. In the same vein, Harmer (2001) confirms that pictures are important tools which help students practice their vocabulary. He asserts that the appropriate use of picture is for presenting words and checking meaning.

2.10. Conclusion

The current chapter emphasized the importance of learning vocabulary in language learning. Therefore, it tackled vocabulary's definition and its types. It also discussed the difference between L1 and L2 vocabulary. Moreover, it spotted the light on the different strategies used to teach and assess L2 vocabulary. Above all, it stressed the effectiveness of using audiovisual aids in teaching vocabulary.

Chapter Three
Research Methodology and Data Analysis

Chapter Three: Research Methodology and Data Analysis

3.1. Introduction

3.2.Research Objectives

3.3. Research Design and Methods

3.3.1. Case Study

3.3.2. Research Methods

3.4. Sample Population

3.4.1. Students' Profile

3.4.2. Teachers' Profile

3.5. Research Instruments

3.5.1. Questionnaire

3.5.1.1. Students' Questionnaire

3.5.1.2. Teachers' Questionnaire

3.6. Data Analysis

3.6.1. Students' Questionnaire Analysis

3.6.2. Teachers' Questionnaire Analysis

3.7. Discussion of the Main Findings

3.8. Recommendations

3.9. Conclusion

3.1. Introduction

The third chapter is considered as an empirical phase in this study. It includes the practical work that took place in the field. It aims at proving the researchers' hypothesis toward the use of audiovisual aids to enhance Algerian EFL students' vocabulary. Moreover, it sheds light on research objectives, design, and methods. In addition, it includes the analyses of data that has been gathered through the use of two questionnaires .Besides, it entails the interpretation of the responses and the results that have been achieved by the practical work.

3.2.Research Objectives

This research is intended to stress the importance of using audiovisual aids in learning vocabulary with reference to first year students at the English department. In fact, the main objective of this study is to show how multi-sensory aids can develop vocabulary acquisition. Accordingly, the study scrutinizes the use of audiovisual aids and tries to give answers and solutions to the questions raised in this research. Certainly, the use of audiovisual aids is partly emphasized in order to investigate the methods, strategies, and materials used in the learning of vocabulary in the Algerian EFL classrooms.

3.3. Research Design and Methods

The study was carried out at the Department of English at Yahia Fares University of Medea. It addressed first year LMD students and EFL teachers in this department. This research was conducted in the form of a case study and used both qualitative and quantitative research approaches. Two main research instruments were used: Teachers' questionnaire and students' questionnaire.

3.3.1. Case Study

A case study is a research method involving an up-close, in-depth, and detailed examination of a particular case (DiClemente, et al., 2020, p.231).

That is to say, it is a systematic examination which provides detailed accounts, facts and information about a given research topic. It helps the researchers to collect, analyze, and interpret data gathered from various sources. In this respect, Yin (2018) states that "case study is an experimental method which investigates and examines contemporary phenomena within their real-life contexts" (p.50). This implies that the subject of the research is scrutinized within its social, political, organizational, or economic context.

3.3.2. Research Methods

In this study, the researchers used a mixed method. Their research is predominantly quantitative with an additional qualitative component. Mixed method is a research approach whereby researchers collect and analyse both quantitative and qualitative data within the same study (Bowers, 2013). It is favored by many researchers and has been adopted in the field of human sciences. In this regard, Watkins and Gioia (2015) assert that mixed method is the most suitable method to gather reliable information and obtain an in-depth data. Most importantly, "it provides the opportunity for a greater assortment of divergent views"(Teddlie and Tashakkori, 2009, p.33).

3.4. Sample Population

Polit and Beck (2004) say that "sampling is the process of selecting a portion of the population to represent the entire population" (p.291). The participants selected for this study were first year EFL students and teachers at Medea University. Indeed, it was difficult to have a larger sample size because of the coronavirus (Covid-19) pandemic. The informants were randomly selected to answer the questionnaires.Every member of the population had an equal chance of being selected in order to prevent sampling bias and obtain a representative sample.

3.4.1.Students' Profile

The students involved in this study were first year English students at Medea University. The respondents were aged between seventeen and twenty five years old. The sample was made up of twenty seven students, eight males and nineteen females. The researchers have chosen first year English students to be their participants for a number of reasons. First, most students were born in 2000s. They were raised with information technology, internet, and social networks; therefore, they have an innate hyper-connectedness that differentiates them from their elders. Second, the majority of these freshmen had the opportunity to be taught with audio visual aids before coming to university. The third reason is that first year students were expected to show more willingness to answer the questionnaire if compared to second and third years.

3.4.2. Teachers' Profile

The participants were teachers of English at Yahia Fares University of Medea. They were ten full time teachers at the department of English. All of them have nearly the same background in terms of teaching experience and distinct point of views about the issue put in question.

3.5. Research Instruments

"Research instruments are simply devices for obtaining information relevant to your research project, and there are many alternatives from which to choose" (Wilkinson and Birmingham 2003, p.3). In other terms, research instruments are tools that can help researchers obtain reliable data and provide veridical details related to their subject of research. In this respect, the researchers used two questionnaires directed to both first year EFL students and teachers at Yahia Fares University of Medea. The questionnaires were designed to figure out students and teachers' opinions toward using audio visual aids in teaching. Moreover, they endeavored to find out whether these aids can stimulate students' attention and help them to learn new vocabulary.

However, the data of this study were collected through an online questionnaire in a Google form because of thecoronavirus lockdown.

3.5.1. Questionnaire

The questionnaire is an instrument of collecting data in a written form which includes open and closed questions requiring answers from the participants (Nunan, 1992). It is an effective research instrument because it allows the researchers gather reliable data from a large number of participants and analyze different responses of the same question. In this respect, Cohen et al. (2000) say: "The questionnaire is a widely used and useful instrument for collecting survey informationproviding structured, often numerical data. It can be administered without the presence of the researcher, and is often comparatively straightforward to analyze" (377). Wherefore, the researchers relied on questionnaires to obtain the necessary information for their research study. As for the analysis, they used SPSS (21st version) software to have a clear statistical data.

3.5.1.1. Students' Questionnaire

The first questionnaire was addressed to first year English students at Medea University. It sought to gather information about Algerian EFL students' opinions toward using audiovisual aids in education and explore whether these aids can enhance their vocabulary acquisition.

The questionnaire is a combination of multiple choice, closed ended, and one open ended questions. It starts with an introductory paragraph that mentions its main objectives. It is composed of sixteen questions. They are categorized into three sections. The first section is entitled personal information. It consists of three questions (01 ⟹ 03). The aim of these questions is to know students' age, gender and their starting stage of learning English. The second section is related to the use of audiovisual aids in Algerian EFL classrooms. It composes of eight questions (04 ⟹ 11). These questions try to explore the participants' views about the most favored

teaching aids. Additionally, they seek to know the respondents' attitudes toward using AVA in the learning process. Moreover, they attempt to figure out if the respondents face any difficulties while learning via these aids. The third section is about learning vocabulary through the use of AVA. It consists of five questions (11 ⟹16). It aims to know if AVA can enhance students' vocabulary.

3.5.1.2. Teachers' Questionnaire

A second questionnaire was designed for ten EFL teachers at the department of English at Medea University. The purpose of this questionnaire was to attain specific information about Algerian EFL teachers' opinions toward the effectiveness of audiovisual aids in enhancing EFL students' vocabulary.

The teachers' questionnaire also contains multiple choice, closed ended, and one open ended questions. It begins with an introductory paragraph that states its main aims. It is composed of ten questions. They are divided into three sections. The first section aims at collecting data about the participants' teaching experiences. The second section tries to explore whether the Algerian EFL classrooms use AVA or not. The third section attempts to gather information about the teaching of vocabulary by using audiovisual aids.

3.6. Data Analysis

3.6.1. Students' Questionnaire Analysis

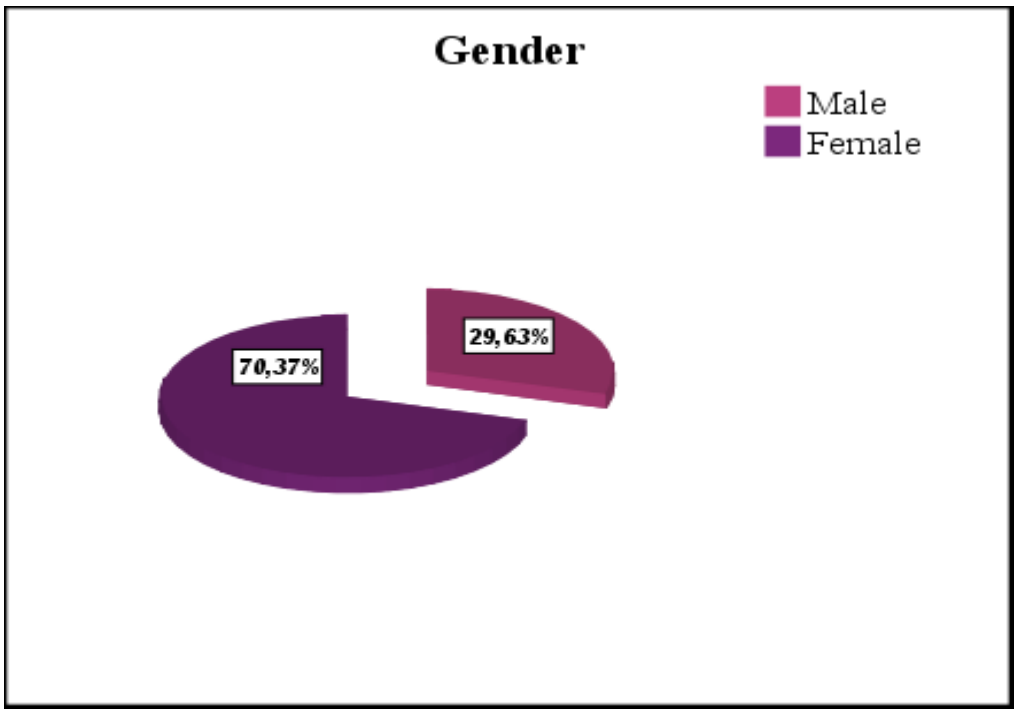
This section deals with the analysis of the students' questionnaire. It is divided into three parts.

1-Section One: Personal Information

Question 01: Gender.

Options	N° of students	Percentage %
Male	08	29,6
Female	19	70,4
Total	27	100,0

Table 01 : Students' Gender.



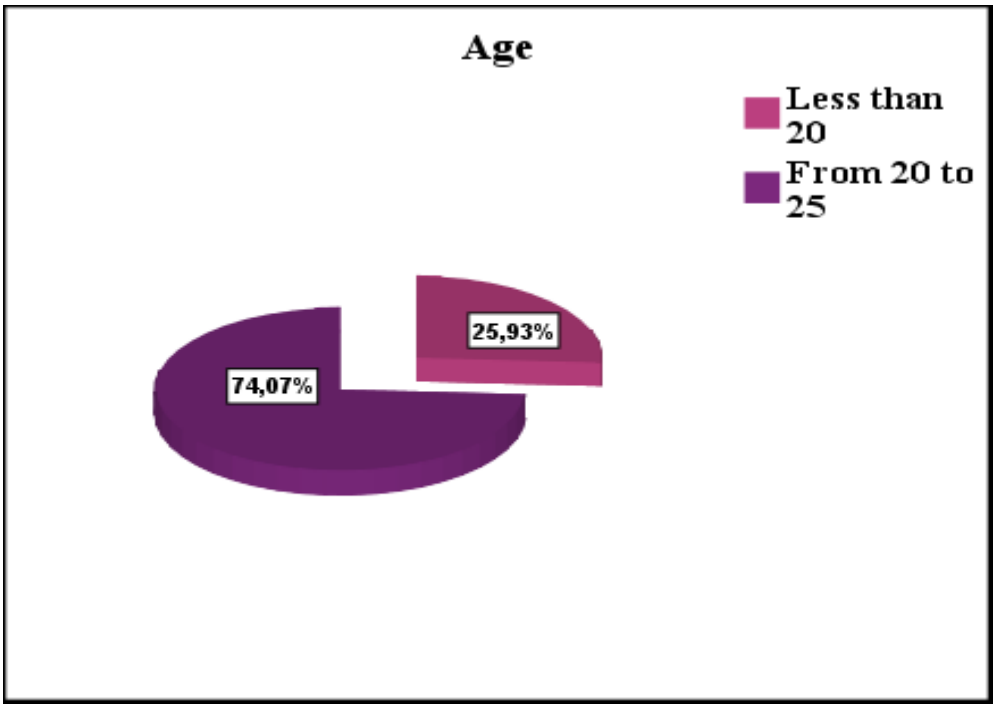
Pie Chart 01: Students' Gender.

The table 01 and pie chart 01 above show that the majority of students who replied to the questionnaire were females and they represent (70,4%), while there were only 8 males (29,6%) from the total number of participants that is 27 participants.

Question 02: Age.

Options	N° of students	Percentage %
Less than 20	07	25,9
From 20 to 25	20	74,1
More than 25	0	00,0
Total	27	100,0

Table 02: Students' Age.



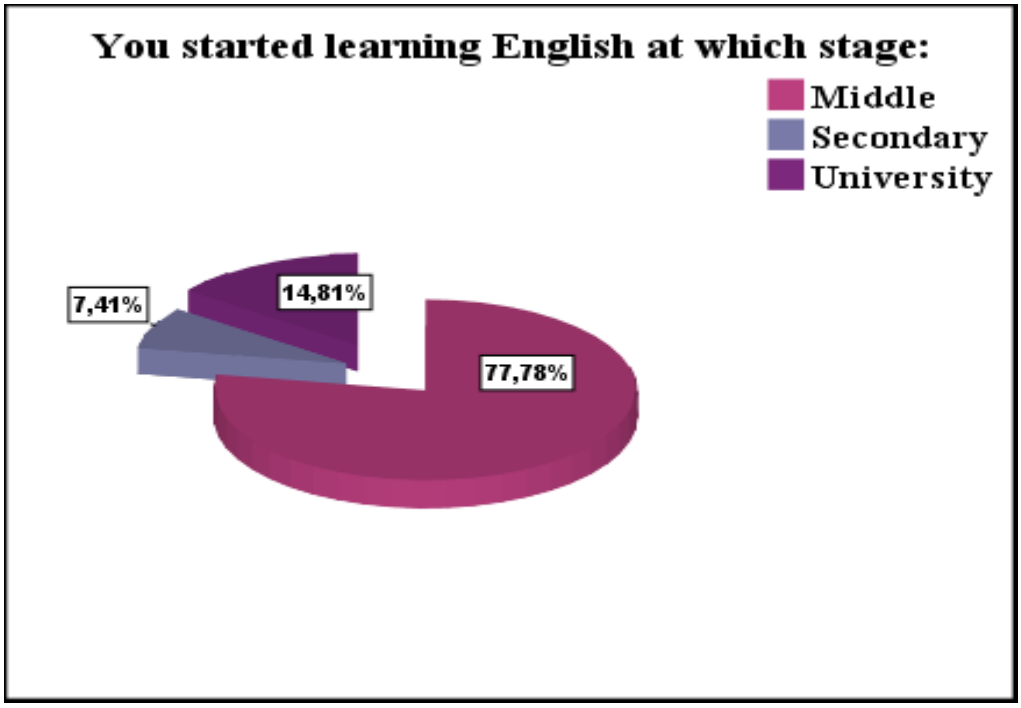
Pie Chart 02: Students' Age.

The reason behind this question is to gather information about students' age. Nearly all students (74,1%) are aged between twenty and twenty five years old, whereas (25,9%) of students are less than twenty years old.

Question 03: You started learning English at which stage:

Options	N° of students	Percentage %
Primary	0	00,0
Middle	21	77,8
Secondary	02	07,4
University	04	14,8
Total	27	100,0

Table 03: Students' Stage of Learning English.



Pie Chart 03: Students' Stage of Learning English.

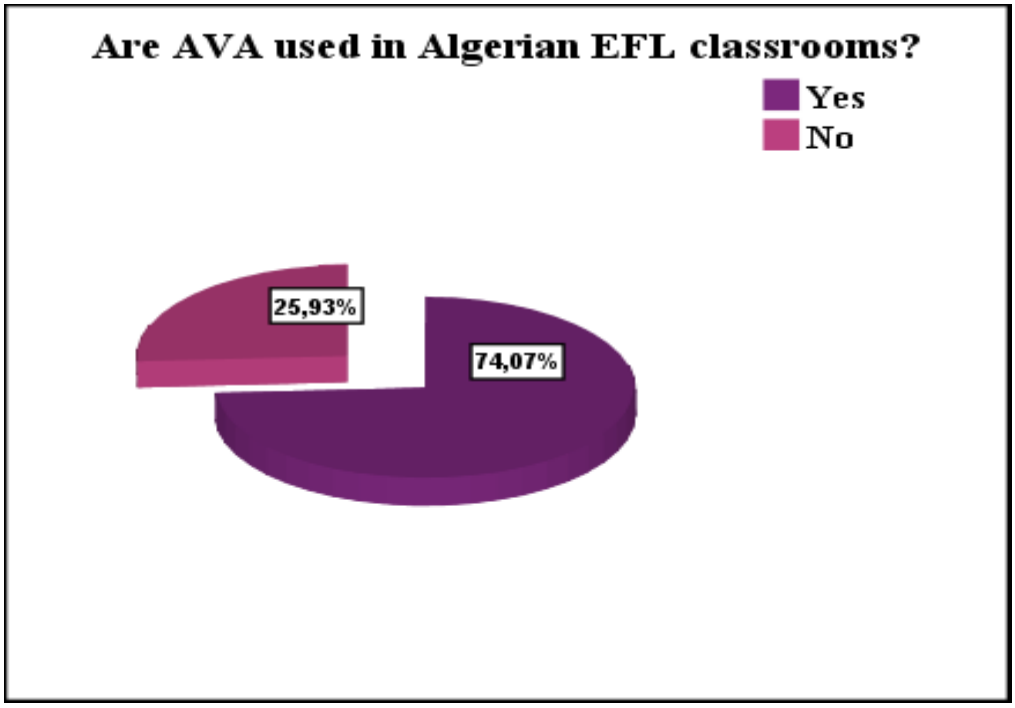
The obtained results show that a significant number of students representing (77.8%) started learning English at middle school, whereas only two students (14,8%) started learning English at secondary school. Besides, four students (7.4%) report that their starting point of learning English was at university.

2- Section Two: Using Audio Visual Aids in Algerian EFL Classrooms.

Question 04: Are AVA used in Algerian EFL classrooms?

Options	N° of students	Percentage %
Yes	20	74,1
No	07	25,9
Total	27	100,0

Table 04: Students' Viewpoint about the Teaching Aids Used in Algerian EFL Classrooms.



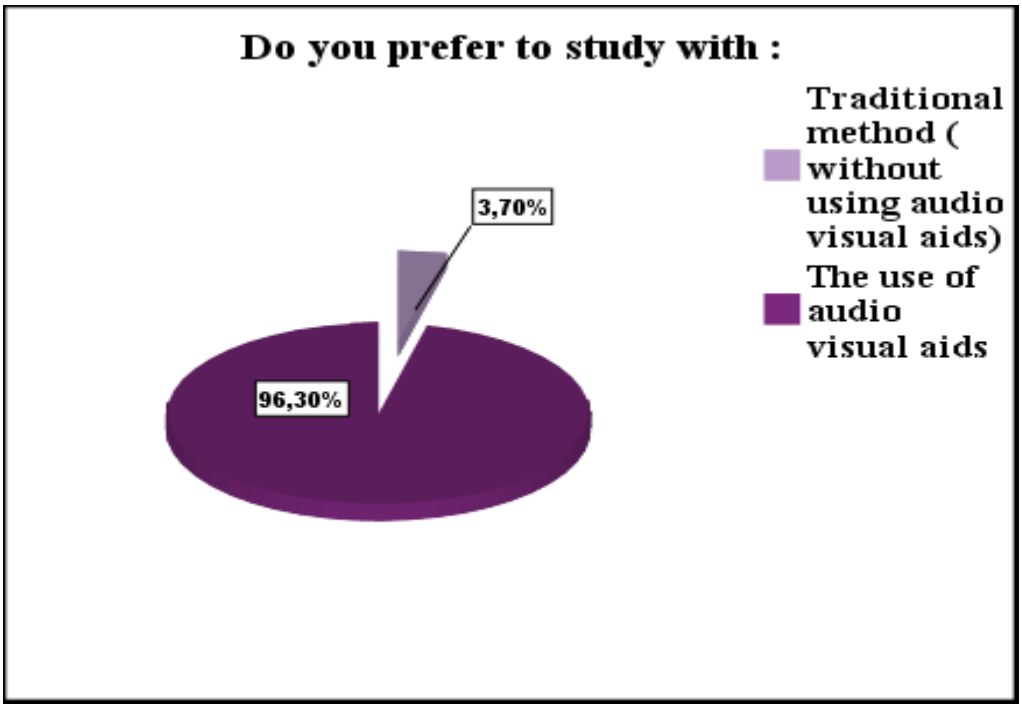
Pie Chart 04: Students' Viewpoint about the Teaching Aids Used in Algerian EFL Classrooms.

From the table 04 and pie chart 04 above, the researchers notice that the majority of students (74.1%) state that audiovisual aids are used in Algerian EFL classrooms. Whereas, (25.9%) of participants say that audiovisual aids are not used in Algerian EFL classrooms, it may because they very scarce at their university or they are not used by their teachers.

Question 05: Do you prefer to study with:

Options	N° of students	Percentage %
Traditional method (without using audio visual aids)	01	03,7
The use of audio visual aids	26	96,3
Total	27	100,0

Table 05: Students' Preferable Method of Learning.



Pie Chart 05: Students' Preferable Method of Learning.

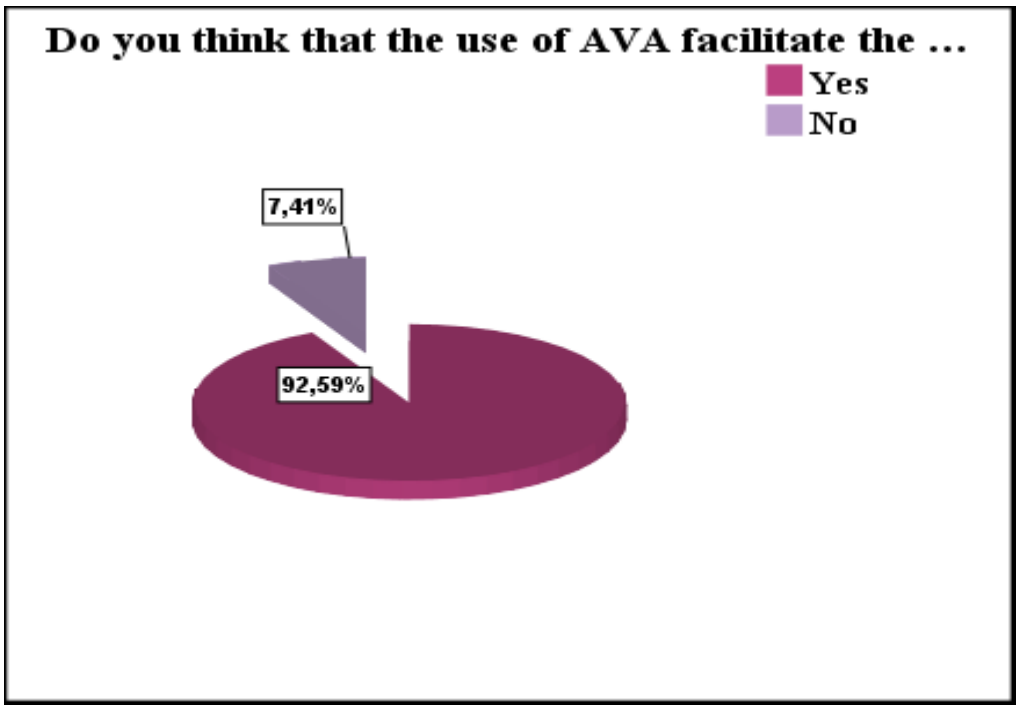
According to the results shown in the figures above, twenty six students (96.3%) mention that their preferable method of learning is through using audiovisual aids while one student (3.7%) indicates that he/she prefers to learn via the traditional methods (without using audiovisual aids). Simply put, most students prefer to learn through audiovisual aids because these devices create a

relaxed atmosphere and help learners to concentrate and get clear understanding.

Question 06: Do you think that the use of AVA facilitate the learning process?

Options	N° of students	Percentage %
Yes	25	92,6
No	02	07,4
Total	27	100,0

Table 06: Facilitating Learning Process via Using AVA.



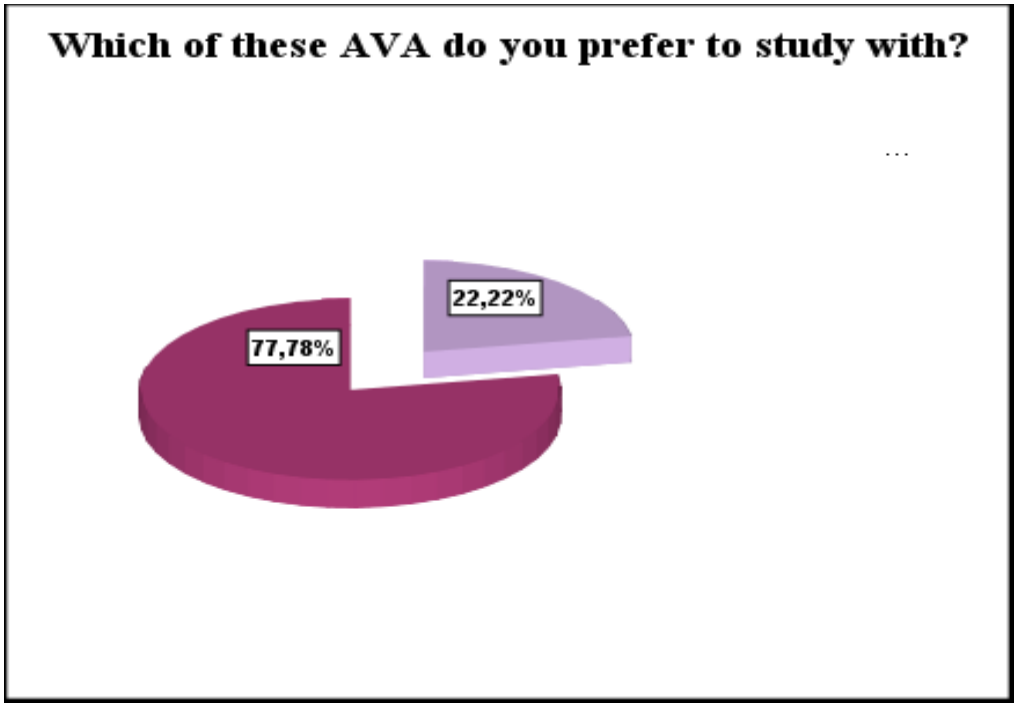
Pie Chart 06: Facilitating Learning Process via Using AVA.

The table 06 and pie chart 06 above indicate that twenty five students (92.6%) say that audiovisual aids facilitate the learning process. It means that multisensory materials have positive effects on them since they make their lessons more enjoyable and comprehensible. In contrast, two students (7.4%) answered “no”, perhaps AVA distract their attention and thereafter they cannot concentrate.

Question 07: Which of these AVA do you prefer to study with?

Options	N° of students	Percentage %
Audio aids((radio, tape recorder, etc)	0	00,0
Visual aids (pictures, flash cards, etc)	06	22,2
Audiovisual aids(video, computer, etc)	21	77,8
Total	27	100,0

Table 07: Students' Preferable Aids to Learn.



Pie Chart 07: Students' Preferable Aids to Learn.

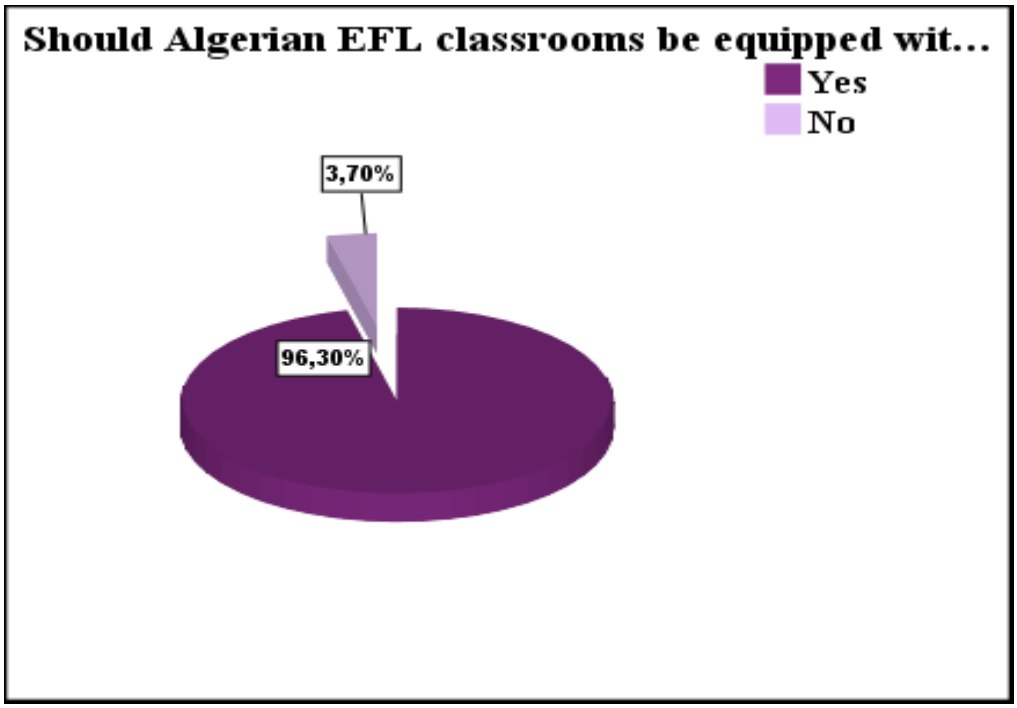
The table 07 and pie chart 07 above show that twenty-one students (77.8%) prefer to learn with audiovisual aids maybe because they entice all their senses.

However, six students (22.2%) posit that they prefer to learn with visual aids such as pictures, flash cards,etc. Undoubtedly, visual aids attract learners' sight and help them to understand and remember concepts better.

Question 08: Should Algerian EFL classrooms be equipped with more AVA?

Options	N° of students	Percentage %
Yes	26	96,3
No	01	03,7
Total	27	100,0

Table 08: Equipping Algerian EFL Classroom with AVA.



Pie Chart 08: Equipping Algerian EFL Classroom with AVA.

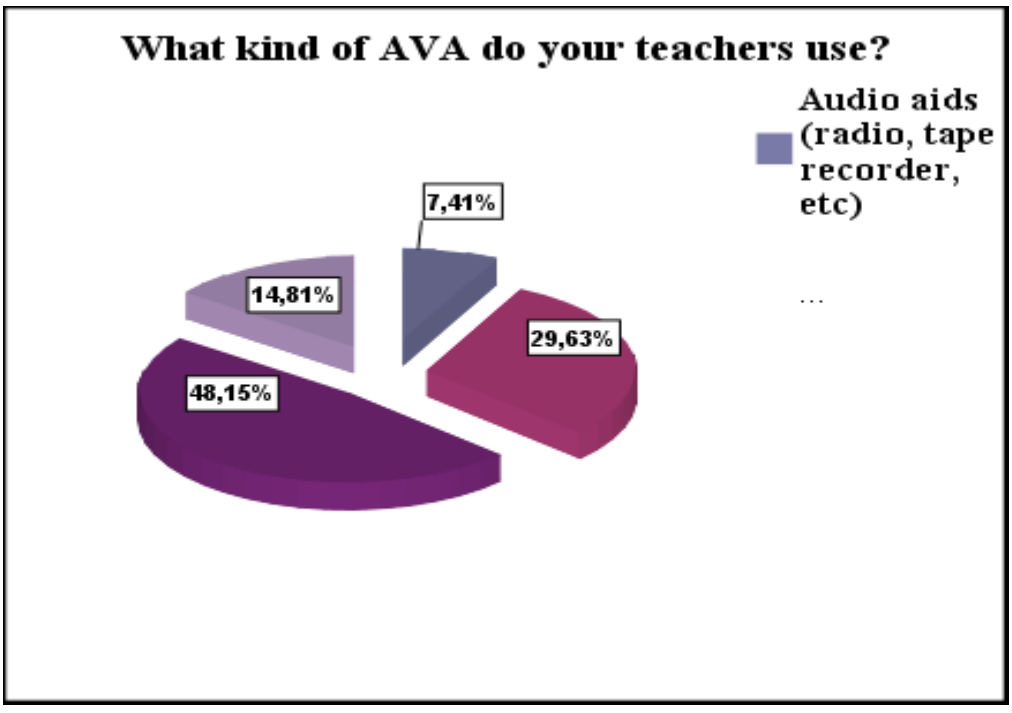
The results which are illustrated in the figures reveal that most students (96.3%) chose the option “yes” and agreed that Algerian EFL classrooms should be equipped with more AVA, while one participant (3.7%) opted for “no”.This suggests that Algerian EFL students support the use of audiovisual

aids in EFL classes because they improve the teaching-learning process and make it more effective.

Question 09: What kind of AVA do your teachers use?

Options	N° of students	Percentage %
Audio aids (radio, tape recorder, etc)	02	07,4
Visual aids (pictures, flash cards, etc)	08	29,6
Audiovisual aids (video, computer, etc)	13	48,1
All kinds	04	14,8
Total	27	100,0

Table 09: The Audiovisual Aids Used by Teachers.



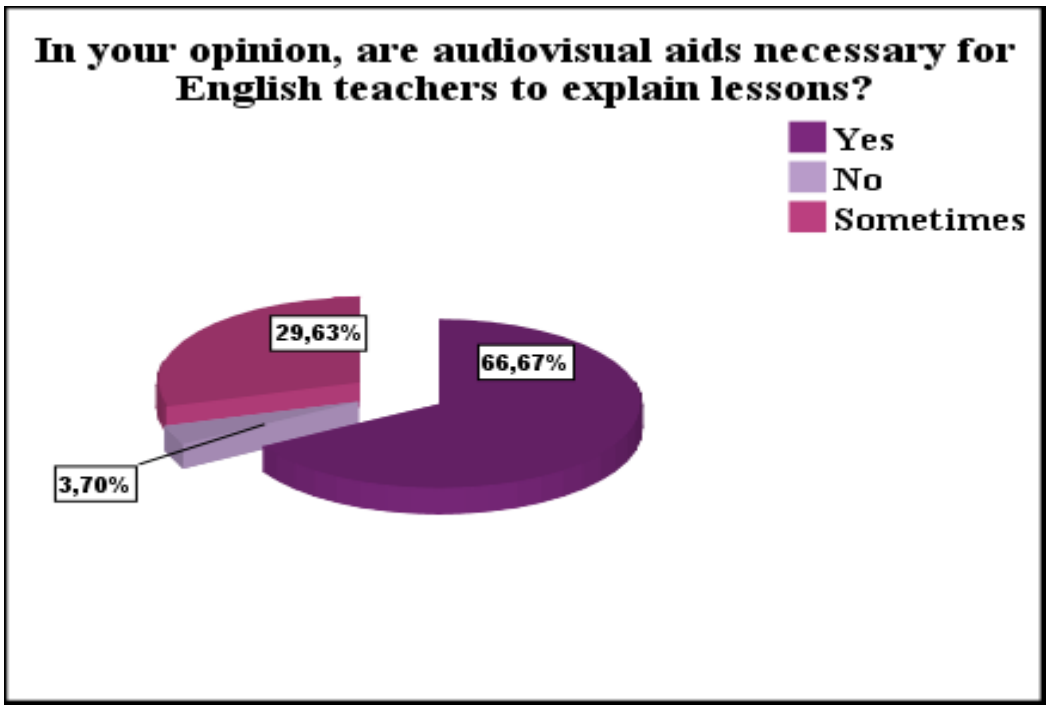
Pie Chart 09: The Audiovisual Aids Used by Teachers.

This question tries to explore which types of audiovisual aids are used by Algerian EFL teachers. From the data above, 14 students (48.1%) say that their teachers use audiovisual aids; however, 08 students (29.6%) mention that visual aids are the most common teaching materials used by their teachers. On the other hand, 02 students (7.4%) report that audio aids are the most frequently used teaching aids in their classrooms. Exceptionally, 04 students (14.8%) claim that their teachers use all kinds of AVA. At this regard, teachers who use all kinds of audiovisual aids assist their students with a great learning method because they are introducing them to diverse techniques which involve their senses and thus catch their attention.

Question 10: In your opinion, are audiovisual aids necessary for English teachers to explain lessons?

Options	N° of students	Percentage %
Yes	18	66,7
No	01	03,7
Sometimes	08	29,6
Total	27	100,0

Table 10: Students' Viewpoint toward the Necessity of Using Audiovisual Aids.



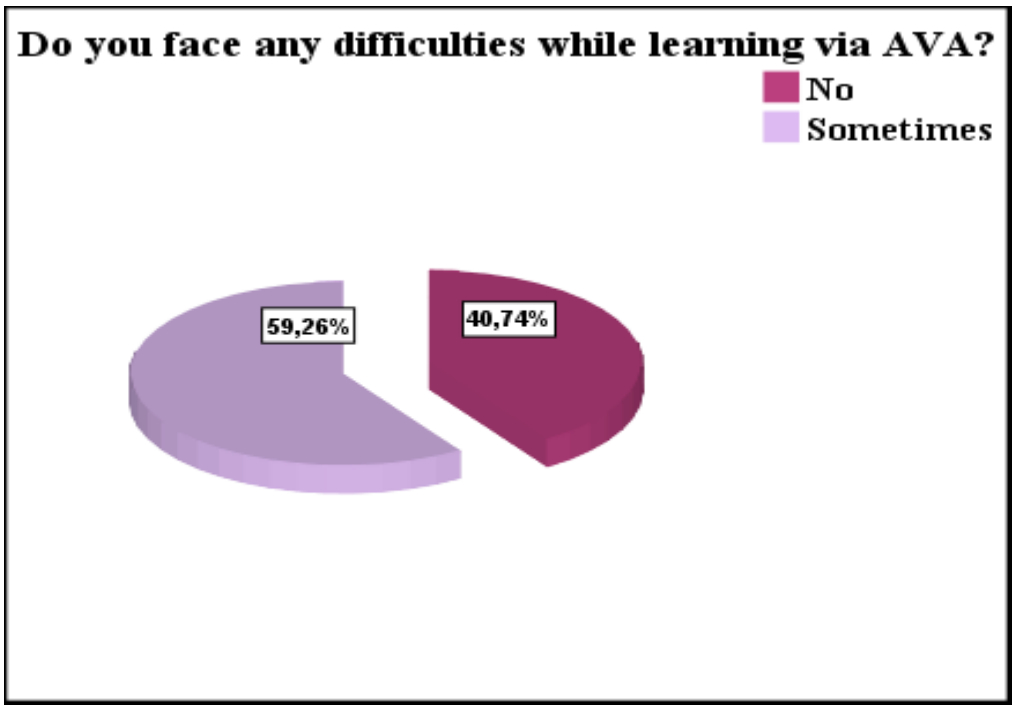
Pie Chart 10: Students' Viewpoint toward the Necessity of Using Audiovisual Aids.

The tenth question endeavors to fathom students' viewpoint toward the necessity of using audiovisual aids in EFL classrooms. 18 participants (66.7%) see that it is necessary to use AVA in the EFL classroom, whereas 08 informants (29.6%) mention that sometimes it is necessary for English teachers to use AVA. However, oneinformant (3.7%) says that it is not necessary to use AVA. Presumably, he/she cannot focus when AVA are used in classroom.

Question 11: Do you face any difficulties while learning via AVA?

Options	N° of students	Percentage %
Yes	0	00,0
No	11	40,7
Sometimes	16	59,3
Total	27	100,0

Table 11: Difficulties Faced by Students.



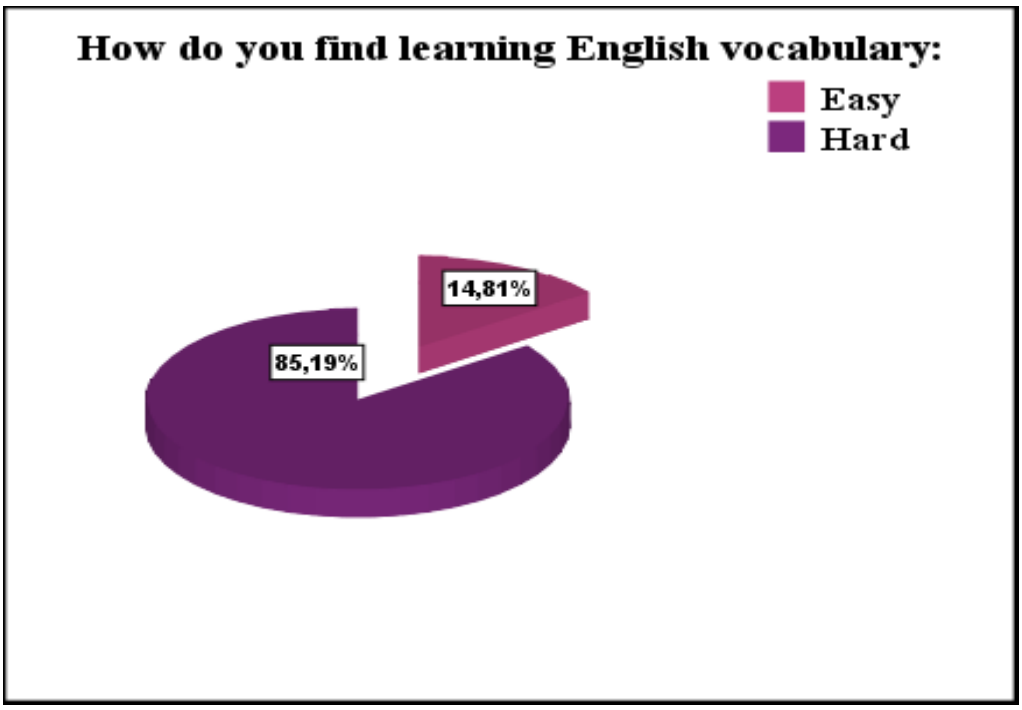
Pie Chart 11: Difficulties Faced by Students.

The results demonstrate that 16 students (59.3%) are sometimes facing some difficulties while learning via AVA. These difficulties are probably related to technical problems such as frequent electrical power outages and students' unfamiliarity with using these aids. On the contrary, 11 students (40.7%) declare that they do not face any difficulties when learning through AVA.

Question 12: How do you find learning English vocabulary:

Options	N° of students	Percentage %
Easy	04	14,8
Medium	0	00,0
Hard	23	85,2
Total	27	100,0

Table 12: Students' Viewpoint toward Learning English Vocabulary.



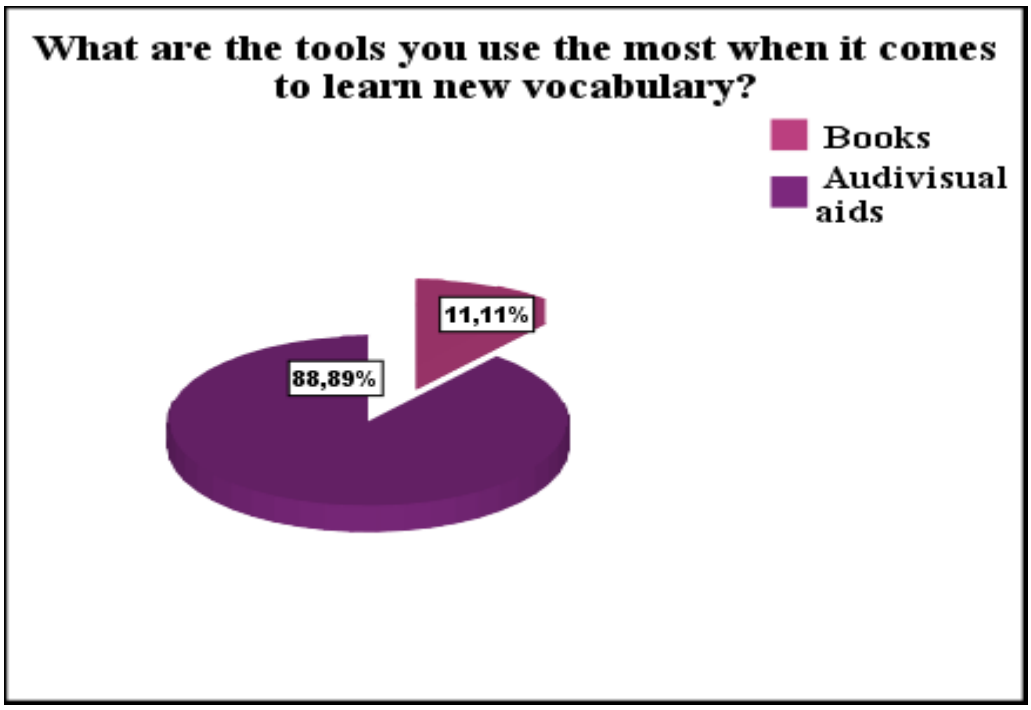
Pie Chart 12: Students' Viewpoint toward Learning English Vocabulary.

The figures display that 23 students (85.2%) think that learning English vocabulary is hard. This is because of a number of reasons.First, the written form is different from the spoken form in English. Second, some English words are complex and thus hard to learn and memorize. Third, the number of words that EFL students need to learn is exceedingly large. Finally, the use of inappropriate methods for teaching vocabulary. In contrast, four students (14.8%) believe that learning vocabulary is easy.

Question 13: What are the tools you use the most when it comes to learn new vocabulary?

Options	N° of students	Percentage %
Books	03	11,1
Audiovisual tools	24	88,1
Total	27	100,0

Table 13: The Used Tools to Learn Vocabulary.



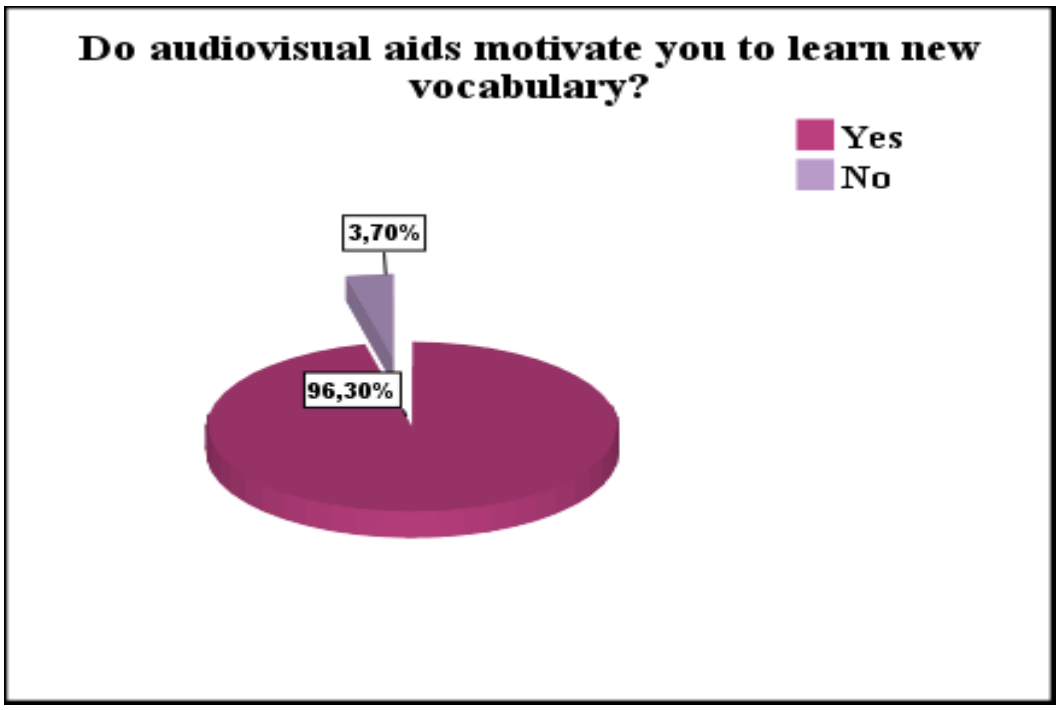
Pie Chart 13: The Used Tools to Learn Vocabulary.

The results reveal that 24 students (88.9%) assert that audiovisual aids are the most adequate tools to learn vocabulary. This is because these tools facilitate the process of learning and make it more enjoyable. On the contrary, three students (11.1%) claim that books are the best tools to learn vocabulary. They find the "feel" of books more satisfying and nostalgic than with audiovisual materials. Further, print books help them absorb more information than electronic devices do. Above all, books are considered as more economical than the electronic devices.

Question 14: Do audiovisual aids motivate you to learn new vocabulary?

Options	N° of students	Percentage %
Yes	26	96,3
No	01	03,7
Total	27	100,0

Table 14: Students' Opinion about Audiovisual Aids' Motivation.



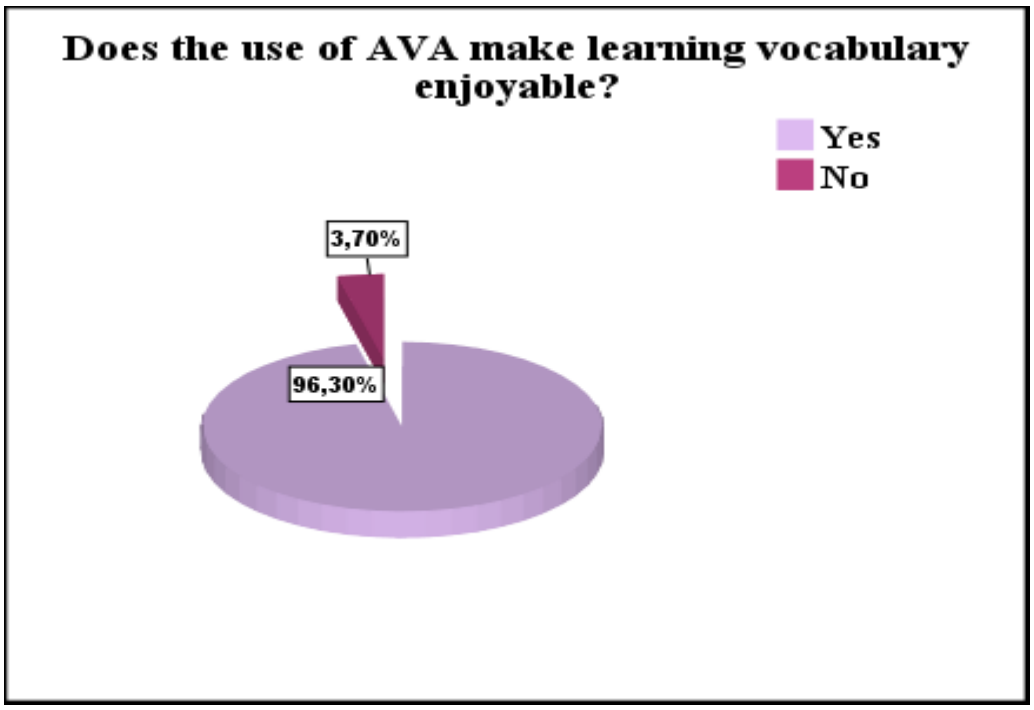
Pie Chart 14: Students' Opinion about Audiovisual Aids' Motivation.

The table 14 and pie chart 14 above show that most participants (96,3%) think that AVA motivate them to learn new vocabulary, whereas, only one participant (3,7%) opposes that. This implies that audiovisual aids are devices that boost the learning of English vocabulary. Precisely, they provide intrinsic motivation to EFL students by increasing their curiosity and self-efficacy. Thus, learners become more enthusiastic to learn new words.

Question 15: Does the use of AVA make learning vocabulary enjoyable?

Options	N° of students	Percentage %
Yes	26	96,3
No	01	03,7
Total	27	100,0

Table 15: The Enjoyability of Learning Vocabulary via Audiovisual Aids.



Pie Chart 15: The Enjoyability of Learning Vocabulary via Audiovisual Aids.

The results shown in the figures denote that the majority of students (96.3%) argue that audiovisual aids make learning vocabulary more entertaining and enjoyable since they help them pay more attention and get rid of boredom. This demonstrates the positive effects of audiovisual aids on language acquisition in general and vocabulary learning in particular. Nonetheless, 01 student (3.7%) declared that audiovisual aids do not make learning vocabulary enjoyable.

Question 16: In your opinion, what are the main advantages or disadvantages of learning vocabulary through AVA?

This question aims to figure out the advantages and disadvantages of using audiovisual aids to learn vocabulary. Nearly all participants mentioned only the advantages of audiovisual aids. At this respect, their responses are summarized by the researchers as following:

- They claimed that the use of audiovisual aids makes the learning process quicker and easier.

- Audiovisual aids help teachers present their lessons in an effective way, besides they help students learn the concepts of language better and store them for a long time.
- Many informants asserted that using audiovisual aids makes learning new vocabulary enjoyable and easy.

Eventually, the findings demonstrated that the majority of Algerian EFL students prefer to learn via audiovisual aids. Besides, the results affirmed that audiovisual aids contribute significantly in enhancing Algerian EFL students' vocabulary.

3.5.2. Teachers' Questionnaire Analysis

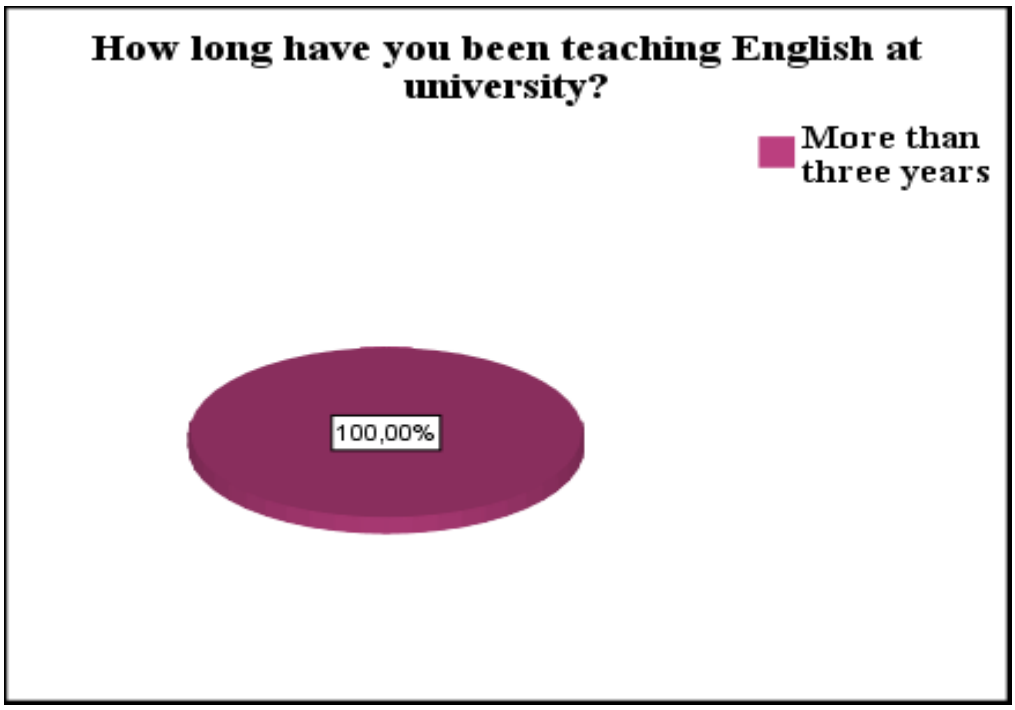
This section focuses on analyzing teachers' questionnaire. It is divided into three sections

1-Section one: Personal Information

Question 01: How long have you been teaching English at university?

Options	N° of teachers	Percentage %
More than three years	10	100,0
Less than three years	0	00,0
Total	10	100,0

Table 16: The Average of Teacher's Experiences.



Pie Chart 16: The Average of Teachers' Experiences.

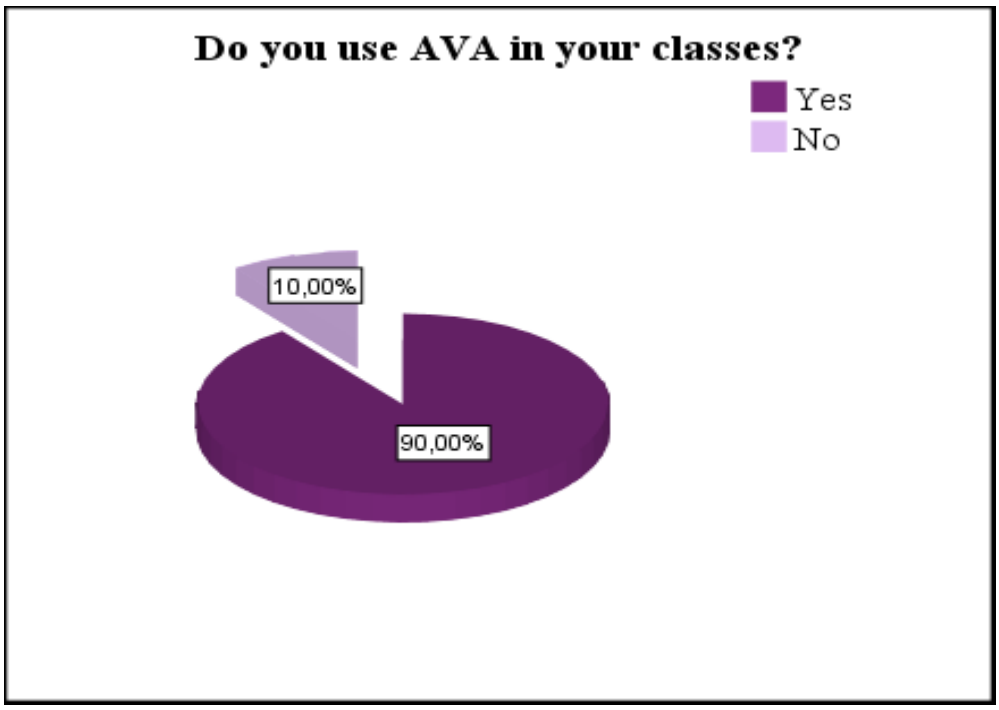
The table 16 and pie chart 16 show that all respondents (100%) answered that they have been teaching English for more than three years. This means that all participants are experienced teachers who are acquainted with the different teaching methods and techniques. Therefore, the gathered information about the use of audiovisual aids in EFL classrooms is reliable.

2-Section two:Using Audiovisual Aids in Algerian EFL Classrooms.

Question 02: Do you use AVA in yourclasses?

Options	N° of teachers	Percentage %
Yes	09	90,0
No	01	10,0
Total	10	100,0

Table 17: Classroom Usage of AVA.



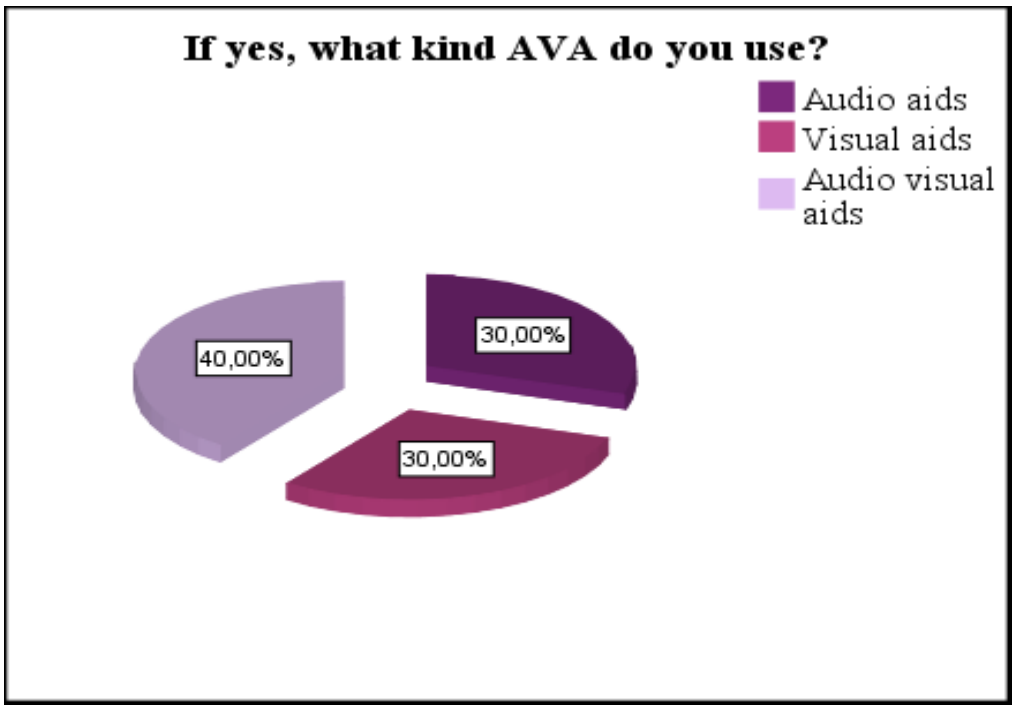
Pie Chart 17: Classroom Usage of AVA.

The second question attempts to know whether Algerian EFL teachers use audiovisual inside their classes or not. Nine participants (90%) answered with "yes", they do use audiovisual aids in the classroom. Nevertheless, one participant (10%) said "no". This is due to the lack of interest or his/her unfamiliarity with technology.

Question 03: If yes, what kind AVA do you use?

Option	N° of teachers	Percentage %
Audio aids	03	30,0
Visual aids	03	30,0
Audiovisual aids	04	40,0
Total	10	100,0

Table 18: Kind of AVA Used by Teachers.



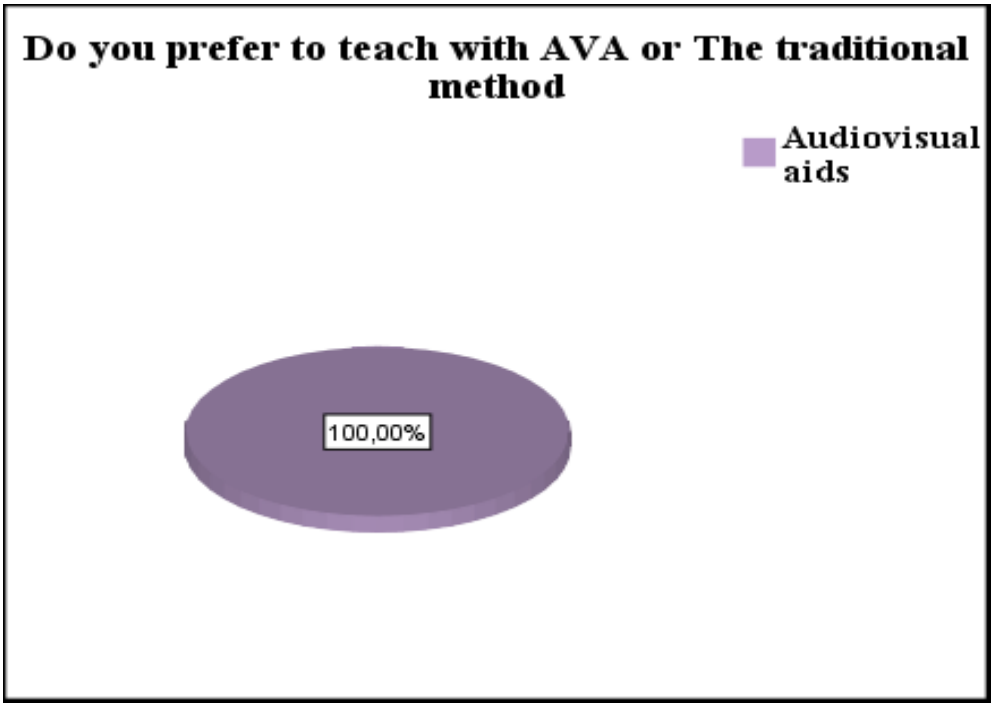
Pie Chart 18: Kind of AVA Used by Teachers.

The third question is about the type of AVA used by each teacher. The results show that 30% of the respondents use audio aids such as tape recorders, songs in order to strengthen their learners' listening skill. Also, 30% of the participants prefer to use visual aids since many students show great attentiveness when they are taught by visual materials such as pictures, flashcards, graphs, etc. The other informants (40%) claim that they use all kinds of AVA to attract students' attention.

Question 04: Do you prefer to teach with AVA or with the traditional method?

Options	N° of students	Percentage %
The use of audiovisual aids	10	100,0
The traditional method	0	00,0
Total	10	100,0

Table 19: The Preferable Method Used by Teachers.



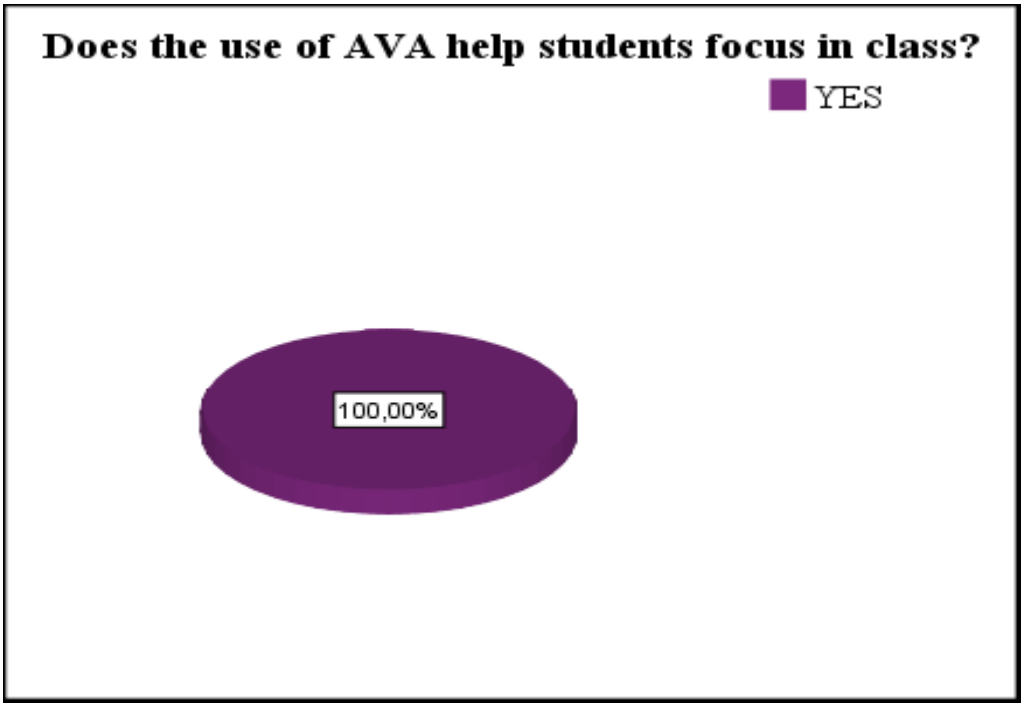
Pie Chart 19: The Preferable Method Used by Teachers.

The Fourth question is of prime importance as it determines the preferable method used by teachers inside the classroom. All participants (100%) prefer to use AVA as they bring more effectiveness in learning. In other terms, these teaching aids increase students' learning aptitude unlike traditional verbal instruction that can be boring and painful.

Question 05: Does the use of AVA help students focus in class?

Options	N° of teachers	Percentage%
Yes	10	100
No	0	00,0
Total	10	100

Table 20: The Role of AVA in the Classroom



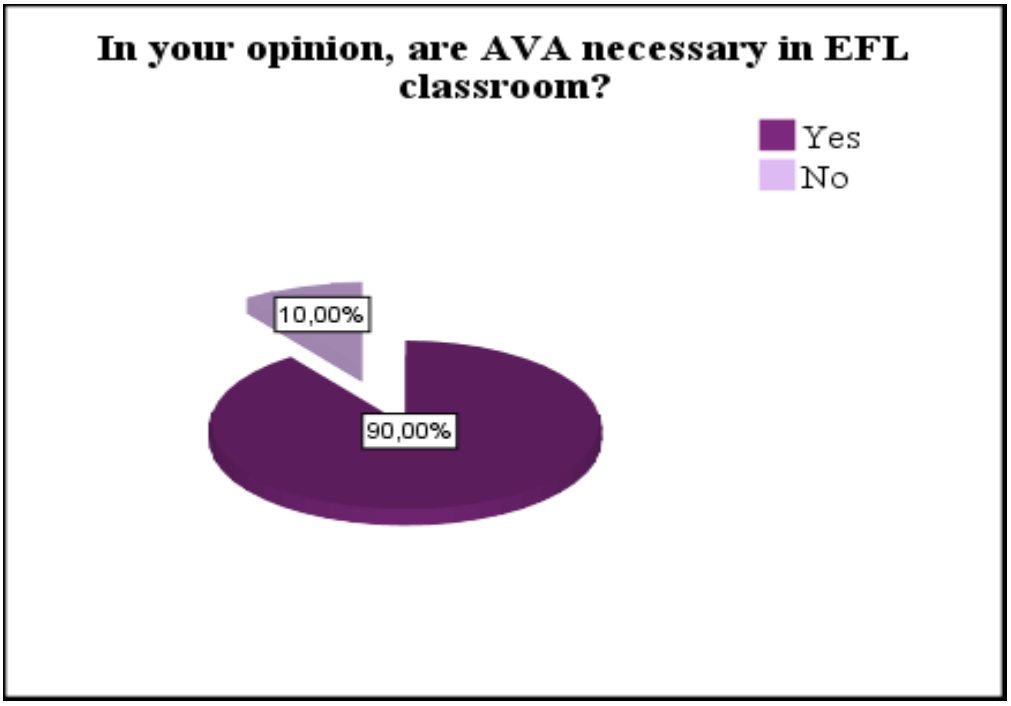
Pie Chart 20: The Role of AVA in the Classroom.

This question sheds light on the role of audiovisual aids in increasing students' concentration in the classroom. Apparently, all informants (100%) agreed that AVA help students concentrate in the class since they raise students' curiosity and stimulate their interests in the subjects.

Question 06:In your opinion, is AVA necessary in EFL classroom?

Options	N° of teachers	Percentage%
Yes	09	90,0
No	01	10,0
Total	10	100,0

Table 21: The Necessity of Using AVA in EFL Classroom.



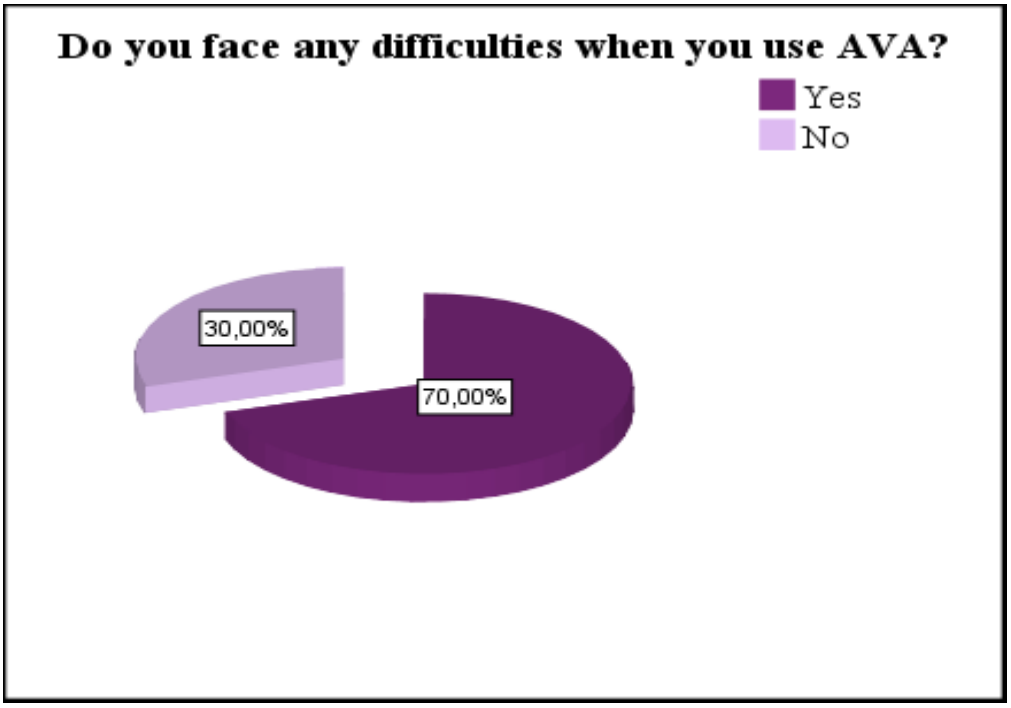
Pie Chart 21: The Necessity of Using AVA in EFL Classroom.

This question aims at discovering whether Algerian EFL teachers consider the use of AVA necessary. Nine teachers (90%) agreed that audiovisual aids are necessary in class. This emphasizes the crucial role of audiovisual aids in facilitating the learning process and providing more opportunities for effective communication between teacher and students in learning. However, one teacher (10%) said "No".

Question 07: Do you face any difficulties when you use AVA?

Options	N° of teacher	Percentage%
Yes	07	70,0
No	03	30,0
Total	10	100,0

Table 22: Difficulties Faced by Teachers.



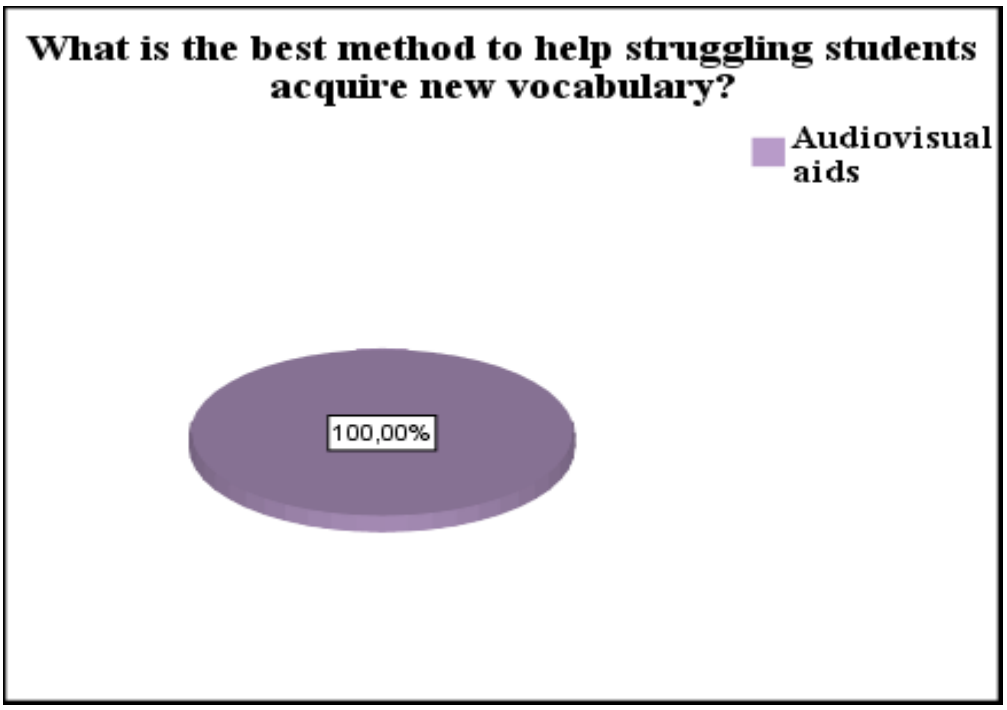
Pie Chart 22: Difficulties Faced by Teachers.

This question aims at finding out the difficulties faced by teachers who use AVA during the teaching process. On the one hand, seven teachers (70 %) find using AVA difficult. This is due to the lack of the necessary audiovisual facilities such as laboratories, the frequent power outages, and some teachers' unfamiliarity with AVA. On the other hand, three teachers (30%) find AVA easy and they face no problem with using them.

Question 08: What is the best method to help students acquire new vocabulary?

Options	N° of students	Percentage %
The use of audiovisual aids	10	100,0
The traditional method	0	00,0
Total	10	100,0

Table 23: The Best Method for Vocabulary Acquisition.



Pie Chart 23: The Best Method for Vocabulary Acquisition.

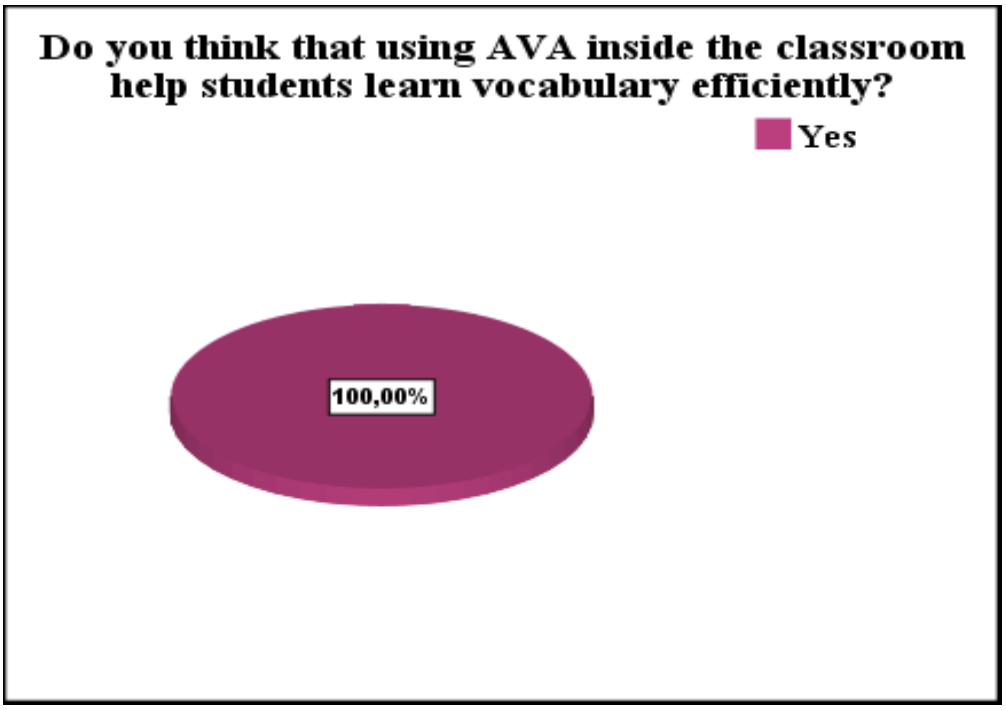
The ninth question tries to know the best method used by Algerian EFL teachers to help students acquire new vocabulary. All respondents (100%) opted for the use of audiovisual aids. This is because multisensory aids as facilitators and motivators can strongly foster the learning process. They make learning easier, faster, and more enjoyable. As for vocabulary acquisition, audiovisual devices elevate students' interest in learning new words. Moreover, they teach students how to spell words correctly. In addition, they help students memorize and recall new words.

3-Section three: Teaching Vocabulary

Question 09: Do you think that using AVA inside the classroom help Students learn vocabulary efficiently?

Options	N° of teacher	Percentage%
Yes	10	100,0
No	0	00,0
Total	10	100,0

Table 24: AVA Usage inside the Classroom.



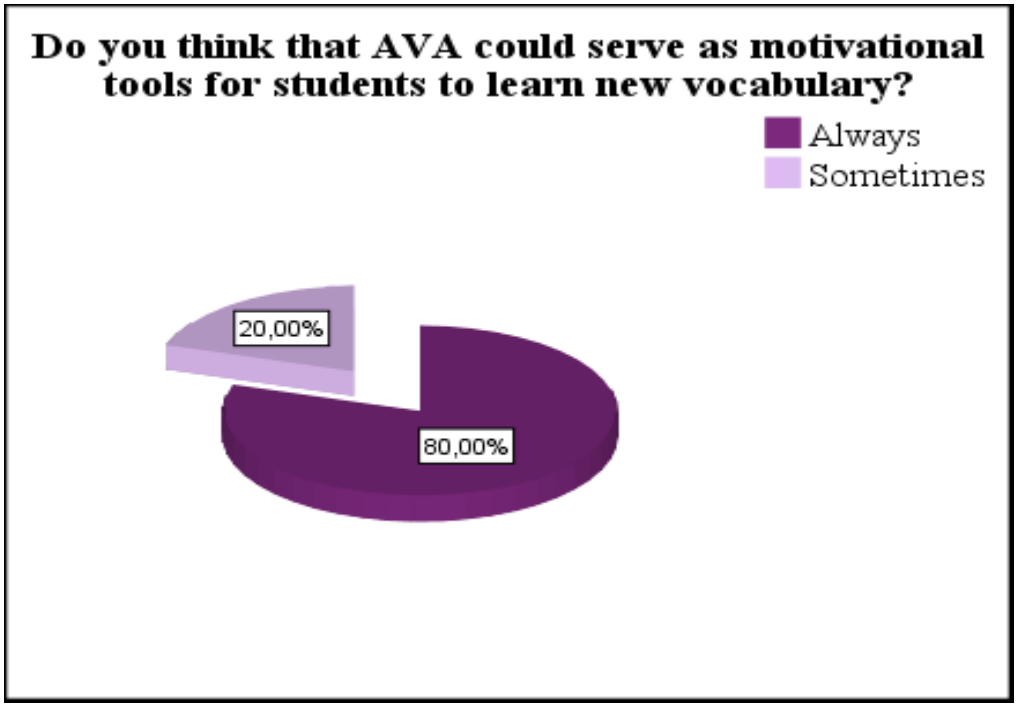
Pie Chart 24:AVA Usage inside the Classroom.

The table 24 and pie chart 24 above demonstrate that all informants (100%) agreed on using AVA inside the classroom. They assume that these instructional tools help students learn vocabulary efficiently.

Question 10: Do you think that AVA could serve as motivational tools for students to learn new vocabulary?

Options	N° of teacher	Percentage%
Always	08	80,0
Sometimes	02	20,0
Never	0	00,0
Total	10	100,0

Table 25: The Role of AVA as Motivational tools.



Pie Chart 25: The Role of AVA as Motivational Tools.

In this question, the researchers want to find out whether AVA can serve as motivational tools for students to learn new vocabulary. Eight teachers (80%) see that AVA are always motivating learners. Two teachers (20%) think that audiovisual aids sometimes function as motivational tools for the students. No one says that multisensory materials do not motivate the students in the classroom.

Question 11: How do AVA help student acquire vocabulary efficiently?

This question is about the ways by which audiovisual aids help EFL learners acquire new vocabulary. All ten teachers' opinions are described and summarized in the following paragraph.

Audiovisual aids makes learning more enjoyable because they function as motivational tools that enhance students' language competencies. Moreover, they strengthen students' ability of learning as well as their concentration. Furthermore, they help EFL students to learn, store, and remember a huge amount of vocabulary in a short period of time this due to the fact that a picture is worth a thousand words. Finally, audiovisual aids serve as good tools for improving students' imagination and comprehension.

Question 12: In your opinion, what are the difficulties that students face when learning new vocabulary?

The last question is about the common difficulties of learning vocabulary. According to teachers' opinions, there are several difficulties of learning a new vocabulary. First,EFL students have to learn a huge amount of vocabulary. As a result, they may face problems memorizing and remembering new words. Second, the inconsistency between English spelling and pronunciation hardens the learning of new words. EFL learners find difficulties when trying to spell or pronounce a new learnt word. Finally, the traditional verbal method of teaching makes the process of learning both hard and boring.

Essentially, data analysis showed that Algerian EFL teachers consider AVA essential in their classes. It confirmed that audiovisual aids play an important role in enhancing EFL students' vocabulary.

2.6. Discussion of the Main Findings

The current study's main findings emphasized the effectiveness of audiovisual aids in learning L2 vocabulary. They demonstrated Algerian EFL students and teachers' positive attitudes toward the use of audiovisual aids in EFL classrooms.

The collected data denoted that Algerian EFL students prefer to be taught by using audiovisual materials rather than the traditional methods of learning. Moreover, EFL learners think that multisensory devices make the learning process easier since they provide a simplified view of complicated data. Most importantly, the findings showed that Algerian EFL students consider audiovisual aids as effective motivational tools for learning L2 vocabulary. Indeed, these supplementary aids are potent motivators to the learning of new vocabulary since they help in vocabulary memorization and retention. Besides, they make learning vocabulary "fun" for EFL students. Consequently, Algerian EFL learners stress the necessity of using these instructional tools by EFL teachers. In a similar line, they call for the equipment of Algerian EFL classrooms with more audiovisual aids.

In the same vein, the gathered data indicated that EFL teachers also prefer the use of audiovisual aids over traditional methods of teaching. Though, they use different types of multisensory tools in their classes, all of them agree on the necessity of using audiovisual aids. They claim that audiovisual tools improve students' concentration in the classroom. In addition, they believe that these teaching aids are the most adequate tools for teaching students new vocabulary. They not only help students build meaningful vocabulary but also help them remember meanings for a pretty long time. Surely, sensory objects help EFL teachers clarify, establish, and correlate accuracy of many new concepts.

Concerning the difficulties of using audiovisual aids, the questionnaires' data revealed that frequent power failures and unfamiliarity with using

audiovisual aids are the two main obstacles that face first year English students and teachers. Absolutely, schools and teachers need to seek and apply useful techniques that alleviate the dire effects of these problems. For example, the training institutions should be provided with private power supply systems to reduce the effect of public power failures. Moreover, EFL students and teachers should be provided with an adequate training to enhance their knowledge of technologies.

2.7. Recommendations

Researchers have suggested some recommendations related to the influence of using audiovisual aids to enhance EFL students' vocabulary depending on their research findings.

- Teachers should change their traditional method of teaching in order to boost students' vocabulary.
- Teachers should create a suitable environment that helps them to deliver their lessons in an effective way.
- EFL classrooms should be equipped with various audiovisual aids to improve learning a second language and raise students' awareness to learn new vocabulary and use it accurately.
- English language teachers should use audiovisual aids in their classes; these aids assist learners to have efficient language learning.
- English teachers should use multiple kinds of audiovisual aids, since introducing students to diverse techniques will boost their senses, catch their attention, and make them good learners.
- Teachers should know how to use audiovisual aids properly so that to gain time and present well organized lessons.
- Schools should be provided with private power supply systems to reduce the effect of public power failures and thus prevent learning's interruptions.
- Both students and teachers should be trained to integrate technology.

2.8. Conclusion

The current chapter described the methodology used in this research. It presented research objectives, design, and instruments. It analyzed and discussed the gathered data. The finding of this study proved that both Algerian EFL teachers and students agree that audiovisual aids are important in the learning process. In fact, audiovisual aids are effective supplementary tools that facilitate and motivate EFL students to learn new vocabulary unlike the traditional verbal method which is dull and difficult. Moreover, EFL teachers agreed that integrating audiovisual aids in the classroom allow students to memorize and retain vocabulary for long period of time. Thus, this chapter confirmed the fact that audiovisual aids are necessary in Algerian EFL classrooms. Since, these aids play an essential role in enhancing language skills in general and vocabulary skills in particular.

General Conclusion

The present study tried to display the very important role of audiovisual aids in the development of Algerian EFL students' vocabulary. It aroused three main hypotheses. The first hypothesis mentioned that students prefer to be taught with the use of audiovisual aids because they provide them witha suitable environment of learning. The second hypothesis stated that using audiovisual aids increases students' motivation to learn new vocabulary. The last hypothesis claimed that students who are taught with the use of audiovisual aids learn vocabulary clearly and correctly. Generally, researchers divided this study into three chapters to approve the validity of the previous hypotheses. The first chapter emphasized the importance of using audiovisual aids in learning second language. The second chapter discussed the teaching and learning of vocabulary. However, the third chapter shed light on the practical part of this research. As a matter of fact, this part incorporated two questionnaires for both teachers and students to gather the data needed for this research.

The research findings concluded that the majority of Algerian EFL teacherspreferto include audiovisual aids in their teaching process. Indeed, audiovisual aids facilitate the learning process because they present difficult data in a realistic and enjoyable way. Similarly, Algerian EFL learners stressed out the importance of integrating multisensory tools in the classrooms as they motivate them to learn new vocabulary. Moreover, these aids assist them to actively learn, memorize, and recall vocabulary. The results also showed the great need to provide Algerian EFL classrooms with more audiovisual equipment and supply both teachers and learners with professional training about the correct way of using these aids. In brief, the obtained results proved the previously mentioned hypotheses toward the use of audiovisual aids in enhancing students' vocabulary. Correspondingly, the Algerian teachers should give multisensory tools more importance because these aids contribute in classroom management and make lessons more interesting and enjoyable.

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Appendices

Appendix One: Students' Questionnaire

Dear students,

This questionnaire is used as a data collection tool of a research study entitled ***"Exploring the Influence of Using Audio-Visual Aids to Enhance Students Vocabulary: Case Study of First Year English Students at Medea University."*** Your collaboration is very important because the completion of our work is based on the data will be collected from this questionnaire. Keep in mind that there are no wrong or right answers. For this reason, please answer the questions bellow by ticking your choice and giving some information whatever necessary. Thank you in advance for your collaboration.

Note: - EFL (English as a foreign language)

- AVA (Audiovisual aids)

Section One : Personal Information

Put ✓ in the suitable place:

1- Gender: Male ☐ Female ☐

2- Age: less than 20 ☐ from 20-25 ☐ more than 25 ☐

3- You started learning English at which stage:

Primary ☐ Middle ☐ Secondary ☐ University ☐

Section Two: Using Audio Visual Aids in Algerian EFL Classrooms.

4- Are AVA used in Algerian EFL classrooms?

YES ☐ NO ☐

5- Do you prefer to study with :

- Traditional method (without using audio visual aids) ☐
- The use of audio visual aids ☐

6- Do you think that the use of AVA facilitate the learning process?

YES ☐ NO ☐

7- Which of these AVA do you prefer to study with?

- Audio aids (radio, tape recorder, etc) ☐
- Visual aids (pictures, flash cards, etc) ☐
- Audiovisual aids (video, computer, etc) ☐

8- Should Algerian EFL classrooms be equipped with more AVA?

YES ☐ NO ☐

9- What kind of AVA do your teachers use?

- Audio aids (radio, tape recorder, etc) ☐
- Visual aids (pictures, flash cards, etc) ☐
- Audiovisual aids (video, computer, etc) ☐
- All kinds ☐

10- In your opinion, are audiovisual aids necessary for English teachers to explain lessons?

- YES ☐
- NO ☐
- Sometimes ☐

11- Do you face any difficulties while learning via AVA?

- YES ☐
- NO ☐
- Sometimes ☐

Section Three: Learning Vocabulary

12- How do you find learning English vocabulary:

Easy ☐ Medium ☐ Hard ☐

13- What are the tools you use the most when it comes to learn new vocabulary?

Books ☐ Audiovisual tools ☐

14- Do audiovisual aids motivate you to learn new vocabulary?

YES ☐ NO ☐

15- Does the use of AVA make learning vocabulary enjoyable?

YES ☐ NO ☐

16- In your opinion, what are the main advantages or disadvantages of learning vocabulary through AVA?

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Thank you for taking the time to complete this survey. We truly value the information you have provided. Your responses will contribute to our analyses and suggest new lines of approach to the corpus data.

Thank You!

Appendix Two: Teachers' Questionnaire

Dear teacher,

This questionnaire is used as a data collection tool of a research study entitled"***Exploring the Influence of Using Audio-Visual Aids to Enhance Students Vocabulary: Case Study of English Students at Medea University."*** Your contribution will help us to achieve a huge progress in our master dissertation. You are kindly requested to answer the following questions and add your personal comments whenever it is necessary.

Thank you very much.

Note: - EFL (English as a foreign language)

-AVA (Audio visual aids)

Section One: Personal Information

1- How long have you been teaching English at university?

……

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Section Two: Using Audio Visual Aids in Algerian EFL Classrooms.

2- Do you use AVA in your classes?

- Yes ☐
- No ☐

3- If yes, what kind AVA do you use?

- Audio aids (radio, tape recorder, etc) ☐

- Visual aids (pictures, flash cards, etc) ☐
- Audiovisual aids (video, computer, etc) ☐

4- Do you prefer to teach with:

- Traditional method (without using audio visual aids) ☐
- The use of audio visual aids ☐

5- Does the use of AVAhelp students focus in class?

- Yes ☐
- No ☐

6- In your opinion, are AVA necessary in EFL classroom?

- Yes ☐
- No ☐

7- Do you face any difficulties when you use AVA?

- Yes ☐
- No ☐

Section Three: Teaching Vocabulary

8- What is the best method to help struggling students acquire new vocabulary?

- Traditional method (without using audio visual aids) ☐
- The use of audio visual aids ☐

9- Do you think that using AVA inside the classroom help students learn vocabulary efficiently?

Yes No ☐ ☐

10-If yes, how?

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11- Do you think that AVA could serve as motivational tools for students to learn new vocabulary?

- Always ☐
- Sometimes ☐
- Often ☐
- never ☐

12- In your opinion, what are the difficulties that students face when learning new vocabulary?

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Thank you for taking the time to complete this survey. We truly value the information you have provided. Your responses will contribute to our analyses and suggest new lines of approach to the corpus data.

Thank You!

الملخص

تقوم الوسائل السمعية والبصرية بلعب دور مهم في تحقيق الأهداف التعليمية في موضوعات مختلفة، حيث تساعد الاستاذ على تقديم الدرس بطريقة فعالة و تسهل للطلاب عملية فهم المفاهيم و تخزينها لمدة اطول.و في هذا الصدد ، تهدف الدراسة الحالية إلى التحقيق في تأثير استخدام الوسائل السمعية البصرية لتطوير مفردات الطلاب في الاقسام الدراسية للغة الإنجليزية ، بالاضافة الى معرفة آراء الطلاب والمعلمين تجاه استخدام هذه الوسائل في الفصول الدراسية لتعليم اللغة الإنجليزية كلغة أجنبية. استنادا على هذه الفكرة افترض الباحثون أن الوسائل السمعية البصرية من اكثر الادوات التي تساعد في تحفيزالطلاب و تشجعهم على اكتساب مفردات جديدة. وللتحقق من صحة هذه الفرضية استخدم الباحثون طريقة البحث المندمج او مختلط الاساليب لجمع البيانات ووصفها بحيث قاموا باستخدام استبيانين موجهين لكل من اساتذة و طلاب اللغة الانجليزية بجامعة المدية. في الاخير اظهرت النتائج المتحصل عليها أن كل من الاساتذة و الطلاب يدعمون استخدام الوسائل السمعية البصرية في فصول تعليم اللغة الإنجليزية كلغة أجنبية لان هذه الوسائل تسهل للطلاب تطوير وتحسين مفرداتهم .