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by **Hamza AIS**

**Integrating Authentic Audio-visual Materials to Improve Vocabulary  
Learning Process: The Case of First Year Students of English at  
Mostepha Benboulaïd Batna 2 University**

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**2021/2022**

## Statement of Original Authorship

The work contained in this thesis has not been previously submitted to meet requirements for an award at this or any other higher education institution. To the best of my knowledge and belief, the thesis contains no material previously published or written by another person except where due reference is made.

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## Notification

This thesis is an original work of a candidate PhD research. At first, the thesis original title was as follows: *Integrating Authentic Materials in Teaching Vocabulary. The Case of LMD First Year Students of English at Mostepha Benboulaid Batna 2 University* , which is the one that appears in the administration papers. However, because of intensive readings, and due to the progress of his research project, the candidate made some modifications on the title, but could not do it officially in the registration papers due to administrative considerations. Therefore, he invites the scientific committee and members of the jury to consider the revised version of the title and read his work based on the following modified title:

**Integrating Authentic Audio-visual Materials to Improve Vocabulary Learning Process: The Case of First Year Students of English at Mostepha Benboulaid Batna 2 University**

## *Dedication*

*In the name of Allah, Most Merciful, and Most Compassionate  
God's praise and peace be upon our prophet Mohammed*

*To my Mother  
family and friends*

## **Acknowledgements**

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## ABSTRACT

This research project took place at the Department of English at Mostepha Benboulaïd Batna 2 University, Algeria. It aims to improve learners' vocabulary through integrating Authentic Audio-visual Materials (AAMs). To reach the asset goals, the present study has gone through two phases: exploratory and quasi-experimental phase. First, it explores students' and teachers' problems in oral expression. Second, it investigates the effect of using AAMs in improving vocabulary learning of first year students of English. This study is mainly based on a hypothesis that students' vocabulary might be improved through the integration of AAMs. For this end, a pre /post-test design was followed with two intact groups of 30 students in which the experimental group (EG) (N=30) underwent a treatment of learning with AAMs, and the control group (CG) (N=30) who studied and took oral expression classes normally without using AAMs. For data collection, a mixed method approach was utilized. Hence, both qualitative and quantitative tools were employed to answer the research questions, and test the hypotheses. In the first phase of the present investigation, both students questionnaires and teachers interviews were handed to first year students and teachers of oral expression. Also, pre-tests, progress tests, and post-tests were distributed to students to examine the improvement of students' Receptive Vocabulary (RV) and Productive Vocabulary (PV) after the integration of AAMs. For data analysis, thematic analysis was used to analyze teachers interviews and qualitative data from students questionnaires. Statistical Package for Social Sciences (SPSS) and Excel were employed to analyze quantitative results from pre/ post-tests and students questionnaires. The findings of the study revealed a strong relation between students' problems, teachers' problems, and motivation in oral expression classes. Both teachers and students showed interest and willingness towards using AAMs in oral expression classes. Vocabulary was found as one of the major linguistic problems for learners, whereas for teachers, lack of technologies at the department affected negatively their motivation. Additionally, significant statistical difference was established in students' vocabulary learning as the integration of AAMs has been fruitful in promoting RV and PV if they are applied continuously at a long-term level in an equipped laboratory, provided with technological tools and advanced multimedia resources to support teachers' extrinsic motivation, and meet today's learners' demands.

*Key words:* Authentic audio-visual materials, productive vocabulary, receptive vocabulary, technological tools, motivation

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## LIST OF ABBREVIATIONS & ACRONYMS

- AAMs:** Authentic Audio-visual Materials
- AMs:** Authentic Materials
- AVS:** Authentic Videos
- CALL:** Computer Assisted Language Learning
- CG:** Control Group
- CLT:** Communicative Language Teaching
- DA:** Deficiency Analysis
- EFL:** English as a Foreign Language
- EG:** Experimental Group
- ESL:** English as Second language
- FL:** Foreign Language
- L1:** First Language
- L2:** Second Language
- MALL:** Mobile Assisted Language Learning
- NA:** Needs Analysis
- NVLT:** New Vocabulary Levels Test
- PSA:** Present Situation Analysis
- PV:** Productive Vocabulary
- P:** Productive
- RV:** Receptive Vocabulary
- R:** Receptive
- SM:** Student Motivation
- SNA:** Students' Needs Analysis
- SPSS:** Statistical Package for the Social Sciences
- TM:** Teacher Motivation
- TSA:** Target Situation Analysis
- VKS:** Vocabulary Knowledge Scale

GENERAL

INTRODUCTION

## **General Introduction**

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## General Introduction

### 1. Background of the Study

Quite recently, learning English has become a must in Algeria. One of the main aspects of any language learning is learning its vocabulary. Vocabulary, as Wilkins (1972) stated, is extremely important for learning English because it is words that help us in expressing our ideas. He argued that grammar is not as important as vocabulary because one might express some ideas without grammar; however, one can convey nothing without vocabulary. Dellar and Hocking (2000 as cited in Thornbury, 2002, p. 13) suggest even further that more improvement in language learning would be witnessed if you learnt more words and expressions about a particular language. You can say very little with grammar, but you can say almost everything with words. That is, it is vocabulary, which makes people communicate and convey messages. Lewis (1993, p.30) pointed: "vocabulary is often described as the corner stone of language learning". Without vocabulary, learners would be unable to form the simplest of utterances. Also, Knight (1994, p.15) argued that vocabulary acquisition is therefore often prioritized in the learning process by students and teachers. That is to say, vocabulary should be considered as the first concern for teachers in teaching and for learners while learning. In this respect, Harmer (1994, p.153) justifies: "if language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh". Vocabulary learning is a crucial proposition in learning English and in enhancing the four skills (Wilkins, 1972; Lewis 1993; Thanajaro, 2000). A good level of vocabulary seems to play an important significance in conversational abilities and communicative competence (Miller, 2005). Because of the role of vocabulary in learning languages and English as a Foreign Language (EFL), researchers have been trying to find appropriate teaching methods for an effective vocabulary acquisition.

Searching through the history of English learning, and exactly during the 1970s, authenticity aroused as a notion to mean originality in texts. To this end, it was designed for EFL learners to emphasize communicative aspects of the language over form by the adoption of real life situations to be integrated inside EFL classrooms (Mishan, 2005). In this respect, researchers have drawn attention to the use of authentic materials (AMs), both written and spoken texts, texts, which are created by native speakers to serve different purposes other than educational ones. EFL teachers are encouraged to integrate to help in an effective foster of EFL learning (Guariento & Morley, 2001). AMs are said to have a positive impact in learning foreign languages, listening comprehension, and vocabulary development in particular. As far as learning vocabulary is concerned in the current study, AMs are claimed to be best sources for students' vocabulary growth (Berardo, 2006; Kim, 2000; Zimmerman (1997)). Furthermore, being original sources, the use of Authentic Audio-visual Materials (AAMs) in teaching vocabulary has been gaining importance in recent years (Canning-Wilson & Wallace, 2000) because they stimulate the students for a good grasp of the words being learned and for language learning in general (Danan, 1992). Mishan (2005, p11) argued: "there is substantial research evidence to support their use in language learning of the linguistically rich, culturally faithful and potentially emotive input supplied by authentic texts(...)embedded in prevailing language pedagogies - communicative and autonomous modes of learning". The integration of AAMs is undoubtedly emphasized in any language learning because they are sources to enhance language learning, teaching the target culture, enhancing communicative abilities, and creating autonomous learning environment. In the realm of the today's digital age, these materials can be integrated to improve learners' vocabulary, one of the salient linguistic problems in EFL classrooms.

## **2. Statement of the Problem**

In oral expression classes, developing vocabulary knowledge, and learning how to use words appropriately is an important task for EFL learners because it is the only way for them to develop their learning skills, and cope with the target language. However, the preliminary interviews ( see **Appendix A**) with oral expression teachers and preliminary questionnaires ( see **Appendix C**) with first year students of English, and exactly at the level of the Department of English Language and Literature at Batna 2 University, reveal a variety of vocabulary problems; namely, RV and PV besides motivation, which may hinder their language learning, and hence strongly justifies our decision to attempt to find solutions to this problem through integrating AAMs for the advantages they offer.

## **3. Aims of the Study**

This study aims at fulfilling the following objectives:

- ❖ A clear look at oral expression classes and materials used for teaching vocabulary.
- ❖ Students' problems in oral expression classes
- ❖ Teachers' problems and motivation in teaching oral expression

The ultimate aim of this study, hence, is to investigate the extent to which AAMs assist learners in developing their vocabulary learning with particular reference to both receptive( word recognition ) and productive( use) vocabulary.

## **4. Research Questions and Hypotheses**

In order to achieve the abovementioned objectives, the following research questions are to be raised:

- 1- What problems do students face in oral expression classes?
- 2- To what extent does vocabulary hinder first year students?



- 3- What are the materials and methods used for teaching oral expression?
- 4- To what extent are AAMs integrated in oral expression classes?
- 5- What effects do AAMs have on students' vocabulary learning?
- 6- To what extent does students' RV improve after the integration of AAMs?
- 7- To what extent does students' PV improve after the integration of AAMs?

Based on the above research questions, we come to hypothesize the following:

**Hypothesis one**

There will be statistical differences in students' RV level in the EG after the integration of AAMs.

**Null hypothesis one**

There will be no statistical differences in students' RV level in the EG after the integration of AAMs.

**Hypothesis two**

There will be statistical differences in students' PV level in the EG after the integration of AAMs.

**Null hypothesis two**

There will be no statistical differences in students' PV level in the EG after the integration of AAMs.

**Hypothesis three**

There will be statistical differences in the control group' RV level between the pre-test and post-test.

**Null hypothesis three**

There will be no statistical differences in the control group' RV level between the pre-test and the post-test.

**Hypothesis four**

There will be statistical differences in the control group' PV level between the pre-test and post-test.

**Null hypothesis four**

There will be no statistical differences in the control group' PV level between the pre-test and post-test.

**Hypothesis five**

There will be statistical differences in the post RV level test between the EG and the CG.

**Null hypothesis five**

There will be no statistical differences in the post RV level test between the EG and the CG.

**Hypothesis six**

There will be statistical differences in the post PV level test between the EG and the CG.

**Null hypothesis six**

There will be no statistical differences in the post PV level test between the EG and the CG.

**5. Methodology of the study**

Several approaches to gathering information on the integration of AAMs in vocabulary learning and teaching have been followed. Based on specific research questions and hypotheses to meet objectives of the study, and taking reliability and validity of instruments as well as feasibility of undertaking research into consideration, previous studies used various procedures and instruments such as: questionnaires,

interviews, and classroom observations. Having this at hand, and to reach aims of the study, preliminary questionnaires, needs analysis questionnaires and semi-structured interviews were conducted with students and teachers as well, in addition to a quasi-experiment that was chosen as the main investigative source for data collection in the current research.

This study is conducted at the Department of Letters and English language, of Mostefa Benboulaïd Batna 2 University, Algeria. The participants are teachers of oral expression as well as first year students of English. Initially, the first phase deals with the exploratory study. For data collection, both teachers interviews and students questionnaires were followed. This phase seeks to answer the first four research questions. It explores oral expression classes, students' needs, priorities, and preferences in first year oral expression classes. Students were asked about their difficulties faced in learning vocabulary, and the techniques that instructors use in teaching oral expression. This was utilized to assist the researcher to be aware of the students' level and in designing an appropriate course (a series of lectures) to be applied during the treatment phase.

The second phase of this study is devoted to the quasi-experimental study to answer the last 03 three research questions, and to verify the effectiveness of AAMs in vocabulary learning. Participants were conveniently selected due to some existing administrative constraints. The investigation was carried out with two groups: 01) the experimental group who were trained with the presence of AAMs, and 02) the control group who did not receive any training on AAMs.

## **6. Significance of the Study**

This study is a call for improving English learning and vocabulary in particular. It might be highly beneficial for EFL learners and teachers to concentrate on the use of

AAMs for language learning and educational purposes. Also, this study attempts to raise students' awareness about the significance of using AAMs. Practically, this research is a contribution that provides an example on how AAMs are used to improve learners' vocabulary, and promote their oral abilities as a step towards independent learning. This does not dispense the teacher from his pedagogical responsibilities, but rather, it stimulates his teaching experiences in teaching foreign languages. Another value of this project is offered intentionally to EFL learners, graduate students, and novice researchers as first readers of research in the domain of EFL learning and teaching; therefore, it is an additional reference to related literature on teaching and learning vocabulary and the integration of AAMs in EFL context as it documents several key contributions made to the field of the current probe.

### **7. Delimitations of the Study**

Throughout the process of conducting research, it is extremely important for the researcher to set boundaries, those borders that help the researcher throughout the progress of research and narrowing down the topic under investigation. That is, each study has its scope. Actually, delimitations provide a clear picture about the main aspects to be emphasized as they give an overview about the scope, variables, sample, and setting of the study.

The current study integrates different AAMs to improve students' vocabulary. Any improvements witnessed from the current integration of the abovementioned materials are only applicable to the context of this study. The integration of AAMs is to be developed inside oral expression classes, and covers different materials to be presented throughout different lessons along the treatment phase of the current probe. This permits to observe and evaluate the significance of AAMs and changes brought to learners' vocabulary. Technically speaking, the present research main concern is limited

to first year students of English and teachers of oral expression at the Department of English of Batna 2 University during the academic year 2017/2018. This means that other universities are not the interest of the current research.

Our work is mostly inspired by the communicative language teaching (CLT). This approach of teaching emphasizes the use of original materials for educational purposes. As previously mentioned, our work deals mainly with one type of AMs, which is AAMs as a teaching strategy to improve first year students' vocabulary level. The selection of the former type is based on the nature of the module, oral expression and its objectives that are mainly concerned with developing the students' aural capacities.

Additionally, the present investigation is mainly concerned with two types of vocabulary, both RV and PV. Although, vocabulary is investigated without discrimination of other language skills namely, listening speaking, reading and writing, a particular reference and focus was put on developing vocabulary in both listening and speaking skills, being communicative skills.

### **8. Thesis Organization**

This thesis is divided into six chapters. First of all, General Introduction covers the problem under investigation and its theoretical background, scope of the study followed by research questions and hypotheses. Chapter one mainly seeks to review relevant literature about vocabulary learning, word knowledge, and factors affecting EFL teaching and learning. Chapter two discusses authenticity and different AMs, and the role of AAMs on promoting learners' vocabulary. Chapter three deals with research methodology, data collection tools, and data analysis procedures. It also provides the description of students' questionnaires, teachers' interviews, and presentation of the treatment. Chapter four is devoted for analysis and discussion of exploratory phase. Chapter five is dedicated to analysis and interpretation of quasi-experimental phase, and

testing assigned hypotheses. The last chapter concludes with a summary of main findings to answer the research questions, some possible practical implications, then recommendations and suggestions for further research, and limitations of the study. Finally, a General Conclusion to sum up the whole thesis is also part of this research.

**CHAPTER ONE:**  
**VOCABULARY LEARNING**

## **Chapter One: Vocabulary Learning**

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## **Introduction**

Reviewing literature related to this research is undoubtedly necessary for accomplishment of a good understanding about the study's area and underpinning the problem being investigated. This chapter discusses one of the main related aspects to learning, vocabulary learning and teaching. First, it introduces and defines vocabulary by different researchers and scholars; also, it aims to provide a clear description about types of vocabulary, its importance in EFL learning, and to delineate various theoretical positions and perspectives to vocabulary learning and teaching. The present chapter discusses factors that affect EFL learning and teaching because it is important to understand what the problem is and the circumstances affecting it, or more likely to intervene through it.

### **1.1. Introducing Vocabulary**

Foley and Thompson (2003), in defining vocabulary, point that all languages have words, vocabulary or lexicon. From this, one may understand that there is a difference between vocabulary, word, and lexicon, and requires to explain each one of them; however, as cited by Thornbury (2002), vocabulary or/and lexis in English are two terms used interchangeably. The definition of vocabulary is related to various views about the nature and use made of vocabulary .Vocabulary is a set of words that someone knows, learns or uses. Hornby (1995) describes vocabulary as the sum number of words in any language or a set of words with their meanings. Vocabulary for Burns (1972) is the stock of words used by people in different contexts.

As far as teaching and learning languages is concerned, Ur (1998) defines vocabulary as the entire world of words, which teachers teach in foreign language classes, and all the new items of vocabulary, which are learnt in EFL classrooms. Ur (1998, as cited in Alqahtani , 2015), explains further that new items of vocabulary do

not include only single words, but rather, more than one item to form one word, and serve one specific meaning. An example was provided, the word “post office” and “mother-in-law”, which are made up of two or three words but express a single idea. In this respect, one should refer to vocabulary as vocabulary “items” rather than “words”.

According to Diamond and Gutlohn (2006), vocabulary is the knowledge of words and word meaning. That is to say, vocabulary knowledge includes knowing the words and different meanings of a specific word since we may find one word with different meanings. Vocabulary is a set of words that are needed to communicate ideas and meanings. That is the reason why it is important to learn vocabulary. Vocabulary is defined as a set of words, which should be known for effective communication to include words used in speaking and writing, expressive vocabulary, and those used in listening and reading ( Neuman & Dwyer, 2009).

Todd (1987) argues that vocabulary or a word is composed of orthographic, morphological, lexical, and semantic aspects. The orthographic word has a space on both sides of it. A morphological word is concerned with the form only. A lexical word is concerned with meaning of the word. A semantic word considers the distinction between items that may be morphologically similar, but different in meaning. Nation (1990) defines vocabulary as a list of words in a specific language, which means all the words embraced in a given language. Vocabulary, for Vermeer (2001), represents a constructive block of a specific language, and the more students learn words, the more they develop their knowledge of the target language because words are considered to be one of the automobiles to language learning.

Generally, the term vocabulary is used interchangeably with the term word; however, the term word is very broad to encompass the different senses of vocabulary. In describing vocabulary and word, Waring (1999) clarifies that the terms lexeme ,

lexical unit or lexical item are used to refer to any item that functions as a one single meaning unit, and the number of words it contains does not matter. For example, the expression “Correcting fluid” is composed of two words to serve one single meaning. “white-out” is another instance which is composed of two words and still function as a whole; whereas, the term “lemma” should be restricted to the word as one component and its inflections only. That means that it includes only one word as a single unit and with permitting only the grammatical changes that may occur to it, for instance talk, talkative, talks, talking, and talked are mainly different inflections to the basic word “talk” .This terminology allows us to understand more about vocabulary to avoid any ambiguity of the term word, and to deal with vocabulary in accurate terms (Nagy et al, 1985).

### **1.1.1. Vocabulary Knowledge**

Depth and breadth vocabulary knowledge are two important dimensions that are basically used to differentiate types of vocabulary. Vocabulary breadth is defined as the quantity of words, how many words students may have about a language. On the other hand, Anderson and Freebody (1981, as cited in Stahl & Bravo, 2010), explain that vocabulary depth refers to how much students know about a word, and the aspects of word knowledge. Depth vocabulary knowledge lies in the semantic networks, which connect a word with the other information necessary to truly understand, and use it (Hunston et al., 1997). When some studies distinguish two different types of breadth and depth word knowledge, Cronbach (1942), in a paper related to word knowledge, suggested word knowledge list of five components:

- ❖ generalization
- ❖ application
- ❖ breadth of meaning

- ❖ precision of meaning
- ❖ availability

In this analysis, form has been excluded and replaced by “**Polysemy**” that emerged to explain that word form can entail different meanings and / or uses. As for **Generalization**, it means word definition. “**Application**” defines itself, which refers to appropriately use the word. “**Breadth of meaning**” refers to knowledge that the word may have several different meanings; whereas, “**Precision of meaning**” refers to the ability to use words correctly in different situations. The distinction between receptive and productive skills is preserved as “**availability**” refers to productive use of the word. Richards (1976) stated eight assumptions that one should note regarding word knowledge:

1. The native speaker language continues to expand his vocabulary in adulthood; whereas, there is comparatively little development of syntax in adult life.
2. Knowing a word means knowing the degree of probability of encountering that word in speech or print. For many words, we also know the sort of words most likely to be found associated with the word.
3. Knowing a word implies knowing the limitations imposed on the use of the word according to variations of function and situation.
4. Knowing a word means knowing the syntactic behaviour associated with that word.
5. Knowing a word entails knowledge of the underlying form of word and the derivatives that can be made from it.
6. Knowing a word entails knowledge of the network of associations between that word and the other words in language.
7. Knowing a word means knowing the semantic value of the word.

8. Knowing a word means knowing many of the different meanings associated with the word. (Richards, 1976, p. 83)

In order to elaborate on Richard's (1976) suggested assumptions about word knowledge, Nation (2001) explains further aspects of knowing a word.

Table1

*Involved Aspects in Knowing a Word* (Nation's, 2001, p.27)

Form	Spoken	<b>R:</b> can the learner recognize the spoken form of the word and what does the word sound like?
		<b>P:</b> can the learner pronounce the word correctly?
	Written	<b>R:</b> can the learner recognize the written form of the word?
		<b>P:</b> can the learners spell and write the word?
	Word Parts	<b>R:</b> can the learners recognize known parts of the word?
		<b>P:</b> can the learner produce appropriate inflected and derived forms of the word?
Meaning	Form and Meaning	<b>R:</b> can the learner recall the appropriate meaning for this word form?
		<b>P:</b> can the learner produce the appropriate word form to express this meaning?
	Concept and Referents	<b>R:</b> can the learner understand a range of uses of the word and its central concept?
		<b>P:</b> Can the learner use the word to refer to a range of items and what items can the concept refer to?
	Associations	<b>R:</b> can the learner produce common associations for this word and what other words does this word make us think of??
		<b>P:</b> can the learner recall this word when presented with related ideas? What other words could we use instead of this one?
Use	Grammatical Function	<b>R:</b> Can the learner recognize correct uses of the word in context? In what patterns does the word occur?
		<b>P:</b> Can the learner use this word in the correct grammatical patterns? In what patterns must we use this word?
		<b>R:</b> Can the learner recognize other words that may occur with this word? What words or types of words occur with this one?
	Collocations	<b>P:</b> Can the learner produce other word with other words? What words or types of words must we use with this one?
		<b>R:</b> Can the learner tell if the word is common, formal, infrequent, etc? Where, when and how often would we expect to meet this word?
	Constraints on Use (register, frequency)	<b>P:</b> Can the learner use the word at appropriate times and different situations? Where, when and how often can we use this word?

**R** = receptive, **P** = productive.

The table above indicates that knowing a word is established through knowledge of both the receptive and the productive aspects of a word. As can be shown, **R** means receptive and **P** is used to note productive explained in relation to **Form, Meaning, and Use of the word.**

Nation (2001) differentiated 03 three aspects of word knowledge. Both receptive and productive skills were included. As it is tabulated in table1, word form involves knowledge of the spoken and written form, and derived parts of the word. As for word meaning, it embraces knowledge of the both meaning and word form, which are emphasized in addition to concepts and referents, and word associations. The last category is word use that consists of knowledge of the grammatical functions, collocations, and constraints on use to include knowledge of the “When”, the “Where”, and the” How” and knowledge of their uses at different situations.

It is suggested that learners should have more knowledge about the word, more than only what they prefer to call a “shallow knowledge” of useful frequent words. Other aspects as pronunciation, spelling, meaning, register, frequency, morphological, syntactic, and collocation properties are to be taken into consideration for effective language mastery (Qian, 1999). Ordonez, et al (2002) explain further:

Although lexical knowledge is most commonly thought of and assessed as a number of words known, or breadth of vocabulary, it is now increasingly clear that richness of the representation of the words known is also a key dimension of variability. p.719

For more clarification about knowing a word, researchers suggest a range of ideas. In the view of Kelly (1991), lexical knowledge refers simply to “the ability of identifying words in their spoken and written form. However, and according to Cook

(2001):” a word is more than its meaning” p. 61. Schmitt & McCarthy (1997) add that: “Knowing a word requires more than just familiarity with its meaning and form” p.4.

Dealing with different components of vocabulary knowledge in a single study has proved failure. Laufer and Goldstein (2004) noted that most of the vocabulary tests that are based on the knowledge components model measured only one component of vocabulary knowledge in a single study. For example, Meara and Buxton (1987) and Nation (1983) tested the comprehension of meaning component of vocabulary knowledge. Laufer and Nation (1999) tested the production of meaning component of vocabulary knowledge. Arnaud and Bejoint (1992), Laufer and Nation (1995) tested the vocabulary use component of vocabulary knowledge. Laufer and Goldstein (2004) stated that there are few tests that attempt to measure simultaneously several components of vocabulary knowledge as conducted in Read (2000) and Schmitt (1999).

### **1.1.2. Types of Vocabulary**

Research regarding vocabulary and vocabulary types has witnessed different perspectives and points of view. Some experts like Harmer (1994) divide vocabulary into two types: active and passive vocabulary. The first type, active vocabulary, refers to the one that students have been taught, and that they are expected to be able to use; whereas, the second one, passive vocabulary, refers to the words that learners will recognize when they meet, but which they will probably not be able to pronounce. Haycraft’s study (as cited in Hatch and Brown, 1995) found that there are two kinds of vocabulary, namely RV and PV. Vocabulary knowledge can be classified into two categories: passive and active knowledge of a word (Laufer & Goldstein, 2004; Meara, 1990; Nation, 2001).



### **1.1.2.1. Receptive Vocabulary**

RV, which is also called passive, refers to the words we understand through reading and listening. In other words, it includes all the words that we receive. It refers to those words that learners recognize, and understand when they are used in context, but which they cannot produce. It is vocabulary that learners recognize when they see or meet during any exposure of reading a text or listening to audios, but cannot use in speaking and writing ( Webb, 2009; Thornbury, 2002, p.1).

Nation (2001, as cited in Andrew Oberg, 2012, p.26) states that RV means knowing the word's equivalent meaning to First language (L1). It involves the ability to recognize the word when heard and/or seen and/or written, and knowing the word's associated concept. Other researchers like Takala (1984) believe that translating the meaning into L1 is passive knowledge of words since it involves comprehension of the meaning rather than availability of second language (L2) word form (Laufer & Goldstein, 2004), whereas Schmitt (1999) argues that translating the meaning of foreign words into the students' L1 can qualify as an active knowledge of a word since students have to produce the meanings of words.

### **1.1.2.2. Productive Vocabulary**

PV, also called active, refers to the words we use to communicate through writing and speaking (Lehr et al, 2004). It refers to those words that the learners understand, can pronounce correctly, and use in speaking and writing. It involves what is needed for RV plus the ability to speak or write appropriately. Therefore, PV can be addressed as an active process because the learners can produce the words to express their thoughts to others (Webb, 2005). Also, Nation (2001as cited in Oberg, 2012, p.26) states: "Productive knowledge means the ability to use the word to express its meaning, being able to say and/or write the word, and the ability to use words correctly in an

original sentence.” To explain more, Osborn et al (2003) suggest that implicit and explicit vocabularies are also used interchangeably to refer to RV and PV respectively. They believe that students receptively know words first and through time, those words become available for productive use.

### **1.1.3. Importance of Learning Vocabulary**

It is extremely important to note the significance of vocabulary in both educational environment (schools, university, and the different academic institutions) and outside of it like in daily life activities and practices. The role of a rich vocabulary is extended also to both successful EFL and ESL learning as Laufer and Nation (1999), Maximo (2000), Read (2000), Gu (2003), Nation (2001) claimed in their studies. Vocabulary’s vital role is not limited to only one skill, but rather, all the language skills to include listening, speaking, reading, and writing (Nation, 2001).

Vocabulary knowledge is one of the crucial components in any language acquisition. Therefore, learners with a limited lexical knowledge are proved to be communicatively weak. In that, Schmitt (2000) argues:” lexical knowledge is central to communicative competence and to the acquisition of a second language” p.55. In this, Nation(2001) insists that vocabulary knowledge has a strong relationship with any language learning, and a wide range of vocabulary enables students in language use and communication .Because language is about communication, a regular language use would certainly increase vocabulary knowledge.

In describing the relation between vocabulary knowledge and reading as a skill, Huckin and coady (1999) emphasize that language readers rely more on their vocabulary size and knowledge while reading, and in order for them to enjoy their readings, they should extend their vocabulary knowledge. No one can deny the role of

vocabulary knowledge during our listening and reading as two important receptive skills.

When speaking about language production, one should draw attention to both speaking and writing as two important productive skills. People use words to express their ideas, to communicate, to convey a message in both written and spoken form, so in order for them to do that, they are obliged to use their vocabulary store. This is what Krashen's study (as cited in Lewis, 1993, p.25) and emphasizes that when students travel, they don't carry grammar books, they carry dictionaries. This proves our need as foreign language learners to develop, and extend our vocabulary knowledge. In this respect, Wilkins (1972) suggests: "There is not much value in being able to produce grammatical sentences if one has not got the vocabulary that is needed to convey what one wishes to say..."p.97. It means that lack of vocabulary is considered as one of the sensitive problems for learning languages.

Despite the fact that leaning vocabulary is crucial for foreign and L2 learners during their leaning, students face difficulties in learning vocabulary and its uses since it does not have rules to follow while learning, and each vocabulary item has several meanings and uses. In that, Oxford (1990) explains how vocabulary is found to be one of the unmanageable components in language learning, especially for EFL learners. This justifies the fact that one should learn how to use the learnt vocabulary in different contexts and situations, so teachers should equip EFL and English as a second language (ESL) classes with effective teaching strategies for providing effective vocabulary learning.

It is worthy to note the role of vocabulary development in language learning and teaching. Macaro (2003) summarizes four main advantages that one may benefit from when learning vocabulary:

- ❖ An extensive vocabulary aids expression and communication.
- ❖ Vocabulary size has been directly linked to reading comprehension.
- ❖ Linguistic vocabulary is synonymous with thinking vocabulary.
- ❖ A person may be judged by others based on his or her vocabulary

In fact, learning vocabulary is crucial for success in language classes (Lehr et al., 2004; Pikulski & Templeton, 2004; Blachowicz, Fischer & Watts-Taffe, 2005; Sobolak, 2008; Winter, 2010). Learning a great deal of words of a particular language improves the ability to comprehend, and act upon the target culture and language (Johnson, 2004). Since vocabulary correlates with reading, learners with poor vocabulary level may encounter other linguistic problems such as: reading and writing. In this respect, the Report of the National Reading Panel (2000) summarized in (Pikulski & Templeton, 2004, p.1): “The importance of vocabulary knowledge has long been recognized in the development of reading skills. As early as 1924, researchers noted that growth in reading power relies on continuous growth in word knowledge”.

#### **1.1.4. Teaching Vocabulary**

By reviewing studies on vocabulary teaching and learning, researchers emphasized the extent to which vocabulary knowledge is necessary for both EFL and ESL settings. Recent studies consider teaching vocabulary as one of the problematic issues in new language classrooms because teachers lose confidence on what methods to follow in teaching and for practice of word meaning (Berne & Blachowicz, 2008). As any language is defined as a set of words and signals both verbal and non-verbal language, and basically presented in a form of words, phrases, and sentences, teaching words is indispensable as long as learning language is concerned (Thornbury, 2002) and also because words are considered as a means of transportation, which help in

communication. Besides, communication between humans is based on a set of words shared by a certain community (Walters, 2006). As mentioned before, finding appropriate effective teaching approaches is one of the salient issues that are faced by the majority of EFL instructors. Teachers' fears include finding approaches that guarantee positive results. To do so, teachers should be aware that a good preparation of lesson plan would fulfill half of the job, as they should be open to recent studies for teaching vocabulary. Furthermore, they should equip the classroom with a healthy atmosphere in terms of learners' psychology and materials' selection. The question, which raises itself is about the ways and methods to make students psychologically safe. The answer could be in dividing the students according to their individual differences, their types, their learning styles, their learning strategies, their level of motivation, and their ability to learn (good or slow students) in order to prepare students for a good vocabulary acquisition and mastery of the target language.

#### **1.1.5. Teaching Vocabulary in Communicative Approach**

Communicative approach appeared as a reaction and against teaching grammatical structures. This approach stresses teaching language through the use of the language in everyday situations. The main concern was making the target language teaching more communicative through teaching learners functional language, and how to use it in accordance to its situation. Firthian linguists such as: Hymes and Halliday in (1972) were the first who declared the idea of communication. Their assumption made for second language acquisition was that learning a language is accompanied with learning different means of linguistic means, which are used for various kinds of functions such as: academic, cultural, technical, medical and other instances. As one may notice that in this approach, learners' needs are preserved, and meeting them is prioritized. Right after, Widdowson (1978) presented a view of the relationship between linguistic

systems and the communicative values in discourse. He focused on the communicative acts to use language for different purposes. Littlewood (1984) insists on practice as a way to develop communicative skills. He adds that CLT supports meaningful tasks for practice to encourage natural learning in relation to context to foster learning. The main principle, which is born in this approach, is prioritizing learning language via communication to develop communication in itself. Lessons must include both semantic notions and social functions in addition to linguistic structures. As for the practical part, role playing are usually used for use of the target language, and classroom activities should be authentic to meet real life situations and students' demands. Mastering the use of vocabulary was favored, and less importance was given to grammar. In that, Widdowson (1978) claimed that: "Native speakers can better understand ungrammatical utterances with accurate vocabulary than those with accurate grammar and inaccurate vocabulary". That is, vocabulary is more important for speakers than grammar because if someone misuses grammar, s/he still can deliver a message, but when it comes to vocabulary, any misuse will destroy any chance of communication. In this respect, Wilkins (1972) expresses his mind on the role of vocabulary in language instruction directly in his work:

The ability to refer to concrete and conceptual entities is as fundamental to language as is the capacity provided by the grammar to relate such entities to one another. Knowledge of a language demands mastery of its vocabulary as much as of its grammar.....Just as the grammatical meaning of a linguistic form can be established only by reference to the grammatical system of which it is a part, so lexical meaning is the product of a word's place in the lexical system.p.19

As it appears from the aforementioned, learning vocabulary should be the first focus in language learning because once we start learning a new language , the first

thing that we learn is its words. It is words, which carry meanings not grammar. This does not deny the importance of grammar in learning a language, but we are talking about prioritizing vocabulary over grammar.

CLT supported the teaching of vocabulary in relation to situations and contexts, and encouraging inferences and activation of learners' previous knowledge. During that time, vocabulary, which has been a neglected aspect to teaching of foreign languages for a long time, started to attract researchers' attention.

For teaching vocabulary, learners are no more obliged to memorize lists of vocabulary. CLT insists on learners' exposure to real life situations and contextual learning. That is, each word students learn should be learned in accordance to the situation and its context.

For learning vocabulary, activities like information sharing, negotiation of meaning, and interaction are effective sources. Similarly, the use of games, role plays, simulations, and task-based communication activities are necessary to support classes in which the CLT approach is used (Richards & Rodgers, 2014).

Additionally, Abe (2013) claims that group activities and individual development, discussions and presentations are useful in classrooms where the CLT approach is applied. Moreover, the author states that the constant use of English among students improves their speaking though it may result stress for them. For this reason, it is necessary to find effective ways to adapt English teaching using group work activities. In the same vein, Graves (2006) emphasized the manipulation of different learning experiences for developing learners' vocabulary. He insisted that students vocabulary increases when they are exposed to new words through various language experiences such as: listening to music, watching videos, reading aloud, independent reading, and oral discussions.

The tasks that include interaction among learners is necessary, but the task itself will not be found in the real world while the latter are tasks designed from AMs such as: listening tasks, problem solving, sharing personal experiences, comparing, among other real life situations activities.

Studies on vocabulary teaching and learning differed by different contexts and through time; however, there is no unified perspective about simple vocabulary instruction (Beck et al, 1982). Their research has provided useful information about vocabulary instruction .What has not been provided is a simple formula for optimal instruction because no simple formula can exist. Therefore, teaching instructions on vocabulary were an issue of debates between researchers on the effectiveness of both explicit and /or implicit vocabulary instructions in order for a good grasp of vocabulary.

Nation (2001) insisted on teaching vocabulary explicitly because it raises learners' awareness about the words they learn, as it facilitates RV learning further in their later learning stages. In this, Nation (2001) stated that:

When words are met in reading and listening or used in speaking or writing, the generativeness of the context will influence learning. That is, if words occur in new sentence context in the reading text. Learning will be helped. Similarly, having to use the word to say new things will add to learning. p.80

Contextual learning of vocabulary is likely to occur through students' exposure to different materials such as: reading, writing, listening and speaking materials; it is through their practice of using the learnt words in new sentences and situations learning vocabulary is likely to be enhanced and reinforced. However, it was later criticized by some researchers like (Nagy, 2007) in the basic that vocabulary is being too broad to be taught explicitly based on explicit teaching instructions. That is, it is not sufficient to follow explicit instructions for teaching vocabulary. Teaching vocabulary implicitly



then, will enhance both word recognition through exposure to different language use contexts and using language in relation to context.

Following the method of teaching vocabulary implicitly paves the way for teachers to be guides instead of knowledge providers. Nation (2007) suggested two categories of input for teaching vocabulary. These two strands of input are meaning focused input and meaning focused output.

#### **a. Meaning Focused Input**

Through Meaning Focused Input strand, learning is likely to occur through receptive language skills as arises from Krashen's input theory. Activities like extensive reading, listening to stories, watching TV or Films, and being a listener and receiver to a conversation are implemented to increase learners' knowledge (Nation, 2007.p.2).

#### **b. Meaning Focused Output**

Through Meaning Focused Output strand, the focus is on language productive skills as inspired by Swain (2005).It includes, as stated by Nation(2007,p.3), talking and learners' engagement in discussions and conversations, writing letters, giving speeches, keeping a diary, and telling someone how to do something.

Merging the two aforementioned strands, Meaning Focused Input and Meaning Focused Output will do the whole job as an effective vocabulary instruction in one side, and practicing the speaking skill from another side. This is explained by the fact that the learning material represents the input, and once it is practised and used, it becomes an output. Also, materials derived from native speakers represent the output .Once it is brought into the classroom or exposed to learners, it becomes an input for learners.

Vocabulary, both receptive and productive, is apparently important in any language learning. Because of that, it has to be offered central attention and effective teaching and learning instructions. In that, Zimmerman (1997) clarifies: "Vocabulary is arguably

central to language acquisition and use” p.17. Schmitt (2000) insists that lexical knowledge is central to communicative competence and to second language acquisition. Foreign language acquisition is also taken into account as far as communicative competence is concerned in language learning.

#### **1.1.6. Testing Vocabulary**

Developing vocabulary levels tests has gone through radical changes. The first move was made by Nation (1983) who developed the first vocabulary levels test at Victoria University of Wellington to assess the number of word knowledge at 2000 word level, 3000 word level, 5000 word level, 10000 word level, and university word level. Several studies (Ishii & Schmitt, 2009; Laufer et al. 2004; Laufer & Goldstein, 2004; Schmitt et al, 2001; Xing & Fulcher, 2007) investigated the validity and reliability of the test. Later, Schmitt et al. (2001) developed two revised and expanded versions, which were used as measuring tests of students’ breadth of vocabulary knowledge. Right after that, Laufer and Goldstein (2004) and Laufer et al. (2004) developed other versions of vocabulary tests that measure both breadth and depth vocabulary knowledge.

##### **1.1.6.1. Yes/ No Test Vocabulary Size (Meara & Buxton , 1987)**

Meara and Buxton (1987) developed a receptive measuring tool, “Yes/No Vocabulary Test”, which invites test-takers to indicate which ones from the words in a list are known to them. Yes/ No is a receptive vocabulary size test .It consists of two different types of items: real words and pseudo words. The items of Yes/ No test consist of one word with a visual presentation of the word. The learners are asked to answer whether or not they know the meaning of the words by yes or no. In this test, participants are not informed about the non-existing words, how many, and their location in the text. This test is found to be practical because answering this test does

not require much time for each item, which opens the potentiality to use a great deal of items. The latter allows the construction of a reliable measurement of vocabulary size, which encourages researchers to conduct it. Scoring of “Yes/No” test is found to be easy and simple as it counts only the number of correct answers. Besides, the test has only two items and there are two possible responses (Yes or No).

#### 1.1.6.2. Word Associates Test (Read, 1998)

Another measuring instrument was conducted by Read (1998) who created “Word Associate Test” at Victoria University of Wellington as a receptive measuring tool of depth vocabulary knowledge. This test is a form- meaning link, and provides participants with a stimulus word accompanied with four possible synonyms and four collocates of words. It is called both “Word Associate Word” and “Depth of Vocabulary Knowledge Test”. It was created to measure three vocabulary elements: synonymy, polysemy, and collocation (Qian, 2002). Validity of the this test has been examined, and revised when it was first designed (Ishii & Schmitt, 2009; Laufer et al. 2004; Qian, 1999; Schmitt et al. 2011). In the same vein, Nation and Beglar’s (2007) Vocabulary Size Test measures only receptive knowledge, and does so through word association. This test consists of 40 items, and each item is composed of one stimulus word, which is an adjective, and two boxes of four words. Words in the left box are synonymous words; whereas, the ones in the right box represent collocation of the stimulus word. In the first group of words in the left box, one to three words could be synonymous, and one to three words in the right box can collocate with the stimulus word as it appears below.

<b>Sudden</b>	
beautiful quick surprising thirsty	change doctor noise school

Figure 1. One Item Sample of Word Associates Test

In order to exclude any chances of guessing the right answers from the test-takers, Schmitt et al. (2011) emphasized varying methods of distribution of responses as explained by Qian (2002) as follows:

- ❖ the two boxes (both left and right) have two correct answers.
- ❖ the left box contains one correct answer, and the right box contains three correct answers
- ❖ the left box contains three correct answers, and the right box contains only one correct answer

### 1.1.6.3. Vocabulary Knowledge Scale (Wesche & Paribakht, 1996)

It is argued by Laufer and Goldstein (2004) that very few tests attempt to measure both RV and PV. There is one example that measures both types of vocabulary, namely vocabulary knowledge scale (VKS). This scale is created by Wesche and Paribakht(1996) a measuring instrument that is used for studies about word recognition and productive use of words to track both receptive and productive knowledge of learners. It consists of five statements. The following presents the format of VKS:

1 I don't remember having seen this word before.

2 I have seen this word before, but I don't think I know what it means.

3 I have seen this word before, and I think it means \_\_\_\_\_

[synonym or translation]

4 I know this word. It means \_\_\_\_\_ [synonym or translation]

5 I can use this word in a

sentence: \_\_\_\_\_

*Figure 2.* Format of Vocabulary Knowledge Scale

#### 1.1.6.4. Previous Vocabulary Levels Test (Schmitt et al, 2001)

The first limitation of the previous versions of the previous vocabulary levels test is that it lacks a section testing knowledge of the first 1,000-word frequency level although it is considered to be of the greatest value to learners because of the impact high frequency words have on comprehension (Nation, 2013). Second, the previous versions of vocabulary levels test consist of outdated frequency lists. The first and second 1,000-word frequency levels used words from West's (1953) General Service List, and the 3,000, 5,000, and 10,000 word-frequency bands selected words from lists constructed from Thorndike and Lorge (1944) and Kučera and Francis's (1967) frequency criteria. Besides, the lists represent the language at its time, and through technology developments in the last few decades, more representative samples of words were efficiently analyzed than the lists in the previous vocabulary levels test, which permit teachers and researchers to measure, and test learners' actual vocabulary knowledge. The following shows an example of a noun cluster at the 3000 level in one Schmitt et al (2001) versions of the previous vocabulary levels test.

1. business
  2. clock \_\_\_\_\_ part of a house
  3. horse \_\_\_\_\_ animal with four legs
  4. pencil \_\_\_\_\_ something used for writing
  5. shoe
  6. wall
- Learners answer it in the following way:
1. business
  2. clock   6   part of a house
  3. horse   3   animal with four legs
  4. pencil   4   something used for writing
  5. shoe
  6. wall

Figure 3. One Item Sample of Previous Vocabulary Levels Test

Moreover, the previous vocabulary level test format provides six answer choices on the left to be matched with the three target word definitions on the right. This makes it easier for learners to answer as the number of available answer choices decreases. Recently proved, Kremmel (2015) found that the vocabulary level test format does not measure the participants' actual knowledge. The following is an instance of the previous vocabulary levels test format. The previous vocabulary levels test format, which presents target items, is problematic for several reasons:

- a) Lack of item independence,
- b) The relative inaccuracy of the format when compared with a standard four-choice item,
- c) Student difficulty understanding the format
- d) Difficulty adapting the tests to other testing mediums or base corpora.

#### **1.1.6.5. New Vocabulary Levels Test (McLean & Kramer, 2015)**

The new vocabulary levels test was built based on the limitations of the previous vocabulary levels test. The authors of this test attempted to overcome limitations found in the previous vocabulary levels test. This test is a pedagogical instrument that is used as an achievement and diagnostic instrument for research purposes. It is a measuring tool that measures RV knowledge of English lexis from the first five 1,000-word frequency levels of the British National Corpus and the Academic Word List (Coxhead, 2000).

In order to address the limitations stated above, and provide an instrument with greater pedagogical utility, the authors created a new vocabulary levels test. This version is intended to be employed as a diagnostic and achievement instrument for pedagogical or research purposes, measuring knowledge of English lexis from the first five 1,000-word frequency levels of the British National Corpus and the Academic

Word List (Coxhead, 2000). It consists of five 24- item levels, which together measure knowledge of the most frequent 5,000 word families, in addition to a thirty-item section, which measures knowledge of the academic word list. This test utilizes multiple-choice format that provide multiple benefits as for example the manipulation of item difficulty. The new vocabulary levels test is easily conducted and analysis of its items is extremely simple; moreover, item independence helps researchers in test analysis.

Answering the total 150-item test can take 30 minutes. Test sections can be administered in isolation in order to fulfill researchers' objectives. Examinees are required to select the appropriate word or phrase that describes the target word. An item sample is taken from the new vocabulary levels test as follows:

1. time: They have a lot of **time**.

a. money

b. food

c. hours

d. friends

*Figure 4.* Item Sample of New Vocabulary Levels Test

#### **1.1.6.6. Updated Vocabulary Levels Test (Webb et al, 2017)**

As a reaction to the addressed limitations stated above in the previous vocabulary levels test, a new vocabulary levels test was created. The new version is used as diagnostic and achievement instrument run for pedagogical or research purposes to measure knowledge of English (Webb et al, 2017). Though both versions are receptive measuring vocabulary levels, the updated vocabulary levels test differs from the previous version in its format and content. This version uses the same principles as the previous versions. In that, it uses the matching format of clusters with 103 items per level, and measures the same proportions such as nouns, verbs, and adjectives.

The major change, which was noteworthy to consider is word frequency levels, which were changed. The five word frequency levels in the new forms were 1000 (the most frequent 1–1000 word families), 2000 (the most frequent 1001– 2000 word families), 3000 (the most frequent 2001–3000 word families), 4000 (the most frequent 3001–4000 word families), and 5000 (the most frequent 4001–5000 word families).

The presentation of the items is different from the previous versions of vocabulary levels test. The change was added to the presentation of the clusters in which the presentation of the matching format was modified to create a clear version to the test takers. A grid was accompanied with the items presented in bold horizontally across the page and the definitions presented vertically down the page. All what the participants have to do is to tick the correct answer for each definition as presented below.

	<b>boy   rent   report   size   station   thing</b>
<b>how big or small something is</b>	
<b>place buses and trains go to</b>	
<b>young man</b>	

*Figure 5.* One Sample of Updated Vocabulary Levels Test

### **1.1.7. Productive Vocabulary Levels Test (Laufer & Nation, 1995)**

Productive vocabulary levels test was designed by Laufer and Nation(1995). It is also called active vocabulary level test. It uses items of the revised versions of receptive vocabulary tests. It has three major versions of productive vocabulary tests: the Lexical Frequency Profile (Laufer & Nation, 1995), a vocabulary-size test of controlled productive ability ( Laufer & Nation, 1999), and the Lex30 (Meara & Fitzpatrick, 2000).

#### **1.1.7.1. Lexical Frequency Profile (Laufer & Nation, 1995)**

The Lexical Frequency Profile (Laufer & Nation, 1995 is a test that invites test takers to write an essay of more than 200 words (p. 314), and the percentage of words a



learner uses at different vocabulary frequency levels” (p. 311) is counted, and calculated using computer software, and the ratio obtained is interpreted as “free productive ability” (Laufer & Nation, 1999, p. 37). It employs the frequency levels: “the first 1,000 most frequent words, the second 1,000, the University Word List, and the ‘*not-in-the-lists’ word list*” (p. 315), however, this version was not left without criticism. Two main limitations have been detected regarding this test by Meara and Fitzpatrick (2000), which are related directly to the effects of topics on writing samples and vocabulary use, and lack of practicality. The issue of topics was raised whether the topics discussed in essays are appropriate for using variety of vocabulary, and whether requirements of writing long essays is feasible from the part of learners, especially when they have limited time (p. 21).

#### **1.1.7.2. Vocabulary-Size Test of Controlled Productive Ability (Laufer & Nation, 1999)**

The vocabulary-size test of controlled productive ability (Laufer & Nation, 1999) invites test-takers to fill in blanks of the underlined target words, and their answers are subsequently scored dichotomously as presented below.

I’m glad we had this opp\_\_\_\_\_ to talk. [Answer: opportunity]

The thieves threw ac\_\_\_\_\_ in his face and made him blind. [acid] (, p. 46)

*Figure 6. A Sample of Vocabulary- Size Test of Controlled Productive Ability*

This test is found to be appropriate to beginning or low-intermediate learners. The main issue that was raised concerning this version is that vocabulary ability the test measures is found to be equivocal and with different meanings (Aizawa et al, 2003, p. 158), and may not be limited to productive vocabulary ability for some students (Mochizuki & Aizawa, 2001, pp. 93-99; Read, 2000, p. 125). This means that it does

not restrict the learners to their productive ability, but rather their receptive knowledge of the word as well.

### 1.1.7.3. Lex30 (Meara & Fitzpatrick, 2000)

The Lex30 (Meara & Fitzpatrick, 2000) is similar to word associate test. It measures context-limited productive vocabulary by eliciting word associations (p. 22). Test takers, within 30 seconds, are asked to write as many words as possible that they relate looking to a given stimulus word, as demonstrated in the example below (Meara & Fitzpatrick, p. 28).

attack (stimulus): (example of a test-takers answer) war, castle, guns, armour

spell: grammar, test, bell

*Figure 7. One Sample of Lex30 Vocabulary Levels Test*

One limitation can be discussed regarding Lex30 as Meara and Fitzpatrick (2000) put forward that it is not advisable for beginners because they may produce many or less words related to the target word. This may not enhance reliability and validity of the test as it does not measure their exact level.

## 1.2. Factors Affecting EFL Learning and Teaching

Problems encountered by learners in EFL classrooms and oral expression vary and differ by different individuals. Some learners face linguistic problems, and others struggle with psychological problems. Problems may also differ in their level of influence on learners. Factors hindering students' participation come originally from the students themselves, teachers, and the classroom where they meet. Problems appearing from students, their language level, their interest, their personalities, their learning styles, their attitudes and anxiety are on the top of the reasons preventing them from classroom participation (Le, 2019).

### **1.2.1. Anxiety**

Anxiety, feeling of tension, apprehension and nervousness is a salient factor that shapes language learning both EFL and ESL learning. Tanveer(2007) points that anxiety is a common feeling among EFL learners. Learners feel their inability to speak in English despite the fact that they are good in writing and other skills. The Feeling of nervousness, getting blushed, sweating, shaking, and stress hinder students' learning to speak, so as their speaking abilities (Horwitz et al, 1986, p.125). Teachers should bear in mind negative effects of anxiety on the quality of students' oral language production (Tiono & Sylvia 2004). Harmer (1994) and Elhadi (1999) insist on reducing students' anxiety. Studies held by Tanveer ( 2007, p 61) and Elhadi (1999, p. 69) revealed that speaking anxiety provokes the majority of learners, and learners felt anxious and nervous whenever they spoke in public due to lack of self-confidence. Abdallah (1999) examined the relationship between learning styles and teaching styles as determining factors on EFL learners' achievement. Anxiety was found to be experienced by learners when they were participating in oral expression sessions. Osman (1995) found that females are more anxious than males in learning English. The author believed that the higher the anxiety was, the lower is the achievement. Shyness and fear of making mistakes caused students' lack of reluctance to engage in classroom tasks, and enhance oral interaction in the classroom. In addition, Anxiety can be caused by lack of self-confidence.

### **1.2.2. Self- Confidence**

Students happen to feel less confident by having doubts about themselves whenever their classmates, or their instructor have not understood them, or whenever they do not understand what others say. It is clearly argued that language learners' major cause of "lack of confidence" is their low level in speaking because they feel

awful about themselves because they cannot speak English well. Another cause, as Brown (2001) states, is lack of encouragement from the teacher. Indeed, learners get easily attracted, and affected by their teachers, and what they think of them. In this respect, Brown (2011, p.89) insists on building students' confidence through encouragement and reducing the level of anxiety. Practically, Ahmed (2004, p.54) found that students with high self-esteem had strong receptive skills than those with low self-esteem. Shyness is another psychological factor that can lead to lack of confidence.

### **1.2.3. Shyness**

Shyness is this emotional feeling that happens to learners while they are invited to participate in classroom tasks, especially in oral classes. Gebhard (2006) states that shyness must be treated seriously in EFL classrooms. Baldwin (2011) adds that speaking in front of the audience is one of the common phobias encountered in language classes as a result of shyness. Students find speaking in front of their friends and teachers a challenging task (Bowen, 2005; Robby, 2010). According to Saurik (2011) the majority of students of English feel shy when they speak because of fear of mistakes and being laughed at by their classmates. In a study held by Alsadik (2011), he found that students feel shy when they make mistakes, and hesitate in oral presentations. It is also noted that that shyness makes learners forget, and feel frustrated about what to say.

### **1.2.4. Fear of Mistakes**

Fear of mistakes can be affected by correction and negative evaluation. Students feel afraid to be evaluated negatively by their teachers whenever they commit mistakes and being laughed at by their classmates (Aftat, 2008). As a result, students hesitate, and stop participating in the classroom. It is important to teach learners that making mistakes is one step to learning if they learn from their mistakes. Most of the students

have this idea of thinking of how they would look in front of the other (Kurtus, 2001). Middleton (2009) emphasizes that EFL learners may feel afraid that if they speak English, then they will sound silly or bad. In a study conducted by Ballard (1996 as quoted in Jin, 2007), it was revealed that students fail in classroom discussions due to their weaknesses, vocabulary difficulties, and fear of mistakes. Fear of mistakes made learners unable to speak English correctly and easily, especially when they are asked for an oral performance.

#### **1.2.5. Lack of Aptitude**

Lack of aptitude is proved to be affected by a set of factors (Richard & Renandya, 2002). Ability, in this context, as Littlewood and William (1984, p.62) stated, means intelligence and a set of more specific language-learning abilities. It makes some people's learning better than others. Carrol (1981, p.84) explains that aptitude makes individuals able to do something well and perfectly. Longman dictionary of language teaching and applied linguistics in (Richard, 2000) defines learners' aptitude as the relationship between learners' personal strengths and weaknesses in learning. Ortega (2009) argued that language aptitude has a strong relation with intelligence. That is why only some students succeed in EFL learning. Tasks of exposure to the target language are required for learners to practice their abilities (DeKeyser, 2007, p.278). Being exposed to AMs or AAMs plays an effective role in enhancing their speaking skill as practicing speaking in the classroom enhances listening in return ( Renandya, 2002, p.205-210). Lack of aptitude causes anxiety and shyness. Avoiding speaking activities for students is the only way to hide their abilities. It was also noted that shyness and lack of English knowledge created passive learners in terms of speaking classes (Le, 2019).

### **1.2.6. Motivation**

Motivation, according to Gardner (2006), is a combination of effort, desire to achieve the goal of learning a language, and favorable attitudes towards learning it. Motivation is proved to be an important dimension to EFL learners. In this respect, Nunan (1999) elaborates that motivation can affect students' reluctance to speak in English, classroom participation, willing to know, and thinking positively. Moreover, students who are highly motivated are likely to succeed in learning. As far as EFL learning is concerned, it is necessary to note the reasons behind learners' lack of motivation. Uninspired teaching, boredom, lack of inspired materials, and lack of student's knowledge about their goals may cause lack of motivation. In this, Babu (2010) argues that students' motivation is actually influenced by the teachers' teaching performance. Dornyei (2001, p.77) suggests that increasing the attractiveness of the tasks affects positively students' motivation. Lack of motivation can also create failure in learning, and other multiple problems as success can be a source of motivation for other individuals as well. Based on related studies, students' academic performance is related directly to several serious factors. These factors were basically born from the classroom, the teacher, and the learners themselves. Perhaps, providing well equipped classroom or laboratory might assist the teacher and the learners.

#### **1.2.6.1. Effect of Lack of Motivation on EFL learning**

Lack of motivation is a serious problem that affects individual's performance. Losing this internal power might not only influence the individual negatively, but also cause other problems. First, boredom is a perfect example of showing de-motivation. It can be noticed through a set of signs that appear in the person's body language. Researchers pointed that negative attitudes are one of the consequences of boredom and/or lack of motivation as interrelated problems. In this respect, Oxford and Shearin

(1994) point the direct influence of motivation on students' use of Second Language (L2). When students feel dissatisfied about a specific course, a teaching method, or about their teacher, they become impatient. This condition of impatience is described through students' negative attitudes. In this, Ur (1998) suggests that learners will be less active, and lose confidence about their teachers and learning if they do not find the class attractive (Davies & Fortney, 2012).

Boredom accidentally happens to individuals, and defined by its signs. Yawning, talking, sleeping, using phones during classes, unwillingness to learn are all signs of boredom that affect negatively EFL learning. Yawning is explained by Osorio and Marianella (2017) as a sudden spontaneous process by which its actions are not defined or predicted. He adds that yawning is not always a result of tiredness or boredom. Hanrahan and Isaacs (2001) suggested that when a student talks with his peer, he affects not only himself, but the whole class. Sleeping during the session is found to be observed among students as a result of boredom (Osorio & Marianella, 2017). Another sign of boredom that is also observed among learners is using phones during classes. In a study held by McCoy (2016), it has affirmed that the majority of students use digital devices for non-educational purposes. Unwillingness to learn or study can be expressed differently by different students; it is expressed through yawning, sleeping or talking during the class. Once again, Osorio & Marianella (2017) explains that boredom and unwillingness to learn include involuntary gestures, such as: sighs, mumbles and weird looks towards the teacher. Thus, it is crucial to consider creating a motivating atmosphere for the learners because it may also be motivating for teachers and support them while teaching; therefore, teacher motivation (TM) should be highly appreciated in EFL classes.

### **1.2.6.2. Lack of Teaching Resources and Facilities and Teacher Motivation**

Several studies on TM have proved that motivated teachers correlate positively with learners and learners' achievement (Govinda & Varghese, as cited in Sharma, 1998). Bennel and Akyeampong (2007) explained that teachers are different individuals, and their level of motivation differs as well. Due to lack of availability of resources and facilities in EFL classrooms, teachers become unmotivated to teach. In fact, lack of facilities means few opportunities for teachers to bring innovative teaching methods. When teachers come to the classroom or the laboratory, facilities is the first thing they ask for because facilities are means by which they support EFL learning, especially for language classrooms or EFL teachers because the role of teaching languages becomes quite impossible without teaching facilities. In studies related to factors affecting TM, Karaköse and Kocabas (2006) proved that lack of availability of teaching materials in public schools reduces TM. They also differentiated two types of motivation: extrinsic and intrinsic motivation. Motivation that grows from the teacher himself (intrinsic) and the one that grows from teaching environment (extrinsic). Johnson et al (based on Bishay's claim, 1996), proved that Egyptian teachers suffered from insufficient classroom sources. This prevented them from applying new teaching techniques. This, according to them, is due to lack of resources, and assigned curriculum.

### **1.2.6.3. Effect of Teacher Motivation on Student Motivation**

Studies on TM have not received the same interest that student motivation (SM) received among researchers. In this respect, Urdan et al (2014, p.228) argued: "research on teachers' motivation is still in its infancy". In this, it is extremely important to consider TM when speaking about EFL learning and teaching because TM and SM are interrelated. The fact that both teachers and students share the same environment makes it urgent to study both notions in relation. TM can be affected and described in relation



to school level. One may point the importance of the quality of schooling, which has been found to be important for students' learning (The World Bank, 1997). In addition, motivated teachers influence positively learners' achievement (Govinda & Varghese, as cited in Sharma, 1998). In that, Singh (1998) proved a correlation between effective learning and motivated teachers. In the same line of inquiry, Khora (2008) highlights the significant role of TM in language classroom and students' retention and learning. Das (1998) argued that motivated teachers bring considerable changes to the school and joy to learners. Bernaus et al (2009) added that TM is related to teacher use of motivating strategies, which also are related to SM and English achievement. Thus, any change in the educational system that promotes higher level of TM improves EFL learning. Börü (2018) explored internal and external factors, which affect TM. It was concluded that motivated and successful teachers are due to effective working conditions. What was promising for teachers is students' desire and showing willingness to learning. Autonomous learning was also helpful for teachers because it made their function less demanding, and the classroom became more student-centered.

## **Conclusion**

There is no doubt about the magnificent role of vocabulary in language learning. Vocabulary, as reviewed, does not lend itself to a single definition; however, it was defined by different researchers and scholars. The second chapter introduced us to the dependent variable, namely vocabulary learning. As one may have noticed, while reviewing literature about vocabulary, the role of vocabulary has been developed enormously among the educators to the extent that it was favored over grammar. This necessitates the need to treat it carefully by teachers in EFL context. Research on vocabulary has been widely investigated; it covered different aspects including vocabulary use, developing vocabulary for listening comprehension, and word form.

Each of previous studies has studied one specific component in vocabulary. To the author's knowledge, only few tests have attempted to measure simultaneously several components of vocabulary knowledge. The current study attempts to investigate both RV and PV because of the significance of these two components, and due to strong relationship that exists between knowledge of words and their use. A brief review about factors affecting EFL learning and vocabulary learning was also tackled. The following chapter is dedicated to the literature related to authenticity and AAMs in language learning and teaching.

**CHAPTER TWO:**  
**AUTHENTICITY AND AAMS**  
**IN**  
**EFL LEARNING AND TEACHING**

## **Chapter Two: Authenticity and AAMs in EFL Learning and Teaching**

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## **Introduction**

For years, the issue of implementing AMs in language classrooms has been confronted among the educational environment and teachers with the predicament of how to bring them to the classroom to serve educational purposes. This dilemma has been about different matters related to availability of the materials, and how they should be delivered to learners in order to meet their demands. To this end, this chapter intends to provide a thorough explanation of authenticity, AMs, different types of AMs, their basics of selection, and their significance in EFL learning.

### **2.1. Authenticity and Communicative Approach**

The term “Authenticity” and authentic materials’ applicability have been an issue of controversy over the past three decades. Authenticity dates back to 1970s. During that era, communication (function) was prioritized over language structure (form). As CLT emphasized communicative skills, researchers and founders of the CLT rejected strictly structural approaches to language learning, and suggested the way for the implementation of authentic texts, texts which had been created for communicative purposes (Mishan, 2005). The latter has created a debate, the so called “authenticity debate” about authenticity application nature in classroom. This debate was about integrating original texts as exactly they are without modification by the text user, and whether or not original texts are misused when they are adopted by information and communications technologies (ICTs).

#### **2.1.1. Communicative Approach**

Throughout the evolution of language pedagogy, communicative approach has been considered to be natural in the sense that language is a means for communication and communication can only be learned by using it in language learning (Titone, 1968, p. 5). Previous research has documented that teaching authentic, in the fact that language was

taught, and learnt in non- educational settings to include non –classroom situations and no idea of pedagogy. Hence, no prepared materials were used for teaching, but rather, a direct contact with native speakers as cited in (Mishan, 2005), it was applied though sojourn in a foreign part or by using a Greek- speaking tutor or a slave as the Romans used to do (Titone, 1968, p. 6).In this respect, one may say that FL teaching in the past was mainly communicative in its purpose and authentic in its ways of teaching. In this Mishan (2005) adds: “The basis for foreign language teaching in Roman times can therefore be said to have been communicative in its purpose and authentic in execution, even though this may have been for reasons of convenience more than pedagogical principle.”P.2.This means that communication was the only method used for teaching language, and the AMs were conveniently integrated, but not intentionally used for pedagogical purposes. To give more evidence in favor of authentic approaches to teaching languages, valid recorded evidence from history of communicative and authentic approaches to language learning can be in the 16 th century in the education of Michel de Montaigne as reported by Mishan (2005, p2):

In my infancy, and before I began to speak, he [my father] committed me to the care of a German [...] totally ignorant of our language, but very fluent, and a great critic in Latin. This man [...] had me continually with him: to him there were also joined two others [...] who all of them spoke to me in no other language but Latin. As to the rest of his family, it was an inviolable rule, that neither himself, nor my mother, man nor maid, should speak anything in my company, but such Latin words as everyone had learned only to gabble with me [...] I was above six years of age before I understood either French or Perigordin [...] and without art, book, grammar, or precept, whipping, or the expense of a tear, I had, by that time, learned to speak as pure Latin as my master himself. (Michel de Montaigne 15752).

As can be deduced from the above recorded extract, “Michel de Montaigne” has been taught using authentic approaches, and learnt Latin via communication. Without using books or any pedagogical tools, she could learn and speak Latin.

The idea of communicativeness has been revisited in 1970s to be integrated in language teaching in today’s classroom (Mishan, 2005) that has witnessed different developments in the last decades. These changes introduced technology for teaching and educational purposes. The real roots of communicativeness trace back to the age of the field of linguistics and psycholinguistics. The study of cognitive factors involved in the acquisition of language has been pointed by Chomsky (1965) when distinguishing between speakers’ *competence* (knowledge of the language system) and *performance* (use of the language) (Howatt, 1984, p. 271). Then, the so-called communicative competence insisted on language use giving less focus to grammatical knowledge, but on the ability to use those rules when communicating. Any individual’s communicative competence should include both knowledge of the language and its culture in order to be able to communicate successfully. In this respect, Mishan (2005) explains that the communicative philosophy meant a reorientation of former teaching priorities; the teaching of communication via language, not the teaching of language via communication. This entails that developing communicative skills was the goal, and language is a means by which learners can develop their communicative skills.

### **2.1.2. Types of Authenticity**

According to Breen (1983), there are four types of authenticity to include text authenticity, learner authenticity, task authenticity and authenticity of the classroom.

#### **2.1.2.1. Authentic Texts**

In the context of language learning, authenticity of text refers to the authentic qualities of a text. It means any source of information used to help learners to develop



an authentic understanding. This involves the extent to which materials are originally adopted to make the learners aware and accustomed to different authentic perspectives and understanding. It is concerned with the nature of text itself.

#### **2.1.2.2. Authenticity of Learners**

Authenticity of learners refers to the ability of the learners to interpret the meaning present in the text like the native speakers do in the real world. The aim behind is to train the learners to correspond appropriately to different AMs like natives do. That is, making learners able to understand the intended meaning and communicate with it.

#### **2.1.2.3. Authenticity of Classroom**

Authenticity of classroom includes learners, input, and teachers. The most important role of the classroom, in this context, is to enable learners to experience live situations as Breen (1983, p. 67) claims that: "public and interpersonal sharing of content of language learning, the sharing of problems with such content and revealing of the most effective means and strategies to overcome such problems". Putting the learners in real experiences of language being learnt helps them to cope with the target language.

#### **2.1.2.4. Authenticity of Tasks**

Authenticity of tasks is concerned with activities and practices brought inside the classroom upon the adopted AMs. It refers to the chosen tasks to engage in an authentic communication and aims for learning. It encourages learners to communicate using the target language for developing an authentic usage of it, and an ability to react according to the situation to communicate successfully and effectively.

Although AMs play an important role in supporting students' EFL learning, by giving them an opportunity to deal with situations similar to the real world situations outside the classroom, there are many difficulties that hinder the use of such materials

by teachers. Teachers might say that they cannot depend only on AMs to teach reading since teaching this skill needs more efforts. Therefore, to follow only some authentic texts such as magazines will not be sufficient; however, they can implement them as additional tasks. In this respect, Nunan (1999) stated that teachers should not rely only on AMs for teaching in the classroom, they should use both: authentic and artificial (non-authentic) materials for a better grasp of knowledge.

### **2.1.3. Nature of AMs**

According to Nunan (1989) and Jordan (1997), AMs are materials created for other different life purposes than educational ones such as: newspapers, magazines, announcements, and posters of considerable clarification of written authentic texts as well as authentic spoken materials including videos, movies, songs, and documentaries. AMs are not specifically created for the sake of teaching and learning purposes.

Rogers (1988) defines authentic materials as “appropriate” and “quality” in terms of goals, objectives, learner needs and interest, while “natural” in terms of real life and meaningful communication. Herrington and Oliver (2000) suggested a new pedagogical term, called ‘‘authentic learning’’ where EFL students are prepared and trained for real situations to be able to communicate effectively and properly. In this respect, Herod (2002) insists that the aim behind AMs and tasks is the adoption of real life situations. AMs refer to any real text both spoken or written created by native speakers to serve English native speakers’ purposes and not for academic purposes (Ma, 2005). Those materials differ by different purposes.

#### **2.1.3.1. Types of AMs**

Developing materials for EFL learners is extremely important. As the world has witnessed an incredible development in technology, ICTs are best sources in helping materials development and selection. ICTs are means for communication (Mathias,

2016). They are used as ways to introduce, and present different teaching materials. AMs, as Gebhard (1996) suggested, can be classified into four major categories as follows:

#### **2.1.3.1.1. Authentic Audio Materials**

They refer to any authentic audio material, which is transmitted through listening. Instance of authentic audio materials include radio news, broadcasts, cartoons, songs, and other examples.

#### **2.1.3.1.2. Authentic Visual Materials**

They refer to any authentic visual material that is transmitted through watching to embrace street signs, magazines, newspapers, pictures, menus, post cards, comics, literature (novels, poems and short stories) and other different instances. Schmitt (1997) emphasized the significance of images / imagery in teaching languages. According to him, new words can be learned by studying them with images of their meaning.

#### **2.1.3.1.3. Authentic Printed Materials**

They refer to authentic printed texts, which are created by natives and adopted by teachers such as: sport reports, posters, newspapers, restaurant menus, books, train tickets and other different tools for teaching purposes. Actually, visual and printed materials are said to be inseparable because what is printed is seen through watching and so as the visual materials.

#### **2.1.3.1.4. AAMs**

In addition to the aforementioned types of AMs, an association of AAMs can be integrated. The association of sound and picture will help learners for a good grasp of the language. This type involves movies, TV shows, TV programs, the internet, songs, brochures, advertisements for events, course catalogues and other different audio-visual videos.

#### **2.1.4. Types of AAMs**

AAMs are those materials, which rely on listening and watching. These materials that offer the learners much opportunities of reception can be found in several sources and they vary by different purposes.

##### **2.1.4.1. Songs**

Listening to English songs is an example of authentic listening material. The easiness of these listening materials made them widely used by people as enjoyable materials. No one can deny the fact that they are enjoyable and attractive sources in terms of the attention. Songs accompanied by lyrics are also proved to be of a considerable benefit for learners, especially in developing their vocabulary (Arévalo, 2010). He insisted that when integrating songs in the classroom, one should consider the learners' level, their interest, or once again, what aspect in learning to focus on. The creativity of the teacher then would play an overwhelming role in materials' selection.

Griffiee (1992) explained how songs can be used in different aspects of language such as listening, reading, writing and speaking as well as vocabulary, grammatical structures, and ending with rhythm, stress, fluency and pronunciation. Songs are also characterized by a contextual learning, which is proved to be effective for introducing vocabulary, and other language structures such as verb, tense and preposition.

##### **2.1.4.2. Video Clips**

Another instance of AAMs is the video clip that can be used for teaching listening in language classes. As computer science and internet witnessed a great deal of development and progress, EFL and ESL classes are nowadays open to the integration of various video clips as teaching strategies (Lee, 2014). By watching video clips, learners' interest can be easily attracted as they can learn non-verbal communication and body language such as gestures and facial expressions .The latter are found to be

feasible sources to improve listening comprehension (Secules, Herron & Tomasello, 1992).

#### **2.1.4.3. Television Shows**

The fact that television shows are easy universal media, learners' exposure to them represents no issue or problem as far as their learning is concerned. According to Mishan (2005), television shows represent a universal media, which introduce learners to the target culture language since they allow exposure to see traditions, culture and their relation with each other. Also, fostering independent learning is one of the valuable stones as far as TV Shows help in developing extensive learning at home or elsewhere by themselves without the need for teachers' instruction.

#### **2.1.5. Selection of AMs**

According to Nunan (1989), materials' selection can be explained through explaining tasks of communicative classroom. Communicative classroom tasks can be divided into two categories:

##### **a. Communication in Real World**

This type of tasks is concerned with providing the learners with situations and different experiences of the target language, which they might need outside the classroom and the educational environment.

##### **b. Communication in Educational Environment**

This type is concerned with stimulating the internal process of language acquisition, without getting the learners to practice the skills that might be needed in the real world. That is, providing the learners with no chances of practicing upon what has been learnt. This type is introduced in the course books used by teachers in the class. Therefore, using AMs is necessary for learners in order to prepare them to deal with real world situations. It is the teachers' role to choose suitable authentic tasks to support

students' learning. Teachers need some criteria to be able to choose the tasks the learners will benefit from. In this respect, McGrath (2002) suggested six criteria to be considered when choosing appropriate authentic texts.

#### **2.1.5.1. Criteria for Selection of AMs**

Before using AMs or any materials, a set of criteria have to be taken into considerations by teachers, practitioners and syllabus designers.

##### **2.1.5.1.1. Relevance to Learners' Needs**

AMs have to meet students' needs. That is, what the students need/ want to develop after being exposed to those materials, or once again, the problems that students need to overcome by being exposed to such materials. Also, learners will learn better and benefit from the use of AMs if they get sufficient support from the teacher. This means that the teachers should guide students through detecting their needs and selecting appropriate materials to meet them, so that learners will benefit from them. In this respect, Senior (2005, p.71 ) claims that: "when teachers decide to use AMs in the classroom they "need to have a clear pedagogic goal in mind: what precisely they want students to learn from these materials".

##### **2.1.5.1.2. Topic Interest**

This criterion has a direct relation to the criteria of the learners needs because the students' needs consist of learners' wants and topics they are interested in. Students are usually attracted to what they are interested in, so that teachers should take their interests into consideration as well.

##### **2.1.5.1.3. Cultural Fitness**

Cultural fitness means the extent to which materials are culturally appropriate. There are three main elements used to summarize the aforementioned criteria to choose

and access texts to be used in the classroom: "Suitability of the content, Exploitability and Readability ( Berardo, 2006, p 63)." These three criteria are explained as follows:

#### **2.1.5.1.4. Suitability**

It is regarded as the most important one. It means that AMs must meet learners' interests and their needs. By so doing, the learners will be interested and motivated as well. That is to say, teaching the learners what they need to learn fosters their language learning (ibid).

#### **2.1.5.1.5. Exploitability**

This criterion stands for the way in which the text is used to develop the reading competence of learners. Reading competence has to do with students' ability to read and comprehend materials being exposed to (ibid).

#### **2.1.5.1.6. Readability**

In this type, placement of learners' level of English is crucial in teaching. Readability refers to the difficulty and complexity of a text. The text must not contain too difficult or demanding words and structures. Otherwise, it might demotivate the learners and affect them negatively (ibid). In addition, he states that two more important criteria must also be taken into account by teachers when selecting AMs, which are accordingly, variety and presentation. Variety means using different types of texts .This helps to make the tasks more interesting. Also, presentation stands for presenting the materials in an authentic context. This is a key element to attract the learners' attention and interest. Using colored pictures, diagrams, photos are best instances of presentation of the materials.

#### **2.1.6. Advantages of AMs**

Many researchers have pointed the role of AMs in language teaching. They argue that AMs scaffold learners' learning of a target language (Guariento & Morley, 2001;

Wilcox & Oaks, 1999) because of the linguistic and non-linguistic advantages they bring to EFL learning.

### **2.1.6.1. Linguistic Advantages**

Researchers regard AMs as useful sources that can be used for language teaching (Peacock, 1997, cited in Richards, 2001). Some of the reasons are as follows:

#### **2.1.6.1.1. Learners' Exposure to Real Language**

Authentic language is another pedagogical advantage in favor of the adoption of AMs in language classrooms. AMs offer natural dialogues, real language (both spoken and written language (Donley, 2000). This implies that anything that is natural is effective, and through exposure to how the language is naturally produced, students are going to learn real language from native speakers not from the instructor. This prepares them for future use of the target language according to the situation.

#### **2.1.6.1.2. Cultural Enrichment**

AMs bring cultural information to the students' attention. The relation between language and culture can be sensed in AMs because what is needed in real life situations involves both cultural awareness and language fluency. This means that we have to learn about the target culture to be able to communicate properly. Learning about the target culture embraces customs, habits, dialogues, images, TV series, movies, and other sources of AMs because they are a means of teaching culture, customs and history (Shawback & Terhune, 2002).

Sifting through the journey of research concerning the effectiveness of AMs, They have a positive effect on learners' achievement. In this sense, Harmer (1994) states that AMs have positive effects on learning in that, they:

- (1) Help the learners to produce better language.
- (2) Help the learners to acquire the target language faster



(3) Make learners more confident to deal with real life situations.

Therefore, teachers are encouraged to adopt creative teaching approach as (Nuttall 1996, p.172) suggested:" Authentic texts can be motivating because they are proof that the language is used for real-life purposes by real people". Once again, AMs increase the learner's motivation because they use the language, which is exactly used in daily life for different communicative purposes in order to serve natives' real life purposes. AMs demonstrate situations that learners are likely to encounter through their day to-day socio-cultural interaction with native speakers of English.

In discussing the effect of integrating AMs on raising students' cultural awareness, Sherman (2003) pointed that teaching with AMs means teaching the target language and its culture. This finding was supported by Garcia (1991) who claims that using authentic reading materials helps to improve the learners' cultural awareness, and hence, they have positive contribution in the field of language teaching and learning.

#### **2.1.6.1.3. Vocabulary Development**

AMs are effective ways to language acquisition. These materials are also useful to vocabulary acquisition (Lewis, 1993). Pereira (2005) conducted a research study in order to explain how effective is the implementation of AMs to promote learning vocabulary of lower secondary learners at the University of Kedah in Malaysia. The study was held with a population of sixty (60) students. The results showed that vocabulary must be taught throughout exposing students to AMs, and more specifically in vocabulary acquisition.

In the same line of inquiry, Otte (2006) studied the effect of aural authentic texts on listening comprehension skills. The researcher noticed that AMs developed students' listening comprehension skills and their motivation as well. In addition, it is a fact that a

number of researchers have confirmed the role of AMs in developing reading skills through introducing learners to new vocabulary and expressions.

### **2.1.6.2. Non- Linguistic Advantages**

Besides the linguistic advantages, AMs also have non-linguistic advantages as or what psychologists prefer to call psychological or affective factors. One of these significant factors is motivation in learning. Researchers like Gilmore (2007) and Sherman (2003) believe that AMs have positive effect on motivation. Motivation is regarded as a key element in the success of learning in general, and learning languages, in particular. Kilickaya (2004) states that using AMs helps learners to increase their motivation while learning English language. Studies conducted by Thanajaro (2000) and Otte (2006), found that AMs have a positive effect on learners' motivation and encourage them to learn better; moreover, Berardo (2006) concluded the same findings; he experienced using AMs, and noticed that they were sources of increasing learners' motivation .The researcher himself likes using AMs.

In addition, it was claimed that AMs foster less controlled interaction between students as they can participate in functional activities such as: oral reports, oral presentations, information exchange, mingling activities, and social activities such as projects, creative writing, group discussions, interviews, and debates (Osorio & Insuasty, 2015). This justifies Peacock's (1997, p.9) suggestion as he states that: "teachers should try authentic materials in their classrooms, as they may increase their learners' levels of on-task behavior, concentration, and involvement in the target activity more than artificial materials". That is, AMs stimulate students' involvement in EFL classrooms and raise their concentration more than the traditional materials.

Furthermore, it is against the norm of using AMs for teachers to talk in the classroom. In that, their talk should be limited in order to offer the learners more talk. It

is no more teacher's dominance, but rather autonomous learners, who should be taught and trained how to be aware about the target culture, and learn independently by themselves. Students should be offered chances of selecting topics of their interests. Topics for discussions are best instances for autonomous learning to take place in which learners learn independently not from the teachers, but among themselves through interaction. By doing so, learners can learn more.

In language learning, AMs are means to maintain autonomy of the learners, and proved to be mutually related and serve one another. Thus, learners' exposure to different AMs is necessary to foster autonomous learning (Fernández-Toro & Jones 1996, p. 200). Learners' autonomy is found to be easier to establish especially with today's widely available authentic resources associated through ICTs.

### **2.1.7. Needs Analysis**

The term Needs Analysis (NA) has not been conducted only in language learning classroom; it has been also extended to other disciplines such as Sociology, Physiology, Economy, Politics and other fields of study. NA is not only employed for the identification of language matters and teaching (Dudley-Evans et al,1998), but it is, rather, a procedure that is used for collecting information about individuals' preferences and needs. It is also termed Needs Assessment by many experts and course designers.

In the last decade, NA in language learning contexts has been first tackled by Nunan (1989) for language planning. Learners' needs were only used in terms of the language they use further in specific situations. More would be known about learners' current situation and demands and future language goals (Brindley 1989,p. 63).

The development of NA has been through stages, namely: target-situation analysis (TSA), present-situation analysis (PSA), deficiency analysis, strategy analysis,

means analysis, language audit and constraints (Jordan 1997, p.22).NA can be described and explained through three major stages.

#### **2.1.7.1. Target- Situation Analysis**

At this stage, the focus was on the identification of the learners' needs in a specific language course (Robinson, 1991). That is, getting to know more about what the learners need to do after finishing specific English course or once again, why they want to attend this course. By so doing, TSA can be accomplished through identification of learners' priorities related to various languages like: French, German and other different languages, and what language skills are prioritized by the learners in a particular language such as: listening, speaking, reading and writing (Robinson, 1991). Through the identification of learners' priorities, TSA is found to be insufficient without knowing students' starting point, or current situation which is discussed in the following stage, namely PSA.

#### **2.1.7.2. Present-Situation Analysis**

PSA refers to identifying and gathering information about the learners' current situation which is usually conducted at the beginning of a particular course. Information about the learners, their current skills, and their language use (Dudley-Evans et al, 1998, p.125).At this stage, information concerning their teachers, and institution has to be gathered (Robinson, 1989).

#### **2.1.7. 3. Deficiency Analysis**

At this stage, identifying learners' weak points is essential. Identifying learners' language proficiency has to be the central attention and the term needs is now changed to deficiencies and lacks (Howard & Brown, 1997, p. 71).Conducting NA is essential in any language teaching for the advantages it provides to instructors.

As far as the importance of NA is concerned, the motives for conducting it are infinite; however, taking our context of study into consideration which is solely related to language teaching and learning, the following are the main reasons for conducting a NA:

Selection of the content, syllabus design, and material determination are three important issues for a teacher to consider in a language classroom, especially in our context of investigation. In this respect, Richards (2001, p. 52) suggests a set of possible reasons for conducting a NA in language teaching as the following:

- Identification of the skills that the learners need to develop for future use like sales manager, hotel receptionist and other purposes.
- Determination of the validity of a particular course and its effectiveness in meeting learners' needs
- Placing students into specific groups according to what they need from language learning
- Identification of the relation between learners' current ability in language learning and their desired ability needs.
- Identification of the difficulties learners may encounter.

Having this in mind, and taking Hobbs clarification (1987 as cited in Reviere et al, 1996. p.83) a clear identification of the purpose or a goal behind running a business or handling a project is extremely important. That is to say, once identification of what the learners want to accomplish, we can select the appropriate materials and courses for them. NA facilitates the mission of teaching and enhances students' learning because they take the learners from the starting point to reach and accomplish what they want.

### **2.1.8. Authentic Videos for Vocabulary Teaching and Learning**

AVs are proved to have a positive effect on developing students' lexical competence (Schmitt & Seferoglu, 2008). The later is defined as the knowledge of, ability to use, the vocabulary of a language and as the Council of Europe(2001) described it:“knowledge of, and ability to use, the vocabulary of a language” p.111. Lexical competence means being able to, and having control of both receptive and productive vocabulary. Also, vocabulary is said to be learnt explicitly, and implicitly acquired because acquisition is an individual process which takes time. It is an internal process, and differs by different individual learners. Both approaches of learning need to be implemented in the EFL classroom for vocabulary learning (Nation, 2005; Schmitt, 2008; Ellis & Shintani, 2014). In this respect, AVs provide the learners with several chances of explicit and implicit learning through exposure to different language situations, and thus learning new words.

While reviewing the history of using videos inside EFL classroom instructions, with or without authenticity, EFL learners benefit from the implementation of educational videos as well as AVs. Marshall (2002, as cited in the conclusions of Wiman and Mierhenry, 1969), based on Dale's “Cone of Experience supported this claim and emphasizes that:” people can remember 10% of what they read, 20% of what they hear, 30% of what they see, and 50% of what they hear and see”(pp. 7-8). The combination of sound and image improves the ability to remembering things, words, and information. That is, students will undoubtedly benefit from instructions and exposure to videos.

Samar and Hooshmand (2012) investigated the use AMs by means of developing and analyzing a corpus of 100,000 words for two chief genres of information and entertainment. Through this analysis, they stressed the use of AAMs. They advised the

teachers to use movies and series for pre-intermediate and intermediate levels due to students' level, and because of simple verbal interactions and simple sentences. These characteristics are found mainly in entertainment genre, as they recommended news and documentaries for advanced learners due to their higher structural complexity, as well as their formality and vocabulary richness.

Also, it is argued that YouTube videos are of positive influence when integrated for teaching purposes (Mayer, 2001) as they have been proved to be effective for students' attention and interest inside the classroom; furthermore, AVs are easy tools, especially for slow learners because they facilitate the learning process by meeting different learning styles. Because nowadays' availability of smart applications that convert videos, teachers are no more in trouble of long videos as far as time management is concerned. Teachers then, are able to cut necessary video clips to meet students' interests and level in a short period of time; in addition, learners from different specialties and domains can learn independently thorough the use YouTube videos (Hafner & Miller, 2011).

In the same vein, Isazadeh et al (2016) investigated a study on the effect of instructional video materials and AVs on vocabulary learning of extrovert and introvert Iranian EFL learners. The study revealed that both authentic video materials and instructional video materials had positive effect on vocabulary learning of Iranian EFL learners. This effect, however, is not different among extrovert learners. It was, also, revealed that introvert EFL learners benefit more from authentic video materials.

In the same line of inquiry, another study was held by Kabooha and Elyas (2018) about the effect of YouTube in multimedia instruction for vocabulary learning, and perceptions of EFL students and teachers towards YouTube videos. The findings of the study revealed that the group, who viewed YouTube clips developed their vocabulary,

whereas students who were not exposed to YouTube videos remained with the same vocabulary level. The findings showed that YouTube videos provided statistically significant differences on the students' vocabulary acquisition. It was, also, indicated that both teachers and students showed positive perceptions towards authentic YouTube videos in their lessons. These findings were supported by Akbari and Razavi (2016) who conducted an exploratory study as an attempt to explore Iranian EFL teachers' attitudes and beliefs concerning the use of AMs at high school level in Iran. The study revealed that English teachers have positive attitudes towards presenting AMs in the classroom.

Another study was held by Alipour et al (2012) about the effect of pedagogical and authentic films on EFL learners' vocabulary learning. The results of the post-test based on the findings of the t-test showed that students who were exposed to authentic films developed their vocabulary better than the ones who were exposed to pedagogical videos; furthermore, the study indicated a better performance of learners who watched the films with English subtitles.

#### **2.1.8.1. Authentic Subtitled Videos to Learn Vocabulary**

A subtitled video clip offers a triple connection between image, sound and text, and possibly text being linked by translation (Danan, 1992). When discussing the importance of using standard subtitles, one may think about the importance of visual associations in memory for learning vocabulary, and how this type of connection generally encourages greater retention in lexical terms. It is certainly important to recall the mnemonic power of images when linked with sound and text together. Besides, when this text appears in the form of translation, associations in memory are enhanced even further, especially for higher level students to be conscious of new and unfamiliar vocabulary items as well as for low level students or slow learners of the language.



Thus, authentic subtitled video clips play an important role in vocabulary learning. In this respect, Canning-Wilson and Wallace (2000) confirm the fact that images contextualized in video or on its own can assist learners to reinforce language learning by helping the learner to see immediate meaning in terms of vocabulary recognition.

Teachers have typically regarded AAMs as resources used to improve other 'more intricate' learning skills. In this context, AVs and subtitles are highly appreciated to help learners increase, and strengthen their English vocabulary, given the appropriate guidance.

Any well-prepared learning task using subtitles in authentic video clips will encourage a better understanding and acquisition of new vocabulary; new and old lexical items will be assimilated by students more easily given the motivating and comprehensive atmosphere provided by audio-visual characteristics.

Some authors have already demonstrated how video clips are more efficient than still pictures when we teach unknown vocabulary items (Al-Seghayer, 2001). Many different tasks can make use of AVs and subtitles to improve foreign language vocabulary. Hence, it is the creativity of the teacher, which makes tasks interesting and motivating, and this is mainly based on the students' requirements and needs.

In the same area of interest, and in one of the studies about incidental increase in depth of vocabulary knowledge through the viewing of authentic subtitled videos, Raine (2013) conducted an experimental research. It was revealed that incidental increase in depth of vocabulary knowledge was observed mostly with those who were exposed to intralingual then dual subtitles.

### **2.1.8.2. Why Use AVs**

After having a look at advantages of AMs in the preceding sections, the following will be precisely discussing advantages of using AVs as one of the types of authentic audio-visual materials.

#### **2.1.8.2.1. Motivation**

Multimedia resources and tools add an attractive touch into the classroom. AVs boost students' motivation especially for EFL learners who need more exposure to the target language. In this respect, teacher should use AVs for language classrooms frequently because they support students, and help them to enhance their language achievement. Holden (2000) found that learners' motivation was increased after being exposed to AVs as teaching materials for almost a month. This was noticed through their tendency and willingness to finish the assigned tasks; moreover, students' listening skills and communicative skills were developed. It is extremely important to shed the lights on the relation of AVs with psychology in students' learning. AVs increase students' motivation and their interests in listening. By creating an interesting classroom, this will certainly facilitate the mission of teaching and learning English; furthermore, it would save time and efforts and the classroom will be no more a teacher-centered (Heffernan ,2005; Xu & Guo, 2007).

#### **2.1.8.2.2. Visual Dimension**

One of the main advantages that can be sensed through AVs is visual aspect or picture, which added a considerable support for students. In contrary to traditional audio tapes, AVs offer learners an opportunity to watch and listen simultaneously. The latter fosters understanding, and facilitates language learning through association of gestures and contextual learning (Talavan, 2007).Through this association, a great deal of the learners will be able to use their most important senses such as seeing and hearing.

Regardless of some vocabulary that will be difficult or new for them, they will be able, to a great extent, to figure them and derive their meaning based on body language, which is available while watching videos.

### **2.1.8.2.3. Emotional Advantage**

When dealing with emotional advantage, Marshall (2002) suggested three theories to clarify learning based on selected videos. Videos offer learners engagement, activation of emotional states, attracting attention, interest, and absorption of information. The following are the main theories to explain advantages in favor of using AVs:

1. The Arousal Theory deals with how communication messages evoke varying degrees of generalized emotional arousal, and how concomitant behavior can be affected while a person is in this state.

2. The Short-Term Gratification Theory deals with affective and motivational components such as: enthusiasm, perseverance and concentration.

3. The Interest Stimulation Theory posits that entertainment promotes learning and creativity by sparking a student's interest in and imagination about a topic.

In this respect, Arthur (1999) concluded that, through imitation of live situations in the videos, students can practice what they have learnt in role plays .Also, through habitual exposure to videos, students may develop their awareness towards the target culture. Bringing AVs to the classroom offers the learners a variety of activities. Technology is the key to using AVs

AVs have an obvious advantage over conventional audio tapes that are typically very demanding, and may damage the students' confidence. Whereas, in AVs, by presenting the video in relation to its context including peoples' body language and the visual dimension of the images, this makes understanding easier. Moreover, the use of

AVs can meet students' needs of all levels, since there are always easier video sequences with slower rate and speed that can match lower level and their needs (Talaván, 2007).

### **2.1.8.3. Using Authentic Videos for Listening Comprehension**

Because teaching listening is regarded as one of the essential communicative skills, students must be provided with a variety of materials in order to develop their listening comprehension. One way to develop students' communicative skills is through developing their listening skill. By so doing, students' speaking will be developed. The theory of Multiple Intelligence explains the fact of students' different ways of learning which means that learners learn differently. Some learners are visual, others are auditory, and some others are kinesthetic. By adopting AVs in EFL classes, learners are offered a triple connection of sound, image and text to meet different types of learners, and hence make them extend their learning experiences (Gardner, 2006). Text book based- classes are proved to be boring for the majority of learners; nevertheless, AVs make students motivated, interested, and raises their concentration that promotes their listening comprehension (Heffernan, 2005; Xu & Guo, 2007). Furthermore, students who learn orally and visually learn better than those who learn orally. The connection of sound and picture have been proved to be fruitful in promoting learners' listening comprehension (Diao et al, 2007; Jones & Plass, 2002, Maneekul, 2002). No one can deny the role of non- verbal expressions in communication. Through exposure to AAMs, this would simplify the lessons for students to understand and assimilate learning (Mathew & Alidmat, 2013) through language of characters in videos accompanied with both verbal and non-verbal communication. Integrating subtitles in AVs would be of extreme significance for EFL students, especially for slow learners

(Lee, 2001). The more students are exposed to AVs, the more students' engagement in learning is promoted as well as comprehension (Oura, 2001; Sherman, 2003).

In the same line of inquiry, Ghaderpanahi (2012) conducted a research study on the implementation of AMs on EFL students' listening comprehension abilities. The study showed that students after being exposed to authentic aural materials positively improved their listening comprehension.

#### **2.1.8.4. Role of Subtitles in Language Learning**

Integrating subtitles in AVs makes language input more comprehensible and easy for learners (Vanderplank, 1988). When video activities are sometimes demotivating because of the complexity of language, subtitles are used to make them as sources of motivation and interest, especially when it comes to learning new words (Canning-Wilson & Wallace, 2000). In this respect, Talavan (2007) explains that learning vocabulary through authentic subtitled videos create students' motivation, whereas videos, which are not subtitled make learners feel insecure and anxious. Besides, subtitled videos provide immediate feedback for students, which positively reinforce students' learning.

#### **2.1.9. Putting Ideas into Practice (Canning-Wilson & Wallace, 2000)**

Canning-Wilson' and Wallace study (2000, as cited in Alqahtani, 2015) suggested an outline, a task to use AVs for teaching vocabulary. After having an idea about students' preferences and needs, and their level, teachers can select appropriate videos to meet their students' profile in whatever module they are teaching.

First, the teacher takes a clip from a film, TV show, or sitcom containing someone willing to buy or sell a house, either going to the real state agency or visiting a house or any other topics. To cut the video, s/he can use freeware software called DVD Shrink (<http://www.dvdshrink.org/what.html>) or FilmoraGo. Once you have the clip,

extract all the vocabulary items related to the field of housing (renting apartments, buying houses, etc) and include them in a list that you can complete with other relevant words of the field that are not included in the clip.

**a. Pre-Viewing Activity**

Second, the teacher starts the class with a pre-viewing activity describing the students' houses in pairs or in groups or proposing housing advertisements for the school newspaper. With such an activity, students can remember all the related vocabulary they already know and the teacher can help them in this process.

**b. While Viewing**

Third, students sit for a full viewing of a clip related to the topic that has been discussed. The clip can be shown with or without subtitles, and the subtitles can be standard or bimodal; all this will depend on the level of the class and on the goals of the teacher. In this study, we used English subtitles only. After the clip is viewed for the first time, the class discusses its content and students are asked to try to remember all the words or expressions related to housing they have heard through discussion of the topic as they can write them on the board and tell learners to pay close attention to the second viewing of the clip, to write down in their notebooks all words related to the housing field they can hear. After the second viewing, students complete the board's list.

**c. Post –Viewing Activity**

As a post-viewing activity, the teacher can ask students to perform role-plays imitating the situation of the clip, and use as many words related to housing, as they can engage in discussions about the topic being viewed in the videos. Then, as homework, students can be assigned to write an essay or sentences on a related topic where they can use most of the terms learned in the course of the task. The task presented here is just a

possible instance that follows a particular structure that can fit a 50 minutes lesson. Obviously, any aspect of the task and its development can be changed to suit each teacher's or each classroom's needs.

#### **2.1.10. Information and Communication Technologies**

ICTs refer to those computers and communication facilities that support teaching and learning. There is no doubt that ICTs play a vital role in people's lives. It is regarded as fundamental in our social practices and communicative purposes. ICTs are also witnessed strongly in language classes as "Vehicle" for input (Lund, 2003). Also, ICTs can provide the classroom with up-to-date materials from the target language, which also offer more opportunities to integrate life situations, and familiarity with the target culture as well. Teachers may bring readymade AAMs or visual aids, and use them as teaching strategies without engagement in trouble of time consuming (ibid). The issue of time constraints is one of the noticeable advantages for teachers. It is important to note how to use ICTs to be in service for language classroom. It is not only significant to be in access to technology because its effectiveness lies on how much people are knowledgeable and aware about its use.

Studies on the effect of multimedia instruction on vocabulary learning are in a continuous development. In the branch of Second Language Acquisition, Chun and Plass (1996) found that using different prompts like pictures and AVs promotes language learning, especially learning vocabulary. They insist that integrating pictorial and verbal cues in teaching vocabulary assist students in their retention of the lexical items. Besides, images would facilitate the match between lexical item and its picture in learners' mind, which means that students are going to easily memorize the words, their image, and their meaning, and so the recall will be certainly easy.

### **2.1.10.1. Computer Assisted Language Learning**

Computer Assisted Language Learning (CALL) has been commonly used in the educational environment. It is also used as a vehicle for AVs. If we come to recall its use, students and teachers use it for different purposes other than teaching and learning. If they check the meaning of words, they use e-dictionaries instead of hard copies of dictionaries, as they use visual vocabulary, grammar software, and e-books. Therefore, people, no more, enjoy hard copies and books since they take the advantage of technology facilities. As for teachers- students' interaction, moodle websites are likely to be used. Since technology has covered different domains in life, and education is one of the important aspects, computer, software, and internet are extremely inseparable in today's classroom.

CALL has proved success in both EFL and ESL classes. Both teachers and learners claim joy and enjoyment, as far as innovation in learning is witnessed. Since the twenty first 21<sup>st</sup> century, The CALL has been an issue of interest for educators and researchers (Chapelle, 2003). The term CALL has not received an absolute meaning, and hence, it changes as time changes. In this respect, Egbert (2005) emphasizes by providing two definitions. CALL stands for searching for and studying the applications of the computer in language learning (Levy, 1997, p. 1), whereas Egbert (2005, p.4) defines CALL as learners' learning a language in any context with, through, and around computer technologies. It includes desktop or laptop computers, 3G/4G Smart phones, tablet PC, and other references. Those equipments are likely to intervene in language learning in the classroom with extensive use. In that, CALL then, is a vehicle for bringing to the classroom different AMs to include reading, listening, and writing materials. With the emergence of short handheld devices, mobiles computing



technologies are also integrated in language classes as Mobile Assisted Language Learning (MALL).

#### **2.1.10.2. Mobile Assisted Language Learning**

MALL has become a strong reference in the field of education. Its value and significance in language learning is undeniable. MALL is integrated to teach pronunciation (Ducate & Lomicka, 2009 as cited in Tai and Ting, 2011), listening skill (Edirisigha et al, 2007 as cited in Tai and Ting, 2011), writing proficiency (Morita, 2003 as cited in Tai and Ting, 2011), reading comprehension (Chen & Hsu, 2008 cited in Tai and Ting, 2011) and vocabulary (Chen & Chung, 2008; Levy & Kennedy, 2005; Lu, 2008 cited in Tai & Ting, 2011). The latter is no more taught following conventional ways like definitions of words and de-contextualized learning of vocabulary items (Jiang, 2000). Nowadays, Phone applications are used to teach for instance English idioms. Generally, the role of the teacher is to share messages with learners, and guide them in order for the progress to be witnessed (Tai & Ting, 2011). MALL helps people to learn languages independently anytime and anywhere (Kolb, 2008). Being easy handheld devices, mobiles are found to be more sophisticated and convenient to the learners in their language learning (Stockwell, 2007). Almost in all over the world, as developed at The United Kingdom, the United States of America and Japan Universities, students have smart phones and use them for learning purposes (Kondo et al., 2012). The easy access to mobile devices facilitates learning and enhances learners' performance in the classroom because each learner learns the way s/he prefers using different learning styles (Hajim, 2012). Unfortunately, some students cannot afford to buy mobile devices, which makes it one of the limitations to MALL in addition to short life of the battery. Taking into account those disadvantages, it is advisable for teachers to use short videos input instead of long ones.

## **Conclusion**

Review of the literature has offered a detailed account on AMs as they have positive effects on enhancing EFL learning. Researches on the use of AMs have covered different aspects in EFL learning; however, and almost all related studies focused on one specific area in AMs such as: authentic visual materials, authentic printed/reading materials, and authentic audio materials integration. The present research deals with AAMs. As previous studies emphasized the importance of subtitles in memory development for vocabulary learning due to the combination of image and sound, English subtitles are to be merged within AAMs to help learners in their imagery development, and thus, to effectively promote learners' vocabulary; therefore, Canning-Wilson and Wallace authentic video- task will be followed in the quasi-experimental phase of our research project as an attempt to improve learners' vocabulary. The following chapter; then, is devoted to the study's research methodology including data collection procedures, methods of data analysis that are to be employed in both the exploratory and the quasi-experimental phases.

**CHAPTER THREE:  
RESEARCH DESIGN  
AND  
METHODOLOGY**

## **Chapter Four: Research Design and Methodology**

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## **Introduction**

This chapter displays precisely the methodology followed in the current study. It is concerned with describing the two phases used, namely the exploratory and the quasi-experimental phase. First, a description of population, sample, sampling techniques, and of the instruments used for data collection is provided to include both teachers interviews, students questionnaires and issues of piloting and administration of the tools. Second, explanation of the pre / post-tests, the experiment, issues of validity and reliability, and procedures used for data analysis are thoroughly discussed.

### **3.1. Research Variables**

Every research has two or more variables of interest, both dependent and independent variable. The independent variable is the one which the researcher manipulates in order to observe the changes in the dependent variable.

#### **3.1.1. Independent Variable**

In the case of our quasi-experimental study, the independent variable is AAMs. These materials are used as a technique to stimulate and enhance vocabulary learning.

#### **3.1.2. Dependent Variable**

The dependent variable, in the present investigation, is first year students' vocabulary learning, which is actually studied under two dependent variables, namely "RV" and "PV".

Other variables related to the environment and the participants as individuals are likely to interfere in the experiment.

#### **3.1.3. Extraneous Variables**

As far as research in social sciences is concerned, extraneous variables are likely to intervene.

### **3.1.3.1. Participant Factors**

Participant factors have to do with the participants themselves. They may differ on important characteristics between the control and experimental groups (Cohen et al, 2007). Individual variables come from the participants themselves. They are variables that are uncontrolled and stand between the independent variable and the dependent variable. Individual variables are motivation, anxiety, and learning styles.

### **3.1.3.2. Situational Factors**

Experimental conditions may differ from one situation to another. These can lead to experimental error, in which the results may not be due to the independent variables in research (Cohen et al, 2007). Race, maturation, history, testing, and morality are all factors that affect both dependent and independent variables.

## **3.2. Restatement of Research Questions and Hypotheses**

Reviewing research questions and hypotheses of the present study is required to justify the choice of the research design and data collection procedures.

### **3.2.1. Research Questions**

1. What problems do students face in oral expression classes?
2. To what extent does vocabulary hinder first year students?
3. What are the materials and methods used for teaching oral expression?
4. To what extent are AAMs integrated in oral expression classes?
5. What effects do AAMs have on students' vocabulary learning?
6. To what extent does students' RV improve after the integration of AAMs?
7. To what extent does students' PV improve after the integration of AAMs?

### **3.2.2. Research Hypotheses**

#### **Hypothesis one**

There will be statistical differences in students' RV level in the EG after the integration of AAMs.

#### **Null hypothesis one**

There will be no statistical differences in students' RV level in the EG after the integration of AAMs.

#### **Hypothesis two**

There will be statistical differences in students' PV level in the EG after the integration of AAMs.

#### **Null hypothesis two**

There will be no statistical differences in students' PV level in the EG after the integration of AAMs.

#### **Hypothesis three**

There will be statistical differences in the control group RV level between the pre-test and post-test.

#### **Null hypothesis three**

There will be no statistical differences in the control group RV level between the pre-test and the post-test.

#### **Hypothesis four**

There will be statistical differences in the control group PV level between the pre-test and post-test.

#### **Null hypothesis four**

There will be no statistical differences in the control group PV level between the pre-test and post-test.



**Hypothesis five**

There will be statistical differences in the post RV level test between the EG and the CG.

**Null hypothesis five**

There will be no statistical differences in the post RV level test between the EG and the CG.

**Hypothesis six**

There will be statistical differences in the post PV level test between the EG and the CG.

**Null hypothesis six**

There will be no statistical differences in the post PV level test between the EG and the CG.

**3.3. Research Design**

Designing an appropriate research methodology is essential to accomplish accurate research findings. As a pursuit to answer the research questions by confirming and / or rejecting the hypotheses of this probe, it is extremely crucial to design adequately a research method through which reliable data could be established. Also, it is extremely crucial to think of an appropriate research design to meet aims of the study, through which, an organized outline of the investigation is guaranteed and for solid evidence could be provided. Subsequently, the current study is two-fold. It is combined of two related phases by which each of the design is meant to reach an objective, and answer a specific research question or verify a particular hypothesis. Both exploratory and quasi-experimental studies have two distinct designs that are the foreground of the present research. Thus, the study used a combination of qualitative and quantitative data collection instruments through a mixed methods design.

### **3.3.1. Triangulation in the Present Study**

Triangulation in research methodology is considered an important method for researchers. It is a mixed methods design where a combination of more than two research designs is integrated in one study. Triangulation depends on the nature of research area and objectives of study which are directly guided by the research questions and/ or hypotheses. That is, it is the study's objectives that draw clearly the design of research and may require triangulation involving a mixture of qualitative and quantitative research (Walliman, 2001). Many researchers argued on the use of mixed method approach because mixed methods study involves: "...the collection or analysis of both quantitative and/or qualitative data in a single study in which the data are collected concurrently or sequentially, are given a priority, and involve the integration of the data at one or more stages in the research process (Creswell et al, 2002, p.212).

Mixed methods approach allows the researcher to gather data which are different using different tools to tackle the same topic of interest ( Morse, 1991). Dornyei (2007, p 62) adds: "the mixed methods inquiry offers a potentially more comprehensive means of legitimizing findings than do either Qualitative or Quantitative methods alone by allowing investigators to assess information from both data types". The tools that the researcher can use are two-fold: quantitative and qualitative. The present investigation used both qualitative tools such as: interviews and questionnaires, which are involved in the exploratory descriptive phase, and quantitative tools such as: tests, which are directly utilized in the quasi-experimental study. Exploratory phase then, was an introductory study to the quasi-experimental investigation.

### **3.3.2. Exploratory Study**

As mentioned earlier, our study was a combination of two designs both exploratory and quasi-experimental method. Exploratory research is known as prior

investigation or pre study, which usually precedes experimental studies. This type of research aims to accomplish a better understanding about a certain phenomenon or a problem of interest.

Wagenaar and Babbie (2001) suggest that exploratory design is related directly to “the purpose of the study, with the main aim to explore a topic and to provide a certain level of familiarity with it”. The former aims to explore major factors that likely affect first year EFL students during oral expression classes, problems encountered for both students and teachers.

The first phase of our investigation was exploratory in nature. It “generates information about unknown aspects of a phenomenon” (Teddlie & Tashakkori, 2009, p.25). In our exploration, teachers preliminary interviews, students preliminary questionnaires, and needs analysis questionnaire were utilized. Through the exploratory phase, an important part attempted to provide a solid justification of the existence of the research problem within the setting of the study and the target population. Data gathered from this phase of study prepared the grounds for the quasi-experimental phase. For example, through the identification of students’ level, materials’ selected for the training sessions was established. Therefore, details about the instruments, their aims and objectives, administrations are to be presented below.

### **3.3.3. Quasi-Experimental Study**

The second phase of our investigation was a quasi-experimental study. As explained by Cohen et al (2007), experimental studies involve the manipulation of a variable of interest (independent variable or treatment variable) and the measurement of the effect this variable has on another variable of interest (dependent variable). Experimental design represents a protocol for data collection with the aim to establish causality between treatment and changes in the dependent variable. The important key

to be considered is how participants are allocated to treatment conditions. ‘True’ experiments involve full control of the researcher over the allocation and scheduling of the treatment including the EG and CG. ‘True’ experiment involves random allocation of participants to treatments. Based on the abovementioned clarification and taking different factors that affected our selection of the sample which was non random sampling, our study is mainly “quasi-experimental in nature.

‘Quasi’-experimental research procedure seeks to establish causal-effect between an independent variable and variations in a dependent variable in which there is no full control over the allocation of participants. The lack of random allocation is typically considered the demarcation from ‘true’ experiments in many areas of psychology, such as social and educational psychology. As long as educational research and social sciences are concerned, true experimental design is impossible to be established as it is explained by many researchers (Cohen et al, 2007).

The second phase of our study is not a true-experimental investigation, but rather a quasi-experimental research with pretest and posttest design assigned to both EG and CG while treatment activities are only assigned to the EG. The rationale behind this design was that participants were not randomly selected with two available groups of 15 fifteen students selected for study. The main difference between experimental and quasi-experimental studies is randomization of the sample which is selected using other types of sampling like systematic or convenience sampling. Our study followed a convenience sampling.

### **3.4. Research Setting**

Our investigation took place in First year oral expression classes at the department of English, Mustapha Benbouleaid, Batna 2 University, Algeria; during the

academic year 2017/2018. Therefore, all the study's procedures of data collection were conducted in the same context.

The experiment was conducted in oral expression classes. The reason behind selecting such a module for our investigation was based on a rational look at:

- ❖ The different modules taught in EFL classrooms
- ❖ The designed syllabus for each module
- ❖ The objectives set for each module

### **3.5. Sampling Technique**

Sampling in research methodology, is a process of taking a representative size of sample from the whole population using different types of sampling techniques. The sample, in the present investigation, was selected based on a convenience sampling strategy. The latter, as it is called accidental or opportunity sampling, involves the assignment of accessible individuals from a larger population (Frey, et al, 2000). While Babbie (1990) refers to convenience sampling as non-probability sample which rely on available subjects to study a phenomenon.

A convenience sampling was followed to select our sample, a type of sampling which is established through taking available participants to take part in a study. Two groups (CG & EG) were randomly from the whole population and each group consists thirty 30 students. The selection of CG & EG was arbitrary, without any knowledge about their level and profile, the lists of groups were taken directly from the administration at the beginning of the academic year.

#### **3.5.1. Target Population and Sample**

Introducing the population and the sample of the study is important because it identifies the research boundaries and limitations.

### **3.5.2. Research Population**

Research population is defined by many researchers as the total number of persons that represents the interest of the researcher who is studying a particular phenomenon. Polit and Hungler (1995) explains population in other words as: “The totality of all subjects that conform to a set of specifications, comprising the entire group of persons that is of interest to the researcher and to whom the research results can be generalized” (p43). Actually, the research problem is first observed among the whole population. The sample, then, is a way to study it.

The population, which is targeted to investigate the effect of AAMs on English vocabulary, was first year Students of English at Mustapha Benboulaïd- Batna 2 University. Learners of the target population are 300 students aged between 19 to 22 years old. Choosing first year students was purposive as they are beginners who generally encounter learning difficulties as far as EFL is concerned in the Algerian context.

### **3.5.3. Research Sample**

A sample is by definition, a representative portion which is taken from the targeted population for research purposes. It is, by definition, “subgroup of a population” (Frey et al, 2000). The sample is “representative in the sense that each sampled unit will represent the characteristics of a known number of units in the population”. It entails that each member of the population might have an equal chance of being studied or taking part in the specific study.

### **3.5.4. Participants**

Along the current research, a number of participants were invited to take part in the two phases of investigation. Hence, participants are introduced precisely according to their participation as follows:

#### **3.5.4.1. Participants in Exploratory Phase**

In the exploratory phase, a preliminary interview with 05 five oral expression teachers. Besides, sixty 60 undergraduate learners of English participated in a preliminary questionnaire, a needs analysis questionnaire, and a placement test.

#### **3.5.4.2. Participants in Quasi-Experimental Phase**

In the treatment phase, participants were sixty 60 undergraduate learners of English: thirty 30 students for the EG and the other thirty belonged to the CG. Both groups were given pre and post tests, however only the EG participated in progress tests to check their progress during the treatment phase.

### **3.6. Data Collection Procedures**

A set of data collection procedures were employed for gathering information to answer the research questions and verify the hypotheses. Therefore, both qualitative and quantitative tools were utilized for gathering information.

#### **3.6.1. Data Collection Procedures for Exploratory Study**

In the first phase of our research, a set of qualitative tools were utilized in order to explore oral expression classes to identify the problem and justify its existence within the target population. That is, to support our claim that First Year Students of English at Mustapha Benbouleaid Batna 2 University face difficulties in English learning and vocabulary as a main linguistic problem. Also, such a phase is also concerned with gathering information about the teaching methods and teachers' problems in oral expression. It also seeks to sound students' opinions and perceptions regarding AAMs. These qualitative and quantitative tools consist of teachers interview, students preliminary questionnaire, placement test, and needs analysis questionnaire for students, which are developed below.

### **3.6.1.1. Teachers Interview**

An interview is commonly used in qualitative studies. It is usually conducted face to face with small size samples in order to inquire about a particular topic and to understand and gather more information of people about a certain issue. It is defined by Kvale (1996) as: "...an interchange of views between two or more people on a topic of mutual interest, sees the centrality of human interaction for knowledge production, and emphasizes the social situatedness of research data" (p14). This implies that interviews are mainly based on social interaction between people in order to establish a closer look into a specific topic of interest.

Semi-structured, non-standardized interview is a qualitative tool which is usually used in descriptive and exploratory studies. It is concerned with describing a specific phenomenon as it is. David and Sutton (2004) define semi-structured interview as: "Non-standardized and are frequently used in qualitative analysis. The interviewer does not do the research to test a specific hypothesis". (p87). This means that interviews to describe a phenomenon as it is.

A semi-structured interview was purposefully designed for teachers of oral expression, and consists of six (6) open-ended questions (see **Appendix A**). It was conducted with all the teachers of first year oral expressions. Five teachers were interviewed face to face using a tape recorder for taking notes. Thus, participants were given time for explaining their views, but they were not informed about the problem being researched to avoid any biases. Permission of using the recordings was asked from teachers before the interview.

### **3.6.1.2. Aims of Teachers Interview**

The interview's main purpose is to explore teachers' views, experience in teaching oral expression, objectives of the module, followed methods, students and



teachers problems faced in teaching and learning. Also, it aims to explore teachers perceptions and opinions about using AAMs in their teaching. Therefore, aims of teachers interview can be presented as follows:

1. Justification of the existence of the research problem under investigation.
2. Exploring objectives of the module of oral expression classes (what is supposed to be developed in oral expression to include skills and the nature of the module)
3. Describing methods and ways used for teaching oral expression and teachers' problems in oral expression classes
4. Exploring students' problems and factors affecting learning in oral expression classes
5. Exploring the use of AAMs in oral expression classes and teachers perceptions towards their implementation.

### **3.6.1.3. Students Preliminary Questionnaire**

Questionnaire is a written research instrument, which consists a set of questions or/ and statements about a particular issue or a certain existing phenomenon. In this, Brown( 2001) better explains questionnaires as: "...any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers" p 6. This means that there are types of questionnaires according to the nature of questions. Some questionnaires consist of multiple choice items, others include open-ended questions, and some others combine both multiple choice questions and open-ended questions.

Questionnaires are easy tools that are used for gathering information related to a group of people or / and a particular phenomenon. According to Dörnyei and Taguchi (2009), "The main attraction of questionnaires is their unprecedented efficiency in terms of (a) researcher time, (b) researcher effort, and (c) financial resources". In fact,

researchers opt for conducting questionnaires, as they save time and because they are easy to conduct and administer. Bryman (2016) insists that questionnaires allow researchers to avoid biases while doing their research, which is common with interviews where the researcher interacts with the interviewees, whereas in questionnaires there might be no interaction between the researcher and the participants.

This questionnaire was comprised of five 05 open-ended and two close- ended questions in which the students are asked to provide justifications for their responses.

This preliminary questionnaire was developed for data collection from the part of First Year students of English at the Department of English at Batna 2 University .It is developed to explore mainly students' attitudes towards oral expression classes, materials used for teaching oral expression, students' opinions about these materials, and the use of AAMs.

#### **3.6.1.4. Needs Analysis Questionnaire**

This questionnaire was conducted with First Year students of English .It consists of two sections and each one was devoted for particular aims as illustrated below.

##### **Section I: Students' Perceptions & Difficulties in Vocabulary Learning (Statements 01-08) (Attitudinal section)**

This first section was an attitudinal scale .It included 08 statements (see **Appendix E**) .The students were asked to indicate their degree of agreement and disagreement towards the statements using 05 points likert scales (1.Strongly agree=SA, 2.agree=A, 3. uncertain=U, 4.disagree=D, 5. strongly disagree=SD).This section was developed to explore students' perceptions towards vocabulary learning, and vocabulary difficulties that they face while learning English.

## **Section II: Students' Needs Analysis in Oral Expression (Q 01-Q11)**

This section encompasses 10 questions both open and close ended questions which was Adapted from Moss (1994). Questions **(01, 02, 06, and 07)** were adapted to serve our study's aims, whereas **(04, 10)** were kept in the same form and content. Questions **(03, 05 & 08)** were self- designed. This section is concerned with identifying students' needs in oral expression, their interests, their current level and weaknesses. The ultimate aim was to design appropriate courses in order to meet students' level and needs in oral expression. The last stage was devoted to further suggestions. In this stage, students were offered an opportunity to express themselves and mention any details in relation to their learning, and to the module of oral expression. Therefore, they were asked to discuss and suggest their personal views and learning experiences, and to mention any suggestions that they believe they make their oral expression courses enjoyable and interesting.

### **3.6.1.5. Aims of Needs Analysis Questionnaire**

Based on McGrath (2002) suggestion of authentic texts' selection, one important component is considered when choosing appropriate AAMs is relevance to learners' needs. A students' questionnaire is to be distributed to students in order to detect their needs in oral expression. Therefore, designing and selecting the appropriate authentic texts to be implemented for the treatment training is the central aim of needs analysis questionnaire (ibid). Another aim is identifying students' attitudes and difficulties towards vocabulary learning.

### **3.6.1.6. Administration of the Questionnaires**

Administering questionnaires is divided into two methods: self administered and group administered (Brown, 2001). The first type is applied through handing the questionnaire to each respondent in a different time and place, whereas group

administration is applied by handing the questionnaires to the individuals at the same time and place. In the current study, a group administration process was followed.

After having a rational look at the questionnaires and taking into account students remarks during the piloting process, the final version of the questionnaires was completed and thus distributed to the students further. A group administration process was followed and time allotted for answering the questionnaire is 30 minutes. 60 questionnaires were distributed and 60 students handed back the total number of documents.

### 3.6.1.7. Placement Test

Placement test is run at the beginning of a language course. It draws learners' profile, and provides an accurate description of their language level and ability in relation to a particular syllabus (Hughes, 2003; Harmer, 2007; Brown, 2000). Placement test increases the quality of learning since it sheds lights on several matters related to classroom such as complexity of the materials to be brought to the classroom, and matching learners' level with the assigned curriculum.

At the beginning of the oral expression course, a total of 60 EFL students sat for a language placement test (see **Appendix I**). They were grouped into the same level according to their performance when they first entered the university. Students took the same English courses for 07 years; therefore, they could be considered as students with about the same proficiency level; however, students come from a mixture of both a scientific and literature stream. In the placement test, the major focus was identification of learners' language proficiency.

In the present investigation, the aim behind conducting placement test was, first, to identify students levels (**advanced, intermediate, advanced**, and other **classification levels**). Second, to select the appropriate vocabulary level tests (both RV& PV) that

meet students' level and which version (A, B, C, or University word level) that goes with their level, and to select appropriately materials to be involved in the treatment training for the EG .After placement test was distributed, learners were ranked according to their scores in the test. Taking that the majority as the overall level is considered the norm and valued in all over the world; consequently, we considered taking the majority to decide the students' level at the beginning of the first semester.

The test is an updated *New Inside Out Quick Placement Test* developed by the international organization Macmillan Publishers (2015). It focuses on both grammar and vocabulary. Generally, the test takes 30 minutes. It consists of 60 multiple choice items in which each correct answer represents 01 point. Based on the related scoring guide provided with the test, students' overall level is determined. That is, score 10 to 19 means elementary, 20-29 means pre-intermediate, 30-39 means intermediate, 40-49 means upper – intermediate, 50-60 means advanced.

### **3.7. Piloting Tools in Research**

Piloting a research instrument plays a golden role in any investigation because it provides the researcher with precious insights concerning the instrument and its reliability and validity. It tests protocols, data collection instruments, sample recruitment strategies, and other research techniques (Stewart, 2004). The aim behind the piloting test is to ensure comprehension, clarity and appropriateness, reliability and validity of an instrument. Piloting tools is usually applied with a group of people from the same population, but not conducted with the same people from the target sample. By doing so, the researcher would have an idea about:

01. Ambiguity of both words and questions
02. Easiness and complexity of the items/ or questions
03. Repetition of the questions or items concerning their aims

04. Time issues or constraints: Is the allotted time for the participants sufficient?

05. Scoring issues including scoring of the answers

### **3.7.1. Piloting Teachers Interview**

To ensure the validity of the interview, the interview questions were pilot tested to evaluate the appropriateness of the questions. The pilot testing was carried out with two teachers in the department of English language at Mustapha Benboulaïd Batna 2 University. First, the clarity and validity were assured by checking that the questions were clearly understood by the interviewees, and contained no vague or ambiguous statements. Then, the time needed to complete the interview was tested to determine its reasonability. After getting the required answers, some questions were omitted as they seemed to provide the same information and yielded the same answers from the participants, whereas other items were modified.

### **3.7.2. Piloting Students Questionnaires**

In our case, both questionnaires were piloted with 10 ten students from the target population in which the students were asked to fill out the questionnaires and write down any remarks and any difficulties they face while answering the questionnaires. After that, the questionnaires were handed back and the necessary modifications were followed.

## **3.8. Data Collection Procedures for Quasi-Experimental Study**

The second phase of our study was devoted to the treatment phase. The quasi-experimental study involves the manipulation of the independent variable to measure and observe changes in the dependent or dependent variables. As far as experimental study is concerned, testing the learners' performance before and after the treatment is crucial because it examines treatment effectiveness.

### 3.8.1. Pre –Test

According to Griffiee (2012), a pre-test is a test that is administered before running a test on a certain population. It aims at “establish[ing] baseline data” (p. 91). This means that the pre-test attempts to elicit participants’ actual level of a particular skill before receiving treatment to ensure that they are the same in terms of level.

Pre-test was run to test the learners’ prior knowledge of vocabulary before the integration of AAMs. Therefore, the main interest was on vocabulary in particular. In the present study, the pre and the post-tests consisted of two parts: the first section was devoted for RV and the second part was used for PV.

#### **Section One: RV Level Test (Webb et al, 2017)**

For the pre RV test, the updated vocabulary levels test developed by Webb et al (2017) was adapted to measure examinees’ written receptive knowledge of the most frequent vocabulary frequency bands. This test possesses several advantages over versions of the previous vocabulary levels test as clearly and thoroughly reviewed in the related literature (**check previous vocabulary levels test in chapter two**) because it measures:

- a) It measures vocabulary knowledge of each of the first five 1,000-word frequency bands.
- b) Easiness of the updated version of the test enables Test-takers to complete the test anytime and anywhere with the help of internet.
- c) It measures vocabulary knowledge based on the more comprehensive way and

d) The test involves variety of word parts as it is programmed to randomly employ 05 noun, 03 verb, and 02 adjective clusters for each level from the item bank.

d) It utilizes a multiple-choice format facilitating item independence

e) It has a parallel aural vocabulary levels test.

It is recommended by researchers (Nation, 2001) that the updated vocabulary levels test is used as a diagnostic, formative, or summative instrument and that researchers and EFL teachers use it to test vocabulary levels that are appropriate for their needs. The test form is freely available and can be downloaded since it is available on line. This test is used as a Pre-test in order to test the students' prior vocabulary level before incorporation of treatment or teaching method. In the current study, we used the updated vocabulary levels test to test students' RV level before the integration of AAMs.

#### **3.8.1.1. Order of Items in Pre RV Level Test**

Learners need to sit for all the items in the test because of various reasons. One main reason is that learners are likely to provide answers to some items, which are outside their typical level of vocabulary knowledge. Nation (2001) found that even learners with lower proficiency improved their scores by sitting the lower frequency sections of the test. The items in the test are usually arranged in frequency order. Frequency order may lead learners to give up the test during the later levels, so it is probably advisable to mix the levels with higher frequency words appearing through the whole test. Such an order is more likely to maintain engagement within the test and encourage the students to sit for all the words in the test.



### **3.8.1.2 Validity and Reliability of Pre-Test**

Validity and reliability are two related criteria when dealing with instrument quality in research. That is to say, whenever we speak about validity, we directly refer to reliability because it is through using a valid instrument, reliable findings can be established.

Validity refers to the extent to which the test (research instrument) measures what it is supposed or / and designed to be measured (Smith, 2001). Reliability, on the other hand, is established when “a scale or test is repeated within the constant conditions and the test or the instrument gives the same results” (Moser & Kalton, 1989, p 353).

In order to check and maintain validity and reliability of the pre RV test, the updated vocabulary levels test was used in many research studies in EFL contexts to measure RV (Webb et al, 2017) such as Japan and other universities. Thus, it was adopted from the reviewed literature, which is related to our study. Validity and reliability of the pre PV test have been proved by the authors of the test ( Laufer & Nation, 1999), and used by( Joe , 1994).

#### **Section Two: PV Test**

PV size indicates a controlled productive ability of the learner .It implies a degree of learners’ knowledge of a word and its use. Controlled productive ability refers to the learners’ ability to use a word in a sentence when asked to (Laufer & Nation, 1995). This can be accomplished using two strategies: a) the first way to do it is the unconstrained way ,which is to ask the students to use the word in sentences of their own without any given context, and b) the constrained way in which the students are asked to fill in the gaps in paragraphs or sentences where the missing word has to be found by the student. In the current study, the constrained way is used as a measuring

productive size in order to test students' ability to use words before the incorporation of training with AAMs. Therefore, a meaningful sentence context is presented to the students and the first letters of the target word are provided; however, in order to not avoid leading the students to the right answer, a minimal number of letters is provided. The following is a sample sentence that is used in the pre productive level test:

The book covers a series of isolated epis..... from history.

### **3.8.2. Post- Test**

Researchers claim that post-tests are similar to pre-tests. Griffiee (2012) insists that they are: "the same or very similar to the pre-test, and is administered after the experiment or teaching takes place" (p. 91). To check the significance and the effect of AAMs on students' vocabulary, a post-test has to be employed to check differences in students' achievement between the EG who received treatment and the CG, those who received no treatment. In the post test, the new learnt vocabulary for both RV and PV are employed: the first section for RV and the second section were designed for PV. The post- test had the same format exactly as the Pre-test as illustrated in the following sections:

#### **Section A: RV Level Test**

The vocabulary items in the post- test were designed from the courses that were implemented in the experiment. For the RV level post-test, some of the vocabulary items were kept the same as the ones in the pre-test because they have relation with the designed courses in the treatment on one hand, and for the sake of comparing the scores gained in the pre- test on the other hand. A set of vocabulary items taken from the videos during the courses were provided. Besides, for the synonyms and definitions in the RV post test, Oxford dictionary, Cambridge online dictionary, the format and norms were followed in the pre-test.

Some modifications have been added in order to meet the study’s objectives. The added modifications may affect the validity and reliability of the test; therefore, the “the RV level test” was piloted with 10 ten students from the target population and 6 teachers in order to validate it. The Test sought to check the following criteria:

- ❖ Time allotted: Is the time allotted for answering the test sufficient?
- ❖ Complexity of test: Does it meet the students’ level?
- ❖ Clarity of items: Are the items of the test clear?
- ❖ Clarity of instruction: Is the instruction clear for the students?

Once the students have shown no objections to the above criteria, and the instructors’ feedback was revised, the last version was administered.

Having all the aforementioned in mind, students agreed that the time allocated was sufficient for them to complete answering the test and the instruction was clear for them. Joined with the instructors’ feedback about the test, the researcher revised the test which was later administered to the target sample.

**Section B: PV Level Test**

In order to measure students’ PV level after the treatment, the same instruction adopted from the last statement of the measuring scale VKS (as presented in progress test below) was followed. This strategy, which is a constrained way of testing was suggested and proved by (Paul and Nation ,1995) and developed by (Wesche & Paribakht, 1996) as shown below:

v. I can use this word in a sentence: \_\_\_\_\_.

However, the statement was transformed to an imperative sentence as follows:

Use the following word in a sentence of your own production

.....



When correcting PV level post- test, the focus was given to correct meaningful sentences with no attention paid to grammar, spelling mistakes or sentence structure. It is frequency of use of the learnt vocabulary by students, which is of interest.

Validity and reliability of this test was provided in progress test and a full description is presented below.

### **3.8.3. Method Used in Scoring Pre and Post -Test**

The way of scoring was adopted and inspired by (Webb et al, 2017) to meet the research objectives. Both the pre and post - test have the same scores .Each correct answer is worth 01 point in both the receptive and the productive test (Webb & Nation, 2017), and for the new learnt items that were integrated in the post receptive vocabulary test, 01 point was given to two correct items to create balance between pre and post tests scoring. For the post productive test, the students' PV is the main concern.

### **3.8.4. Progress Tests**

Actually, opting for a progress test or tests is optional during the treatment phase. However, it is advisable to conduct such instruments as continuous evaluation of the learners' progress being trained using a particular method of teaching. In our case, the researcher opted for four 4 progress tests to observe the progress of the EG during the experiment.

In order to assess the development of the RV and PV, VKS, developed by (Wesche & Paribakht, 1996) was followed during the evaluation stage. VKS is easy to administer, correct and easy for students. Originally, this scale was developed as an instrument for research into vocabulary acquisition. The specific purpose of this scale is to measure and test vocabulary (ibid). Therefore, this scale is a useful instrument for researchers. It consists of five self-reported levels whereby learners assess how well

they 'know' a word and how correctly they can use the learnt vocabulary in terms of both receptive and productive knowledge. Both this scale and other vocabulary test overlap to a great extent as they both measure learners' knowledge of the word and its use. The five self-reported statements are presented as follows:

- i. I don't remember having seen this word before.
- ii. I have seen this word before, but I don't think I know what it means.
- iii. I have seen this word before, and I think it means \_\_\_\_\_. (Synonym or translation).
- iv. I know this word. It means \_\_\_\_\_. (Synonym or translation)
- v. I can use this word in a sentence: \_\_\_\_\_.

#### **3.8.4.1. Validity and Reliability of the VKS**

For the VKS, this test is a measuring scale which is used by many researchers to measure students' vocabulary knowledge of word. It is a valid reliable and an easy scale which measures both RV and PV in one test. Validity ( Wesche & Paribakht, 1996) and reliability of the VKS were proved and reinforced by researchers in both ESL and EFL contexts like ( Wesche & Paribakht, 1996; Rosszell, 2007).

However, this test was adapted and modified according to the study's objectives and to facilitate it for students by focusing on the last three points from the five self-reported statements (the first two statements measure RV, and the third statement measures PV). To ensure validity and reliability of the scale, the test was piloted with 10 ten students and the last version was developed as presented below.

- iii. I have seen this word before, and I think it means \_\_\_\_\_.(Synonym or translation).
- iv. I know this word. It means \_\_\_\_\_. (Synonym or translation)
- v. I can use this word in a sentence: \_\_\_\_\_.

#### **3.8.4.2. Method Used in Scoring Progress Tests**

In order for the researcher to correct, organize, and measure the students' progress in both RV and PV, statements (iii, iv) were selected to measure RV with assigned 0.5, while the last statement (v) was selected for PV assigned 01. In the current study, we included 04 four progress tests have been devoted to check the development of students' vocabulary with 10 points for RV and the other 10 is for PV.

#### **3.8.5. General Description of the Treatment**

The treatment training on AAMs lasted for 08 weeks. The treatment was used by many researchers in EFL and ESL classes (Canning-Wilson & Wallace, 2000; Alipour et al, 2012; Isazadeh et al, 2016; Kabooha & Elyas, 2018) to develop learners' vocabulary and language learning. In this study, AAMs are used for developing students' RV and PV taken from YouTube channels created for entertainment and other life purposes. The content of the materials was selected according to students' needs as they are equipped with standard subtitles, by which learners can listen and follow the scripts, develop their word spelling, improve their pronunciation, and word recognition. AAMs assist learners to improve their vocabulary because they learn words in context.

Basically, the EG was taught with AAMs through short AVs to provide a triple connection between image, sound and text. In this case, learners could check correct pronunciation, words' spelling, and learning to use words in context ( Danan, 1992). They watched, listened to the video for almost three times using their smart phones and/or data show. After the listening task, the topic of video was discussed. Besides, learners received some written exercises for practicing the new learned vocabulary.

### 3.9. Outline of the Research Questions and their Equivalent Data Collection

#### Procedures

Table 2

*Research Questions and their Equivalent Data Collection Procedures*

<b>Research Questions</b>	<b>Data Collection Procedures</b>
<b>R Q 1:</b> What problems do students Face in oral expression classes?	Teachers Interview & students Preliminary questionnaire
<b>RQ2:</b> To what does vocabulary hinder students?	Students Preliminary Questionnaire & Teachers' Interview
<b>RQ 3:</b> What are the materials and methods used for teaching oral expression?	Students Preliminary Questionnaire
<b>RQ4 :</b> To what extent are AAMs integrated in oral expression classes?	Both Teachers Interview & Students Preliminary questionnaire
<b>RQ5 :</b> What effects do AAMs have on students' vocabulary learning?	Quasi-experimental Study
<b>RQ6:</b> To what extent does students RV improve after the integration of AAMs?	Quasi-experimental Study
<b>RQ7:</b> To what extent does students PV improve after the integration of AAMs?	Quasi-experimental Study

#### 3.10. Data Analysis Procedures

After having gathered the data from both the exploratory phase and the quasi-experiment, analysis and interpretation of the data gathered are necessary to answer the research questions, and verify the study's hypotheses. In this respect, Creswell (2014) explains: " data analysis involves making sense out of the text and image data" p.21. This means that besides reporting statistics and / or points of views from the participants, clarifications and justification have to be provided. Indeed, data can be both qualitatively and quantitatively analyzed.

### **3.10.1 Analysis of Qualitative Data**

In research, the gathered data can be quantitative and qualitative. This implies that analysis could be related directly to their nature. That is, the data may be numerical, which requires quantitative analysis as it can be words, which require qualitative description and interpretation. In research methodology, it is not the tool that decides whether the data is quantitative or qualitative, but rather the nature of the questions and items. Close-ended questions are quantitative because no clarifications are expected from the participants for example yes/ no questions, whereas open-ended questions are qualitative in nature since the participants are supposed to provide justifications to their responses. In the present investigation, questions in teachers interview are qualitative; on the other hand, the data generated from the students questionnaires are both quantitative and qualitative. Qualitative and quantitative analysis are accomplished through a set of strategies. In our study, a thematic analysis was employed to analyze the qualitative data as explained below.

### **3.10.2. Thematic Analysis**

The adopted procedure for data analysis was thematic analysis. Thematic analysis was followed as an approach for analyzing the teachers' interview and qualitative questions of the questionnaires. Generally, qualitative approach is the widely used for analyzing interviews and qualitative data (questions) in questionnaires. It is based on a theoretical rationale developed by Braun and Clarke (2006). According to them, thematic analysis is a method used for 'identifying, analyzing, and reporting patterns (themes) within the data' (p.79). This method is rigorous thematic approach that can produce an insightful analysis that answers particular research questions' (Braun & Clarke, 2006, p.97).



The data analyzed has to be transcribed and reduced into themes following the process of coding in order to be identified and organized into similar categories. This process is found to be efficient and time saving as it facilitates the identification of themes common in teachers' responses. For example, the utterance of "*they think they can't speak as they feel less confident*" was classified under the category labeled *Students' psychological problems*.

After the classification of themes, interpretation of the qualitative followed, and discussion of the findings was conducted under the light of the related research questions.

### **3.10.3. Analysis of Quantitative Data**

Contrary to qualitative data, quantitative data can be analyzed both quantitatively and interpreted qualitatively. In the present study, numerical data were analyzed using the Statistical Package of Social Sciences (SPSS) and Excel. Thus a better description of the process of quantitative analysis is provided below.

### **3.10.4. Statistical Analysis**

Questionnaires in the present study were analyzed quantitatively by both SPSS software version 22 and Excel. Hence, analysis of the students questionnaires has yielded both quantitative results and qualitative data. The qualitative findings collected from open –ended questions from the students questionnaires are presented and discussed using a thematic approach and interpreted qualitatively. The quantitative results are counted and presented in tables and graphs with frequencies and percentages.

### **3.11. Ethical Issues and Considerations**

Along with this study, it was assured that participants were not forced to participate in the study. Participants were informed about any inquiry they asked about, and any clarification they wanted to have regarding procedures of data collection related

to the topic of our investigation. For the questionnaires, students were asked to not mention their names to win their trust, and make them feel at ease to get valid data. For the interview, teachers were informed about the aim of our study. Confidentiality of the teachers' answers was guaranteed and their names were not mentioned along with the study analysis. Instead, coding was used (interviewee 01, interviewee 02, ..) for teachers and symbol x (student x ) to refer to students.

### **Conclusion**

This chapter provided, to a great extent, an overview of the methodological aspects related to this study. It also reviewed an amalgam of instruments used to elicit data following a mixed method study where triangulation of data collection methods was employed. It also discussed methodology including exploratory and quasi-experimental phases, quantitative and qualitative data analysis procedures, and ethical issues.

**CHAPTER FOUR:**  
**DATA**  
**ANALYSIS AND**  
**DISCUSSION OF**  
**EXPLORATORY PHASE**

## **Chapter Four: Data Analysis and Discussion of Exploratory Phase**

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## **Introduction**

Going through an exploratory study is a crucial matter to do as far understanding of the research problem is concerned. Thus, this chapter's ultimate aim is a clear identification of the research problem under investigation, teachers' perceptions and teaching experiences. This chapter is devoted for analysis and discussion of both teachers interview, students preliminary questionnaire, and students needs analysis questionnaire. Analysis of Students' needs is proved to play a successful key to course design. It is a vital move from the teacher at the very beginning of teaching course. This chapter is also concerned with exploring students' attitudes towards vocabulary learning, and analyzing first year students' needs in oral expression classes.

### **4.1. Qualitative Findings of Teachers Interview**

The findings of teachers interviews are meant to answer mainly the first four research questions. The first research question is about problems faced by students in oral expression classes. The second question is about the problem of vocabulary faced by first year students. The third research question is concerned with tools and strategies used for teaching oral expression. The fourth question is about the integration of AAMs in oral expression classes. The findings are displayed and organized as follows:

#### **4.1.1. Students' Problems in Oral Expression Sessions**

According to the teachers interviews, students' problems in oral classes can be linguistic, those related to language performance, and psychological, which have to do with students' psychology.

##### **4.1.1.1. Students' Problems Related to Language Proficiency**

The first theme that was noticed in teachers' responses was language proficiency problems. Teachers have explained the different problems that most of learners usually

encounter during oral expression classes, and emphasized how much these problems are repeatedly faced by students.

Vocabulary, pronunciation, listening comprehension, and shift in tenses are all salient problems that whenever students want to express their ideas and participate, are likely to interfere in their oral performance. Vocabulary is one of the major problems that most of the students face in their learning of English, most particularly oral classes. This appears in the teachers' utterances below:

Interviewee 01:

*" well!! What I have noticed in my oral classes is that students face problems in pronunciation, listening comprehension..... ah!!!! emmm!!!! students lack vocabulary ..... Students whenever they want express their ideas, they get stopped by not finding appropriate words".*

Interviewee 02:

*" students do face serious problems concerning everything ...speaking problems , Algerian thinking, pronunciation ,but when it comes to vocabulary it is a salient problem ,they don't have enough vocabulary to handle a simple conversation".*

Interviewee 03:

*"I am gonna say that the main problem that faces students whenever they come to speak English is lack of vocabulary even though they have clever ideas they can't translate them into words or appropriate vocabulary".*

Interviewee 04:

*"ok!! My experience in teaching oral expression for 10 years allows me to say that students come with low level in oral performance. They have problems of pronunciation, grammar ....Lack of vocabulary which is the reason to lead students to not participate".*

Interviewee 05:

*“I think and according to my experience with oral classes, lack of vocabulary is the most experienced issue among students they don’t know appropriate words to say what they want to say”.*

In addition to students’ problems of linguistic performance, psychological problems are also common in oral expression classes as argued by teachers.

#### **4.1.1.2. Students’ Psychological Problems**

As pointed in the interviewees’ responses, students struggle to take part in the classroom because they are controlled by a set of factors or, once again, psychological problems such: boredom, lack of motivation, anxiety, lack of self confidence, shyness, and fear of mistakes. Teachers’ utterances are presented below:

*Interviewee 01:*

*“.....they are also shy especially girls .... the majority of girls are shy even though they have excellent ideas and enough vocabulary but they think they can’t speak as they feel less confident thinking that they don’t have enough vocabulary to speak ”*

*Interviewee 02:*

*” whenever students are asked to engage in a specific topic, they feel hesitation, losing ideas and confidence about themselves..... See?!! Lack of Vocabulary and good level in English can create lack of motivation which in returns causes boredom because students can’t engage in discussion”.*

*Interviewee 03:*

*” when I ask students to participate in oral expression, they hesitate because they think they don’t have the appropriate words to express their minds..... and that if they speak , they commit mistakes and of course will be laughed at by their classmates”*



*Interviewee 04:*

*“You know whenever we have meetings in the teachers room... we talk about students problems... the main problem for students is anxiety..... Students fear talking or participating in the classroom”.*

*Interviewee 05:*

*“Students face a lot of problems in oral expression..... They hesitate even though they have ideas about they fail to describe and say what they think..... Sometimes students have bright ideas, but they don't participate”*

#### **4.1.2. Designing Oral Expression Courses**

Teaching oral expression seems to be taught following a set of holistic teaching strategies. Instead of following specific designed unified courses, teachers teach independently following their teaching methods. Also, collaboration is missing between teachers. Mostly, oral expression teachers use handouts as a main tool for the delivery of the lesson. In order for the students to practice English, a set of written tasks are followed to include fill in the gaps, matching definitions of vocabulary with their equivalent terms, some speaking tasks, topics for discussion, listening to some audios like music and songs, and presentations. The following are some of the teacher's arguments:

*Interviewee 01:*

*I try to teach them some of the cultural aspects of British culture , some idioms to be used, bringing an idiom and discuss them with the students....sometimes students are given a situation like “the afternoon tea” which is a tradition in the British society “.*

*Interviewee 02:*

*We do not actually follow a unified course design .I actually let the students match words with their definitions .... Fill in the gaps.... use picture of vocabulary to be matched with appropriate words..... Students sometimes play games in English...”*

*Interviewee 03:*

*What I actually use as a tool in oral classes is handouts.... I think we are obliged to use handouts ...I make students fill in the gaps tasks, I make students sometimes choose a topic and discuss it....i each time bring something different .....*

*Interviewee 04:*

*sometimes I ask students to prepare presentations, ..... learners like games...you know! students enjoy using different types of tools and activities... “.*

*Interviewee 05:*

*“Well! emmm!! Actually I don’t follow a specific method .... I am a holistic teacher ... you know....i actually teach what I find easy for students and effective. I use mostly written tasks like fill in the gaps, definitions of vocabulary ...I sometimes bring audios to make students listen”.*

#### **4.1.3. Students’ Needs in Lesson Plan and Objectives of Oral Expression**

One of the crucial criteria in designing courses for learners is analysis of their needs. Although students’ needs are claimed to be crucial in language learning, teachers ignore this step while designing courses. Teachers use available sources and materials for teaching oral expression; they teach what they found easy, not what their students require to learn. Only one five teachers uses needs’ analysis survey to detect students’ needs at the beginning of the academic year; thus, he clarified saying:

*Interviewee 05:*

*“Well ... ah ... we have been as teachers taught by inspectors... they used to tell us: teach the students what they need to learn...I always use a survey to know more about my students level, what they don't know, and what they like to learn even if those things they mention have been seen and taught in previous years... for example if they want to learn about time, I will design a whole class about time even if they studied it before... I repeat and insist on needs analysis.....it plays a golden role .....I try to detect students' weaknesses, weak skills, and things they don't master”.*

The 4 four remaining participants relied on personal talk for detecting students' needs, which is not sufficient for a reliable identification of wants, needs, and weaknesses of the students as it appears in the teachers utterances below:

*Interviewee 01:*

*“Through getting to know as much as I can about my learners..... I teach students about British culture which has to do with my experiment and my study.....i watch videos and online courses to bring strategies to apply for my students”.*

*Interviewee 02:*

*objectives of the module are really important before identifying students' needs.... it is the objectives of the courses pave the way for the teacher to design courses...”*

*Interviewee 03:*

*“I need to check my students' level, their needs ..... what I use ah ....emmmmm I use my observation in the class .... through my talk to them.....”*

*Interviewee 04:*

*“Well the first step I begin with is to know the objectives of the module which usually paves the way for me to design courses”*

#### ***4.1.4. Teachers Attitudes towards AMs and AAMs in Oral Expression Classes***

Despite the fact of the evolution witnessed in technology, oral classes still lack innovative strategies of teaching. AMs and AAMs are absent in oral classes. Although teachers have positive attitudes towards AMs and AAMs, they still unable to bring them into the laboratory .Teachers are convinced that students would definitely benefit and learn best through AMs because they can learn from the materials not from the instructors or tutors. Though, as mentioned before, teachers face issues of equipments as it appears in the following clarifications:

*Interviewee 01:*

*“I don’t actually use authentic audio-visual materials.... lack of data show, unequipped laboratory,.....all of these stand against integrating such materials.....but all in all they are very helpful for students’ learning”.*

*Interviewee02:*

*“No one can deny the fact that authentic audiovisual materials are effective tools for learners but because of the lack of technological resources in our laboratory, we can’t use them as teaching tools.”*

*Interviewee 03:*

*“To be honest, I would prefer to use authentic materials because they are very important and we can’t ignore the fact that they help teachers since their role becomes as a guide...this makes teaching easy job for them”.*

*Interviewee 04:*

*It depends on what you mean by authentic audio-visual materials..... that authenticity .... I actually don’t know what authentic materials means..... I don’t use them ... I use audios at the end of the session”.*

*Interviewee 05:*

*“We actually prefer to use them but the circumstances of the department are against .....look we lack necessary equipments to use them.”*

#### **4.2. Discussion of Findings**

Interviewees’ responses pertaining to students’ problems in oral expression indicated that students face both psychological problems and linguistic problems. What could be induced from the teachers’ responses, in fact, is that students’ failure in a specific language learning skill may lead to psychological problems.

As far as course design in oral expression is concerned, students’ needs seemed to be neglected as derived from teachers’ responses. Despite the fact that understanding what the students need and want is crucial in any course design, teachers confessed that they do not take it cautiously. In addition, teachers rely on observation solely to detect their students’ needs. Apparently, teachers teach what is available, but not what the students need to know. It is perhaps due to the fact that teachers of oral expression are not restricted to a specific syllabus to be followed, which made them free to teach what they think is effective for students. Even though teachers are provided with objectives of oral expression, they prefer holistic teaching methods using different teaching strategies and activities for practicing the target language. They include printed handouts for matching words with their definitions, some pictures for de-contextualized teaching of vocabulary, grammatical rules, some idiomatic expressions, and once in a while, topics for discussion.

Ultimately, the findings emerging from the interview analysis indicated favorable attitudes from the part of the teachers towards AAMs. Not surprisingly, the majority of interviewees agreed that AAMs could be effective tools that should be used for EFL learning and teaching. In addition, teachers possess a considerable awareness

that AAMs are appropriate tools for students to practice their listening skills, and develop their speaking performance. Needless to say, the students can learn more about the speaking norms through the imitation of native speakers, and learn more vocabulary in relation to its context. The interviewees further added that the integration of AAMs may pave the way for EFL learners to foster their autonomous learning.

Despite all the aforementioned, oral classes, in the context of our study, still lack these authentic tools because as the interviewees claimed, the use AAMs is a challenging matter with the problems, which hamper teachers of oral expression. One way to remedy, or at least, reduce students' problems is by equipping oral laboratories with necessary basics and tools to facilitate the mission for oral expression teachers, and probably foster vocabulary learning.

### **4.3. Analysis and Discussion of the Students Preliminary Questionnaire**

As mentioned earlier in the chapter of research methodology, the study's questionnaires were first analyzed quantitatively, and then the results were interpreted and discussed qualitatively. That is to say, both quantitative results and qualitative findings from the students' questionnaires are to be discussed below.

#### **4.3.1. Quantitative Results of Students Preliminary Questionnaire**

The responses to close-ended questions are presented according to their relation to the aims of this preliminary questionnaire to investigate, and explore students' needs in oral expression sessions, the materials used in oral classes and students' attitudes about them, the potential use of AAMs in oral expression, and students' attitudes towards them.

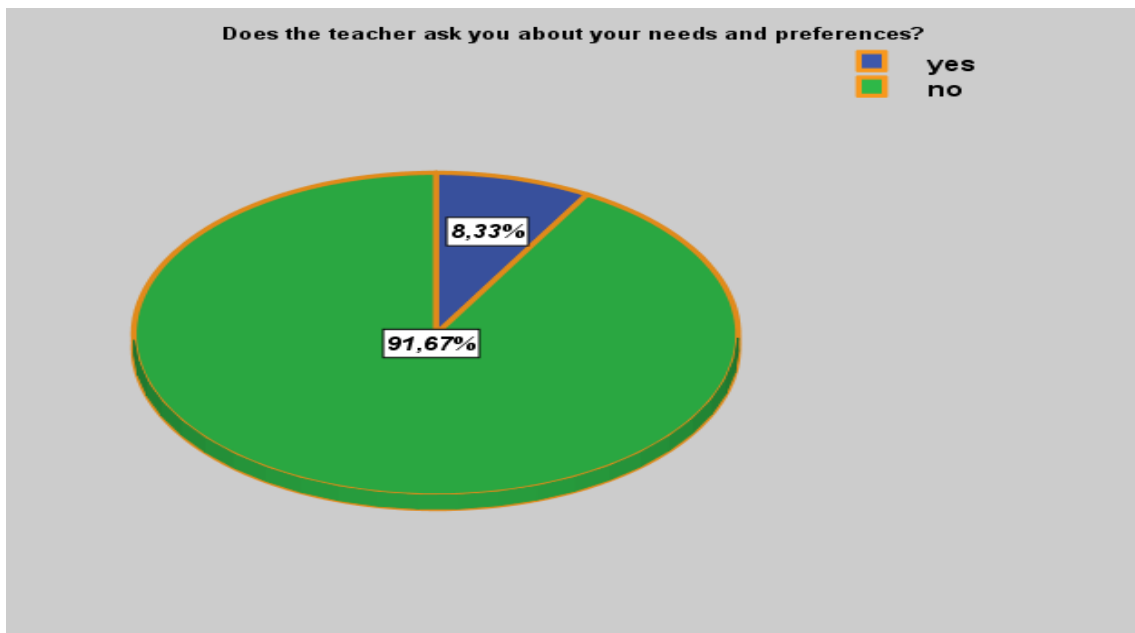
**4.3.1.1. Students’ Needs in Oral Expression Sessions**

To elicit information about the extent to which students’ needs are taken into consideration, students’ responses were employed. Data gathered from the part of the learners discuss whether teachers ask the learners about their needs or not.

***Item 01: Asking Students about their Need***

Table 3  
*Students’ Needs and Preferences in Oral Expression*

<b>Item</b>	<b>Yes</b>	<b>No</b>	<b>Total</b>
Does the teacher ask you about your needs And preferences	<b>05</b>	<b>55</b>	<b>60</b>
<b>Percentage</b>	<b>8.33</b>	<b>91.67</b>	<b>100%</b>



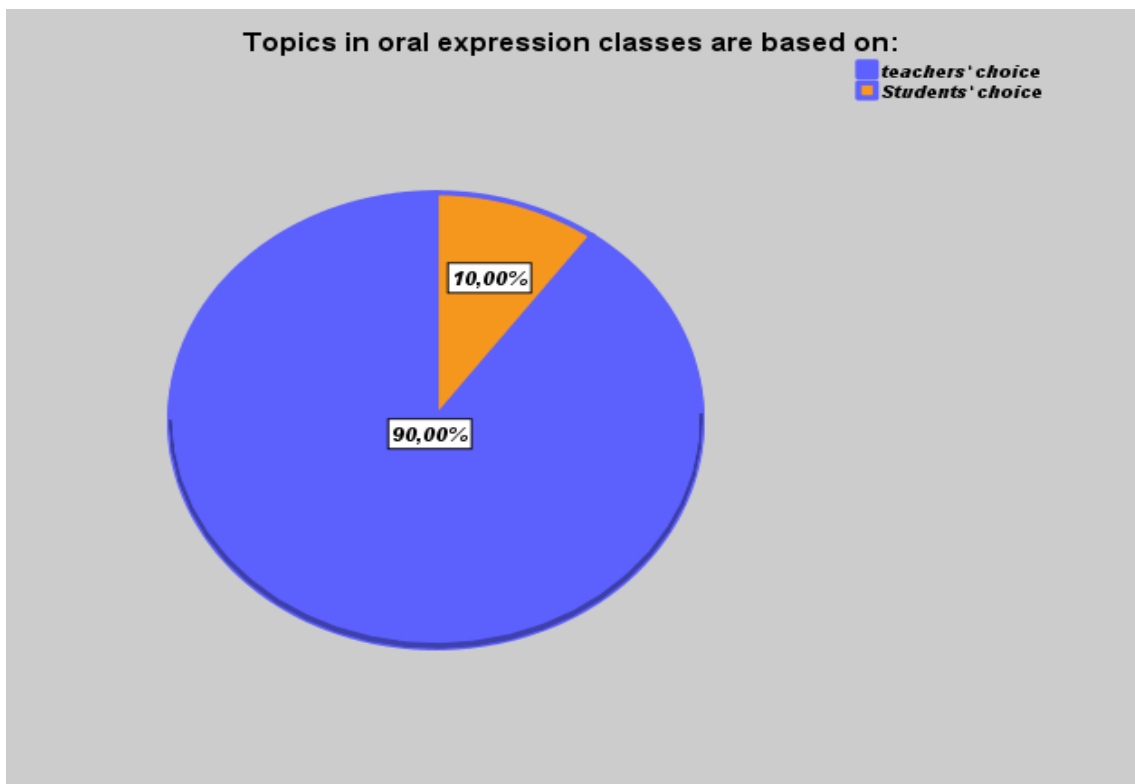
*Figure 8. Students’ Needs and Preferences in Oral Expression*

It was indicated that the majority (91.67%) claim that teachers do not ask them about their interests, and if they do they do not take them into consideration, however only 8.33 % think the opposite (yes). Based on the reported answers from table (3) and figure (8), it can be understood that learners’ needs are not taken into account by the teachers while designing oral courses.

**Item 02: Selections of Topics in Oral Expression Classes**

Table 4  
*Selections of Topics in Oral Expression Classes*

Item	Teacher's Choice	Students' Choice	Total
Topics in oral expression are based on :	54	06	60
Percentage	90	10	100%



*Figure 9. Selections of Topics in Oral Expression Classes*

To elaborate on the previous question, students were given a statement, which is based on two options (a & b ) as it is shown in table (4) in order to check students' selection of topics in oral expression in one side, and to investigate how far students' needs are taken into consideration by the teachers from another side. Almost all the students (90%) claim that their needs are not taken into consideration and topics are chosen by the teacher when only 10% point the opposite.



#### 4.3.1.2. Students' Attitudes towards the Current Teaching Materials

##### Q03: What are the materials that teachers use during oral expression classes?

The aim behind the above question is to explore the current teaching materials used in oral expression sessions. From the students' responses, the following are the tools used for teaching oral expression:

➤ **Handout is the main tool in almost all the sessions:**

*Student x: "Dictating and fill in the gaps using handouts"*

*Student x: "handouts about conversations and fill in the gaps"*

*Student x: "she uses papers and the board also"*

*Student x: "he always uses written handout and activities"*

*Student x: "handout about definitions of words"*

➤ **Discussing general topics**

*Student x: "Speaking about topics"*

*Student x: "discussing topics about different topics"*

*Student x: "there are no materials only changing ideas orally and discussing"*

*Student x: "just discussing topics"*

➤ **Listening to dialogues**

*Student x: "listening to audios with our phones and headphones"*

*Student x: "listening to songs and sometimes conversations"*

➤ **Presentation of plays**

*Student x: Playing games and presentations*

*Student x: we just do plays*

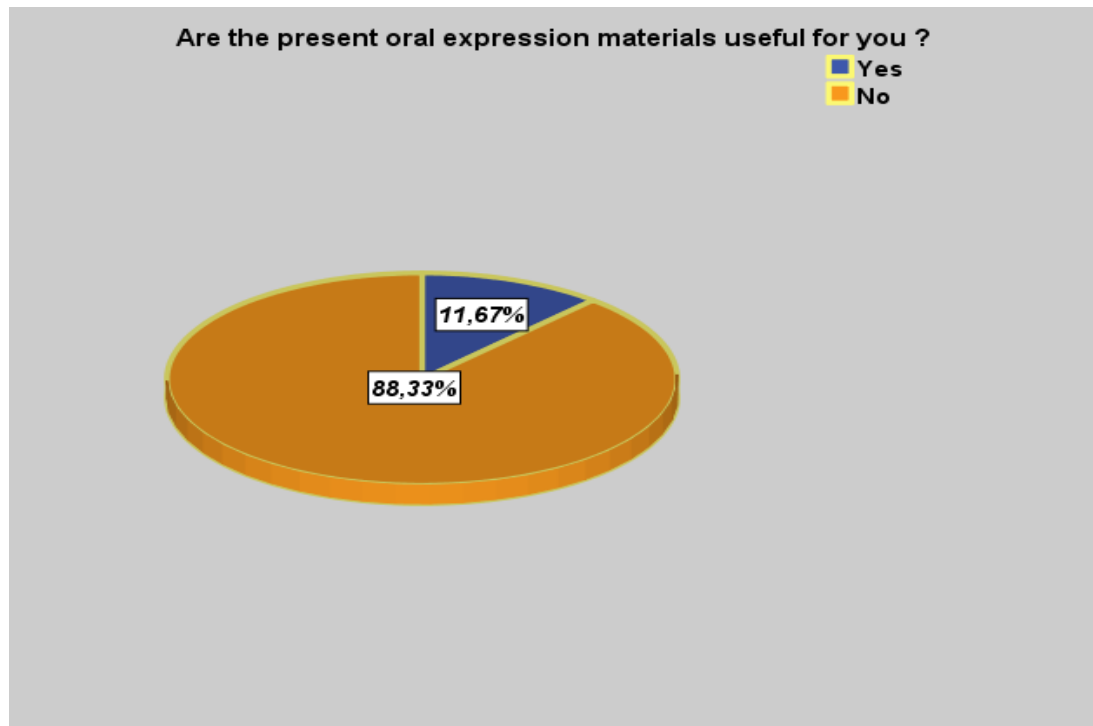
*Student x: the teacher suggests topics and asks us to present*

**Item04: Usefulness of Current Teaching Materials**

Table 5

*Usefulness of Current Teaching Materials*

<b>Item : Are the present oral expression materials useful for you?</b>		<b>Total &amp; Percentage</b>
<b>Yes</b>	<b>07</b>	<b>11.67</b>
<b>No</b>	<b>53</b>	<b>88.33</b>
	<b>60</b>	<b>100%</b>

*Figure10. Usefulness of Current Teaching Materials*

As shown in table (5), the majority of students (88.33%) regard the current oral expression teaching materials are not useful; however, 11.67 % find them useful. Dissatisfaction of students about the present teaching a material is clearly expressed though their responses.

4.3.1.3. Students' Attitudes towards AAMs

Item 05: Investigating the Use of AAMs

Table 6

Teachers' Use of AAMs in Oral Expression

Item	Yes	No	Total
Does the teacher use AAMs like videos, songs, in oral expression classes?	05	55	60
Percentage	8.33	91.67	100%

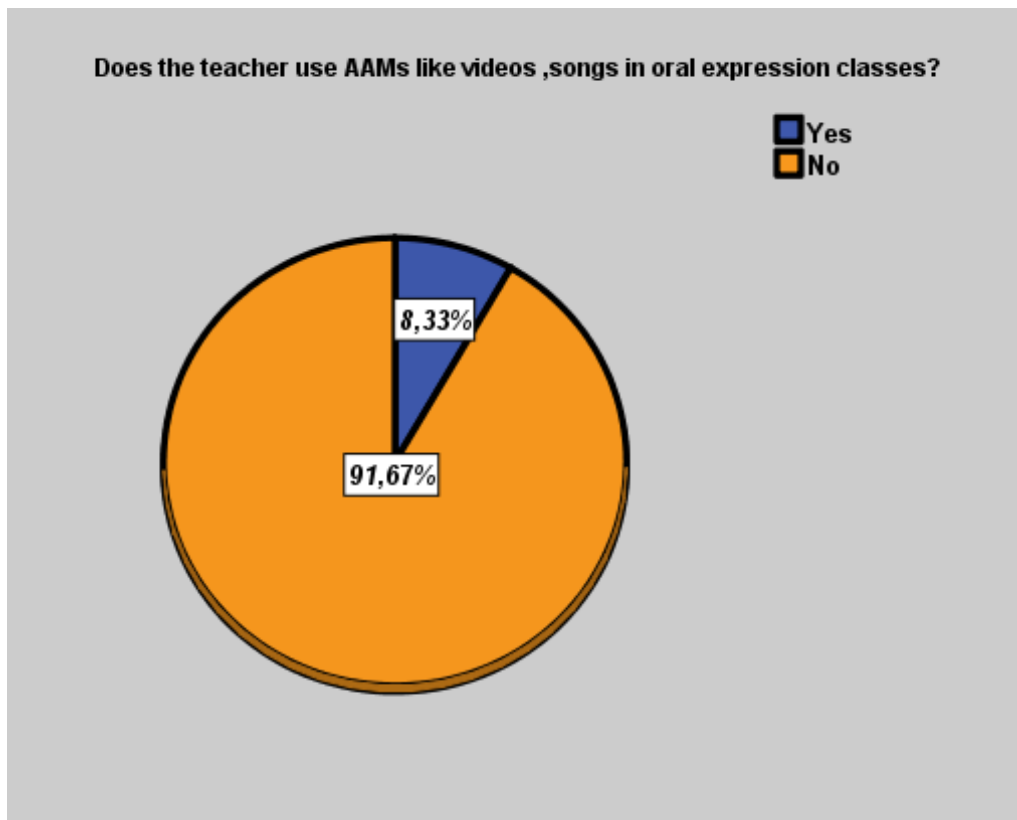


Figure 11. Teachers' Use of AAMs in Oral Expression

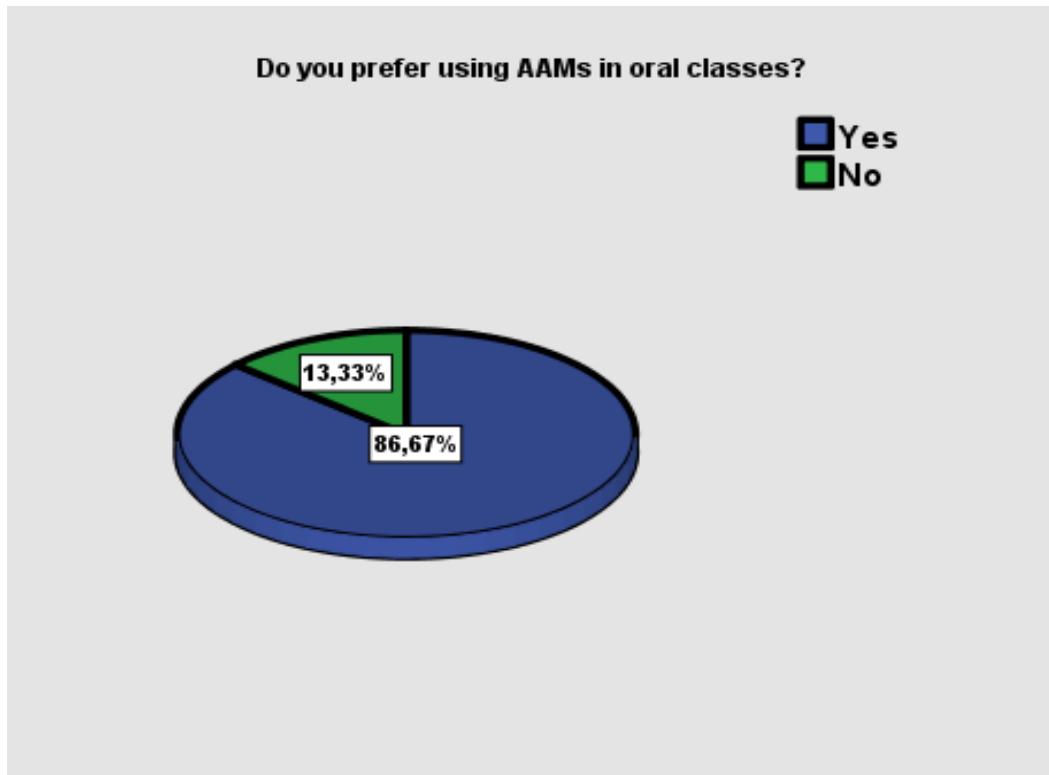
As the results revealed in the table above (6), almost all the students (91.67%) claim that teachers do not embody any of those AAMs (videos and songs) in oral expression classes while the minority of 8.33% express the opposite.

### Item 06: Students Preferences and AAMs Use

Table 7

#### *Students' Attitudes towards AAMs*

Item	Yes	No	Total
Do you prefer using AAMs in oral expression classes?	52	08	60
Percentage	86.67	13.33	100%



*Figure 12. Students' Attitudes towards AAMs*

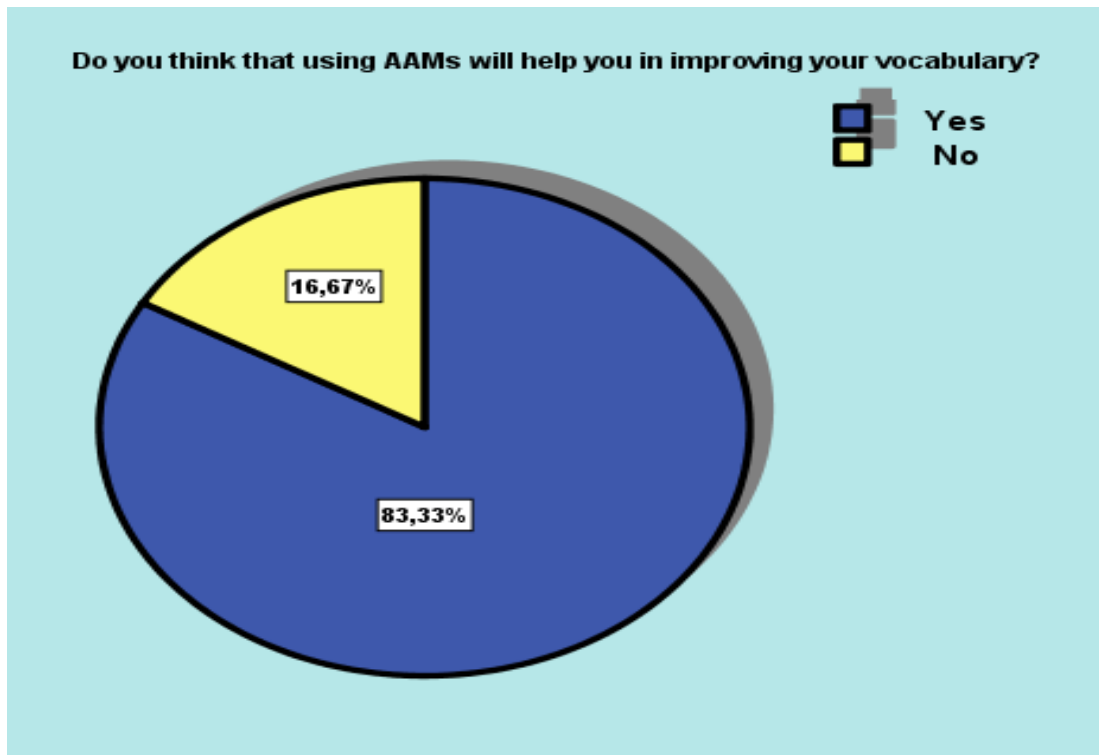
This item explores students' perceptions and attitudes towards the embodiment of AAMs in oral courses. As revealed in the table above, the majority (86.67%) prefer using AAMs, while only minorities (13.33%) express the opposite. This could be due to their familiarity with those materials and / or being exposed to them outside the educational environment.

**Item07: Benefits of Using AAMs**

Table 8

*Role of AAMs in Vocabulary Learning*

Item	Yes	No	Total
Do you think that using AAMs will help you in improving your vocabulary?	50	10	60
<b>Percentage</b>	<b>83.33</b>	<b>16.67</b>	<b>100%</b>



*Figure 13. Role of AAMs in Vocabulary Learning*

As it appears from the results in the table above, 83.33 % believe that using AAMs helps in developing their vocabulary learning, whereas only 16.67% think the opposite. The results may indicate that the students have experienced learning vocabulary through AAMs, or at least, they believe that these materials help them to learn vocabulary.

### 4.3.2. Qualitative Findings of Preliminary Questionnaire

Once analysis of the quantitative data gathered from close-ended questions was completed, the following is an insightful clarification of the qualitative findings in terms of students' needs in oral expression sessions, students' attitudes towards the current teaching materials, and students' attitudes towards AAMs.

#### 4.3.2.1. Students' Needs in Oral Expression Sessions

Students reported that oral expression tasks and activities are based on what the teacher brings to the classroom or laboratory, which do not meet the students' level and / or their needs. In this respect, students provided their points of views (**check appendix D**). Some declarations are presented below:

*Student x: "the teacher follows his program and he makes us talk about his own topics not ours"*

*Student x: "no, at all he just asks us to prepare oral presentations"*

*Students x: "even when he asks us about suggestions, he doesn't discuss them"*

*Student x: "Personally the teacher doesn't ask us about our needs as students ... the things that we are interested in .. to talk about"*

*Student x: "No he just does whatever he wants.. and believe me it s boring"*

*Student x: "our teacher represents the lesson as if he knows all about English students needs and the development of their speaking".*

*Student x: "she just suggests topics and asks us to present in group work".*

Also, students provided opinions about the laboratory where they study oral expression stating what follows:

*Student x: "we really want a different education, we want to get a better education"*

*Student x: "teachers do their best but the laboratory lacks many things ....."*

*Student x: “whenever the teacher wants to bring something new, the data show doesn’t function which makes it hard for showing the whole class what he wants to ....”*

#### **4.3.2.2 Students’ Attitudes towards the Current Teaching Materials**

Regarding the issue of the current teaching activities and materials, students reported that handouts and some tape recorders or short conversations as major tools. An open- ended question was involved to understand more about how students perceive these tools, and to explore their attitudes and points of views as well.

Students argued that handouts are no more useful for their learning. They believe that these tools are traditional and no longer promote their learning .The following responses prove this:

*Student x: “The current teaching materials are no more enjoyable “*

*Student x: “I feel that we are wasting time during oral expression classes”*

*Student x: “The handout is not helping us in enhancing our oral abilities”*

*Student x: “Oral expression became boring ..... It s just boring “*

*Student x: “Using handout in oral expression ... is just tiring and boring... we want something more enjoyable”*

*Student x: “not that much written activities do not help us in oral expression”*

*Student x: “we need real tasks that make us listen to native speakers”*

Students’ positive attitudes towards oral expression classes as being enjoyable have been proved to be wrong because the teaching methods and tools followed go beyond their expectations as it appears in the following students’ utterances (**check appendix D**):

*Student x: “I thought that oral expression is much entertaining and fun”*

*Students x: “I don’t see the difference between oral expression and the other modules”*

*Student x: " I like oral expression because I can express myself freely and speak my mind"*

Regarding the role of teachers in oral expression, students stated:

*Student x: "Sometimes teachers teach us what we need, but most of the time they bring things we don't need"*

*Students x: "They should teach us things we need in daily life "*

*Student x: "We need more practice in oral courses to enhance our speaking skill ... not handout to follow"*

*Studentx: " she is the only one who speaks... I want her to give us equal chances to speak"*

*Student: " our teacher talks only with boys.. she always gives them time more then us"*

#### **4.3.2.3. Students' Attitudes towards AAMs**

Exploring students' attitudes about a specific teaching tool is important. When we first inquired students about AAMs, it was a diagnosis about students' knowledge about these materials, and attitudes about the significance of AAMs in enhancing vocabulary.

Students seemed to have positive attitudes about AAMs. They argued that leaning through AAMs is enjoyable for learners. The following are some utterances extracted from their views in **(appendix D)**:

*Student x: "I can correct myself and my mistakes by listening ...."*

*Student x: "Yes!! of course they make the classroom very interesting and more fun"*

*Student x: "It makes the way of understanding easier and better"*

*Student x: "yes of course!! it helps us to remember and memorize things and information"*

*Student x: "it s a way to motivate us to work and improve ourselves"*



*Student x: " Definitely yes because it enhances my learning"*

*Student x: " it s a way to motivate us to work and improve ourselves"*

*Student x: " no doubt that they are not boring to help us learn"*

*Student x: " It s a great thing for both of teachers and learners"*

In addition, AAMs offer more understanding and effective learning of vocabulary through visual and audio features as explained in students' utterances (check **appendix D**). Some of their claims are presented below.

*Students x: "I can learn new words and use them "*

*Student x: "I will upgrade my speech and speaking skills"*

*Student x: "Yes because these materials make any subject interesting so yeah it will improve my vocabulary"*

*Student x: "I will develop my vocabulary"*

*Students x: "they will help me to get more knowledge and learn more words and memorize then i build good language"*

*Students x: "I think with visual and hearing, we can understand more and learn words"*

*Students x: "by concentration with subtitles and listening we can learn new words"*

*Students x: "Yes because these materials make any subject interesting so yeah it will improve my vocabulary"*

### **4.3.3. Discussion of Preliminary Questionnaire Findings**

Analysis of the first section brings answers to the third and the fourth research questions. The third research question explores the available materials used for teaching oral classes. The fourth investigates the use of AAMs in oral expression classes. Numerical data (frequencies and percentages) revealed a high level of dissatisfaction from the part of students towards oral expression sessions, and the materials used for the sake of teaching it. Students claimed that teachers do not count their needs, and

therefore, teach what is available instead of what is required to be learnt. The latter was argued by students to be time consuming, and does not serve and develop what they need to develop in oral classes. This argument lends support from Robinson's claim (1991) who explained the significance of identifying students' priorities in a specific language course. Richards (2001) stated that conducting NA plays a golden role in taking learners from what they are to what they want to be.

More importantly, students' dissatisfaction, as argued by students, could be due to traditional materials and teaching methods used like "handouts" which is the main tool used by teachers on one hand, and because of their claims that those traditional materials are no more attractive and helpful for the improvement of their oral skills on the other hand. Students see traditional methods as boring and frustrating. This necessitates replacing them by innovative teaching tools to meet today's generation of technology.

As for the inquiry for the use of AAMs by oral expression teachers, students insisted that such materials are not integrated in oral classes. In this respect, Harmer (1994) stressed that equipped language laboratory is one way to bring innovative strategies, which help EFL students in their language learning.

Additionally, students added that whenever teachers want to bring new strategies, technology is one of the obstacles preventing them from doing their mission perfectly. Students expressed positive attitudes towards authentic audio-visual tools as for their importance in improving their learning, enhancing their oral skills and vocabulary level. This finding is supported by Harmer (1994) who insisted on listening to AAMs because they help in developing learners' vocabulary through the association of sound and picture advantages while listening.

Speaking about technology and technological devices in oral or speaking classes require another vision into the objectives and aims, materials development, and students' needs which must be taken cautiously in any course design. Since AAMs is one innovative teaching approach, well equipped laboratory is a must for the success of such materials

#### **4.3.4. Summary of the Main Findings**

To sum up, the following represents major findings:

Through the preliminary phase, data from the part of both teachers and students was a support, evidence and justification to the earlier stated problem that first year students of English at Mostepha Benboulaid Batna 2 University encounter linguistic problems and vocabulary in particular.

- First year students of English come with limited and unskillful vocabulary level and knowledge.
- Students have a considerable awareness, which makes them realize the need for AAMs and the significance of these materials in oral expression courses.
- Despite the role of students' needs in materials selection and syllabus design, they are still not taken into consideration by oral expression teachers.

#### **4.4. Quantitative Results of Students' Needs Questionnaire**

Both qualitative and quantitative results of open and closed-ended questions are presented under the two investigated sections of the questionnaire: students' attitudes towards vocabulary learning. In other words, how learners perceive vocabulary learning, and analysis of their needs in oral expression classes, or what the students want and need to develop in oral expression classes.

#### 4.4.1. Quantitative Results of Section One

Items, in this section, are purposefully divided and ordered in relation to attitudes and difficulties expressed by students regarding their vocabulary learning .The first five items are concerned with students' attitudes towards learning vocabulary, whereas the last three statements are intentionally employed to explore difficulties faced by students while learning and using vocabulary. The Following table (9) represents general statistics, frequencies, and percentages of students' responses to statements related to section one.

#### 4.4.2 General Description of Frequencies and Percentages of Section One

Table 9

*General Description of Frequencies and Percentages of Section One*

Items	SD	D	U	A	SA	Total
	Freq %	Freq %	Freq %	Freq %	Freq %	60 100%
1.I like studying English Vocabulary	0 00	0 00	5 8.33	12 20	43 71.67	100%
2.I think vocabulary is an important skill to master English language	0 00	0 00	1 1.67	19 31.67	40 66.67	100%
3.I prefer Studying everyday vocabulary	4 6.67	6 10	17 28.33	23 38.33	10 16.67	100%
4.I think vocabulary learning enhances my oral performance	0 00	3 05	4 6.67	22 36.67	31 51.67	100%
5.I think studying Academic vocabulary is important for me	0 00	4 6.67	3 05	23 38.33	30 50	100%
6.I think I don't have sufficient vocabulary to express my ideas	9 15	7 11.67	24 40	14 23.33	6 10	100%
7.I think I can perform well without vocabulary learning	30 50	14 23.33	5 8.33	7 11.67	4 6.67	100%
8.I find difficulties to use the appropriate Vocabulary that suits different situations	2 3.33	8 13.33	13 21.67	26 43.33	11 18.33	100%

**Table Designed By the Researcher for the Requirements of the Study**

**Students' Attitudes towards Learning Vocabulary**

Table 10  
*Students' Perceptions towards English Vocabulary*

Item 01	SD	D	U	A	SA	Total
I like studying English Vocabulary						
Frequency	0	0	5	12	43	60
Percentage %	00	00	8.33	20	71.67	100%

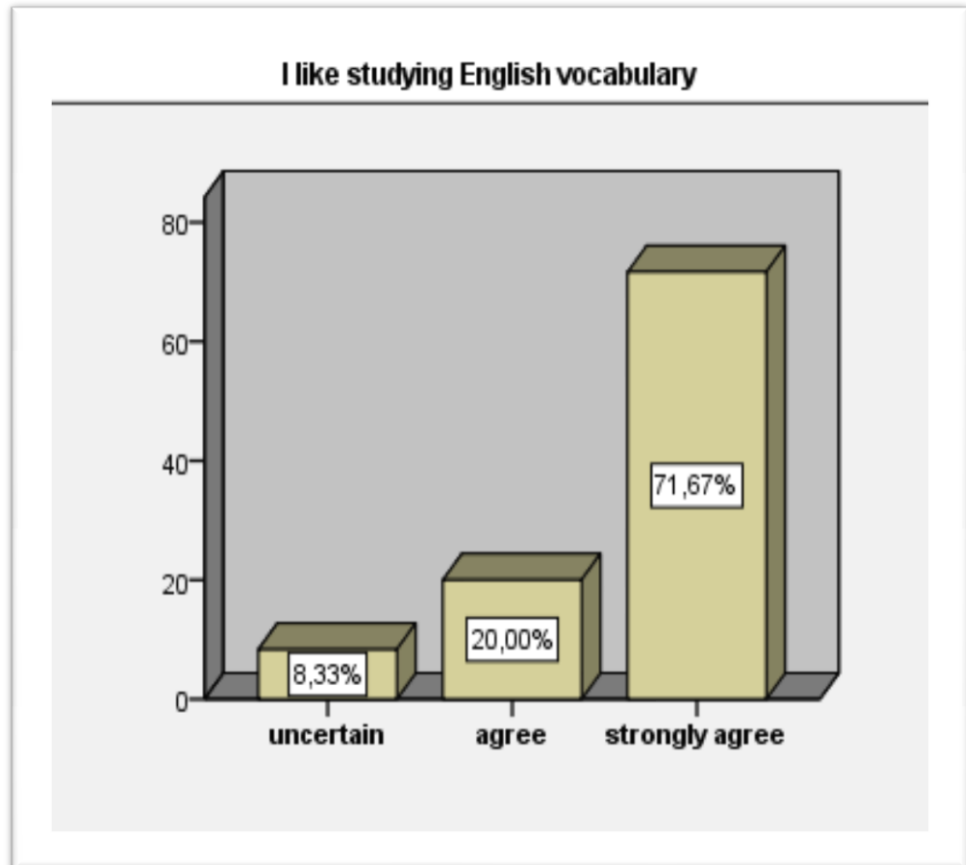


Figure 14. Students' Perceptions towards English Vocabulary Learning

As can be shown from the results in the table above, a majority of 71.67 from the participants strongly agree to like studying vocabulary while 20 % agree to like to study English vocabulary, however 00 % show the opposite. 8.33% show indecisive opinion about vocabulary learning.

**Importance of Vocabulary in English Language**

Table 11

*Importance of Vocabulary in English Language*

<b>Item 02</b>	<b>SD</b>	<b>D</b>	<b>U</b>	<b>A</b>	<b>SA</b>	<b>Total</b>
I think vocabulary is an important skill to master English Language						
<b>Frequency</b>	0	0	1	19	40	60
<b>Percentage %</b>	00	00	1.67	31.67	66.67	100%

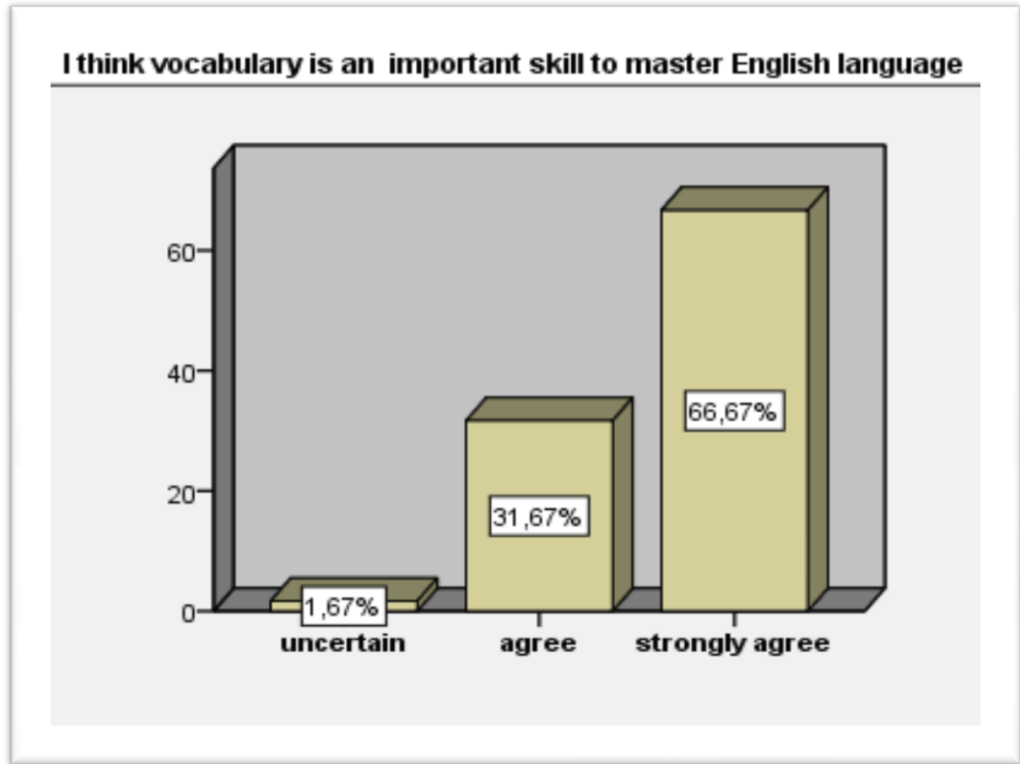


Figure 15. Importance of Vocabulary in English Language

The aim behind item 2 is to examine learners’ knowledge and awareness about vocabulary importance for improving English language learning. The majority of students (66.67%) strongly agree, and 31.67 % agree, however 00% disagree. 1.67% shows undefined point of view, which means either agreement or disagreement. The majority are aware of the importance of English vocabulary in learning language.

**Students' Attitudes towards Everyday Vocabulary Learning**

Table 12

*Students' Attitudes towards Everyday Vocabulary Learning*

<b>Item 03</b>	<b>SD</b>	<b>D</b>	<b>U</b>	<b>A</b>	<b>SA</b>	<b>Total</b>
I prefer Studying everyday vocabulary						
<b>Frequency</b>	<b>4</b>	<b>7</b>	<b>5</b>	<b>14</b>	<b>30</b>	<b>60</b>
<b>Percentage %</b>	<b>6.67</b>	<b>11.67</b>	<b>8.33</b>	<b>23.33</b>	<b>50</b>	<b>100%</b>

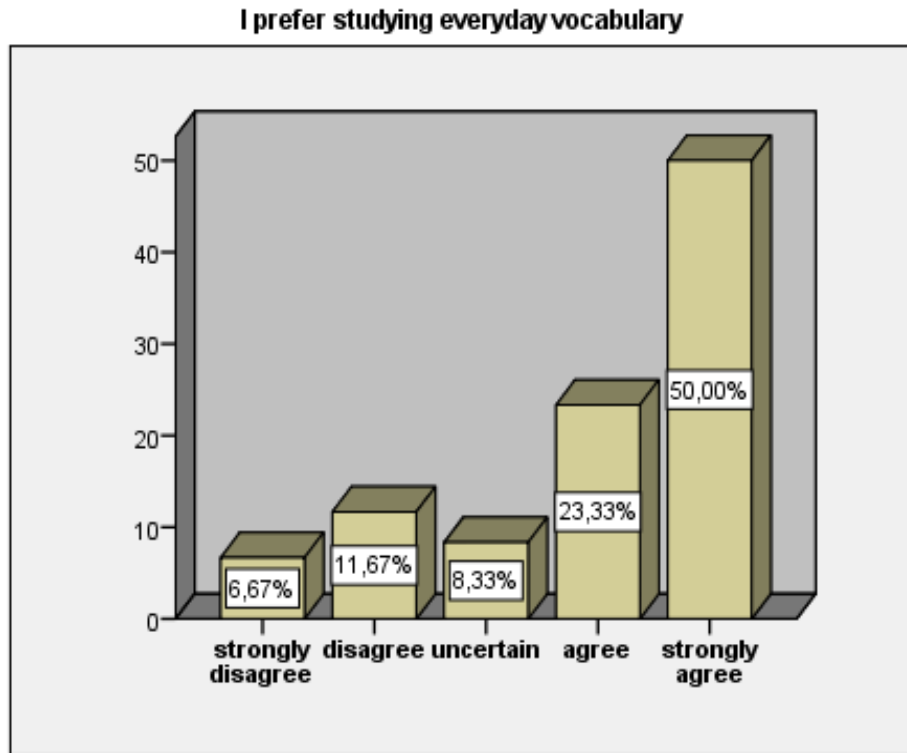


Figure 16. Students' Attitudes towards Everyday Vocabulary Learning

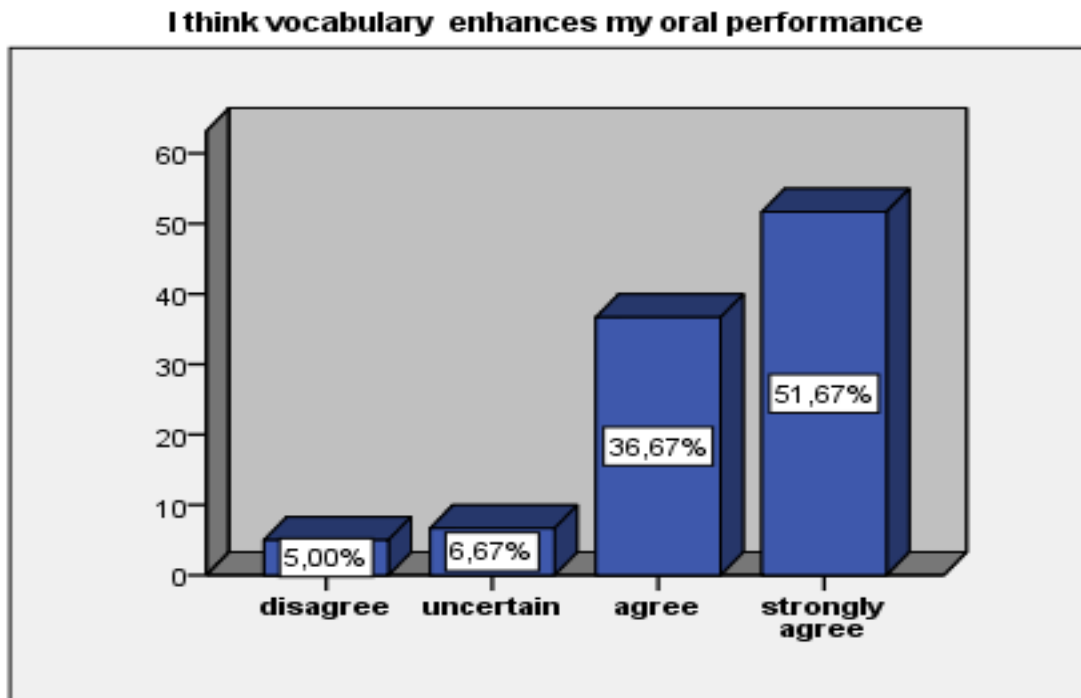
This item explores students' views regarding vocabulary use outside the educational setting in order to design materials which best meet their preferences. The majority of students (50%) express strong agreement towards learning everyday vocabulary, 23.33% show agreement, however 11.67% disagree. 8.33% express indecisive views, and only a minority of 6.67% express strong disagreement.

**Role of Vocabulary in Enhancing Students’ Oral Performance**

Table 13

*Role of Vocabulary in Enhancing Students’ Oral Performance*

<b>Item 04</b>	<b>SD</b>	<b>D</b>	<b>U</b>	<b>A</b>	<b>SA</b>	<b>Total</b>
I think vocabulary enhances my oral performance						
<b>Frequency</b>	<b>0</b>	<b>3</b>	<b>4</b>	<b>22</b>	<b>31</b>	<b>60</b>
<b>Percentage %</b>	<b>00</b>	<b>05</b>	<b>6.67</b>	<b>36.67</b>	<b>51.67</b>	<b>100%</b>



*Figure 17. Role of Vocabulary in Enhancing Students’ Oral Performance*

This item checks, whether or not, the learners consider vocabulary as important their oral performance. As for the role of vocabulary in students’ oral performance, 51.67% strongly agree, 36.67% agree, 6.67% seem to be undecided, and 05% show disagreement. This may entail that the majority of learners are aware of the value of vocabulary in promoting their oral skills.



**Importance of Learning Academic Vocabulary**

Table14

*Importance of Learning Academic Vocabulary*

<b>Item 5</b>	<b>SD</b>	<b>D</b>	<b>U</b>	<b>A</b>	<b>SA</b>	<b>Total</b>
I think studying Academic Vocabulary is important for me						
<b>Frequency</b>	<b>0</b>	<b>4</b>	<b>3</b>	<b>23</b>	<b>30</b>	<b>60</b>
<b>Percentage %</b>	<b>00</b>	<b>6,67</b>	<b>05</b>	<b>38,33</b>	<b>50</b>	<b>100%</b>

**I think that studying academic vocabulary is important for me**

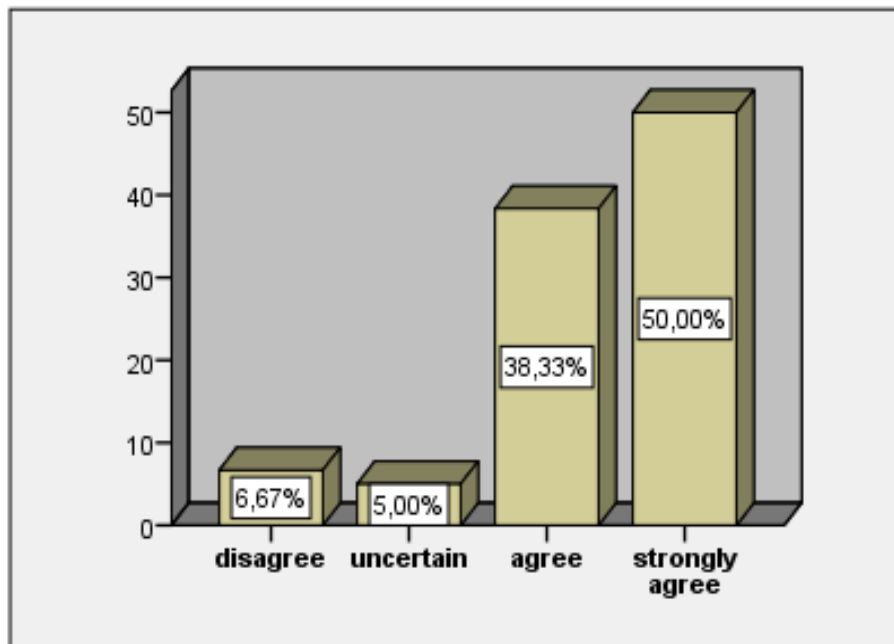


Figure 18. Importance of Learning Academic Vocabulary

Item 5 reveals that the majority (50%) of students strongly agree, 38.33% agree, however only 6.67% disagree when 00% strongly disagree that academic vocabulary is not important. 05% are indecisive. This implies that learners are aware about the role of academic vocabulary and their need to learn it and develop it.

### Students' Attitudes towards their Vocabulary Level in Expressing Ideas

Table 15

*Students' Attitudes towards their Vocabulary Level in Expressing Ideas*

Item06	SD	D	U	A	SA	Total
I think I don't have Sufficient vocabulary to express my ideas						
Frequency	9	7	24	14	7	60
Percentage %	15	11.67	38.33	23.33	11.67	100%

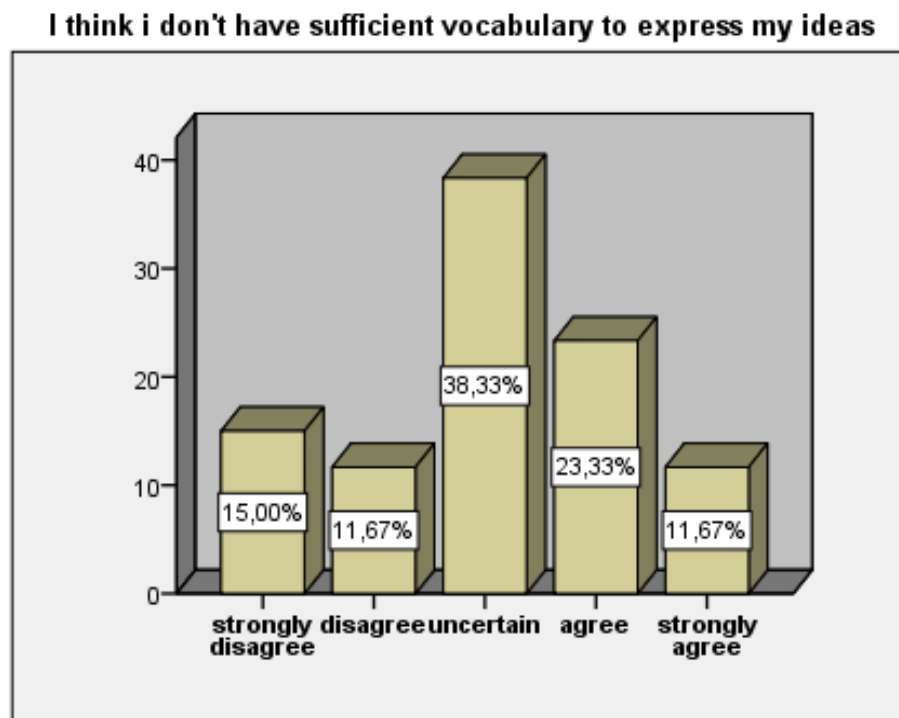


Figure 19. Students' Attitudes towards their Vocabulary Level in Expressing Ideas

To elaborate on the previous statement, students were asked about their lack of vocabulary, which impeded them from expressing their ideas. The majorities (38.33%) have no opinion to express neither agreement nor disagreement. 23.33% agree, 11.67 % strongly agree, however 15% strongly disagree, and 11.67% disagree. This may be due to the fact that students are not introduced to vocabulary use, which made them uncertain what to say, or it could be because they lack awareness about their exact level vocabulary.

**Role of Vocabulary on Students’ Oral Performance**

Table 16

*Role of Vocabulary Learning on Students’ Oral Performance*

<b>Item 07</b>	<b>SD</b>	<b>D</b>	<b>U</b>	<b>A</b>	<b>SA</b>	<b>Total</b>
I think I can perform well without learning vocabulary						
<b>Frequency</b>	<b>30</b>	<b>14</b>	<b>5</b>	<b>7</b>	<b>4</b>	<b>60</b>
<b>Percentage %</b>	<b>50</b>	<b>23.33</b>	<b>8.33</b>	<b>11.67</b>	<b>6.67</b>	<b>100%</b>

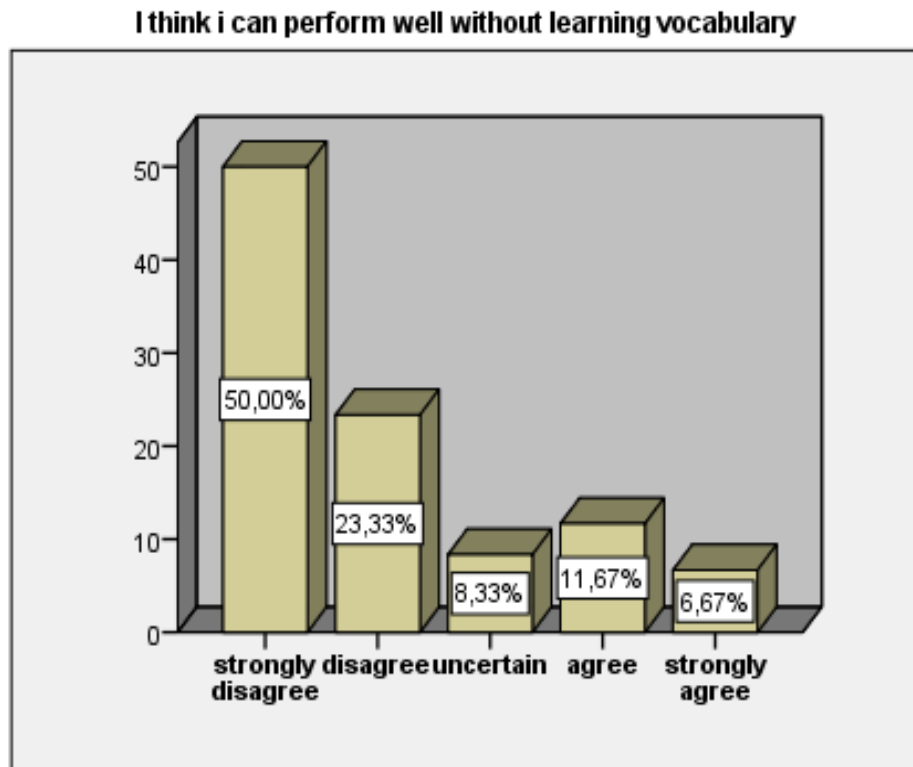


Figure 20. Role of Learning Vocabulary on Students’ Oral Performance

It is clearly indicated from the table and figure above that the majority of the students (50%) strongly disagree, 23.33% disagree when 11.67% agree, 6.67% strongly agree, and 8.33% show no opinion. This may indicate that students know that learning vocabulary helps them in improving their language performance.

**Students' Difficulties in Using Vocabulary**

Table 17  
*Students' Difficulties in Using Vocabulary*

<b>Item 08</b>	<b>SD</b>	<b>D</b>	<b>U</b>	<b>A</b>	<b>SA</b>	<b>Total</b>
I find difficulties to use the appropriate Vocabulary that suits different situations						
<b>Frequency</b>	<b>2</b>	<b>8</b>	<b>13</b>	<b>26</b>	<b>11</b>	<b>60</b>
<b>Percentage</b>	<b>3,33</b>	<b>13,33</b>	<b>21,67</b>	<b>43,33</b>	<b>18,33</b>	<b>100%</b>

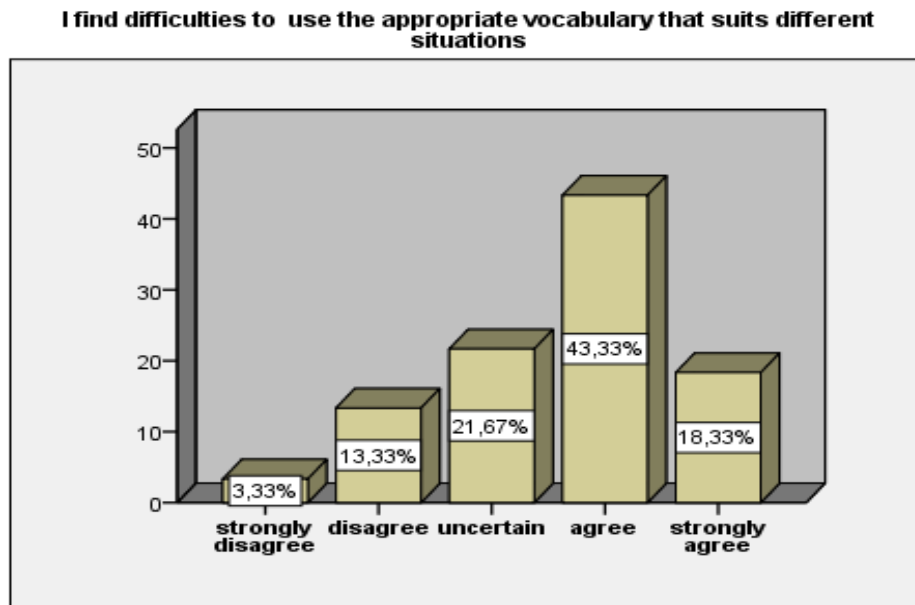


Figure 21. Students' Difficulties in Using Vocabulary

Statistical description provided in the table and figure above revealed that PV represents a problem for learners as 43.33% agree that they face difficulties in using vocabulary , 18.33% strongly agree when only 3.33% show strong disagreement. 13.33% show disagreement while 21.67% express indecisive opinion. Results from the table (17) above indicate that PV is one of the impediments that students encounter while learning English.

### **4.4.3. Discussion of Qualitative Findings of Section One**

This section was devoted to answer the second research question: To what extent does vocabulary hinder first year students? Based on the quantitative results, we could establish a clear picture at difficulties confronted in both RV and PV, and students' attitudes towards English vocabulary learning.

Having all the required data, derived from close-ended questions at hand, we came across a major finding, which is, in fact, significant that students have positive attitudes to learn English vocabulary. This entails that vocabulary must occupy a substantial part in EFL learning, and therefore it should be offered great attention.

One problem that the majority of students hinder is lack of vocabulary, or if we may refer to it as RV. Whenever students come to express their ideas or want to participate, lack of vocabulary baggage hampers them from classroom engagement. Another problem or difficulty which is faced by the majority of students as can be noticed from their responses, when dealing with vocabulary, is how to use it, or once again, how to use it appropriately. When talking about vocabulary use, we usually refer to one specific type, that is, PV, or the use of words in (both speaking and/or writing). Students may not know or master using vocabulary appropriately in relation to its context. That is to say, when they want to transmit a message or an idea, they use a lexical item which may not fit the situation or context.

### **4.4.4. Students' Needs Analysis**

#### **4.4.4.1. Quantitative Results of Section Two**

The following section is a presentation of statistical results regarding students' responses to close-ended questions. This section's major concern is to analyze students' needs in first year oral classes. The data were counted, analyzed and reported according to students' level, preferences, and needs.

**Ranking of Types of Vocabulary in Accordance to Students' Needs**

**A. Everyday vocabulary      B. Academic vocabulary      C. Both**

Table 18

*Ranking of Types of Vocabulary in Accordance to Students' Needs*

<b>Item 09</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>Total</b>
What type of Vocabulary do you need most to improve most in oral expression?	<b>05</b>	<b>10</b>	<b>45</b>	<b>60</b>
<b>Percentage</b>	<b>8.33</b>	<b>16.67</b>	<b>75</b>	<b>100%</b>

**What type of Vocabulary do you need to improve most in oral expression?**

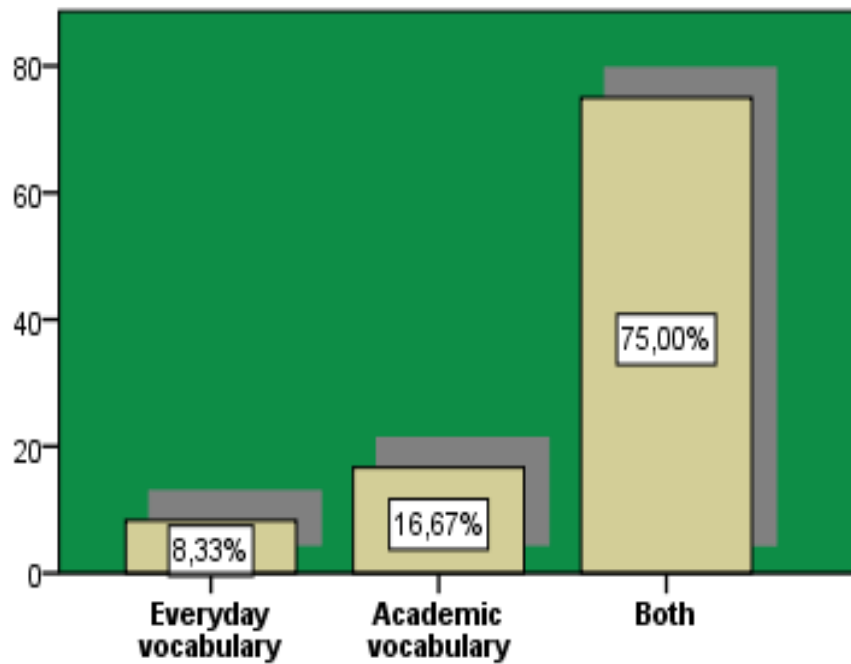


Figure 22. Ranking of Types of Vocabulary in Accordance to Students' Needs

As the results show in the table above, the majority (75%) of students said that they need both everyday and academic vocabulary, 16.67% opt for academic vocabulary when 8.33% opt for everyday vocabulary.

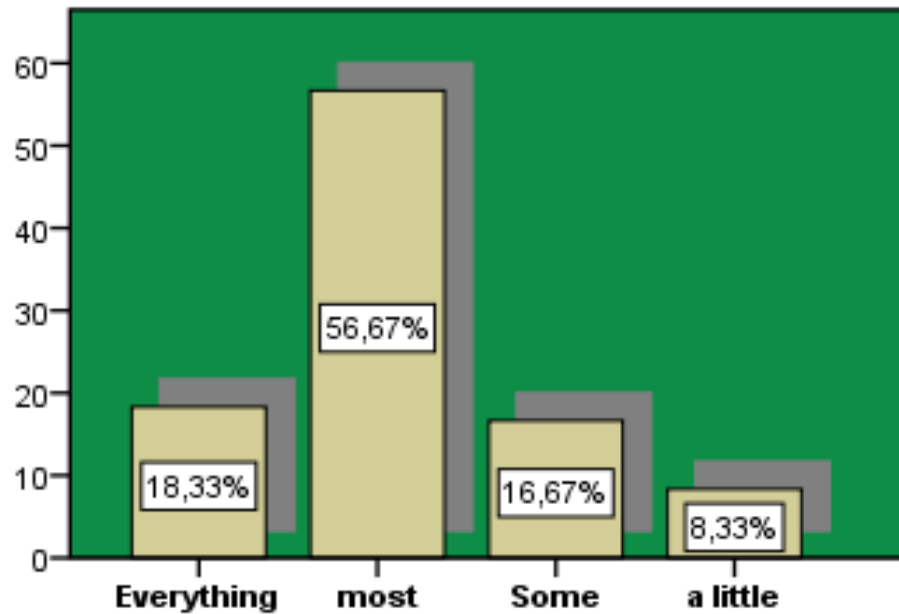
**Students’ Self-evaluation of Their Oral Performance**

Table 19

*Students’ Self- Evaluation of their Oral Performance*

Item 10	Everything	Most	Some	a little	Total
When you speak English, how much do people understand ?	11	34	10	05	60
Percentage	18.33	56.67	16.67	8.33	100%

**When you speak English, how much do people undertand?**



*Figure 23. Students’ Self-Evaluation of their Oral Performance*

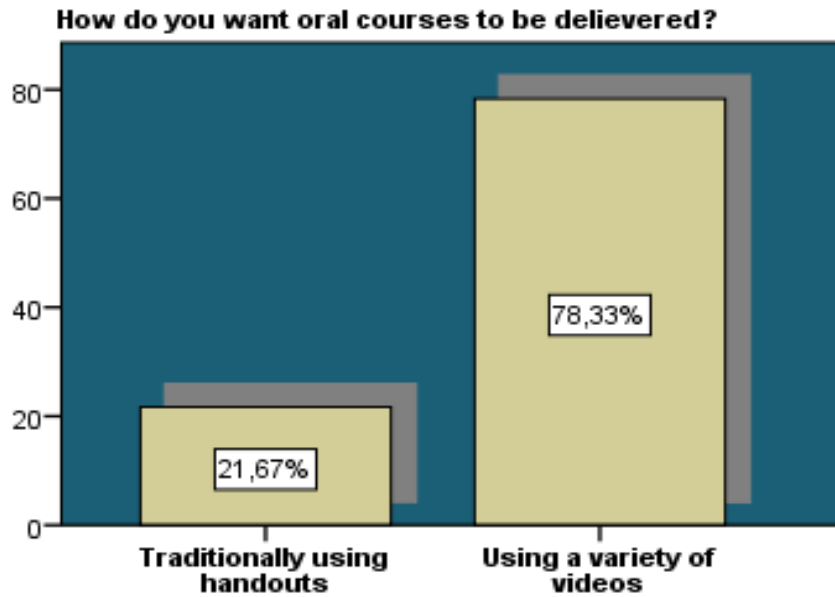
Students’ evaluation to their level may be used by teachers while designing courses .It appears that the overall level among students is average as it appears in the table above. A great deal of students (56.67%) answer by most, when 18.33% answer by “Everything”, 16.67% say some and last 8.33% opt for “a little”;therefore, measuring students’ ability to convey a message while speaking may involve their ability to communicate effectively.

**Delivery of Oral Courses in Accordance to Student’ Preferences**

Table 20

*Delivery of Oral Courses in Accordance to Student’ Preferences*

<b>Item 11</b>	<b>traditionally using handouts</b>	<b>using a variety of videos</b>	<b>total</b>
How do you want oral courses to be delivered ?	13	47	60
<b>Percentage</b>	<b>21.67</b>	<b>78.33</b>	<b>100%</b>



*Figure 24.* Delivery of Oral Courses in Accordance to Student’ Preferences

Ultimately, this question aims to explore students’ attitudes towards traditional methods of teaching, most specifically, handout, regarding oral expression. The results revealed that the majority of students (78.33%) prefer using videos of native speakers instead of traditional methods, whereas 21.67% express the opposite. It appears that learners prefer mostly videos in oral expression.

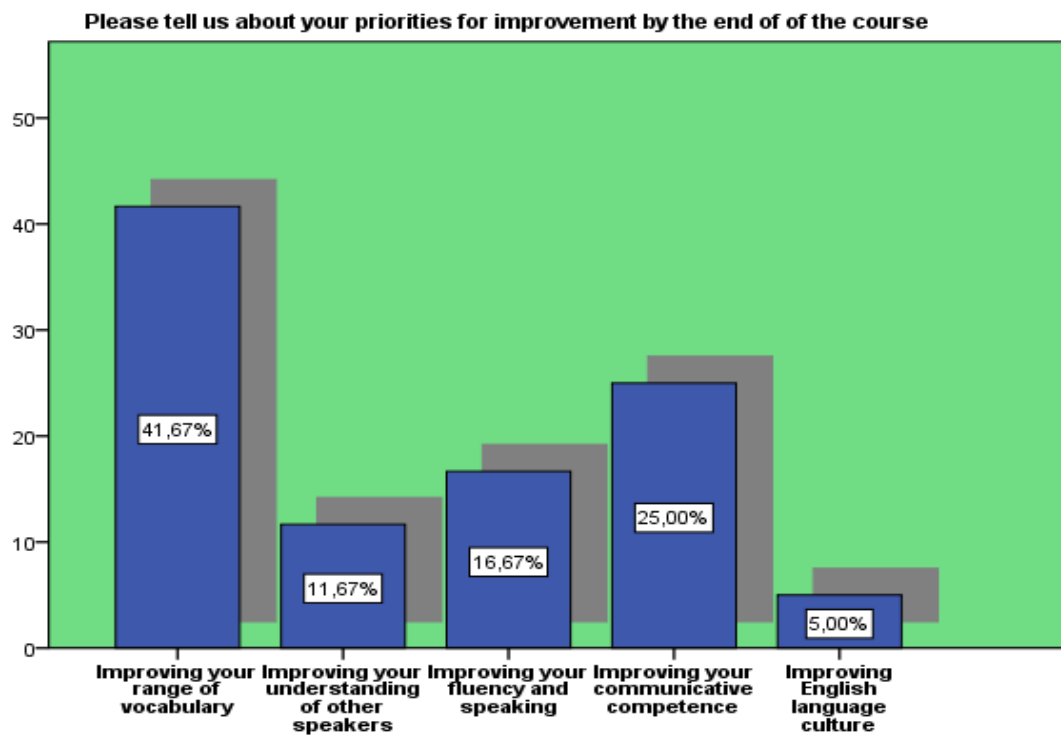


## Students' Learning Priorities and Goals in Oral Sessions

Table 21

*Students' Learning Priorities and Goals in Oral Sessions*

Item 12	Frequency	Percentage
<b>Please tell us about your priorities for improvement by the end of the course</b>		
Improving your range of vocabulary	25	41.67
Improving your communicative competence	15	25
Improving your fluency and speaking	10	16.67
Improving your understanding of other speakers	07	11.6
Improving English language culture	03	05
<b>Total</b>	<b>60</b>	<b>100%</b>



*Figure 25. Students' Learning Priorities and Goals in Oral Sessions*

The above table shows that improving vocabulary range was on the top of learners' priorities (41.67 %) followed by improving their communicative competence (25.00%), then improving fluency and speaking (16.67%) followed by developing listening comprehension (11.67%), and lastly improving their language culture (5.00%).

**Language Expected Uses as Ranked by Students**

Table 22

*Language Expected Uses as Ranked by Students*

<b>Item 13</b>	<b>A lot</b>	<b>frequently</b>	<b>Sometimes</b>	<b>rarely</b>	<b>total</b>
How often do you expect to use English in the following contexts					
<b>Frequencies &amp; percentages</b>	<b>Freq %</b>	<b>Freq %</b>	<b>Freq %</b>	<b>Freq %</b>	<b>60 100%</b>
<b>a.</b> Addressing an audience presenting a topic in classroom presentation	25 <b>41.67%</b>				
<b>b.</b> Communication and engagement in Conversations		15 <b>25%</b>			
<b>c.</b> Taking notes during lectures meetings,		10 <b>16.67%</b>			
<b>d.</b> Participating in formal meetings such as conferences and study days			05 <b>8.33%</b>		
<b>e.</b> Presenting an academic research paper				05 <b>8.33%</b>	

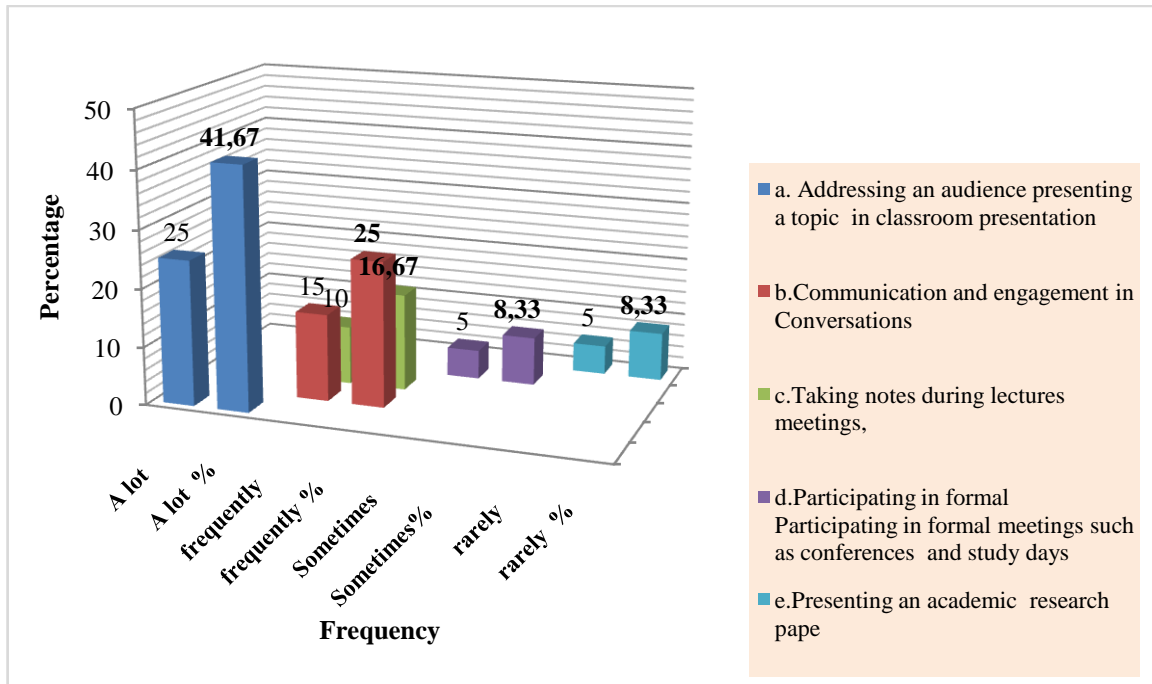


Figure 26. Language Expected Uses as Ranked by Students

The aim behind this question is to detect what important aspects of language first year learners of English want to develop in order to design appropriate materials for this. As shown in the table above, addressing an audience/ presenting a topic in classroom presentation come on the top of expected language uses with 41.67%, followed by communication and engagement in classroom conversations with 25%, then taking notes during lectures and meetings with 16.67%, participating in informal meetings such as conferences and study days was not prioritized by learners with 8.33%, and lastly presenting an academic paper with 8.33%.

**Complexity of AAMs and Students’ Level of Listening Comprehension**

Table 23

*Complexity of AAMs and Students’ Level of Listening Comprehension*

<b>Item 14</b>	<b>Everything</b>	<b>Most</b>	<b>Some</b>	<b>total</b>
When you watch movies, How much do you understand?				
<b>Frequency</b>	<b>15</b>	<b>35</b>	<b>10</b>	<b>60</b>
<b>Percentages</b>	<b>25</b>	<b>58.33</b>	<b>16.67</b>	<b>100%</b>

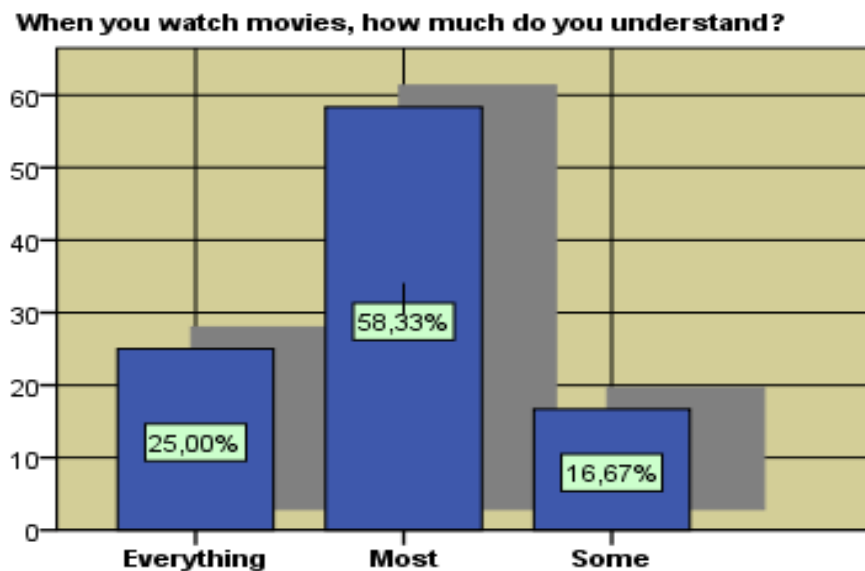


Figure 27. Complexity of AAMs and Students’ Level of Listening Comprehension

This question was an elaboration to the item regarding students’ self-evaluation of their oral performance as shown in table (19). Students are asked to describe their level of listening comprehension when they watch movies or videos. They are asked to select from the levels provided (everything, most, and some) which describe their listening comprehension. As can be detected in the table and the figure above, 58.33% of the students opt for **most**, 25.00% opt for **everything**; however, 16.67% choose **Some**.

**Students’ Engagement in Classroom Discussion and Participation**

Table 24

*Students’ Engagement in Classroom Discussion and Participation*

<b>Item 15</b>	<b>Always</b>	<b>sometimes</b>	<b>rarely</b>	<b>never</b>	<b>total</b>
How often do you participate in Classroom tasks and engage in discussions?					
<b>Frequency</b>	<b>15</b>	<b>06</b>	<b>30</b>	<b>09</b>	<b>60</b>
<b>Percentage</b>	<b>25</b>	<b>10</b>	<b>50</b>	<b>15</b>	<b>100%</b>

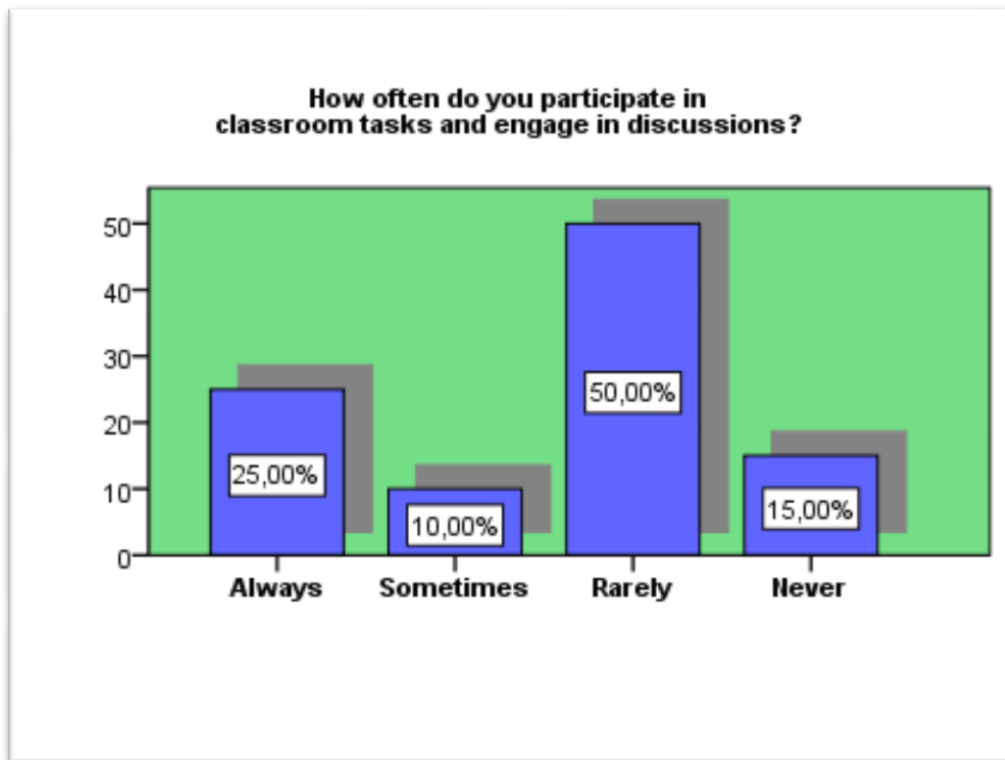


Figure 28. Students’ Engagement in Classroom Discussion and Participation

To explore more about students' present situation (students current level, they were asked about their participation frequency in classroom tasks and engagement in discussions. Statistically, 50.00% of the students say that they **rarely** participate in the classroom, whereas only 25.00 % opt for **always**.15% say that they **never** participate and engage in discussions while 10% opt for **sometimes**.

#### 4.4.4.2. Placement Test Results

Language placement test ranks the students according to their level of language. As stated earlier in the chapter of research methodology, placement test sheds light on different aspects of learners' level at the beginning of a particular language class, so it does not test vocabulary level solely, but both vocabulary and grammar. It allows to have a closer look at the learners' level of proficiency before any training on a particular teaching method. Students from both EG and CG was tested and their results are presented in the following tables:

Table 25  
*General Placement Test Scores for both EG and CG*

<b>Placement Test Results</b>							
<b>Experimental group</b>				<b>Control group</b>			
<b>N</b>	<b>Scores</b>	<b>N</b>	<b>Scores</b>	<b>N</b>	<b>Scores</b>	<b>N</b>	<b>Scores</b>
1	<b>50</b>	16	<b>37</b>	1	<b>56</b>	16	<b>35</b>
2	<b>47</b>	17	<b>36</b>	2	<b>46</b>	17	<b>35</b>
3	<b>43</b>	18	<b>36</b>	3	<b>45</b>	18	<b>34</b>
4	<b>43</b>	19	<b>36</b>	4	<b>44</b>	19	<b>34</b>
5	<b>41</b>	20	<b>35</b>	5	<b>43</b>	20	<b>33</b>
6	<b>40</b>	21	<b>35</b>	6	<b>43</b>	21	<b>33</b>
7	<b>40</b>	22	<b>34</b>	7	<b>41</b>	22	<b>32</b>
8	<b>40</b>	23	<b>34</b>	8	<b>41</b>	23	<b>32</b>
9	<b>39</b>	24	<b>34</b>	9	<b>41</b>	24	<b>31</b>
10	<b>38</b>	25	<b>33</b>	10	<b>41</b>	25	<b>31</b>
11	<b>38</b>	26	<b>33</b>	11	<b>39</b>	26	<b>31</b>
12	<b>38</b>	27	<b>32</b>	12	<b>38</b>	27	<b>30</b>
13	<b>37</b>	28	<b>29</b>	13	<b>37</b>	28	<b>29</b>
14	<b>37</b>	29	<b>27</b>	14	<b>37</b>	29	<b>28</b>
15	<b>37</b>	30	<b>27</b>	15	<b>36</b>	30	<b>27</b>

Table 26

*Distribution of the Placement Test Results for Both Groups in Accordance to the Test Guide*

Placement Test scores	EG		CG	
	Frequency	Percent %	frequency	Percent%
Scores from 10-19 (Elementary)	00	00%	00	00%
Scores from 20-29 (Pre-intermediate)	3	10%	03	10%
Scores from 30-39 (Intermediate)	<b>19</b>	63.33%	17	<b>56.67%</b>
Scores from 40-49 (upper intermediate)	07	23.33 %	09	30%
Scores from 50-60 (Advanced)	1	3.33%	1	3.33%
<b>Students' Overall Level= Intermediate</b>				

Tables (25 & 26) show that the majority of learners from both groups (EG= 63.33%; CG =56.67%) are intermediate in terms of language level. This indicates that they have the same level, which proves homogeneity of level, which reinforces reliability of the findings.

#### **4.4.5. Discussion of Qualitative Findings**

After having a precise description of the quantitative results, a stage for clarifications and suggestions from the part of students provided us with the required qualitative findings regarding further concerns and needs. This section was devoted mainly to clearly establish a full image about first year learners of English.

#### 4.4.5.1. Setting Immediate Purposes

Students have provided us, to great extent, with concise and precise views about their purposes, which have been categorized under two major themes: .a) Purposes related to language proficiency and b) Purposes related to learners' psychology.

##### A. Purposes Related to Language Proficiency

At this category, we can deduce that the students want to prepare themselves in relation to developing their language proficiency (see **appendix F**).

###### ○ Enhancing Language and Accent

*Student x: "to learn English language"*

*Student x: "I want to develop British accent"*

*Student x: "I need to attend my oral courses because they help me to learn from others and communicate and develop my accent"*

*Student x: "because oral expression classes help me to learn from others and communicate and develop my accent"*

*Student x: "I need to attend oral expression session to improve my English language and to avoid all the problems to which let me feel that it is difficult"*

###### ○ Improving Listening and Speaking Skills

*Student x: "improve my oral abilities and the way of talking and express what I need"*

*Student x: "to learn how to speak and improve speaking skills"*

*Student x: "to learn how to speak fluently"*

*Student x: "to learn and get knowledge.. I think!! I listen to the others speak and try to talk and improve myself"*

###### ○ Enriching Vocabulary

*Student x: "to learn vocabulary of English and how I can debate with others to have more knowledge"*

*Student x: “basically to improve my vocabulary for expressing my thoughts and ideas”*

*Student x: “attending oral expression help me to gain new words, ideas, points of view”*

*Student x: “I need to attend oral expression to enrich my vocabulary”*

*Student x: “in order to grow a good vocabulary of different fields and domains and learn more about the language”*

- **Developing Communicative Skills**

*Student x: “communicate with others”*

*Student x: “I think communication with others is the main reason.....it enhances myself confidence while speaking”*

*Student x: “Because the more you communicate the more you get baggage of the words and language and succeed in communicating and to pass the obstacles that we have in the language.”*

## **b. Purposes Related to Learners’ Psychology**

At this category, students pointed the main psychological factors, which affect their language learning. That is, their intention is centered to training themselves psychologically to prepare an important presence while using English. The following are the important aspects which can be detected from students’ claims:

- **Increasing Confidence and Presence While Speaking**

*Student x: “To learn new words and how to communicate with confidence”*

*Student x: “to gain confidence when speaking”*

*Student x: “To face audience with good English”*

- **Reducing Speaking Anxiety**

*Student x: “To be good in communication with others and speak without anxiety”*

*Student x: “well I think I need to attend oral expression classes to learn how to speak well and discuss but for me I am very shy ... I know the answer but I can’t say it in front of the class”.*



*Student x: "In order to develop myself and speak without stress"*

#### **4.4.5.2. Exploring Difficult Situations Faced by First Year Students**

Students were asked about difficult situations that impede their language learning, or once again, language aspects that appear to be complicated for them, and/or they need to overcome in oral classes. The word "difficulties" seemed to be understood differently by students, yet what has been extremely significant in students' responses is that they all expressed obstacles and barriers preventing them from an effective learning. These difficulties are actually what the learners need to overcome. The difficulties claimed by students ( **see appendix F**) are revisited below.

##### **a. Pronunciation**

*Student x: "I always mispronounce words "*

*Student x: "Sometimes I want to participate but when I have a bad pronunciation..."*

*Student x: "I have one problem which is difficult for me pronunciation"*

*Student x: "I want to participate but I am not sure about the pronunciation of words"*

##### **b. Appropriate Academic Vocabulary Use**

*Student x: "Using vocabulary is my problem.... especially academic vocabulary"*

*Student x: "I can't find the right word to express my idea"*

*Student x: "I can't find appropriate words for academic topics."*

*Student x: "I don't have academic vocabulary .... to ask about many thing related to my studies"*

*Student x: "for example, I want to argue and express my mind but I don't find the precise word"*

*Student x: "I find that it is so difficult when the teacher asks me to talk about a sudden topic"*

*Student x: "I have just one problem which is I don't have sufficient vocabulary "*

*Student x: "Communication is difficult for me I need to improve my range of vocabulary"*

### **c. Holding Conversations**

*Student x: "I really want to hold a conversation"*

*Student x: "I want to develop my speaking when asked to talk about a particular topic"*

*Student x: "entering in conversation without mistakes"*

*Student x: "I don't have enough confidence to engage in conversations"*

*Student x: "I can't stand in front of the audience and speak freely"*

### **d. Speech Continuity**

*Student x: "I want to speak without stopping"*

*Student x: "I really want to speak about topics without preparation"*

*Student x: "I can't keep talking when the teacher asks me to"*

*Student x: "facing audience is difficult for me.. I hesitate and fear"*

*Student x: "talking without stopping and preparation of the topic"*

*Student x: "the most situations that are difficult for me are when i make play and when I am presenting "a topic.. I want to develop speaking because I need to express myself.".*

*Student x: "I stop participating because I forget what to say"*

### **e. Grammar**

*Student x: "speak without grammatical mistakes"*

*Student x: "I really don't know how to use tenses"*

*Student x: "I don't know the difference between the present perfect and the past perfect"*

*Student x: "grammar and using tenses in speaking is difficult"*

#### **4.4.5.3. Further Suggestions**

At this stage, the students were invited to provide any further suggestions and concerns related to English language learning. This stage is supposed to clarify and identify more about students' concerns, problems, and hence suggested solutions that

they believe to be successful for them, or/ and feel comfortable about. Besides, students can describe their learning experiences that they enjoyed most (**check appendix F**).

Students have provided inestimable insights about their extensive learning experiences that they find beneficial and enjoyable. Watching more videos, listening to music with or/ and without Arabic translation is also favored by the learners as it is shown in the following extracts:

*Student x: "Learners enjoy and learn by listening to native speakers."*

*Student x: "Watching videos and then discuss the subject of the videos which helps us in learning new words and how to use them"*

*Student x: "Watch TV channels... or YouTube without translation to make it better... and at the end you listen to music and know the lyrics how it becomes..."*

*Student x: "In oral expression we have 3 hours ... we can do many things in one time... we can listen to songs .. play games.. We discuss the lyrics of the song..we can watch and discuss the topic of the videos... and why not in every session we bring new words, and we use this words in different sentence to fix it in our minds..".*

More listening tasks must take place in oral classes as it is illuminated in their suggestions. Consider the following utterances:

*Student x: "We need more listening tasks in oral classes because it is the only opportunity for us to improve our listening skills....."*

*Student x: "We need more listening to improve our vocabulary and pronunciation too"*

Technology is a key to learn English language consider the following:

*Student x: "Today everything is based on technology and so for learning English"*

*Student x: "I think that technology and materials can help us to have a good English"*

Debates and discussions are important for learning English and enhancing communication as it is shown in the following:

*Student x: "I wish the we discuss more different topics and fun subjects instead of the traditional well known boring ones"*

*Student x: "I wish that we can discuss different topics and subjects"*

*Student x: "I like it when we discuss topics ... we learn from ourselves and from the teacher...."*

*Student x: "Discussions help us in enhancing our communicative skills"*

*Student x: "Debates and discussions "*

*Student x: "I think that we need to discuss about more important things that happen in our daily life: life, politics, ethics, ..."*

*Student x: "I think what we are learning new is good and helping us but for other needs, using songs and videos is good too... and make the classroom more fun so I hope the teacher uses those materials"*

#### **4.4.6. Discussion of Quantitative Results and Qualitative Findings**

From the analysis of the quantitative results derived from close- ended questions, and qualitative data derived from open- ended questions, facts about students' needs, their profile (overall level, lacks, wants, and interests) have been established .This helps design appropriate learning and teaching materials in oral expression sessions.

What has been noticed when analyzing participants' responses is that students seemed to not understand the exact meaning and aims of the questions. For example, they mixed up needs, lacks and difficulties. No one can deny the fact that these three terms are interrelated. That is, student's difficulty when it is not treated becomes a weakness or lack, which later becomes what is referred to as" needs ".The latter

comprises different notions to include wants, necessities, preferences, interests, and lacks.

Our finding regarding analysis of first year students' needs in oral classes can be described, classified and presented under the following categories:

a. Students' interests and preferences, level, wants, the skills they want to develop, and learning priorities

b. Students' lacks regarding their language proficiency

**a. Students' Interests, Wants and Preferences**

This category aims at learning more about what language skills should be prioritized in relation to the learners' needs. Initially, the major remark is their awareness about the significance of vocabulary in their language learning. Students want so hard to expand their vocabulary stock, and learn how to use words properly.

Second, students' goal is improving their oral skills especially in classroom discussions and academic events. Therefore, speaking well and fluency are both required. Through their suggestions, students want to practice more their speaking abilities and communicative skills.

***b. Students' Lacks regarding their Language Proficiency***

The problem of vocabulary can be described in both lack of vocabulary and inappropriate use of it. These two types are on the top of the list of students' lacks. First year students of English are aware of the importance of learning English vocabulary. They provided a detailed description of vocabulary problems, which are RV and PV.

Pronunciation is another weakness, which can interfere in students' performance, and seems to hamper the learners from enhancing their language proficiency.

The placement test reveals that First year students belong to an intermediate level. It was also determined that the students' most preferred method of learning are listening activities followed by speaking. Listening tasks embrace listening to videos, and classroom discussions. It appears that learning oral skills through listening activities satisfies the students' preferences. More importantly, learners prefer AAMs such as: watching videos in addition to small group discussions.

### **Conclusion**

This chapter was extremely important because it helped us to understand more about roots of the research problem under investigation; moreover, we have been brought to lights and clarify issues related to teachers of oral expression, first year students' major problems related to vocabulary learning , to language laboratory, and materials designed for students. A full image of learners' needs, level, interests, and lacks was established. That is, how we would search for means of transportation for the learners, or once again, teaching approaches. The following chapter profoundly deals with analysis of quasi-experimental results to test the effect of using AAMs on vocabulary learning.

*CHAPTER FIVE:  
ANALYSIS AND  
INTERPRETATION  
of  
QUASI-EXPERIMENTAL  
RESULTS*

## **Chapter Five: Analysis and Interpretation of Quasi-Experimental Results**

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## **Introduction**

After having a clear picture on students' and teachers' problems in oral expression, the findings generated from both teachers interviews and students questionnaires have highlighted vocabulary as one of the serious problems for first year students of English. In this chapter, descriptive and statistical results of the pre and post-tests are to be presented. Afterwards, discussion of the results and interpretations of the findings are to be provided to denote to what extent the integration of AAMs is effective to enrich learners' vocabulary.

### **5.1. Treatment Phase**

The treatment phase lasted for 08 weeks in the academic year 2017/2018. Each session took 01 hour and 40 minutes. The treatment was adapted from Canning-Wilson and Wallace (2000) authentic task. As mentioned earlier in the chapter of research methodology, exposing learners to AAMs aims at bringing learners to a better vocabulary level, and gain competence to use it in different contexts, or at least, to properly use it in its context. Actually, the treatment intends to develop learners' receptive and productive skills of vocabulary. That is, through exclusively listening to AVs, learners are in the process of receiving; however, once they listen several times to the input, they move to working on their productive skills to develop their vocabulary use. Developing learners' vocabulary has to cover Nations' aspects of knowing a word to embrace word form, word meaning, and word use. By the end of each session, students should be able to know:

- ❖ Word Form: learners' ability to recognize the word form, its derived forms, word spelling and correct pronunciation
- ❖ Word Meaning: learners' ability to recall word meaning and understanding its uses

- ❖ Word Use: learners' knowledge of the correct uses of the word in context, the ability to correctly use the grammatical patterns of word, and the ability of using words and word collocations

In addition, there are other primary linguistic advantages that the learners might benefit from through exposure to AAMs such as accent, developing ideas, and listening comprehension. This would permit learners to foster their language learning.

The content of AAMs was selected based on learners' interests detected from the exploratory phase discussed in chapter five. That is, activities that provoke learners' communication are insisted in order to develop their communicative skills. The ultimate aim behind the integration of AVs in oral classes is to enrich learners' vocabulary (both daily and academic). To this end, a variety of topics were used to meet learners' demands. The videos are accompanied with English subtitles to enhance comprehension and readability of the content. It is noteworthy to take into consideration objectives of the module when teaching learners during the treatment training because they were highlighted in the official program designed for first year students of English in their academic career. During oral courses, Learners are supposed to talk and express themselves in order to strengthen their communicative skills and reflect what has been learnt; however, the teacher has to monitor and guide learners.

Before integrating AAMs in oral classes, learners sat for a pre-test to measure their RV and PV prior to the treatment phase. Besides, they were informed about the program designed and the nature of the tasks and activities expected for the second semester. For ethical issues, learners' permission was taken to accept or refuse being videotaped. Videotaping participants in research enhances reliability and it is of extreme benefit for the reader, however learners, especially girls did not agree being filmed for family reasons. Training learners with AVs covered different sessions in oral expression

and followed a unified lesson plan presented in a sample lesson plan (see **appendix J**).The sessions are introduced and described below.

#### **5.1.1. Session One:” Essential Public Speaking Tips”**

<https://www.youtube.com/watch?v=zZBJZ-dBVbE>

The first session was about” Essential Public Speaking Tips”. The topic of the video is informative and authentic in nature because it teaches people, not only learners of English language, who are willing to present a paper or deliver an oral presentation. The objective is to invite learners to listen to AAMs and introduce them to a set of speaking tips in order to enhance their speaking skills, raise their confidence and overcome their fear while speaking. Students are supposed to learn vocabulary related to public speaking. To practice on the learnt vocabulary, learners were asked to discuss each of the tips and tell which one they have experienced and think is effective for public speakers. Learners were assigned to organize oral presentations and apply the speaking tips from the video.

#### **5.1.2. Session Two:” The Red Shoes”**

<https://www.youtube.com/watch?v=LzfFW4yD-sc>

Learners were exposed to a short story that was originally created for kids .This story is one of the fairy tales that teach morals to children. Students are asked to listen and watch the video and focus on new vocabulary and its meaning. To enhance word recognition English subtitles are provided along the video. Furthermore, learners are asked to understand the lesson behind the story and answer questions related to stubbornness and it affects kids. Learners can also talk about their experiences and stories that happened to them in their childhood so that they can use the new vocabulary.

### **5.1.3. Session Three:” Money Can Buy Happiness”**

<https://www.youtube.com/watch?v=ZwGEQcFo9RE>

The third session addressed one of the interesting topics” Money can buy happiness” .This topic is an interesting issue for people and learners to talk about. Learners were invited to watch the video and then discuss its content. During this session, learners give their points of views, argue, and create debates about money and happiness. It is worthy to point the recall of prior vocabulary along session and its accommodation with the new learnt words. Along the session, related issues might be discussed such as: poverty, rich people, poor people, and charity.

### **5.1.4. Session Four:”10 Morning Routine of Successful People”**

<https://www.youtube.com/watch?v=ifGg5JykgQo>

The fourth session was about “10 Morning Routine of Successful People”, a topic that is open to discussion to learners. It tackles morning habits of successful people that might be helpful for students especially in their learning of English .the aim of this topic is to stimulate learners’ minds of talking and engaging in classroom discussion and learning. Learners, through watching this video are supposed to learn new words and their use. After they finished listening, learners were invited to talk about their morning habits and compare them with ones in the video in order to practice upon the new vocabulary.

### **5.1.5. Session Five:” From a Failing Student to a Rocket Scientist”**

<https://www.youtube.com/watch?v=iO6lvhUFLJY>

The fifth session discusses an interesting story, which is about a student who was a failure to a rocket scientist. Learners were given the opportunity to listen and watch the video, focus and understand the topic, learn new vocabulary and word spelling, and pronunciation of words. The video like all the videos is equipped with subtitles to help

learners follow and understand more. After the listening stage, learners try to summarize ideas and answer questions related to the video and tell their experiences based on the story.

#### **5.1.6. Session Six:” Post It”**

<https://www.youtube.com/watch?v=aVgeJ5eqISM>

The sixth session is about a short film” post it” .The film is an authentic video created for non educational purposes. Learners watch the video, which is about how post it can create joy for people, and express opinions indirectly. The aim behind exposing learners to this video is to accelerate learners’ daily life vocabulary. For the practical part of the session, students were asked to use “Post It” and share them with their friends during the session

#### **5.1.7. Session Seven: “Interview with an Applicant” Sketch Comedy**

[https://www.youtube.com/watch?v=7W\\_qrc-TkR8](https://www.youtube.com/watch?v=7W_qrc-TkR8)

In session seven, a sketch comedy was brought to the classroom entitled “Interview with an Applicant”. It discusses the power of words by a woman who used her intellectual abilities to get a job as an accountant. The video is short, but it teaches a lesson on how an applicant should be during the interview. After listening, learners answer the questions for practice of the new vocabulary related to job applicant.

#### **5.1.8. Session Eight: “A Journey to Nowhere” a Short Story for Kids**

[https://www.youtube.com/watch?v=\\_Q6MwsW5FUA](https://www.youtube.com/watch?v=_Q6MwsW5FUA)

For the eighth session, a short story for kids entitled: “A Journey to Nowhere” was integrated as an AAM. Short stories are favored sources that the majority of students enjoy while watching. When students enjoy watching, learning is likely to take part. Learners were asked to focus on the actions of the story and understand new words, spelling, and pronunciation, so that they assimilate new words and how they are

used by native speakers. As for practice, questions related to reading comprehension about the story were asked and imagine an end to the story for the snail. Moreover, learners were asked to perform the roles of the story to make them use the learnt vocabulary.

## 5.2. Description of Lesson Plan

The lessons implemented during the treatment have followed the same stages (check appendix J “Lesson Plan Sample”) beginning from a Warm-up, Brainstorming, Introduction (Pre-listening task) Presentation (While-viewing), Post-viewing task and then evaluation stage to check their understanding of the video, the learnt vocabulary, and development of ideas. The stages are best described below.

- **Warm up:** the class is initiated with warm-up stage, it is also called icebreakers. This stage is extremely crucial because it refreshes learners’ minds by reviewing one’s previous knowledge, related vocabulary, and ideas. This stage involves telling briefly a story or asking questions about the topic area.
- **Introduction:** at this stage, the topic is introduced to the learners and discussion about the topic takes place.
- **Presentation:** this stage represents the heart of the lesson because learners are exposed to AVs. The learners, *while the listening stage*, can repeat the video two or three times for a better comprehension.
- **Practice:** as for the *post-viewing stage*, a variety of tasks have been tackled to practice on the learnt vocabulary according to the topic of the video. For example, if the video tackles “10 Morning Routines of Successful People”, learners can talk about their own morning habits and routines. In more concrete words, discussions, debates, role plays,

presentations, and sharing experience were all included in the post-viewing stage of the quasi-experiment.

- **Evaluation:** several types of tests can be run in order to determine learners' achievement at the end of a language course. This stage is used to test students' vocabulary, comprehension, and achievement after being taught using AAMs.

### **5.3. Results of Pre and Post- Tests**

Data derived from both pre and post-tests allows us to answer the last three research questions (05, 06, and 07). The fifth research question: What effects do AAMs have on students' vocabulary learning? The sixth research question: To what extent does students' RV improve after the integration of AAMs? And the seventh question: To what extent does students' PV improve after the integration of AAMs?

Results from the pre and post- tests are also employed to verify, and test mainly the first hypothesis. The first hypothesis: There will be statistical significant differences in students' vocabulary level in the EG before and after the integration of AAMs. Null hypothesis one: There will be no statistical significant differences in students' vocabulary level in the EG before and after the integration of AAMs. That is, to test whether or not there will be any statistical significant differences in students' vocabulary level in the EG after the integration of AAMs.

Measurement of students' scores before and after the treatment in the quasi-experimental study, through evaluating students' vocabulary level, is the basic source used for testing our hypothesis (es), and answering the last three research questions. First, the pre-test scores of both EG and the CG were counted and analyzed to verify equivalence between both groups regarding their prior vocabulary level before any interference of treatment.

### **5.3.1. Verifying Equivalence between the CG and the EG in the Pre-Test**

It is important for a researcher undertaking a quasi-experimental study or willing to conduct treatment study to ensure comparability of both EG and the CG. The ultimate aim is to ensure that the EG and the CG were similar and comparable prior to receiving the treatment in terms of vocabulary learning. Besides, a thorough understanding of students' vocabulary level of both groups at the starting point is established.

Our main concern of beforehand mentioned hypotheses is that exposing students to AAMs may lead to improvement in their vocabulary. Going through comparability between groups brought us to lights of comparison of pre-test and post- tests along with the quasi-experimental study, and to show the importance of the treatment.

Comparison of the pre-test scores of students' vocabulary level is drawn on the basis of 30 students in the CG and 30 in the EG. As beforehand mentioned, the responses produced by both groups were corrected using the same scoring rubric. Two types of vocabulary were tested (both RV and PV).

A T-test analysis was run in order to ensure whether or not there are significant differences in means of both groups (EG and CG). First, means of both groups related to PV and RV are calculated. Second, mean differences, independent T-test results, Levene's test for equality of variances and P- value were presented as well. Independent T-test represents an inferential statistical test that verifies if there are statistical differences between means of two or more intact groups in a particular study. In the present probe, T-test was counted to determine whether there are statistical differences between means of RV and PV between EG and CG. Hence, results to each type of vocabulary were counted and analyzed separately as shown in the following tables (27, 28, 29, 30, 31, 32, 33, & 34)



### 5.3.2. Results of Pre-Tests of RV for Both Groups

#### a. Receptive Vocabulary

Table 27

*EG Pre-Test Scores for RV*

Participants	scores	participants	scores
1	<b>150</b>	16	<b>80</b>
2	<b>146</b>	17	<b>75</b>
3	<b>130</b>	18	<b>72</b>
4	<b>128</b>	19	<b>70</b>
5	<b>113</b>	20	<b>64</b>
6	<b>119</b>	21	<b>63</b>
7	<b>100</b>	22	<b>62</b>
8	<b>90</b>	23	<b>60</b>
9	<b>90</b>	24	<b>60</b>
10	<b>88</b>	25	<b>55</b>
11	<b>82</b>	26	<b>53</b>
12	<b>82</b>	27	<b>52</b>
13	<b>77</b>	28	<b>50</b>
14	<b>76</b>	29	<b>45</b>
15	<b>68</b>	30	<b>40</b>
<b>XC = 81.33</b>			

Table 28

*CG Pre-Test Scores for RV*

Participants	Scores	Participants	Scores
1	<b>160</b>	16	<b>80</b>
2	<b>108</b>	17	<b>79</b>
3	<b>114</b>	18	<b>78</b>
4	<b>98</b>	19	<b>77</b>
5	<b>100</b>	20	<b>75</b>
6	<b>101</b>	21	<b>70</b>
7	<b>109</b>	22	<b>69</b>
8	<b>97</b>	23	<b>68</b>
9	<b>90</b>	24	<b>67</b>
10	<b>85</b>	25	<b>60</b>
11	<b>88</b>	26	<b>55</b>
12	<b>83</b>	27	<b>50</b>
13	<b>84</b>	28	<b>49</b>
14	<b>82</b>	29	<b>45</b>
15	<b>81</b>	30	<b>40</b>
<b>XC = 81.40</b>			

Table 29

*Means of Scores of RV Obtained in the Pre-Test in Both Groups*

	Groups	N	mean	standard Deviation	Standard Error mean
Pre-test scores	Experimental group	30	81.33	29.466	5.380
	Control group	30	81.40	24.268	4.431

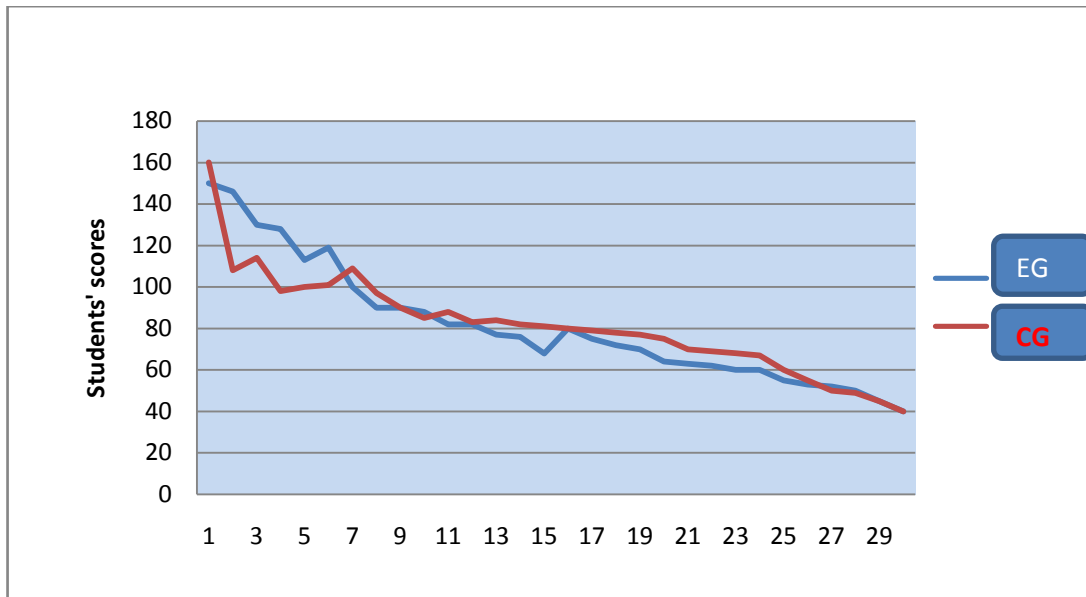


Figure29. RV Mean Difference between EG and CG in the Pre-Test

Although the results in tables (27, 28 & 29) show observed differences, the means of RV in both groups are closed and differences are slight. As can be read from the tables above, the mean of the total score in the EG is XC= 81.33 while in the CG, the mean of the total scores is XC=81.40. In order to verify if the observed differences are statistically significant or not, an independent sample T –test was calculated as presented an illustrated in table 30 below.

Table 30

Independent Sample T- Test of the Pre- Test Scores of RV for Both Groups

		Independent Sample T-test						
		Levene's Test for Equality of Variances		T-Test for Equality of Means				
		F	Sig	t	ddl	Sig (bilateral) P value	Mean difference	Standard error mean
RV of EG & CG in Pre-test	Equal variances assumed	1.491	.227	-.010-	58	.992	-.067-	6.969
	Equal variances not assumed			-.010-	55.945	.992	-.067-	6.969

By counting the mean difference between the two groups, results yielded that there is a slight difference between the two groups in RV. Thus, the mean difference is  $X=-.067$  with reference to t value (-.010-). Levene’s test for equality of variances shows that the P value is = 0. 992, which is greater is greater than 0.05; therefore, this suggests no significant difference between the EG and the CG in their level of RV in the pre-test. Statistical analysis of RV tests shows equivalence between the EG and the CG before the treatment in terms of RV.

**b. Productive Vocabulary**

Table 31

*EG Pre -Test Scores in PV*

Participants	scores	participants	scores
1	<b>55</b>	16	<b>09</b>
2	<b>33</b>	17	<b>04</b>
3	<b>33</b>	18	<b>04</b>
4	<b>29</b>	19	<b>03</b>
5	<b>22</b>	20	<b>03</b>
6	<b>12</b>	21	<b>02</b>
7	<b>12</b>	22	<b>02</b>
8	<b>11</b>	23	<b>02</b>
9	<b>10</b>	24	<b>02</b>
10	<b>08</b>	25	<b>02</b>
11	<b>07</b>	26	<b>01</b>
12	<b>07</b>	27	<b>01</b>
13	<b>05</b>	28	<b>01</b>
14	<b>04</b>	29	<b>01</b>
15	03	30	<b>00</b>
<b>XC = 10.33</b>			

Table 32  
*CG Pre -Test Scores in PV*

Participants	scores	participants	scores
1	<b>25</b>	16	<b>11.5</b>
2	<b>24</b>	17	<b>10</b>
3	<b>15</b>	18	<b>10</b>
4	<b>15</b>	19	<b>11</b>
5	<b>15</b>	20	<b>11</b>
6	<b>14</b>	21	<b>10</b>
7	<b>01</b>	22	<b>08</b>
8	<b>11</b>	23	<b>7.5</b>
9	<b>13</b>	24	<b>6</b>
10	<b>11</b>	25	<b>05</b>
11	<b>15</b>	26	<b>4</b>
12	<b>06</b>	27	<b>04</b>
13	<b>05</b>	28	<b>3</b>
14	<b>06</b>	29	<b>02</b>
15	<b>06</b>	30	<b>01.5</b>
<b>XC = 09.90</b>			

Table 33  
*Means of Scores of PV Obtained in the Pre- Test for Both Groups*

	groups	N	Mean	Standard deviation	Standard error mean
Pre-test scores	Experimantal	30	10.33	8.368	1.528
	Control group	30	9.90	5.391	.984

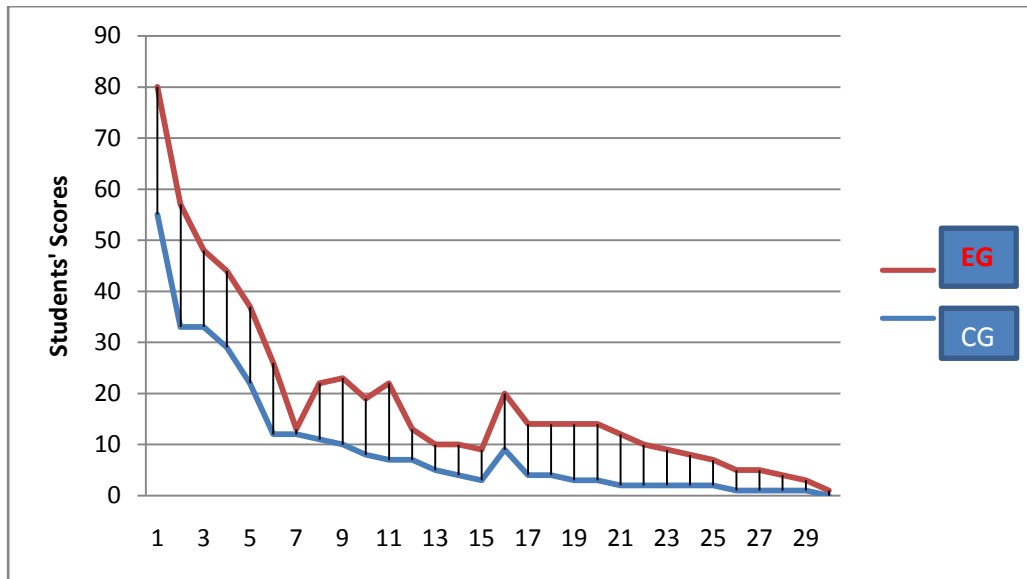


Figure30. PV Mean Difference between EG and CG in the Pre-Test

Descriptive statistics from the table (31, 32, and 33) show observed differences between both groups in PV; however, the means obtained in PV are closed. The mean of the total scores in the EG was  $\bar{X}_C = 10.33$  while in the CG, the mean of the total scores was  $\bar{X}_C = 9.90$ . An independent sample T-test was run in order to verify whether the marked differences are statistically significant or not as presented in table 34 below.

Table 34

Independent Sample T -Test of Pre-Test Scores of PV for Both Groups

		Levene's Test for Equality of Variances		T-Test for Equality of Means				
		F	Sig	t	ddl	Sig (bilateral) P value	Mean difference	Standard error mean
PV of EG & CG in Pre-test	Equal variances assumed	.417	.152	.238	58	.812	.433	1.817
	Equal variances not assumed			.238	49.533	.813	.433	1.817

Results from table (34) show that the mean difference between both groups in the PV before the quasi-experiment has yielded  $X=0.433$  with reference to the *t-value* (.238). Levene's test for equality of variances indicate that the level of significance in Sig bilateral is  $= .812 > 0.05$ , which is greater than ( $\alpha = 0.05$ ); thus, we conclude that there are no significant differences between the EG and CG in PV, which entails that both groups are homogeneous at their vocabulary level.

### **5.3.3. Verifying Students' Vocabulary Progress during Treatment Training**

#### **5.3.3.1. Results of the Progress Test 01**

As mentioned earlier in the previous chapter, the integration of AAMs was followed by the teacher to enhance learners' vocabulary. He taught oral expression to both the EG as well as the CG; however, the method of teaching for each group was not similar. While the EG has been taught using AAMs, the CG has undergone different ways of teaching, which are not actually authentic, and without any interference of AAMs. The EG was taught using different AAMs to include basically short stories, and other videos to discuss different topics of students' interest. These videos were totally authentic. The teacher taught the learners that they should learn vocabulary not for storage, but also for long life uses. As assessment is likely to take place in any learning process, and to check how far they benefited from AAMs, students from the EG were tested whenever they were exposed to AAMs. As mentioned in the previous chapter of research methodology, students in the Progress tests (1, 2, 3 & 4) were given 10 words from the materials they were exposed to by which they were asked to give meaning /definition and examples to these words and use them in sentences of their own to test their progress after the integration of AAMs. Each correct answer equals=01 point. That is, 10 points were dedicated for the RV and the other 10 were devoted to PV.

EG scores obtained in progress test 01 are presented in table (35). Scores indicated no significant progress in students' vocabulary in the first two weeks after the integration of AAMs. As can be observed in students' scores, scores in RV are higher than those of PV. That is, the mean of the total scores in the RV is  $XC=2.52$ , whereas the mean of the PV is  $XC=1.24$ .

Table 35

*EG Results of Progress Test 01*

<b>N</b>	<b>Receptive</b>	<b>Productive</b>	<b>N</b>	<b>Receptive</b>	<b>Productive</b>
1	4.5	03	16	2.25	01
2	4.25	03	17	02	01
3	4.25	2.75	18	02	01
4	04	2.25	19	02	01
5	04	01	20	02	01
6	3.5	2.5	21	02	01
7	3.5	2.25	22	02	0.5
8	3.5	02	23	2.5	0.5
9	03	02	24	02	0.25
10	3	1.5	25	1.5	0.25
11	03	1.25	26	1.5	0.25
12	03	01	27	1.5	00
13	03	01	28	01	0.5
14	2.5	1.25	29	0.5	0.5
15	2.25	1.25	30	0.5	0.5
<b>RV mean=2.52</b>					
<b>PV mean=1.24</b>					



### 5.3.3.2. Results from Progress Test N 02

Table 36  
*EG Results of Progress Test 02*

N	Receptive	Productive	N	Receptive	Productive
1	6.5	6.5	16	04	04
2	6.5	6.25	17	04	3.5
3	6.25	6.25	18	3.5	3.25
4	6.25	06	19	3.25	3.25
5	06	06	20	3.25	03
6	06	5.5	21	3	2.5
7	5.5	5.5	22	2.5	2.25
8	5.5	5.25	23	2.25	2.25
9	5.25	5.25	24	2.25	1.5
10	5.25	05	25	1.5	1.5
11	05	05	26	1.5	1.25
12	05	4.5	27	1.25	1.25
13	4.5	4.25	28	1.25	01
14	4.25	4.25	29	01	01
15	4.25	04	30	01	01
<b>The mean of RV=3.91</b>					
<b>The mean of PV=3.68</b>					

When the teacher researcher first introduced AAMs to the EG, he explained to them that the aim behind the integration of such materials is to teach them vocabulary, and enhance their language learning. Another task that was used is explaining and defining words, and then using them in new sentences, which are different from the provided ones in the materials. At the end of two weeks of teaching with the use of AAMs, students were given activities to reflect their progress in both RV and PV; therefore, each word should be explained and used in new situations.

Results obtained in progress test two as illustrated in the table (36) indicate a significant progress in students' vocabulary as compared to scores in progress test one. The mean of total scores for RV is  $\bar{X}_C = 3.91$  and the mean of PV is  $\bar{X}_C = 3.68$ . Students in progress test two showed a noticeable progress in both RV and PV, as the mean difference shows no significant difference between RV and PV means, however it shows a significant difference between students' scores in progress test one and progress test two for both RV and PV as the mean difference yielded  $X = 1.39$  for RV and  $X = 2.44$  for PV.

### 5.3.3.3. Results of Progress Test N 03

Table 37  
*EG Results of Progress Test 03*

N	Receptive	Productive	N	Receptive	Productive
1	8.5	8.5	16	5.25	05
2	8.5	8.25	17	05	05
3	8.25	08	18	4.5	4.5
4	08	08	19	4.5	4.25
5	08	7.5	20	4.25	04
6	08	7.25	21	04	04
7	08	07	22	3.5	3.5
8	7.5	07	23	3.5	3.25
9	07	7.25	24	3.25	3.25
10	07	07	25	3.5	03
11	6.5	6.25	26	03	03
12	6.25	06	27	03	2.5
13	6	5.5	28	2.5	2.25
14	5.5	5.5	29	2.25	2.25
15	5.5	5.25	30	02	02
<b>The mean of RV=5.41</b>					
<b>The mean of PV=5.20</b>					

The same type of activities was given to students in progress test three. The test has two types of tasks in one activity. That is, students were asked to answer VKS, a scale that is composed of two main measuring scales, one for RV and the other one for PV.

Table (37) includes results and learners scores from the EG, which best describes their vocabulary achievement. We can notice that the scores obtained in progress test three 03 are significantly different from the ones in progress test one and two. Statistically, the mean obtained in RV is  $\bar{X} = 5.41$ , and the mean obtained in PV is  $\bar{X} = 5.20$ . One can notice that the scores obtained in progress test three are increasing in comparison with those obtained in progress test one and two. By comparing the scores obtained in progress test two and three, we came to conclude a considerable change in students' vocabulary level. A mean difference was computed to prove the difference; therefore, results indicate that the difference between RV scores in progress test two and three yielded  $X = 1.50$  and  $X = 1.60$  in PV. Empathically, the results imply a positive influence of AAMs on students' vocabulary learning. Thus, results from progress test 03 show a significant progress in students' vocabulary.

#### **5.3.3.4. Results of Progress Test N 04**

Based on table (38), scores of students in progress test four 4 reveal a considerable development in students' vocabulary. When we compare results from progress test one with progress test 04, a significant difference is obviously detected. Statistically speaking, in progress test four, the mean of RV is  $\bar{X} = 7.25$  and in progress test 01, the mean is  $\bar{X} = 2.52$  with a mean difference of  $X = 4.73$ . The mean of PV in progress test four is  $\bar{X} = 6.82$  and the mean in progress test 01 is  $\bar{X} = 1.24$  with a mean difference of  $X = 5.58$ . The progress witnessed in students' vocabulary justifies how much AAMs are beneficial for their learning, and the more learners are exposed to AAMs, the better

students' performance will be. When students were asked to define and/ or translate the new learnt vocabulary in the vocabulary test scale, it was observed that they defined correctly the words and gave them synonyms, and used them properly in new sentences.

Table 38

*EG Results of Progress Test 04*

<b>N</b>	<b>Receptive</b>	<b>Productive</b>	<b>N</b>	<b>Receptive</b>	<b>Productive</b>
1	<b>10</b>	<b>10</b>	16	<b>7.5</b>	<b>07</b>
2	<b>10</b>	<b>9.5</b>	17	<b>07</b>	<b>07</b>
3	<b>10</b>	<b>09</b>	18	<b>07</b>	<b>07</b>
4	<b>9.5</b>	<b>09</b>	19	<b>6.5</b>	<b>6.5</b>
5	<b>9.25</b>	<b>09</b>	20	<b>6.5</b>	<b>06</b>
6	<b>09</b>	<b>08.5</b>	21	<b>06</b>	<b>06</b>
7	<b>09</b>	<b>8.25</b>	22	<b>06</b>	<b>06</b>
8	<b>09</b>	<b>08</b>	23	<b>06</b>	<b>5.5</b>
9	<b>09</b>	<b>08</b>	24	<b>5.25</b>	<b>5.25</b>
10	<b>08.5</b>	<b>08.5</b>	25	<b>05</b>	<b>05</b>
11	<b>8.5</b>	<b>8.25</b>	26	<b>4.5</b>	<b>4.25</b>
12	<b>8.5</b>	<b>08</b>	27	<b>4.5</b>	<b>04</b>
13	<b>8.5</b>	<b>08</b>	28	<b>4.5</b>	<b>3.25</b>
14	<b>8.5</b>	<b>7.5</b>	29	<b>04</b>	<b>03</b>
15	<b>7.5</b>	<b>7.25</b>	30	<b>03</b>	<b>02</b>
<b>The mean of RV=7.25</b>					
<b>The mean of PV=6.82</b>					

### 5.3.4. Treatment Efficacy between EG and CG

In order to examine changes brought after the treatment, mean differences were calculated. Also, to decide whether or not there are statistically significant differences between the EG and the CG, and to test the effectiveness of the hypotheses, Independent sample T-test was counted. Each stated hypothesis is analyzed and discussed separately with relation to both types of vocabulary.

#### Hypothesis one

There will be statistical differences in students' RV level in the EG after the integration of AAMs.

#### Null hypothesis one

There will be no statistical differences in students' RV level in the EG after the integration of AAMs.

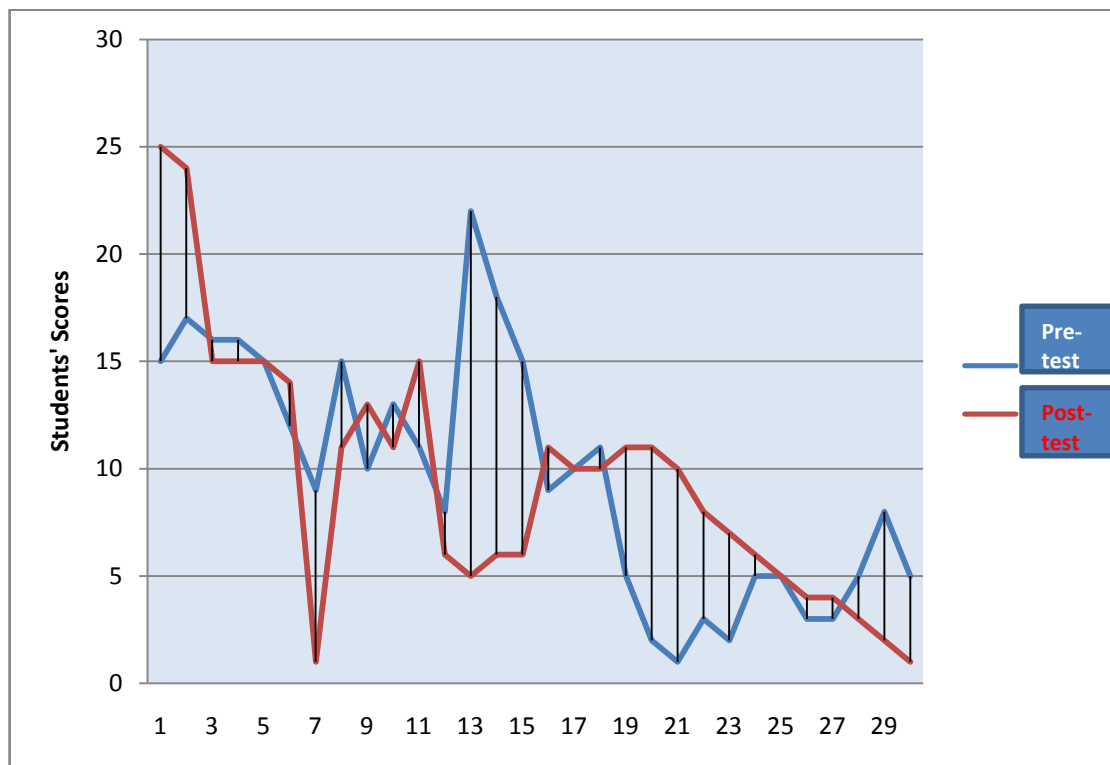


Figure31. RV Mean Difference between Pre and Post-Test for the EG

Table 39  
*EG Results in RV Post- Test*

N	Scores	N	Scores
1	150	16	137
2	146	17	128
3	144	18	114
4	139	19	129
5	135	20	116
6	134	21	108
7	134	22	111
8	137	23	105
9	129	24	117
10	135	25	102
11	129	26	101
12	135	27	102
13	125	28	98
14	132	29	96
15	122	30	80
<b>XC=122.33</b>			

Table 40  
*Pre and Post- Test Results of the EG in RV*

	Experimantal group	N	Mean	Standard deviation	Standard error mean
Pre & Post Scores	Post-test	30	122.33	17.275	3.154
	Pre-test	30	81.33	29.466	5.380

The results in table (27, 39, and 40) show that the mean attained for the RV for the EG in the pre- test was **XC** = 81.33; whereas, as shown in the post-test results, the mean was **XC** =122.33. Means obtained in the pre and post-test show observed

differences in students' level of RV. In order to test whether or not the differences observed are significant, independent sample T-test was calculated as it appears in table 41 below.

Table 41

*Independent Sample T-Test of RV Scores of the EG between Pre and Post-Test*

		Levene's Test for Equality of Variances		T-Test for Equality of Means				
		F	Sig	t	ddl	Sig (bilateral) P value	Mean difference	Standard error mean
RV of EG between Pre & Post -test	Equal variances assumed	4.977	.030	6.575	58	.000	41.000	6.236
	Equal variances not assumed			6.575	46.830	.000	41.000	6.236

Statistical description of pre and post-test results regarding RV show that the mean difference between the pre and post -test is  $X = 41.000$  with accurate reference to t value (6.575). Levene's test for equality of variances indicate that the P value Sig = Sig =  $0.000 < 0.05$ , which is lower than ( $\alpha = 0.05$ ). This suggests significant statistical difference between pre and post -test means of RV.

By examining the results in the post-test, the EG scores in the post-test for RV are higher than the ones in the pre-test. The results provide evidence that performance of learners from the EG has developed after the treatment. Remarkable changes in students' scores after intervention of AAVs confirm alternative hypothesis one and rejects null hypothesis one.

**Hypothesis two**

There will be statistical differences in students' PV level in the EG after the integration of AAMs.

**Null hypothesis two**

There will be no statistical differences in students' PV level in the EG after the integration of AAMs.

Table 42

*EG Post- Test Scores in PV*

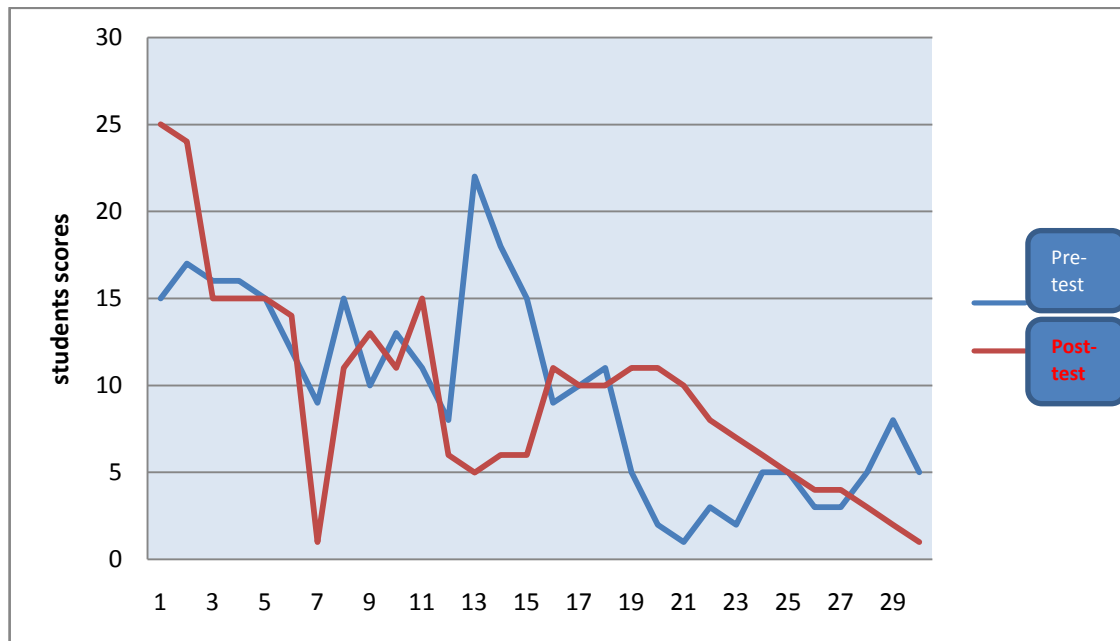
<b>N</b>	<b>Scores</b>	<b>N</b>	<b>Scores</b>
1	<b>54</b>	16	<b>21</b>
2	<b>51</b>	17	<b>29</b>
3	<b>52</b>	18	<b>16</b>
4	<b>50</b>	19	<b>20</b>
5	<b>48</b>	20	<b>30</b>
6	<b>48</b>	21	<b>39</b>
7	<b>45</b>	22	<b>32</b>
8	<b>39</b>	23	<b>33</b>
9	<b>49</b>	24	<b>20</b>
10	<b>38</b>	25	<b>27</b>
11	<b>41</b>	26	<b>24</b>
12	<b>33</b>	27	<b>22</b>
13	<b>39</b>	28	<b>24</b>
14	<b>31</b>	29	<b>25</b>
15	<b>36</b>	30	<b>20</b>
<b>XC=34.53</b>			



Table 43

*Pre and Post - Test Results of the EG in PV*

	Experimental group	N	Mean	Standard deviation	Standard error
scores	Post-test	30	34.53	11.377	2.077
	Pre-test	30	10.33	8.368	1.528

*Figure 32. EG Results in PV between Pre and Post-Test*

As revealed in table (31, 42, and 43) the mean obtained in PV for students of the EG in the pre- test was  $\bar{X} = 10.33$ , whereas the mean attained in the post -test was  $\bar{X} = 34.53$ . As it is indicated, observed differences in students' means in PV between pre and post-test are clearly detected. An independent sample t-test was run to determine if the observed differences are significant or not as it is presented in table 44 below.

Table 44

*Independent Sample T- Test of PV Scores of the EG between Pre and Post- Test*

		Levene's Test for Equality of Variances		T-Test for Equality of Means				
		F	Sig	t	ddl	Sig (bilateral) <b>P value</b>	Mean difference	Standard error mean
PV of EG between the Pre & Post-test	Equal variances assumed	6.740	.0125	9.385	58	.000	24.200	2.578
	Equal variances not assumed			9.385	53.274	.000	24.200	2.578

Independent sample t- test results indicated in the table above related to PV show that the mean difference between pre and post-test scores is  $X = 24.200$  with a t-value (9.385). Levine's test for equality of variances shows that the P value is  $=0.000 < 0.05$ , which is lower than ( $\alpha = 0.05$ ). This suggests significant statistical differences between the pre and post-test means of the EG in the PV; therefore, these significant differences suggest an improvement in students' PV, which provides evidence in favor of using AAMs. Thus, alternative hypothesis two is confirmed and null hypothesis two is disconfirmed, and hence neglected.

### **Hypothesis three**

There will be statistical differences in the control group' RV level between the pre-test and post-test.

### **Null hypothesis three**

There will be no statistical differences in the control group' RV level between the pre-test and the post-test.

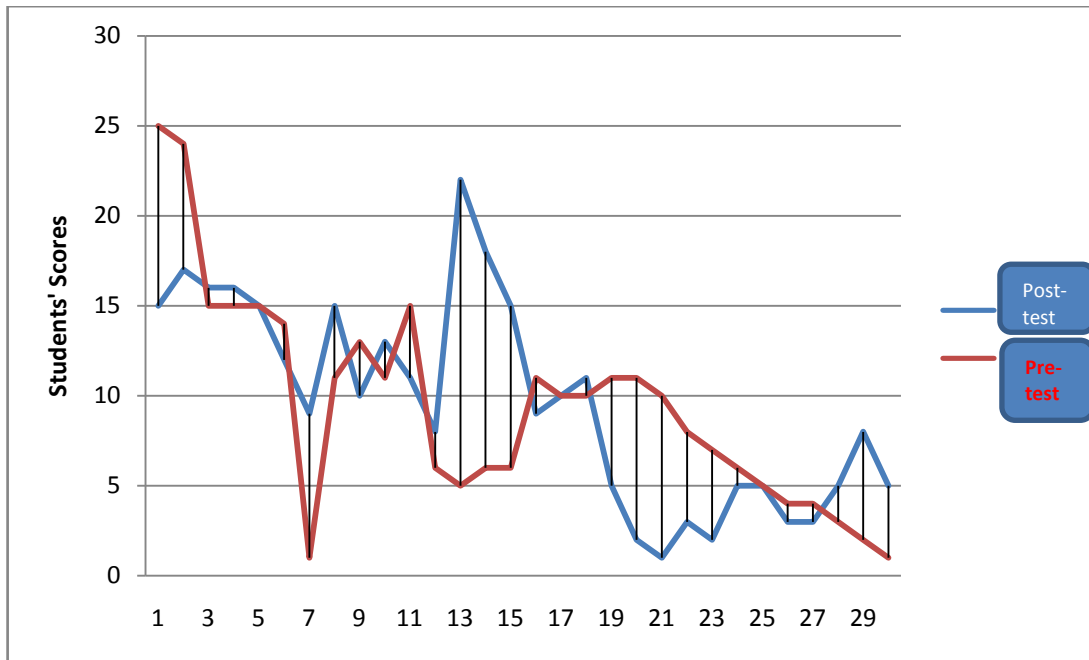


Figure 33. RV Mean of the CG between Pre and Post-Test

Table 45

CG Post- Test Results in RV

N	Scores	N	Scores
1	111	16	77
2	107	17	75
3	105	18	73
4	103	19	81
5	100	20	80
6	100	21	80
7	100	22	75
8	96	23	70
9	96	24	65
10	95	25	60
11	90	26	60
12	97	27	58
13	71	28	55
14	70	29	50
15	70	30	50
<b>XC= 80.67</b>			

Table 46  
*Pre and Post -Test Results of CG in RV*

	Control group	N	Mean	Standard deviation	Standard error mean
scores	Post-test	30	80.67	18.176	3.318
	Pre-test	30	81.40	24.268	4.431

Although statistical description of RV results from the CG in pre and post –test show statistical differences, the mean obtained in the pre-test is extremely closed to the mean obtained in the post-test as it is illustrated in the table above (46). As it is indicated, the mean obtained in the pre- test is  $XC = 81.40$ , whereas the mean attained in the post-test is  $XC = 80.67$ . In order to determine that the observed differences are significant or not, an independent sample T-test was run as it is shown in table 47 below.

Table 47  
*Independent Sample T- Test of CG in RV between Pre and Post-Test*

		Levene's Test for Equality of Variances		T-Test for Equality of Means				
		F	Sig	t	ddl	Sig (bilateral) P value	Mean difference	Standard error mean
RV of CG between Pre & Post-test	Equal variances assumed	.270	.605	-.132-	58	.895	-.733-	5.536
	Equal variances not assumed			-.132-	53.748	.895	-.733-	5.536

Statistical analysis from table (47) indicated that the mean difference between pre and post-test is  $XC = -.733-$  with a t-value ( $-.132-$ ). Levine's test for equality of

variances shows that P-value level of significance is  $\text{Sig} = .895 > 0.05$ , which is greater than ( $\alpha = 0.05$ ); therefore, this suggests no statistical significant differences in RV of CG between pre and post-test. Based on this, alternative hypothesis three was disconfirmed and null hypothesis three was confirmed. This indicates that no improvement is witnessed in students' RV in the CG.

#### **Hypothesis four**

There will be statistical differences in the control group' PV level between the pre-test and post-test.

#### **Null hypothesis four**

There will be no statistical differences in the control group' PV level between the pre-test and post-test.

Table 48  
*CG Post-Test Scores in PV*

<b>N</b>	<b>Scores</b>	<b>N</b>	<b>Scores</b>
1	<b>15</b>	16	<b>09</b>
2	<b>17</b>	17	<b>10</b>
3	<b>16</b>	18	<b>11</b>
4	<b>16</b>	19	<b>05</b>
5	<b>15</b>	20	<b>02</b>
6	<b>12</b>	21	<b>01</b>
7	<b>9</b>	22	<b>03</b>
8	<b>15</b>	23	<b>02</b>
9	<b>10</b>	24	<b>05</b>
10	<b>13</b>	25	<b>05</b>
11	<b>11</b>	26	<b>03</b>
12	<b>08</b>	27	<b>03</b>
13	<b>22</b>	28	<b>05</b>
14	<b>18</b>	29	<b>08</b>
15	<b>15</b>	30	<b>05</b>

**XC= 9.63**

Table 49  
*Pre and Post- Test Results of CG in PV*

	Control group	N	Mean	Standard deviation	Standard error mean
scores	Post- test	30	9.63	5.666	1.034
	Pre-test	30	9.90	5.923	1.081

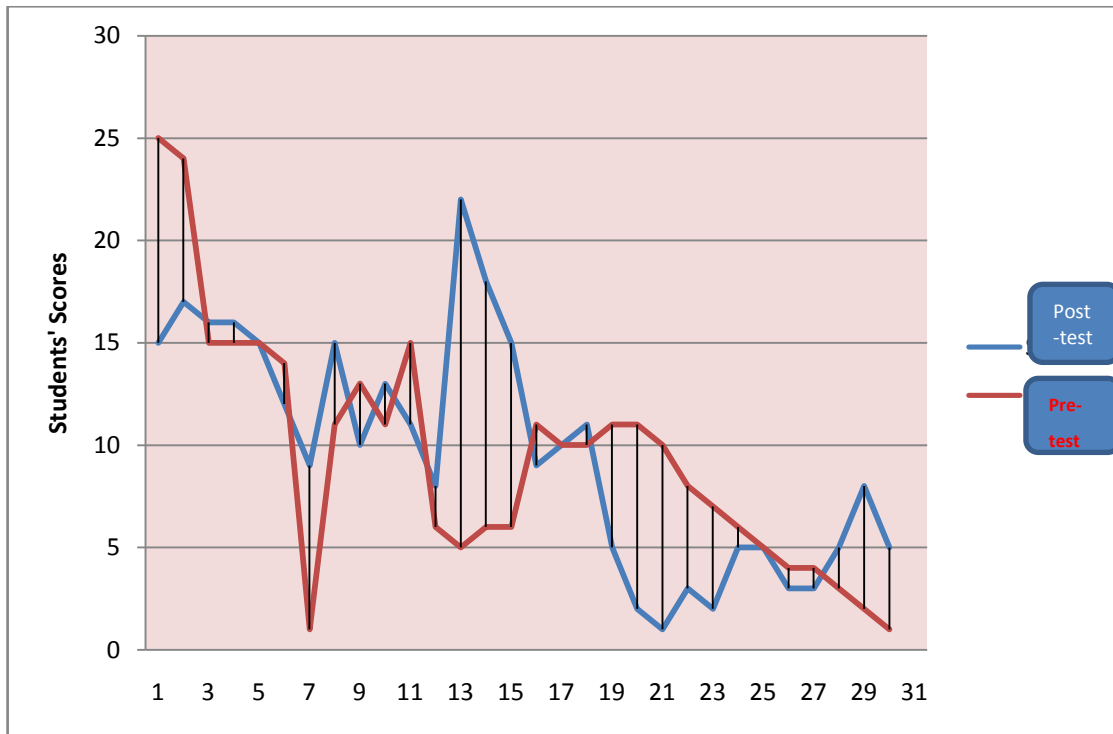


Figure34. PV Mean of the CG between Pre and Post-test

Descriptive statistics of CG scores of PV indicate slight differences between pre and post- test; however, the mean obtained in the pre- test is  $\bar{X}_C = 9.90$  and the mean obtained in the post- test is  $\bar{X}_C = 9.63$ , which necessitates a cautious verification of the mean differences and independent sample T-test in order to determine whether the observed differences are significant or not as illustrated in table 50 below.

Table 50  
*Independent Sample T-Test of CG between Pre and Post-Test*

		Levene's Test for Equality of Variances		T-Test for Equality of Means				
		F	Sig	t	ddl	Sig (bilateral) P value	Mean difference	Standard error mean
PV of CG between Pre & Post test	Equal variances assumed	.038	.846	.089	58	.929	.133	1.497
	Equal variances not assumed			.089	57.886	.929	.133	1.497

According to the statistical description provided by the independent sample-test and Levine's test, the mean difference is= .133 and the t- value for the significant difference is .089. Levine's test for equality of variances indicate that the P value is Sig .929 which is greater than  $= 0.05 < .929$  . This suggests that the observed differences are not significant; therefore, no change is noticed in students' performance regarding PV. This suggests that alternative hypothesis four was disconfirmed and null hypothesis four was confirmed.

#### **Hypothesis five**

There will be statistical differences in the post RV level test between the EG and the CG.

#### **Null hypothesis five**

There will be no statistical differences in the post RV level test between the EG and the CG.

Table 51

*Means of Scores of RV Obtained in Post-Test in Both Groups*

	Post- test	N	mean	Standard deviation	Standard error mean
students	Experimental group	30	122.33	17.275	3.154
	Control group	30	80.67	18.176	3.318

Results from table (51) indicate both groups (EG and CG) differ statistically in their means of RV in the post-test. In more concrete words, the mean obtained by the EG is =122.33, whereas for the CG, the mean obtained is 80.67. For detailed analysis, an independent sample T-test and Levene’s test were computed for the sake of verifying treatment efficacy and testing significant differences between EG and CG means of RV as it is presented in table 52.

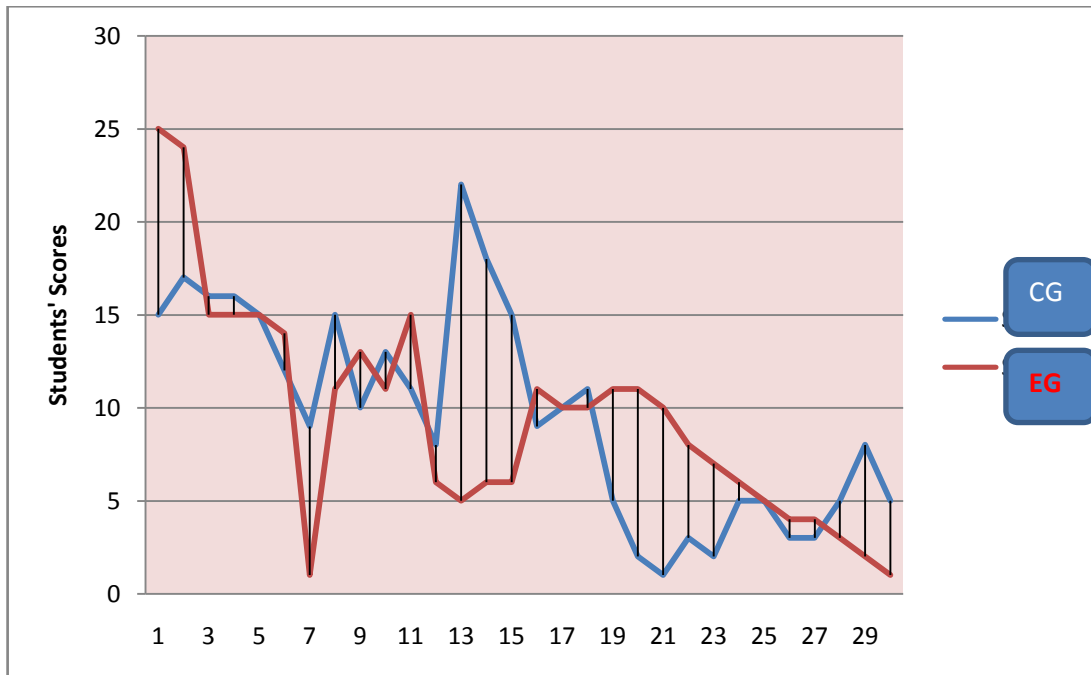


Figure 35. Post-Test RV Results of EG and CG



Table 52

*Independent Sample T-Test of EG and CG in RV in Post-Test*

<b>Independent Sample T-test</b>								
		<b>Levene's Test for Equality of Variances</b>		<b>T-Test for Equality of Means</b>				
		<b>F</b>	<b>Sig</b>	<b>t</b>	<b>ddl</b>	<b>Sig (bilateral) P value</b>	<b>Mean difference</b>	<b>Standard error mean</b>
RV of EG & CG in the Post-test	Equal variances assumed	.162	.000	9.101	58	.000	41.667	4.578
	Equal variances not assumed			9.101	57.851	.000	41.667	4.578

As can be detected from statistical analysis of independent sample t-test, the mean difference between the two groups in RV after the treatment is  $X=41.667$  indicating a significant difference as the t value is = 9.101. Levene's test for equality of variances shows that the level of significance (P value) is Sig = 0,000 <0.05, which is lower than ( $p < 0.05$ ). This suggests that the observed differences are significant as it clearly indicates that the EG outperformed the CG .Based on that, alternative hypothesis five is confirmed and null hypothesis five is rejected.

### **Hypothesis six**

There will be statistical differences in the post PV level test between the EG and the CG.

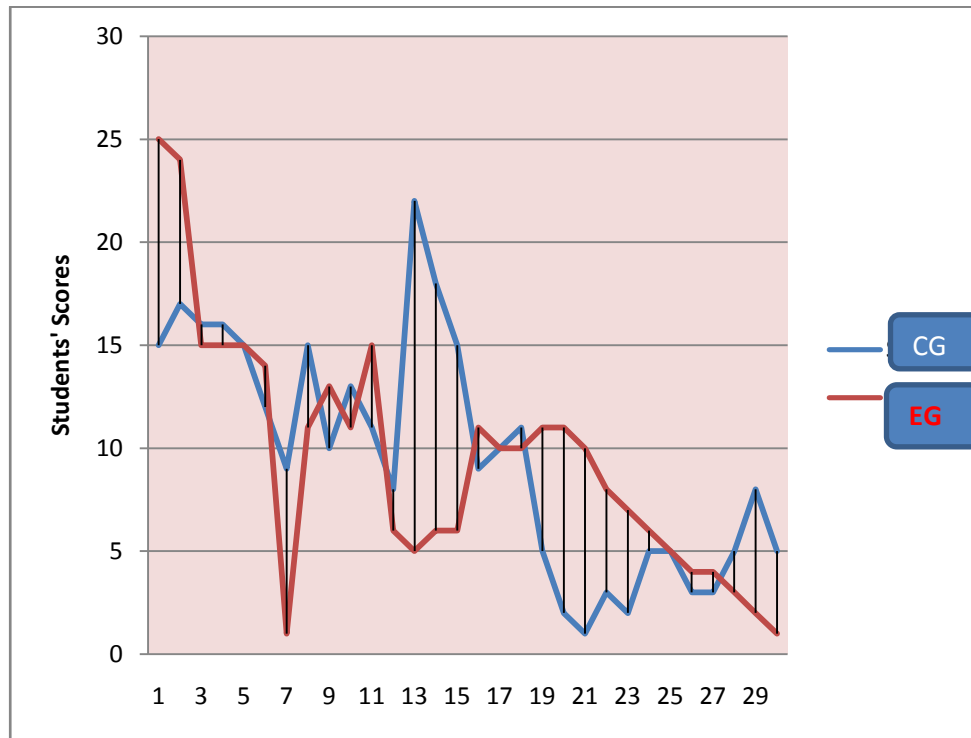
### **Null hypothesis six**

There will be no statistical differences in the post PV level test between the EG and the CG.

Table 53

*Means of Scores of PV Obtained in Post-Test in Both Groups*

	Post -test	N	Mean	Standard deviation	Standard error
students	Experimental group	30	34.53	11.377	2.077
	Control group	30	9.63	5.666	1.034



*Figure 36. Post-Test PV Results of EG and CG*

Based on calculating the means obtained by the EG and the CG in PV after the integration of AAMs, descriptive statistics revealed that the mean obtained by the EG is  $\bar{X}_C=34.53$ , whereas the mean attained by CG is  $\bar{X}_C= 9.63$ . One may notice the differences in means by both groups. In order to examine the observed differences in means, both Independent sample T- test and Levenes' tests were run as it appears in table 54 below.

Table 54

*Independent Sample T-Test for PV between EG and CG in Post-Test*

<b>Independent Sample T-Test</b>								
		<b>Levene's Test for Equality of Variances</b>		<b>T-Test for Equality of Means</b>				
		F	Sig	t	ddl	Sig (bilateral) P value	Mean difference	Standard error mean
<b>PV of EG &amp; CG in the Post-Test</b>	Equal variances assumed	17.978	.000	10.731	58	.000	24.900	2.320
	Equal variances not assumed			10.731	42.552	.000	24.900	2.320

Results from independent sample t- test and Levene's test EG scores reveal that the mean difference between EG and CG in the post-test is  $X = 24.900$  with special reference to t- value = 10.731. Levine's test for equality of variances shows that the P-value = 0,000 < 0.05, which is lower than  $\alpha = 0.05$ ; therefore, it suggests improvement in PV in comparison to the CG. Accordingly, alternative hypothesis six was accepted, and hence confirmed, and null hypothesis six was rejected.

#### **5.4. Discussion of Pre / Post- Test Results**

Going through analysis of pre and post- test results from both the EG and the CG was necessary to verify and examine mainly the study's hypotheses, and in order to measure students' improvement of vocabulary after the integration of AAMs.

Quantitative results obtained in the pre and post-test indicated that the EG has outperformed the CG. This improvement allows us to prove that AAMs stimulated students' vocabulary learning. Students from the EG have learnt how to listen and understand the content of the videos produced by natives throughout the treatment (learning with AAMs). Besides, when brought to discussions, students' reflection was

increasing, and vocabulary use was enhanced among learners from the EG. Students' engagement was increased better in language learning and vocabulary learning in particular. These findings gain support from Peacock's (1997, p.9) who argued that learners should be taught using AMs as these materials increase learners' engagement, and what he prefers to call on-task behaviour. The author added that students' concentration is likely to take place when they are taught using AMs instead of traditional methods of teaching.

In addition to that, participants from the EG have showed remarkable progress in their vocabulary learning when we compare their scores in the pre with post-tests. It was also found that students have succeeded, to a great extent, in developing word recognition. That is, students' understanding of word meaning and its use was positively changed. Students from the EG in the post- test have also developed word use and production. They showed incredible progress in using the new learnt vocabulary effectively and appropriately. When compared to the pre-test, participants' mastery of word use was extremely significant in the EG. They learnt how to use the learnt words in new sentences of their own production.

One should draw attention to the fact that even though students have improved their overall level of vocabulary, scores in RV were highly increased when compared to those of PV. It is clearly that improving PV requires more practice, training tasks, and continuous learning, or once again, habitual exposure to AAMs, not only for PV, but also for developing language learning in general.

Based on the above mentioned findings, we can safely discuss and answer the research questions: the fifth research question investigates what effect do AAMs have on students' vocabulary learning ; the sixth research question which deals with the examination of the improvement of RV after the integration of AAMs , and the eighth

research question which deals with PV improvement after the integration of AAMs. Going through the quasi-experimental study allows us to prove that AAMs had positive effect on students' vocabulary learning. Besides, results of the participants from the EG in the pre and post-tests prove that RV improved after the integration of AAMs in that the mean difference of RV between the pre and the post- test for the EG is  $X= 41.00$ . High ranks obtained in the treatment study allow us to prove the importance of implementing AAMs in language learning and teaching .Furthermore, the mean difference of PV between the pre and post- test for the EG is  $X=24.20$ . This proves that AAMs affected positively the progress of PV learning and word use. Generally, the overall level of students' vocabulary has witnessed considerable progress when exposed to AAMs, being teaching strategies in oral expression.

The above findings allow us to recall, and discuss the study's hypotheses. The findings of the treatment study confirm the alternative hypothesis one 01 where we hypothesized that there will be statistical differences in students' receptive vocabulary level in the EG before and after the integration of AAMs, however null hypothesis one 01: there will be no statistical differences in students' receptive vocabulary level in the experimental group before and after the integration of AAMs is rejected; also, alternative hypothesis two 02: There will be statistical differences in students' productive vocabulary level in the EG before and after the integration of AAMs is confirmed, whereas null hypothesis two 02: There will be no statistical differences in students' productive vocabulary level in the EG before and after the integration AAMs was rejected.

However and based on the aforementioned findings obtained from the quasi-experimental study, we are in a strong position to reject alternative hypothesis three 03: There will be statistical differences in the control group' receptive vocabulary level

between the pre and post- test, and confirm null hypothesis 03: There will be no statistical differences in the control group' receptive vocabulary level between the pretest and the post-test. The findings also disconfirm alternative hypothesis four 04: There will be statistical differences in the control group' productive vocabulary level between the pre and the post-test, and confirm null hypothesis four 04: There will be no statistical differences in the control group' productive vocabulary level between the pre and the post-test. Post-test results confirm Hypothesis five 05: There will be statistical differences in the post receptive vocabulary level test between the EG and the CG, and reject Null hypothesis five: There will be no statistical differences in the post receptive vocabulary level test between the experimental and the control group. Last but not least, alternative hypothesis 06: There will be statistical differences in the post productive vocabulary level test between the EG and the CG is confirmed, however null hypothesis 06: There will be no statistical differences in the post productive vocabulary level test between the EG and the CG is rejected.

The study's findings are in a line with several studies on the significance of implementing AMs in language learning (Garcia, 1991; Sherman 2003; Nunan1999; Thanajaro ,2000; Holden, 2000; Otte , 2006; Berardo,2006 ;Ghaderpanahi, 2012) ; moreover, The intervention of AAMs indicated a set of positive findings in improving students' vocabulary, which go in a line with several studies on the use of AAMs to promote vocabulary learning. That is, the study findings are similar to related studies on the use of AMs and AAMs (Otte , 2006; Graves, 2006; Pereira , 2005; Talaván, 2007; Samar and Hooshmand,2012; Alipour et al, 2012; Raine ,2013; Isazadeh et al, 2016) as all of these studies provided evidence and arguments in favor of using AAMs for teaching and learning vocabulary.

Results from post- test regarding students' progress in learners' vocabulary are in a line with Isazadeh et al (2016) findings whose study's aim was to study the effect of AVs on vocabulary development for both introvert and extrovert Iranian students. Researchers found that AVs are extremely important for developing learners' vocabulary as these materials are helpful especially for introvert students. Generally speaking, introvert students, those who do not participate, and learn from interaction, develop themselves though receptive skills. AAMs are best sources for this type of students to learn better the target vocabulary because these sources reduce the level of anxiety and affective filter, which help in the acquisition of new vocabulary.

Findings from our investigation gain support from findings and evidence of previous studies in the fact that English subtitles help intermediate learners and beginners while using AAMs. This was explained by Alipour et al, (2012) in their studies about the effect of using English subtitled authentic videos to improve learners' vocabulary. Researchers have found that students who were exposed to authentic subtitled videos outperformed those who learned with farsi subtitles because when learning with English subtitles, learners develop their vocabulary in relation to its context and use.

It is also worth discussing our findings in relation to the study held by Kabooha, and Elyas (2018) about the use of YouTube videos in vocabulary learning. They found that students who are exposed to videos from YouTube channels proved success in learning new words and positive perceptions towards learning English. It is clearly argued that teaching strategies and instructions affect the level of learning. Actually, the majority of students have negative attitudes towards rote memory activities. Memorization of words has proved failure in vocabulary learning since the absence of contextual learning affect negatively communication and word use.

Using AAMs is one of the strategies that invite the learners to engage in EFL learning. The fact that these materials are characterized by triple connection of sound image, and picture makes them simple for use by teachers because they almost meet all types of learners and they own a variety of tasks in being visual and audio materials. This argument is supported by several studies like. Danan( 1992) and Canning-Wilson and Wallace (2000) explained the importance of the visual dimension (watching) combined with sound( listening ) facilitate memorization of new words, especially when accompanied with standard English subtitles (texts). Learners listen to the videos, watch, and by the guidance of subtitles, learning will be extremely effective.

AAMs are found to be effective ways to reduce anxiety, increase motivation, destroy boredom, develop listening skills, and provide exposure to real language as supported by researchers like Sherrman (2003), Gilmore (2007) and Kilickaya (2004) who argued that AAMs have positive effect on students' motivation.

Based on our research and previous studies and theories, introducing students to AAMs is doing half of the job because learners can only benefit from these sources when they practice upon the learnt input. The learners learn best the word and its use when they use it .That is, after exposure to AAMs, learners should be invited to classroom tasks and functional activities that help them in developing their productive abilities. Basically, activities can be based on discussions, role plays, oral presentations, and debates. By so doing, students will be trained on autonomous learning. This finding lends support from ( Fernández-Toro & Jones 1996,p 200) findings who insisted that autonomous learning is likely to take place when students learn to interact with AMs, not with the teacher or instructor. The role of the teacher will be a moderator and a guide because learning is an individual process, which is affected and developed through time and continuous exposure to real language situations.



## **Conclusion**

In summary, this chapter represents the core stone of the study. Analysis of quantitative results and interpretation of qualitative findings are provided along with reference to related studies in an attempt to answer the research questions, solve the research problem, and provide explanations to the research hypotheses. Furthermore, the research findings allowed us to design a set of recommendations for EFL teachers, students, and syllabus designers in pedagogy followed by insights to future research, and inevitable limitations encountered throughout the study.

*CHAPTER SIX: CONCLUSIONS,  
RECOMMENDATIONS,  
AND  
SUGGESTIONS  
FOR FURTHER RESEARCH*

## **Chapter Six: Conclusions, Recommendations, and Suggestions for further Research**

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## **Introduction**

The previous chapter has dealt with analysis of the data gathered from treatment in the quasi-experiment to include results from pre-tests, progress tests, and post-tests along with discussions and interpretations of the findings. To conclude our study, a synthesis of the major findings is to be presented with particular reference to the assigned research questions and hypotheses followed by pedagogical recommendations and suggestions for further research and limitations of study.

### **6.1. Summary of Major Findings**

Whatever a study or research is concerned with; it is a contribution, which deals with an aspect or an area in its domain or a particular field of study. The present study, which is mainly composed of exploratory and quasi-experimental phase, has accomplished positive results and significant findings related to oral expression and vocabulary learning and teaching through adopting AAMs. As for the first phase of our study, exploration of the students' and teachers' problems that were attributed in oral expression in EFL classes were found to be interrelated in the fact that any problem, which is related to students may lead to teachers' problems. Besides, barriers which interfere through the preparation of lesson and / course design may affect the whole learning process. Important insights related to oral expression classes have been tackled in relation to challenges faced by teachers to cope with technology development and innovative teaching strategies. The second phase, the quasi-experimental study, has verified and examined the effect of using AAMs in improving students' vocabulary learning.

#### ***6.1.1. Oral Expression in the EFL Context***

Teaching oral expression to EFL learners is one of the most challenging matters for EFL teachers especially that it is programmed at an academic setting where the

instructor is left without any kind of supervision or syllabus to be followed. As a result, teachers opt for holistic ways of teaching; furthermore, lack of collaboration and formal meetings between teachers of oral expression have made it even complicated since the teachers teach the same level, the syllabus or what is included in the syllabus designed for students might be different. Oral expression is not like any random activity, like most instructors and students believe, but rather, it is one of complex tasks that is supposed to develop in turn important skills, listening and speaking. Thus, a set of criteria have to be taken carefully into consideration such as: objectives of the module, students' needs to include wants and goals, students' level, and materials' selection that is related directly to learners' needs.

In more concrete words, it is extremely important for instructors to begin a course with a process of analysis to learners' needs. That is to say, to know why do learners need to take a specific course for, or once again, what are their goals and wants at the end of a particular course. Actually, it is wisely advised to conduct a proficiency test or a placement test in order for the classification of student' level, abilities or strengths, and weaknesses. Both placement test and need's analysis are of paramount importance in order to describe the learners' profile.

Once the learners' profile is well designed, a closer look to the difficulties students' may encounter and important aspects in language learning will be established. By doing so, this facilitates the process of materials' selection and designing syllabus because identification of learners' weaknesses and level means doing half of the job.

### ***6.1.2 .Oral Expression Syllabus Design and Material Selection***

After finishing the identification of learners' current level, needs, lacks and difficulties, the instructor has to take into account the nature of the module and its objectives. In the context of our study, first year students of English were found to be

intermediate. Based on that, and going through a needs analysis phase, first year students of English need to develop their aural skills. That is, both receptive and productive skills have to be enhanced; so that, they can speak English correctly and fluently. Before training students on any course, they could not hold a simple conversation. In addition, they barely know how to engage in discussions, and discuss simple conversation. Therefore, the method which was developed as teaching strategy was introducing the learners to a variety of listening activities to help them develop their receptive skills, and engage in EFL learning through watching and listening.

### ***6.1.3. First Year Students' Problems in Oral Expression***

When students come to university, they come with a limited linguistic competence in which most of them know less about English and university career. Students face both linguistic problems and factors related to psychology, which interfere to create problems to them. These two categories (both linguistic and psychological problems) are extremely related and lead to one another. Along the present study, an exploration of students' problems has brought us to light about the common problems that are likely to intervene during EFL learning and oral courses in particular.

#### ***a. Linguistic Problems***

Our study revealed that first year students of English at Batna 2 University face several linguistic problems. These problems are mainly related to listening and speaking skills. That is, whenever they are invited to participate or speak about a certain topic, they find themselves unable to handle a conversation or express their ideas. One of the reasons behind their inability is limited vocabulary. Vocabulary plays a golden role in stimulating communicative skills because when a student has an idea in mind and wants to share it with his/ her classmates and his teacher, s/he simply does not find the word, or if s/ he ever finds the word, s/he does not know how to use it. Thus, both RV and PV

are found to be serious issues for the majority of students. Lack of vocabulary, besides other linguistic problems affect negatively students' psychology .That is, linguistic weaknesses have a direct influence on students' inner personality.

*a. Psychological Problems*

The second category of problems is related to students' psychology. Students as mentioned in the first category, feel anxious when they are asked to participate. it is because students do not find vocabulary or appropriate words to express their minds, speaking anxiety is likely to confront students. Also, students have this idea in mind that if they speak, they will do mistakes, or once again, fear of mistakes. Fears of mistakes makes learners shy and feel afraid that if they speak or participate, they sound bad or they will be laughed at. This type of students is usually known as introverts and less motivated. They do not like to be involved in any kind of classroom activities. Motivation is one of the crucial factors that affects learners' reluctance in the classroom, and help them to engage in the learning process, do mistakes, and learn more. That is to say, lack of motivation was also found to destroy the learners, and create other problems like boredom. Throughout our research, boredom was observed among first year students. Boredom is not definitely defined, but rather, described by a set of signs. Students' yawning is not always a sign of tiredness; it is a feeling of not enjoying the class. When learners do not find the course interesting, they get distracted by other things like talking with their friends, using their phones, sleeping inside the classroom, and showing unwillingness to learn or study.

Both linguistic problems and psychological factors affect each other. They are interrelated as both types of learners' problems represent problems for teachers as well.

#### ***6.1.4. Motivation and Teachers' Problems in Oral Expression***

Research on teachers' problems and motivation has not been an interest and still in its beginning among the researchers environment. Our study, which took place at the English department, and during the exploratory phase, we have noticed that, based on the qualitative findings from teachers' responses that teachers find teaching English a challenging job, especially for first year students of English. According to them, several factors affect them negatively. Problems which confront EFL teachers can be explained through two categories, those which are intrinsic and others, which are related to extrinsic factors. That is , extrinsic problems come from the part of students and the environment( classroom, administration, and society), whereas intrinsic problems are related directly to the teacher himself as a result of external problems. Problems resulted by students and classroom create problems for teachers. Take the case of teachers' motivation in the classroom, which is argued to be of paramount importance because it shapes the learning process. Teacher's motivation can be classified into external and internal motivation. Oral expression teachers at the English Department of Batna 2 University were not motivated to a great extent due to external problems such as lack of technological tools and multimedia resources in the English laboratory. Unequipped laboratory forced teachers to work with handout instead of listening tasks. It is worth mentioning to shed lights on how students' motivation is directly related and affect teachers' motivation. In fact, students' motivation stimulates the instructor to work more and search more for creative ways to satisfy the learners. For example, students' willingness and interest for learning encourages the teacher in doing more efforts for lesson plan .Therefore, teachers' motivation is fed by the students, classroom and his intrinsic personality.



### ***6.1.5. Needs Analysis of First Year Students of English***

Needs analysis has been extremely helpful for teachers. It is found to be an effective way to investigate, and explore more about learners' needs, interests, and their lacks and weaknesses as language learners. Through analysis of first year students' questionnaire, students' major weakness is limited vocabulary knowledge and word use which need to be developed. Analysis of students' needs has opened our eyes to several facts about their preferences and learning styles. As far as oral classes are concerned, learners prefer listening tasks and tasks which include watching. Videos are suitable sources to meet their preferences. Speaking was also valued, whereas writing comes in the last place of interest.

### ***6.1.6. Integration of AAMs and the Need for ICTs***

Bringing authentic audio-visual materials in oral expression for teaching is a challenging matter. Our study revealed that the success of these materials is related directly to information and communication technologies. That is, ICTs are facilities and means by which AAMs are brought to the classroom. The use of AAMs depends heavily on equipped laboratory. As supported by teachers' responses, it is argued that unequipped laboratory limits the teacher to only few teaching strategies, and AAMs is one of them. Based on the researcher experience, the implementation of AAMs is quite impossible in traditional classrooms. Therefore, technology is one condition that supports the instructors. Smart phones are considered as secondary sources after computer mediated, however they are found to be sources of distraction for learners as they do not always help them to focus on learning as much as they are used for other purposes rather than learning such as : chatting on , face book, twitter, and playing games. However, multimedia resources help the teacher to control the classroom

because the learners will not have the chance to use their phones without his instruction since s/he can set boundaries against the use of phones inside the classroom.

### ***6.1.7. Urge for Practice of the Target Language***

Introducing AAMs for learners has been of positive effect for learners vocabulary learning. Learners word knowledge and word use have remarkably developed after training students to use AAMs. Learners enjoy being exposed to different real language situations. In addition to the imitation of native speakers, learners' knowledge of the target culture is also proved to develop as well. Learning about a particular culture involves also learning how one communicates properly. Based on the results entailed from the current study, taking mainly evidence from teachers' interviews, the quasi-experiment, and students' questionnaires, learners acquire the language when they practice what they have learnt. AAMs are strategies for learners to be used as natural sources whereby they can learn with enjoyment and motivation instead of being forced to learn. This was also argued by first year students who explained that they need more practice and functional activities. Moreover, students added that using handout in oral expression is boring and tiring. That is why we believe that training students into the use of AAMs is one step towards the effective way of learning English. Though, it is not sufficient for learners to develop their productive skills because learners should be invited to tasks whereby they can practice more. One should point that it is practice that promotes learning not the type of materials in particular. Practice should be inside and outside the classroom.

### **6.2. Pedagogical Recommendations**

Based on the qualitative findings from the exploratory phase and the quantitative results obtained from the quasi-experimental investigation, a set of pedagogical implications may arise as insights for policymakers, teachers, and EFL learners.

### **6.2.1. *Need for Adopting AAMs in Oral Classes***

Oral expression classes tend to develop communicative skills, which create more chances for learners to communicate by using the target language. That is, speaking and listening should be the heart and the main concern during oral courses. Thus, teachers should reconsider using tasks that invite learners to engage in conversations. It is worth mentioning that it has been witnessed that teachers of oral classes introduce the learners to written activities as teaching materials which may not meet the learners' demands. It is strongly suggested that AAMs should be an important part in oral classes because it is the only way whereby students can learn better through exposure to original language and train themselves for lifelong uses and real situations. In fact, adopting AMs and AAMs in general is a significant step to encourage learners for autonomous learning. The latter involves students' training on self-learning instead of being dependent to their teachers.

### **6.2.2. *Reconsider Teaching Oral Expression and Materials Selection at University***

As far as oral expression is concerned, it is the place where students express their ideas and develop their oral capacities. To do so, students should be introduced to classroom discussions right from the beginning of the course. As a teacher researcher, and as noticed throughout teaching and doing research, students in oral expression still think, or at least, believe that the teacher is the source of information, or the one who should speak the whole session, but in fact, in oral expression, students have to do most of the talk and their instructors are only moderators of the speech and facilitators. Thus, activities that invite students to speak should be urgently integrated in oral classes because as argued by both the teachers and the students from the exploratory phase, written activities are found to be time consuming and do not help the learners to develop their oral performance.

### ***6.2.3. Developing Students' Awareness about the Importance of Extensive Use the Target Language***

As a teacher at the English department, , students at university own a conception that effective learning is measured by getting good grades. The latter has made them fail in learning English because they prepare themselves for the exams not for long uses of the language. The implication for teachers hence, lies on training and inviting their learners to use the target language inside and outside the classroom in order to be well prepared for life situations. For extensive practice, learners' awareness on further practice should be developed because learning a foreign language is a matter of life long exposure, and cannot be accomplished in a particular period of time. EFL learners are learners of the day; they learn the language everyday through continuous exposure and communication using the language being learnt. Teachers should offer more opportunities for intensive practice through using a variety of practical activities like discussions, debates, oral presentations, and role plays whereby they can participate in language learning. For instance, if the topic of the video is about "Money and happiness", students can discuss this topic through sharing ideas, giving arguments, and telling stories or/ and personal experiences. Once students are trained into using this type of activities, they radically develop their production and language use.

### ***6.2.4 Reconsidering Oral Expression Curriculum***

Our study, which took place in oral classes, has opened our eyes into the curriculum of this module. Oral expression is likely to have no specific designed syllabus. This has made teachers design courses from their own different perspectives and experiences. However, syllabus design should be based on students' level and needs. Therefore, a careful analysis to students' needs should be conducted before any syllabus design. This can be established through a needs' analysis questionnaire or a

survey, which is distributed to the learners at the beginning of the course. Besides, a proficiency test or a placement test is another technique which can be implemented by the teacher to identify learners' overall level and profile.

### **6.3. Limitations of the Study**

Our research has reached its objectives, but each study has its limitations. The present study, like any study, has its limitations. Limitations are those factors that go beyond the researcher's control while doing his research or/ and affect how data are analyzed and interpreted. To begin with, and to tackle the issue of generalization, our study's results and findings cannot be generalized to other contexts; however it is only applicable in the department of English and literature at Mustapha Benbouleaid Batna 2 University. Also, limited sample or small size sample of the study, which was limited to only 60 first year students, is another limitation that has to be acknowledged.

The fact that our study took place in oral expression classes in which we dealt with AAMs, lack of access to internet or the department Wi-Fi made our research a challenge in terms of sharing videos with the learners. This was found to be time consuming.

Given that our study is based mainly on technology, and taking the nature of oral expression, the language laboratory in the department of English lacked facilities and technological tools such as: electricity power, Data Show, speakers, laptops, and headphones. All of the aforementioned created problems for oral expression teachers in one side and the researcher from another side. The researcher, in this case, had to ask the participants to use their smart phones (Mobiles) and their headphones as the main tools to finish his research. Phone applications such as "Shareit" and "FilmoraGo" were two main phone applications, which were used along the quasi-experimental study. FilmoraGo" was used to convert videos, and to cut inappropriate clips before

sharing them with the learners. As for “SHAREIT”, it was used to share videos with / to students so that they can use them in their smart phones.

Another limitation, which has to be discussed, is non- random sampling. The random assignment of the groups was quite impossible for the researcher given the fact that the groups were already assigned by the administration. This has prevented us from conducting a true experimental study, and generalization of the findings to other groups.

As for the time allotted to our treatment, the study has taken place in the second semester of the academic year 2017/2018 , which we think is not sufficient and taking the whole academic year for the experiment would have been extremely significant for better evidence to our claims.

Even though, the study showed that AAMs helped students with developing vocabulary learning and classroom engagement , half of the students showed willingness to learn English for various reasons such as: being obliged to study English at University and other life circumstances.

Students’ attitudes of answering the assigned tests by the teacher is still a struggle because the majority of them do not take the tests seriously if they are not taken and marked for the sake of their academic grades.

Last but not least, assessment of the pre tests, progress tests, and the post tests was accomplished by the researcher himself. Unavailability of collaboration between teachers and unwillingness to correct seriously the tests obliged the researcher to do the job by himself. This may raise the issue of inevitable subjectivity along with the results of our investigation.

#### **6.4. Suggestions for Further Research**

Suggestions for further research do not mean or justify the weakness of the researcher or failure to accomplish objectives of the study; however, they are suggestions and thoughts, which are made intentionally to preserve, and guarantee research development and continuity and to show the audience how our topic of interest is one of the important issues in EFL and ESL settings. Hence, our study is one considerable attempt in the field of authenticity in EFL teaching and learning.

Our study attempted to solely investigate and examine the change in students' vocabulary through using AAMs. The researcher, based on the study's major findings, can come with the following suggestions for further research.

The history of AMs and AAMs generally allows us to say that research on it, especially in the context of the Algerian universities, is still on its beginning. Research on AAMs and authenticity should be extended to be integrated in language teaching and the Algerian schools at the different levels in general. Thus, over studying AAMs will drive more attention to it in the domain of education, and to be used by teachers and students for both teaching and learning processes.

Our study's findings brought us to light to prove the positive effects of AAMs in enhancing vocabulary learning even with small sample. For further research, results maybe solid if the study tackled a large number of participants.

Learning styles or mixed learning preferences among students do not fit or meet with AAMs. Because of that, it is advisable for future researchers to group the students according to their learning styles. Once the process of placement is completed, the integration of AAMs, integrating AAMs will be easy and learning will be effective.

While the current study focused on using AAMs for teaching vocabulary, other studies can tackle authentic audio materials or visual materials such as posters, newspapers, and magazines to enhance vocabulary learning.

Most of previous studies and with support to our investigation, the focus was mainly targeted to language learning, or most specifically, EFL learning. Actually, it is extremely important to drive future researchers' attention to rethink about using authenticity with learners from different subjects and levels like in middle and secondary school.

Being a semester study, participants have not developed their productive vocabulary and capacities as much as receptive vocabulary was enhanced. The need for more time to cope with the language of native speakers, future researchers are advised to extend the study to one year instead of one semester in order to achieve a better improvement.

Investigating vocabulary in favor of all the other skills was related basically to feasibility of research in our setting because studying listening comprehension or speaking or other skills would have been impossible for the researcher; however, it is advisable for future studies to examine the effect of AAMs on developing students' listening comprehension. Implementing AAMs in EFL classes can also help learners in developing other aspects of language learning. Also, future researchers can also study AAMs in other contexts other than the English department because authenticity means originality of the materials and integrating it in language learning does not shorten its use to help language learners, but also learners from other domains and branches of study.



## **Conclusion**

This chapter has provided a summary of the main finding of the current research about teachers' motivation and problems, first year students' problems in oral expression, and investigating AAMs to improve vocabulary learning in the English Department at Batna 2 University. It also tackled pedagogical recommendations, which purposefully invited syllabus designers and teachers to reconsider and rethink about the teaching methods of oral expression as an important module at university and implementing practical tasks for improving students' oral skills and vocabulary learning. Based on the findings of the study, limitations of the study, and suggestions for further research has been presented to be taken further into consideration by future researchers.

### **General Conclusion**

The present study is concerned with one of the major aspects in language learning in the EFL context. It has examined the role of AAMs, basically, AVs to promote first year EFL learners' vocabulary, both RV and PV. Our interest in this area of research comes from an existing problem in the EFL classes, which is lack of vocabulary and word use. Our problem of investigation has been detected from a pilot study, which was conducted in the first phase of the study, the exploratory study, claimed and supported by both oral expression teachers and students' responses from both teachers interviews and students questionnaires. Oral expression is found to be taught following holistic teaching methods. Along the exploratory phase, vocabulary has been found to be taught in isolation using handout through written activities and tasks. Although technology has made a shift in our life that covered many domains, our classroom at the level of university is still traditional either in its formula, equipments, or methods of teaching.

As technology has proved success in facilitating life and shortening human functions, the teacher in the Algerian University is still the one who does most of the job while teaching. As a researcher who has taught, and researched in one of the EFL contexts, teaching oral expression in laboratory, which was divorced from its equipments, was a salient problem for both teacher and learners as well. Despite the fact that our research was strictly related to technology, and adopting AAMs requires inevitably technological tools and multimedia resources, the teacher somehow could manage to create ways to overcome this limitation through the use of MALL, which helped the researcher in developing learners' vocabulary.

At the level of the Department of English at Mustapha Benboulaïd Batna 2 University, teachers showed willingness and positive perceptions to teach with AAMs.

They also claimed that authentic language assists EFL learners to develop their communicative skills and use of the target language; furthermore, teachers added that it is exposure to natural language that enables learners to effectively use it further in real life situations.

Throughout the current study, qualitative findings obtained from the students' questionnaires, entailed students' positive attitudes towards using AAMs for learning purposes. The fact that EFL instructors are not native speakers, and still learn about the target language, students are aware how important for them to be exposed to natural learning materials. Our study's major focus was to enhance vocabulary learning through using AAMs; however, it is only a contribution to open more potential for teachers and syllabus designers to reconsider the implementation of AMs in the EFL context for teaching and learning purposes.

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# *Appendices*

## **Appendices**

### **Appendix A**

#### **Teachers Preliminary Interview**

1) What are the problems that students seem to face in oral expression classes?

Please be specific

2) According to you, what is the first step in designing oral expression courses?

3) How do you select topics in oral expression module?

4) Do you take the students' needs into consideration when designing oral expression classes? If yes how! If no explain!

5) Are students' needs of paramount importance for you to decide about topics in oral expression classes? if yes explain! If no explain!

6) Do you use authentic audio-visual materials? If no what are the teaching materials that you use for teaching oral expression? please explain!



## Appendix B

### Transcription of Teachers Interview

#### Interviewee 01:

1) What are the problems that students seem to face in oral expression classes?

Please be specific

*” well!! What I have noticed in my oral classes is that students face problems in pronunciation, listening comprehension..... ah!!!! emmm!!!! students lack vocabulary ..... Students whenever they want express their ideas, they get stopped by not finding appropriate words.....they are also shy especially girls .... the majority of girls are shy even though they have excellent ideas and enough vocabulary but they think they can't speak as they feel less confident thinking that they don't have enough vocabulary to speak ”*

2) According to you, what is the first step in designing oral expression courses?

*“Through getting to know as much as I can about my learners..... I teach students about British culture which has to do with my experiment and my study.....i watch videos and online courses to bring strategies to apply for my students”.*

3) How do you select topics in oral expression module?

*I try to teach them some of the cultural aspects of British culture , some idioms to be used, bringing an idiom and discuss them with the students....sometimes students are given a situation like “the afternoon tea” which is a tradition in the British society “.*

4) Do you take the students' needs into consideration when designing oral expression classes? If

yes how! If no explain!

*“ of course !*

**How?**

*“In the first session I ask my students about the way they feel more comfortable about I try to ask them directly about their life problems”*

5) Are students' needs of paramount importance for you to decide about topics in oral expression classes? if yes explain! If no explain!

*"yeah !*

**If yes explain!**

*"It is one of the first points that i ask my students about"*

6) Do you use authentic audio-visual materials? If no what are the teaching materials that you use for teaching oral expression?

*"I don't actually use authentic audio-visual materials.... lack of data show, unequipped laboratory,.....all of these stand against integrating such materials.....but all in all they are very helpful for students' learning".*

**Interviewee 02:**

1)What are the problems that students seem to face in oral expression classes?

Please be specific

*" students do face serious problems concerning everything ...speaking problems , Algerian thinking, pronunciation ,but when it comes to vocabulary it is a salient problem ,they don't have enough vocabulary to handle a simple conversation...whenever students are asked to engage in a specific topic, they feel hesitation, losing ideas and confidence about themselves..... See?!! Lack of Vocabulary and good level in English can create lack of motivation which in returns causes boredom because students can't engage in discussion".*

2) According to you, what is the first step in designing oral expression courses?

*We do not actually follow a unified course design .I actually let the students match words with their definitions .... Fill in the gaps.... use picture of vocabulary to be matched with appropriate words..... Students sometimes play games in English..."*

3) How do you select topics in oral expression module?

*We do not actually follow a unified course design .I actually let the students match words with their definitions .... Fill in the gaps.... use picture of vocabulary to be matched with appropriate words..... Students sometimes play games in English... ”*

4) Do you take the students' needs into consideration when designing oral expression classes? If yes how! If no explain!

*“of course I do this is the first thing I do”*

**How?**

*“I try to talk to them and listen to their problems”*

5) Are students' needs of paramount importance for you to decide about topics in oral expression classes? if yes explain! If no explain!

*“yes they are !”*

**Explain!**

*“it is very important ... because it is the only opportunity for them to talk freely”*

6) Do you use authentic audio-visual materials? If no what are the teaching materials that you use for teaching oral expression?

*“No one can deny the fact that authentic audiovisual materials are effective tools for learners but because of the lack of technological resources in our laboratory, we can't use them as teaching tools.”*

**Interviewee 03:**

1)What are the problems that students seem to face in oral expression classes?

*”I am gonna say that the main problem that faces students whenever they come to speak English is lack of vocabulary even though they have clever ideas they can't translate them into words or appropriate vocabulary.... when I ask students to participate in oral expression, they hesitate because they think they don't have the appropriate words to express their minds..... and that if they speak , they commit mistakes and of course will be laughed at by their classmates”*

2) According to you, what is the first step in designing oral expression courses?

*What I actually use as a tool in oral classes is handouts.... I think we are obliged to use handouts ...I make students fill in the gaps tasks, I make students sometimes choose a topic and discuss it....i each time bring something different .....*

3) How do you select topics in oral expression module?

*What I actually use as a tool in oral classes is handouts.... I think we are obliged to use handouts ...I make students fill in the gaps tasks, I make students sometimes choose a topic and discuss it....i each time bring something different .....*

4) Do you take the students' needs into consideration when designing oral expression classes? If yes how! If no explain!

*"yes! very important !"*

**If yes How ?**

*"if you don't know your students needs , how are you going to design your course because it is important to know students needs.*

5) Are students' needs of paramount importance for you to decide about topics in oral expression classes? if yes explain! If no explain!

*"yes of course they are important"*

**If no Explain!**

*"not only to decide on topic, but also to develop their oral performance"*

6) Do you use authentic audio-visual materials? If no what are the teaching materials that you use for teaching oral expression?

*"To be honest, I would prefer to use authentic materials because they are very important and we can't ignore the fact that they help teachers since their role becomes as a guide...this makes teaching easy job for them".*

**Interviewee 04:**

1) What are the problems that students seem to face in oral expression classes?

*“ok!! My experience in teaching oral expression for 10 years allows me to say that students come with low level in oral performance. They have problems of pronunciation, grammar ...Lack of vocabulary which is the reason to lead students to not participate.....You know whenever we have meetings in the teachers room... we talk about students problems... the main problem for students is anxiety..... Students fear talking or participating in the classroom”.*

2) According to you, what is the first step in designing oral expression courses?

*“Well the first step I begin with is to know the objectives of the module which usually paves the way for me to design courses”*

3) How do you select topics in oral expression module?

*sometimes I ask students to prepare presentations, ..... learners like games...you know! students enjoy using different types of tools and activities... “.*

4) Do you take the students' needs into consideration when designing oral expression classes? If yes how! If no explain!

*“yes I do”*

**If yes How?**

*“in fact , I don't follow a specific design to detect their needs , but I ask them face to face about their difficulties”*

5) Are students' needs of paramount importance for you to decide about topics in oral expression classes? If yes explain! If no explain!

*“I am not sure about that!”*

**If no Explain!**

*“Listen the best way to prepare an interesting oral class is a good preparation not only knowing students' needs”*

6) Do you use authentic audio-visual materials? If no what are the teaching materials

that you use for teaching oral expression?

*It depends on what you mean by authentic audio-visual materials..... that authenticity .... I actually don't know what authentic materials means..... I don't use them ... I use audios at the end of the session”.*

**Interviewee 05:**

1) What are the problems that students seem to face in oral expression classes?

*“I think and according to my experience with oral classes, lack of vocabulary is the most experienced issue among students they don't know appropriate words to say what they want to say ....Students face a lot of problems in oral expression..... They hesitate even though they have ideas about they fail to describe and say what they think..... Sometimes students have bright ideas, but they don't participate”*

2) According to you, what is the first step in designing oral expression courses?

*“Well ... ah ... we have been as teachers taught by inspectors... they used to tell us: teach the students what they need to learn...I always use a survey to know more about my students level, what they don't know, and what they like to learn even if those things they mention have been seen and taught in previous years... for example if they want to learn about time, I will design a whole class about time even if they studied it before... I repeat and insist on needs analysis.....it plays a golden role .....I try to detect students' weaknesses, weak skills, and things they don't master”.*

3) How do you select topics in oral expression module?

*“Well! emmm!! Actually I don't follow a specific method .... I am a holistic teacher ... you know....i actually teach what I find easy for students and effective. I use mostly written tasks like fill in the gaps, definitions of vocabulary ...I sometimes bring audios to make students listen”.*

4) Do you take the students' needs into consideration when designing oral expression classes? If yes how! If no explain!

*I do !*

**If yes How ?**

*“Well! I always try to specify a time at the end of session to ask students to talk and discuss their problems”*

5) Are students' needs of paramount importance for you to decide about topics in oral expression classes? if yes explain! If no explain!

*Not really!*

**If no Explain!**

*“Knowing learners' needs is not enough to decide on the topics because learners are not aware about what is effective”*

6) Do you use authentic audio-visual materials? If no what are the teaching materials that you use for teaching oral expression?

*“We actually prefer to use them but the circumstances of the department are against .....look we lack necessary equipments to use them.”*

**Appendix C**  
**Students Preliminary Questionnaire**

Dear students, Thank you so much for filling out this questionnaire to help the researcher in his academic research which is about the integration of authentic audiovisual materials in teaching vocabulary. Just so you know that there is no right or wrong answer .Your answers will be highly appreciated.

**Students' attitudes towards oral expression classes and the use of authentic audio-visual materials**

1) During oral expression course, does the teacher ask you about your needs and preferences?

A) If yes how?                      B) If No how?

.....  
.....

2) Topics of discussion in oral expression sessions are based on:

A) The teacher's choice                     

B) Students' choices, needs and interests                     

3) What are the materials that the teacher uses during your oral courses?

.....  
.....

4) Are the present oral expression activities useful for you?

If not why?                      If yes why?

.....  
.....

5) Does the teacher use authentic audio-visual materials like videos, songs, inside oral expression classes? If yes explain!! / If no explain!!!

.....  
.....



6) Do you prefer using different authentic Audio-visual materials inside oral expression classrooms? If yes Why if no why!?

.....  
.....

7) Do you think that the use of authentic audio-visual materials will help you in improving your Vocabulary? If yes how? / If no how?

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

## Appendix D

### Transcription of Students Preliminary Questionnaire

#### Item 01

Does the teacher ask you about your needs and preferences?

	Yes	No	Total
	05	55	60
Percentage	8.33	91.66	100%

#### If yes, How?

- yes she asks us about daily life problems and what we need to be in the future
- Yes she does by asking us to introduce ourselves and our problems...
- yes the teacher asks us about our dreams and how we can organize ourselves and time management
- yes he asks us about hobbies in life
- yes she asks us to give examples about our daily life problems

#### If no, explain!

- Actually the teacher asked us once but it wasn't that much necessary because they teachers don't care about our needs and preferences...
  - no she doesn't at all
  - Personally the teacher doesn't ask us about our needs as students ... the things that we are interested in .. to talk about
  - No he just does whatever he wants.. and believe me it s boring
  - No he directly starts the lessons
  - No we just discuss the lessons
- the teacher follows his own program and the students speak according to his choice
- No he doesn't I don't know why!
  - no he just used to ask us if we didn't understand anything

- no she just asked us once about the best teachers characteristics
- No we just do debates and sometimes games....
- our teacher represents the lesson as if he knows all about English students needs and the development of their speaking
- the teacher asks us to prepare presentations
- she just suggests topics and asks us to present in group work

### Item 02

Topics in oral expression are based on : **A)The teacher's choice**

#### **B) Students' choices, needs and interests**

	<b>Teacher's Choice</b>	<b>Students' Choice</b>	<b>Total</b>
frequency	54	06	60
Percentage	90	10	100%

### Q03: What are the materials that teachers use during oral courses?

- Dictating and fill in the gaps using handouts
- Playing games and presentations
- Speaking about topics
- listening to audios with our phones and headphones
- listening to songs and sometimes conversations
- handouts about conversations and fill in the gaps
- listening to recordings and dialogues
- discussing topics about different topics
- the teacher uses his laptop to send us dialogues
- there are no materials only changing ideas orally and discussing during sessions
- just discussing topics
- handout about definitions of words

- we just keep talking the whole sessions
- we just do plays
- he doesn't use any materials he asks questions and we answer them
- only talking face to face
- she uses papers and the board also
- the teacher suggests topics and ask us to present
- he always use written handout and activities

#### **Item 04**

#### **Are the present oral expression activities useful for you?**

	<b>Yes</b>	<b>No</b>	<b>Total</b>
frequency	<b>07</b>	<b>53</b>	<b>60</b>
<b>Percentage</b>	<b>11.66</b>	<b>88.33</b>	<b>100%</b>

#### **If yes why?**

- it lets me think in English
- we share our ideas
- we learn new things about the language
- I learnt so much things from English
- we learn how to express our ideas
- we learn from debating

#### **If no why?**

- not that much written activities do not help us in oral expression
- we need real tasks that make us listen to native speakers
- in reality no and that s because real communication with English
- no, we need to learn how to use learnt vocabulary

- No because we are not learning pronunciation produced by native speakers
- we need real situations and language
- No because it doesn't teach us correct pronunciation and accent
- because I want to practice more on speaking
- not really because we don't listen so much to videos
- no because I think that I am not learning oral skills
- no because I didn't learn much on my pronunciation
- oral expression is more likely about speaking and listening skills

### Item 05

Does the teacher use AAMs like authentic videos, songs, in oral expression classes?

	Yes	No	Total
<b>frequency</b>	<b>05</b>	<b>55</b>	<b>60</b>
<b>Percentage</b>	<b>8.33</b>	<b>91.66</b>	<b>100%</b>

#### If yes explain!

- he uses games and plays
- the teacher used a song on time
- the teacher brings audios to listen
- yes because we use the audio dictionary to check words pronunciation

#### If no explain!

- No because most computers in the laboratory don't work
- No he doesn't use any of these materials
- No because the teacher uses her own computer to hear conversations and fill in the gaps
- she only give us conversations to listen then written activities like fill in the gaps
- No because the teacher asks us to prepare presentations

- No because he asks us to talk about topics of daily life
- we talk about topics and sometimes we do plays
- she asks us to discuss issues of our society
- he doesn't because the materials are ancient and don't work
- he just used a song once
- there is no use of videos and songs or anything of the sort the session is about discussing things that are in our minds
- No the teacher asks us to discuss a topic
- because we don't have anything in the classroom
- he just rely on oral discussions
- No because our classroom( laboratory) is damaged

#### Item 06

Do you prefer using AAMs in oral expression classes?

	Yes	No	Total
frequency	52	08	60
Percentage	86.66	13.33	100%

#### If yes why?

- yes because it help me in learning
- because audio-visual materials help me so much
- I can correct myself and my mistakes by listening ....
- Yes!! of course they make the lass very interesting and more fun
- It makes the way of understanding easier and better
- Definitely yes because it enhances my learning
- Yes of course!!it helps us to remember and memorize things and information
- yes because it is fun
- it s a way to motivate us to work and improve ourselves

- yes like using a variety of videos to watch
- yes I prefer it so much
- yes I prefer using these materials to improve my oral skills
- yes to understand more
- to make the sessions more interesting
- no doubt that they are not boring to help us learn
- to help us memorize and remember more
- they will motivate us to learn
- It s a great thing for both of teachers and learners

**If no why?**

- No I prefer discussions
- I think they will waste our time
- no I guess I like games
- no I prefer presentations

**Item 07**

Do you think that using AAMs will help you in improving your vocabulary?

	<b>Yes</b>	<b>No</b>	<b>Total</b>
frequency	50	10	60
<b>Percentage</b>	<b>83.33</b>	<b>16.66</b>	<b>100%</b>

**If yes how?**

- I can learn new words and use them
- I will upgrade my speech and speaking skills
- Yes because these materials make any subject interesting so yeah it will improve my vocabulary
- I will develop my vocabulary

- yes they will help us to remember vocabulary better
- I enjoy my time and learn new words and ideas
- because a new range of vocabulary will be added to our minds
- they will help me to get more knowledge and learn more words and memorize then i build good language

- I think with visual and hearing , we can understand more and learn words
- they are materials which help us learn speech and new vocabulary
- we can learn different words by seeing and hearing them
- we can discover new words and vocabulary space will be full
- each time we learn new words
- by concentration with subtitles and listening we can learn new words
- because we listen and watch , we can absorb more words
- because when you see with your eyes you can remember more words

**If no how?**

- no I don't think so it s a waste of time
- no they don't help help me to learn vocabulary
- we don't develop our speaking skill



## Appendix E

### Needs Analysis Questionnaire

#### Section I: Students' Perceptions & Difficulties in vocabulary learning.

Tick in the box that best indicates the extent to which you agree with the statement.

**Strongly agree= SA, agree=A, uncertain=U, disagree=D, strongly disagree=SD**

	<b>Students' Perceptions &amp; Difficulties about vocabulary learning</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
<b>1</b>	- I like studying English vocabulary					
<b>2</b>	I think vocabulary is an important skill to master English language					
<b>3</b>	-I prefer Studying everyday vocabulary					
<b>4</b>	I think vocabulary learning enhances my oral performance					
<b>5</b>	-I think I don't have sufficient vocabulary to express my ideas					
<b>6</b>	-I think I can perform well without vocabulary learning					
<b>7</b>	-I find difficulties to use the appropriate vocabulary that suits different situations					
<b>8</b>	-I think that studying Academic vocabulary is important for me					

#### Section II: Students' Needs Analysis in Oral Expression

**09-**Why do you need to attend oral expression classes (immediate purposes)? Please be specific.....

.....

**10-** Give examples of situations that are difficult for you and you need to develop in an oral expression class!!!! .....

.....

**11-** What type of Vocabulary that you need to improve in oral expression classes?

A-Daily life/ everyday (vocabulary used outside the classroom)

B-Academic vocabulary which is used inside the educational environment

C-Both academic and Everyday Vocabulary

**12-**When you speak English, how much do other people understand?

Everything  most  some  a little

**13-**How do you want the instructional materials (oral courses) to be delivered?

a) Traditionally using handouts

b) Using different videos of native speakers

**14.** Please tell us about your priorities for improvement by the end of your course

**(in the Future)**, you can use numbers (1-5) to order the following priorities:

Improving your range of vocabulary

Improving your understanding of other speakers

Improving your fluency and speaking

Improving your communicative competence

Improving English language culture

**15-** How often do you expect to use English in the following contexts? (Use numbers from 1-5)

1 A lot    2 Frequently    3 Sometimes    4 rarely    5 Never

Communication and Conversations in informal meetings in small groups

Participating in formal meetings such as conferences and study days

Addressing an audience / delivering presentations like classroom presentations

Taking notes during lectures, meetings, conferences etc

Presenting a topic in an English course

Enhance your public speaking

Presenting a research paper

Others.....

**16-**When you watch videos, how much do you understand? Check the amount.

Everything       most of the words       some words

**17-** How often do you participate in classroom and engage in discussions and participation?

Always       sometimes       rarely       never

Explain

why!!!!.....  
.....

**Further suggestions:** is there anything else we should know about? For example,  
other needs, learning difficulties or other factors which might affect your learning.

.....  
.....

## Appendix F

### Transcription of Students Needs Analysis Questionnaires

#### Section I: Students' Perceptions & Difficulties in Vocabulary Learning.

##### Item 01

I like studying English Vocabulary

	<b>SD</b>	<b>D</b>	<b>U</b>	<b>A</b>	<b>SA</b>	<b>Total</b>
<b>Frequency</b>	0	0	5	12	43	60
<b>P %</b>	00	00	8.33	20	71.66	100%

##### Item 02

I think vocabulary is an important skill to master English Language

	<b>SD</b>	<b>D</b>	<b>U</b>	<b>A</b>	<b>SA</b>	<b>Total</b>
<b>Frequency</b>	0	0	1	19	40	60
<b>P%</b>	00	00	1.66	31.66	66.66	100%

##### Item 03

I prefer Studying everyday vocabulary

	<b>SD</b>	<b>D</b>	<b>U</b>	<b>A</b>	<b>SA</b>	<b>Total</b>
<b>Frequency</b>	4	7	5	14	30	60
<b>P%</b>	6.67	11.67	8.33	23.33	50	100%

**Item 04**

I think vocabulary learning enhances my oral performance

	<b>SD</b>	<b>D</b>	<b>U</b>	<b>A</b>	<b>SA</b>	<b>Total</b>
<b>Frequency</b>	<b>0</b>	<b>3</b>	<b>4</b>	<b>22</b>	<b>31</b>	<b>60</b>
<b>P %</b>	<b>00</b>	<b>05</b>	<b>6.66</b>	<b>36.67</b>	<b>51.67</b>	<b>100%</b>

**Item 5**

I think studying Academic Vocabulary is important for me

	<b>SD</b>	<b>D</b>	<b>U</b>	<b>A</b>	<b>SA</b>	<b>Total</b>
<b>Frequency</b>	<b>0</b>	<b>4</b>	<b>3</b>	<b>23</b>	<b>30</b>	<b>60</b>
<b>P%</b>	<b>00</b>	<b>6,66</b>	<b>05</b>	<b>38,33</b>	<b>50</b>	<b>100%</b>

**Item06**

I think I don't have Sufficient vocabulary to express my ideas

	<b>SD</b>	<b>D</b>	<b>U</b>	<b>A</b>	<b>SA</b>	<b>T</b>
<b>Frequency</b>	<b>9</b>	<b>7</b>	<b>24</b>	<b>14</b>	<b>7</b>	<b>60</b>
<b>PPercentage%</b>	<b>15</b>	<b>11.67</b>	<b>38.33</b>	<b>23.33</b>	<b>11.67</b>	<b>100%</b>

**Item 07**

I think I can perform well without learning vocabulary

	<b>SD</b>	<b>D</b>	<b>U</b>	<b>A</b>	<b>SA</b>	<b>Total</b>
<b>Frequency</b>	<b>30</b>	<b>14</b>	<b>5</b>	<b>7</b>	<b>4</b>	<b>60</b>
<b>Percentage %</b>	<b>50</b>	<b>23.33</b>	<b>8.33</b>	<b>11.67</b>	<b>6.67</b>	<b>100%</b>

**Item 08**

I find difficulties to use the appropriate Vocabulary that suits different situations

	<b>SD</b>	<b>D</b>	<b>U</b>	<b>A</b>	<b>SA</b>	<b>Total</b>
<b>Frequency</b>	<b>2</b>	<b>8</b>	<b>13</b>	<b>26</b>	<b>11</b>	<b>60</b>
<b>Percentage</b>	<b>3.33</b>	<b>13,33</b>	<b>21,66</b>	<b>43,33</b>	<b>18,33</b>	<b>100%</b>

**Section II: Students' Needs Analysis in Oral Expression****09-Why do you need to attend oral expression classes (immediate purposes)?**

**Please be specific**

- to learn English language
- to improve our language learning ( listening speaking ..) very well
- To test my oral skills and correct my mistakes
- to learn and get knowledge.. I think!! I listen to the others speak and try to talk and improve myself
- I need to attend oral expression classes to improve my vocabulary and to develop my language skills
- To express my ideas... learn new vocabulary... collect more information from the topics we discuss
- in order to grow a good vocabulary of different fields and domains and learn more about the language
- express my ideas and myself
- for several reasons I think oral expression is fun because we can talk about whatever we want... we express our points of view and develop ourselves
- “Because this class gives me the chance to speak and improve myself and with speaking I make mistakes and when I make mistakes I learn”.
- “Because the more you communicate the more you get baggage of the words and language and succeed in communicating and to pass the obstacles that we have in the language”.

- “I need to attend oral expression session to improve my English language and to avoid all the problems to which let me feel that it is difficult “
- “ well I think I need to attend oral expression classes to learn how to speak well and discuss but for me I am very shy ... I know the answer but I can't say it in front of the class”.
- “I think communication with others is the main reason.....it enhances myself confidence while speaking.
- “I want to develop my vocabulary and learn new things
- “ I need to attend oral expression to enrich my vocabulary
- “attending oral expression help me to gain new words, ideas, points of view,
- communicate with others
- “because oral expression classes help me to learn from others and communicate and develop my accent
- “to learn how to speak fluently
- “to gain confidence when speaking
- “basically to improve my vocabulary for expressing my thoughts and ideas
- “to learn new words and how to communicate with confidence
- “to learn how to speak and improve speaking skills
- “In order to develop myself and speak without stress”
- to learn vocabulary of English and how I can debate with others to have more knowledge
- to be good in communication with others and speak without anxiety”
- improve my oral abilities and the way of talking and express what I need”
- As a student of a foreign language, oral expression is very important to me because I can develop my speaking confidence and.... thinking speaking at the same time”.
- I want to develop British accent”
- To face audience with good English”

**10- Give examples of situations that are difficult for you and you need to develop in an oral expression class!!!!**

- for example, I want to argue and express my mind but I don't find the precise word
- I find that it is so difficult when the teacher asks me to talk about a sudden topic
- the most situations that are difficult for me are when i make play and when I am presenting a topic.. I want to develop speaking because I need to express myself..
- I have just one problem which is I don't have sufficient vocabulary
- facing audience is difficult for me.. I hesitate and fear .
- I like to express myself ...but I feel anxious ... I fell afraid to make mistakes.
- I have one problem which is difficult for me pronunciation, vocabulary and grammar
- I can't keep talking when the teacher asks me to
- communication is difficult for me I need to improve my range of vocabulary
- I can't find appropriate words for academic topics.
- I think it s difficult to use English to convey ideas and share ideas
- vocabulary is very difficult to learn and use
- entering in conversation without mistakes
- speak without grammatical mistakes
- I don't have enough confidence to engage in conversations
- I stop participating because I forget what to say
- my pronunciation and vocabulary
- I can't stand in front of the audience and speak freely
- I want to participate but I am not sure about the pronunciation of words
- Developing academic vocabulary .... to ask about many thing related to my studies
- talking without stopping and preparation of the topic
- sometimes I don't find the appropriate word
- I find difficulty to use vocabulary in an appropriate way



- long conversations
- choosing the right words depending on the situation
- pronunciation of words
- tenses and conjugation of verbs
- I have a lot of problems with conjugation of tenses..
- grammar and using tenses in speaking

### Item 11

What type of Vocabulary do you need most to improve most in oral expression?

	<b>A</b>	<b>B</b>	<b>C</b>	<b>Total</b>
Frequency	<b>05</b>	<b>10</b>	<b>45</b>	<b>60</b>
Percentage	<b>8.33</b>	<b>16.67</b>	<b>75</b>	<b>100%</b>

### Item 12

When you speak English, how much do people understand?

	<b>Everything</b>	<b>Most</b>	<b>Some</b>	<b>a little</b>	<b>Total</b>
<b>F</b>	<b>11</b>	<b>34</b>	<b>10</b>	<b>05</b>	<b>60</b>
<b>P %</b>	<b>18.33</b>	<b>56.66</b>	<b>16.66</b>	<b>8.33</b>	<b>100%</b>

### Item 13

How do you want oral courses to be delivered ?

	<b>traditionally using handout</b>	<b>Using a variety of videos</b>	<b>Total</b>
<b>frequency</b>	<b>13</b>	<b>47</b>	<b>60</b>
<b>Percentage</b>	<b>21.67</b>	<b>78.33</b>	<b>100%</b>

**Item 14**

Please tell us about your priorities for improvement by the end of the course

	Frequency	Percentage
Improving your range of vocabulary	25	41.67
Improving your communicative competence	15	25
Improving your fluency and speaking	10	16.66
Improving your understanding of other speakers	07	11.6
Improving English language culture	03	05
<b>Total</b>	<b>60</b>	<b>100%</b>

**Item 15**

How often do you expect to use English in the following contexts ?

	A lot	frequently	Sometimes	rarely	
<b>total</b>					
<b>Frequencies &amp; percentages</b>	<b>Freq %</b>	<b>Freq %</b>	<b>Freq %</b>	<b>Freq %</b>	<b>60 100%</b>
<b>a.</b> Addressing an audience presenting a topic in classroom presentation	25 <b>41.66%</b>				
<b>b.</b> Communication and engagement in Conversations	15 <b>25%</b>				
<b>c.</b> Taking notes during lectures meetings,	10 <b>16.67%</b>				
<b>d.</b> Participating in formal meetings such as conferences and study days	05 <b>8.33%</b>				
<b>e.</b> Presenting an academic research paper	05 <b>8.33%</b>				

**Item 16**

When you watch movies, how much do you understand?

	<b>Eeverything</b>	<b>Most</b>	<b>Some</b>	<b>total</b>
<b>Frequency</b>	<b>15</b>	<b>35</b>	<b>10</b>	<b>60</b>
<b>Percentage</b>	<b>25</b>	<b>58.33</b>	<b>16.67</b>	<b>100%</b>

**Item 17**

How often do you participate in classroom tasks and engage in discussions?

	<b>Always</b>	<b>sometimes</b>	<b>rarely</b>	<b>never</b>	<b>total</b>
<b>F</b>	<b>15</b>	<b>06</b>	<b>30</b>	<b>09</b>	<b>60</b>
<b>P</b>	<b>25</b>	<b>10</b>	<b>50</b>	<b>15</b>	<b>100%</b>

**Please explain why!**

<b>Answer</b>	<b>Justification</b>
<b>Always</b>	<ul style="list-style-type: none"> <li>• <b>Because I want to develop my oral skills.</b></li> <li>• <b>Making mistakes is the only way to learn.</b></li> <li>• <b>I like expressing my ideas and speak ... oral expression is the most fun class and I enjoy it.</b></li> <li>• <b>I like to engage in classroom discussions and participation to improve my vocabulary... it s okay if I make mistakes.</b></li> <li>• <b>I have to talk to learn. I find talking in a different language interesting.</b></li> <li>• <b>because I like to talk and discuss with others.</b></li> </ul>
<b>sometimes</b>	<ul style="list-style-type: none"> <li>• <b>Because I am shy and my English is weak .</b></li> <li>• <b>My problem is that I am shy and I forget what to say.</b></li> <li>• <b>Because I feel bored and less motivated to study.... I get tired.</b></li> <li>• <b>I like to understand and develop my language.</b></li> <li>• <b>I like to be an active student because I get very anxious and nervous and I always lose words.</b></li> <li>• <b>I don't have enough vocabulary</b></li> </ul>

	<ul style="list-style-type: none"> <li>• I have difficulties to express my ideas because my vocabulary is not enough.</li> <li>• I understand others but I can't talk.</li> <li>• Stress, and sometimes panic when I think of the right word</li> <li>• generally , I like listening .. I don't find enough to say.</li> </ul>
rarely	<ul style="list-style-type: none"> <li>• I am not an intelligent students!.. that s why.</li> <li>• Clearly just because I am shy</li> <li>• Sometimes I don't find the words to express myself or my idea. and I don't know pronunciation of words.</li> <li>• Becau e I am not that talkative student... I hate to go to the board and explain ideas.</li> <li>• I hate speaking in front of people that I don't know very well.</li> <li>• I have less vocabulary.</li> </ul>
never	<ul style="list-style-type: none"> <li>• Because I am very shy.</li> <li>• My English is not very well.</li> <li>• I am very shy ... I feel like I am the worst.</li> </ul>

#### Further suggestions:

**Is there anything else we should know about? For example, other needs, learning difficulties or other factors which might affect your learning.**

“in the fact , I just need someone to motivate me because I have the abilities”

“ language : vocabulary and discussion with confidence.... discussing ... participating... how to speak well with meaning..... how to present ..”.

“ maybe we need to prepare topics at home then we present in the classroom”.

“ Watch TV channels... or YouTube without translation to make it better... and at the end you listen to music and know the lyrics how it becomes...”

“In oral expression we have 3 hours ... we can do many things in one time... we can listen to songs .. play games.. we discuss the lyrics of the song..we can watch and discuss the topic of the videos... and why not in every session we bring new words, and we use this words in different sentence to fix it in our minds..”.

“we need to watch videos in English about pronunciation, idioms and bout everything that can help us in improving our English skills .. and what is important is to bring authentic materials to the classroom because some students do not have them at home... so when they have them in the classroom they will improve their level”.

“I think what we are learning new is good and helping us but for other needs, using songs and videos is good too... and make the classroom more fun so I hope the teacher uses those materials”

“ We need for example using videos of native speakers to improve vocabulary and pronunciation at the same time.

“ I wish the we discuss more different topics and fun subjects instead of the traditional well known boring ones... we need more subjects and domains to talk about especially good games.”

“I think that technology and materials can help us to have a good English”

“ Debates and discussions “.

“I think that we need to discuss about more important things that happen in our daily life: life, politics, ethics, ...”.

## Appendix G

### Pre- test

#### a).The Updated Receptive Vocabulary Level Test (Webb et al, 2017)

This is test looks at how well you know useful English words. Put a check under the word that goes with each meaning. Here is an example.

	game	island	mouth	movie	song	yard
land with water all around it						
part of your body used for eating and talking						
piece of music						

It should be answered in the following way.

	game	island	mouth	movie	song	yard
land with water all around it		✓				
part of your body used for eating and talking			✓			
piece of music					✓	

#### 1,000 Word Level

1,000 Word Level	choice	computer	garden	photograph	price	week
cost						
picture						
place where things grow outside						

1,000 Word Level	eye	father	night	van	voice	year
body part that sees						
parent who is a man						
part of the day with no sun						

1,000 Word Level	center	note	state	tomorrow	uncle	winter
brother of your mother or father						
middle						
short piece of writing						

1,000 Word Level	box	brother	horse	hour	house	plan
family member						
sixty minutes						
way of doing things						

1,000 Word Level	animal	bath	crime	grass	law	shoulder
green leaves that cover the ground						
place to wash						
top end of your arm						

1,000 Word Level	drink	educate	forget	laugh	prepare	suit
get ready						
make a happy sound						
not remember						

<b>1,000 Word Level</b>	bring	can	reply	share	understand	wish
Say or write an answer to somebody						
carry to another place						
look at for a long time						

<b>1,000 Word Level</b>	alone	bad	cold	Green	loud	main
Most important						
Not good						
Not hot						

<b>1,000 Word Level</b>	awful	definite	exciting	general	mad	sweet
certain						
usual						
Very bad						

## 2,000 Word Level

2,000 Word Level	coach	customer	feature	pie	vehicle	weed
important part of something						
person who trains members of sports teams						
unwanted plant						

2,000 Word Level	average	discipline	knowledge	pocket	trap	vegetable
Food grown in gardens						
information which a person has						
middle number						

2,000 Word Level	circle	justice	knife	onion	partner	pension
Round shape						
Something used to cut food						
Using laws fairly						

2,000 Word Level	cable	section	sheet	site	staff	tank
part						
place						
Something to cover bed						

2,000 Word Level	apartment	cap	envelope	lawyer	speed	union
Cover for letters						
Kind of hat						
Place to live inside a tall building						

2,000 Word Level	argue	contribute	quit	seek	vote	wrap
cover tightly and completely						
give to						
look for						

2,000 Word Level	avoid	contain	murder	search	switch	trade
have something inside						
look for						
try not to do						

2,000 Word Level	bump	complicate	include	organize	receive	warn
get something						
hit gently						
have as part of something						

2,000 Word Level	available	constant	electrical	medical	proud	super
feeling good about what you have done						
great						
happening all the time						

2,000 Word Level	environmental	junior	pure	rotten	smooth	wise
bad						
not rough						
younger in position						

**3,000 Word Level**

3,000 Word Level	angle	apology	behavior	bible	celebration	portion
actions						
happy occasion						
statement saying you are sorry						



3,000 Word Level	anxiety	athlete	counsel	foundation	phrase	wealth
combination of words						
guidance						
large amount of money						

3,000 Word Level	agriculture	conference	frequency	liquid	regime	volunteer
farming						
government						
person who helps without payment						

3,000 Word Level	asset	heritage	novel	poverty	prosecution	suburb
having little money						
history						
useful thing						

3,000 Word Level	audience	crystal	intelligence	outcome	pit	welfare
ability to learn						
deep place						
people who watch and listen						

3,000 Word Level	consent	enforce	exhibit	retain	specify	target
agree						
say clearly						
show in public						

3,000 Word Level	accomplish	capture	debate	impose	proceed	prohibit
catch						
go on						
talk about what is correct						

3,000 Word Level	consistent	enthusiastic	former	logical	marginal	mutual
not changing						
occurring earlier in time						
shared						

3,000 Word Level	absorb	decline	exceed	link	nod	persist
continue to happen						
goes beyond the limit						
take in						

3,000 Word Level	approximate	frequent	graphic	pale	prior	vital
almost exact						
earlier						
happening often						

**4,000 Word Level**

4,000 Word Level	cave	scenario	sergeant	stitch	vitamin	wax
healthy supplement						
opening in the ground or in the side of a hill						
situation						

4,000 Word Level	candle	diamond	gulf	salmon	soap	tutor
something used for cleaning						
teacher						
valuable stone						

4,000 Word Level	agony	kilogram	orchestra	scrap	slot	soccer
group of people who play music						
long, thin opening						
small unwanted piece						

4,000 Word Level	crust	incidence	ram	senator	venue	verdict
hard outside part						
judgment						
place						

4,000 Word Level	alley	embassy	hardware	nutrition	threshold	tobacco
government building						
plant that is smoked in cigarettes						
small street between buildings						

4,000 Word Level	fling	forbid	harvest	shrink	simulate	vibrate
do not allow						
make smaller						
throw						

4,000 Word Level	activate	disclose	hug	intimidate	plunge	weep
cry						
tell						
turn on						

4,000 Word Level	abnormal	bulky	credible	greasy	magnificent	optical
believable						
oily						
unusual						

4,000 Word Level	diminish	exaggerate	explode	penetrate	transplant	verify
break into pieces violently						
get smaller						
move something to another place						

4,000 Word Level	adjacent	crude	fond	sane	spherical	swift
beside						
not crazy						
quick						

**5,000 Word Level**

5,000 Word Level	gown	maid	mustache	paradise	pastry	vinegar
hair on your upper lip						
perfect place						
small baked food						

5,000 Word Level	asthma	chord	jockey	monk	rectangle	vase
container for cut flowers						
group of musical notes that are played at the same time						
shape with two long and two short sides						

5,000 Word Level	batch	dentist	hum	lime	pork	scripture
green fruit						
low, constant sound						
meat from pigs						

5,000 Word Level	amnesty	claw	earthquake	perfume	sanctuary	wizard
liquid that is made to smell nice						
man who has magical powers						
safe place						

5,000 Word Level	altitude	diversion	hemisphere	pirate	robe	socket
height						
kind of clothing						
person who attacks ships						

5,000 Word Level	applaud	erase	jog	intrude	notify	wrestle
announce						
enter without permission						
remove						

5,000 Word Level	bribe	expire	immerse	meditate	persecute	shred
cut or tear into small pieces						
end						
think deeply						

5,000 Word Level	commemorate	growl	ignite	pierce	renovate	swap
catch fire						
exchange						
go into or through something						

5,000 Word Level	bald	eternal	imperative	lavish	moist	tranquil
calm and quiet						
having no hair						
slightly wet						

5,000 Word Level	diesel	incidental	mandatory	prudent	superficial	tame
not dangerous						
required						
using good judgment						

### b) Productive Vocabulary (Laufer & Nation 1999)

One of two equivalent versions of the A LEVELS TEST OF PRODUCTIVE VOCABULARY: Parallel Version 1 (Version C). Complete the underlined words. The example has been done for you.

He was riding a bicycle

#### The 2000-word level

1. I'm glad we had this opp... to talk.
2. There are a doz.... eggs in the basket.
3. Every working person must pay income t..... .
4. The pirates buried the trea.... on a desert island.
5. Her beauty and cha..... had a powerful effect on men.
6. La.... of rain led to a shortage of water in the city.
7. He takes cr ....and sugar in his coffee.
8. The rich man died and left all his we.... to his son.
9. Pup.... must hand in their papers by the end of the week.
10. This sweater is too tight. It needs to be stret..... .
11. Ann intro.... her boyfried to her mother.
12. Teenagers often adm..... and worship pop singers.
13. If you blow up that balloon any more it will bur..... .
14. In order to be accepted into the university, he had to impr..... his grades.
15. The telegram was deli..... two hours after it had been sent.
16. The differences were so sl..... that they went unnoticed.
17. The dress you're wearing is lov..... .
18. He wasn't very popu... when he was a teenager, but he has many friends now.

#### The 3000-world level

1. He has a successful car.... as a lawyer.
2. The thieves threw ac..... in his face and made him blind.
3. To improve the country's economy, the government decided on economic ref..... .
4. She wore a beautiful green go to the ball.....

5. The government tried to protect the country's industry by reducing the imp..... of cheap goods.
6. The children's games were funny at first, but finally got on the parents' ner....
7. The lawyer gave some wise coun..... to his client.
8. Many people in England mow..... the la of their houses on Sunday morning.
9. The farmer sells the eggs that his chi.... lays.
10. Sudden noises at night sca..... me a lot.
11. France was proc..... a republic in the 18th century.
12. Many people are inj..... in road accidents every year.
13. Suddenly he was thru..... into the dark room.
14. He perc..... a light at the end of the tunnel.
15. Children are not independent. They are att..... to their parents.
16. She showed off her sle..... figure in a long narrow dress.
17. She has been changing partners often because she cannot have a sta.... relationship with one person.
18. You must wear a bathing suit on a public beach. You're not allowed to be na.....

#### **The 5000-word level**

1. Soldiers usually swear an oa..... of loyalty to their country.
2. The voter placed the ball..... in the box.
3. They keep their valuables in a vau... at the bank.
4. A bird perched at the window led... .
5. The kitten is playing with a ball of ya..... .
6. The thieves have forced an ent..... into the building.
7. The small hill was really a burial mou..... .
8. We decided to celebrate New Year's E..... together.
9. The soldier was asked to choose between infantry and cav..... .
10. This is a complex problem which is difficult to compr..... .
11. The angry crowd sho..... the prisoner as he was leaving the court.
12. Don't pay attention to this rude remark. Just ign.... it.
13. The management held a secret meeting. The issues discussed were not disc..... to the workers.
14. We could hear the sergeant bel..... commands to the troops.
15. The boss got angry with the secretary and it took a lot of tact..... to soo him.
16. We do not have adeq..... information to make a decision.
17. She is not a child, but a mat... woman. She can make her own decisions.
18. The prisoner was put in soli.... confinement.

### The University Word List level

1. I've had my eyes tested and the optician says my vi..... is good.
2. The anom..... of his position is that he is the chairman of the committee, but isn't allowed to vote.
3. In their geography class, the children are doing a special pro..... on North America.
4. In a free country, people can apply for any job. They should not be discriminated against on the basis of colour, age, or s..... .
5. A true dem..... should ensure equal rights and opportunities for all citizens.
6. The drug was introduced after medical res..... indisputably proved its effectiveness.
7. These courses should be taken in seq..... , not simultaneously.
8. Despite his physical condition, his int was unaffected. 9. Governments often cut budgets in times of financial cri .....
10. The job offer sounded interesting at first. But when he realized what it would involve, his excitement subs gradually.
11. Research ind..... that men find it easier to give up smoking than women.
12. In a lecture, most of the talking is done by the lecturer. In a seminar, students are expected to part..... in the discussion.
13. The airport is far away. If you want to ens..... that you catch your plane, you have to leave early.
14. It's difficult to ass..... a person's true knowledge by one or two tests.
15. The new manager's job was to res..... the company to its former profitability.
16. Even though the student didn't do well on the midterm exam, he got the highest mark on the fi.....
17. His decision to leave home was not well thought out. It was not based on rat..... considerations.
18. The challenging job required a young, successful and dyn..... candidate

### The University Word List Level

1. there has been a recent tr..... among prosperous families toward a smaller number of children.
2. the ar..... of his office is 25 square meters.
3. phil..... examines the meaning of life
4. according to the communist doc..... , workers should rule the world.
5. spending many years together deepened their inti.....
6. He usually read the sports sec.. of the newspaper
7. Because of the doctors' strike, the cli..... is closed today.
8. there are several misprints on each page of this te....
9. the suspect had both opportunity and mot.... to commit the murder.

10. they insp... all products before sending them out to stores.
11. A considerable amount of evidence was accum... during the investigation.
12. The victom's shirt was satu... with blood.
13. he is irresponsible. YOU cannot re... on him for help.
14. It 's impossible to eva.. these results without knowing about the research methods that were used .
15. He finally att... a position of power in the company.
16. the story tells about a crime and sub..... punishment.
17. In a hom.... clas all students are of a similar proficiency.
18. The urge to survive is inh..... in all creatures



**Appendix H**  
**Post –test**

**a) The updated Receptive Vocabulary Levels Test (Webb et al , 2017)**

This is test that looks at how well you know useful English words. Put a check under the word that goes with each meaning. Here is an example.

	game	island	mouth	movie	song	yard
land with water all around it						
part of your body used for eating and talking						
piece of music						

It should be answered in the following way!.

	game	island	mouth	movie	song	yard
land with water all around it		√				
part of your body used for eating and talking			√			
piece of music					√	

**1,000 Word Level**

1,000 Word Level	choice	rate	computer	garden	photograph	price	week
speed							
cost							
picture							
place where things grow outside							

1,000 Word Level	eye	backyard	father	night	van	voice	year
The area nearby the house							
body part that sees							
parent who is a man							
part of the day with no sun							

1,000 Word Level	center	note	state	tomorrow	uncle	winter
brother of your mother or father						
middle						
short piece of writing						

1,000 Word Level	box	brother	adventure	horse	hour	house	plan
A feeling of desire for new things and risks							
family member							
sixty minutes							
way of doing things							

1,000 Word Level	animal	bath	pet shop	crime	grass	law	shoulder
A palce for selling domestic animals							
green leaves that cover the ground							
place to wash							
top end of your arm							

1,000 Word Level	drink	stealing	educate	forget	laugh	prepare	suit
Taking someone's property							
get ready							
make a happy sound							
not remember							

1,000 Word Level	bring	can	reply	stare	understand	wish
Say or write an answer to somebody						
carry to another place						
look at for a long time						

1,000 Word Level	alone	bad	Body language	cold	Green	loud	main
Nonverbal communication							
Most important							
Not good							
Not hot							

1,000 Word Level	wonder	awful	definite	exciting	general	mad	sweet
Something that causes amazement							
certain							
usual							
Very bad							

## 2,000 Word Level

2,000 Word Level	coach	customer	feature	purchase	pie	vehicle	weed
Buying / obtaining by payment							
important part of something							
person who trains members of sports teams							
unwanted plant							

2,000 Word Level	average	discipline	bury	knowledge	pocket	trap	vegetable
Placing in a ground							
Food grown in gardens							
information which a person has							
middle number							

2,000 Word Level	circle	justice	stage	knife	onion	partner	pension
Platform which show performances							
Round shape							
Something used to cut food							
Using laws fairly							

2,000 Word Level	cable	section	sheet	sidewalk	site	staff	tank
footway							
part							
place							
Something to cover bed							

2,000 Word Level	apartment	cap	rehearsal	envelope	lawyer	speed	union
The practicing of something							
Cover for letters							
Kind of hat							
Place to live inside a tall building							

2,000 Word Level	argue	contribute	quit	mastery	seek	vote	wrap
Great skill or knowledge							
cover tightly and completely							
give to							
look for							

2,000 Word Level	avoid	performance	contain	murder	search	switch	trade
An action, achievement, a deed							
have something inside							
look for							
try not to do							

2,000 Word Level	bump	clue	complicate	include	organize	receive	warn
Information which may lead one to a certain point							
get something							
hit gently							
have as part of something							

2,000 Word Level	available	constant	explore	electrical	medical	proud	super
to travel somewhere in search for discovery							
feeling good about what you have done							
great							
happening all the time							

2,000 Word Level	accustom	environmental	junior	pure	rotten	smooth	wise
Get used to							
bad							
not rough							
younger in position							

**3,000 Word Level**

3,000 Word Level	angle	To head	apology	behavior	bible	celebration	portion
to travel somewhere in search for discovery							
actions							
happy occasion							
statement saying you are sorry							

3,000 Word Level	anxiety	accomplish	athlete	counsel	foundation	phrase	wealth
combination of words							
Finishing something successfully							
guidance							
large amount of money							

3,000 Word Level	energize	agriculture	conference	frequency	liquid	regime	volunteer
To turn on power to something							
farming							
government							
person who helps without payment							

3,000 Word Level	asset	visualize	heritage	novel	poverty	prosecution	suburb
Making something visible							
having little money							
history							
useful thing							

3,000 Word Level	audience	trip	crystal	market	intelligence	outcome	pit	welfare
A place for trading of goods								
journey								
ability to learn								
deep place								
people who watch and listen								

3,000 Word Level	Hop on	consent	enforce	strengthen	exhibit	retain	specify	target
Making something strong								
To jump a short distance								
agree								
say clearly								
show in public								

3,000 Word Level	accomplish	capture	Bond with	debate	impose	proceed	prohibit
Emotional connection							
catch							
go on							
talk about what is correct							

3,000 Word Level	shower	consistent	enthusiastic	former	logical	marginal	mutual
Device for bathing							
not changing							
occurring earlier in time							
shared							

3,000 Word Level	circumstance	absorb	decline	shift	exceed	link	nod	persist
Movement or change								
Condition in some way affects you								
continue to happen								
goes beyond the limit								
take in								

3,000 Word Level	stubborn	approximate	frequent	graphic	pause	pale	prior	vital
Refusal of changing one's opinion								
Take a temporary rest								
almost exact								
Earlier								
happening often								

**4.000 Word level**

4,000 Word Level	cave	funeral	scenario	sergeant	theft	stitch	vitamin	wax
Stealing someone's property								
ceremony								
healthy supplement								
opening in the ground or in the side of a hill								
situation								

4,000 Word Level	candle	charity	diamond	gulf	salmon	carriage	soap	tutor
something used for cleaning								
Goods or Money given to those in need								
teacher								
That is designed for the conveyance of passengers								
valuable stone								

4,000 Word Level	agony	throw	kilogram	orchestra	prioritize	scrap	slot	soccer
To cause an object moving rapidly through the air								
To rank something as having high priority								
group of people who play music								
long, thin opening								
small unwanted piece								

4,000 Word Level	promise	crust	shop	incidence	ram	senator	venue	verdict
hard outside part								
judgment								
Place where things are sold								
Affirmation or vow								
place								

4,000 Word Level	alley	Rice	embassy	orphan	hardware	nutrition	threshold	tobacco
One whose parents died								
Small sedes used as food								
government building								
plant that is smoked in cigarettes								
small street between buildings								

4,000 Word Level	cost	manage	fling	forbid	harvest	shrink	simulate	vibrate
handle								
Require a payment of price								
do not allow								
make smaller								
throw								

4,000 Word Level	Accomplishment	activate	disclose	hug	intimidate	plunge	hide	weep
cry								
The act of completing and fulfillment								
Put in a place out of sight								
tell								
turn on								

4,000 Word Level	campus	skirt	abnormal	bulky	credible	greasy	magnificent	optical
believable								
oily								
a set of buildings used as a home								
Worn by women and girls								
unusual								

4,000 Word Level	diminish	stick	exaggerate	explode	penetrate	transplant	verify
break into pieces violently							
get smaller							
Small thin branch from a tree							
move something to another place							

4,000 Word Level	trash	adjacent	crude	fond	accessories	sane	spherical	swift
beside								
not crazy								
rubbish								
Having a secondary function								
quick								

5,000 Word Level

5,000 Word Level	audience	gown	maid	niece	mustache	paradise	pastry	vinegar
hair on your upper lip								
A daughter of one's sibling								
Group of people watching and listening a speech								
perfect place								
small baked food								

5,000 Word Level	asthma	meal	chord	jockey	monk	rectangle	vase
container for cut flowers							
Prepared food to be eaten							
group of musical notes that are played at the same time							
shape with two long and two short sides							

5,000 Word Level	invest	batch	dentist	hum	poverty	lime	pork	scripture
green fruit								
Spend Money on something								
Lack of money								
low, constant sound								
meat from pigs								

5,000 Word Level	amnesty	company	claw	hut	earthquake	perfume	sanctuary	wizard
liquid that is made to smell nice								
Group of people who work together for a common purpose								
Small wooden shed								
man who has magical powers								
safe place								

5,000 Word Level	snail	altitude	diversion	turtle	hemisphere	pirate	robe	socket
height								
kind of clothing								
A small animal								
Small animal characterized by a Shell enclosing its body								
person who attacks ships								



5,000 Word Level	rush	applaud	erase	direction	jog	intrude	notify	wrestle
Rapid and sudden								
Toward a destination								
announce								
enter without permission								
remove								

5,000 Word Level	bribe	survive	expire	grasp	immerse	meditate	persecute	shred
cut or tear into small pieces								
end								
Continue to live								
Understand and take hold of								
think deeply								

5,000 Word Level	commemorate	growl	ignite	pierce	Owner	renovate	swap
catch fire							
One who owns something							
exchange							
go into or through something							

5,000 Word Level	panic	bald	eternal	exaggerated	imperative	lavish	moist	tranquil
calm and quiet								
having no hair								
Of fear and fright								
Greater than it actually is								
slightly wet								

5,000 Word Level	anxiety	schedule	diesel	incidental	mandatory	prudent	superficial	tame
not dangerous								
nervousness								
Procedural plan								
required								
using good judgment								

**b) Productive Vocabulary Test:**

**The following are a set of Vocabulary items .Use the following words in sentences of your own production.**

- backyard.....
- adventure.....
- rate.....
- petshop.....
- to purchase.....
- body language.....
- stage.....
- to wonder.....
- rehearsal.....
- to explore.....
- to accustom.....
- mastery.....
- to head.....
- performance.....
- clue.....
- to accomplish.....
- to energize.....
- trip.....
- to visualize.....
- to mesh.....
- market.....
- hooped on.....
- shower.....
- to strengthen .....
- to bond.....
- circumstance.....
- to convert.....
- to shift.....
- pause.....
- stubborn.....
- funeral.....
- adoption.....
- thieves .....
- sidewalk.....
- stealing.....
- to bury.....
- willing.....
- envelope.....
- to promise.....
- to threw.....
- to stare.....
- carriage.....
- orphan.....
- rice.....
- shop.....
- cost.....
- skirt.....
- to hide.....
- stick.....
- to manage.....

campus.....  
trash.....  
charity.....  
niece.....  
accessories.....  
meal.....  
hut.....  
company.....  
to invest.....  
to fly.....  
reply.....  
snail.....  
turtle.....  
rush.....  
direction.....  
to survive.....  
owner.....  
to seek.....  
Panic.....  
anxiety.....  
to tackle.....  
grasp.....  
to exaggerate.....  
schedule.....  
to embrace.....  
worth.....  
encouragement.....  
budget.....  
failure.....  
depression.....  
to disappoint.....  
confident.....  
balance.....  
motivated.....  
cultivated.....  
to relax.....

**Appendix I****New Inside Out Quick Placement Test (Macmillan Publishers, 2015)**

Name \_\_\_\_\_ Date \_\_\_\_\_

**QUICK PLACEMENT TEST****Section 1****Choose the best word or phrase (a, b, c or d) to fill each blank.****(1)** Roberta \_\_\_\_\_ from The United States.

- a) are
- b) is
- c) am
- d) be

**(2)** What's \_\_\_\_\_ name?

- a) -
- b) his
- c) him
- d) he

**(3)** My friend \_\_\_\_\_ in London.

- a) living
- b) live
- c) lives
- d) is live

**(4)** Where \_\_\_\_\_?

- a) works Tom
- b) Tom works
- c) Tom does work
- d) does Tom work

**(5)** I \_\_\_\_\_ coffee.

- a) no like
- b) not like
- c) like don't
- d) don't like

(6) ' \_\_\_\_\_ to Australia, Ginny?' 'Yes, two years ago.'

- a) Did you ever go
- b) Do you ever go
- c) Have you ever been
- d) Are you ever going

(7) Tokyo is \_\_\_\_\_ city I've ever lived in.

- a) the most big
- b) the bigger
- c) the biggest
- d) the more big

(8) A vegetarian is someone \_\_\_\_\_ doesn't eat meat.

- a) who
- b) what
- c) which
- d) whose

(9) \_\_\_\_\_ these days.

- a) I never a newspaper buy
- b) I never buy a newspaper
- c) I buy never a newspaper
- d) Never I buy a newspaper

(10) I \_\_\_\_\_ watch TV tonight.

- a) am
- b) go to
- c) going to
- d) am going to

(11) I wish I \_\_\_\_\_ more money!

- a) have
- b) had
- c) would have
- d) was having

(12) \_\_\_\_\_ be famous one day?

- a) Would you like
- b) Would you like to
- c) Do you like
- d) Do you like to

## Section 2

Choose the best word or phrase (a, b, c or d) to fill each blank.

- (13) It's my birthday \_\_\_\_\_ Friday.  
a) on  
b) in  
c) at  
d) by
- (14) I \_\_\_\_\_ eighteen years old.  
a) am  
b) have  
c) have got  
d) -
- (15) I \_\_\_\_\_ a headache.  
a) am  
b) do  
c) have  
d) got
- (16) Do you \_\_\_\_\_ a uniform at your school?  
a) carry  
b) wear  
c) use  
d) hold
- (17) 'What time is it?'                      'I have no \_\_\_\_\_.'  
a) idea  
b) opinion  
c) answer  
d) time
- (18) The meal was very expensive. Look at the \_\_\_\_\_!  
a) ticket  
b) receipt  
c) invoice  
d) bill
- (19) How many \_\_\_\_\_ of trousers have you got?  
a) items  
b) pairs  
c) sets  
d) times

- (20) Joel came back from his holiday in Brazil looking really \_\_\_\_\_.  
a) tanned  
b) sunned  
c) coloured  
d) darkened

### Section 3

Choose the best word or phrase (a, b, c or d) to fill each blank.

- (21) Harry can \_\_\_\_\_ English.  
a) to speak  
b) speaking  
c) speak  
d) speaks
- (22) I'm not interested \_\_\_\_\_ sports.  
a) for  
b) about  
c) in  
d) to
- (23) She likes \_\_\_\_\_ expensive clothes.  
a) wearing  
b) to wearing  
c) wear  
d) is wearing
- (24) Harry \_\_\_\_\_ his father's car when the accident happened.  
a) was driving  
b) drove  
c) had driven  
d) has been driving
- (25) I was wondering \_\_\_\_\_ tell me when the next plane from Chicago arrives?  
a) could you  
b) can you  
c) if you could  
d) if could you
- (26) If I \_\_\_\_\_ him, I would have spoken to him, wouldn't I?  
a) saw  
b) had seen  
c) have seen  
d) would have seen

- (27) I like your hair. Where \_\_\_\_\_?
- a) do you have cut
  - b) have you cut it
  - c) do you have cut it
  - d) do you have it cut
- (28) I think Joey must \_\_\_\_\_ late tonight. His office light is still on.
- a) have worked
  - b) work
  - c) be working
  - d) to work
- (29) John tells me Jack's going out with Helen, \_\_\_\_\_ I find hard to believe.
- a) which
  - b) who
  - c) whose
  - d) that
- (30) What \_\_\_\_\_ this weekend, Lance?
- a) will you do
  - b) are you doing
  - c) will you have done
  - d) do you do
- (31) The weather has been awful. We've had very \_\_\_\_\_ sunshine this summer.
- a) little
  - b) a little
  - c) few
  - d) a few
- (32) Did you hear what happened to Kate? She \_\_\_\_\_.
- a) is arrested
  - b) arrested
  - c) has been arrested
  - d) is being arrested

## Section 4

**Choose the best word or phrase (a, b, c or d) to fill each blank.**

- (33) I usually \_\_\_\_\_ up at about 7.30.
- a) go
  - b) be
  - c) do
  - d) get



- (34) I \_\_\_\_\_ football every week.  
a) play  
b) go  
c) do  
d) have
- (35) My sister \_\_\_\_\_ the cooking in our house.  
a) does  
b) makes  
c) cooks  
d) takes
- (36) Don't forget to \_\_\_\_\_ the light when you leave the room.  
a) turn up  
b) turn in  
c) turn off  
d) turn over
- (37) She was in \_\_\_\_\_ when she heard the tragic news.  
a) crying  
b) tears  
c) cries  
d) tearful
- (38) He \_\_\_\_\_ that he hadn't stolen the computer, but no one believed him.  
a) reassured  
b) informed  
c) insisted  
d) persuaded
- (39) Could you \_\_\_\_\_ me that book for a couple of days, please?  
a) lend  
b) owe  
c) borrow  
d) rent
- (40) Greg is \_\_\_\_\_ a lot of time at Yvonne's house these days!  
a) taking  
b) spending  
c) having  
d) doing

## Section 5

Choose the best word or phrase (a, b, c or d) to fill each blank.

- (41) Who \_\_\_\_\_ in that house?
- a) does live
  - b) lives
  - c) does he live
  - d) he lives
- (42) I'll call you when I \_\_\_\_\_ home.
- a) get
  - b) 'll get
  - c) 'll have got
  - d) 'm getting
- (43) If you \_\_\_\_\_ me, what would you do?
- a) was
  - b) would be
  - c) were
  - d) have been
- (44) I don't know where \_\_\_\_\_ last night.
- a) did he go
  - b) he did go
  - c) went he
  - d) he went
- (45) John and Betty are coming to visit us tomorrow but I wish \_\_\_\_\_.
- a) they won't
  - b) they hadn't
  - c) they didn't
  - d) they weren't
- (46) I'm so hungry! If only Bill \_\_\_\_\_ all the food in the fridge!
- a) wasn't eating
  - b) didn't eat
  - c) hadn't eaten
  - d) hasn't eaten
- (47) I regret \_\_\_\_\_ harder in school.
- a) not studying
  - b) not to study
  - c) to not study
  - d) not have studied

- (48) Surely Sue \_\_\_\_\_ you if she was unhappy with your work.
- a) will tell
  - b) would have told
  - c) must have told
  - d) had told
- (49) Our neighbours aren't very polite, and \_\_\_\_\_ particularly quiet!
- a) neither they aren't
  - b) either they aren't
  - c) nor are they
  - d) neither did they be
- (50) We had expected that they \_\_\_\_\_ fluent English, but in fact they didn't.
- a) were speaking
  - b) would speak
  - c) had spoken
  - d) spoke
- (51) I'd rather I \_\_\_\_\_ next weekend, but I do!
- a) don't have to work
  - b) didn't have to work
  - c) wouldn't work
  - d) wasn't working
- (52) Harriet is so knowledgeable. She can talk about \_\_\_\_\_ subject that comes up.
- a) whatever
  - b) whenever
  - c) wherever
  - d) whoever

## Section 6

Choose the best word or phrase (a, b, c or d) to fill each blank.

- (53) I always \_\_\_\_\_ milk in my coffee.
- a) have
  - b) drink
  - c) mix
  - d) make
- (54) I \_\_\_\_\_ TV every evening.
- a) watch
  - b) look at
  - c) see
  - d) hear

- (55) Can you give me a \_\_\_\_\_ with my bag.
- a) leg
  - b) back
  - c) hand
  - d) head
- (56) Before you enter the triathlon, please bear in \_\_\_\_\_ that you're not as young as you used to be!
- a) thought
  - b) question
  - c) mind
  - d) opinion
- (57) The breath test showed he had consumed more than three times the legal limit of alcohol, so the police arrested him for \_\_\_\_\_.
- a) trespassing
  - b) mugging
  - c) speeding
  - d) drunk driving
- (58) The meeting was \_\_\_\_\_ and not very interesting.
- a) time-wasting
  - b) time-consuming
  - c) time-using
  - d) out of time
- (59) After the movie was released, the main \_\_\_\_\_ point was its excessive use of violence.
- a) discussion
  - b) speaking
  - c) conversation
  - d) talking
- (60) There have been several big \_\_\_\_\_ against the use of GM foods recently.
- a) campaigns
  - b) issues
  - c) boycotts
  - d) strikes

## Appendix J

### A Lesson Plan Sample

Module: **Oral expression**

Topic: **Money & happiness**

Level: **1<sup>st</sup> year students of English**

Time: 1 h and 40 minutes

Materials and teaching tools: **Authentic videos, Smart phones,**

#### **Objectives:**

By the end of the class, students should be able to:

- ✓ Know more vocabulary related to the topic
- ✓ Be able to use the learnt vocabulary in their discussions
- ✓ Engage in classroom discussions and debates
- ✓ Develop thinking and ideas

#### **Lesson Plan:**

**Lesson plan 01: The teacher = T the students = Ss**

##### **1. Warm up: ( 10 minutes)**

The T introduces the topic to be discussed ‘‘can money buy happiness’’.

<https://www.youtube.com/watch?v=ZwGEQcFo9RE>

##### **I/ Brainstorming:**

The T asks the students about what they think about happiness .The Ss start answering the question

S1: happiness is having a wife, a fancy car, having a lot of money .

S2 says: happiness is having a lot of money. ...

S3 says: money can't buy happiness... you can find rich people but not happy’’ .....

(Through this prior discussion, the Ss are going to recall different vocabulary about money and happiness like : money , rich people, fancy cars...and so on)

## **II/Introduction= before listening ( 10 minutes)**

The T: Alright, I see that you have different views about happiness and the value of money in our life . So, do you think that money can buy happiness?( Ss enter in a debate and start arguing and giving different points of view)

S1: of course money can buy happiness

S2: no I don't agree with you some people have a lot of money but they are not happy

## **2. Presentation= While listening (a 30 minutes listening)**

T: Ok! Since you have different ideas and opinions let s have a look at the following video.

The following videos will show you whether money can buy happiness or not!

the students will listen to the video for 15 minutes in which the T asks them to focus on the new vocabulary following the English subtitles provided in the videos.

## **After listening (30 minutes)**

After the students listen to the video, they will be asked to:

✓ discuss some questions from the video which are generally based on their comprehension

.The following are some of the questions to be discussed:

- Are you happy?
- According to you can money make you happy?
- What would you do if you become rich?
- ✓ Discuss the two related topic related to both money and happiness separately
- What makes someone happy in his/ her life?
- If you live a life of wealth for a year, will you be the same person after this period of time?
- Do you think that money changes people's lives?

**Evaluation: 20 minutes**

After the learners have answered and discussed the questions, the T asks them to write down all the vocabulary related to Money and happiness that they know and have learnt from the video, define them or give synonyms to, and then use them in sentences of their production.

### Appendix K

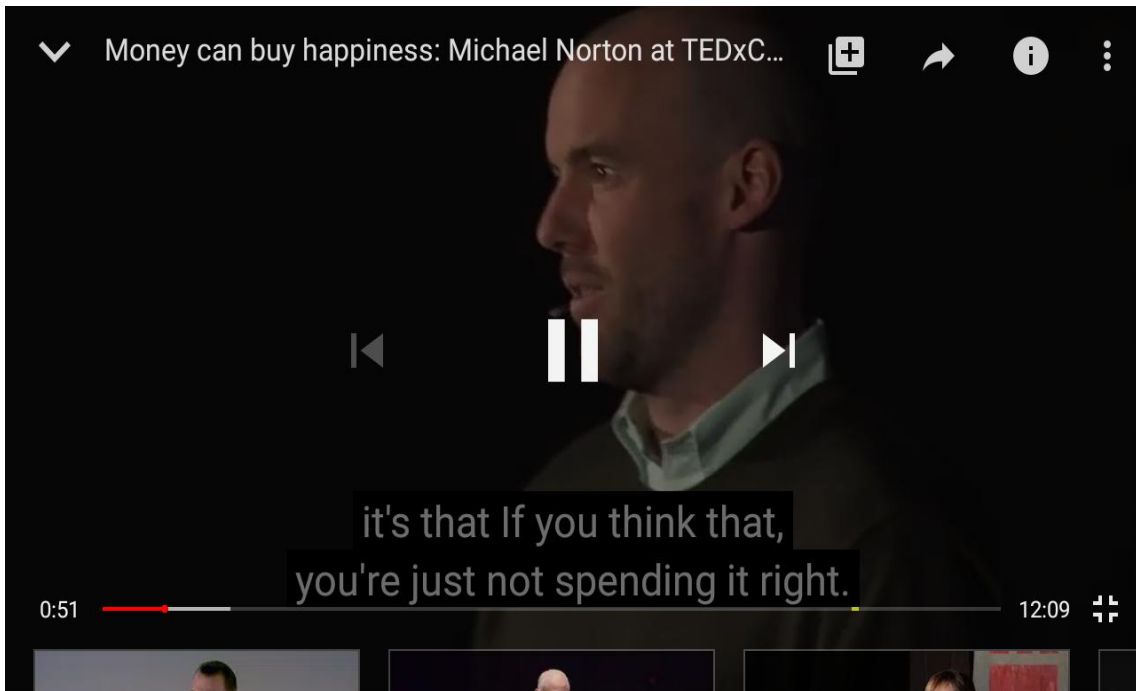
#### Authentic Audio-visual Materials Integrated during the Treatment

##### Become a Better Speaker: 9 Essential Public Speaking Tips - College Info Geek



<https://www.youtube.com/watch?v=zZBJZ-dBVbE>

##### Money can buy happiness!! Michael North on at TED x Cambridge 2011



<https://www.youtube.com/watch?v=ZwGEQcFo9RE>

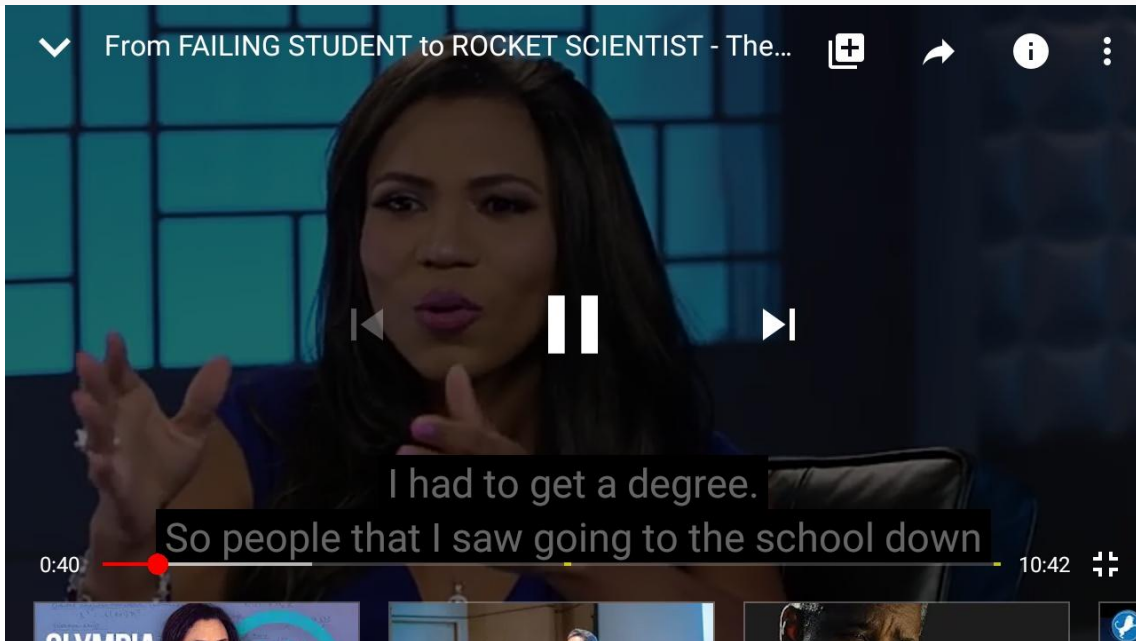


The Red Shoes Story | Stories for Kids | My Pingu Tv



<https://www.youtube.com/watch?v=LzfFW4yD-sc>

From FAILING STUDENT to ROCKET SCIENTIST - The Motivational Video that Will Change Your Life



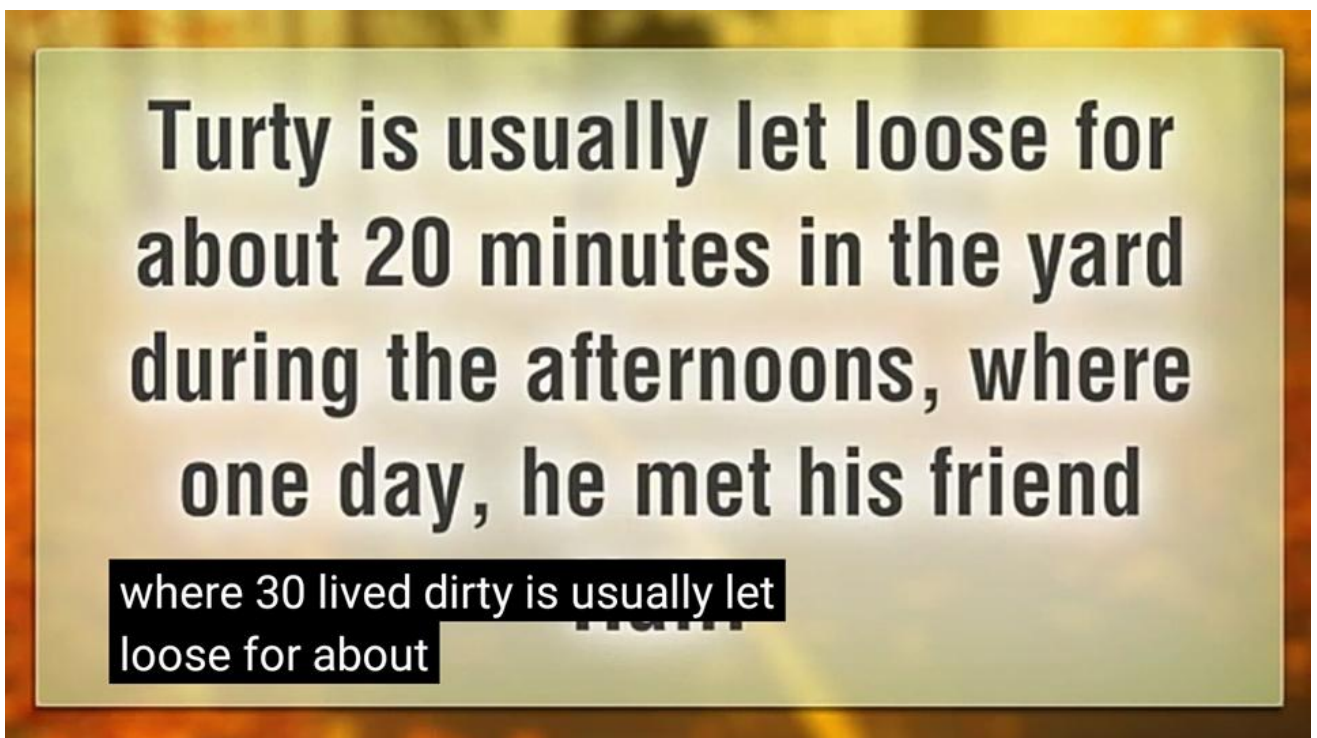
<https://www.youtube.com/watch?v=iO6lvhUFLJY>

### Interview with an Applicant” Sketch Comedy



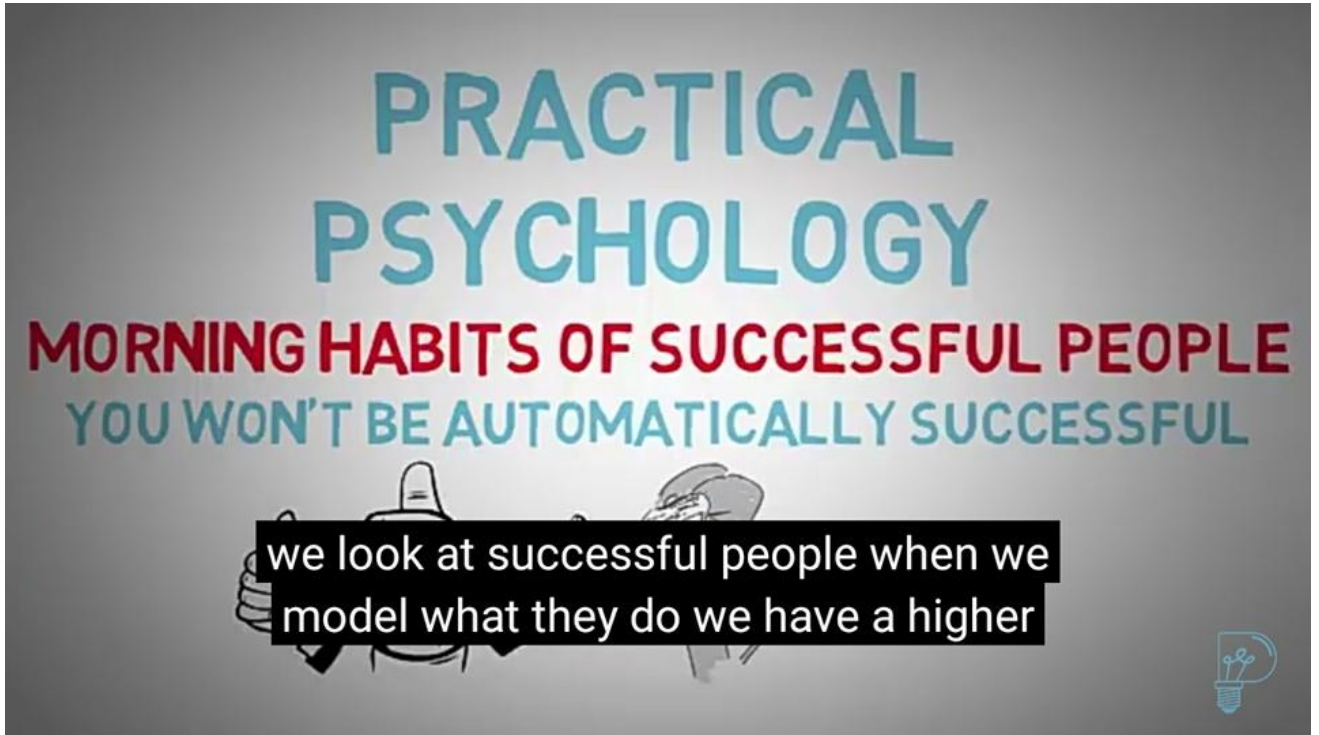
[https://www.youtube.com/watch?v=7W\\_qrc-TkR8](https://www.youtube.com/watch?v=7W_qrc-TkR8)

### A Journey to Nowhere” a Short Story for Kids



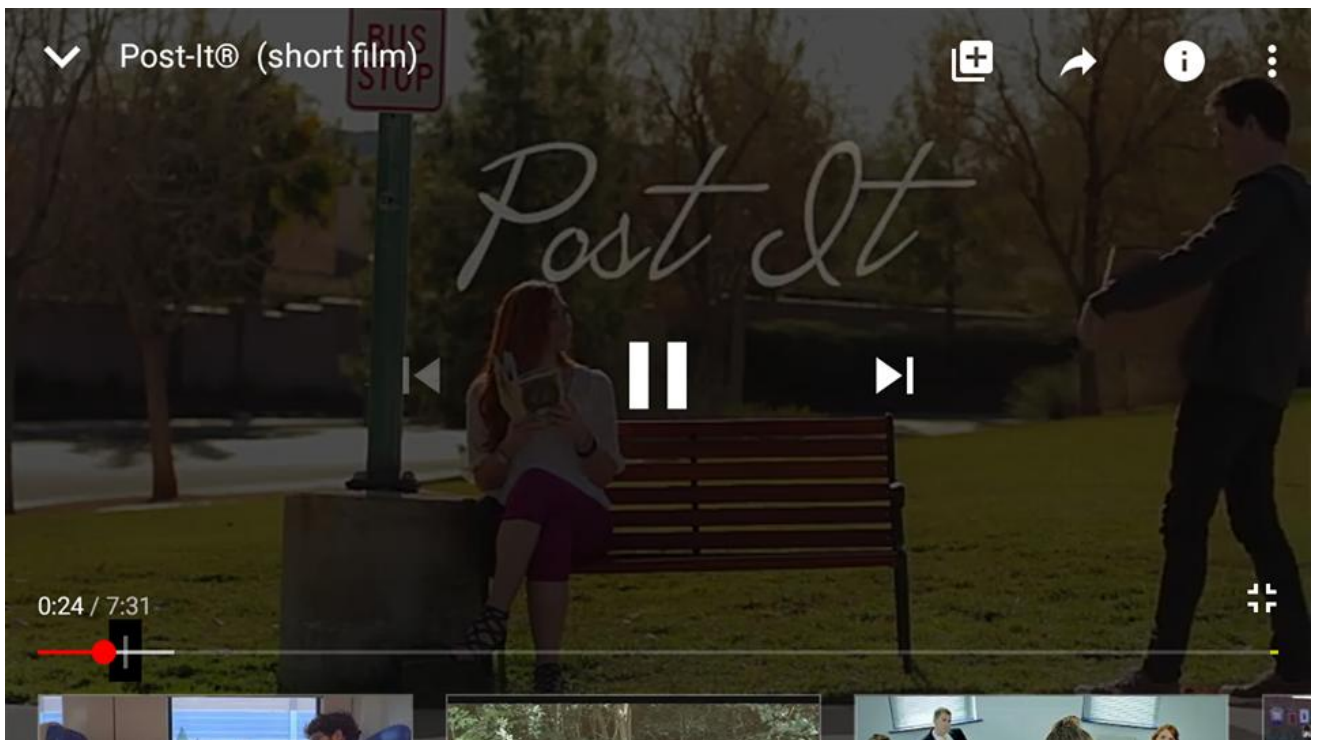
<https://www.youtube.com/watch?v= Q6MwsW5FUA>

10 Morning Routine of Successful People”



<https://www.youtube.com/watch?v=ifGg5JykgOo>

“Post It” short film



<https://www.youtube.com/watch?v=aVgeJ5eqlSM>

## Resumé

Ce projet de recherche a eu lieu au Département d'anglais de l'Université Mostepha Benboulaïd Batna 2, Algérie. Il vise à améliorer le vocabulaire des apprenants en intégrant des matériaux audiovisuels authentiques (AAMs). Pour atteindre cela, la présente étude est passée par deux phases: la phase exploratoire et la phase quasi-expérimentale. Premièrement, il explore les problèmes d'expression orale des élèves et des enseignants. Deuxièmement, il étudie l'effet de l'utilisation des AAMs dans l'amélioration de l'apprentissage du vocabulaire des étudiants d'anglais de première année. Cette étude est principalement basée sur l'hypothèse selon laquelle le vocabulaire des élèves pourrait être amélioré grâce à l'intégration des AAMs. À cette fin, une conception pré / post-test a été suivie avec deux groupes intacts de 30 étudiants dans lesquels le groupe expérimental (EG) (N = 30) a subi un traitement d'apprentissage avec AAMs, et le groupe témoin (CG) (N = 30) qui a étudié et suivi des cours d'expression orale normalement sans utiliser les AAMs. Pour la collecte de données, une approche de méthode mixte a été utilisée. Par conséquent, des outils qualitatifs et quantitatifs ont été utilisés pour répondre aux questions de recherche et tester les hypothèses. Dans la première phase de la présente enquête, des questionnaires ont été donnés aux étudiants de première année et des entretiens ont été organisés avec des enseignants d'expression orale. En outre, des pré-tests, des tests de progression et des post-tests ont été distribués aux étudiants pour examiner l'amélioration du vocabulaire réceptif (RV) et du vocabulaire productif (PV) des étudiants après l'intégration des AAMs. Pour l'analyse des données, des procédures tant qualitatives que quantitatives ont été suivies. Une analyse thématique a été utilisée pour analyser les entretiens avec les enseignants et les données qualitatives des questionnaires des étudiants. Le logiciel statistique pour les sciences sociales (SPSS) et Excel ont été utilisés pour analyser les résultats quantitatifs des deux pré / post-tests et résultats quantitatifs des questionnaires des étudiants. Les résultats de l'étude ont révélé une forte relation entre les problèmes des élèves, les problèmes des enseignants et la motivation dans les cours d'expression orale. Les enseignants et les étudiants ont montré leur intérêt et leur volonté d'utiliser les AAMs dans les cours d'expression orale. Le vocabulaire a été identifié comme l'un des problèmes linguistiques majeurs pour les apprenants, alors que pour les enseignants, le manque de technologies au département a affecté négativement leur motivation. De plus, une différence statistiquement significative a été établie dans l'apprentissage du vocabulaire des élèves. L'étude a montré que l'intégration des AAMs a été fructueuse dans la promotion des VR et des PV, à condition qu'ils soient appliqués en continu, à long terme, dans un laboratoire équipé et doté d'outils technologiques et de ressources multimédias avancées pour soutenir la motivation extrinsèque des enseignants, et pour répondre aux demandes des apprenants d'aujourd'hui.

**Mots clés:** Matériels audiovisuels authentiques, vocabulaire productif, vocabulaire réceptif, Outils technologique, motivation

## المخلص

تم تنفيذ هذا المشروع البحثي في قسم اللغة الإنجليزية بجامعة مصطفى بن بولعيد باتنة 2 ، الجزائر. ويهدف إلى تحسين مفردات الطلبة من خلال دمج المواد السمعية البصرية الأصلية (AAMs). بغية الوصول إلى الأهداف المنشودة ، مرت الدراسة الحالية بمرحتين: مرحلة استكشافية و اخرى شبه تجريبية. أولاً ، تستكشف مشاكل الطلاب والمعلمين في اقسام التعبير الشفهي. ثانيًا ، تدرس تأثير استخدام AAMs في تحسين تعلم المفردات لدى طلاب السنة الأولى في اللغة الإنجليزية. تعتمد هذه الدراسة بشكل أساسي على فرضية اساسها أن مفردات الطلاب يمكن تحسينها من خلال دمج AAMs. ولهذه الغاية ، تم اتباع تصميم ما قبل / بعد الاختبار بمجموعتين تتكون من 30 طالبًا حيث خضعت المجموعة التجريبية (EG) (N = 30) للتدريب على AAMs والمجموعة الاخرى (CG) (N = ) 30 درست دروس التعبير الشفهي بشكل طبيعي دون استخدام AAMs. لجمع المعلومات ، تم استخدام نهج أسلوبين في دراسة واحدة. إذ تم استخدام كل من الأدوات النوعية والكمية للإجابة على أسئلة البحث ، واختبار الفرضيات . في المرحلة الأولى من البحث ، تم تسليم الاستبيانات إلى طلاب السنة الأولى ومقابلات مع معلمي اقسام التعبير الشفهي. كما تم توزيع الاختبارات التمهيدية واختبارات التقدم والاختبارات ما بعد التجربة على الطلاب لدراسة تحسين المفردات المستقبلية (RV) والمفردات المنتجة (PV) للطلاب بعد دمج AAMs. لتحليل البيانات ، تم اتباع الأساليب النوعية والكمية على حد سواء ، أي التحليل الموضوعي تم استخدامه لتحليل مقابلات المدرسين والبيانات النوعية من استبيانات الطلاب ، اما برنامج (SPSS) و(Excel) تم استخدامهما لتحليل النتائج الكمية قبل /بعد الاختبارات والنتائج الكمية من استبيانات الطلاب. كشفت نتائج الدراسة عن علاقة قوية بين مشاكل الطلاب ومشاكل المعلمين وعامل التحفيز في فصول التعبير الشفهي. كما أظهر كل من الأساتذة والطلاب اهتمامًا ورغبة في استخدام AAMs في فصول التعبير الشفهي. تعتبر المفردات واحد من المشاكل اللغوية الرئيسية التي يواجهها الطلبة ، في حين بالنسبة للمعلمين ، أثر نقص التقنيات في القسم بشكل سلبي على تحفيزهم للعمل. أيضًا ، تم إنشاء فرق ذي دلالة إحصائية مهمة في تعلم مفردات الطلاب. وبالإضافة الى ذلك ، ثبت وجود فرق احصائي كبير في مفردات الطلاب كما أن دمج AAMs كان مثيرًا في تعزيز RV و PV شريطة تطبيقها باستمرار على مستوى طويل الأجل في مختبر مجهز، مزود بأدوات تكنولوجية وموارد ووسائط متعددة متقدمة لتحفيز الاساتذة ، و تلبية متطلبات الطلبة في يومنا هذا.

**الكلمات الرئيسية:** مواد سمعية بصرية أصلية، مفردات منتجة، مفردات مستقبلية، وسائل التكنولوجيا، الحافز