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Investigating Learners' Retention of Lexical Items through the Use of Visual Aids

The Case of Secondary School Pupils at Ain Dheb, Tiaret

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Supervised by

Mr. Toubeida Mustapha

Presented by

Boufares Lilya

Board of Examiners

- **President:** Dr. Belarbi Khaled
- **Supervisor:** Mr. Toubeida Mustapha
- **Examiner:** Dr. Mehdaoui Ahmed

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MAA

MCB

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Dedication

Since this work was not the result of my own effort only, but of the endless and unconditional support of some special people in my life, I need to show some appreciation. Therefore, I dedicate this work to:

My dear mother Mokhtaria and father Hakim who enlighten my way with their love, care, and compassion. You always stand by my side freeing me from fears, loneliness, and despair. Thank you for strengthening my confidence that I will succeed in everything I choose to do.

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Abstract

Visual aids are those instructional aids which are used in the classroom to encourage students learning process. Although their use in teaching English as a foreign language is widely acknowledged among teachers and learners, visual aids' role on memory span and retrieval is not much highlighted. In other words, the effect of visual aids on long-term memory is not clear as far as teaching new vocabulary is concerned. Therefore, this research is an attempt to investigate how visual aids affect the memorization of new vocabulary. For the sake of collecting more information, a quasi-experimental design was adopted to check the effects of teaching new words and vocabulary through visual aids on learners' memory. Thus, a questionnaire is administered to both teachers and students from Slimene Ben Hmaza and Chikh Bouamama secondary schools, Tiaret. Besides, an experimental group was exposed to a pre-test, a lesson of teaching vocabulary through visual aids and a post-test. After that, their results are compared with the control group

The results showed a strong correlation between the adopted visual aids and students' retrieval and memorization to the taught vocabulary. The findings also showed that students face many difficulties in learning and retrieving vocabulary such as forgetfulness, unawareness of effective strategies to do so and the use of traditional methods by their teachers. The latter hinder their comprehension, memorization and recall of the learnt lexis. Therefore, this study tried to stress the use of modern and innovative teaching materials such as visual aids, and encourage students learn and use effective strategies that may help them learn and retain vocabulary longer.

Key words: Visual Aids, Long- term memory, Memorisation , Vocabulary retrieval, Innovative teaching material.

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List of Abbreviations

SL: Second Language

FL: Foreign Language

STM: Short-term Memory

LTM: Long-term Memory

EXP Group: Experimental Group

CTR Group :Control Group

CBA: Competency Based Approach

General Introduction

Vocabulary learning is an important and indispensable part of any language learning process. Therefore, many pioneers such as Scott Thornbury (2002) and Penny Ur (2009) highlighted its importance and made studies about vocabulary teaching and learning. The essential concern of these scholars is to detect valid pedagogical methods of teaching vocabulary. As a result, the current researches about vocabulary teaching have been linked to visual aids since there is a general consensus among researchers such as Canning Wilson (2000) about the positive effects that visual aids have on learners' vocabulary comprehension. Furthermore, research has been focusing on the effectiveness and even the application of the visual aids in classrooms and their effect on vocabulary comprehension. However, there is no significant research; which dealt with the results of using visuals with the aims of vocabulary retention and retrieval.

As stated above, vocabulary learning and teaching have been recognized as crucial to language use in which insufficient vocabulary knowledge lead to difficulties in second language learning. In the same vein, and in the Algerian contexts, students find many obstacles in retaining and retrieving vocabulary. Consequently, students cannot communicate, express ideas and even write coherent paragraphs. To remedy such an alarming situation, this research paper resorts to suggest visual aids to help students mitigate this deficiency. Thus, the present work seeks to explore how visual aids affect the memorization of new vocabulary.

The objective of the present study is to check the nature of the effects that visual aids have on the process of memorizing vocabulary. For the sake of collecting information about the issue addressed in the study, a quasi- experimental design is adopted in which questionnaires and a test are used. The sample of the population are teachers and students in secondary schools. The questionnaires aim at investigating the role of visual aids in enhancing English vocabulary learning and retention. In the form of a lesson presented to participants with and without visual aids, the test seeks to gain a further understanding about visual aids in relation to vocabulary teaching and learning. Thus, this dissertation offers practical examples of visual aids' utilization in the class and their effect on vocabulary learning and memory retention.

This study consists of an introduction, three chapters, and a conclusion. The first chapter is divided into three parts; the first part introduces and specifies the phenomenon of vocabulary, reviews some crucial terms related to it, and highlights some techniques of vocabulary teaching and understanding new vocabulary. It also presents what criteria teachers should consider in choosing the areas of vocabulary to be taught and how to make vocabulary teaching and learning more effective. The second part deals with memory retrieval, theories of processing information, and techniques proposed for memorizing vocabulary. The third part is about visual aids. It encompasses the definition of visual aids, the theoretical background of their use, and their importance in second/foreign language acquisition. The second chapter is devoted to research methodology. It covers the situation of teaching in Algeria, the adoption of CBA and analysis of secondary school textbooks. It also consists of the approach used in analyzing data, tools, the sample, and data collection procedures. The third chapter is a practical one. It encompasses the discussion of the research tool, findings and recommendations. The aim of this chapter is to find answers to the research questions, confirm or disconfirm the view that visual aids help in vocabulary retention and come up with solutions and conclusions.

Significance of the study:

This study provides useful information about teaching vocabulary since it is conducted to explore the effect that visual aids have on vocabulary development. The present study can also provide the Algerian EFL teachers with some guidance in order to help them use visual aids in teaching vocabulary in their classes more effectively. Besides, it tries to draw their attention to the crucial need of establishing an appropriate atmosphere for vocabulary learning with the modern approach adopted in Algeria and devoting sufficient time for teaching lexis in order to raise student's level in English. Furthermore, this research helps future researchers in identifying priority areas and carrying out more research in terms of use of language in the context of secondary schools.

Research questions:

To target the finalities of investigating this issue, two main questions were raised:

1. What are students' difficulties in retaining vocabulary?
2. Does the use of visual aids help to maximize students' vocabulary retention?

Research hypotheses:

The previously mentioned questions are asked to investigate the following hypotheses:

- 1- Many secondary school pupils are low learners in English as their vocabulary repertoire is fewer than it should be. This is mainly due to the way they are taught and their strategies in expanding their vocabulary.
- 2- The use of innovative learning strategies in teaching vocabulary, notably visual aids, would help secondary school pupils expand their vocabulary repertoire and maximize their retention as well.

I.1. Section one: Vocabulary

I.1.1. Introduction

Vocabulary acquisition is an essential part in foreign language learning as the meaning of new words is very often emphasized, whether in books or in classrooms. It is also central to both language teaching and successful communication. The first part of this chapter focuses on a detailed description of vocabulary as a subsystem of language, its types and the importance of vocabulary knowledge in learning English. It also shed lights upon the main theories used to explain vocabulary acquisition.

I.1.2. Definition of Vocabulary

According to Culling English dictionary: vocabulary is a list of words and phrases in a language used by a particular group and having different nature. A good description of language components is given by Harmer (1993) who resembles the language structure to Skelton of the language where the vocabulary is the vital organs and the flesh. Indeed, vocabulary refers to all the range of words students must learn to communicate effectively in speaking and interpret in listening and reading as Neumann has stated (2009). However, we should bear in mind, as Ur remarks (2000), that one item of vocabulary can consist of more than one word. E.g., ‘post-office’ consists of two words and still expresses one idea.

I.1.3. Word and Lexis

A word is the smallest unit of language that can be uttered in isolation and consist of one or more spoken sounds and their written representation which carries an abstract concept. However, lexis is a noun synonymous of the word vocabulary in the sense that they both refer to the range of words in a particular language. Therefore, it can be said that when educators instruct vocabulary or lexis they are teaching how words sounds, written and used in context (Dave Willis, 1993).

I.1.4. Academic Vocabulary

Academic Vocabulary refers to the language used by teachers and students for gaining new knowledge and skills, this include learning new information, describing abstract ideas and developing student conceptual understanding. Academic vocabulary is used across all academic disciplines to teach the content of that discipline and enables students to understand its concepts and content (Harrell, 2007).

I.1.5. Vocabulary-Knowledge

Learner's vocabulary knowledge should cover the dimensions of pronunciation, spelling, grammar, collocation, and aspects of meaning (including denotation, connotation, appropriateness, and such meaning relationships as synonyms, antonyms, hyponyms, co-hyponyms, super ordinate, translation), and word formation. In order to catch the whole picture of a wide spectrum of vocabulary, some further explanation has been given by Ur (2000):

I.1.6. Pronunciation and Spelling

In learning a language, a learner has to know how a word sounds (its pronunciation) and what it looks like (its spelling). These two characteristics are obvious to the learner. When a learner encounters a new item for the first time, he/she will perceive one or the other. A good learner will acquire both of them and put them into practice in daily life. Conversely, a bad learner cannot convey the message well in spoken language because he/she cannot grasp the knowledge of pronouncing words correctly. Similarly, a well-written article can never be achieved by his or her incompetent spelling capacity.

I.1.7. Grammar

Aside from pronunciation and spelling, the grammar aspects of a word should be covered when it comes to the definition of vocabulary. The grammar aspects of a word include part of speech, tense/aspect, and inflection. As we know, a sentence is composed of several words or phrases, and a learner with the sense of syntax will anticipate the sequence of words. For example, an adjective is mostly followed by a noun, an adverb is used to modify a verb, and a noun phrase will be put after a transitive verb or a preposition. Time indicators such as yesterday, two days ago, and a year ago, tell the writer that the verb form should be past tense. The transformation of a regular verb tense will be: verb→verb+ed, while that of the irregular one varies from one to the other. The entire concepts mentioned above are related to grammatical aspects of a word; undoubtedly, it is part of vocabulary.

I.1.8. Collocation

As Ur mentioned above that "a new item of vocabulary may be more than a single word". Speaking of vocabulary, one should think of collocation as a part of the property of vocabulary.

Collocation simply refers to items that co-occur, or are used together frequently (Ruth and Stuart, 1998, 37). "Collocation falls into two main syntactic groups. They may be either

grammatical collocations or lexical collocations. Grammatical collocations are those in which a noun, verb, or adjective frequently co-occurs with a grammatical item, usually a preposition. Examples are reason for, account for, in retrospect. Lexical collocations differ in that they do not contain grammatical words, but consist of combination of full lexical items, i.e., nouns, verbs, adjectives and adverbs. They include combinations such as verb + noun (spend money, inflict a wound), adjective + noun (rancid butter, dense fog), and verb + adverb (laugh loudly)”

I.1.9. Aspect of Meaning

Aspects of meaning of vocabulary include denotation, connotation, appropriateness and semantic relationships such as synonyms, antonyms and hyponyms (Ur, 1996). Denotation, as an example, indicates the meaning of a word, which is primarily what it refers to in the real world. The definition of a word in a dictionary often bears this kind of meaning, for example, cat denotes a kind of animal; to be specific, a small animal with four legs that people often keep as a pet.

If a word connotes something, it makes you think of qualities and ideas that are more than its basic meaning. It may be associated with something else or cause a positive or negative feeling. The word dragon, for example, as understood by most Chinese people, has positive connotations of luck and good omen, whereas the equivalent in English, as understood by most people in western countries, has negative connotations of monsters and mysterious wildlife. Such items as “pleasantly moist” and “pleasantly dank” are another examples; “moist” bears a positive meaning, while “dank” is to the contrary. Therefore, most westerners take the term “pleasantly moist” for granted; however, “pleasantly dank” sounds to them absurd regarding the appropriateness of a word used in a certain context, one should take into consideration whether a word is very common, relatively rare, or “taboo” in polite conversation, or tends to be used in writing but not in speech, or is more suitable for formal than informal discourse, or belong to a certain dialect. For example, when dealing with a business, it is impolite to use terms like ‘reject’ or ‘refuse’ a deal, for the terms ‘reject’ and ‘refuse’ have a negative tone. It is better to use ‘decline’ and ‘turn down’ instead (Ur, 1996).

I.1.10. Types of Vocabulary

Harmer (1991) distinguishes two types of vocabulary, active and passive. The first type refers to the one that students have been taught and that they are expected to be able to use in different situations, meanwhile the second type refers to the one students recognize but with no use. In addition to the distinction Harmer has made, other experts such as Ruth and Stuart

(1998) have another point of view. They indicate two types namely receptive and productive vocabulary:

- **Receptive vocabulary:** are all the words that learners recognize and understand when they are used in context but which they cannot produce. They recognize it when they meet it in reading or a listening text but they are unable to use it in speaking and writing
- **Productive vocabulary:** are all the words that learners understand and pronounce correctly and use constructively in speaking and writing. It involves what is needed for receptive vocabulary, in addition to the ability to speak and write at the appropriate time, therefore, productive vocabulary can be addressed as an active process because the learner can produce the words to express their thought to others.

I.1.11. The Importance of Learning Vocabulary

Vocabulary knowledge is often viewed as a critical tool for second language acquisition since it improves the communicative competence and strengthens it. It has been suggested that the more the amount of words second language learners have, the more it influences their writing style and spoken form.

According to David Wilkins : “Without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed”(As cited in Thornbury, 2002, 13). This means that without extensive vocabulary, learners will be unable to use the structures and functions they may have learned for comprehensible communication. The research also points out that second language readers rely heavily on vocabulary knowledge to comprehend texts, and the lack of such knowledge is a main obstacle for second language learners to overcome in order to improve their reading skills. Thus, applied linguists are working to promote new effective methods to acquire vocabulary.

Hatch (2001, 15) believes that “vocabulary teaching is a crucial step toward second language acquisition and communication. It increases and improves reading comprehension. Not to mention it helps learners in both production and expression”. Thus, vocabulary teaching develops knowledge of new concepts of the world.

Krashen (1989) states that, vocabulary is very essential because usually when learners go to foreign countries, they face some problems and difficulties in communicating with native speakers of the host community and in most of the time, they could not convey their messages. This can be done through using only a word rather than grammatical rules. “When students travel, they do not carry grammar books, they carry dictionaries” (krashen, 1989, 25).

Therefore, being able to use grammatical structures do not have any potential for expressing meaning unless words are used in his introduction about vocabulary.

McCarthy (1990) argued that there is no matter how well the learners learn grammar, no matter how effectively the sounds of the target language are mastered, without words needed for expressing a wide range of meaning, communication in the foreign language cannot take place. Therefore, words are the most important aspects that we need to acquire, as foreign learners, in order to achieve successful communication with those who are the native speakers of the target language.

In short, vocabulary is a quite important element for the English foreign language (EFL) learners, since they are always in need to learn, enlarge, and expend their vocabulary knowledge in order to convey a meaning. Since vocabulary have a great importance especially in the foreign language context, learners should look for opportunities to learn, retain and use more vocabulary.

I.1.12. EFL Difficulties in Vocabulary Acquisition

Second language learners encounter many difficulties when acquiring the target language vocabulary. Gass (2008) states up to five difficulties learners face.

I.1.12.1. Sub-categorization

According to Gass (2008), Sub categorization is one of the difficulties that learners encounter. She stated that it is not enough to know the meaning of individual word; learners must understand the meaning from the grammatical content it falls in. As an example: (rent) is accompanied by (from) the subject, to mean 'the owner'. On the other hand, when (rent) is accompanied by (to) the subject, it refers to the person who takes possession of the property for a short time. Native speakers of English language are aware of such rule. However, second language learners of English are not. Adjemian (1983) found that second language learners tend to transfer lexical patterns from their first language to second language. As an example of this and as illustrated by Gass: French learners of English language transfer lexical patterns of their language to second language, for instance, at sixty five years old, they must retire themselves because this is a rule of society. Retire themselves is equivalent of 'se retirer' which does not exist in English. Gass (2008) states that learners assume that verbs in second and foreign language take the same kind of subjects and objects as they do in their native language, which leads to difficulty in acquiring vocabulary.

I.1.12.2. Word Formation

Word association and networks according to Gass (2008) is another obstacle for the learners. Gass states that part of what is involved in knowing a word, and in particular in knowing a word in a specific manner similar to native speakers, is the association that is made to the other words. Word association would appear to be a reasonable means of determining how an individual relates words; however, learners tended to produce rather different associations from those made by native speakers which may mislead them.

I.1.12.3. Transfer

Another common problem that second language learners confront when acquiring the meaning of unknown words is negative transfer. According to Gass (2008), learners are more likely to fall in this problem when seeking the meaning of the words. She explains that learners often go back to their native language and try to find an equivalent to the target word in order to ease its acquisition. However, the words correspond neither in form nor in meaning, consequently, leading to lexical errors.

I.1.12.4. Recall and Retrieval

A serious problem that causes a hindrance to second language learners in vocabulary acquisition is forgetting the new learned vocabulary items. Gass (2008) stated that this problem is commonly due to the misuse of any learning strategy, and the failure of learners to create a mental picture between the words, meaning and the form.

I.1.12.5. Word Association

This problem appeared to constitute another difficulty in vocabulary acquisition. Gass (2008) stated that part of what is involved in knowing a word in manner which is similar to the native speaker is the association that is made to other words. It is found to be reasonable means of determining how individuals relate words. She found that learners tend to produce rather different associations from the native speaker. Natives provide paradigmatic or syntactic associations. However, second language learners associate words based on phonological similarities.

When it comes to Algerian context, other difficulties can be mentioned:

- Age at which English learning takes place, which is considered to be the critical age by many scholars. In Algeria, English starts to be learned at about 13 of age, which is regarded by many scholars to be the critical age for language learning. The delay in learning English and the little exposure to this language make learners much influenced by their first language or by French. This influence is revealed at different

levels: phonology, grammar, word-for-word translation, and vocabulary retention and use.

- Small number of hours devoted to English learning makes teachers give less importance to vocabulary and focus more on grammar.
- Lack of audiovisual materials, book, computers, and slide presentations, which make vocabulary learning rigid and abstract (Naima, ND).

I.1.13. Techniques in Vocabulary Teaching

Learners acquire vocabulary in various ways. Students are exposed to a lot of new vocabulary during lessons: by the teacher, by texts or other materials they work with like videos and tapes. This vocabulary may be absorbed later by students (Harmer, 1993). Thus, there is intentional and accidental vocabulary learning. The first one occurs when the learners focus their attention on learning L2 new words and the teacher's willingness to present such vocabulary. Brown and Hatch (1995) define it also: "as being designed, planned for, or intended by teacher or student". The second one is incidental vocabulary learning, which refers to the acquisition of new words from context through reading and listening activities and passages (Read, 2000, as cited in Zermane, 2010). Here the learners' attention is focused on conveying messages rather than learning new words.

During the lesson, the teacher goes through different phases in which he or she presents vocabulary in relation to the topic or the situation being taught in. This was emphasized by Mc Carty (1992) who claims that there are different lesson stages in which learners are taught a set of pre-selected vocabulary. He suggested that before presenting new language, pre-teaching activities might be beneficial to activate existing knowledge to make the encounter with new words more meaningful. Pre-teaching activities often arouse students' attention and desire to explore a particular topic or subject in detail.

McCarthy (1992) and Thornbury (2002) propose two general prospects of arranging vocabulary presentation. In the first approach, the teacher provides the learners with the meaning of the words and then progresses to introduction of their forms. For example, the teacher holds up a picture of a t-shirt (the meaning), and then says that it is a t- shirt (the form). In the second approach, the form is introduced first, followed up with illustration of the meaning.

- **Presentation of the new word:** forms are often presented in text or another form of context and students are encouraged to discover meanings and other

properties of words themselves. To help learners do so, teachers can use real objects (called realia), pictures, or mime. Thornbury (2002) lists these options as well and furthermore included an idea of clarifying the meaning by examples, such as providing an example situation or giving several example sentences. All these techniques are more or less useful for a particular situation, level and vocabulary, the best way would be in many cases to combine them and use several together. Such options or techniques are:

1. **Use of translation:** traditionally, translation was mostly used for presenting vocabulary. However, because learners do not have to work very hard to access the meaning, words are likely to be less memorable.
 2. **Use of real objects:** as an alternative to translation, presenting concrete objects to demonstrate meaning can be used. This can be either by using real objects (realia), or pictures or mimes. The use of such tools was a defining technique of the Direct Method. Such approach is appropriate of teaching beginners, and with mixed nationality classes.
 3. **Situational presentation:** It involves providing a scenario, which clearly contextualizes the target word or words. Such presentation can be reinforced with pictures, board drawings or gestures which makes it more intelligible, and perhaps more memorable. The teacher can also provide an example situation, give several example sentences, give synonyms, antonyms, or give full definitions.
 4. **Use of visual aids:** Visual aids take various forms: flashcards, wall charts, using overhead projector, board drawings or pictures. These means are considered effective to memorize and retain the vocabulary learnt.
- **Practice:** After presenting the new vocabulary, learners should be provided with plenty opportunities to practice the newly gained language. This is done by various forms of practice activities. In the first stage, Thornbury (2002) proposes the mechanical practice to be applied in the form of oral repetition. Furthermore, he claimed that it is necessary to integrate new vocabulary into existing knowledge in the mental lexicon, which is done by types of activities, where students make judgments about words, e.g. matching, comparing etc. He pursues that this mechanical practice is then followed by more open and communicative activities where learners are required to incorporate the newly studied words into

some kind of speaking or writing activity. This is often provided by various pair-work or group-work activities.

I.1.14. Teacher's Effective Presentation of a New Vocabulary

In order to learn a new word, learners need to be first able to perceive it and understand it. One of the teacher's job is to mediate such new word so that learners can understand it. Such mediation may be called 'presentation'. The term is applied here:

“ not only to the kind of limited and controlled modeling of the target item that we do when we introduce a new word or grammatical structures, but also to the initial encounter with comprehensible input in the form of spoken or written texts, as well as various kinds of explanations, instructions and discussion of new language items or tasks”. (Ur, 2009, 11)

The effective teacher's presentations of new materials in classrooms can help to activate the learner's attention, effort, intelligence and conscious. For example, teachers may point out how a new word is linked to something they already know. Thus, the teacher's presentation or explanation can facilitate learner's understanding and grasping some aspects of foreign language learning.

I.1.15. How to Involve Learners in the Effective Vocabulary Presentation?

Since learners need to be actively involved in their learning process, more specifically 'the learning of words', Thornbury (2002) pointed that learners need to be given more involvement in the presentation phase of word learning through different techniques:

- **Elicitation:** the procedure for this technique requires the teacher to present the meaning of a word by showing a picture for example, and asking learners to supply the form:

Teacher: (showing a picture of a waterfall) what is this?

Student (A): cataract?

Teacher: not exactly.

Student (B): waterfall?

Teacher: very good.

Alternatively, the teacher can supply the word with a definition or synonym for example:

Teacher: what is waterfall?

Student (A): like Niagara?

Teacher: Exactly.

Elicitation, therefore, actively involves learners in the lesson, maximize speaking opportunities and keeps the learners attentive.

- **Personalization:** it is the process of using the new word in a context that is real for the learner personally; consequently, memory of new words can be reinforced if they are used to express personally relevant meanings.
- **Peer teaching:** one way that maximally involves all learners is peer teaching which refers to learners teaching each other vocabulary. This can be done through different activities like Information Gap activity. In the latter, information is distributed between students in pairs or small groups. In order to complete a task, students must exchange ideas to fill in the information gap. If the information also includes words whose meaning is known only to individual members of the group, the information exchange will require members to teach each other words.

I.1.16. What Happens in an Effective Presentation?

According to Ur (2009), an effective presentation can proceed through different stages:

- **Attention:** the learners are alert, focusing their attention on the teacher and the material to be learnt. They are also aware something is coming that they need to take in.
- **Perception:** the learners see or hear the target material clearly. This refers to making the material visible or/ and audible to all learners. It also means repeating it in order to give added opportunities to reinforce perception.
- **Understanding:** the learners understand the meaning of the material being introduced, and its connection with other things they already know (how it fits into their existing perceptions of reality or schemata). Here, teachers may need to illustrate, make links with previously learnt material, visualize materials with pictures, videos or cards and explain. A response from learners can give valuable feedback of how well they have understood, for example, a restatement of concepts in their own words.

Short-term memory: the learners need to take the material into short-term memory to remember it, that is, until later in the lesson, when the teacher or learners have an opportunity to do further work to consolidate learning. Therefore, the more impact the material presentation has, the more learners can store it and retain it. For instance, if it is colorful, accompanied with physical movement (kinesthetic input) etc.

I.2. Section Two: Memory Retrieval

I.2.1. Introduction

Memory is a property of the human mind: the ability to retain information. There are multiple types of classifications for memory, based on duration, nature and retrieval of perceived items. Different models have been proposed within the memory literature. The latter are going to be discussed in this research. Moreover, this section will shed light upon the different theories proposed to investigate the memory structure and functions. Thus, the emphasis is on the multi-store model of memory and the theory of information processing approach which considers the human memory as a “knowledge base” or a library which is more interested on how the information are organized and what are the processes used to access to these information.

I.2.2. Definition of Memory

Knowledge is the collection of people’s experiences, which develop daily as they encounter new things. This knowledge and comprehension rely on the way human beings invest the meaning of learnt things and the surroundings. In addition, it relies on memorizing what has been learnt. In daily life, information is taken and stored in the brain. It is also maintained and recalled when needed. This happens due to the brain’s capabilities of learning new skills and experiences, storing what has been learnt and reusing it in different contexts. This is called human memory system. (Hafeez et al, 2014). In this vein, memory can be defined as a “biological process” incorporating a variety of cognitive attributes (Parkin, 1993, 22. As cited in William et al, 2016, 23). Memory also refers to retaining and recalling information over a period, depending upon the nature of cognitive tasks’ humans are required to achieve. It might be crucial to hold information for few seconds. For example, the use of memory in order to maintain an unfamiliar telephone number until a particular person has reached the telephone device to dial. Information can also be retained for a long time. For instance, humans can still remember for years the techniques of addition and subtraction, which they learned during their early schooling. (Friedrich, ND). In short, memory is vital in people’s daily life. Without a memory of the past, they cannot operate in the present or think about the future. They would not be able to remember what they did yesterday, what they have done today or what they plan to do tomorrow. In other words, without memory, humans

cannot learn anything since it is involved in processing ample amounts of information. This information takes many varying forms. For example, images, sounds and /or meaning.

I.2.3. Stages of Memory

For psychologists, any received information goes through three important stages of information processing: encoding, storage and retrieval. Although these stages are independent, they are also interrelated. Human memory can be resembled to system that processes information in the same way as a computer does. Both memory system and computer register, store, and manipulate large amount of information and act based on the outcome of such manipulations. When working with a computer, then, information can be stored a temporary memory (random access memory or RAM) and a permanent memory (e.g., a hard disk). Based on the programme orders, the computer manipulates the contents of its memories and demonstrates the output on the screen. Likewise, human beings register information, store and exploit the stored information depending on the task that they need to achieve. For example, when required to figure out a mathematical question, the memory relating to mathematical activities, such as division or subtraction are carried out, activated and put to use, and receive the output (the question's solution). (Friedrich, ND).

I.2.3.1. Memory Encoding

The first stage is encoding which refers to the process by which information is recorded and registered for the first time. Whenever an external stimulus comes through the sensory input, it provokes neural impulses that are received in distinct areas of the brain. After that, it is necessary for the brain to change these inputs to forms that can be coped with and meaning can be derived. Then, it is represented in a way so that it can be processed further. (Friedrich Nietzsche, ND). This can be further explained through McLeod (2013) who gave the example of changing money to different currency when travelling from one country to another. Likewise, a word that is seen in a book may be stored if it is changed into a sound or/and meaning. Consequently, there are three crucial ways in which information can be changed (encoded):

- Visual (picture)
- Acoustic (sound)
- Semantic (meaning).

I.2.3.2. Storage of Memory

The second stage of memory is storage. The latter refers to “the creation of a permanent record of the encoded information”. (Craig E, ND, 2). In other words, after encoding the information, it should also be stored in order to be used later. In this regard, storage can be defined as the process through which information is retained and held over a period of time.

This stage also concerns where the information is stored, how long the memory lasts (duration), how much can be stored at any time (capacity) and what kind of information is held. Significant research found that most adults could store between 5 and 9 items in their short-term memory. Miller (1956), who called it the magic number 7, can further validate this. He argued that STM capacity was seven (plus or minus two) items because it only had a limited number of “slots” in which items could be stored. However, the amount of information stored in each slot was not specified. This means that, if humans can group information together into chunks, they can store a lot more information in their short-term memory. In contrast, the capacity of long-term memory is believed to be unlimited. In other words, information can only be stored for a brief duration in STM (0-30 seconds), but LTM can last a lifetime.

I.2.3.3. Memory Retrieval

The third stage of memory is retrieval. According to Craig (ND, 2), memory retrieval can be defined as “the calling back of the stored information in response to some cues for use in some process or activity”. This means that information can be used only if one is able to recover it out of the store. Consequently, memory loss can happen because people are unable to retrieve it because they did not encode it accurately, or the storage was ineffective.

Roediger (2000) argued that: “the key process in memory is retrieval.”. It is logical to speculate that without encoding and storage of information there can be no retrieval. However, without retrieval there is no evidence that either encoding or storage has occurred. Therefore, retrieval processes provide a measure of not only what was encoded and stored but also of what constitutes memory from the perspective of the remembered. In short, retrieval then is the measure of memory (As cited in S. Rajaram and S. J. Barber, 2008).

I.2.4. Theories of Memory

I.2.4.1. The Multi-Store Model

Traditionally, the most universally used model of information processing is the stage theory model, based on the work of Atkinson and Shiffrin (1968). They hypothesized that information is processed in three distinct sub-systems: sensory register, short-term-store and

long-term-store. Each registry has a set of criteria: its capacity, its trace duration, the code in which information is stored and finally the control process supposed unique for each store. This is further explained in the following figure by Huit (2003):

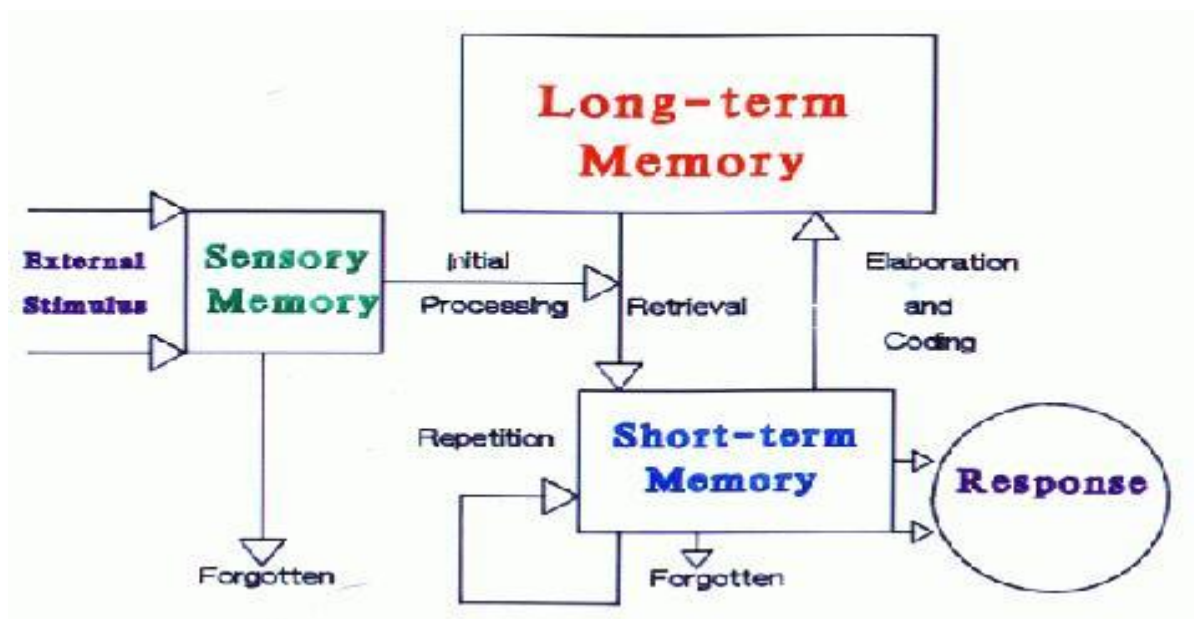


Figure 1.1: Multi Store Model

- **Sensory Memory**

The first stage of stimuli perception is sensory memory. The latter is linked to senses. Memory does not understand the different sources of information, such as sounds, heat, cold and smell. Thus, the brain changes it into electrical energy. In addition, stimuli that are not sensed cannot be further processed and become part of the memory store. However, this memory stores information for a limited period of time. It is hypothesized that it stores visual stimuli for less than one/ two second and three seconds for hearing stimuli. Consequently, information can be easily forgotten if it was not transferred into a higher stage (Lutz & Huitt, 2003).

- **The Short Term Store (STS)**

The second store of information is called the Short Term store or the working memory. According to Lutz & Huitt (2003), the short-term memory is a conscious memory that is created by paying attention to the external stimulus. This store can hold information for fifteen to twenty seconds. However, it can hold for twenty minutes if it was repeated and rehearsed.

- **The Long Term Store (LTS)**

The third one is called Long Term Memory, which has a large information capacity and is capable of storing information for a very long period of time. The long-term store is presumed to be an unlimited and relatively permanent storage system.

I.2.4.2. Dual Coding Theory

Dual Coding Theory was developed by Allan Paivio in 1971. The proponents of this theory believe that memory can deal with both verbal and non-verbal information simultaneously. In other words, memory is divided into two distinct subsystems. Verbal subsystem has to do with language and non-verbal has to do with imagery, visual objects and events (Hafeez et al, 2014). When stimuli are processed through one subsystem, it can be easily forgotten because it is not sufficient; however, if stimuli are processed through the verbal and non-verbal systems, information can be recalled because of the additive and reinforced effects of both subsystems. Thus, this theory emphasizes the role of imagery and concreteness on memory and retrieval of information (Allan Paivio, 2006).

I.2.4.3. Cognitive Theory of Multimedia Learning

Richard E Mayer and other researchers proposed the cognitive theory of multimedia learning, which explains how the brain works and process information. The advocates of this theory believed that human beings learn vocabulary better when they are presented visually. This means that the merger of texts and pictures helps the brain to build mental representation of words. In other words, to widen learning capabilities, photos, animations, or videos can be presented simultaneously with words that can be spoken or written.

This theory was built upon the principles of other traditional theories. (CTML) draws from several cognitive theories mentioned previously including Baddeley's model of working memory and Paivio's dual coding theory. Furthermore, CTML has many principles. One of its principles is encouraging learners to be active and build mental representation from the material presented. In addition, Mayer (2005) states that there are five forms of representation of words and pictures. Each form represents a certain stage of processing in the three memory stores model of multimedia learning. The first form of representation is the words and pictures in the multimedia presentation itself. The second form is the acoustic representation (sounds) and iconic representation (images) in sensory memory. The third form is the sounds and images in working memory. The fourth form of representation is the verbal and visual models, which are also found in working memory. The fifth form is prior knowledge, or schemas, which are stored in long-term memory (Sorden, ND).

According to Hafeez and Amiir (2014), all the theories mentioned previously can be summarized in the following table:

Theory	Principle	Strength	Criticism
Atkinson and Shiffrin Memory Model	Multi-store memory system	-It provides the basis for other theories. -It examines the difference between STM and LTM stores. -It highlights the effect of rehearsal on memory recall and retrieval.	-There is a dearth of emphasis on Unconscious processes of learning. -Rehearsal and repetition are much emphasized.
Dual-coding theory of memory	Verbal and nonverbal Information processing	It demonstrates and clarifies human Behaviour and experience in terms of verbal and Imagery representation.	It neglects all other forms of cognition except words and images.
Cognitive theory of multimedia learning	Learning from multimedia content	It proposes five principles for designing and adapting multimedia Instructions that lead to learning that is more effective.	The use of multimedia can overwhelm the brain with an excessive amount of information which can Be confusing and distracting. The latter can hinder memory storage and retrieval.

Table 1.1: summary of memory's models.

I.2.5. Stages of Information Processing:

All the theories mentioned previously, agree that there are many stages in processing information:

I.2.5.1. Short-Term or Working Memory

According to Allan, short-term memory means “the system or systems that are assumed to be necessary in order to keep things in mind while performing complex tasks such as reasoning, comprehension and learning (ND, 1). This means that STM refers to the limited capacity system allowing temporary storage and manipulation of information. Actually, the terms short term memory and working memory can be ne used interchangeably. Miller, Galanter and Pribram coined the term ‘working memory’ in 1960 in their book ‘Plans and the Structure of Behavior’. Atkinson and Shiffrin also used it in 1968 in their multi store model theory. Also, Baddeley and Logie (1999) define working memory as follows: “It comprises those functional components of cognition that allow humans to comprehend and mentally represent their immediate environment, to retain information about their immediate past experience, to support the acquisition of new knowledge, to solve problems, and to formulate, relate, and act on current goals”. Thus, working memory can be viewed as a limited capacity system in nature and the center where cognitive actions take place.

I.2.5.2. Working Memory Components

It has been argued that short-term memory is composed of three elements: the central executive, the phonological loop, and the visuospatial sketchpad. The first independent short-term memory storage sub-systems is the phonological loop which is responsible for temporary verbal information storage the second subsystem is the visuo-spatial scratchpad that deals with visuospatial information storage. Finally, both systems are controlled by a limited capacity attentional system, called the central executive (Alan, 2003). These components can be further illustrated in the following figure:



Figure 1.2: Short-term memory components

- **The phonological loop**

It contains two subcomponents: the phonological store and rehearsal system in charge of transforming visual information into phonological code. The phonological store is a temporary storage system, which keeps memory hints for seconds only. These hints decay, unless refreshed by the second component. This involved a sub vocal rehearsal system that not only maintained information within the store, but also served the function of registering visual information within the store, provided the items can be named. One of the phonological loop's features as suggested by Thornbury (2002) is that it can hold fewer L2 words than L1 words. In addition, any interference in the processes of sub vocal repetition like distracting talk can disrupt the functioning of the loop and the process of learning.

- **The visuospatial sketchpad**

This subsystem integrates spatial, visual and kinaesthetic information in a single system to be stored and manipulated temporarily. The visuospatial sketchpad is essential for mental imagery and spatial reasoning (Alan, 2003).

- **The central executive**

According to Baddeley, this subsystem is believed to coordinate the different activities that happen in the phonological loop and the visuospatial sketchpad. That is why; the central executive is the most crucial part of the working memory system devised by Baddeley and Hitch (1974). It is responsible for controlling attention and mental resources, for the rehearsal process when needed and for making decisions. According to Baddeley and Logie (1999), the central executive is an attentional system, which does not have capacity to store information.

I.2.5.3. Long Term Memory

While a variety of definitions of the term 'Long term memory' has been suggested, Thornbury (2002) defined it, as "a filling system which has an enormous capacity, and its contents are durable over time". In addition, Stacy and William (2003, 5) believed that long-term memory "houses all previous perceptions, knowledge, and information learned by an individual". However, the long-term memory does not work and memorize information independently. In order to assimilate new information, long-term memory works in connection with short-term memory. Also, the fact that learners can retain new vocabulary items during the lesson but forget them by the next session suggests that long term memory does not always recall information when needed. Instead, LTM involves both quickly forgotten to the never forgotten cues. The challenge for learners is to transform cues and

vocabulary from the quickly forgotten to the never forgotten. In order to do so, Thornbury (2002) suggests a number of principles or techniques:

I.2.6. Vocabulary Memorization Techniques

- **Repetition**

One way of memorizing new cues or vocabulary is through the repeated rehearsal while it is still in the working memory. According to Thornbury, if words are encountered seven times at least over spaced intervals, they have better chances of being stored and remembered.

- **Retrieval practice effect**

It refers to the operation of restoring and retrieving a word from memory, which makes it more likely to be remembered and used by the learner. This technique can be used through integrating class activities that require retrieval, such as using new words in sentences or a paragraph.

- **Spacing**

It has been found that memory can work better over spaced periods. The latter is called the principle of **distributed practice**. Therefore, when teaching learners a new set of vocabulary, teachers can present only two or three words for example, test them, then, move to another set and so forth. Likewise, the new vocabulary presented should be reviewed in the next lesson to reinforce students' recognition and storage of these items.

- **Pacing**

Learners have different styles, multiple intelligences and levels. Some are fast; others are very slow. In other words, learners process information at different rates. Teachers should consider this by giving students the opportunity to pace their rehearsal activities. This can be done by allowing time for learners to review and organize the vocabulary learnt individually and silently.

- **Use**

Vocabulary should be used to guarantee that they are added to Long-term memory storage. This follows the principle known as *use it or lose it*.

- **Mnemonics**

Mnemonics is a mental technique that aids the brain to remember information by associating the memories with keywords such as letters, images, or numbers. They can also be described as tricks or rules that help the brain to retrieve vocabulary or cues that are not automatically recovered. Even native speakers use mnemonics such as: “(i) before (e) except after (c)”. Several mnemonic techniques include acronyms, chunking, songs and stories.

- **Attention**

Many studies found that attention strengthens memory recall and longer retention. Because human memory has a limited capacity, attention helps the brain to encode items selectively. This was further confirmed by a research made on long-term memory, full attention and divided attention. The results showed that dividing attention might reduce the strength of retention while full attention increases memory tasks.

- **Imaging**

Imaging is a helpful technique for memorizing items easily by associating the mental picture with its word. In other words, visualized words are more memorable than words that do not evoke a mental image. This technique suggests resorting to visual aids to aid in memory storage and retrieval. The latter is going to be discussed in details in the next section.

I.3. section 3: Visual Aids

1.3.1. Introduction

Teachers use different approaches, methods, and techniques in search for the best ways of ameliorating the teaching/learning process by taking into consideration learners' level, needs and learning styles. They seek to make teaching enjoyable, durable, and more effective. Due to development and mobility, many methods and techniques were introduced to the field of teaching, namely the visualization of information. Apart from being an excellent tool to improve the language acquisition, the use of visual aids in the classroom and their integration in the lesson plan provide more meaningful context for the students. They guarantee students' attention, motivation, as well as the memorization of new vocabulary and structure.

I.3.2. Definition of Visual Aids

Using visual aids became a must in the teaching and learning processes especially in EFL classes. This is because the use of visuals gives learners the ability to interpret, understand all information through visual elements. In this regard, Burton (ND) defined visual aids as “those sensory objects or images, which initiate or stimulate and support learning” (As cited in Ghulam, Khuram, Naqvi, Nadeem, 2015, 226). In the same vein, Canning (1998), described visual aids as any projected or non-projected image that can be arranged into a considerable number of elements namely illustrations, visuals, pictures, perceptions, mental images, figures, impressions or anything that would help a learner see an immediate meaning of unknown words. Canning went further and cited that visual aids can bring the real word into the classroom. In short, visual aids refer to any material used in the classroom to make learning experiences more real and more vivid. They also make the lesson presentation clearer and easier for students.

I.3.3. The Importance of Visual Aids in Second/ Foreign Language Acquisition

There is an agreement among researchers and experts upon visual aid's usefulness and effectiveness. Kang (2004) believed that: “visual aids are designed to help the learner, bringing the prior knowledge to a conscious level in the form of an organizational structure. They help enhancing comprehension and learning, as well as eliciting, explaining and communicating information.” In other words, he assumes that visual organizers are beneficial because:

- They grant learners the opportunity to develop a holistic understanding that words cannot convey.
- They simplify complex concepts and notion into a simple, meaningful presentation.
- They support retention and recall of information by linking the conceptual, mental image to associated vocabulary.
- They are very beneficial especially for second language learners because they compensate the language deficiencies of learners as they connect between their mother tongue and English and so avoiding direct translations.

The importance of visual aids can be further highlighted through the following figure that expose facts about the contributions each of the senses make towards helping students learn and retain information. Instead of presenting information in a narrative form, it would be easier for teachers as well as learners to assimilate the facts and develop a mental image of them to be better stored, retained and recalled when needed by learners.

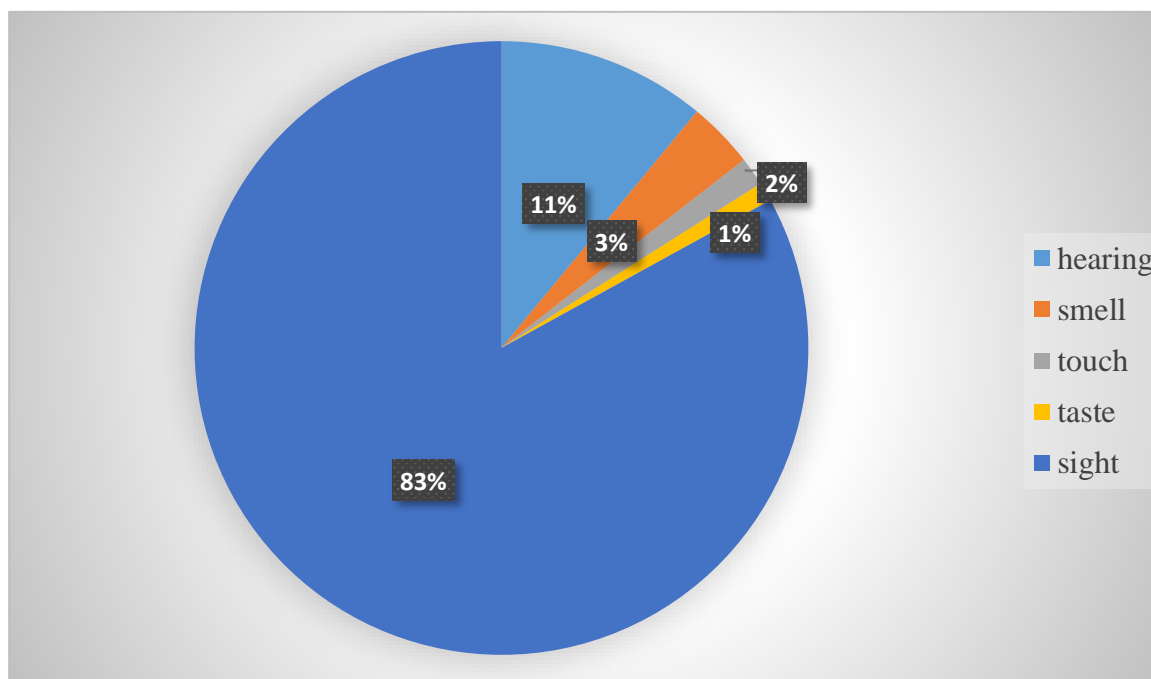


Figure 1.3: The importance of visual aids in vocabulary retention
(Research of Cuban, 2001. As cited in Ghulam &Naqvi, 2015, 226)

1.3.4. Visual Aids' types

There are several types of visuals that can be used in classrooms. For example, teachers can use illustration, pictures, videos, drawing or cards.

I.3.4.1. Videos

I.3.4.1.1. Definition

According to Canning (2000, 1), video can be defined as “the selection and sequence of messages in an audio visual context”. Moving images add authenticity and reality to the learning context, and can bring the course content alive. Thus, considerable confidence is placed in the value of audio-visual aids to enhance the learning and teaching of foreign languages. Heron (1994) found that advanced organizers based on videos help learners improve comprehension and aid in the retention of vocabulary. This means that Learners can listen, observe, and learn in authentic context or situation.

I.3.4.1.2. Previous Findings/Research

Many researches have been done to diagnose the effect that videos have on student’s vocabulary understanding and retention. It has been found in Canning’s survey in 2000 that videos provide visual stimuli and can lead to generate prediction and activate background schemata as they expose learners to real contact with native speakers’ language. That is to say, stress patterns, rhythm, vocabulary, and the speed of the speech, as a result, immediate meaning of vocabulary, situations where the vocabulary occurs and language can be provided and retained. The study of Canning also showed that videos enhance the information that students of foreign languages receive. In other words, students grab the message through two different means; on one hand, through the oral channel as the information is provided through words; and on the other, through the visual channel due to the information that the images offer. These different resources are called dual-coding (dual channel input). In this vein, Treichler (1967) argued that people principally remember 10% of what they read, 20% of what they hear, 30% of what they see, and 50% of what they hear and see at a time. Therefore, dual-coding helps the retention and memorization of information because the processing takes place through two channels at the same time. Another study was done by Heron, Hanley and Cole in 1995. Based on using 12 different videos with foreign language learners, the results showed that using visual cues offer contextual support and/or help learners visualize words as well as meaning. In other words, videos help learners to match the conceptual image with the associated vocabulary and its meaning, pronunciation, and context in which it can be used.

I.3.4.1.3. Types of Videos

Actually, two main uses of video have been distinguished. Instructional video, specifically created to teach foreign languages and authentic video materials, such as films, TV series, commercials, etc., originally created for native speakers of the language. Both can be used in the foreign language classes, since students can profit more efficiently from this type of input, and allows teachers to introduce any aspect of real life into the language-learning environment, contextualizing the learning process (Sherman, 2003). Besides, the great value of video lies in its combination of sounds, images, and sometimes text (in the form of subtitles), together with the socio-cultural information about habits, traditions, culture, etc. All this makes it a very comprehensible tool for teaching vocabulary to foreign language students.

I.3.4.1.4. Practical Techniques for Video Implication

Many practical uses for videos in classroom setting can be highlighted. According to Ismail (2006, 69), the following table presents the main techniques in which videos can be used to teach vocabulary:

Technique	Implementation
Active viewing	This technique raises the students' amusement and engagement. It also attracts their attention on the general topic of the video presentation. Thus, it requires all students to take part and participate. In this technique, the teacher starts by writing some key questions on the board so that the students get an overview of the content of it. Students may report their answers orally or written. Students then are given a sheet in which different tasks are provided. They have to watch and listen for specific details or specific features of language like vocabulary. However, it should be kept in mind that the level of the students should be taken into account and adapt the technique according to their levels.
Freeze framing and prediction	As its name suggests, freeze framing means stopping Video before the end. The teacher pauses the picture when s/he wants to teach vocabulary and expressions regarding mood and emotions, to ask questions about a particular scene, or to call students' attention to some vocabulary, stress or pronunciation. In

	<p>addition, by pausing the scene, the students can be asked what is going to happen next. Therefore, they speculate on what will happen in the next act. Overall, freeze framing is excellent for predictions. This activity also boosts the students' imagination by leading them and deducing further information.</p>
Repetition and role play	<p>This technique is used when there are some difficult language points to be presented, repetition can be an important step to communicative production exercises. A scene on video is replayed with certain pauses for repetition either individually or in groups. When students have a clear understanding of the presentation, they are asked to act out the scene using as much of the original version as they can remember. This is a kind of guided practice. When students become confident with role-playing and master vocabulary and language structures, more creative activity can be introduced. The latter can be used as a production phase. Role-play requires active students. As each one plays the assigned role, s/he becomes more and more involved. This activity also helps students to better understand their own behaviour and to be able to respond in a positive way to various human relationships. In other words, role-playing is a good communicative activity and prepares learners for real-life situations. It also gives a chance to students to apply what they are learning.</p>
Videos with subtitles	<p>A subtitled video clip provides a triple connection between image, sound and text. This evidence was highlighted further by Canning Wilson (2000) who suggested that that 'images contextualized in video or on its own can help to reinforce language learning, provided the learner can see immediate meaning in terms of vocabulary recognition'. It is also crucial when thinking of visual associations in memory for vocabulary learning; in addition to, how this type of connection generally encourages enhanced retention in lexical terms.</p>

Table 1.2: Practical Techniques for Video Implication

I.3.4.1.5. Criteria for Video Selection

Before selecting any video, many criteria should be taken into consideration. According to Gallaher in Widiastuti (2011), the teacher should examine the following norms:

- **Watchability:** It refers to whether the video is interesting, and suits students' needs and level.
- **Completeness:** Tomalin (1991) states an exemplary video should tell a complete story or a section of a story.
- **Length:** the length of the clip is important. It should not be long, perhaps between 30 seconds and 10 minutes depending on the learning objective. If it is too long, learners of foreign language may get confused, bored and they may not concentrate.
- **Appropriateness of Content:** The content should be suitable for learners in relation to their culture and beliefs.
- **Availability of Related Materials:** Many authentic videos now come with ready-made materials that can be used for language teaching. Other videos can be adapted from books, which could be used in the classroom to support the video.

From what is mentioned above, it can be deduced that vocabulary is learned better when directly associated with appropriate nonverbal cues (objects, events, emotions, context, etc.); this efficient association can only be found in real life or in authentic video. The latter helps to attract students' attention, aid in vocabulary retention and recall and are explicative when verbal forms are not enough. Therefore, just as vocabulary teaching and learning should not be scattered from the classroom setting, vocabulary teaching and learning should not be detached from the use of authentic video in class. On the contrary, it should be stressed and encouraged through different techniques.(Canning, 2000). In other words, it is necessary for them to be clear, short, simplified, spoken at a normal speed, prepared in advance, independent, self-contained, and interesting enough to motivate students and stimulate discussion.

I.3.5. Visuals Used in the Overhead Projector

The overhead projector is an audio visual aid that has become popular in the last decades. According to the study done by Patesan, Alina, and Camelia (2018), teachers observed that students prefer colored visuals and pictures that are linked to their experiences and events. This can be achieved through well-prepared slides. The latter can increase students' motivation, draw their attention and support the teacher's explanations.

Furthermore, although overhead projectors may not always be available in class, they are very useful in large classes because they allow the teacher to write down things on the slides and explain the information appearing on them.

There are many advantages for the use of the overhead projector. According to Charles, Instead of using the traditional chalkboard method, the overhead projector allows teachers to face the class while presenting the material that can be clear and big enough to be seen by the entire class. Overhead projectors also allow the inclusion of texts, pictures, materials from newspapers and teachers' explanation. Another important advantage to mention is diversity. Teachers' presentation can be done by using graphics, maps, charts, full color photos and even adding sound and visual effects.

There are many things to consider when using overhead projectors. Teachers should first set their lesson objectives before including the overhead projector. In other words, the focus should be on reaching the final aim of the lesson by using different tools such as the overhead projector and not vice versa. In addition, teachers should always have a backup plan. If electricity ran off, the device does not work or it is not available, the teacher can return to the alternative s/he had prepared before like notes, printed copies or activities. Finally, overhead projectors should not be overused in presenting language points because students may feel bored or demotivated.

Overhead projectors are very useful for teaching vocabulary effectively. According to a BBC article, the teacher can present the vocabulary with its associated picture. In this way, students have better chances to remember and memorize the learnt vocabulary. Furthermore, translation is not needed since it is substituted by the visual cue. Memory activities can also be employed if the teacher shows them a picture and then asks them to describe what they saw or what was happening, or shows them another, which is similar but asks them to describe the changes. Here, students have to refer to the stored information, and recover them to solve the memory activities.

I.3.6. Pictures

Another valuable visual aid is pictures. The latter can be defined as an image or depiction of an object, person, scene, reproduced, on flat surface (Webster, 1983). According to Hill (1990, 1), pictures carry "images of reality into the unnatural world of the language classroom". This was further reinforced by the view of Katerina (2009) who believed that pictures do not only bring the sense of real world, but can also bring joy and motivation

among students. Furthermore, pictures can take various forms like sketches, drafts, graphs, comic, poster, cartoon, board drawing, picture in newspapers, magazines, posters, family photograph, calendars, wall chart, Slides, diagrams and maps.

In fact, pictures are used in a variety of classroom situations. Many researchers spotted pictures 'significant usage in classrooms. According to Wright (1989), pictures can be used to:

- Explain the meaning of new vocabulary items
- Contextualize the language they are using by giving them a reference and helping to discipline the activity.
- Motivate students and make them pay attention and take apart.
- Describe in an objective way, interpreted, or responded subjectively.
- Provide hints and ease their responses to questions or cue substitutions through controlled practice
- Stimulate and provide information to be referred to in conversation, discussion, and storytelling.

From what is discussed above, several advantages can be drawn. Hill (1990), specified diverse benefits of pictures, such as availability. This means that teachers can easily rely on pictures in magazines, Books or the internet. Pictures are cheap, often free and varied. Furthermore, they are useful for various types of activities. Moreover, when teachers use pictures, students often wonder and think what comes next, which make them all focused and curious.

I.3.7. Flash Cards

Another effective visual aid strategy is the use of flash cards. The latter are cards on which words and/or pictures are printed or drawn (Haycraft ,1978, , as cited in Ika, 2016). These Flashcards should be large, net and clear so that everyone in the classroom can see them.

There are two types of flashcards: word flashcards and picture flashcards. The first refers to cards on which words are written or printed. They can be used to practice word order by fixing them on the board as they can be given directly to groups. Students then have to

arrange them to get coherent sentences. The second type refers to cards on which both words and pictures are printed. Picture flashcards are very favourable for presenting, practicing and revising vocabulary or as prompts for other activities, for instance, to illustrate the characters in a dialogue, to help students improvise as they can be used as cues for simple substance drills. Teachers can also use them to help students identify verbs on actions (Haycraft, 1978, as cited in Ika, 2016).

Both word flashcards and picture flashcards help students to understand and memorize vocabulary. According to Haycraft (1978), teachers can use flashcards in a variety of ways:

- Matching similar picture cards
- Matching pictures with their associated vocabulary cards
- Game flashcards
- Flashcards can be used as part of the lesson to stimulate students' interest and encourage them to discuss and use the target language.

From what is discussed above, it can be deduced that using flashcards in language teaching have many advantages. Haycraft and Cross (1978) have cited some of them. They are namely:

- Flashcards can be used for reinforcing and strengthening vocabulary use
- Flashcards are motivating, triggering and eye-catching
- Flashcards are effective for any level
- Flashcards can be taken almost everywhere and studied when the learner has free time
- Flashcards can be arranged to create logical grouping or chunks which helps to store and retrieve vocabulary learnt
- Flashcards promote retrieval
- Flashcards are inexpensive and time saving
- Flashcards provide learners with opportunities to practice speaking in the target language
- Flashcards grant visual link between L1 and the target language
- Flashcards also can be used for practicing structure and word order or for a variety of games (As cited in Ika, 2016).

In order to retain new vocabulary, learners need to be involved in their active learning. In this vein, using flashcards allow learners to draw meaningful connections between their experiences and the targeted vocabulary. It is important to mention that teachers should not present more than ten to fifteen cards at once. According to Nation (2001), presenting more cards may lead to interference and students' confusion. Furthermore, there are several techniques and strategies for using vocabulary cards adequately. Robert and Laura (2017) cited some of them in the following table:

Technique	Implementation
Slap down	<p>The teacher divides the students into groups of three or four, then, gives each group 5-10 cards. The teacher then explains the instruction of the task by telling the students that they are going to be teachers. They will be responsible for teaching the 5-10 vocabulary items that they have chosen to the rest of the class.</p> <p>To help them, the teacher writes on the board the steps: 1. Say the word 2. Repeat 3. Say the (L1) meaning of the word 4. Say an example sentence.</p> <p>At the end, the teacher mixes all the cards and chooses a card randomly. The students that still remember the vocabulary associated with the picture in the target language claps his/her hands and pronounces the word.</p>
Word card tennis	<p>The teacher starts by telling the students that they are going to play tennis. However, instead of using a ball, they are going to use their vocabulary cards and instead of using rackets, they are going to use their voices. Each time they say a word correctly (hit the ball) they will get one point.</p> <p>The teacher ensures that each participant has 10 or more vocabulary cards and groups the students into pairs. Student A and student B sit facing each other, similar to how two opponents would stand on the tennis match. After that, they have to exchange vocabulary cards and start the game.</p>

	<p>Student A holds up a vocabulary card so that student B sees only the picture. When student B says the right vocabulary, student A puts the card on the desk for a point. The game continues until all the cards are gone or a time limit set by the teacher has been reached. Meanwhile, the teacher should walk around the room and monitor pronunciation and progress.</p>
Telling a story	<p>This technique can be used to review and revise previous vocabulary learnt.</p> <p>The teacher divides the class into groups. The teacher chooses one vocabulary card explored in previous lessons and writes the word on the board. Under the word, draws a picture that represents the word. Students then choose another word and relate it to the previous word in order to tell a story. Thus, students can use as much vocabulary they remember and make connections between them to imagine and create a story of their own. This technique may help students to group words into chunks and draw connections between them which may help later to retrieve these words easily from their memory storage.</p>

Table 1.3: Classroom vocabulary memorization techniques with flashcards

I.3.8. Conclusion

In order to provide a thorough theoretical background to the present study, the first chapter is divided into three main sections. The first section provides a detailed description of vocabulary as a subsystem of language, theories explaining vocabulary acquisition and learning and the the importance of vocabulary knowledge in learning English. The second section deals mainly with the process of memorizing vocabulary, theories entailing the stages that retention goes through and the factors that affect students' memorization and retrieval. Last but not the least, the third section focuses on visual aids as a technique that aid in the process of vocabulary retention, thus, the types of visuals were highlighted, how they should be used and their objectives.

Introduction

The present study seeks to check whether teaching vocabulary with visual aids affects the memorization of vocabulary or not. In other words, the research aims at unfolding the effect of visual aids on the long-term memory in vocabulary learning by means of collecting the related quantitative and qualitative data. It is mainly about teaching new vocabulary using the different visual aids that help learners not only to learn the presented vocabulary but also to constitute a visual representation to be used later as a support for long –term retrieval.

In this regard, this chapter describes the research methodology of the present study used to answer the research questions listed in the introduction. The chapter is divided into two parts; the first part contains information about the area of the study, the situation of English as a foreign language in Algeria especially in secondary schools. The second part is dedicated to participants, the instrumentation and the procedures that have been carried out to obtain the data.

II.1. Section one: Description of the Area of Research

This section deals mainly with a detailed description of the area of the present study. Hence, the section focuses on the situation of teaching English in Algeria as well as the approach adopted which is Competency Based Approach. After that, emphasis is going to be put on English and particularly the teaching of vocabulary in secondary schools, as it is the core of the present research.

II.1.1. The Situation of Teaching English in Algeria

Due to Globalization, and the prominence of the English language all over the world, the Algerian Educational system has given a great importance to the English language which was obvious through its reforms. According to Tiersky and Tiersky (2001), English is spoken by about 1, 5 billion people. It is also considered as the language of international communication in different fields such as business, diplomacy, technology, sports, travel and entertainment (As cited in Rezig, 2011). Hence, tremendous importance was given to English especially in the field of education. In this regard, the Algerian ministry of education had to cope with such factors which resulted in putting much emphasis on the English language. In its reforms of 2002, Algeria made numerous changes in the Educational system as the introduction of English from an early age in the middle schools. Consequently, Algerian

students started studying English at the age of 11. In addition, English is taught for seven years, four of which at the middle school and three at the secondary school. Furthermore, the reforms also consisted of designing new syllabuses, devising new textbooks, accompanying documents, and the adoption of new approach so called Competency based Approach (Rezig, 2011). It is worth to mention that the reforms generated changes in the curriculum as well. The latter shifted from content-based curriculum that emphasized theoretical understanding of concepts to process-based curriculum that encouraged collaborative co–construction of knowledge (Mira, 2016).

II.1.2. The Rationale for implementing the Competency-Based Approach in the Algerian Educational System

The transformational processes observed nowadays in social life affect different fields, in particular the field of education as a basic component of the formation of a person's world outcome. Modern society is characterized by rapid changes in all spheres of life. Changes take place especially due to the factors which stimulate the economy and industrial development and which affect the development of international relations and global processes of migration. Such features of social development as globalization, democratization, and the formation of a unified information space influenced the development of education.

In this respect, first, students need to be able to use a wide range of tools for interacting effectively with the environment: both physical ones such as information technology, and socio-cultural ones such as the use of language. Second, in an increasingly interdependent world, students need to be able to engage with others, and since they will encounter people from a range of backgrounds, it is important that they are able to interact in heterogeneous or mixed groups. Third, students need to be able to take responsibility for managing their own lives, situate their lives in much broader social contexts and act autonomously. Similarly, according to the general objectives assigned to the teaching of English in the Algerian Educational system, a socio-constructivist and efficient cognitive design has been set with the purpose in mind to install competencies in the learner.

The Algerian suggested programme will allow the Algerian learner to develop his capacity, to think and act according to a vision of a world that s/he will construct day by day. Chelli Saliha (2010) believed that this logic has a series of implication. Among them, we can cite:

- Making the school acquisition viable and sustainable.
- Developing the thinking process of the learner.

- Presenting learning contexts in relation to the needs of the learner
- Putting an end to disciplinary barriers.
- Choosing a personalized pedagogy.

From all what is mentioned above and in order to integrate in the globalized world, Algeria underwent such a reform and adopted Competency Based Approach to enable young people to reach an international level in terms of required competencies.

II.1.3. Definition of the Competency–Based Approach

Many scholars defined Competency Based Approach. Each scholar examined it from a different angle. Generally speaking, Richard and Rodgers (2001) defines it as a very popular approach which focuses on measurable and useable knowledge, skills and abilities. It claims that learners should mobilize their values, knowledge, skills, attitudes and behaviors in a personal, independent way, to address challenges successfully. This approach requires a focus not only on input, but also on outcomes or results. Such results, however, do not pertain only to the academic knowledge, as in traditional testing where rote memorization of knowledge is required.

Benzarroug (2009, 21) defined Competency Based Approach as ‘a pedagogy based on the pupils activity and reaction when facing a problem situation’. She also mentioned that it does not aim only at equipping the pupil with knowledge, but also at helping her / him use her / his abilities, skills and daily situations, and learn by her / his own. In other words, CBA consists of linking knowledge to various contexts of use where it is likely to occur outside the school and in situations that are different from those in which they were first acquired.

In short, it can be said that Competency Based approach is an educational approach that is outcome based. It is adaptive to the changing needs of learners, teachers, and the community. It focuses more on integrating knowledge, abilities and skills to encounter daily life situations.

II.1.4. Characteristics of CBA

- The most important characteristic of competency-based education is that “it measures learning rather than time” (Alan, 2014, 6). This means that, students’ progress by demonstrating their competence, which means they prove that they have mastered the knowledge and skills (called competencies) required for a particular course, regardless of how long it takes.

- Alan (2014) also believes that Competency based education programs are built from the idea that it is more important to focus on outcomes—what a student knows and can do—than on inputs like how the student learns it, where the student learns it, or how long the student takes to learn it. In addition, Competency based education programs are free to explore new ways to help students learn. Some programs are designed to allow students to learn in a variety of formats, including written materials, videos, recorded lectures, or hands-on, project-based learning. Many programs are also designed for students to progress at their own pace.
- It is action oriented in that it gears learning to the acquisition of know how embedded in functions and skills. These will allow the learner to become an effective competent user in real- life situations outside the classroom.
- It is a problem-solving approach in that it places learners in situations that test or check their capacity to overcome obstacles, problems, and make learners think, and they learn by doing.
- It is social constructivist in that it regards learning as occurring through social interaction with other people. In other words, learning is not concerned with the transmission of pre-determined knowledge and know-how to be reproduced, but as a creative use of a newly constructive knowledge through the process of social interaction with other people (Alan, 2014).

II.1.5. Attributes of Competency Based Approach

Teacher characteristics and expectations contribute to learner success. However, CBA is a learner-centered approach. To this fact, both teachers and learners should be mobilized to reach the goal of competence. That is why; attributes of both teachers and learners in CBA are going to be dealt with:

II.1.5.1. Attributes of Competency-based Teaching

According to Allan (2014, 5), teachers should:

- Understand how learners learn
- Match principles of learning and teaching
- Facilitate, rather than control learning
- Model modesty, critical thinking, respect, and caring
- Support acquisition of knowledge, skills and professional behaviours in all learning domains (cognitive, psychomotor, affective)

- Provide timely, specific feedback on learner progress beginning with learner self-assessment
- Individualize learning experiences according to learner needs
- Expect increasing complexity of performance as the learner progresses throughout the programme.
- Create a valid and reliable assessment tool for use in determining competency in skill demonstration.

II.1.5.2. Attributes of Competency Based Learning

According to Allan (2014), CBA's attributes can be summarized in the list below:

- Understand how one learns best since each learner has his own learning style
- Comprehend specifically what are the expected outcome(s) of learning
- Take responsibility for one's learning
- Motivated to learn , curious and goal oriented
- Ethical and principled person
- Critical thinker
- Self-assess learning and achievement
- Engagement to ongoing and continuous learning

II.1.6. Pedagogical Consideration in CBA

According to Allan (2014) ,Competency-based education must include attention to the learner's needs and styles, providing the time needed for the learner to acquire and repeatedly perform or demonstrate the expected competencies (knowledge, skills, professional behaviours) and creating a supportive environment for learning.). Competence based learning places an emphasis on rich learning environments that enable students to engage in meaningful learning processes. The most distinctive features of this approach may be summarized as follows:

- **Meaningful contexts :**

The teacher will create or look for meaningful contexts in which students will in a natural way experience the relevance and the meaning of the competences to be acquired.

- **Multidisciplinary approach :**

Competences are holistic and therefore the teaching approach needs to be integrative and holistic too.

- **Constructive learning :**

Competence-based education has taken some of its ideas from social constructivism. That is why, in CBA learners engage in a mechanism of building their own knowledge by interaction with their environment, their teachers as well as classmates, rather than as only absorbing knowledge that the traditional teacher might try to transfer to them. By doing so, learning will be more easy and natural.

- **Cooperative, interactive learning (with peers, teachers.)**

The basic idea behind competence-based education is to aid learners develop and build their own knowledge and seek ways to make use of other people's ideas, skills and knowledge in their learning journey. In other words, in order to develop and boost the learner's individual and personal competences, teaching should take into consideration learner needs to reach the learner's goals and objectives. This requires a methodology in which education includes dialogues between learners and educators about expectation, needs, goals, choices etc.

- **Discovery learning**

Discovery learning refers to making information feasible and accessible so that learners discover them by themselves. It also refers to the way of acquiring this knowledge or competences, could not be just a process of providing information, but should always be embedded in a discovery-based approach.

- **Reflective learning**

Competence based learning also places great emphasis on the learning processes of the learner. This means that, when the learner reflects on his or her own needs, motivation, approach, progress, and results, s/he can build and establish what can be called "learning to learn".

- **Personal learning**

As mentioned earlier, in CBA, learning is assumed to be a process of constructing the learner's own personal knowledge and competences. Thus, information, knowledge,

strategies, ideas only become meaningful for a learner if they become an integral part of their own personal body of knowledge and competences (Allan, 2014).

II.1.7. The situation of teaching English in Secondary School

Due to the adoption of CBA in the Algerian high schools in 2005, many changes have occurred. First, the Algerian syllabi and curricula have been subject to change. Thus, the curriculum mapped out what is to be taught and learnt in terms of goals, content, resources and evaluation process for the three educational years. Furthermore, three syllabi were designed, which provided more detailed and operational statements of teaching and learning elements. In other words, syllabi translated the philosophy of the Algerian curriculum into a series of planned steps leading to a more narrowly defined objective at each level. Second, in 2006, the Algerian English textbooks for secondary schools were subject to change also (Zourez, 2016). These textbooks are *At the Crossroads*, *Getting Through*, and *New Prospects*.

“At the crossroads” is designed for the First Year of Secondary Education. According to the teacher’s book, it is called so for two reasons. First, because at the end of SE1, they will choose to specialize in different streams. Second, because it provides learners with different subjects and cultures in that it seeks to establish cross-curricular and cross-cultural linkages. This textbook contains five units:

- **Intercultural Exchange** which deals with communication
- **Our findings Show** that deals with journalism (reporting)
- **Back to Nature** which deals with the environment
- **Eureka** that deals with science and technology
- **Once Upon a Time** that deals with arts

Each unit contains three sequences. The latter are: “listening and speaking”, “reading and writing” and “consolidation and extension”. Vocabulary items related to theme of the unit are presented in the beginning of each unit. However, no lessons are dedicated to teach vocabulary. Thus, vocabulary is taught as part of other lessons only such as listening, writing and reading. It is worth to mention the existence of “A glossary” at the end of each unit. The latter contains different vocabulary items related to the theme of the unit accompanied with their translation in Arabic. As far as visual aids are concerned. It can be also be noticed that pictures are the only visual cues used.

- “Getting Through” is designed for Second Year of Secondary Education. The expression “Getting Through” is used to indicate the intermediate stage of English language learning. “It marks the period when students are “getting through” the passageway leading to their final year of studies, to be completed with the baccalaureate examination.” (Riche, Arab, Bensemmane, Ameziane, Hami, 2005, 3). It is designed by taking into consideration the three competencies described in the National curriculum. The latter are:
 - Interact orally in English
 - Interpret oral and written messages
 - Produce oral and written messages

Furthermore, the textbook contains eight units for different streams. The topics of the unit are:

- **The signs of the time**, which talks about different life styles and cultures
- **Make Peace**, which introduces learners to famous noble peace prizewinners, conflicts in the worlds and how to solve such problems.
- **Waste Not Want Not**, this unit raises the students’ awareness about the importance of the environments and the catastrophic results of pollution.
- **Budding Scientists**. The latter is meant for scientific streams. It contains different scientific texts. Hence, learners are exposed to varied technical vocabulary items.
- **Science and fiction**, that deals with fictional stories and imaginary events.
- **Business is Business**, in which economy, management and finance are emphasized.
- **No Man is an Island**, that deals with man-made disasters and natural catastrophes as well as the role of charities, help and communities (Riche et al, 2005).

Each unit contains three main rubrics. The latter are: discovering language, developing skills. The latter are divided into listening and speaking, reading, and writing, and putting things together. At the beginning of each unit, a series of vocabulary items under the subtitles “words to say” should be taught. According to the teacher’s book, this section, aims to brainstorm ideas and give students opportunities to encounter and get them to tell what they know about a specific topic. It also helps to activate students schemata, in which the learners contribute their own knowledge and connects it with that contained in the text. The textbook also dedicated lessons for teaching vocabulary under the subtitle “working with words”. The latter contained games, activities that require the use of dictionaries as well as crossword puzzles. As far as visual aids are concerned, only pictures and maps are used.

“New Prospects” is designed for Third Year of Secondary School. Its main principles as cited in the teacher’s book by (Riche et al, 2006), is to foster learners’ communicative language teaching and engage learners in real and meaningful communication. This is done by giving them opportunities to process content relating to their lives and backgrounds, and to develop both fluency and accuracy. The textbook contains six units:

- **Exploring the Past**
- **Ethics in Business**
- **Safety First**
- **Education in the World**
- **We are a Family**
- **Astronomy and the Solar System**

Each sequence of the unit contains different rubrics that deal with grammar, vocabulary and pronunciation/spelling with the four skills. An evaluation grid to check on the learner’s progress then follows each unit. It reviews students’ knowledge of the language items presented in the unit and tests their ability to use the skills and strategies through reading passages/texts that appear at the end of the course book. Third year textbook contains lessons dedicated to vocabulary entitled “Vocabulary Explorer” in addition to “words to say” cited at the beginning of the unit. Surely, Third year is the most important level because it prepares learners for their baccalaureate exam and including vocabulary lessons in such level refers to the crucial importance of vocabulary. Visual aids such as pictures and maps are used in the textbook to supplement texts, activities and well as warming ups.

II.1.8. The Objective of Teaching English in Secondary Schools

Objectives of teaching English as Foreign Language in secondary school are regarded to be part of the general goals of the reforms of 2002 and the adoption of CBA in Algeria. In this regard, Chelli (2010) identified the following:

- **Linguistic Objectives** : they aim at providing learners with the basic linguistic material (grammar, vocabulary, pronunciation, and the four skills). The latter are necessary for their meaningful communication.
- **Methodological Objectives**: they refer to the reinforcement and development of learning strategies aiming at autonomy, critical thinking, self-assessment and independence.

- **Socio-cultural Objectives:** they aim at encouraging and raising students' awareness, curiosity about the other cultures and their values.
- To stimulate learners' intellectual capacities of analyzing, evaluating, and synthesizing.
- To introduce learners to the other cultures, compare them with their own culture without judgmental opinions and tolerate differences.

II.1.9. The Situation of Teaching Vocabulary in the Algerian EFL Context

A considerable amount of literature has been published on vocabulary, describing the noticeable role it plays in both first language acquisition and foreign language learning (Arab, 2015). However, there is dearth of literature when it comes to teaching vocabulary in the Algerian EFL classes. A research carried out by Arab (2015) revealed that there was a general agreement among teachers and students upon the principality of vocabulary in learning English as a foreign language. It is worth to mention that the majority of the pupils reported that their limited vocabulary was the major cause behind their weak level; consequently, hindering their communication and expression of ideas. From what is cited above, it can be deduced that vocabulary should be taught to all learning levels to enhance students' understanding, comprehension and language use. However, her findings also revealed that teachers' interest in vocabulary was not actually reflected in their practice. Teachers neither dedicated a proper time to visualize, explain and illustrate the meaning of new unknown vocabulary nor exposed learners to such vocabulary repeatedly in different context to help them retain and recall the targeted words. In short, it can be said that teachers of English in Algeria do not give learners convenient opportunities, time and exposure to understand and remember vocabulary essential for their communication. Another study done by Zermane (2009) highlighted the Algerian students' failure in vocabulary learning and explained it differently. She found that secondary school course book texts do not meet neither teachers' expectations nor students' needs and interests. Zermane (2009, 50) argued that coursebook texts: "Are too long, complicated, and not suitable for learners' level". As a result, they do not provide students with the appropriate words, which express their ideas when they come to write or speak. Furthermore, Zerzou (2016) believed that learner's low level is due to the gap between the teacher's pedagogical knowledge and their actual classroom practices. That is to say, Algerian teachers are not capable of putting what they know into practice, particularly, with the little training they had within the new approach adopted. Thus, this study is a try to cover the part of some feasible and suitable strategies

and teaching materials to efficiently benefit from the lexical items particularly and boost learners' level.

II.2. Section two: Research Methodology

This section provides a detailed description of the research methodology adopted in order to come up with the results which answer the research questions of this study. It also identifies and describes the research design of data collection, the sample, the procedure, and data collection method used.

II.2.1. Research Method

In conducting a research, the research design is crucial since it is the systematic plan of what data to gather, from whom, how and when to collect the data, and how to analyze the data obtained. It is worth remembering that this research work is an attempt at highlighting the effect that visual aids have on students' vocabulary long-term retention. For the purpose of collecting more data, a quasi-experimental design was employed. The latter is selected to approach as closely as possible the advantages of a true experiment. In other words, this method has been selected for this study because it can provide not only detailed exploratory data but also systematic factual and accurate characteristics of the phenomena of interest.

Quasi-experimental design is a very significant, acknowledged, and objective method for data collection. According to Cook & Campbell (1979), quasi means, "resembling." Hence, quasi-experimental research is a method that has similar qualities of experimental research but lacks random assignment of participants. In other words, quasi-experimental designs are research studies in which participants are selected for different conditions from pre-existing groups (Arthur, 2013). Thus, it is used mainly when researchers find difficulties to develop full control over the allocated participants of both experimental and control group. Frequently, the groups will be decided according to the researcher's easy access to the settings (schools, classrooms, factories) and the participants selected to take part of the intervention. This can create what we call non-equivalent groups design. Therefore, the experimental and control group should have as similar features as possible in terms of age, gender, ability, social background and level. This is undertaken to ensure the validity and practicability of the research.

From what is discussed above, several quasi-experimental design's advantages can be mentioned. First, they are feasible and easy to manage. Quasi-experimental designs are widely used in social research, mainly, in the educational field to test the effectiveness of new methods, techniques and strategies. Teachers for instance, can select two classes, assign a pretest to both, then, apply a treatment on one group only "experimental group", after that, a

post test can be administered to check whether the treatment had any effect. The latter, can give highly valuable information about the efficacy of the variable tested. (Bradley, 2018). Furthermore, quasi-experimental designs are very practical for properly answering the research hypotheses and questions. Finally, they are not time and effort consuming on the behalf of the researcher as well as offering possible generalization over the sample population (Maheswari, ND).

Although quasi-experimental design has several benefits, many drawbacks are noticeable. Because quasi-experimental design is based on convenient sampling, it increases the probability for creating non-equivalent groups. The latter may reduce the validity of the research, which limits the generalization of the results (Bradley, 2018). In addition, pre-existing circumstances and other variables may not be taken into account because variables are less controlled in quasi-experimental research. It is worth to mention that statistical analysis may not be relevant due to the lack of randomization (Maheswari, ND).

II.2.2. Tools and Instruments

For the purpose of gathering quantitative and qualitative information about the effects of visual aids on learning and memorizing vocabulary, two instruments were used: a test and a questionnaire for both students and teachers.

II.2.2.1. Questionnaire

According to Arab (2015, 338): “Questionnaires are often employed as devices to gather information about people’s feelings, beliefs, attitudes, and opinions”. A questionnaire is simply a ‘tool’ used to collect quantitative data and document information and evidence about a particular issue of interest (Kirklees Council, ND). In the same vein, Brown (2001, 6) defined it as: “any written instrument that presents respondents with a series of questions or statements to which they are to react either by writing their answers or selecting from among existing answers”. In short, questionnaire is a written set of questions that vary from yes/ no questions, prove or disapprove, choosing one option from amongst to open ended questions. The latter are given to respondents for the purpose of collecting facts or opinions about a particular subject.

The previously mentioned research tool is widely used because of its infinite benefits. Hence, the main advantages of questionnaires can be summarized as:

- They are easy to answer, collect and code.
- They allow the inclusion of many variables in a study (Eric, 1999).
- They allow respondents to express their ideas spontaneously via open ended questions
- The responses are gathered in a standardized way, so questionnaires offer objective data.
- Information can be collected at large scales of a group with a relatively low cost. (Talbi, 2011)
- Time and effort consuming
- Anonymity (for the respondent)
- The possibility of a high return rate.
- The analysis of closed questions of responses can be straightforward (Eric, 1990).

As any other tool of research, questionnaires have some noticeable drawbacks. First, questionnaires can introduce bias, where there is a tendency for the respondent to tick systematically either the first or last category, to select what may be considered as the most socially desirable response or to answer all items in the same way (Eric, 1999). Furthermore, questionnaires do not permit the respondent to qualify the chosen response or express more complex or subtle meanings (Eric, 1999). In addition, dishonest answers and unanswered questions can be recorded (Stefan, 2019). Another important point to mention is that questionnaires tend to describe rather than explain why things are the way they are. In other words, the information can be superficial and do not provide in deep findings about the phenomena studied. Finally, the time needed to draft, pilot the questionnaire is often underestimated, and so the usefulness of the questionnaire is reduced (Eric, 1990).

II.2.2.2. Test

The second tool used is a test. The latter was used because it is suitable for the experimental design I adopted in this research. I worked with two groups: an experimental group and a controlled group. Typically, this is a quasi-experimental study. The test yielded two different scores among the participants. Those scores were gathered from a pretest and a

post test, which ultimately helped the researcher in achieving responses for the research questions raised.

According to Arab (2015, 336): “Pre-tests and post-tests are techniques used by researchers to evaluate the participants’ knowledge before and after the administration of a specific treatment’. Arab went further and explained that they are often used by educators to guide their teaching. Pre-tests and post-tests also help teachers to identify the most effective teaching practices contexts or the best solution to their teaching problems. When using this approach, the dependent variable is measured once before the treatment is implemented through a pre-test. It is then measured once again after the treatment is implemented through a post-test. After that, the measures of the experimental and test group should be compared. The difference between the two measurements will show if the treatment had any effect on the ability of the groups. If the average of posttest score’s is better than the average pretest score, then it makes sense to conclude that the treatment might be responsible for the improvement.

Although tests are very suitable for educational settings, which is our case, many drawbacks can be highlighted. The first drawback refers to the lack of randomisation, the latter can make the results meaningless. This deficiency in randomisation makes it harder to make conclusions about the treatment and generalize the results on the whole population. Moreover, the absence of randomization may lead to biased, subjective interpretations. In addition, because of the varying variables, it is difficult to know if the improvement has occurred because of the intervention or because of other factors (Cirt, ND). Apart from these drawbacks, it is worth to mention that pretests and post tests are recognised, these tools can be a very powerful tool, especially in educational environments. They are also very useful to obtain a general overview and then reinforced with other tools that shedlight on the underlying reasons for the results generated (Iric, 1990).

II.2.3. Research Setting

This study was conducted at two secondary schools, namely Slimen Ben Hamza and Chikh Bouamama, which are located in Ain Dhab, Tiaret. Both of them include the three main streams: literary, scientific and math’s classes. The class sizes range from 12 to 40. In addition to this, the number of English teachers range from 4 to 5 teachers in each institution. The schools were chosen because of the researchers’ acquaintance with one school and its students in addition to her familiarity with teachers of the other school that ease the access to the research participants. The study took place throughout April 2019. The

researcher works as a teacher in Slimen Ben Hamza secondary school. This allowed her to gain further access to setting of the research.

II.2.4.1. Students' Sample

This study relied on convenience sampling. The participants of this study were 24 second year foreign languages students in two secondary schools in Tiaret. It is important to mention that the sample chosen consisted of 16 girls and 8 boys who live in urban areas. Their age range from 15 to 18 years old. Furthermore, the majority of them have studied English for six years. The majority speak Arabic and French in addition to those who speak Tamazight also.

In order to undertake the experiment, the 24 students were divided randomly into two groups (the experimental group and the control group). The participants were taught, new vocabulary consisting of ten words related to the theme of natural and man-made disasters, which is related to the unit of "No Man is an Island". The participants were informed beforehand to take part in the study.

II.2.4.2. Teachers' Sample

Teachers of this sample were chosen randomly from two secondary schools (Slimene Ben Hamza, Akid Loutfi). The sample consists of 10 teachers that included 6 females and 4 males. Their age varies from 24 and 51 years old. The teachers' experience ranged from "one year" to "twenty-seven years". This was done to ensure the presence of an equilibrium and a harmony between novice teachers and experienced ones.

II.2.5.1. Data Collection Procedure for Questionnaire

The students' questionnaire aims at collecting data about students' attitudes toward the learning of vocabulary and visual aids in enhancing English vocabulary learning and retention. The questionnaire consists of ten questions that ranged from yes/no questions, closed questions, to open ended questions. It is basically about strategies used by students to learn vocabulary as well as their impressions on the use of visual cues in classrooms. I piloted the questionnaire first to ensure its validity and reliability. Piloting helped the researcher to re-adjust some questions, simplify difficult vocabulary and delete inappropriate statements. Furthermore, the questionnaire was written in English only. However, after piloting it, I translated it into the students' mother language (Arabic) to facilitate its understanding and clarity. This was done because the questionnaire contains some technical terms like visual aids, mental connections and visual representations). The questionnaire was administered to

the 24 participants who were asked to respond to it at home in order to have more freedom so that the reliability of the results may be guaranteed. The participants were also assured that their answers were taken with high level of confidentiality and the questionnaires were anonymously treated. After 24 hours, all of them returned the questionnaire. The closed ended questions were scored according to the pre-determined standards of the questionnaire. All statements, which belong to the same section were gathered in order to get the total score of the section. After that, the percentage of each section was calculated.

For the teacher's questionnaire, the data collection phase started by inviting teachers to take part in the study. I had the opportunity to collect data from ten teachers of English. The researcher agreed with the teachers to set an appointment for the questionnaire delivery. Before administering the questionnaires, the participants met and explained to them the purpose of the study and their important role in reflecting upon their experience to answer the questions. The questionnaire then was administered to the teachers. The latter contains 14 questions that were mainly about their use of visual aids, their benefits on students' retention of vocabulary and the difficulties they face when using such aids. The questionnaire consisted of three sections. Section (1) collected personal information of teachers. Section (2) aimed at targeting the teaching of vocabulary in classrooms and its importance in addition to strategies and techniques used to do so. The purpose of section (3) was to diagnose the effect that visual aids have on students use and recall of vocabulary. The participants took 30 minutes to fill in the questionnaires and were thanked for participating in the study, and then the data was collected and tabulated.

II.2.5.2. Test

The test tool is composed of three important parts. A pretest, a treatment and a post test. As mentioned earlier, two groups are involved in the study. In the pretest, I assessed the students' knowledge about the vocabulary learnt in the previous units. After that, a treatment was added to the experimental group while no change was added to the test group. After that, a post test was held for both groups. Finally, the results of both groups were compared to examine whether the intervention had any positive effects on students' retention and retrieval of vocabulary.

II.2.5.2.1. Pre Test

The first step in this tool of research is the pretest. I chose carefully 10 vocabulary items that students have studied before, mainly in the units of 'Signs of the Time' and 'Make

peace'. The assessment tool is a formative one composed of two exercises, they are meant to diagnose what vocabularies the participants have memorized from the instruction. In Exercise one, there are five words and their synonyms. The participants are instructed to match the words with their corresponding items while in exercise two, there are five gaps in the sentences. Each sentence contains a definition of unknown vocabulary item. They are instructed to fill in the gap with the right word. The reason for choosing such tasks is that students are already acquainted and familiar with such tasks instruction. In addition, those definitions provided a context for learners which is important for recalling vocabulary. Furthermore, exercise one and two contained some easy words and some difficult ones, so the exercises were graded from easy to difficult. The researcher designed the grading. The detailed scale is presented in Table below.

Exercise 1	5pts (1*5)
Exercise 2	5pts (1*5)
The total	10 pts

Table 2.1: The Grading of the Pre test

The second step consisted of teaching with and without the visual aids.

II.2.5.2.2. Teaching of Vocabulary

In the introduction to the unit session, and during the treatment, the two groups were taught the new vocabulary following two different methods. The lesson was about natural and man-made disasters and their consequences on environment. Students then are asked about the natural disaster that happen mostly in Algeria like earthquake, flood...etc. Students then discuss the main safety measures that can reduce the consequences of such disaster. From this topic, I have chosen ten words which appear in table below.

Natural disasters	Words related to theme of the unit
- Tornado	- Island
- Earthquake	- Elevator
- Drought	- Aftershock
- Flood	- Property
- Tsunami	- Furniture

Table 2.2: Vocabulary Taught to the Experimental Group and Control Group

The criterion used to select the topic was that of usefulness as described by Allen (1983) in chapter one. After a week, the participants were given the same post-test to check their learning as well as their memorization of the words learnt.

II.2.5.2.3. Teaching the Test Group

The treatment was in the introduction to the unit session that lasted one hour. The warming up, which took five minutes, acquainted the students with the topic of discussion. Questions such as: “what are the natural disasters you know? Have you ever witnessed a disaster in your country or region?” They were asked in order to make students use their background knowledge of this topic. After that, the new vocabulary was presented to the participants in a form of two lists: firstly, the natural disasters, and secondly, the effects of these disasters on the nature. So, the definition of each word was orally explained and written. The participants took notes while they were listening to the explanations from the teacher and from each other. To do so, the teacher used the board only to write the words. Although the white-board is considered as a visual aid, we used it to avoid problems of spelling especially for the unfamiliar words. Yet no other visual aids were used in the treatment with the control group.

From the ten words, the students could only guess, although partly, the meaning of *elevator*, *tornado*, and *tsunami*.

II.2.5.2.4. Teaching the Experimental Group

The Experimental group was taught the words using different visual aids (pictures, maps and videos). The warming up lasted 8 minutes in which the teacher explained the title of the unit “No man is an Island”. In order to do so, the teacher used the map stuck in the walls of the classroom. After that, pictures were used to explain the meaning of the vocabulary items *tornado*, *tsunami*, *earthquake*, *flood* and *drought*. Then, an authentic video about self-protection during earthquakes was presented. To gain time, I distributed handouts in which different exercises were written. Students had to watch and answer the tasks. Through those tasks and the video, the other vocabulary items were introduced, mainly *furniture*, *elevator*, *aftershocks*, *property* and *island*. The criterion by which the pictures and the videos are selected is their authenticity. We have the visual aids that best coincide with the definition given and that are likely to be seen in their real lives over those which do not respond to the criterion mentioned earlier. The last step was a production phase. The latter consisted of a real life like situation. Students had to work in pairs to complete a dialogue. Students had to use the vocabulary studied in order to accomplish the task. The purpose of this phase was to explore the vocabulary items learnt by students in order to reinforce their memorization and retrieval. The targeted vocabulary items were reviewed in the coming session in the warming up; they were also used in a writing session. The aim of this rehearsal was to give learners

meaningful pacing and spacing between repeated items for a better memorization according to Thornbury principles.

II.2.5.2.5. Post-test

In the post-test, the participants were asked to do two activities, a matching activity and associating pictures with their right vocabulary activity, taking into consideration the vocabulary they have learnt during the time of the instruction. The post-test was given one week after the instruction basically because our research investigates the effect of visual aids on memorizing vocabulary. In other words, I wanted to check which group could better learn and memorize the target vocabulary.

The post-test is two activities graded from the easiest to the most difficult and the grading scale is out of ten. In the first activity, which is graded on five, the participants were presented with five flashcards. The flashcards contained pictures plus definitions. Students were asked to match the flashcards with their associated vocabulary. The words in this activity were taught only with a map and a video. The second activity was more difficult because participants were given five pictures only and they had to find the right vocabulary. Thus, the second task was graded on 5 points.

Exercise 1	5pts (1*5)
Exercise 2	5pts (1*5)
The total	10 pts

Table 2.3: The Grading of the Post Test

II.2.6. Data Analysis Approaches

As mentioned previously, questionnaires for both teachers and students as well as tests were distributed for the sake of collecting information about the issue studied. Thus, a mixed method design was adopted. According to Tashakkori and Creswell (2007), mixed method is a research in which the examiner collects and analyses data, incorporates the findings and draws interpretations using both qualitative and quantitative approaches or methods in a single study (As cited in Louise, Byrne, Anne-Marie, 2009). In the same vein, Judith and Burke Johnson (2017, 1) defined it as “ the type of research in which a researcher or team of researchers combines elements of qualitative and quantitative research approaches (e. g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the broad purposes of breadth and depth of understanding and corroboration”. In short, a mixed method is an approach used for the purpose of eliminating the limitations of both

qualitative and quantitative research, one data resource may not be enough as well as bringing about a further solid explanation of the findings.

There are many reasons for using such approach in my research study due to its effectiveness and numerous advantages. Both Bryman (2006) and Greene (1989) pointed at the mixed method's benefits as follow:

- **Triangulation** which allows for a better validity in a study by seeking integration between quantitative and qualitative data.
- **Completeness:** using a combination of research approaches provides a more complete and comprehensive picture of the study phenomenon.
- **Eliminating weaknesses and providing stronger inferences:** utilising a mixed methods approach can allow for the limitations of each approach in addition to reinforcing the strengths of both approaches and thus providing stronger and more accurate inferences
- **Generalization:** since mixed method approach allows a greater validity and larger inferences to be drawn, results can be generalized

Though the effectiveness and benefits of the mixed method design, many challenges may face the researcher. Johnson and Onwuegbuzie (2004) suggested that if the qualitative and quantitative phases are to be undertaken synchronously, it might be difficult for one researcher to carry out a mixed methods study all alone. In this case, a research team may be required. Furthermore, researchers are required to have a thorough knowledge of both quantitative and qualitative methods independently and how to mix these methods appropriately to achieve valid study results. As highlighted, there are drawbacks to using a mixed methods research approach. Therefore, it is fundamental that researchers anticipate the questions or criticisms of their chosen approach to design appropriate studies and defend these studies when required (Louise, Byrne, Anne-Marie, 2009).

II.2.7. Conclusion

This chapter is globally divided into two major parts. The first part is dedicated to a thorough description of the area of study. More specifically, the situation of teaching English as a second language in Algeria, the major reforms that the Algerian Educational System went through and the application of Competency Based Approach in middle and secondary schools. The section also highlights the major characteristics of CBA, its pedagogical considerations and the changes in roles of both teachers and students. The second part describes the research methodology of the present study used to answer the research questions

and hypotheses listed in the introduction. It contains information on the population, sample of participants, the instrumentation and the procedures that have been carried out to obtain the data.

Introduction:

This last chapter is devoted to practical framework of the research where the collected data is analysed, discussed and interpreted qualitatively and quantitatively. It is then concluded with summary of the main findings to validate hypotheses and some recommendations are put forward accordingly.

III.1. Findings and Data Analysis

The first data collected for this research is the one obtained through questionnaire for students;

III.1.1. Analysis of Questionnaire for Students

Q1: Which of the following language points is more difficult in studying English?

Language points	Number of students	Percentages
Speaking	3	12.5 %
Reading	3	12.5 %
Writing	2	8.33 %
Grammar	5	20.83 %
Vocabulary	11	45.83 %
Total	24	100 %

Table 3.1: Students' Difficulties in the Language Skills

The students have varying difficulties; however, the majority (45.83%) reported that their major problem in studying English was vocabulary. Twenty-one percent (21%) said that they faced difficulties in understanding grammar points. While thirteen percent of respondents have problems with both speaking and reading. Only eight percent of students have writing difficulties. The findings indicate that the students' major difficulty is vocabulary since they need lexis in order to speak, read and write.

Q2: How do you learn a new word or vocabulary?

Answers	Number of students	Percentage
Making connections to words from your mother language	10	41.66 %

Draw a conceptual image of the word	2	8.33 %
Learning the word by heart	3	12.5 %
Visual representation	8	33.33.%
Direct translation	1	4.1 %
Total	24	100 %

Table 3.2: Ways of Learning Vocabulary

Students learn vocabulary differently. Most of them (41.66%) learn vocabulary by linking it to words from their mother tongue. Thirty-three percent of students learn new words by making use of their visual representations such as pictures, and real objects. Twelve percent said that they learnt them by heart while eight percent use their imagination in order to draw a conceptual image of the word. Only 4 percent reported that they referred to direct translation to understand and learn new vocabulary items. From the students' answers, we can deduce that students still find difficulties in enriching their vocabulary due to the way they are taught in addition to their ignorance of appropriate strategies to do so

Q3: Is it always easy to learn new vocabulary?

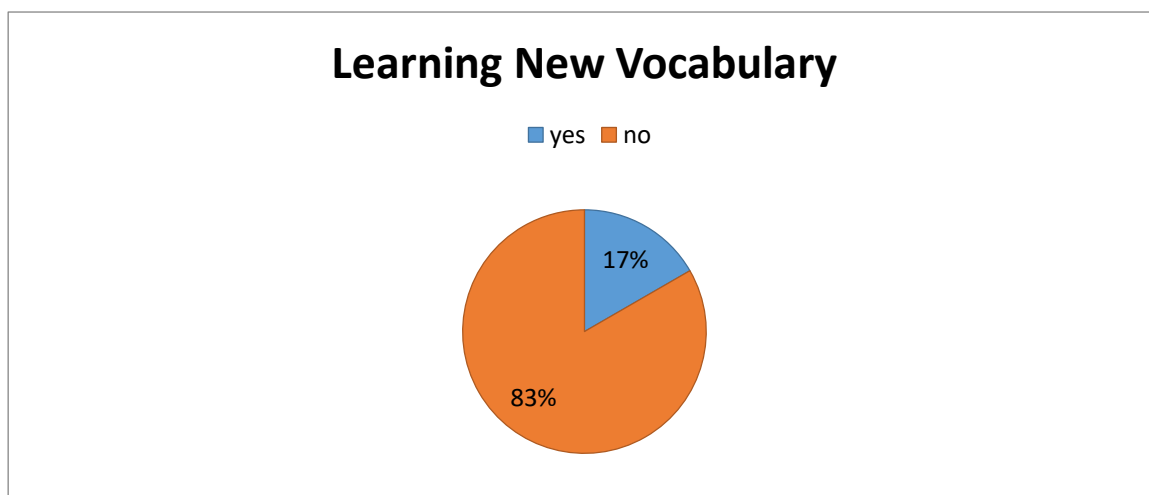


Diagram 3.1: Learning New Vocabulary

Most of students (83.33 %) denied the ease of assimilating new vocabulary whereas only seventeen percent of respondents admitted the fact that they have no difficulties in acquiring

and grasping new vocabulary items. This result shows greatly students 'attitudes toward learning vocabulary as being challenging and difficult for the way they are being taught.

Q4: *If no, your major difficulty is:*

Answers	Number of students	Percentages
Forgetting quickly	12	60 %
Not having an effective strategy to learn vocabulary	6	30 %
Having difficulties with the language itself	2	10 %
Total	20	100%

Table 3.3: Difficulties in Learning New Vocabulary

In this question, most students (sixty percent) reported that their major difficulty in learning new vocabulary was forgetfulness. Others (thirty percent) declared that they did not have effective strategies to learn vocabulary. However, only ten percent of students said that they had problems with the language itself.

Q5: *How do you usually overcome these difficulties?*

Most of participants (40%) said that they overcame these difficulties by repeating the new vocabulary, learning it by heart and writing it in notebooks to revise it later. Others (20 %) (Four students) said that they used direct translation to overcome these difficulties. Four others (20 %) said that they could not find the right strategy to solve such problem. It is worth to mention that only two of them (10 %) declared that they watched series, movies and listen to music in the targeted language to learn new words. Similarly, two other participants (10 %) reported that they referred to dictionaries when needed to learn new vocabulary. It can be suggested from these findings that the majority of learners are accustomed to the use of traditional ineffective method to learn vocabulary such as translation and learning by heart. Only few of them used innovative methods such as movies, series, music and dictionaries.

Q6: *How often does your teacher use visual aids in the classroom?*

Answers	Number of students	Percentages
Always	1	4.16 %

Sometimes	19	35 %
Rarely	1	48.34 %
Never	3	12.5 %
Total	24	100 %

Table 3.4: The Use of Visuals in Classrooms

According to students, the majority of teachers (48%) rarely use visual aids in the classroom. Thirty five percent answered by “sometimes”. Whereas, only twelve percent of respondents answered by “never” and four percent answered by “Always”. What is noticeable is that teachers do not frequently use visual aids which might have effected students ‘ understanding and retention.

Q7: *Does the class become more interesting if the teacher uses visual aids?*

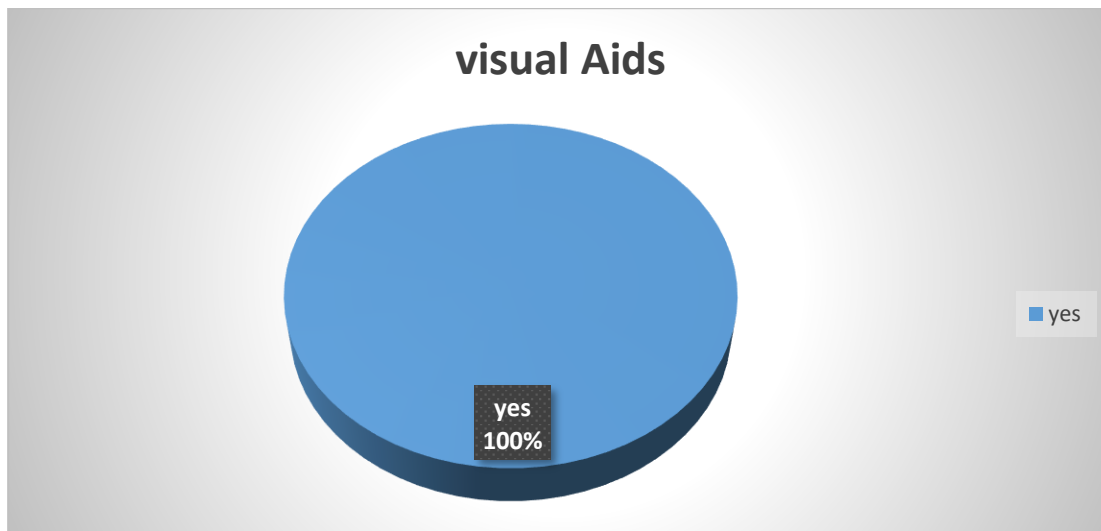


Diagram 3.2: Motivating Students through visual Aids

Out of the total number of respondents (twenty-four), all of the students (100%) admitted that the class became more interesting when teachers use visual aids.

Q8: *In your opinion, do visual aids help you learn new vocabulary?*

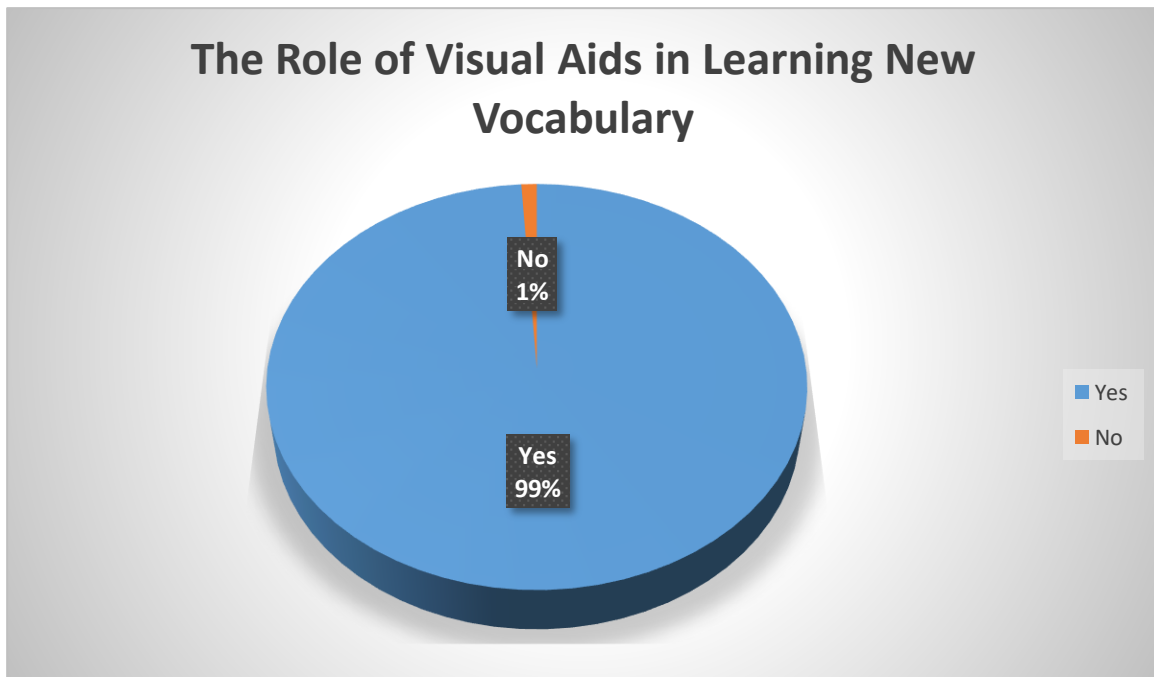


Diagram 3.3: The Role of Visual Aids in Learning New Vocabulary

The majority of respondents (99%) answered by “yes” admitting the effective role of visual cues in learning and understanding new vocabulary items however only one percent answered by “ No”. It is very clear from students’ answers that they prefer the use of visual aids and feel motivated when teachers use them.

Q9: *If yes, why?*

Almost all of the students (99%) agree upon the usefulness of visual aids in learning new vocabulary items. The respondents justified their answers by reporting that visual aids:

- Help them remember and store information
- Give hints about the meaning of vocabulary and facilitate understanding
- Clarify ideas, and aid assimilating vocabulary and its meaning
- Link the picture with its associate vocabulary

Q10: *Which of the following does your teacher use to explain new vocabulary?*

Answers	Number of participants	Percentage
Use of Diagrams	7	10%
Connections between concepts	5	10 %
Use of pictures,	9	40 %

videos and cards		
The use of colours	3	40 %
Total	24	100 %

Table 3.5: Ways Used to Learn New Vocabulary

The majority of participants (40%) reported that their teachers used pictures, videos and flashcards in order to explain new vocabulary. Similar results (40%) were marked for using colours to explain new vocabulary items. However, only (10%) was marked for drawing connections between previously acquired items and the new taught ones, and the use of diagrams. Thus, from data collected, it can be deduced that teachers use a variety of visual aids according to the vocabulary they want to explain and the materials available in the classroom.

- *If your teacher uses other materials or aids, mention them.*

The participants mentioned different materials and aids among them:

- Drawings
- Gestures
- Definitions
- Direct translation
- Examples
- Explanations
- Providing a context in which such vocabulary items can occur.

III.1.2. Analysis of Teachers' Questionnaire

I. Personal Information

Q1: *Your gender:*

Answers	Number of teachers	Percentages
Female	6	60 %
Male	4	40 %
Total	10	100%

Table 3.6: Gender Distribution

Out of the 10 participants who were involved in filling in the questionnaire, six (60%) were females while four (40 %) were males, and therefore both genders were well represented.

Q2: Which level do you teach?

Levels	Number of teachers	Percentages
First year	1	10%
Second year	3	30 %
First and third	2	20 %
Second and third year	4	40 %
Total	10	100 %

Table 3.7: Teaching Levels

According to this question results, the majority of respondents (40 %) teach second and third year. Similarly, 30 % teach first and second year. Concerning first and third year, 20 % of participants taught both of them while only one teacher reported that he/she taught only one level, which is second year. Thus, it is clear that all participant teachers have an experience with the targeted population.

Q3: How long have you been teaching English?

Age	Number of teachers	Percentages
Less than 5 years	2	20 %
Between 5 and 10	2	20 %
Between 10 and 15	0	00 %
Between 15 and 20	1	10 %
Between 20 and 25	3	30 %
Between 25 and 30	2	20 %
Total	10	100 %

Table 3.8: Teaching Experience

The teaching experience of the participants varied from one year to twenty-seven years. The category that marked the highest number is those who have been teaching between 20 and 25 years with a rate of 30 %. Almost similar results (20 %) are scored for the category of (less than five years), (between five and ten years) and also (between twenty-five thirty

years). Whereas the category that scored the least number taught is between fifteen and twenty years.

II. Vocabulary Teaching

Q4: *Do you give any importance to the teaching of vocabulary in your teaching instruction?*

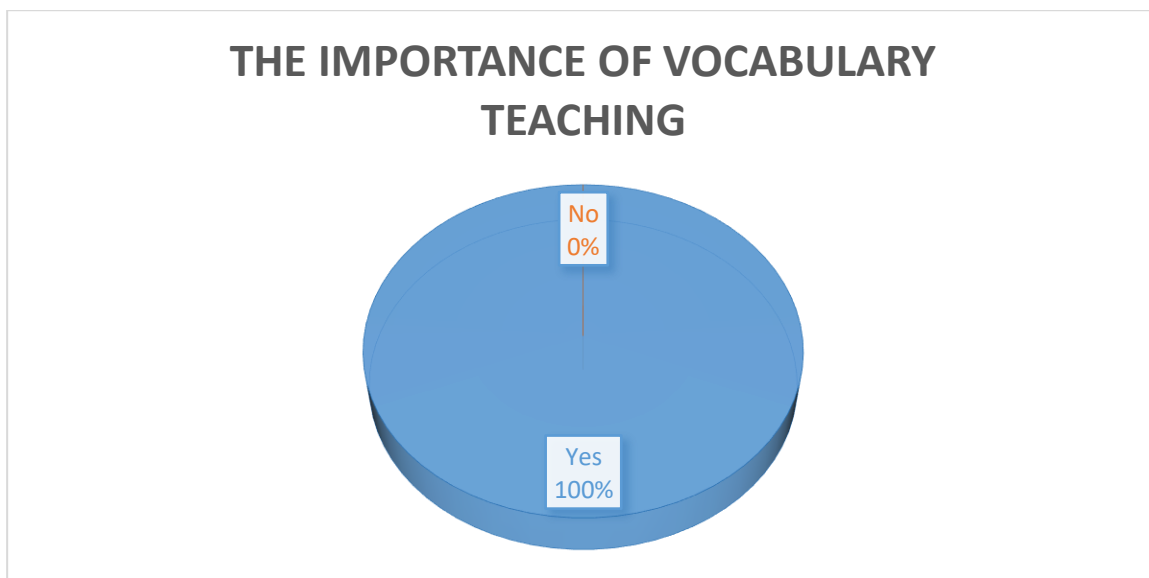


Diagram 3.4: The Importance of Vocabulary Teaching

All of participants answered by “yes”, confirming that they do give an importance to the teaching of vocabulary in their teaching instruction.

Q5: *How much time do you dedicate to teach vocabulary?*

Answers	Number of teachers	Percentages
A whole session	2	20 %
When necessary	8	80 %
During the lesson’s tasks	0	00 %
Total	10	100 %

Table 3.9: The Duration of Vocabulary Teaching

Table 9 shows that almost all the teachers (80 %) answered that they taught vocabulary when necessary. In other words, they teach vocabulary according to the students’ needs and questions. Only two teachers (20%) said that they dedicated a whole session for vocabulary. None of the teachers claimed that he/she taught vocabulary items during the lesson’s tasks. The previous data (question 4 and 5) show that there is a sort of contradiction in the teachers’

answers. Although all of them agreed upon the importance of vocabulary teaching, only the minority dedicated a whole session for it.

Q6: *Do you find it easy to explain the new vocabulary items to learners?*

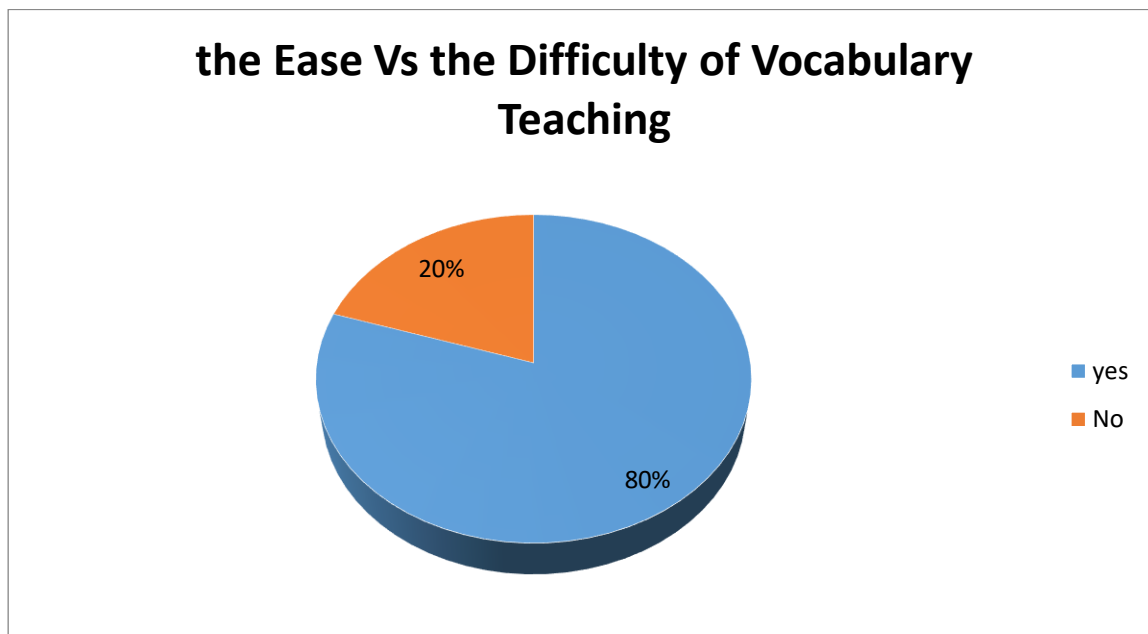


Diagram 3.5: The Ease Vs the Difficulty of Vocabulary Teaching

The results obtained from this question show that the majority of teachers (80 %) said that they found it simple and easy to explain new vocabulary items whereas the minority (20 %) reported that they faced difficulties when doing so. Thus, it can be deduced that learners do not face problems with understanding vocabularies' meaning; but with retrieving them.

7: If yes, which of the following strategies do you think is more effective to introduce the meaning of the new vocabulary?

Strategies	Teachers' answers	Percentages
Translation to L1	3	30 %
Verbal explanation	4	40 %
Present it in a context	8	80 %
Use of visuals	8	80 %

Table 3.10: Vocabulary Teaching Strategies

Teachers' responses on this question show that the majority of teachers 80% said that presenting words in contexts and using visual aids was very effective for teaching and explaining the meaning of new vocabulary. Others (40 %) referred to verbal explanation as an

effective vocabulary teaching strategy. Only (30 %) claimed that they referred to direct translation as they considered it a fruitful strategy to introduce the meaning of the new vocabulary. We deduce from these results that teachers have a positive attitude and preference to the use of visual aids.

- *Others?*

Here, teachers mentioned different strategies they use to explain new vocabulary items. The majority of them reported that they used “drawings” on the white board in addition to the use of “gestures”. Others mentioned that they gave students “examples” to clarify new concepts. The minority claimed that they used “sounds” to do so when possible. Thus, the findings show that not only pictures, videos and flashcards can be used. Teachers also refer to inexpensive, available visuals such as their own gestures, sounds and drawings in the white board.

Q8: *Do your students easily recall the English language vocabulary?*

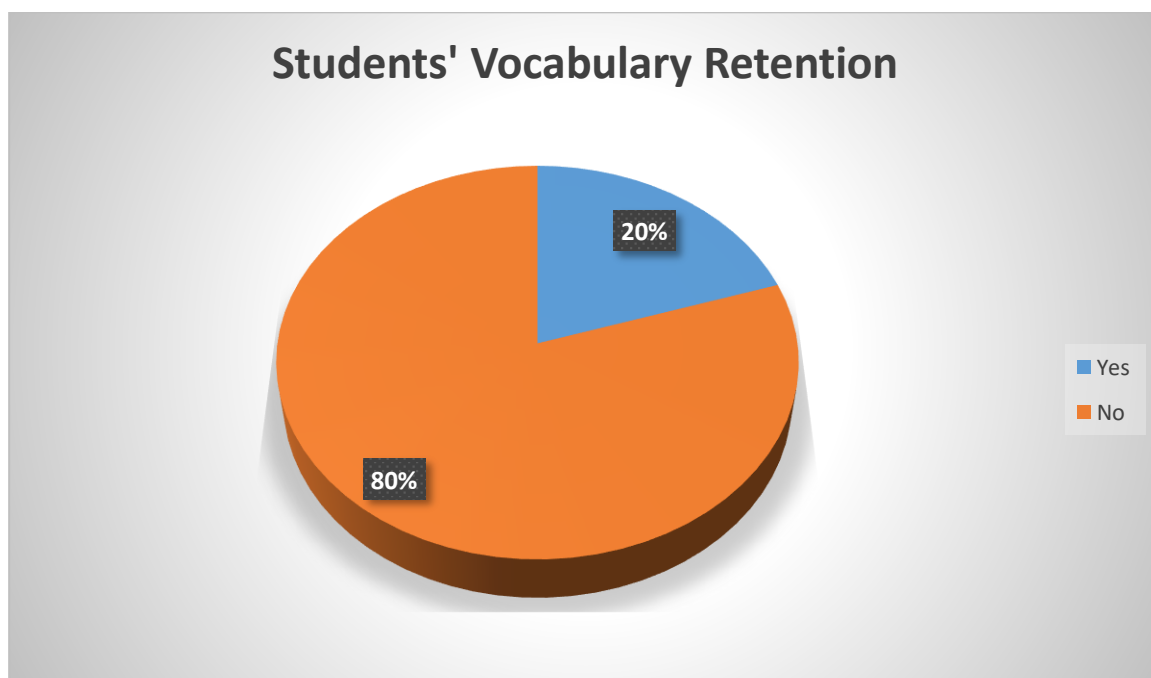


Diagram 3.6: Students' Vocabulary Retention

Almost all of the teachers (eighty percent) answered by “no” denying the fact that their students easily recall the vocabulary learnt. Only twenty percent answered by “yes”. These views further confirm that students do find serious difficulties when it comes to retaining and reusing the vocabulary learnt.

Q9: How often do students remember and use the vocabulary learnt?

Answers	Number of teachers	Percentage
Always	0	0 %
Sometimes	5	50 %
Rarely	5	50 %
Never	0	00 %
Total	10	100 %

Table 3.11: Vocabulary Retention Frequency

As above table shows, similar results were scored (50 %) for both “sometimes” and “rarely” concerning vocabulary retention frequency. Whereas, no answers were registered for “always” and “never”. These findings may show again that students do find serious difficulties in retaining vocabulary.

III. Vocabulary Retention and Visual Aids

Q10: Do you use visual aids to help students build a mental representation for the words they learnt?

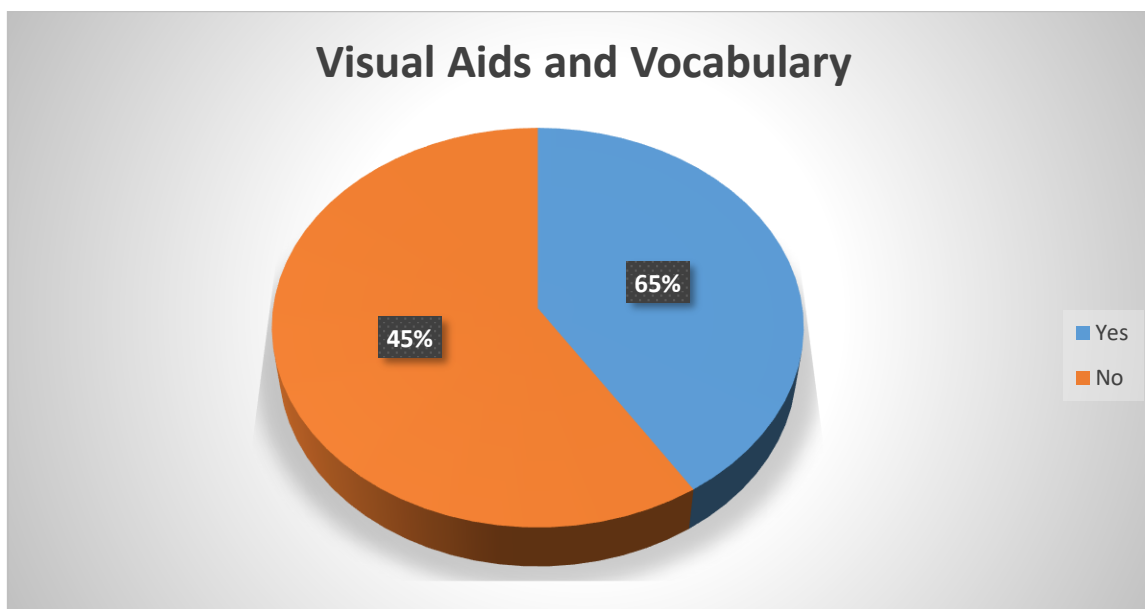


Diagram 3.7: Visual Aids and Vocabulary

The majority of teachers (65%) denied visual aids' usefulness in relation to vocabulary. Only (45 %) agree that upon visual aid's usefulness with regard to vocabulary. The results indicate that the majority of teachers are not totally aware of the advantages and purposes of using visuals.

Q11: *If yes, what type of visual aids do you use the most to present new vocabulary items?*

Visual Aids	Teachers' answers	Percentages
Videos	3	75 %
Overhead projector	2	50 %
Pictures	4	100 %
Flashcards	1	25%

Table 3.12: Types of Visual Aids

According to the question's results, those who answered by "yes" use a variety of visuals. All of them of (100%) use pictures to present lexis. (75 %) of the respondents were for the use of videos, (50%) use overhead projector and (25 %) use flashcards.

Q12: *Do visual aids help students retain and retrieve the vocabulary learnt?*

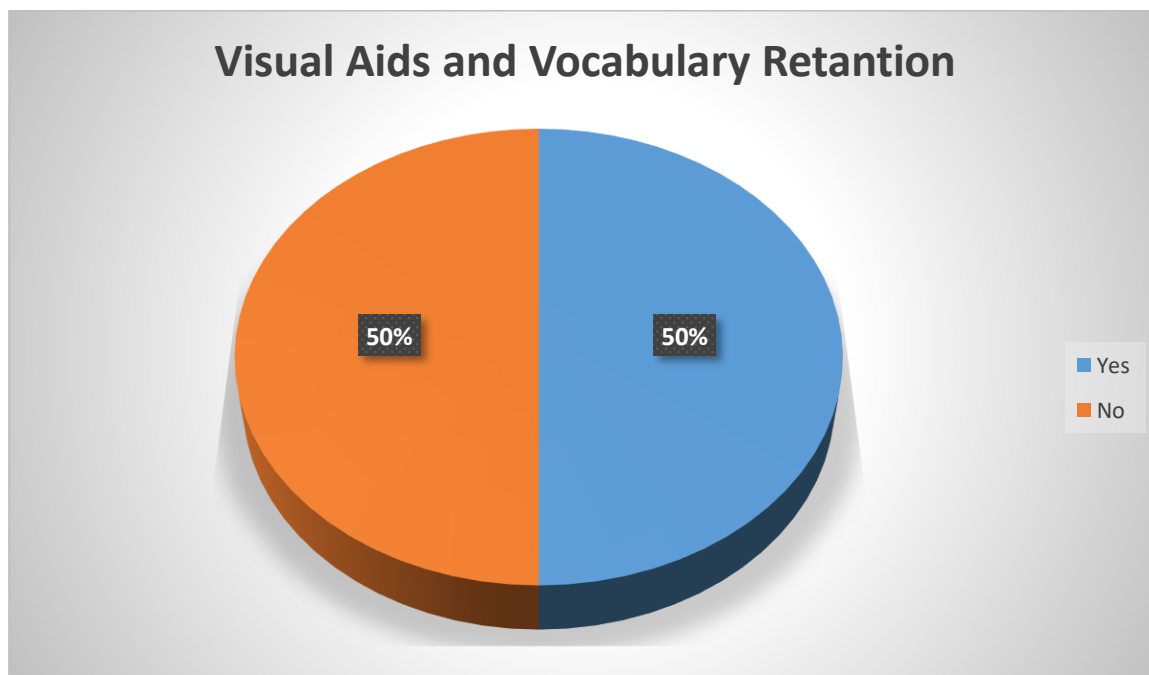


Diagram 3.8: Visual Aids and Vocabulary Retention

As the diagram above shows. Fifty percent of teachers agree upon the positive effect of visuals have on students' vocabulary memorization and use. (50 %) denied that. The results imply that the half of teachers do not rely on the use of visuals because they think they are not sufficient and practicable for vocabulary retention. This also indicates that teachers are not fully aware of effect of visuals on vocabulary retention. In addition, teachers may be for the use of visuals however they do not use them for retention.

Q12: *If yes, how?*

Those who answered by yes, only the few (three teachers) said that the use of visual aids transmits messages faster, which can help students to understand and retain information longer. In other words, visual aids help both in comprehension and in memorization. Two other teachers reported that visual cues attract the students' attention and keep them engaged and involved longer.

Q13: *Do you find any difficulties when using visual aids in your class?*

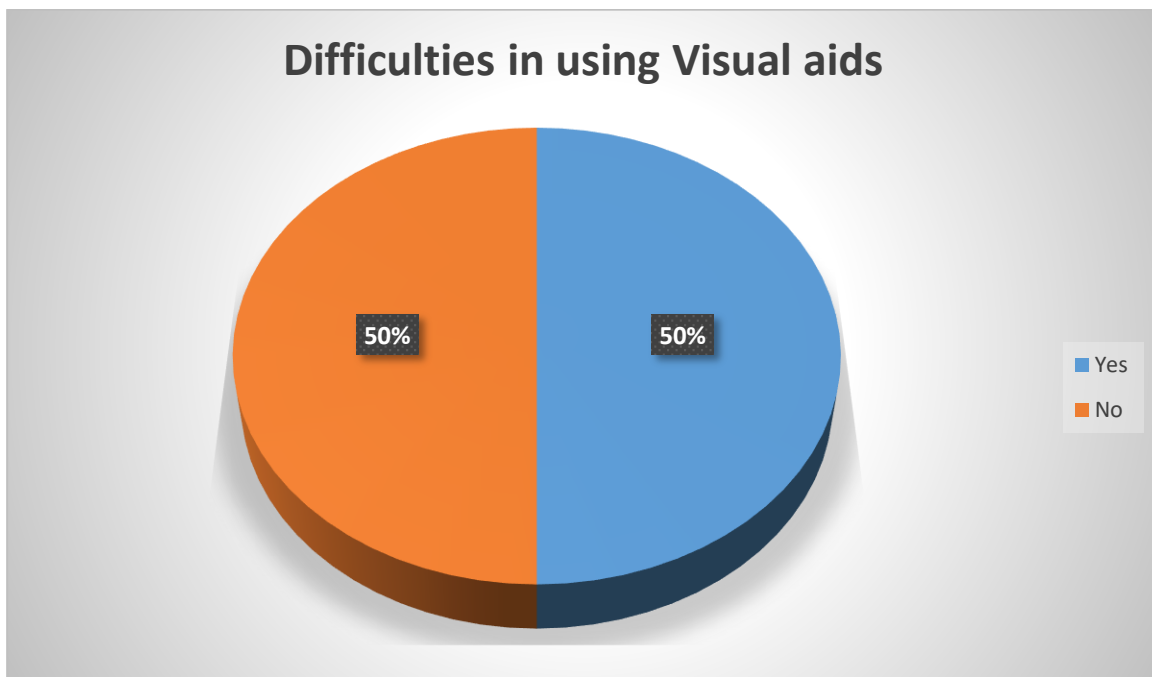


Diagram 3.9: Difficulties in Using Visual Aids

As it is demonstrated in this figure, similar results (50%) were scored for both "yes" and "No" concerning whether teacher find difficulties when using visual cues in class. This may be due to the different materials available in each school, class's size and students' responses.

- *If yes, what kind of difficulties?*

Teachers reported many hindrances they face while using visual aids, among them:

- Time consuming
- Lack of schools' equipment
- High priced materials

Q14: In your opinion, what can teachers do to help students store and retrieve L2 vocabulary items essential for their language proficiency?

When teachers were asked about the ways they used to help students memorize and use vocabulary, several techniques were mentioned. The majority said that presenting vocabulary in a real context make students more attentive. Thus, they have better chances to memorize the vocabulary learnt. Two other teachers referred to gestures as a type of real visuals that guide students to discover the meaning of the new word without referring to direct translation. Hence, students may link the gesture with the word learnt. As one teacher mentioned: “*whenever I want my students to retrieve a specific vocabulary, I repeat the gesture in front of them to make them remember*”. Two other teachers claimed that learnt vocabulary should be tested through games to be sure that it has been stored. Finally, one teacher referred to “*reading aloud*” as a technique used to memorize vocabulary. He justified his answer by comparing it to memorizing the “Holy Quran” which is easier if read aloud. The remaining teachers did not answer this question because of their lack of awareness, training, and information about the effective strategies used to teach and retain vocabulary.

III.1.3. Pre-test and Post Test Results

III.1.3.1. Pre – test Scores Analysis

Participants	Experimental group	Control group	The difference
Student 1	3	2	1
Student 2	5	6	1
Student 3	5	5	0
Student 4	2	3	1
Student 5	6	5	1
Student 6	7	7	0
Student 7	1	0.5	0.5
Student 8	3.5	3	0.5
Student 9	1.5	0.5	0.5
Student 10	6.5	7	0.5
Student 11	3	3	0
Student 12	6	6.5	0.5
Total	48.5	48.5	6.5

Table 3.13: Pre-test Result

As the table above shows, there is no significant difference between the scores of both the control group and the experimental group in the pre-test. Furthermore, the difference between the two groups ranged from one to zero. In the control group, two students got seven out of ten. Similar results were scored for the experimental group. Six students got the average or higher than the average in both the control group and the experimental one. Similarly, six students got under the average in both groups, which mean less than five points. In some cases, the results of the control group were better than the experimental group and vice versa. However, generally speaking, the scores of the two groups were approximately the same.

III.1.3.2. Post-test Scores Analysis

Participants	Experimental group	Control group	The difference
Student 1	5	2	3
Student 2	9	6	3
Student 3	7	5	2
Student 4	5	3	2
Student 5	8	5	3
Student 6	9	7	2
Student 7	3	1.5	1.5
Student 8	5	3	2
Student 9	3	1	2
Student 10	6.5	5	1.5
Student 11	3	2	1
Student 12	8	5	3
Total	68.5	45.5	26

Table 3.14: Post Test Results

The post-test carried out yielded different scores among the participants of each group. As the table shows, the best marks obtained by student (2) and (6) are 9 in the experimental. However, the best mark in the control group is “7” by one student only. Similarly, the worst marks are “3” in the experimental group and “1.5” in the control group.

In the controlled group, 6 out of 12 participants got the average or higher than average. However, six of them got under the average, which means less than 5 points. While in the experimental group, 9 out of 12 participants got above the average, and only three participant got “3”. In general, the marks achieved by the experimental are higher than those achieved by the controlled group. We notice this by calculating the differences of marks for each participant. The table shows also that the majority of marks of the experimental group are better than those of the controlled group. Therefore, the difference in marks is higher in the experimental group. For example, if we look at the mark obtained by student (2) in experimental group, it is nine, while student (2) in the control group got six. So, the difference between the two marks is three points.

III.2. Discussion

The aim of this research paper is to investigate the impact of visual aids on students’ vocabulary retention in EFL-classrooms. The study is also conducted to investigate the significant strategies used by teachers to boost students’ performance in unravelling the meaning of lexical items and using them as well. In this section, the researcher aims at comparing the findings obtained from the questionnaire given to both students and teachers. In addition to exploring the “pre” and “post” test’s results in order to answer the research questions of the present study.

III.2.1. Discussion of Students’ Questionnaires

As mentioned earlier, the students’ questionnaire aims at collecting data about students’ attitudes toward the learning of vocabulary through the use visual aids. Furthermore, in order to answer the first research question of the present study: “What are the students’ main difficulties in retaining vocabulary in the Algerian classrooms?”. The student’s questionnaire attempted mainly to investigate and explore these difficulties. The 24 students who were subject to the test answered the questionnaire.

The results of the questionnaire show that students’ major difficulty in English is vocabulary (question 1). This is because students need it for communication, as it is the most required language point that the other skills are based on. For instance, students need vocabulary to develop their speaking skills, they also rely on vocabulary to expand and evolve their writing skills. Another difficulty is their unawareness of the strategies they should use to learn, retain and retrieve vocabulary when needed which is illustrated in (question 2, 4 and 5).

The latter show that the majority of students relied on traditional rote learning, such as learning by heart, and repetition, which have been found to be ineffective in their active learning. The third obstacle that students have in what concern vocabulary learning is forgetfulness (question 3 and 4).

As far as the second research question is concerned: “Does the use of visual aids help students to maximize students’ vocabulary retention?”, the questionnaire attempted to find out the impact of visual aids on vocabulary learning and retention in addition to students’ beliefs and attitudes toward such strategy used in EFL classrooms. Results from the questionnaire show that students believe that the use of visual aids is a strategy that facilitates their vocabulary comprehension and retention (question 7, 8, and 9). To demonstrate, when considering details, the majority believe that visual aids motivate them and keep them focused and engaged. They add that visuals clarify ideas, aid assimilating vocabulary and its meaning and link images with their associated lexis.

Thus, the findings obtained from the students’ questionnaires suggest that students face two major difficulties in learning and retaining vocabulary. Students do not possess knowledge about effective strategies used to store and retrieve vocabulary, as their teachers do not make aware of such innovative ways. Therefore, vocabulary learnt is stored in their short-term memories only, thus, forgotten quickly. The latter effects their language development. However, when teachers use visual aids such as: pictures, videos, flashcards, and gestures, learners are more motivated and attentive, which help students to perceive, understand, and store information.

III.2.2. Discussion of the teachers’ Questionnaires

As mentioned previously, the questionnaire aims at examining whether teachers give importance to vocabulary teaching in relation to the use of visual aids. Furthermore, in an attempt to answer the first research question: “what are the students’ main difficulties in retaining vocabulary?” the purpose of the questionnaire is to check how teachers present and teach vocabulary and whether they use innovative strategies such as: visual aids.

The results of the questionnaire show that all teachers give a great importance to vocabulary in their teaching instruction (question 4). This means that teachers value vocabulary as they acknowledge its role in developing other skills such as: speaking, writing as well as listening. Nevertheless, when teachers were asked how much time they devote for vocabulary teaching (question 5), the minority only dedicated whole sessions to do so. Thus,

there is a sort of contradiction. Although teachers admit and recognize the significance of vocabulary teaching, the time allocated to do so is very limited. Consequently, learners' level is low as their vocabulary repertoire is fewer than it should be. From what is mentioned above, it can be deduced that students' lack of exposure to English vocabulary can be a hindrance in their learning process and retention as well.

As far as the ways used to teach vocabulary, the questionnaire's results show that the majority of teachers have positive attitudes toward the use of visuals in vocabulary teaching (question 7). However, when it comes to their use, only the few use them in their teaching instructions (question 10 and 12). This is due to the difficulties they face when applying them (question 13) such as: time consumption and lack of school's equipment. This is also due to their lack of awareness, training, and information about the effective strategies used to teach and retain vocabulary (question 14). Thus, they refer to the use of direct translation, and verbal explanation only to teach vocabulary. Those who use visual aids to teach vocabulary notice that students are more engaged, curious and motivated. They also confirm that visuals aid in comprehension (question 12). However, in order to retain and use the vocabulary learnt, they suggest that visuals should be accompanied with other strategies. Teachers state that after teaching vocabulary, it should be tested through games, quizzes and activities to make sure of its long-term storage (question 14).

III.2.3. Discussion of the Test Results

In order to raise the issue of creating the appropriate educational environment for teaching and retaining vocabulary and to answer the research questions, a pre-test and a post-test were held, then the results of both tests were compared.

As far as the first research question, the scores of both groups show that students truly find difficulties in learning and retaining vocabulary without the use of visual aids. This can be highlighted in the scores of both groups in the pre-test in comparison to the post-test. For example, student 1 in the control group got "2" out of "10" in both tests, student 12 got "6.5" in the pre-test and "5" in the post-test. It can be noticed from students' scores that no positive change had occurred. This is due to the use of traditional methods in teaching the control group. However, student 1 in the experimental group got "3" in the pre-test and "5" in the post test, student 12 got "6" in the pre-test and "8" in the post test. Thus, higher marks are scored in the post-test due to the use of visuals in teaching the experimental group.

Concerning the second research question, the results of the experimental group show that the use of visual cues aid students in learning and retaining vocabulary. The latter can be illustrated from students' higher scores in the post-test in comparison to the pre-test. For instance, student 2 got "5" in the pre-test and "9" in the post-test, student 4 got "2" in the pre-test and "5" in the post-test, in addition, student 6 got "7" in the pre-test and "9" in the post test". We can notice from these examples that higher marks are scored in the post test in comparison to the pre-test. Furthermore, six students from the experimental group got under the average in the pre-test. Whereas, only three students got under the average in the post-test. This improvement is due to the use of innovative means in teaching, more specifically, visual aids.

III.2.4. Discussion of the Main Findings

From the above discussions (teacher's questionnaire, students' questionnaire and test), the first hypothesis that says that "students face serious difficulties in retaining the vocabulary learnt due to the ways they are taught and their strategies in expanding vocabulary" is confirmed. This is according to the data collected in the students' questionnaire (question 3 and 4), teacher's questionnaire (question 7 and 8) and the test's scores (as shown in table 3.13 and 3.14). These findings show that Algerian students face many difficulties in learning and retaining vocabulary. Students do not possess knowledge about effective strategies used to store and retrieve vocabulary, as their teachers do not make aware of such innovative ways. Therefore, vocabulary learnt is stored in their short-term memories only, thus, forgotten quickly. Furthermore, teachers do not devote sufficient time to teach vocabulary. Thus, learners' level is weak due to their lack of exposure to the target language. The latter effects their language development.

The second hypothesis, which is: "The use of innovative ways in teaching vocabulary, notably, visual aids would support and facilitate the expansion of students' vocabulary repertoire and retention as well" is also confirmed. As it is shown and analyzed in students' questionnaire (question 8, 9 and 10), teacher's questionnaire (question 10, 12 and 14) and the test's scores (as shown in table 3.13 and 3.14). Overall, when teachers use visual aids such as pictures, videos, flashcards, and gestures, learners are more motivated and attentive, which help students to perceive, understand, and store information.

III.3. Recommendations

Teachers use a variety of methods, strategies and materials in order to make learning easier, durable and enjoyable for students, among them: the use of visual aids. The latter can be defined as: “any specifically prepared drawing, illustration, model, motion picture, film strip, or other device that will expedite learning through the sense of vision” (Gilbert and Elroy, 1949, As cited in Pamela and Nury, 2013, 10). Furthermore, visual aids help both teachers and learners in learning and teaching processes. They aid teachers to enhance their presentations and explanations as they stimulate students’ learning interest, motivate them, and relate classroom environment to their life experiences (Pamela and Nury, 2013).

III.3.1. The objectives of Using Visuals in Vocabulary Teaching

The use of visual cues in teaching vocabulary has many benefits, among them we can cite:

- Transmitting messages faster
- Attracting students’ attention
- Motivating learners and engaging them in their learning process
- Facilitating understanding
- linking the conceptual image with its associated vocabulary and thus better retention of the lexis learnt
- Increasing retention of information and learning
- Giving hints about the meaning of vocabulary
- Clarifying ideas, and aid assimilating vocabulary and its meaning

From what is mentioned above, and according to the research findings, several recommendations are made:

1- For Authorities:

- Since Algerian textbooks include only pictures and maps, Algerian authorities and syllabus designers should diversify the visual aids used. This can be done by supplementing course books with advanced visual materials such as: CD’s, videos, and flashcards.
- Authorities should also provide schools with quality equipment needed to cope with the current approach adopted in Algeria such as making data projectors available in each school.

2- For teachers:

- Workshops and conferences may be arranged to train teachers in order to improve their skills of using visual aids to the needs of students. Thus, raising teachers' awareness of their benefits and purposes as well.
- There is a need for teachers to encourage students learn and use effective strategies that may help them learn and retain vocabulary longer.
- Teachers should also devote sufficient time to teach vocabulary. In other words, vocabulary should not be taught as part of another lesson only but full sessions should be devoted to do so.
- The majority of teachers rely heavily on textbooks in their teaching process; this research therefore, recommends that secondary school teachers should be exposed to modern use of other teaching resources such as audio and visual aids, computers, and internet.

III.3.2. How they should be used:

To ensure vocabulary learning and retention with visuals, several steps should be followed:

III.3.2.1. Planning phase

- Teachers should first select the type of visuals to use in relation to their availability, students' needs, preferences, level and more importantly the content of the lesson.
- The visuals chosen should be clear, visible, big, and colourful. In addition, the visual aid should be appropriate to learner's culture, level and background.
- Teachers then should decide on the phase in which the visuals can be used. For example, visual cues can be used in the warming up as they can be used during the vocabulary presentation, or practice.

III.3.2.2. Presentation phase

- Teachers should start with what learners already know about a given topic. This ensures gaining student's attention and making them aware that something is coming that they need to take in.
- Then, the material used should be placed in front of the whole class so that students have equal opportunities to perceive information presented.

- After that, teachers should invite students to comment on the picture/ flashcard/ or the animated scenes in order to deduce answers from them and activate their schemata.
- Teachers then can pronounce and write down the vocabulary associated with the visual aid presented. They can also repeat, illustrate and explain it in order to give added opportunities to reinforce perception and understanding. Response from learners can give valuable feedback of how well they have understood, for instance, using the vocabulary learnt in examples of their own.

III.3.2.3. Practice phase

- As shown in the lesson plan and (appendix D), in order to ensure vocabulary long term storage, learners should have opportunities to do further work to consolidate learning. This can be done through activities, games and quizzes. For instance, in the lesson plan, a dialogue has been given to students in which they have to use all the vocabulary learnt in a real life like task. This may serve as feedback for the teacher to make sure of achieving his/ her lesson objective.
- In order to store and retrieve vocabulary longer, testing is necessary. This can be done through quizzes, activities and games also. This is also illustrated in the lesson plan and the (appendix E) in which students encounter the same vocabulary they have learnt after one week. Here, teachers can use the same visual aids in different tasks as they can refer to different visual cues that target the same lexis learnt. The aim of this phase is to reinforce understanding, retention, and use of the target language.

Lesson Plan

Source: Getting Through

Class: Second year languages

Unit : No man is an Island

Lesson: Introduction to the unit

Sequence 1 : Discovering language

Objective:

By the end of the lesson, students will be able to:

- Use vocabulary related to the theme of the unit to discuss the main natural disasters and their consequences.
- Appropriately plan what to do during and after an earthquake.

Materials needed: pictures/ video/ the white board.

Lessons step / Timing	Rationale	Procedure	Reflec-tion
Warming up 8mn	To introduce the theme of the unit	<p>-The teacher writes the title of the unit in the board “No <u>Man</u> is an <u>Island</u>”, The teacher then underlines the two keys words.</p> <p>T: what do these words mean?</p> <p>Ss: man refers to humans</p> <p>-The teacher makes use of the map in the classroom to explain the meaning of ‘island’</p> <p>The teacher also provides students with a definition of the word by pointing to the map: “Island is an area totally surrounded by water.”</p> <p>T: what does this expression mean? What is the characteristic of an island?</p> <p>Ss: it is isolated</p> <p>The teacher may guide students to understand that the expression means: no human being can live alone, no one is self-sufficient, and everyone needs others and relies on others.</p> <p>T: when do you need the help of others?</p> <p>Ss: various examples</p>	
Presentation 12mns	<p>-To identify subjects related to the theme</p> <p>-To visualize the natural disasters.</p>	<p>The teacher then pins 5 pictures on the board.</p> <p>T : What do these pictures illustrate ?</p> <p>Ss: Natural disasters</p> <p>T: What are the different natural disasters that you know?</p> <p>Ss : Volcano, tsunami.....</p> <p>The teacher then focuses the students’ attention on each picture and writes under it the vocabulary associated with it. They are earthquakes, flood, drought, tornado, and tsunami.</p>	

	To Link the theme with the Algerian context.	<p>T: Which of these natural disasters is frequent in our country?</p> <p>T : Earthquakes and floods</p> <p>T: Can you give me some examples of earthquakes in Algeria?</p> <p>Ss : Boumerdes, Mascara, and Chlef.</p> <p>T : Good , Who can tell me what an earthquake is ?</p> <p>SS : Various answers</p> <p>T: Can we stop an earthquake?</p> <p>Ss: No, we cannot stop it.</p> <p>T: If we cannot stop an earthquake, is there anything we should do to protect ourselves? If yes, how?</p> <p>Ss: - By hiding under tables</p> <ul style="list-style-type: none"> - By staying in the corner of the house - Keeping away from stairs <p>T: Excellent, these are called safety measures and that is what we are going to discover in our video so pay attention.</p>	
Practice 1 10mn	Get a general idea about earthquake's safety measures.	<p><u>Task one:</u> Watch the video and tick the right answer.</p> <p>1- The video is about :</p> <ul style="list-style-type: none"> a- How to stop an earthquake b- Self-protection during an earthquake c- What governments should do to reduce the damages of an earthquake <p>2- An earthquake is one or multiple series of vibrations to the ground that:</p> <ul style="list-style-type: none"> a-Causes harm only to persons b- Destroys properties only C-Damages person's life and properties. <p>3- During an earthquake :</p> <ul style="list-style-type: none"> a- Keep on running 	

		<p>b- Stay calm in one place</p> <p>c- Start shouting and screaming</p> <p>Before watching the video. Handouts are distributed. Students read the task first, watch and do the activity.</p> <p>Note: The video can be repeated twice if necessary.</p> <p>Keys :</p> <ol style="list-style-type: none"> 1- Self-protection during an earthquake 2- Damages both person’s life and properties 3- Stay calm in one place <p>After that, the teacher draws the students’ attention to the word (property) which is mentioned in the task by using the video.</p>	
<p>Practice 2 10mn</p>	<p>Spotting exact Vocabulary items from the video.</p>	<p><u>Task 2:</u> watch the video and fill in the gaps.</p> <p><i>I-</i> During an earthquake, take shelter under a piece of or stay at the corner of the house.</p> <p>2-After the earthquake, there might be which means smaller earthquakes following the main shock.</p> <p>3- After the earthquake, do not use an</p> <p>Keys:</p> <ol style="list-style-type: none"> 1- Furniture 2- Aftershocks 3- Elevator 	
<p>Production 20mn</p>	<p>To explore different vocabulary learnt obtained from the video and the pictures</p>	<p><u>Task 4:</u> Complete the dialogue between an earthquake expert and a journalist.</p> <p>Interviewer: We do live in a region where many natural catastrophes occur. Today we have Mr Clancy, a geology expert, with us in the studio. Mr Clancy, good morning.</p> <p>Mr Clancy:</p>	

		<p>.....</p> <p>Interviewer: First, what are the different natural disasters?</p> <p>Mr Clancy:</p> <p>Interviewer: earthquakes are the most common disasters. So, what is an earthquake?</p> <p>Mr Clancy:</p> <p>.....</p> <p>.....</p> <p>Interviewer: How should citizens react in such disaster?</p> <p>Mr Clancy:</p> <p>.....</p> <p>.....</p> <p>Interviewer: What safety measures should they follow during an earthquake?</p> <p>Mr Clancy:</p> <p>.....</p> <p>.....</p> <p>Interviewer: What about people who are outside when the earthquake hits. Do you have any recommendations for them?</p> <p>Mr Clancy:</p> <p>.....</p> <p>.....</p> <p>Interviewer: Are there any safety measures that should be followed after an earthquake?</p> <p>Mr Clancy:</p> <p>.....</p> <p>Interviewer: Thank you so much for your valuable pieces of advice.</p> <p>Suggested answers:</p> <p>1- Good morning everyone and thank you for</p>	
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		<p>inviting me.</p> <p>2- Well, there are many natural disasters among them we can mention: earthquake, flood, tornado, drought, tsunami and volcano.</p> <p>3- An earthquake is one or multiple series of vibrations to the ground that damages person's life and properties.</p> <p>4- The most important rule is to stay calm. Do not panic. Screaming and shouting will not help.</p> <p>5- Well, if they are inside a building, you had better crouch or hide under a table or any piece of furniture. Cover your head and neck and stay away from windows.</p> <p>6- They should stay away from tall building, trees and electrical lines because these things can fall on them. They should not use the elevator.</p> <p>7- Citizens have to check themselves first. If they are okay, they should check their family members and neighbours. Call the emergencies in case of injuries and help the others.</p>	
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General Conclusion

Vocabulary is one of the basic components of the language. Without it, speaking would be meaningless if it relied only on grammatical structures. Hence, vocabulary is a crucial area for many studies made about teaching English as a foreign language. The essential concern for these studies is to find out accurate pedagogical ways of teaching new vocabulary. As a result, the recent continuous researches about vocabulary teaching have been linked to visual aids, the different instructional aids used in the classroom to enhance students learning progress. The combination of both subject in a single study yielded great contributions in vocabulary teaching/learning.

This research was conducted to gain a thorough understanding about the effects of visual aids on memorizing new vocabulary. It also aims at checking how visual cues affect long-term memory. Therefore, questionnaires and a test were used. Concerning the test, the experimental group was taught with the use of visuals and the control group was taught without visuals. Participants of the experimental group were taught with videos, pictures, maps and flashcards. The proposed vocabulary to be taught (ten words about natural disasters) has led the participants of the experimental group to achieve better scores than the control group. In other words, visuals enable students to visualize, perceive and memorize every new word. Thus, the results confirm that the visual aids have a great effect on vocabulary memorization. Therefore, it is preferable to join the vocabulary with any visual aid if we want our learners of English to memorize as much vocabulary as possible.

As far as the questionnaires, and after a careful analysis, the resulting data indicated that students are facing many obstacles in Algerian classrooms such as lack of student's awareness of effective strategies used to retain lexis, forgetfulness, and lack of students' exposure to the target language. This may have an effect on the students' language proficiency, competencies and skills. Another difficulty is the teachers' use of traditional methods in teaching, which has been found to be ineffective. This is due to the difficulties they face when using innovative ways, such as: lack of school equipment and the expensive materials needed. However, those minorities who used visuals noticed their positive effects on student's vocabulary understanding, perception, retention and retrieval. Again, the results confirm that visual aids aid to expand students' vocabulary repertoire. Therefore, in order to create an appropriate educational atmosphere for teaching and retaining vocabulary in the Algerian classrooms, teachers should use visual aids in their teaching process to augment their learners' vocabulary repository and level. It is also important to mention that this study was done on a small

sample only, thus, this research can be replicated in other regions or districts in Algeria in order to corroborate larger findings on how visual aids has an impact on students' vocabulary development.

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Appendix “A”

Questionnaire

Dear Students,

You are kindly invited to fill the following questionnaire that aims at investigating the role of visual aids in enhancing English vocabulary learning and retention. We would be very grateful if you can answer the questions below.

أعزائي التلاميذ،

يرجى منكم ملء الاستبيان التالي الذي يهدف إلى التحقق من دور الوسائل البصرية في تعزيز تعلم مفردات الانجليزية. سنكون ممتنين جدا إذا اجبتم على الأسئلة التالية.

<p>1. Which of the following language points is more difficult in studying English?</p>	<p>1- أي من نقاط اللغة التالية أكثر صعوبة في تعلم اللغة لانجليزية بالنسبة إليك؟</p>
<p>- Speaking <input type="checkbox"/></p>	<p>-التكلم <input type="checkbox"/></p>
<p>- Reading <input type="checkbox"/></p>	<p>-القراءة <input type="checkbox"/></p>
<p>- Writing <input type="checkbox"/></p>	<p>-الكتابة <input type="checkbox"/></p>
<p>- Grammar <input type="checkbox"/></p>	<p>-القواعد والنحو <input type="checkbox"/></p>
<p>- Vocabulary <input type="checkbox"/></p>	<p>-المفردات <input type="checkbox"/></p>
<p>2. How do you learn a new word or vocabulary?</p>	<p>2-كيف تتعلم كلمة أو مفردات جديدة؟</p>
<p>-Making connection to words from your mother tongue. <input type="checkbox"/></p>	<p>-تقوم بربط الكلمات بلغتك الأم. <input type="checkbox"/></p>
<p>- Draw a conceptual image of the word. <input type="checkbox"/></p>	<p>-رسم تصور مفهومي للكلمة. <input type="checkbox"/></p>
<p>- Learning the word by heart. <input type="checkbox"/></p>	<p>-حفظ الكلمة عن ظهر القلب. <input type="checkbox"/></p>
<p>- Visual representation (pictures, real objects). <input type="checkbox"/></p>	<p>-التمثيل البصري للكلمة(صور، أشياء حقيقية). <input type="checkbox"/></p>
<p>- Direct translation. <input type="checkbox"/></p>	<p>-ترجمة مباشرة. <input type="checkbox"/></p>

3. Is it always easy to learn new vocabulary?	3- هل من السهل دائما حفظ و تذكر المفردات الجديدة؟
-Yes <input type="checkbox"/>	-نعم <input type="checkbox"/>
-No <input type="checkbox"/>	-لا <input type="checkbox"/>
4. If no, your major difficulty is:	4- إذا كانت الإجابة لا، فإن الصعوبة الأساسية هي:
-Forgetting quickly. <input type="checkbox"/>	- النسيان بسرعة <input type="checkbox"/>
-Not having an effective strategy to learn new vocabulary. <input type="checkbox"/>	-عدم وجود إستراتيجية فعالة لتعلم مفردات جديدة. <input type="checkbox"/>
-Having difficulties with the language itself. <input type="checkbox"/>	-وجود صعوبات في اللغة نفسها. <input type="checkbox"/>
5. How do you usually overcome these difficulties?	5- كيف تتغلب عادة على هذه الصعوبات؟
.....
6. How often does your teacher use visual aids in the classroom?	كم عدد المرات التي يستخدم فيها معلمك المعينات البصرية في الفصل الدراسي؟
a- Always <input type="checkbox"/>	-دائما <input type="checkbox"/>
b- Sometimes <input type="checkbox"/>	ب-أحيانا <input type="checkbox"/>
c- Rarely <input type="checkbox"/>	ج-نادرا <input type="checkbox"/>
d- Never <input type="checkbox"/>	د-أبدا <input type="checkbox"/>
7. Does the class become more interesting if the teacher uses visual aids?	7- هل يصبح الدرس أكثر إثارة للاهتمام عندما يستخدم المعلم المساعدات البصرية؟
- Yes <input type="checkbox"/>	-نعم <input type="checkbox"/>
- No <input type="checkbox"/>	-لا <input type="checkbox"/>
8. In your opinion, do visual aids help you learn new vocabulary?	8- برأيك، هل تساعد الأدوات البصرية في تعلم مفردات

<p>- Yes <input type="checkbox"/></p>	<p>جديدة؟</p>
<p>- No <input type="checkbox"/></p>	<p>نعم <input type="checkbox"/></p>
<p>9.If yes, explain how</p>	<p>لا- <input type="checkbox"/></p>
<p>.....</p>	<p>9- إذا كانت إجابتك بنعم، فإشرح كيف؟</p>
<p>.....</p>	<p>.....</p>
<p>.....</p>	<p>.....</p>
<p>10. Which of the following does your teacher use</p>	<p>.....</p>
<p>to explain new vocabulary?</p>	<p>.....</p>
<p>-Use of diagrams. <input type="checkbox"/></p>	<p>10- اختر ماذا يستخدم معلمك لتفسير المفردات الجديدة؟</p>
<p>- Connections between concepts <input type="checkbox"/></p>	<p>.....</p>
<p>(mind maps).</p>	<p>.....</p>
<p>-Use of pictures, videos and cards <input type="checkbox"/></p>	<p>.....</p>
<p>-The use of colors. <input type="checkbox"/></p>	<p>.....</p>
<p>-If your teacher uses other materials or aids,</p>	<p>.....</p>
<p>mention them.</p>	<p>.....</p>
<p>.....</p>	<p>.....</p>
<p>.....</p>	<p>.....</p>
<p>.....</p>	<p>.....</p>
<p>.....</p>	<p>.....</p>
<p>.....</p>	<p>.....</p>
<p>.....</p>	<p>.....</p>
<p>.....</p>	<p>.....</p>
<p>.....</p>	<p>.....</p>
<p>.....</p>	<p>.....</p>
<p>.....</p>	<p>.....</p>
<p>.....</p>	<p>.....</p>
<p>.....</p>	<p>.....</p>
<p>.....</p>	<p>.....</p>
<p>.....</p>	<p>.....</p>
<p>.....</p>	<p>.....</p>
<p>.....</p>	<p>.....</p>
<p>.....</p>	<p>.....</p>
<p>.....</p>	<p>.....</p>
<p>.....</p>	<p>.....</p>
<p>.....</p>	<p>.....</p>
<p>.....</p>	<p>.....</p>
<p>.....</p>	<p>.....</p>
<p>.....</p>	<p>.....</p>
<p>Thank you ...</p>	<p>شكرا</p>

Appendix “B”

Teachers’ Questionnaire

Dear teachers,

This questionnaire aims to study the influence of using visual aids on students’ long-term vocabulary storage in EFL classroom. Hence, you are requested to circle the right answer and to provide short responses when necessary to the following questions. Your participation is very valuable and important. Your answers will be used only for the purpose of this study and they will remain confidential.

I. Personal Information

Before you start answering the questions, would you please provide us with some information about yourself?

1- Your gender (tick), Male (), Female ()

2- Which level do you teach?

1st year 2nd year 3rd year

3- How long have you been teaching English? Years

II. Vocabulary Teaching

4- Do you give any importance to the teaching of vocabulary in your teaching instruction?

Yes No

5- How much time do you dedicate to teach vocabulary?

A whole session when necessary during the lesson’s tasks

6- Do you find it easy to explain the new vocabulary items to learners?

Yes No

7- If yes, which of the following strategies do you think is more effective to introduce the meaning of the new vocabulary?

Appendices

- Translation to L 1
- Verbal explanation
- Present it in a context
- Use of visuals
- Others:

8- Do your students easily recall the English language vocabulary?

Yes No

9- How often do students remember and use the vocabulary learnt?

Always Sometimes rarely never

III. Vocabulary retention and visual aids

10- Do you use visual aids to help students build mental representations for the words they learnt?

Yes No

11- If yes, what type of visual aids do you use the most to present new vocabulary items?

- Videos
- Visuals used in the overhead projector
- Pictures
- Flashcards
- Others:

12- Do visual aids help students retain and retrieve the vocabulary learnt?

Yes No

Appendices

- If yes, How?.....
.....
.....

13- Do you find any difficulties when using visual aids in your class?

Yes No

- If yes, what kind of difficulties?
.....
.....

14- In your opinion, what can teachers do to help students store and retrieve L2 vocabulary items essential for their language proficiency?

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

Thank you so much for your cooperation.

Appendix “C”

Pre test

Activity One: Match the words with their corresponding synonyms

- | | |
|--------------|-------------------|
| 1- Scarf | a- Visitor |
| 2- Tradition | b- Veil |
| 3- Guest | c- Custom |
| 4- Duty | d- Conflict |
| 5- Dispute | e- Responsibility |

1	2	3	4	5
...

Activity Two: Read the below definitions and fill in the gaps with the right words.

- 1- The re-use of old materials to produce new ones is called
- 2- Having false opinions about others is called
- 3- A popular or the latest style of clothing, hair and decoration is called
- 4- The process by which an area becomes a desert is called
- 5- The act of rejecting other people because of their skin colour, race and sex is called

Appendix “D”

Lesson Plan

<p>Source: Getting Through</p> <p>Class: Second year languages</p> <p>Unit : No man is an Island</p> <p>Lesson: Introduction to the unit</p> <p>Sequence 1 : Discovering language</p> <p>Objective:</p> <p>By the end of the lesson, students will be able to:</p> <ul style="list-style-type: none"> • Use vocabulary related to the theme of the unit to discuss the main natural disasters and their consequences. • Appropriately plan what to do during and after an earthquake. <p>Materials needed: pictures/ video/ the white board.</p>

Lessons step / Timing	Rationale	Procedure	Reflec-tion
<p>Warming up</p> <p>8mn</p>	<p>To introduce the theme of the unit</p>	<p>-The teacher writes the title of the unit in the board “No <u>Man</u> is an <u>Island</u>”, The teacher then underlines the two keys words.</p> <p>T: what do these words mean?</p> <p>Ss: man refers to humans</p> <p>-The teacher makes use of the map in the classroom to explain the meaning of ‘island’</p> <p>The teacher also provides students with a definition of the word by pointing to the map: “Island is an area totally surrounded by water.”</p> <p>T: what does this expression mean? What is the characteristic of an island?</p> <p>Ss: it is isolated</p> <p>The teacher may guide students to understand that the expression means: no human being can live</p>	

Appendices

		<p>alone, no one is self-sufficient, and everyone needs others and relies on others.</p> <p>T: when do you need the help of others?</p> <p>Ss: various examples</p>	
<p>Presentation</p> <p>12mns</p>	<p>-To identify subjects related to the theme</p> <p>-To visualize the natural disasters.</p> <p>To Link the theme with the Algerian context.</p>	<p>The teacher then pins 5 pictures on the board.</p> <p>T : What do these pictures illustrate ?</p> <p>Ss: Natural disasters</p> <p>T: What are the different natural disasters that you know?</p> <p>Ss : Volcano, tsunami.....</p> <p>The teacher then focuses the students' attention on each picture and writes under it the vocabulary associated with it. They are earthquakes, flood, drought, tornado, and tsunami.</p> <p>T: Which of these natural disasters is frequent in our country?</p> <p>T : Earthquakes and floods</p> <p>T: Can you give me some examples of earthquakes in Algeria?</p> <p>Ss : Boumerdes, Mascara, and Chlef.</p> <p>T : Good , Who can tell me what an earthquake is ?</p> <p>SS : Various answers</p> <p>T: Can we stop an earthquake?</p> <p>Ss: No, we cannot stop it.</p> <p>T: If we cannot stop an earthquake, is there anything we should do to protect ourselves? If yes, how?</p> <p>Ss: - By hiding under tables</p> <ul style="list-style-type: none"> - By staying in the corner of the house - Keeping away from stairs <p>T: Excellent, these are called safety measures and that is what we are going to discover in our video so pay attention.</p>	

<p>Practice 1 10mn</p>	<p>Get a general idea about Earthquake's safety measures.</p>	<p><u>Task one:</u> Watch the video and tick the right answer.</p> <p>4- The video is about :</p> <p>d- How to stop an earthquake</p> <p>e- Self-protection during an earthquake</p> <p>f- What governments should do to reduce the damages of an earthquake</p> <p>5- An earthquake is one or multiple series of vibrations to the ground that:</p> <p>a-Causes harm only to persons</p> <p>b- Destroys properties only</p> <p>C-Damages person's life and properties.</p> <p>6- During an earthquake :</p> <p>d- Keep on running</p> <p>e- Stay calm in one place</p> <p>f- Start shouting and screaming</p> <p>Before watching the video. Handouts are distributed. Students read the task first, watch and do the activity.</p> <p>Note: The video can be repeated twice if necessary.</p> <p>Keys :</p> <p>4- Self-protection during an earthquake</p> <p>5- Damages both person's life and properties</p> <p>6- Stay calm in one place</p> <p>After that, the teacher draws the students' attention to the word (property) which is mentioned in the task by using the video.</p>	
<p>Practice 2 10mn</p>	<p>Spotting exact Vocabulary items from the video.</p>	<p><u>Task 2:</u> watch the video and fill in the gaps.</p> <p>1- During an earthquake, take shelter under a piece of or stay at the corner of the house.</p> <p>2-After the earthquake, there might be which means smaller earthquakes following the main shock.</p>	

		<p>3- After the earthquake, do not use an</p> <p>Keys:</p> <p>1- Furniture</p> <p>2- Aftershocks</p> <p>3- Elevator</p>	
<p>Production</p> <p>20mn</p>	<p>To explore different vocabulary learnt obtained from the video and the pictures</p>	<p><u>Task 4:</u> Complete the dialogue between an earthquake expert and a journalist.</p> <p>Interviewer: We do live in a region where many natural catastrophes occur. Today we have Mr Clancy, a geology expert, with us in the studio. Mr Clancy, good morning.</p> <p>Mr Clancy:</p> <p>Interviewer: First, what are the different natural disasters?</p> <p>Mr Clancy:</p> <p>Interviewer: earthquakes are the most common disasters. So, what is an earthquake?</p> <p>Mr Clancy:</p> <p>Interviewer: How should citizens react in such disaster?</p> <p>Mr Clancy:</p> <p>Interviewer: What safety measures should they follow during an earthquake?</p> <p>Mr Clancy:</p>	

		<p>Interviewer: What about people who are outside when the earthquake hits. Do you have any recommendations for them?</p> <p>Mr Clancy:</p> <p>Interviewer: Are there any safety measures that should be followed after an earthquake?</p> <p>MrClancy.....</p> <p>Interviewer: Thank you so much for your valuable pieces of advice.</p> <p>Suggested answers:</p> <p>1- Good morning everyone and thank you for inviting me.</p> <p>2- well, there are many natural disasters among them we can mention: earthquake, flood, tornado, drought, tsunami and volcano.</p> <p>3- An earthquake is one or multiple series of vibrations to the ground that damages person’s life and properties.</p> <p>4- The most important rule is to stay calm. Do not panic. Screaming and shouting will not help.</p> <p>5- Well, if they are inside a building, you had better crouch or hide under a table or any piece of furniture. Cover your head and neck and stay away from windows.</p> <p>6- They should stay away from tall building, trees and electrical lines because these things can fall on them. They should not use the elevator.</p> <p>7- Citizens have to check themselves first. If they are okay, they should check their family members and neighbours. Call the emergencies in case of injuries and help the others.</p>	
--	--	---	--

Visual Aids used:



Picture 1



picture 2



Picture 3



Picture 4



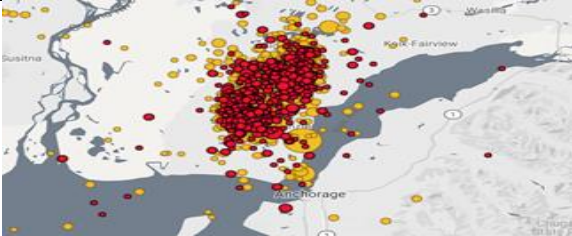



Picture 5

Video link: <https://youtu.be/BLEPakj1YTY>

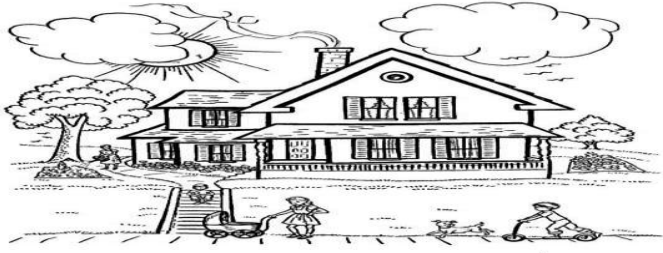
Appendix “E”

Post Test

Activity one: Match the flashcard with the associated vocabulary




 <p>1) A smaller earthquake following the main shock of a large earthquake.</p>	a) Furniture
 <p>2) A machine used for lifting people</p>	b) Elevator
 <p>3) An area surrounded by water</p>	c) Aftershock
 <p>4) The movable articles that are used to make a room or building suitable for living or working in, such as tables, chairs, or desks.</p>	d) Island

Appendices

	<p>E) property</p>
<p>5) A thing or things belonging to someone; possessions collectively.</p>	

Column A	1	2	3	4	5
Column B					

Activity two : Name the following natural disasters

	<p>.....</p>
	<p>.....</p>
	<p>.....</p>

Appendices



.....



.....

Abstract

Visual aids are those instructional aids, which are used in the classroom to encourage students learning process. Although their use in teaching English as a foreign language is widely acknowledged among teachers and learners, their role on memory span and retrieval is not much highlighted. In other words, the effect of visual aids on long-term memory is not clear as far as teaching new vocabulary is concerned. Therefore, this research is an attempt to investigate how visual aids affect the memorization of new vocabulary. For the sake of collecting more information, a quasi-experimental design was adopted to check the effects of teaching new words and vocabulary through visual aids on learners' memory. Thus, a questionnaire is administered to both teachers and students from Slimene Ben Hmaza and Chikh Bouamama secondary schools, Tiaret. Besides, An experimental group was exposed to a pre-test, a lesson of teaching vocabulary through visual aids and a post-test. After that, their results are compared with the control group

The results showed a strong correlation between the adopted visual aids and students' retrieval and memorization to the taught vocabulary. The findings also show that students face many difficulties in learning and retrieving vocabulary such as forgetfulness, unawareness of effective strategies to do so and the use of traditional methods by their teachers. The latter hinder their comprehension, memorization and recall of the learnt lexis. Therefore, this study tried to stress the use of modern and innovative teaching materials such as visual aids, and encourage students learn and use effective strategies that may help them learn and retain vocabulary longer.

Key words: Visual Aids, Long- term memory, Memorisation, Vocabulary retrieval, Innovative teaching material.

ملخص

الوسائل البصرية هي تلك الوسائل التعليمية التي يتم استخدامها في الفصل لتشجيع الطلاب على عملية التعلم. على الرغم من أن استخدامها في تدريس اللغة الإنجليزية كلغة أجنبية معترف به على نطاق واسع بين المعلمين والمتعلمين، إلا أن دورها في الذاكرة واسترجاعها لم يتم تسليط الضوء عليه كثيرًا. بمعنى آخر، تأثير الوسائل البصرية على الذاكرة طويلة المدى غير واضح فيما يتعلق بتدريس المفردات الجديدة. لذلك، فإن الهدف الأساسي لهذا البحث هو معرفة كيفية تأثير الوسائل البصرية على حفظ المفردات الجديدة. وبناء على ذلك، تم اعتماد تصميم شبه تجريبي للتحقق من آثار تدريس الكلمات والمفردات الجديدة من خلال الوسائل البصرية على ذاكرة المتعلمين. وبالتالي، تم تقديم استبيان لكل من المعلمين والطلاب من ثانويتي سليمان بن حمزة وشيخ بو عمامة في تيارت. علاوة على ذلك، تم تدريس مفردات لمجموعة تجريبية من خلال استعمال الوسائل البصرية و تدريس نفس المفردات للمجموعة الضابطة دون مساعدة بصرية بعد ذلك تمت مقارنة النتائج من خلال اختبار.

أظهرت النتائج وجود علاقة قوية بين المساعدات البصرية المعتمدة واسترجاع الطلاب وحفظهم للمفردات. تظهر النتائج أيضًا أن الطلاب يواجهون العديد من الصعوبات في تعلم واسترجاع المفردات مثل النسيان وعدم معرفة الاستراتيجيات الفعالة للقيام بذلك واستخدام المدرسين للطرق التقليدية. كل ما ذكر يعيق فهمهم واسترجاعهم لقواعد الممارسة. لذلك، تحاول هذه الدراسة التأكيد على استخدام المواد التعليمية الحديثة والمبتكرة مثل الوسائل البصرية، وتشجيع الطلاب على التعلم واستخدام استراتيجيات فعالة قد تساعدهم على التعلم والاحتفاظ بالمفردات لفترة أطول.

الكلمات المفتاحية: الوسائل البصرية، الذاكرة طويلة المدى، الحفظ، استرجاع المفردات، مواد تعليمية مبتكرة.