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Title:

Investigating the Impact of Visual Aids on the Memorization and Recall of Vocabulary: The Case of EFL Learners in "Bridge Way World" Private School in Tizi-Ouzou

Presented by: **Supervised by:**

                                                    Mr.Chetouane Madjid

  Nait Chabane Sassia

  Lounis Thiziri

Board of Examiners:

Chair:	Mr.Ameziane Hamid	MAA	Department of English	UMMTO
Supervisor:	Mr. Cheteouane Madjid	MAA	Department of English	UMMTO
Examiner:	Mr. Aouine Akli	MAA	Department of English	UMMTO

Promotion : Novembre 2017

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Dedications

To our beloved families

To my grand father Allaoua and my grand mother Ouiza

To my father Ali and my mother Doudja

To my sisters: Louiza and liticia

To my beloved fiancée sofiane

To all my friends

Sassia Nait Chabane

To my dear family:

My father Youcef and my mother Tounsia

To my sisters and my brothers

To my nephews and nieces

Special thanks go to my husband for his encouragement during this work

Thiziri Lounis

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Abstract

The presents study has investigated the impact of using visual aids on vocabulary memorization and recall in the private school of English "Bridge Way World" situated in the town of Tizi-Ouzou (B.W.W). Our investigation concerns two groups of learners from the category (B1). It aims to examine how visual materials help learners to easily learn, memorize and recall vocabulary. In order to meet the objectives of the study, we have applied Thornburys'(2002) theory about how to learn, memorize and recall vocabulary. For collecting data, Eight (8) classroom observation sessions were conducted with two (2) groups of learners from the same level, six (6) teachers' questionnaires were distributed. As concerns data analysis, we have adopted a mixed method research combining quantitative and qualitative methods. The quantitative data are analyzed using the descriptive statistical method and are presented in SPSS (Statistical Package for Social Sciences). For the qualitative ones, they are analyzed using the Qualitative Content Analysis (QCA). The results obtained from the classroom observation sessions reveal that all teachers use visual materials to present the new words such as: pictures, videos, and realia. Also, it was observed that these tools improve vocabulary learning and help learners to better memorize the new lexical items. The findings of the questionnaire point out that all teachers working in "Bridge Way World" use visual materials because they believe that these techniques makes the learning environment rich and attractive.

List of Abbreviations

EFL/ English as a Foreign Language

VRs: Visual Resources

STM: Short-term Memory

LTM: Long-term Memory

WM: Working Memory

SPSS: Statistical Package for Social Sciences

QCA: Qualitative Content Analysis

QCA: Quantitative Content Analysis

B.W.W : Bridge Way World (School of English in Tizi-Ouzou)

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General Introduction

General Introduction

Statement of the Problem

Vocabulary Learning is an essential and indispensable part in any foreign language. Rubin and Thompson (1990) state that "one cannot speak, understand, read or write a foreign language without knowing a lot of words. Vocabulary learning is at the heart of mastering a foreign language". It is considered as the first priority in learning English as a foreign language (FL). For this reason, vocabulary learning requires the use of several strategies that help learners to memorize and recall large bodies of vocabulary in an effective way. This includes visuals such as pictures, drawings, realia , and gestures. As it is stated by Muneer (2010) "The teacher must "show" as well as "tell". That is to say, teachers should provide learners with the necessary objects and illustrations which help them to understand the meaning of words.

For many years, vocabulary instruction has based only on the use of traditional techniques including repetition, the use of synonyms, antonyms, translation, word lists, and definitions(Baleghizadeh & Ashoori,2010). According to Ur (1990) there are different techniques to teach vocabulary such as: synonyms, antonyms, definitions, and translation. But most of the time learners fail to remember some vocabularies, in the sense that this technique does not enhance learners' lexical items. Nowadays, learning vocabulary with the use of visual resources creates an enjoyable atmosphere and facilitates the memorization of vocabulary. According to Thornbury(2002) the best technique to teach vocabulary is through visual aids which help learners to memorize and recall lexical items.

Vocabulary as a key component in language learning helps learners to master the four skills: listening, reading, speaking, and writing. Several studies have been conducted on this issue at the master level in Mouloud Mammeri University of Tizi-Ouzou,

department of English, such as the use of visual representation and its effectiveness in enhancing pupils' vocabulary learning. Their focus is to enhance pupil's vocabulary learning . However; to our knowledge, no research has been done on the impact of using visual materials on the memorization and recall of vocabulary. Our work then seeks to show how visual aids influence learners' memorization and recall of vocabulary.

Aims and Significance of the Study

Through the present research, we aim at investigating the impact of using visual materials on the memorization and recall of vocabulary in the EFL classroom at the level of private school of English named "Bridge Way World" in Tizi-Ouzou. Furthermore, our research seeks to determine whether the use of visual materials in learning lexical items is an effective strategy that helps learners to memorize and recall vocabulary. In this research, two data collection tools are used: classroom observation sessions and questionnaire in order to notice if teachers use visual aids to teach lexical items and what type of visual tools do teachers use. Then, to know the effect of visual materials on the memorization and recall of vocabulary.

Research Questions and Hypotheses

This study aims to answer the following questions:

Q1: Do teachers in "Bridge Way World" private school of English use visual materials to teach vocabulary?

Q2 : What type of visual materials do the teachers use?

Q3: What is the effect of visual tools (realia, picture books, drawings) on the memorization and recall of vocabulary?

To answer our research questions, we suggest the following hypotheses:

Hp1: Teachers in "Bridge Way World" private school of English use visual aids to teach vocabulary.

Hp2: Teachers use picture books, mime and gesture, realia.

Hp3: The use of visual techniques facilitates and improves the memorization and recall of vocabulary.

Research Techniques and Methodology

In order to test our hypotheses and obtain the information needed for our research, a descriptive research design is adopted. We have used the mixed method research that combines both qualitative and quantitative methods. Also, to collect data from the participants in the study, a questionnaire and classroom observation as research tools are used. Regarding the data analysis, we have relied on two techniques which are the descriptive statistical data analysis (SPSS) for the quantitative data and the qualitative content analysis for the qualitative ones.

The Structure of the Dissertation

The present dissertation follows the traditional complex model. It consists of four main chapters, in addition to a General Introduction and General Conclusion. The first chapter reviews the literature related to vocabulary instruction including: the importance of vocabulary in learning English as a FL which is the first element, the next point is learning vocabulary through visual resources, and the last one is the role of visual resources on the memorization and recall of vocabulary. The second chapter is devoted to the different research techniques and methodology that are used within the study. The third chapter concerns the results that are obtained from the questionnaire and classroom observations.

Finally, the last chapter includes the analysis of the collected data from the teachers' questionnaire and classroom observation.

Chapter one

Review Of the Literature

Review of the Literature

Introduction

This chapter is a review of the literature on the implementation of visual resources (VRs) in the field of Language Teaching and Learning. It aims to investigate the impact of using visual materials on the memorization and recall of vocabulary in relation to English as a (FL). It consists of some key concepts that underlie vocabulary learning. The chapter includes three main sections. The first section accounts for the importance of vocabulary in learning English as a foreign Language (EFL).The second section deals with the major approaches that discuss learning vocabulary through visual resources. Finally, the third section investigates the role of visual strategies on the memorization and recall of vocabulary.

1. The Importance of Vocabulary in Learning English as a Foreign Language

Learning a language requires learning several aspects about that language: its pronunciation, culture, grammatical rules and so on. However, vocabulary is the most crucial aspect and the most discussed part. According to Hunt and Beglar (2005:2) "The heart of language comprehension is the lexicon". The more words learners know, the more they will be able to speak without stress and to be able to understand other people's saying; and to develop the four language skills: listening, speaking, reading and writing. Several authors agree that vocabulary is a core component of language learning and teaching. Jeremy Harmer (1991:153) states that "*if language structure makes up the skeleton of the language, then it is vocabulary that provides the vital organs and the flesh*". This means that vocabulary is an essential aspect in learning English and it is given more prominence than grammar which is a rule based system.

Thornbury(2002:13) says that David Wilkins summed up the importance of vocabulary learning by saying :"*Without grammar very little can be conveyed, without vocabulary*

nothing can be conveyed". In other words, language can not exist without vocabulary. Spending a lot of time studying grammar does not improve learner's English in comparison with learning more words and expressions in which learners can see most improvement. This means vocabulary is important element that help learners to express their feelings and thoughts. Furthermore, Nation (2001) argues that vocabulary is the most important part in learning a foreign language. That is to say, we can not learn any foreign language without knowing vocabulary.

Another scholar like Mc Carthy(1990) highlights:"*no matter how well the students learn grammar , no matter how successful the sounds of L2 are mastered .Without words to express a range of meanings communication in an L2 just can not happen in any meaningful way*" in the sense that to succeed in learning a foreign language, learners should have a good knowledge of that language in order to avoid communication breakdowns.

In 1984, for example, in the introduction to their Cambridge English Course, Swan and Walter cited in (Thornbury,2002:14) wrote that: "*vocabulary acquisition is the largest and most important task facing the language learner"*. In other words, vocabulary as a core element is composed of unlimited number of words that allow learners to communicate effectively.

Definition of Vocabulary

Several definitions are given to vocabulary, but most of them have things in common.

According to (Timothy Rasinsk and Nancy Padak,et al.2010a:13) vocabulary is *'knowledge of word meaning'*. This means that it is important to know a variety of lexical items and their meanings. They also state that when listening and speaking learners use oral vocabulary, but when reading and writing learners make use of print vocabulary. Those

scholars indicate that every person has a unique word schema consisting of active and passive vocabulary.

1.2 Types of Vocabulary

1.3 Active Vocabulary

According to (Timothy Rasinski and Nancy padak, et al.2010a:13) Active vocabulary is a set of words that learners understand and use easily in speaking and writing In addition, Harmer(1998:159) states that active vocabulary is vocabulary that learners have been learnt and which are ready supposed to be able to use. This means that learners' active vocabulary are words that learners are familiar with. For example, when a teacher asks learners to give a sentence containing the word "cat" and that learners can do it, then that word is part of their active vocabulary.

1.4. Passive Vocabulary

Passive Vocabulary is made up of the words that learners recognize but rarely uses in speaking and writing. Furthermore, much technical vocabulary belongs to this category (Timothy Rasinski and Nancy padak, et al.2010a:13). For example medical terms such as drugs. These terms are not used by learners in everyday conversations.

Jack.C.Richards (2001) states that vocabulary is an essential element of language proficiency and it gives learners the opportunity to speak, to listen, to read and to write. Without having a good knowledge of lexical items and a variety of strategies, learners may face problems in practicing the language.

According to Christine Dugan (2010:4) *'vocabulary knowledge means having an awareness of words and word meanings'*. In other words, learners should learn words and their meaning consciously to use them in different contexts. For instance, learners know that

the meaning of the word" lexis" is" vocabulary" and that it is used in specific context such as education.

2. Learning Vocabulary Through Visual Resources

It is recomended that knowing a large amount of lexical items is essential for good communication and to succeed in learning a language. For this reason, using appropriate techniques like visuals provide an interesting way for learning vocabulary and encourage learners to know more vocabulary items. Porter and Margaret (1992) assert that using visual materials not only make what you have to say more comprehensive to your students, they can make it more interesting as well. Also, using different kinds of visual resources to teach vocabulary develop the intrinsic abilities of learners (Hill 1990). According to Doff (1988:14), vocabulary should only presented visually if it can be done quickly, easily and clearly. However, for suitable vocabulary, it is direct, interesting and makes an impression on the class.

Moreover, there are some positive points of using visual materials which are: through the use of visual aids, we can express our tought clearly and understand ideas; visual aids can make a speech more attractive and important; to remember all details and facts; visual aids motivate audience participant to prove ideas (Eline:1997) .

2.1. Visual Resources and their Role in Learning English as a Foreign Language

Singh (2005) defines visual resources as *"Any device which by sight and sound increase the individuals practice, outside that attained through read labeled as an audio visual aids"*. This means that visual resources are generally materials used by teacher in the classroom to attract learners' attention and to make the learning enjoyable and easier.

Visual aids are important in language classroom as Mannan (2005:108) indicates that they "*help the teacher clarify, establish, correlate and coordinate accurate concepts, interpretation and appreciations and enable him to make learning more concrete, effective, interesting inspirational, meaningful and vivid*". In addition, according to Harmer (2001), the implementation of visual tools in classroom makes the learning process more easier. These materials help to explain the meanings of lexical items and attract learners for better learning.

2.2. Visual Techniques

There are various ways to learn vocabulary such as visual techniques. These include: pictures, posters, drawings, and realia.

2.2.1. Using pictures

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

2.2.2. Using realia

It refers to the use of different real objects including maps, plastic fruits and vegetables, photographs and so on. It is considered as an easy way to teach and learn the meaning of words. For this, Harmer (2001) stresses the usefulness of bringing real objects in teaching meaning of words as well as increase student'. Also, Harmer (1991:161) states that *"If a*

teacher wishes to introduce the word 'ring' which is worn on finger , it is by far easier to show the material to the students instead of devoting time on other techniques".

2.2.3. Using Drawings

Vocabulary can be taught via drawing. Drawing objects, things, and animals on the blackboard is very exciting for the learners. It permits them to easily understand the new vocabulary and rapid memorization and recall. As Brooks (2003:4) states, *"The drawings serve as tools for remembering, while the discussion around the drawings helps the children retrieve their memorization from the drawings. My guidance of the discussion aims to elevate and extend the children's thinking*". This means that drawing is an interesting technique that offers learners an enjoyable atmosphere to learn and memorize the new word.

2.3. Other Visual Techniques

2.3.1. The Use of Mind-Mapping

Mind- mapping is an important strategy that can be used in learning and thinking processes; it allows learners to use various colours, images, forms and symbols. This method can facilitate the memorization and the understanding of the new word (Buzan, 1996).

As stated by Li, Yang & Chen (2010), mind –mapping is helpful for the building of knowledge and understanding word association and vocabulary learning. Also, according to (Buzan & Buzan 1996:81) , a *"Mind Map" are a large collection of images and words which "harnesses the full range of cortical skills: word, image, number, logic, rhythm, colour and spatial awareness in a single, uniquely powerful technique"*. They argue that a mind-map is meaningful and enables learners of a foreign language to understand the target language and communicate ideas easily.

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

2.3.2. Mnemonics

Acording to (Solso,1955) Mnemonics are visual devices that help improving or developing the memorization of lexical items. They facilitate the storage and retrieval of information. Also, they allow the brain to have better retention of the information.

According to Merriam Webster's dictionary (2004),the term "mnemonics derives from the ancient Greek mnemonikas, from mnemon that means mindful, this term is related to the term mnemosyme, the Greek goddess of memory and mother of Muses by Zeus". Mnemonics are techniques or devices such as rhyme or an image that serve to enhance the storage and the recall of information contained in memory (Solso,1995;cited in Pillai,2007). The implementation of mnemonics in the classroom helps learners to take information.

Furthermore, Georger (1997) states that mnemonics as an effective device helps learners to be motivated and creates an enjoyable atmosphere in the classroom. Such memory strategy complements other approaches to vocabulary learning, it does not replace them.

Also, Thornbury (2002:24) defines mnemonics as 'tricks' to help retrieve items or rules that are stored in memory and that are not yet automatically retrievable. Thornbury (2002:25) argues that "*even native speakers rely on mnemonics to help with some spelling rules*". In other words, mnemonics plays an important role in learning a foreign language.

Thornbury (2002:25) asserts that "*the best kind of mnemonics are often visual*". The use of such devices lead to better performance and have a significant role at vocabulary recall by learners.

2.4. Approaches to vocabulary teaching and learning

According to Hunt and Beglar(2005:2) "*the heart of language comprehension and use is the lexicon*". That is, Hunt and Beglar consider vocabulary as the most important aspect in any language. Without vocabulary, learners can not communicate or write. Hunt and Beglar(2005:24) propose a framework for English foreign learners(EFL) vocabulary development which consists of two approaches.

The first is explicit instruction and learning strategies, the second is implicit instruction and learning strategies. Explicit instruction and learning strategies means "*direct learner attention*" that is deliberate awareness raising of specific lexical items to be noted by the learner. Also, explicit learning is a "conscious searching, building and testing hypotheses and assimilating a rule following explicit instruction"(ibid).

The second is implicit. This implicit aspect includes studying "decontextualized lexis" using dictionaries and inferring from context. In the other hand, implicit instruction learning strategies are characterized by the automatic obstraction of the structural nature of the material arrived at from experience of instances. This approach involves engaging students in meaning focused reading for instance to develop fluency. The two aspects of the approach are mutually informative and interdependent. They are tools to achieve a large amount of vocabulary.

In addition, Hunt and Beglar (2005) include the study of "decontextualized lexis", that is the use of dictionaries word lists, and inferring from context. Otherwise, implicit instruction refers to build vocabulary size(bread is) through meaning focused reading with fluency-based

tasks . Explicit instruction is beneficial for low-level learners. It may create opportunity for noticing and recycling of words.

3. The Role of Visual Resources on the Memorization of Vocabulary and Recall

Visual resources have a positive impact on the memorization and recall of vocabulary. They help not only teachers in teaching English as a foreign language but also learners to become autonomous, independent, active and creative participants in the teaching and learning process. Thus, using visual aids permit learners to memorize and remember a lot of lexical items. Chamot et al (1999) state that:

> *although students often mention repetition to learn language...more efficient strategies may be necessary for students to learn and remember information for long period of time, such as building bridges in the students minds, mental links or pathways that are mapped onto an individual existing schemata. If the links are numerous and personally meaningful, the information is easier to memorize and recall later. Making meaningful associations with new words and phrases can make vocabulary acquisition more effective and efficient.*

That is to say, visual resources refer to different strategies used by learners for the sake of understanding and memorizing the new word. Repetition is not only the most essential strategy, but there are other effective tools which are very helpful for learners memorization of vocabulary such as : mind maps, mnemonics, and drawings etc. those elements give for learners the ability to retain the words which are taught before. Also they facilitate for them the association of ideas and thoughts.

3.1. Definition of memorization and recall

Memorization is an effective strategy used by learners to internalize what they have learned to apply in real life situations. It is also a mental process as it is defined by many scholars. For example, according to Richard, Platt and Platt (1992:226), *"memorization is the process of establishing information in memory. The term 'memorizing' usually refers to the conscious processes"*. This means that memorization is a mental process that learners use consciously in their learning process in order to remember and recall words, sentences, and events as they are.

Moreover, The Oxford Advanced Learner's Dictionary (2005) defines memorization as follows: *"memorizing is to learn something carefully so that you can remember it exactly"*. That is to say, memorization is a practice that permits learners to keep the information in their minds systematically and use it in appropriate situations.

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

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

3.2. How words are remembered

Thornbury (2002 :23) states that *" the learner needs not only to learn a lot of words, but to remember them. In fact learning is remembering"*. In other words, learners need to know many lexical items and to remember them at the same time. For this reason, Thornbury says that learning is a matter of remembering. He has also compared between grammar and vocabulary. The former is essentially a rule based system. That is to say, grammar is a system of rules that learners must know in order to construct sentences, paragraphs, and texts. For instance, to form a simple sentence in English language, learners follow the rule of subject, verb and complement. The latter is largely a question of accumulating individual items. But vocabulary is a matter of repeating words to be stored in learner's mind.

According to Thornbury, researchers into the working of memory distinguish between three systems: the short term store, working memory, and the long term memory. For Thornbury(ibid) short-term store(STS) is:

> *The brain's capacity to hold a limited number of items of information for periods of time up to a few seconds. It is the kind of memory that is involved in holding in your head a telephone number for as. It takes, to be able to dial it. But successful vocabulary learning involves more than simply holding words in your mind for a few seconds. For words to be integrated into a long term memory they need to be subjected to different kinds of operations.*

Thornbury explains that short term memory allows us to retain information for a brief period of time because it is limited in number. Also, he says that (STM) is The memory which contains our moment-to-moment conscious thoughts and perceptions. But the memory which can ensure a good memorization of words and things is the long one , he stresses the importance of long term memory in memorizing words and items for a long time in contrast to (STM).

Other scholars such as: Gathercale and Baddeley (1989), Ellis and Beaton (1993a, 1993b), Papagnoetal(1991) view that memory is responsible for acquiring lexical items. They also distinguish between three kinds of memory: short term memory (STM), long term memory (LTM) and working memory (WM). They argue that short term memory is the capacity to store information in learner's mind for a moment. That is to say, knowledge that learners keep in their mind disappear rapidly. For them, we can not separate memory and learning.

In addition, Thornbury (2002:23) claims that the function of working memory is to focus on word long enough to perform operations on them. There are many cognitive tasks which depend on working memory such as: reasoning, learning and understanding the information that is being manipulated and which can come from external sources via the sense, or it can be downloaded from the long term memory or both.

Furthermore, long term memory is a kind of feeling system which has big capacity and content over time. For instance, in short term memory (STM) learners forget words, sentences learned in previous lessons by the next session.

Moreover Thornbury (2002:24) states that *"long term memory is not always as long term as we would wish. Rather, it occupies a continuum from the quickly forgotten to the never forgotten"*. In other words, vocabulary which are stored in the (LTM) become durable over time when learners meet them repeatedly in different contexts or they are memorable and fixed. Thus many scholars suggest that in order to make sure that knowledge moves into permanent- (LTM), they have proposed some principles that learners need to observe. Here is a summary of some techniques that are effective in memorizing vocabulary as they are described by Thornbury(2002):

- Repetition: according to Thornbury(2002:13-14) is the best way of memorizing new materials is through repetition. But he gives importance to one type of repetition which is repetition of encounters with a word. For him, in order to remember a word , we have to repeat it several times over spaced materials. For instance teachers always ask learners to repeat the new word several times in order to be stored in their minds.

- Retrieval: Thornbury(2002:24-25) sees that retrieval practice effect. It is another kind of repetition that is crucial. For example, providing learners with activities which require retrieval, such as using the new words in written sentences, this helps them to be able to recall it again in the future.

- Spacing : for Thornbury(2002:24), *it is better to distribute memory word across a period of time than to mass it together in a single block"*. That is to say, when learners learn new words, they need interval between each two items rather than putting them together into a single block. For instance, in writing a simple sentence in English, we need to make space between the subject, the verb and the complement.

- Pacing : is another element that learners should respect in different learning styles and pace. They should be given the opportunity to do memory work individually. For example, teachers should give learners opportunities to practice their personal knowledge.

- Motivation : Thornbury (2002:25) suggests that wanting to learn new words is no guarantee that words will be remembered because motivation needs a lot of time and practice which in the end will pay off in terms of memory. But also setting tasks that require learners to make decisions about them help unmotivated learners to remember words.

- Use : is putting words to use, preferably in an interesting way, is the best way of ensuring they are added to long–term memory. This is so called "use it or lose it"

principle. For example, through the use of the words "apple" and "book" in different activities learners can not lose these items.

- Mnemonics: For Thornbury, mnemonics are techniques for remembering things, he also says that the best kinds of mnemonics are often visuals. For instance, when describing the direction (left and right) we can use our hands.

- Imaging: easily visualized words are better memorable than those that do not evoke with any pictures. Even abstract words can be associated with some mental image. For example, when a teacher say the word "baby", then he/she shows a picture of it.learners directly recognize the meaning of that word.

- Attention: it is not possible to enhance vocabulary without a certain degree of conscious attention. For example, when learners concentrate on what is said by the teacher while explaining the lesson.

- Personal organizing: this means to improve the probability that learners will remember new items. It is done mainly through conversation and role –playing activities.

- Affective depth: it refers to the previous point or information, the more decisions learners make about the word and the more cognitively demanding these decisions are, the better the word is remembered. For instance, the noun production has different categories such as adverb "productively" and verb "to produce". through searching learners recognize and make decisions about these different categories.

Conclusion

This chapter has put focus on the important notions related to our research. It contains three sections: each one brings a new insight into vocabulary learning. The first section investigates the important concepts related to vocabulary learning. It includes definitions of vocabulary instruction with its types. The second section tackles the importance of acquiring

vocabulary through the use of visual aids and the different approaches to vocabulary learning.

The last one presents an overview of the theoretical framework of Scott Thornbury.

Chapter two

Research Design

Chapter Two: Research Design and Methodology

Introduction

This chapter is methodological. It contains the research design which is used to investigate the impact of using visual aids on the memorization and recall of vocabulary. It is designed to present the methods and materials through which data are both collected and analyzed. The procedures for data collection and data analysis are important for answering the questions in the General Introduction. This methodological chapter provides information about the population sample used in the study and describes the two research techniques: the questionnaire and classroom observation. In addition, this chapter is devoted to the tools through which the collected data are analyzed. We adopt the mixed method approach that includes both qualitative and quantitative methods in order to analyze the data gathered from the questionnaire and the classroom observation sessions.

1. Procedures of Data Collection

1.1. Context of the Investigation and Population Sample

Our investigation took place in the Algerian Private School in Tizi-Ouzou named "Bridge Way World" (B.W.W). B.W.W school of English language has started working in September, 2014 and it provides English lessons for three main categories of English learners: Basic User which is divided into beginners (A1) and elementary user (A2); Independent User which falls intermediate (B1), and (B2) upper-intermediate users; the last category is Proficient User that contains (C1) advanced, and (C2) proficient English users. The general objective of this research is to investigate the teachers' use of visual materials in the classroom and their importance in teaching English vocabulary for Algerian learners. For the classroom observation, we attended eight sessions. Moreover six questionnaires have been distributed to teachers. The total number of learners from the category (B1) is 18. The purpose behind

choosing grade one (B1) is that at this level learners can understand , memorize and recall vocabulary.

1.2 Data Gathering Tools

1.2.1. The Questionnaire

The questionnaire is a collection instrument which allows us to collect the most accurate data in a short time and effort. It provides a general over view of the investigation. It is the most common tool for gathering data. According to Anderson (1990:207) the questionnaire *'allows the gathering of reliable and valid data, relatively in a short time'*. In addition, the questionnaire guarrantees the anonymity of respondents. Thus, it is a very useful instrument used in order to gather information. Moreover, *"the questionnaire is a widely used instrument for collecting information providing structured, often numerical data, being able to be administrated without the presence of the researcher"* .(Wilson and Mc Lean,1994 cited in Cohen et al 2007:317).

1.2.2 Teachers' Questionnaire

For the sake of gathering enough data, a questionnaire was handed to teachers of "Bridge Way World" on 25-09-2017. Indeed, to guarantee reliable data, participants were insured that their answers would be kept anonymous. In the introduction, we have explained the aim of the questionnaire: to investigate the impact of using visual aids on the memorization of vocabulary in the EFL classroom. The teachers were required to answer the questions by ticking the appropriate box and providing with statement whenever necessary. The questionnaire is made of 14 questions which are divided into two types: open-ended questions where teachers are requested to give their own answers; and close-ended questions which consist of predetermined answers from which participants can choose. The questionnaire contains four sections. The first section includes background information. Its aim is to show

teachers' profile. The second section turns around teaching vocabulary. The third section is concerned with teachers' use of visual aids in relation to the memorization of vocabulary. The fourth section and the last one deals with teachers' attitudes toward the impact of using visual materials on the memorization of vocabulary.

1.2.3 Classroom Observation

In addition to the questionnaire, classroom observation is conducted using a checklist which contains five personal items to be observed during the classroom observation in order to complete the results gathered through the questionnaire. The classroom observation allows to have access to data in a natural context. According to Bailey (2001) classroom observation is "*is the purposeful examination of teaching and learning through the processes of data collection*". In other words, classroom observation is very important. It allows to gather valid data. It permits to discover if teachers use visual materials when teaching vocabulary and if this technique allows learners to memorize lexical items easily. Furthermore, the classroom observation is conducted in private school of Tizi-Ouzou named "Bridge Way World". It also helps us to check the reliability of the data collected from the teachers' questionnaire. These observations took place from September 18th , 2017 until 25th, 2017. We have attended 8 sessions.We have attended two sessions with each teacher.

2. Data Analysis

This part involves the procedures of data analysis. we adopt the qualitative method for interpreting opinions of teachers gathered from the open ended questions, and the quantitative method to interpret the numerical data gathered from the close-ended questions. the questionnaire that will be calculated with the help of a computer program named the Statistical Package for Social Sciences (SPSS). As it is defined by Landau, S and Everitt, B. S.(2004:11) "*it is a package of programs for manupilating, analyzing, and presenting*

*data".*in addition the software (SPSS) contain two main steps data view in which the information of each question is entered through numbers that are considered by the software as a code to process the analysis. The second step is variable view in which parameters are adjusted by providing the necessary information about the statistical data. By using (SPSS) data is transformed into different forms histograms, tables of percentage.

2.1 The Mixed Method

The mixed method research is a methodology for conducting research. It consists of a combination of quantitative and qualitative method for collecting a tot of data in order to deal with the research questions and hypothesis.

2.2 Quantitative Method

Quantitative method is used for the analysis of the quantifiable data collected from the participants(the teacher's questionnaire. We put emphasis on collecting and analyzing data in the form of number and percentage.

2.3 Qualitative Method

Qualitative method is based on qualitative data or non numerical data. The results obtained from the teachers questionnaire and classroom observation will be interpreted using this method.

Conclusion

This chapter has focused on the research design used in the study. It has presented the data collection procedures such as the teachers' questionnaire and classroom observation. Also, this part has dealt with the description of the context and participants of the study. It has

presented the method used such as qualitative method, quantitative method and the mixed method.

Chapter Three

Presentation of the Findings

Presentation of the Findings

Introduction

This chapter is devoted to the findings of the study. It presents the results achieved through the teachers' questionnaire and classroom observation sessions. It is devided into two parts. The first part deals with the analysis of teachers' questionnaire. The second part is concerned with the results of the classroom observation sessions attended in B.W.W in Tizi-Ouzou.

1.Presentation of the Results of the Teachers' Questionnaire

The first research tool used to gather the needed data for our research is teachers' questionnaire. It has allowed us to collect relevant information about the impact of using visual materials on the memorization and recall of vocabulary. The questionnaire contains four (4) sections and fifteen (15) open and close ended questions.

1.1. Section one: Teachers' Profile

Question1: How long have you been teaching English?

N°OF TEACHERS	1	1	1	2	1
Experience	18 MONTHS	2 YEARS	4 YEARS	6 YEARS	ENGLISH NATIVE SPEAKER

Table1: Teachers' Experience

It is clear from the table one that the majority of the teachers have more than two years experience with a percentage of (83.4%) representing 5 teachers while the rest of them which means one teacher has18 months experience (16.7%).

1.2. Section Two: Teaching Vocabulary

Q2: How often do you introduce new words in every lesson?
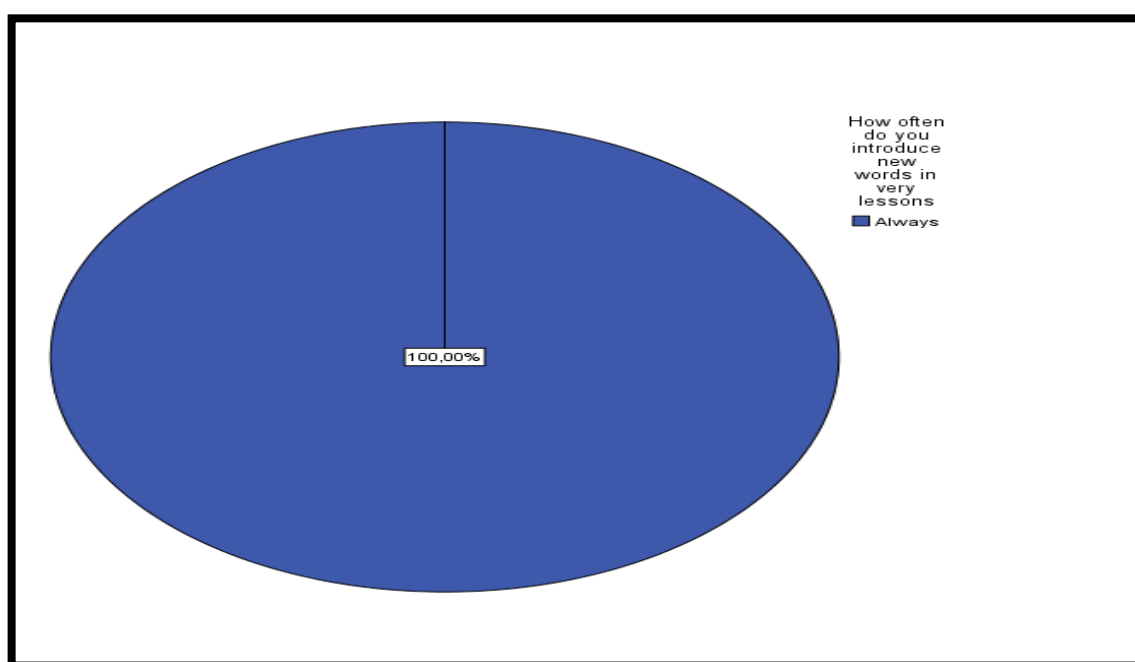
Diagram1: Teachers' Frequency of Introducing new Words in every Lesson.

It is clear from the diagram (1) that 100% of the teachers state that they always introduce new lexical items in every lesson.

Q3: Do your learners always assimilate the new presented words easily?

	Number/ frequency	Percentage	Valid Percentage
Yes	2	33.3	33.3%
No	3	50.0	50.0%
Sometimes	1	16.7	16.7%
Total	6	100.0	100.0%

Table2: The Learners' Assimilation of the New Presented Words.

The findings show, on the one hand, that (50%) of learners do not assimilate the new presented words easily, and (33.3%) of them assimilate the meaning of new vocabulary easily. On the other hand,(16.7%)of the learners sometimes do not assimilate the meaning of words.

Q4: while presenting new words are you focusing on:

	the graphic use of the word	The phonemic structures	Both of them	None of them
N° of Teachers	0	0	6	0
Percentage	0%	0%	100%	0%

Table3: Teachers' Focus when Presenting New Vocabulary.

Table (3) demonstrates that (100%) of the teachers state that when presenting new lexical items, they focus on both the graphic use of the word and the phonetic structure. Whereas 0% say that they do not focus on the graphic use of the word alone , or the phonemic structure alone. Also,(0%) say that they do not focus neither on the graphic use of the word, nor on the phonemic structures.

Q5: Why?

(100%) of the teachers who have emphasized the use of   both the graphic form and the phonemic structure of it, declare that it is important to focus on every aspect of the word. Its pronunciation, its spelling, its meaning and finally the different contexts in which it may be used. Also, they say that they generally write the word, explain its different contexts of use and provide examples.

Q6: How would you define the process of teaching vocabulary?

The majority of the teachers say that the process of teaching vocabulary is a relentless and every day process. Other teachers answer that it is the fact of introducing new words, sometimes idioms which have a connection with the topic being taught. Some others argue that it is introducing new words, vocabulary related to the topic of using different materials such as visual ones (dictionary).

Q7: Do you do a kind of reviewing of the new taught vocabulary?

	Number of Teachers	Percentage	Valid Percentage
Yes	6	100.0%	100.0%

Table4 : The Review of the New Taught Vocabulary.

From the table (4), we notice that 100% of teachers claim that they do a kind of reviewing of the new taught vocabulary.

Q8: if it is the case, how often do you practise this?
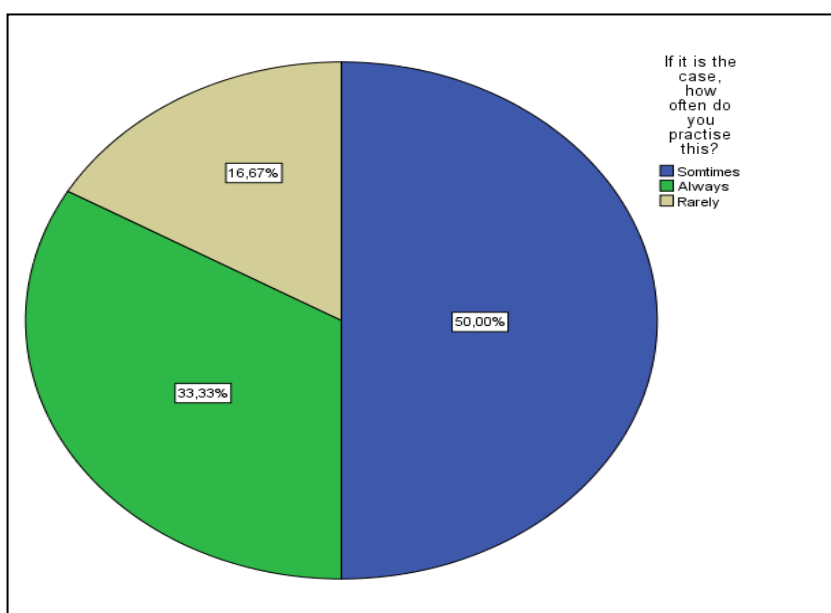
Diagram2 : The Frequency of Reviewing the New Words.

From diagram (2), we notice that (50%) of teachers claim that they sometimes practise the reviewing of the new taught vocabulary; whereas, (33.3%) of the participants answer that they always do it, and (16.77%) of them indicate that they rarely do this practice.

 1.3 Section Three: Teachers' Use of Visual Aids in Relation to the Memorization of Vocabulary.

Q9: Do you use visual materials in class?

	Number of Teachers	Percentage	Valid Percentage
Yes	5	83.3%	83.3%
No	1	16.7%	16.7%
Total	6	100.0%	100.0%

Table 5: Teachers Use of Visual Aids in the Classroom.

The results from table (5) show that a great number of the target teachers (83.3%) use visual aids in their classes. However, (16.7%) declare that they do not use visual aids in the classroom.

Q10: if yes, what type of materials?

Some teachers answer that they use illustrated dictionaries, videos, data show presentations. Other teachers use gestures , miming, role playing and other audio use.

Q11: What are the different tools used in the classroom to support learners' memorization of new vocabulary?

	Number of Teachers	Percentage	Valid Percentage
Picture books	2	33.3%	33.3%
Realia	1	16.7%	16.7%
Drawings	1	16.7%	16.7%
Maps	1	16.7%	16.7%
Post cards	1	16.7%	16.7%
Total	6	100.0%	100.0%

Table6: The Tools Supporting Learners Memorization and Recall of the New Vocabulary.

As illustrated in the table six (33.3%) of the teachers argue that picture books support more learner's memorization of vocabulary. Whereas (16.7%) of the participants choose realia and (16.7%) of them which represent only one teacher chooses drawings. Also, it is the same percentage for the maps and post cards.

 Please specify

All the teachers argue that the use of picture books, realia , drawings, ….etc help learners remember what they see.

1.4 Section Four: Teachers' Attitude toward the Impact of Using Visual Materials on the Memorization of Vocabulary.

Q12: Do you think that the use of visual aids helps the memorization of vocabulary?

	Number of Teachers	Percentage	Valid Percentage
Yes	6	100.0%	100.0%

Table 7 : Teachers' Opinions About the Role of Visual Aids in Memorizing Vocabulary.

Table 8 shows that all the teachers (100%) agree that the use of visual aids helps the memorization of vocabulary.

Justify your answer:

The majority of the teachers argue that thanks to visual aids the learners can understand easily the meaning of the new words. (100%) of teachers say that learners memorize more when they see or touch the things being discussed.

Q13: Do you think that visuals create a good learning environment and motivate learners to acquire more vocabulary items?

	Number / Frequency	Percentage	Valid Percentage
Yes	5	83.3%	83.3%
Sometimes	1	16.7%	16.7%
Total	6	100.0%	100.0%

Table 8: The Influence of Visual Aids on Learners.

It is clear from table (8) that (83.3 %)of teachers agree that the use of visual tools in the classroom create an enjoyable atmosphere for learners. However, (16.7%) of teachers show that this does not always feat learners' needs.

Q14: Do your learners show any reaction or feeling towards the used materials?

	Number of Teachers	Percentage	Valid Percentage
Yes	6	100.0%	100.0%

Table9: The Reactions of Learners toward the Use of Visual Tools.

Table 9 reveals that (100%) of the teachers argue that learners show reaction and feeling towards the used materials.

If so, how do they react or express their feelings?

(100%) of the teachers argue that learners try to express their opinions about the visual or make their personal associations to it. Also, they are more at is because they can see what is talked about.

2. Presentation of the Results of the Classroom Observation Sessions.

Classroom observation is one of the instruments used to collect information about what is going on during the actual teaching-learning process. The involvement of learners in learning activities and the use of visual aids are examined during classroom observations.

During the observation period from 18th September to 25thSeptember (2017). We have attended only eight sessions because of time constraints. From the attended sessions, we have noticed that the process of vocabulary teaching and learning was of great importance because it was the first step to learn any foreign language. Before starting the first observation session,

we debated with some teachers about the different plans of their lessons such as: the lesson objectives, the lists of words to be used during the lesson, the different materials to be implemented in the lesson were discussed. Besides, we prepared a checklist to collect the information needed. Below are the questions contained in the checklist.

A.Do teachers use visual materials (pictures, drawings, realia) to teach new vocabulary.

From our classroom observation, we noticed that all of the teachers use visual materials to present the new words. There were some teachers who preferred to explain the word by drawing on the blackboard and some others showed directly the real objects(realia) because they believed that it was the best way to remember the exact meaning of that word. For example, one teacher explained the meaning of 'bride' by showing a picture of a women with a white dress (the women who got married).

B. Does the use of visual aids have a positive impact on learners' motivation?

Learners approved the implementation of visuals in the classroom (pictures, videos, mnemonics, and realia) because when teachers show these aids learners participate, and say what they see. Thus, learners become active participants. These tools provoke interest and motivation in the learners. Also, they create a meaningful context that give learners a rich stimulus for learning. In addition, they give them opportunities to express themselves clearly.

C. Do teachers provide learners with activities to practise new words through visuals?

During eight classroom observation sessions, we noticed that the majority of teachers prepared various activities through visuals for the learners to practise the new vocabulary. It was not only helpful for learners, but also beneficial for the teachers to check the understanding and the memorization of the new words.

D. Does the integration of visual representations help learners to memorize and recall vocabulary?

It was observed that all the learners preferred this method of learning vocabulary because they thought that this technique helped them to remember and recall better the new lexical items especially when they were working with pictures and videos which had the best influence on remembering. Thus, visual materials had a positive impact on learners' memorization and recall; they showed more attention.

E. Are visual materials efficient to construct learners' vocabulary?

On the whole; from the classroom observation sessions, we noticed that the use of different visual materials like: pictures, videos, mnemonics, drawings and gestures in the classroom seemed to facilitate vocabulary learning to a greater extent. Therefore, teachers should spare time to present various visual aids that motivate and encourage learners to carry out effective communication with the speakers of the language.

Conclusion

This chapter has presented the results obtained from the classroom observations sessions and the teachers' questionnaire in the Private School of English named 'Bridge Way World' in Tizi-Ouzou. We have confirmed the first, the second and the third hypotheses which say that teachers use different types of visual materials and those aids has a positive impact on learners' memorization and recall of vocabulary. The findings have been presented both quantitatively and qualitatively and they are discussed in the next chapter.

Chapter Four

Discussion of the Findings

Discussion of the Findings

Introduction

This chapter will attempt to discuss and explain the main results obtained from the two research techniques: the questionnaire handed to teachers and the classroom observations. The results are in fact discussed and interpreted according to the theory of Thornbury and they aim at answering the research questions and check the accuracy of the advanced hypotheses. This chapter is divided in to two parts. The first part is concerned with the discussion of the results obtained from the teacher's questionnaire, the second part deals with the discussion of the results gathered from the classroom observation.

1.2. Discussion of the Questionnaire's Results

1.1. Discussion of the results of the Teacher's Questionnaire

1.1.1 Teacher's Profile

The results show that the shortest teaching experience period is of eighteen months, and the longest one is of six years. Also, we notice that one teacher is a native English speaker. This indicates that the majority of the teachers have been acquainted with the teaching process and they use different vocabulary teaching materials. Then, this suggests that the majority of the teachers have a large background knowledge about the English language.

1.1.2 Teaching Vocabulary

From the results displayed in the previous chapter, it appears that the majority of the respondents introduce new lexical items in every lesson. This shows that the teacher's working in "Bridge way world" give a lot of interest to new lexical items in order to help learners for good communication, to succeed in learning English language (EL) and to know

more vocabulary items. Vocabulary is central to language teaching and it is of paramount importance to a language learner. Introducing new vocabulary in every lesson encourages the memorization and recall of vocabulary. For instance, one teacher during a lesson in Bridge Way World have said 'table'. Then, she/he has showed a picture of it. Learners immediately understood the meaning of table. This indicates that, showing a picture of table by the teacher, help to memorize this word, recognize it when seeing it and remember it. According to Hill(1990:1) "pictures are one of the valuable aids which bring image of reality to unnatural world of the language classroom". This means that pictures are important and useful to attract learners' attention and help to memorize the meaning of the difficult words to use it in different situations.

The findings demonstrate that the majority of learners do not assimilate the new presented words easily which means that teachers search for other techniques to help learners understand the meaning of presented words. Thus, learners save the new lexical items in their memories better thanks to teachers.

In addition, the findings show that both the graphic use of the word and the phonemic structure are interesting. Teachers, for instance, declare that *'it is important that learner's know how to spell the word, and obviously pronunciation and meaning and correct use in context is important too.'* Also, teachers generally write the word and explain its meaning and its different contexts of use and give examples. Thus, both spelling and pronunciation are important.

The questionnaire also reveals that all the participants agree that the process of teaching vocabulary is a very important field. It is more than just introducing new lexical items to learners. It is the main component in English language which is worth of investigation and efforts. It is an everyday process which help learners to acquire the four language skills. All

these shows that learners need to have a high number of words that allow them to communicate and express themselves easily. Harmer (1993:153) states that "*if language structures make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh*".

The study also reported that (100%) of teachers do a kind of reviewing of the new taught vocabulary. This technique permits to keep fresh memory in learners' mind, help learners to feel more confortable and confident. In addition, teachers use this technique to increase the vocabulary and the speaking skills and they check if learners have understood and memorized what they have learned in previous sessions.

The findings show that (33.3%)of the participants always practise the reviewing of the new taught vocabulary. This indicates that teachers give a lot of interest to vocabulary knowledge and believe that teaching vocabulary by doing such practise help learners to memorize the words and understand more their meanings.

1.1.3 Teacher's Use of Visual Aids in Relation to the Memorization and Recall of Vocabulary.

Teachers often use visual materials in their classes, as it is clearly shown in the previous chapter. This means that learners are exposed to a large amount of lexical items during their classes by the teacher. Thus, the use of visual techniques facilitate the understanding, memorization and recall of vocabulary. Thornbury (2002:23) states that "*the learner needs not only to learn a lot of words, but to remember them*". In fact, to remember words teacher's use visual materials like(drawings, picture books , realia). Thornbury (2004:78) claims that "*using real objects (called realia) or picture or mime*". He specifies the kind of visual to use one picture could elicit unlimited lexical items or words. Also, teachers follow this technique to help learners to store the information in their mind. In addition, it helps the teacher to make

the lesson more interesting and beneficial. The findings answer our research question. They show that teachers use visual aids in their classes. This method clarifies the most difficult points to learners, enable them to use more than one sense at the same time and learners benefit from what is being shown rather than from what is being told. Thornbury (2004:25) advices to visualize a picture for new lexical items. This means that to associate word with a picture is very useful technique. The type of material that teachers use in "Bridge Way World" are data show presentation, photo, videos, pictures, gestures, miming, role-playing, picture books, realia, drawings. They help learners in remembering vocabulary and they are considered as a cue for remembering lexical items. The best technique to store lexical items is through visualization. It is an excellent means to make the meaning of unknown vocabulary very clear and to make words more memorable.

33% of the teachers use picture books as a tool to help learners learn English language. This shows that learners easily understand and realize the essential points,(16.7%) use realia and drawings. This indicates that learners discover the deep meaning of words. Teachers facilitate the process of learning vocabulary by using visual aids. This means that visual tools has its role in learning vocabulary of a foreign language(FL). In addition, this task is done through designing tasks and activities. For instance, teachers asked their learners to describe the pictures in order to practice the new vocabulary and expressions. One of the activities consisted of filling the gaps with the correct word. Without visual materials, learners felt a little confused, because they did not know what to write. Picture books helped them to clarify the exact meaning of the new word.

1.1.4 Teacher's Attitude toward the Impact of Using Visual Materials on the Memorization of Vocabulary.

From the gathered data, all the respondents of the questionnaire one-hundred percent (100%) agree that the use of visual aids help the memorization of vocabulary. They claim that visuals enhance the language teaching, as well as learners' comprehension of the new words. Visual aids also make the meaning of words and messages as clear as possible, help in memorizing new vocabulary, and in gaining learners attention. As it is stated by Kishore (2003) that "*visual aids stimulated thinking and cognize*".

From the collected data , the majority of teachers (83.3%)claim that visuals create a good learning environment and motivate learners to acquire more vocabulary items because it helps them to express themselves orally, talking about their experience, about their wishes, etc. And to memorize vocabulary in easy way. It is also a great opportunity for the teachers to know a little more about their learners. Thus, learning vocabulary through visuals has become more attractive due to the contextualization of the content, bringing the real world to the class with pictures and videos. But (16.7%) indicate that visual tools not always help learners to know more vocabulary items but sometimes it can demotivate learners because they rely on it more rather than on their own imagination. They become not able to create their own mental images,or they will be passive.

The results of the questionnaire reveal that (100%) of the teachers argue that their learners show reactions and feeling over the used materials. For instance, they become more curious about the subject by asking questions. Also, they state that the implementation of these techniques increase learners' interest, motivation and feeling of engagement or learners become active participants. Besides, they argue that these elements permit learners to remember and recall the new words easily since vocabulary is a matter of remembering as it is pointed by Thornbury (2002 :23) that " *the learner needs not only to learn a lot of words, but to remember them. In fact learning is remembering*". Moreover, these tools make learners more active, dynamic and create in them the need to participate and give their personal

opinions, ideas, and using the new learned words in different contexts. The use of of visual aids can appeal directly to learners imagination and adding power to their spoken lexical items. For example, when a teacher in Bridge Way World have showed a video about wedding bell, learners directly recognized the meaning of words "Groom" and "Bride" and "Wedding cake". According to Ur (1996) there are different techniques for teaching new vocabulary such as illustration (pictures, object) synonym and translation. Teachers in "Bridge Way World" say that the use of visual aids in classroom make learners use foreign language.

2. Discussion of the Results of the Classroom Observation

The second data collection tool used is the classroom observation, which was conducted with two (2) groups during the intermediate level (B1) in Foreign language classes. We have adopted this instrument as it is beneficial to our investigation since it helps to collect valid data to answer our research questions. This part discusses the results gathered from the checklist that contains five items related to vocabulary learning.

From our observation sessions, we noticed that all teachers used different visual materials to present and explain the meaning of the new vocabulary such as pictures, mnemonics, drawings, and realia. They provided all necessary techniques that made the unknown words clear to get learners understand the exact sense. For example, one teacher asked learners "what is the meaning of groom?". When learners did not realize the meaning of the word, she provided them with a picture. She said: "he is a man wearing a suit and who gets married". This way of explaining unknown words helps learners to recognize directly the exact meaning of the word.

It is observed that teachers used various types of visuals during the teaching process. In addition, the use of picture books, drawings, videos was important. Teachers used real objects

to attract learners' attention and to enhance their understanding of new lexical items. As it is noted by pedagogy, pictures , videos and real objects(realia) are the best techniques that provide learners with the immediate presentation among other types of teaching tools. Therefore, teachers should present different visual instruments in the classroom. This way of learning motivates and encourages learners to express their ideas easily and expand their vocabulary knowledge.

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

Two teachers we observed, prepared activities for the learners to practice and learn new lexical items. The first teacher of the group(1) during the lesson which spoke about "food" asked their learners to say the names of different vegetables and fruits. At the beginning of the lesson, the task seemed to be difficult, but when she brought some plastic fruits and vegetables to the classroom and showed them to the learners, the classroom atmosphere totally changed. This created motivation in learners and the classroom became attractive and enjoyable. Also, when she asked them to match the images of the fruits and the vegetables with their names illustrated in the book, all of them took part and tried to participate by showing the objects and naming it to the whole class. The use of visuals helped the learners to move from passive to active learners. In this context, Hill (1990) supports that the use of different kinds of visual tools in teaching and learning vocabulary encourages learners' motivation. For example when teachers show a pictures, and objects. These tools creates a good atmosphere, make the class interesting and interactive.

The second teacher of the group two from nine o'clock until fourteen o'clock showed to her learners some pictures or images in the book entitled "Straightforward" about the wedding bells and then asked her learners to match the words (groom, bouquet, priest, ring, bride…) to the corresponding visual representation in the book (see appendix entitled Wedding bells). This activity helped the learners revise and memorize at the same time vocabulary within a speaking practice combined with the use of pictures. In this respect, Hill (1990:1) argues that pictures bring *"images of reality into the unnatural world of the language classroom"*. This means that images not only bring reality to the classroom but they function as a fun element and they create an attractive atmosphere. Thus, both teachers and learners argued that the implementation of visual materials during the lesson facilitates vocabulary learning as it is a good technique for rapid memorization and recall.

It was observed that all the teachers used different kinds of visual materials to enrich the classroom environment. But this does not mean that the teachers ignored other techniques which are of great importance in the process of memorization and recall of vocabulary. Among these strategies we can include repetition. For instance, teachers always asked their learners to use the new word several times because repetition helped them to save and recall the word easily. In this context, Thornbury(2002:13) sees that repetition is a good way of memorizing and saving the new words. Then, Thornbury(2002:25) argued that the item 'use' is the best way to ensure that the new word is added to long-term memory . For example, during the observation sessions, we noticed that there were some teachers who provided learners with activities asking them to use the new words in different written sentences. In addition to this, as we observed that the teachers always checked if their learners improved their vocabulary learning or not. It was done through organizing conversations and role-playing activites. Also Thornbury(2002:25) indicates that 'motivation' and 'attention' are good factors for remembering and they help learners to remember well the new words

because wanting to learn new items needs a great degree of attention and we noticed the same thing during our observation classes. Learners always had a desire to learn and acquire new words and they asked many questions about the meaning of words. In addition, the importance of 'spacing' and 'pacing' in vocabulary learning is highlighted by Thornbury (2002:24) who maintains that " *it is better to distribute memory word across a period of time than to mass it together in a single block"*. Indeed, this quotation shows the importance of spacing and pacing, from eight classroom observation sessions we attended, we could realize that the teachers never did ,i.e. they did not give importance to learners' capacities and time period which are essential elements in the memorization of new words. Moreover, in eight (8) classroom observation sessions, we noticed that learners tended to work with images and pictures to illustrate more the new presented words, even though there were some abstract words that could be associated with mental images as it is stated by Thornbury (2002:25) in the following words: " *best of all were subjects who were given the task of silently visualizing a mental picture to go with a new word"*.

Furthermore, we noticed from the classroom observation sessions that most of the learners appreciated the use of visual tools in class and they are able to deduce the meaning of the abstract words by drawing. In this respect Thornbury (2002:25)stresses the importance of mnemonics by saying that '*the best kind of mnemonics are often visuals'*. Moreover, we have seen that teachers in Bridge Way World always use visual tools to teach vocabulary because they know that visual aids facilitates vocabulary learning to a greater extent. They also help the learners in order to interact actively using the language for meaningful communication. Therefore, teachers in "Bridge Way World" should spare time to present different visual aids to encourage and motivate the learners to carry out effective interaction with the speaker of the language. Thus , on the basis of the findings obtained in the classroom observation

sessions, the use of various types of visual materials gives the learners the opportunity to use their own ideas and expand their vocabulary knowledge.

Visual materials have great positive impact on learners' memorization of vocabulary. They help learners to grasp and memorize the meaning of the words. The learners become more interested in the teaching and learning process, they are dynamic and more active to participate with the teacher. In fact, it is found from the data gathered that visual aids give learners a rich environment as they facilitate the memorization of new lexical items.

Conclusion

To end up with, the discussion part shows that the results of the two research techniques: questionnaire for teachers and classroom observation all present solid arguments which support the three main hypotheses asked at the beginning of the introduction and answered the research questions. Most teachers in the B.W.W private school of English use different visual materials such as:(pictures, objects, videos) in teaching vocabulary. Both teachers and learners support implementing such tools in the classroom to develop learners' vocabulary knowledge. Visual aids are very helpful and efficient for learners to easily memorization of the lexical items and direct contact with the things as it facilitates the task for teachers too.

General Conclusion

General Conclusion

The present study has investigated the impact of using visual aids on the memorization and recall of vocabulary among grade one (B1) learners in the private school of "Bridge Way World" located in the town of Tizi-Ouzou. It has focused on the description and the analysis of the use of visuals such as drawings, realia, mnemonics by teachers in their classroom to help learners consolidate the lexical items they have learnt during lessons. The investigation has relied on the traditional complex research model which consists in a General Introduction, four chapters and a General Conclusion.

Vocabulary learning is an essential part in any foreign language. Many researchers argue that the use of visuals facilitate the learning and storage of lexical items. In addition visuals are good techniques and suitable aids to gain any foreign language and prevent learners from forgetting. It takes an important role in education.

The study has adopted Thornbury's (2002) theory which emphasizes the importance of using visual materials in learning foreign languages and how learners can remember well lexical items. For this aim, we have hypothesized that teachers use various materials such as drawings and mnemonics to help learners understand the meaning of words and remember them easily. Also, we have hypothesized that the use of visual techniques facilitates and improves the memorization and recall of vocabulary. Indeed, the results gathered from both the research tools: questionnaire and classroom observation confirm our hypotheses. The first one says that teachers in "Bridge Way World" private school of Tizi-Ouzou use visual aids to teach vocabulary. The second one says that teachers use picture books, mime, gesture, and realia. The third and the last one says that the use of visual techniques facilitates and improves the memorization and recall of vocabulary.

The results gathered from the research tools: questionnaire and classroom observation, we have provided answers to the research questions set in the General Introduction, that teachers in "Bridge Way World" private school of English use various types of visual materials such as : realia, drawings,and mnemonics to teach vocabulary aspect and we confirm the first and the second hypotheses. To answer the question that 'the use of visual techniques have an impact on the memorization and recall of vocabulary and to confirm the hypothesis that says that ' the use of visual techniques facilitates and improves the memorization and recall of vocabulary'.

Our investigation has been carried out using eight (08) classroom observation sessions and six (06) questionnaires that were distributed and answered by teachers of "Bridge Way World". To collect and analyze the data, we have adopted a mixed method approach combining both quantitative and the qualitative methods. While The quantitative data have been analyzed using the descriptive statistical method With a computer program labeled the Statistical Package for Social Sciences(SPSS), the qualitative ones have been analyzed using the Qualitative Content Analysis (QCA).

it is hoped that this study will be beneficial for learners of English in order to give more attention to this issue and help them in their learning process. In the end, we hope that this modest research will open opportunities for further research in this area of study for the purpose of improving the learning of English language. This research can be replicated using another methodological investigation like experimental design, interview to study more about learning foreign languages through visual resources or investigating other topics like learning English vocabulary through classroom interaction.

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Appendices

Questionnaire addressed to teachers of English

This questionnaire is part of a research work whose aim is to gather information which will be used to investigate the impact of using visual aids on the memorization of vocabulary in the EFL classroom. Your answers will be anonymous and will not be used for other purposes beyond this study.

Thank you in advance for your collaboration.

Please, put a tick (✓) in the corresponding box (es) or provide a full statement whenever necessary.

Section one: Teachers profile

1- How long have you been teaching English?

…………………………………………………………………………....................

Section two: Teaching Vocabulary

2- How often do you introduce new words in every lessons?

a)- Always ☐   b)-Sometimes ☐   c)-Rarely ☐   d)-Never ☐

3- Do your learners always assimilate the new presented words easily?

a)-yes ☐   b)-No ☐

4- While presenting new words are you focusing on:

a. The graphic use of the word ☐

b. The phonemic structure ☐

c. Both of them ☐

d. None of them ☐

5- Justify your answer?

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6- How would you define the process of teaching vocabulary?

………………………………………………………………………………………….......

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7- Do you do a kind of reviewing of the new taught vocabulary?

a)-yes ☐ b)-No ☐

.If it is the case, how often do you practise this?

a)- Sometimes ☐ b)- Always ☐ c)- Rarely ☐

Section three: Teacher's use of visual aids in relation to the memorization of vocabulary.

9- Do you use visual materials in class?

a)-yes ☐ b)-☐

10-If yes, what type of materials?

…………………………………………………………………………………………...

11- What are the different tools used in the classroom to support learner's memorization

of new vocabulary?

a. Picture books

b. Realia

c. Drawings

d. Computers

e. Maps

f. Post cards

g. Others:

Please specify……………………………………………………………………

……………………………………………………………………………………

Section four: Teacher's attitude toward the impact of using visual materials on the memorization of vocabulary.

12- Do you think that the use of visual aids helps the memorization of vocabulary?

a)- yes ☐   b)- No ☐

Justify your answer?..

……………………………………………………………………………………......

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13- Do you think that visuals create a good learning environment and motivate learners to acquire more vocabulary items?

a)- yes ☐   b)- No ☐

14- Do your learners show any reaction or feeling over the used materials?

a)- yes ☐   b)- No ☐

If so, how do they react or express their feeling?...

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Thank you for your collaboration!

Classroom Observation Cheklist

Criteria	Yes	No	Comments
a)- Do teachers use visual materials (pictures, drawings ,realia) to teach new vocabulary?			
b)-Does the use of visual aids have a positive impact on learners' motivation?			
C)- Do teachers provide learners with activities to practice new words through visuals?			
D)- Does the integration of visual representations help learners to memorize vocabulary?			
E)- Are visual materials efficient to construct learners' vocabulary?			