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Learners' Attitudes towards the Use of Authentic Recorded Conversations to Enhance English Vocabulary Learning: The Case of Learners at Modern Languages School (MLS) of Tizi-Ouzou

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Dedications

To all my beloved ones:

My mother and father

My dear grandfather Vava Said

My sisters, brothers, and cousins

To my best friend Sabrina with

whom I share the work

To my grandmother

(In memory)

Tank you...

Yamina

I dedicate this work to my dear parents

To my friend Yamina with whom I share this work

To all my beloved ones

Thank you....

Sabrina

Abstract

The present study concerns learners' attitudes towards the use of authentic recorded conversations to enhance English vocabulary learning at the Modern Languages School (MLS). It is intended to determine what kind of attitudes learners hold towards this teaching / learning tool. This study is conducted relying on two conversational issues suggested by Dornyei and Thurrell (1994) namely conversational rules and structures, and conversational strategies. In order to collect the relevant data for this research, two different instruments are used. First, a questionnaire is administered to (45) learners at the MLS Private School in Tizi-Ouzou to obtain clear answers about their attitudes towards the use of Authentic Recorded Conversations to enhance their English vocabulary, and their justifications about its effectiveness on vocabulary learning. Second, an interview is conducted with two teachers working at the same school in order to gain much information, and reinforce the learners' answers regarding the same issue. The results show that the high proportion of the learners hold positive attitudes towards the implementation of Authentic Recorded Conversations (ARC) since they help them discover, understand, and memorize new and difficult words. The results also indicate that, in addition to vocabulary development, there are other language skills such fluency, listening competence, accent...so on that can be improved thanks to the integration of ARCs during classes. The conclusion drawn from these findings is that it would be effective to spice up English language courses with some authentic materials such as 'authentic recorded conversations' in order to facilitate the process of vocabulary learning.

Key terms: Authentic Recorded Conversations, Conversational Issues, Conversational Rules and Structures, Conversational Strategies, Vocabulary.

List of Abbreviations

- **ARCs:** Authentic Recorded Conversations
- **CAB Model:** Cognitive, Affective, Behavioural
- **EFL:** English as a Foreign Language
- **FL:** Foreign Language
- **H:** Hypothesis
- **MLS:** Modern Languages School
- **MMUTO:** Mouloud Mammeri University of Tizi-Ouzou
- **Q:** Question
- **QCA:** Qualitative Content Analysis
- **SL:** Second Language
- **SPSS:** Statistical Package for the Social Sciences

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General Introduction

- **Statement of the Problem**

The learning process of a language requires the development of the four fundamental skills: listening, speaking, reading and writing. Interestingly, vocabulary is a language element that has a direct relation to these skills and an important component that cannot be separated from learning English as well. That is to say, a good mastery of the four skills depends on a good mastery of vocabulary. Moreover, vocabulary is at the heart of the process of teaching English because a limited amount of vocabulary impairs students' ability of understanding others and also their ability of expressing their personal thoughts (Lessard-clouston, 2013). It means that foreign language learners cannot interpret others' ideas appropriately and communicate effectively using the target language if they lack adequate vocabulary knowledge. That is why vocabulary should be given emphasis.

It is assumed that teaching English vocabulary is not an easy task to do because learners are not always motivated to learn new vocabulary items. Therefore, in terms of classroom instruction, teachers are required to exploit authentic materials using appropriate ways in order to help English as a Foreign Language (EFL) learners to enrich their vocabulary repertoire (Bacon and Finneman, 1990). One of these authentic materials is "Authentic Recorded Conversations" (ARCs) which permit learners to discover the language used in real life situations.

Many studies have been conducted at both the international and the national level (in the Algerian context) in relation to the use of authentic materials as a strategy to enhance English vocabulary. For instance, at the international level, one may cite the work of Tuga Aydin Yildiz (2017) at Istanbul Aydin University-Turkey, entitled "The Effect of Videos with Subtitles on Vocabulary Learning of EFL Learners". The aim of the study is to investigate the effect of using subtitled videos on EFL learners' vocabulary development at Bulent Ecevit

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University of Turkey. The results of the study reveal that the subtitled videos have a great impact on EFL students' vocabulary acquisition. In the Algerian context, there are works which are conducted in relation to the use of authentic materials in teaching English vocabulary, such as the work of Alia Ben Sola (2012) from the University of Biskra, where she conducts an investigation about "The Influence of Using Audio-Visual Aids in Teaching English Vocabulary". The aim of this research is to find out whether audio-visual aids are effective in enhancing learners' vocabulary. The results of this research disclose that audio-aids do not only help pupils to memorise new vocabulary items, but they also motivate them to learn many other aspects of the language.

There are other studies which have been conducted about the use of authentic materials. However, the use of 'authentic recorded conversations' as a recommended authentic material to enhance learners' vocabulary acquisition, more specifically learners' attitudes towards the use of such a technique, has not received much attention by researchers, or research students, especially those at Mouloud Mammeri University of Tizi-Ouzou (MMUTO). That is why this research is original since it is the first one to be investigated at MMUTO.

- **Aims and Significance of the Study**

This present work aims at determining whether learners at the level of Modern Languages School (MLS) situated in Tizi-Ouzou find that incorporating 'authentic recorded conversations' is a useful technique to be implemented during classes or not, and its value in enhancing the English vocabulary. The work is centred on three main objectives: The first one is to find out whether English as Foreign Language (EFL) teachers in MLS private school adopt this strategy while teaching the English vocabulary or not. The second one is to discover the nature of attitudes that the learners hold towards 'authentic recorded

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conversations' as a learning tool for vocabulary improvement. As for the third one, it consists of figuring out the learners' main reasons about the effectiveness of 'authentic recorded conversations' in enhancing their vocabulary.

It is worth to investigate this research since the topic has received less attention. Thus, the value of this study revolves around the fact that it is the first one to be conducted at the level of Mouloud Mammeri University of Tizi-Ouzou (MMUTO) in a context of exploring the nature of attitudes that the learners of MLS private school hold towards the inclusion of 'authentic recorded conversations' as a vocabulary learning strategy. The outcomes of this investigation may provide teachers with positive observations concerning the use of such a tool in order to facilitate the process of vocabulary learning.

- **Research Questions and Hypotheses**

In the light of this study, the following questions are suggested:

- 1) Do EFL teachers in MLS private school adopt 'authentic recorded conversations' during classes?
- 2) What is the nature of attitudes do learners of MLS private school hold towards acquiring English vocabulary through listening to authentic recorded conversations?
- 3) What are the learners' main reasons about the effectiveness of authentic recorded conversation in enhancing their English vocabulary?

Based on these above mentioned questions, the following hypotheses are advanced:

H1: EFL teachers in MLS private school adopt 'authentic recorded conversations' during classes.

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H2: Learners have positive attitudes towards acquiring English vocabulary through listening to ‘authentic recorded conversations’.

H3: The learners’ main justifications about the effectiveness of ‘authentic recorded conversations’ result in providing them with opportunities to face, discover, understand and memorize new and difficult words in an easy and comfortable way.

- **Research Techniques and Methodology**

In this dissertation, we have adopted the mixed method approach as a methodology. This means that both qualitative and quantitative methods are used for the collection and analysis of the data. In addition, the data are gathered using two main tools: a questionnaire distributed to the learners and an interview conducted with two teachers. The questionnaires handed to the learners attempt to check their attitudes about the use of authentic recorded conversations as a teaching/ learning technique to develop their vocabulary knowledge. The interview aims at providing in-depth information about this current investigation. Concerning the data analysis, two techniques are used: the Statistical Method of Analysis (SPSS) for the quantitative data and the Qualitative Content Analysis (QCA) for the qualitative ones.

- **Structure of the Dissertation**

This dissertation follows the traditional simple type. It is composed of a general introduction, four main chapters, and a general conclusion. The “General Introduction” introduces the research topic and provides the reader with the background of the study, the overall aim, the individual objectives, and also the research questions and hypotheses. Besides, it includes information about the research techniques and the methodology used in this study and the structure of the dissertation.

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The introduction is followed by the first chapter entitled “Review of the Literature”. It starts with defining some key concepts this survey is based on. Besides, it consists of the theoretical framework. The second chapter is called “Research design”. It is meant to provide details about the procedure of data collection and data analysis. The third chapter is named “Presentation of the Findings”. It is devoted to the revealing of information collected from the questionnaire and the interview. The last chapter is entitled “Discussion of the Findings”. It aims at discussing and interpreting the results obtained from the research instruments. The dissertation ends up with a general conclusion which summarises the whole work.

Introduction

This chapter is called ‘Review of the Literature’. It attempts to highlight the most important concepts related to our work. This chapter starts with providing some basic elements that are relevant to this current study such as audio-aids, authentic materials, vocabulary, and other detailed elements related to the same concept. In addition, it seeks to explain the relationship between the listening skill, authenticity, and vocabulary development, which then paves the way to deduce the relation between ARCs and vocabulary learning. After that it sheds light on the notion of attitude, its components, and its importance in Language teaching and learning. At the end, the theoretical framework of our research is provided. The latter turns around two conversational issues suggested by Dornyei and Thurrell (1994) such as conversational rules and structures, and conversational strategies.

1- Audio-Aids

Nowadays, a number of multimedia resources are employed in the educational system, particularly audio aids, which are one of the major multimedia tools used in language teaching classes. *“Audio aids are audible materials that communicate thoughts and ideas through the ear to the mind; it includes spoken words, recognizable sounds, songs and music”* (Park, 1999 cited in Merdas, 2015:8). Audio aids are essential tools to be used in EFL classrooms and are deemed to be helpful in increasing learners’ understanding, and drawing their attention to focus on the lesson as well. Harmer (2007b:304) argues that *“many teachers use audio material on tape, CD or hard disk when they want their students to practice listening”*. In fact, integrating audio aids in classrooms allows learners to face the language in its real context since they are exposed to the native speakers’ voices.

2- Authentic materials

After the emergence of the Communicative Language Teaching approach (CLT), EFL teachers have started using authentic materials as a teaching method in their classes, because these materials are among the most important tools that can motivate learners as they expose the language of the real world. According to Genhard (1996), authentic materials can be classified into three categories: first, authentic listening, viewing materials, such as songs, TV programs...so on. Second, authentic visual materials such as street signs, photographs and so on. Third, authentic printed materials including: newspapers, letters and so on.

In fact, the term authentic materials has been widely discussed and yet scholars have not agreed on one definition. Thus, there is a number of definitions regarding this concept. According to Wallace (1992:145), authentic materials are *“real life texts, not written for pedagogic purposes”*. That is to say, these materials have been produced for other aims and not specifically intended to teach language (Nunan, 1988). Furthermore, an authentic material contains genuine language, designed by a native speaker of a language for native speakers of the same language for various communicative purposes as claimed by Morrow (1977:13): *“An authentic material is a stretch of real language produced by real speaker or writer for a real audience and designed to convey a real message of some sort”*.

3-The Role of Authentic Materials in Language Learning and Vocabulary Development

Due to the technological innovations, the use of authentic materials in language classes is considered as being necessary. Many scholars and researchers have discussed the effects of these materials on learners' achievement. However, there are different views regarding the topic. Most of them have shed light on the usefulness of authentic materials in

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the process of language teaching and learning despite the disadvantages. As an instance, Berardo (2006:64) proposes the main advantages of using authentic materials in EFL classrooms such as “*exposing students to real language*”. Thus, the learners are intended to discover the authentic language used in original contexts and the way this language works, and that is simply achieved by making learners listen to an audio recording, for example, which contains an authentic conversation or an authentic dialogue between native speakers of the target language. In this way, the learners are exposed not only to the real language, but also to the real speakers and the real life situation.

As a matter of fact, the topic dealing with the role of authentic materials in vocabulary acquisition has not received much attention from researchers. However, this does not mean that there is no relationship between the use of authentic materials and the acquisition of vocabulary. As an illustration, the findings of a study conducted by Ghanbari et al (2015) show that the inclusion of authentic materials to teach vocabulary can be considered as being effective to support students’ vocabulary acquisition. Besides, Marpaung & Situmeang (2020:15) assert that “*the use of authentic materials is one of the effective techniques to help students enhance their vocabulary ability*”. In more clear words, exposing the learners to authentic materials in the classroom provides opportunities for them to improve their vocabulary knowledge.

4-Vocabulary

4.1-Vocabulary Definition

Recently, vocabulary has become the focus for many scholars and researchers after it has been neglected for many years. Accordingly, several definitions concerning the concept of vocabulary have been proposed, but they are all similar in meaning. In the Cambridge

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International Dictionary of English, Procter (1996) defines vocabulary as the whole words that are found in a specific language or subject, or which an individual knows and uses. Another definition is proposed by Hatch and Brown (1995:1) in which they consider vocabulary as *“a list or set of words for a particular language or a list or set of words that individual speaker of a language might use”*. Furthermore, Hornby (1995:1331) views vocabulary as *“the total number of words in a language, all the words known to a person or used in a particular book, subject, etc, vocabulary is a list of words with their meaning”*. With reference to the above mentioned definitions, the meaning of vocabulary can be summarised as being the collection of words which exist in a particular language, all the words known or used by an individual speaker to convey meanings and express ideas.

4.2-The Importance of Vocabulary Learning

Vocabulary is meant to be the basic aspect in the process of learning a foreign language. In this context, a number of scholars have stressed on the importance of vocabulary acquisition in relation to language mastery and proficiency. One cannot speak, understand, read or write a foreign language without knowing many words. Thus, *“vocabulary learning is at the heart of mastering a foreign language”* (Rubin & Thompson, 1994:79). With such emphasis, the two scholars attempt to convince the readers, especially foreign language learners, that vocabulary knowledge is indispensable either for language comprehension or its use. Therefore, without sufficient vocabulary, one can neither master the productive skills (speaking and writing) nor the receptive ones (listening and reading) which form a language. Actually, the description is also highlighted by Lewis (1993:89) who states that: *“lexis is the core or heart of language”*.

According to Richards and Renandya (2002:255), *“vocabulary is a core component of language proficiency and provides much of the basis for how learners well speak, listen,*

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read and write". In other words, vocabulary plays a significant role on supporting the development of the fundamental four skills in particular, and the development of language acquisition in general. To illustrate, in order to make learners able to speak, listen, read, or write in a good way using the target language, the first basic step is to build their own knowledge of words.

Wilkins (1972:111-112) goes further to point out that: "*there is not much value in being able to produce grammatical sentences if one has not got the vocabulary that is needed to convey what one wishes to say...while without grammar very little can be conveyed, without vocabulary nothing can be conveyed*". The author underlines the importance of vocabulary by making reference to grammar. Therefore, the possession of grammatical structures and functions of the language is not valued as much as the possession of an adequate vocabulary for comprehensible communication. Furthermore, he also argues that even without grammar, and with some useful vocabulary background, one can manage to transmit an intelligible and meaningful message of some sort. In contrast, where there is no vocabulary, there is no meaning. Another view which emphasises the vital role of vocabulary over grammar is stated by Schmidt (2010:4) by claiming that: "*learners carry around dictionaries and not grammar books*". This quotation shows clearly that language learners acknowledge the value of vocabulary in language learning.

4.3-Types of Vocabulary

Vocabulary is divided by some language experts into two types. Some of them name the two types as passive and active vocabulary knowledge, while others call them receptive and productive vocabulary knowledge in relation to language receptive skills (listening and reading) and productive skills (speaking and writing). However, in most cases, the two sets of terms are used interchangeably. Nation (2001) distinguishes between the two types. On the

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one hand, receptive vocabulary has to do with the reception of a word form and the remembering of its meaning when listening or reading. In other words, this type has a relation with the words that the learners meet when listening or reading a text. These words are less known and less familiar to them, but they may recognize their meanings even ineffectively. On the other hand, productive vocabulary refers to the retrieval and the production of suitable words either in oral or written form to convey a meaning. More clearly, this type deals with the words that are well known to learners and frequently used in speaking and writing.

4.4- Teaching Vocabulary in EFL Classes

Teachers share the same view as students that vocabulary is a core element in language teaching (Walters, 2004). That is, from both teachers' and learners' perspectives, vocabulary acquisition is central to language teaching process. Accordingly, vocabulary should be given much prominence by EFL teachers. Harmer (2007b:229) asserts that: "*when teaching vocabulary this is a major part of the teachers' art*". In the sense that, teaching vocabulary necessitates a creative skill from the teacher. Therefore, a teacher has to elaborate some artistic methods with interesting and innovative ways to engage the learners in the process of learning and make them use the target vocabulary. Indeed, every teacher has his/her own way of teaching, but in common, they all need to know what to teach (i.e. the topic), why they teach it (i.e. setting objectives), and how to teach it (i.e. the manner and the procedure), also the different levels of the learners should be taken into consideration .

More interestingly, when it comes to vocabulary teaching, the teachers' role is not only limited to introduce to the learners new words, but also their forms, their spellings, their pronunciations, their meanings, and how these words can be used appropriately in various contexts. However, it is believed that this can be achieved through an effective vocabulary instruction.

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More clearly, an effective vocabulary instruction requires the selection of adequate vocabulary teaching strategies from the several techniques proposed by researchers. As an illustration, Ur (1996) suggests a set of vocabulary teaching techniques, among them drawing pictures, choosing actual objects and showing models and so on. Besides, a teaching strategy is defined as *“the process of planning something or carrying a plan in a skilled way”* (Hornby, 1995:79). This means that, a teaching strategy refers to the methods, techniques, and procedures that a teacher adopts during instruction.

It is assumed that the teaching techniques play a crucial role in facilitating the learning process for students. In this regard, Harmer (2007a:20) admits that the use of teaching techniques in the class is needed when he said: *“as teachers...; we need to use materials, offer topics and employ teaching techniques which, even when engaging and challenging, we will not offend anyone in the group”*. Absolutely, teachers should change their adopted strategies from time to time to suit different learners' preferences in the classroom.

5-The Correlation between Listening Skill/ Authenticity/ and Vocabulary Development

Some teachers tend to make use of different recordings as a listening activity in EFL classrooms to help their learners develop their listening abilities. Field (2009:315) states that *“the recording needs to be chosen on the grounds that it is likely to throw up problems of understanding, for this reason authentic recordings are preferable”*. This means that, the recording should be selected on the basis of solving understanding issues. Thus, the best way to do so is to use authentic recordings, where pronunciation and intonation are correctly performed as the speaker is a native one.

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Many researchers affirm that authentic recordings play a vital role in improving the learners' listening skill. By way of illustration, Field (2009:284) states that: *"the use of authentic recordings at some point in a listener's development can be seen as a necessity"*. In other words, the integration of authentic recordings during a class is truly needed, as it has positive impact on a listeners' amelioration.

In fact, there is an assumption that authentic recordings are designed for listening classes. In this context, Field (2009:276) asserts that: *"there is a conservative view that the proper place of authentic recordings is in listening courses"*. From this quotation, it can be understood that the primary objective of using authentic recordings in classrooms is to enhance learners' listening skill. However, it is proved that the listening skill does benefit other language skills, as Vandergrift and Goh (2012:4) claim: *"listening is an important skill; it enables language learners to receive and interpret with language input and facilitates the emergence of other language skills"*. In addition to language skills, listening improves also language sub-skills such as vocabulary. In this regard, many researches have been conducted in the field of vocabulary development through listening. As an instance, *"listening a presentation, a discussion, a reading text, a song, etc, on any subject increases the likelihood of encountering different words and contributes in the enrichment of individuals' vocabulary"* (Temur, 2006 cited in Berker, 2017:100).

In addition, Setiawan (2019:393) reveals that *"the new words are learnt unintentionally while the students read or listen to the listening material, so, the teacher teaches vocabulary in listening classes"*. Furthermore, Berker (2017:100) admits that: *"listening is an effective way of learning the words that the learner has not encountered before, when encountered whether accidentally or deliberately"*. From the above mentioned quotations, it can be concluded that the listening skill serves vocabulary learning. More

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clearly, when listening, listeners have the opportunity to meet new words and learn them even incidentally.

It is worth mentioning that vocabulary learning takes two approaches, the explicit and the incidental approach. The idea is clearly confirmed by Schmitt (2000:157) when he says: *“vocabulary can be acquired through explicit study or incidentally through exposure to words in context”*. This means that introducing authenticity to the classroom also plays a certain role in vocabulary acquisition. In the sense that authentic learning provides learners with an opportunity to receive a much better grasp of the use of a particular word in different contexts.

More interestingly, when a teacher brings authenticity to a listening class, there is no doubt that vocabulary can be acquired accidentally, and it is not only limited to vocabulary enrichment, but it also goes further to develop grammar, pronunciation, intonation, stress...so on, as it is stated by Harmer(1998:98) *“listening to appropriate tapes provides such exposure and students get vital information not only about grammar and vocabulary , but also about pronunciation, rhythm, intonation, pitch, and stress”*.

From all that have been mentioned above, it can be summarized that authentic recordings enhance the listening skill, and as listening and authenticity improve vocabulary acquisition, and then undoubtedly, authentic recordings help vocabulary learning. Since, authentic recorded conversations are part of those authentic recordings, it can be deduced that ‘authentic recorded conversations’ also enhance vocabulary learning.

6-Attitude

6.1- Definition of Attitude

Originally, the etymology of the term “attitude” derives from Latin “*aptus*”. Apart from its origins, hundreds of definitions exist regarding the concept “attitude”. For instance, Ajzen (2005:3) states that attitude is “*a disposition to respond favourably or unfavourably to an object, person, institution, or event*”. That is to say, attitude refers to the positive or negative response of someone or some groups of people towards something that takes place around them. In more precise words, attitudes are expressions of inner feelings which reflect whether a person react positively or negatively towards something.

In addition, attitude is defined as a psychological disposition which is manifested by assessing a specific entity with some degree of favour or disfavour (Eagly & Chaiken, 1993). This further supports the idea that attitude is a state of mind through which people express their opinions, feelings, and beliefs to act in a certain way.

Another definition is suggested by Allport (1935:810), where he describes attitude as “*a mental and neural state of readiness, organized through experience, exerting directive or dynamic influence upon an individual’s response to all objects and situations with which it is related*”. According to him, attitudes are the results of psychological process, and it is a tendency that governs or affects individual’s acts and positions in a way or another. In other words, attitudes are viewed as a dispositional readiness to whether accept to adopt situations or not.

6.2-The Importance of Attitudes in Language Teaching and Learning

In education, attitudes are considered as one basic element that influence language performance, and play a significant role in foreign language learning. Thus, attitude is an affective and essential factor in foreign language learning which is important for language achievement (Gardner, 1985). Additionally, foreign language learning is relied on the type of attitudes that the learners hold towards it. Similarly, the success of learners depends upon their attitudes towards the language. Therefore, it has been argued that *“a successful learner is the one who possesses positive attitudes towards the target language.”* (Allman, 2000, Cited in Syukur 2016:123). It is also believed that positive attitudes facilitate foreign language learning, whereas negative attitudes act as a psychological barrier against it (Dornyei and Thurrell, 1994). Since English is taught and learnt as a foreign language in many countries, it is also believed that the English language can be facilitated only if learners have positive attitudes towards it. Hence, English language learning has a direct relation with attitudes. In the words of Karahan (2007:84): *“a positive language attitude let the learners have positive orientation towards learning English”*. This means that when the learners hold positive attitudes towards the English language, they will be motivated to learn it.

6.3-Components of Attitude

It has been suggested that attitude is composed of three main components that are cognitive, affective, behavioural, or the “three witches” of attitudes as they are called by Maio et al (2019). Indeed, these aspects differ from each other in certain ways, but they are closely interrelated. Therefore, *“none of these three aspects of attitude can be understood without consideration of the others”* (Maio et al, 2019:30). It is worth pointing out that these three components are represented under what is called the CAB model of attitude, which is cited by a number of authors in the field of social psychology, among them Eagly and Chaiken (1993),

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and Van Den Berg et al (2006). Furthermore, this multi-component model of attitude is viewed as the most influential one (Maio et al, 2019).

6.3.1-The Cognitive Component of Attitude

According to Maio et al (2019:31), “*the cognitive component of attitudes refers to the beliefs, thoughts, and attributes we associate with an object*”. In addition, the cognitive component of attitude “*consists of the beliefs and ideas about the attitude object*” (Wenden, 1991:41). That is to say, the cognitive component is about all the beliefs, thoughts and knowledge that a person holds towards a given object.

6.3.2-The Affective Component

According to Maio et al (2019:31) “*the affective component refers to feelings or emotions linked to an attitude object*”. Differently said, the affective component is the emotional response towards an object or a phenomenon. It demonstrates what a person likes or dislikes. Additionally, Maio et al (2019) assert that the affective response influences attitudes in two different ways. First, ‘positive affective response’ which causes positive attitudes towards an attitude object. Second, ‘negative affective response’ which causes negative attitudes towards an attitude object.

6.3.3-The Behavioural Component

According to Maio et al (2019:32), “*the behavioural component of attitudes refers to the past behaviours or experiences regarding an attitude object*”. This means, relying on a particular past experience that a person decides to act positively or negatively towards an attitude object. In more precise words, the behavioural component deals with individual’s

disposition to react favourably or unfavourably towards an object relying on his/her previous experience.

7-The Theoretical Framework

In the work of Dornyei and Thurrell (1994) entitled “Teaching Conversational Skills Intensively: Course Content and Rationale”, four conversational issues are identified. They are considered as being relevant source of an effective language input. In this regard, Dornyei and Thurrell (1994:41) confirm that “*in order to design the content of a conversation course, we must specify the relevant issues*”. Within the present work, we have focused only on two conversational issues which are: conversational rules and structures, and conversational strategies.

7.1-Conversational Rules and Structures:

Conversational Rules and Structures is of the conversational issues that comprises “*the formal properties of a conversational organization*” (Bou-Franch, 2001:3). This means that a successful conversation is restricted by a set of structures which guarantee its continuity. This group focuses not only on conversation organization, but also on “*what prevents it from continually breaking down into a chaos of interruptions and simultaneous talk*” (Dornyei and Thurrell, 1994:42). These rules are divided into six (6) major points which come as follow:

7.1.1-Openings

Conversations are not randomly started. In this respect, Dornyei and Thurrell (1994:42) claim that: “*there are many ways of starting a conversation*”. Thus, speakers can initiate a conversation by using adjacency pairs such as (greeting/greeting), or “*sequences of greetings and introductions*” (ibid: 42) as they are referred to. Apart from greeting sequences,

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one single conversation can be started by using other different forms including asking “questions”, “comments on something present”, “on the weather”, “general complaints”, and “social lines” (ibid: 42)

7.1.2-Turn-taking

Turn-taking is an important organizational strategy to consider while talking. In a conversation, turn-taking is the process through which people speak one after another in alternating turns in order not to talk at the same time. In this regard, Dornyei and Thurrell (1994: 42) point out that: “*There are, in fact, some subtle rules and signals to determine who talks, when, and for how long, and these rules have been labelled ‘turn-taking’ mechanism*”. In short, turn-taking is the speaker’s skill to begin and end a turn in a conversation. Indeed, in language classrooms, students are not given the chance to raise their recognition of turn-taking rules or practising their skills (ibid). In addition, “*for many students _ especially those from cultures whose turn-taking conversations are very different from those in the target language _ turn-taking ability does not come automatically*” (ibid: 42). That is why turn-taking requires deep knowledge, extensive practice, and even learners’ exposure to authentic materials. In this context, it has been argued that language learners’ turn taking capacity “*needs to be developed consciously through awareness-raising observation and listening tasks involving videoed and /or taped authentic conversations*” (ibid:42).

7.1.3-Topic-shift

Topic-shift is the process of turning a conversation’s direction which means shifting from one subject to another. In order to do so, Dornyei & Thurrell (1994) *provide some conversational expressions that can be adopted in such a situation like ‘Oh by the way...’, or ‘That reminds me of’* and so on. In fact, being engaged in a large number of topics in a short

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period of time is a hallmark of casual conversations, for this, students need to be aware of how doing this smoothly (ibid).

7.1.4-Interrupting

Interrupting means “*to stop the continuous progress of something for a short time*” (Oxford Dictionary, 2000:681). In conversations, interrupting is considered as a special case of turn-taking (Dornyei and Thurrell, 1994). Just like the other conversational structures, interruptions include a set of phrases that the student needs to become familiar with in order not to sound rude while talking (ibid). By way of illustration, expressions such as “sorry for interrupting”, “but”, “do you mind if I mention one more point concerning....?”, “excuse me”, “may I add something?”...so on are relevant in such a situation.

7.1.5-Adjacency Pairs

Adjacency pairs is another conversational structure sequence. They are two utterances produced by two speakers in the way that the second utterance is identified by the first one. According to Schegloff and Sacks (1973:295): “*adjacency pairs consist of sequences which properly have the following features: (1) two utterances length, (2) adjacent positioning of component utterances, (3) different speakers producing each utterance*”. Additionally, two potential reactions are predicted after the first pair part of the speakers’ utterance. The first one is an expected polite reaction, and the other one is an unexpected reaction (Dornyei and Thurrell, 1994). *These “two types of reactions have been called preferred and dispreferred answers respectively”* (ibid). For instance, a greeting/ greeting answer is an adjacency pair. In such a situation the first speaker may say “*Hi (name), how are you?*” which is considered as the first pair. Then, the second speaker’s response is the second pair which could be an expected reaction (preferred) like “*Fine, thanks*”, or an unexpected reaction (dispreferred) like “not well”.

7.1.6-Closings

As it is defined by the Oxford Dictionary (2000:223), closings are expressions “*coming at the end of a speech*”. This denotes that the way conversations are closed is organized, and it is necessary to know how to stop talking in order not to face closing problems. In this respect, Dornyei and Thurrell (1994:43) assert that: “*people typically apply a sequence of pre-closing and closing formulae to prepare the ground for ending a conversation (e.g. It has been nice talking to you..., Well, I don’t want to keep you from your work...*”. It is worth mentioning that most of the time in language classrooms, learners’ lack adequate knowledge of these sequences, that is why it is significant to teach them those strategies so that their awareness of the type utterances that might be encountered on the telephone or on face-to-face conversation is raised (ibid). All in all, if we notice the structure of the conversation from the openings to the closings, we can say that these conversational sequences are ensured only if the speaker possesses sufficient vocabulary repertoire. Otherwise, the conversation is faced by continually breaking down.

7.2-Conversational Strategies

Conversational strategies are techniques used to maintain a communication. Dornyei and Thurrell (1994:44) state that: “*conversational strategies are invaluable means of dealing with communication ‘trouble spots’, such as not knowing a particular word, or misunderstanding the other speaker*”. This means that, conversational strategies are helpful in surmounting communication problems. Moreover, Kehe and Kehe (2004) go further to add that: “*conversational strategies are helpful method for speakers and listeners who wish to continue a natural flow of conversation*” (Cited in Nguyet and Mai, 2012:33). In their work, Dornyei and Thurrell (1994) identify nine (9) conversational strategies which are the following:

7.2.1-Message Adjustment or Avoidance

This strategy “*involves tailoring your message to your competence, i.e. saying what you can rather than what you want to, or nothing at all*” (Dornyei and Thurrell, 1994:44). Differently said, in such cases speakers are asked to say what their communicative competence goes hand in hand with, or by neglecting the message totally.

7.2.2-Paraphrase

Paraphrase involves “*Describing or exemplifying the object or action whose name you don’t know*” (Dornyei and Thurrell, 1994:44). Differently said, paraphrasing in conversation is the process through which the speaker presents in words something he does not know how it is called, or illustrates by providing examples.

7.2.3-Approximation

Approximation means “*using an alternative term which expresses the meaning of the target word as closely as possible*” (Dornyei and Thurrell, 1994:44). That is to say, replacing words with others that are nearly the same with those in mind. For example, saying “Bird” instead of “Eagle”.

7.2.4-Appeal for Help

Appeal for help means obtaining the term you need from your communication partner by questioning him/her (Dornyei and Thurrell, 1994). In addition, Tiono and Sylvia (2004:34) claim that appeal for help is “*the strategy where the students ask other students or teacher for help because they do not know or forgot some words, structures...*”. This denotes that the latter requires some vocabulary knowledge and even correct structure of utterances in order to

insure the continuity of a given conversation. To do so, one may say “how do you call...?” then wait for the answer from his/her partner.

7.2.5-Asking for Repetition

This is done “*when you have not heard or understood something, e.g. Pardon? or Sorry, what was the last word?*” (Dornyei and Thurrell, 1994:44). From Dornyei’s and Thurrell’s example, it is noticeable that asking for repetition is done through using either short expressions that can be used in informal situations, or through more large and structured ones for formal situations.

7.2.6-Asking for Clarification

Asking for clarification occurs when “*something isn’t clear, e.g. What do you mean? , What are you saying...?*” (Dornyei and Thurrell, 1994:44). In more precise terms, people may ask their communication partners to repeat what has been said differently so that they can understand effectively (explain and provide more information but not repeating the same thing).

7.2.7-Interpretive Summary

Interpretive summary means repeating the speaker’s words in a different way to check your understanding (Dornyei and Thurrell, 1994). More interestingly, Martel (2021:63) who calls this strategy “interpretive communication”, he defines it as being “*the ability to understand, interpret and analyse what is heard, read, or viewed on a variety of topics*”

7.2.8-Checking for Comprehension and Confirmation:

This strategy involves controlling whether the person you are talking to has grasped fully what you have said or not (Dornyei and Thurrell, 1994). In addition, this strategy

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includes asking some questions to the listener in order to check his/her understanding. In this respect, Andi-Pallawa (2013: 163) claims that: “*The speaker exerts comprehension check to know that the interlocutor understands what the speaker has just uttered, for instance “Do you understand?” “Are you with me?” “Do you follow what I have just said?”*”.

7.2.9-Use of Fillers/Hesitation Devices

It includes using some devices to “*fill pauses, to stall, and to gain time to think when in difficulty*” (Dornyei and Thurrell, 1994:44). Indeed, adopting such a strategy while talking indicates that the conversation is still going on (Andi-Pallawa, 2013). That is to say, when the speaker uses fillers, it means that he/she is trying to build the correct utterance in his/ her mind. For instance, “well”, “let me see”, “really”, “you know...mm”, “you see” and so on, are all examples of fillers and hesitation devices that can be used to repair some communication problems.

Conclusion:

The present chapter has presented the relevant literature used for our work. It is divided into three main parts. The first part defines and explains the necessary elements on which the present work is based. The second part deals with the notion of vocabulary, its types, its importance in English as a Foreign Language (EFL) classes. The third part attempts to highlight the theoretical framework which this study relies on, and underlines its most significant elements. The next chapter is provided to present the research design and methodology adopted within this investigation.

Introduction

This chapter is methodological. It is concerned with the research design of the current study. It describes the procedures of data collection and data analysis that help to investigate learners' attitudes towards the use of 'authentic recorded conversations' to enhance their vocabulary acquisition, which in return enables us to answer the questions previously asked in the general introduction.

This chapter is divided into two sections. The first section is entitled 'Procedures of Data Collection'. It includes the methods used for data collection (The Mixed-Method), the sample, the participants, and the setting where the study takes place. Besides, the present chapter takes into consideration the data collection tool used to gather both quantitative and qualitative information (a questionnaire and an interview). The second section is called 'Procedures of Data Analysis'. It explains the methods of analysis used within this inquiry. The Quantitative Analysis is used to analyse the quantitative data via a computer programme named 'Statistical Package for Social Sciences' (SPSS). Besides, Qualitative Content Analysis (QCA) through which qualitative data are explained and interpreted.

1-Procedures of Data Collection

1-1 Research Method

To conduct our investigation, we have adopted the Mixed-Method Research as a methodology for both data collection and data analysis. Dornyei (2007:163) defines the mixed method research as follows: "*A mixed method study involves the collection or analysis of both quantitative and qualitative data in a single study with some attempts to integrate the two approaches at one or more stages of the research process*". The use of such a method permits us to obtain as much information as possible about the phenomenon in question.

Furthermore, it provides an in-depth understanding of the research problem. Thus, the Mixed-Method Approach allows us “to obtain as many perspectives as possible on the phenomenon being researched” (Croker, 2009:17). Within this present research, both a questionnaire and an interview are used in order to gather the appropriate data needed for this study. The quantitative data are collected from the close-ended questions of the questionnaire, it seeks for statistical analysis. Additionally, the qualitative ones are gathered from the interview and the open-ended questions of the learners’ questionnaire, which are then analysed and interpreted through the Qualitative Content Analysis (QCA).

1-2 Setting, Participants, and Sample of Investigation

This inquiry is carried out at the level of Modern Languages School (MLS) situated in Tizi-Ouzou during the second week of November 2021. The target population of the study consists of forty five (45) English language learners who are randomly selected. Additionally, two (2) teachers of English language working at the same school have been selected to answer the questions of the interview. The sample design of our research is a ‘random sampling’ or chance sampling as it is also called. The concept of ‘random sampling’ is defined by Biggam (2011:132) as follows: “*Random sampling is where you select entirely at random, a sample of population*”. That is, each learner at the level of MLS private school has the same chance of being selected.

1-3-Data Collection Tools

1-3.1-Questionnaire

A questionnaire is a data collection tool which contains a set of structured questions used to gather information in relation to a given issue. According to Brown (2001:06) a questionnaire is:

...Any written instrument that presents participants with a series of questions or instruments to which they should react either by selecting from existing possibilities or writing out their answers. Questionnaires are particularly efficient for gathering information on a large scale.

Furthermore, a questionnaire is valuable for collecting both quantitative and qualitative data since it consists of close-ended and open-ended questions. With the close-ended questions, the respondent is asked to choose from the suggested options, while the open-ended questions give the participant the opportunity to respond by writing down his own answers using his own words.

1-3-1-1-Learners' Questionnaire

The designed questionnaire is administered to the learners for the sake of collecting information about their attitudes towards the use of 'authentic recorded conversations' and their value on their vocabulary learning process. Forty five (45) questionnaires have been distributed to learners, but only forty (40) of them have been collected. It is made up of twenty four (24) questions divided into two sections; close-ended questions, and open-ended questions (see the explanation mentioned above). It is worth mentioning that each concept, which seems to be difficult for the learners to understand it is explained and simplified besides the question containing it. Additionally, the questionnaire is divided into four parts. The first part concerns the Learners' Profile, and it seeks to find out learners' age and level. The second part deals with the learners' attitudes towards learning vocabulary through the exposure to authentic listening materials. The third part is about the learners' attitudes and justifications on the use of ARCs as a vocabulary learning strategy. It seeks to identify the learners' opinions, and their explanations on the use of such a technique for the purpose of vocabulary learning. The fourth part concerns the Learners' Experience with ARCs to Develop English Vocabulary through Different Conversational Skills.

1-3-2- Interview

An interview is a conversation which provides qualitative data used to obtain information. The teachers' interview takes place at the level of MLS private school of Tizi-Ouzou. It is carried out with two (2) English language teachers in the second week of November 2021. Moreover, it consists of seven (7) ordered questions that are asked face to face to the teachers. The interview is conducted so that complete information are collected, and great understanding can be reached regarding our research topic. Indeed, teachers support their students throughout the school year, so they provide us with in-depth and detailed information about their students' attitudes towards the use of 'authentic recorded conversations' in enhancing English vocabulary learning.

2-Procedures of Data Analysis

To analyse the collected data, a Mixed-Methods approach is used, which is a combination of both quantitative and qualitative tools of analysis. That is to say, the quantitative data are analysed through the use of the Statistical Package for the Social Sciences (SPSS), while Qualitative Content Analysis (QCA) is used to interpret the qualitative data.

2-1-Quantitative Analysis

For the analysis of the data collected from the learners' questionnaire, more precisely the numerical data gained from the answers of the close-ended questions, the Statistical Package for Social Sciences (SPSS) is adopted. This latter is defined as follows: "*It is a package of programs for manipulating and presenting data*" (Landau and Everitt, 2004:11). After calculating these data relying on the same computer programme, the outcomes are then presented in tables, pie charts, and diagrams.

2-2-Qualitative Content Analysis

After analysing the numerical data, the qualitative content analysis is used for the analysis of the qualitative ones, which are gathered from the teachers' interview and the responses of the open-ended questions of the learners' questionnaire. Qualitative Content Analysis (QCA) is defined by Hsieh & Shannon (2005:2) as: "*a research method for subjective interpretation of the content of the text data through systematic clarification process of coding and identifying themes or patterns*". In fact, this method is non-statistical and the information obtained from the interview and the questionnaires are interpreted in a form of written materials.

Conclusion

This chapter has presented the research design through which this study is carried out. It sheds light on the procedures of data collection and data analysis as well. The former is concerned with explaining where, when, and how the data used have been collected, while the latter seeks to present, analyse, and interpret the information gathered from the data collection instruments.

Presentation of the Findings

Introduction

This chapter presents the empirical part of our study. It displays the results obtained from the 40 questionnaires which comprise four sections, and the interview that is composed of seven (7) questions conducted with (2) teachers working at MLS private school. This process aims at sorting out deep and relevant answers in relation to the learners' attitudes towards the use of 'authentic recorded conversations' for vocabulary development. For the sake of organization, clarity and professional work, this chapter is divided into two main sections. It starts by presenting the results of the questionnaire, then presenting the results reached from the analysis of the interview. The findings are then presented in numbers and percentages, and displayed in tables, pie chart and diagrams.

3.1-Presentation of the results

3.1.1-Results of the questionnaire

The Statistical Package for Social Sciences (SPSS) method presented in chapter two is used to analyse the quantitative data of the questionnaire that result in:

Section One: Learners' Attitudes towards Learning Vocabulary through the Exposure to Authentic Listening Materials.

Q.1.In your opinion, it would be better to reinforce your vocabulary courses relying on authentic materials.

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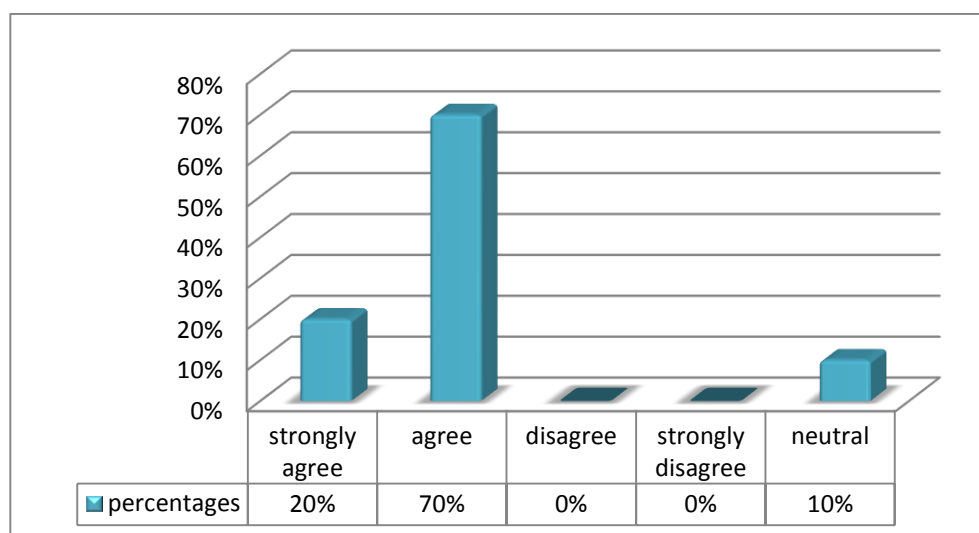


Diagram 1: Learners' View about the Integration of Authentic Materials for Vocabulary Learning Purposes

As displayed in the diagram above; more than a half of the participants (70%) have answered that they agree with the idea of reinforcing their vocabulary courses relying on authentic materials. Twenty percent (20%) of them strongly agree with the idea, whereas ten percent (10%) of them prefer to stay neutral, they neither agree nor disagree.

Q.2. Do you find it effective to learn new vocabulary through listening?

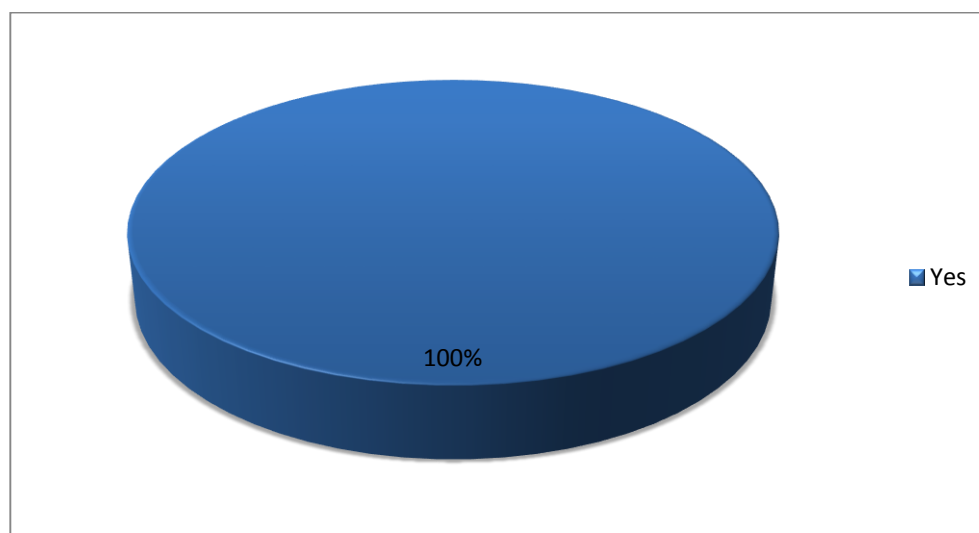


Diagram 2: The Effectiveness of Listening on Vocabulary Development

The results obtained from the first question confirm that all the learners find it effective to learn new vocabulary items through listening. Some of the learners claim that

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listening helps them memorize new words with their pronunciations, and others say that listening is an effective way for vocabulary development, because all the words they hear are used in real situations, and this assists them acquire new words easily.

Q.3.The exposure to authentic speech plays a crucial role in developing your vocabulary repertoire.

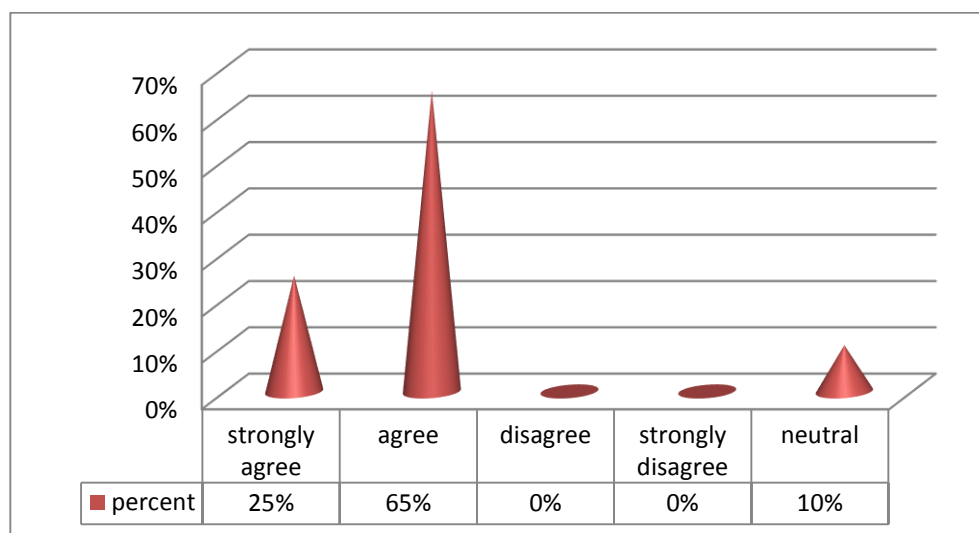


Diagram 3: Learners’ View about Vocabulary Development through Authentic Speech

From the results illustrated above, we can notice that the majority of the learners are in agreement with the statement that authentic speech plays a crucial role in vocabulary development. Therefore, sixty-five percent (65%) have responded with “agree” and twenty-five (25%) of them have responded with “strongly agree”. A few of the learners (10%) have answered as being neutral.

Section Two: Learners’ Attitudes and Justifications on the use of ARCs as a Vocabulary Learning Strategy

Q.4.Do you find it interesting to integrate ARCs to teach the English vocabulary?

Presentation of the Findings

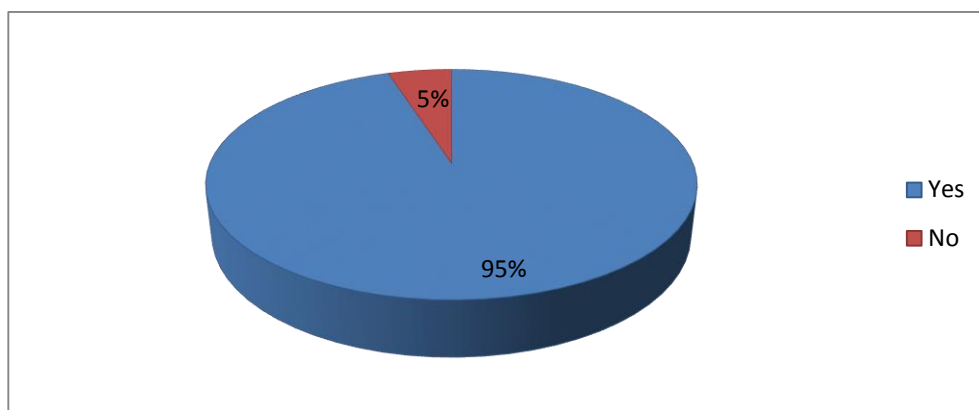


Diagram 4: ARCs and Vocabulary Learning

As displayed in these results, ninety-five percent (95%) of the participants confirm that it is interesting to implement 'authentic recorded conversations' during classes to enhance their English vocabulary. However, five percent (5%) of them do not consider it as being interesting.

Q.5. Does your teacher use other strategies besides ARCs to introduce new words?

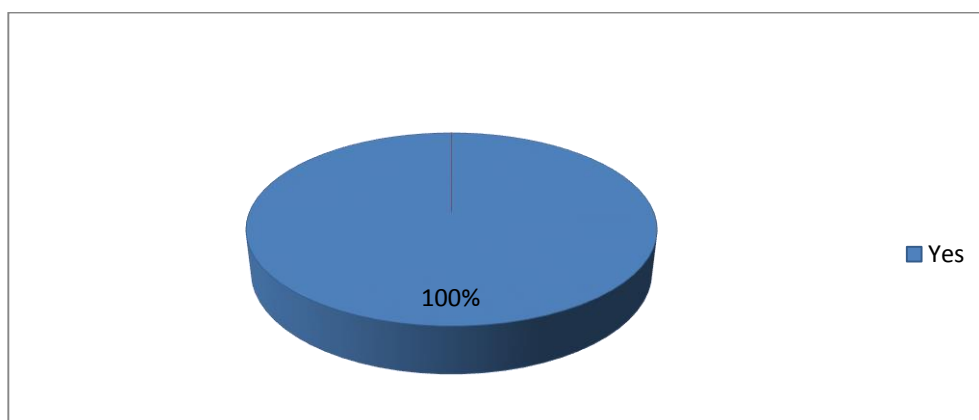


Diagram 5: Strategies Used by the Teacher to Introduce New Vocabulary

The results obtained from the third question confirm that other strategies are used besides 'authentic recorded conversations' to introduce new vocabulary since all the participants (100%) have responded by "Yes".

-If yes, which of the following means does your teacher use?

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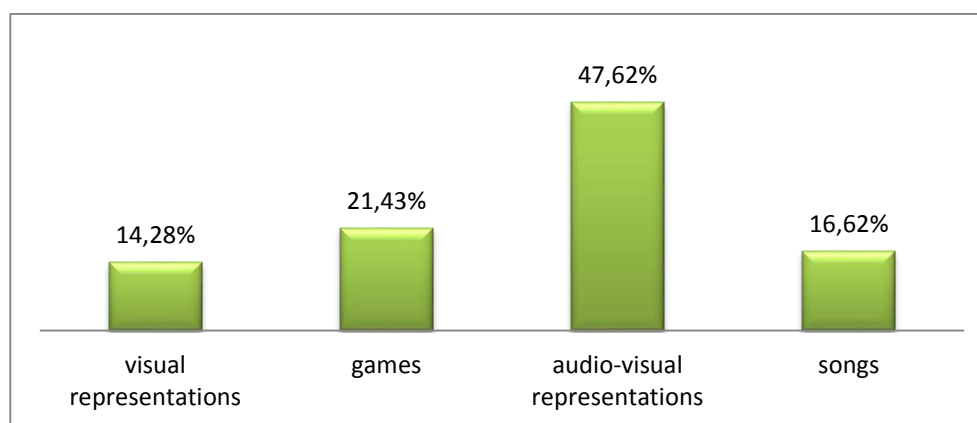


Diagram 6: Other Means Used Besides Authentic Recorded Conversations

From the above displayed results, we can notice that all the proposed choices are used by the teachers, but to a varying degree. For instance, the majority of the learners (47.62%) opt for the third choice which stands for ‘audio-visual representations’ and twenty-one percent (21.43%) of them have answered that their teacher uses ‘games’ besides ‘authentic recorded conversations’. Then, sixteen percent (16.62%) of the learners have selected ‘songs’, while the rest of the participants (14.28%) have opted for the first choice stands for ‘visual representations’.

Q.6. Do you think that authentic recorded conversations enrich your vocabulary repertoire? Please, justify.

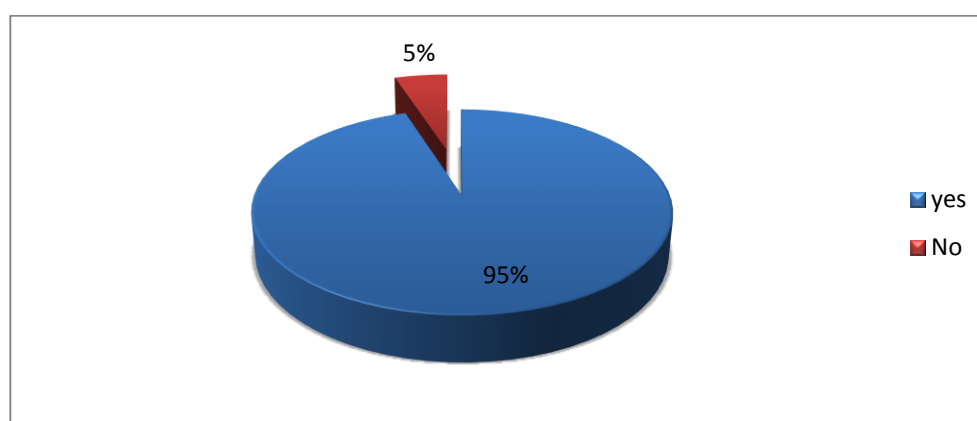


Diagram 7: ARCs and Vocabulary Development

Presentation of the Findings

Diagram 7 shows that the majority of the respondents (95%) have answered this question by “Yes”. However, the minority of them (5%) have answered by “No”, which means that ‘authentic recorded’ conversations do not enrich their vocabulary repertoire.

Justifications

For those learners who have answered by “Yes” defend their choice by saying that the use of ARCs helps them discover new words and learn them easily. Then others assume that ARCs are as a stimulator to understand difficult words and memorize them automatically, whereas, those learners who are against claim that this tool does not enrich their vocabulary repertoire because it does not draw their interest to learn.

Q.7.How important is for you learning through authentic recorded conversations? Please explain.

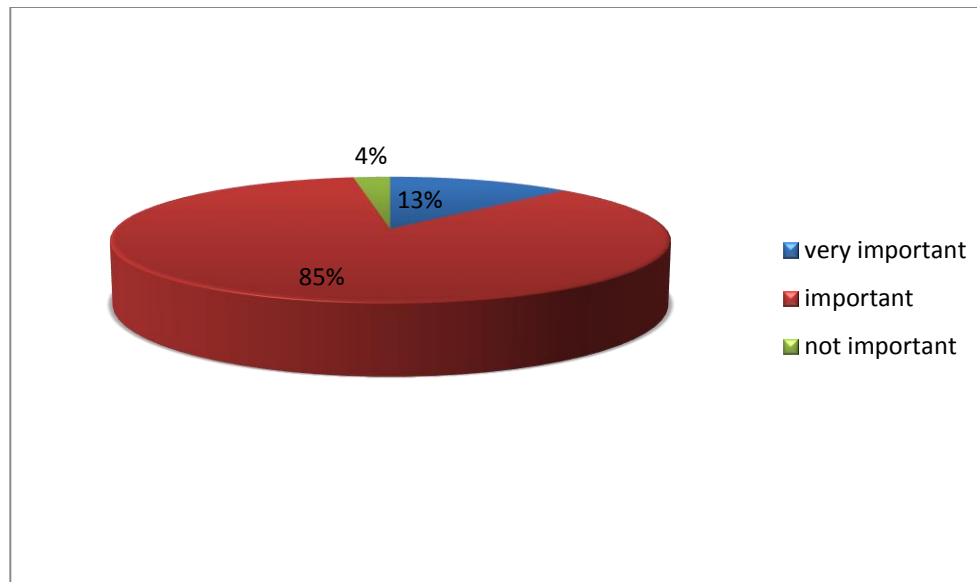


Diagram 8: Learners’ Opinions about the Importance of Authentic Recorded Conversations in Learning

The diagram above indicates that the highest percentage of the learners (85%) answer that it is important to learn through ARCs. Twelve percent (12.5%) of them affirm that it is

Presentation of the Findings

very important to learn through this technique. Only 2 learners (2.5%) refute the importance of ARCs in learning.

Explanations

Learners who have responded positively to the question argue that learning through authentic recorded conversations helps them improve their English language skills. Besides, the exposure to authentic recorded conversations develops their capacities to communicate successfully with native speakers, while two percent (2.5%) of the learners say that there are other tools which are considered as being more important than this one.

Section Three: Learners' Experiences with ARCs to Develop their Vocabulary through Different Conversational Skills

Q.8. Different openings of different conversations help to enhance learners' vocabulary.

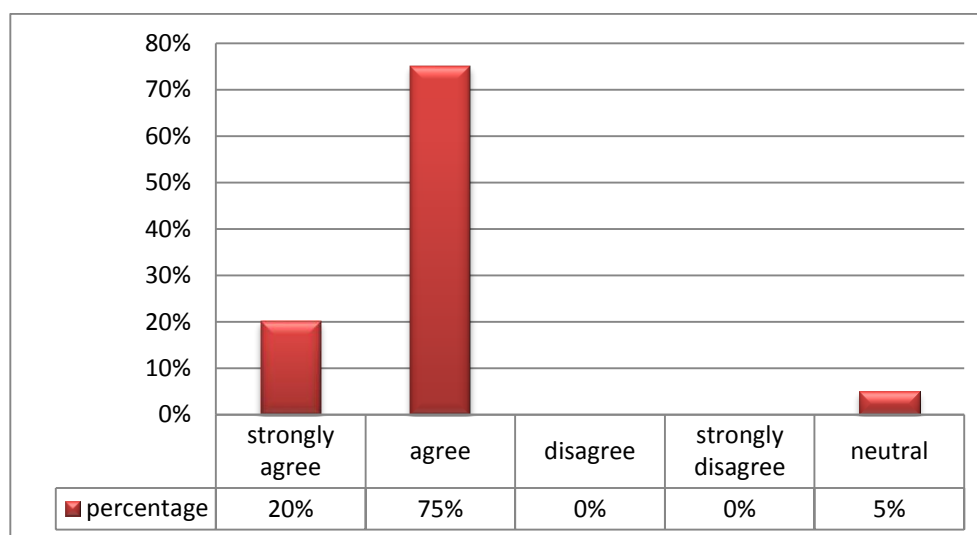


Diagram 9: Conversational Openings and Vocabulary Development

Presentation of the Findings

As highlighted in Diagram 9, seventy-five percent (75%) agree on the statement which asserts that different openings of conversations assist enhance learners' vocabulary. Twenty percent (20%) of the respondents strongly agree on the statement, while five percent (5%) which stands for 2 learners stay as being neutral.

Q.9.How important is for you to improve vocabulary through turn taking in a conversation?

	Participants answers	Percentages
Very important	10	25%
Important	28	70%
Slightly important	02	5%
Not important	00	00%
Total	40	100%

Table1: The Importance of Turn-Taking on Vocabulary Development

From the results indicated above, seventy percent (70%) of the learners have responded that it is 'important' to improve their vocabulary through turn-taking, while twenty five (25%) argue that it is 'very important' to learn vocabulary through this strategy. Only five (5%) of the participants say that it is just 'slightly important', and none of them have answered by 'not important'.

Q.10.Do you think that your vocabulary after being exposed to authentic recorded conversations is improved to take-turn in a discussion?

Presentation of the Findings

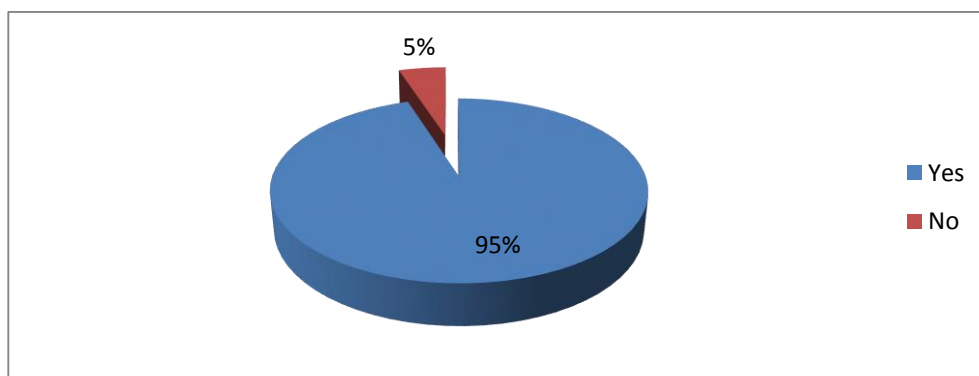


Diagram 10: Authentic Recorded Conversations, Turn-taking and Vocabulary Learning

As Diagram 10 illustrates, the quasi-totality of the learners in MLS private school have answered this question by “Yes”, which means that their vocabulary after being exposed to ARCs is improved to take turn in a discussion. Only five percent (5%) of them have responded by “No” to this question. When we have asked them to justify, they have said that they prefer to use other strategies instead of ARCs, whereas, the majority who have answered by “Yes” argue that thanks to ARCs they become aware of the appropriate words and expressions used to start or end a turn, and they talk without hesitation because they are confident that their vocabulary knowledge is strong enough after their exposure to this teaching/ learning tool.

Q.11. Do you think that interrupting the person to whom you are talking requires you deep knowledge of the appropriate words and phrases?

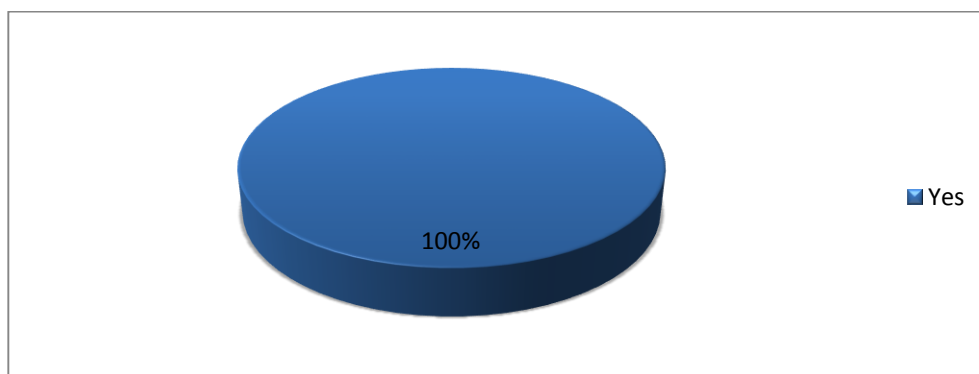


Diagram 11: the Relation between Vocabulary Knowledge and Interruption

Presentation of the Findings

As displayed above, all the learners consider that interruption requires deep knowledge of the appropriate words and phrases. They have justified their choice by saying that if their vocabulary is strong they could interrupt the person they are talking to in a polite way. Otherwise, they may sound rude or not interested.

Q.12.How does the use of ARCs help you shifting from one topic to another?

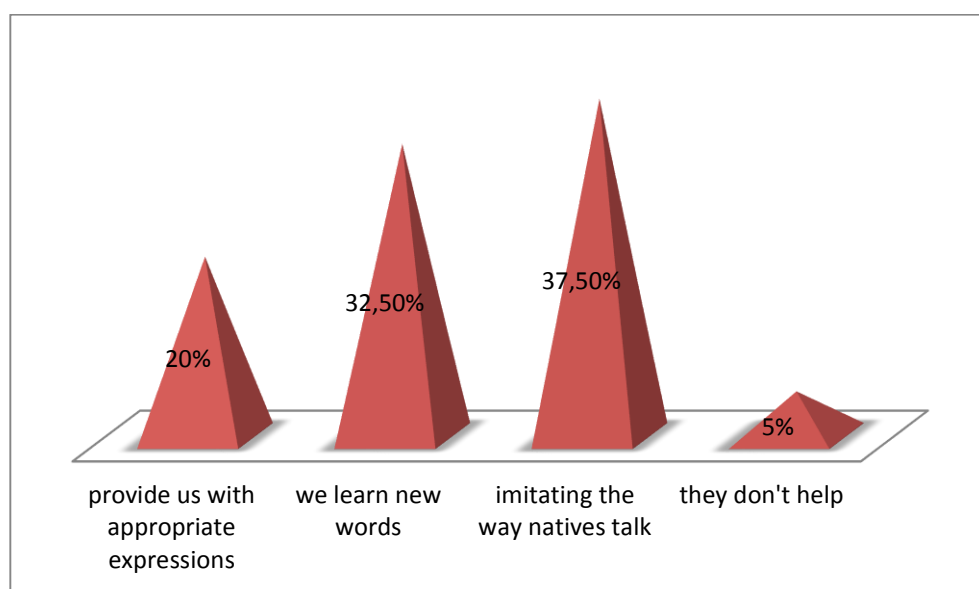


Diagram 12: Authentic Recorded Conversations and Topic-Shift

This diagram indicates that thirty-seven percent (37.5%) of the participants have opted for the third option that ARCs help them shift from one topic to another by imitating the way natives do this. thirty-two percent (32.5%) of the respondents assert that they learn new words. Then, twenty-five percent (25%) of them have opted for the first suggestion which states that ARCs provide them with appropriate expressions. However, five percent (5%) claim that ARCs do not help them on the process of ‘topic-shift’.

Q.13.How important is for you the learning of vocabulary through Topic-Shift?

Please, justify.

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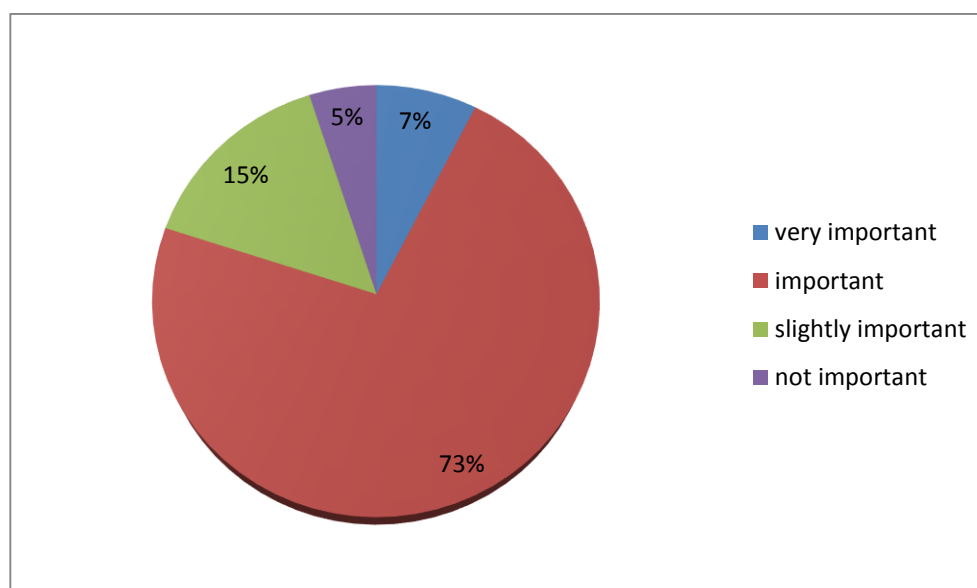


Diagram 13: Learners' View about the Importance of Topic-Shift on Vocabulary Learning

As demonstrated in diagram 13, seventy-three percent (73%) of the respondents have claimed that it is 'important' to learn vocabulary through 'topic-shift', and seven percent (7.5%) view it as being 'very important'. Then, fifteen percent (15%) of them consider the process of vocabulary learning through 'topic-shift' as being 'slightly important', whereas, only two (2) learners out of (40) claim that this strategy is 'not important'.

Justifications

Those learners who have positive view about the issue, argue that acquiring the expressions or words used for topic-shift help them becoming successful communicators, while the remaining learners claim that 'topic-shift' does not provide them with the most important English words. So, if they do not master these words or expressions, this does not mean that their level in English is weak.

Q.14.It would be effective to learn new words through adjacency pairs

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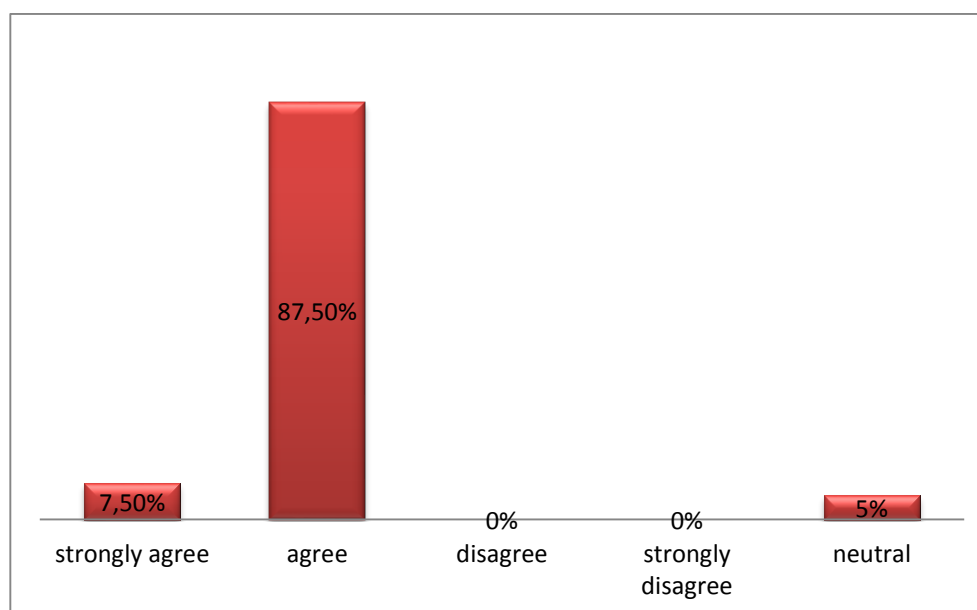


Diagram 14: Learners' Agreement on Learning through Adjacency Pairs

The statistics displayed above indicate that the majority of the respondents are in agreement with the statement which asserts that it would be effective to learn through 'adjacency pairs'. Thus, eighty-seven percent (87.50%) of them have answered by 'agree', and seven percent (7.50%) have answered by 'strongly agree', while five percent (5%) of the participants have responded as being 'neutral'.

Q.15. How important is the learning of vocabulary through different closings of conversations?

	Participants answers	percentages
Very important	05	7,5%
Important	25	75%
Slightly important	08	12,5%
Not important	02	5%
Total	40	100%

Table2: Learners' View on the Importance of Conversations' Closings on Vocabulary development

As shown in Table 3, more than a half of the learners have said that it is 'important' to learn vocabulary via different closings of conversations, and seven percent (7.5%) of them

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have claimed that it is ‘very important’. Then, twelve percent (12.5%) of the participants have viewed it as being ‘slightly important’, and five percent (5%) of the learners have denied its importance.

Q.16. After listening to ARCs, do you think your vocabulary repertoire is improved thanks to message adjustment or avoidance?

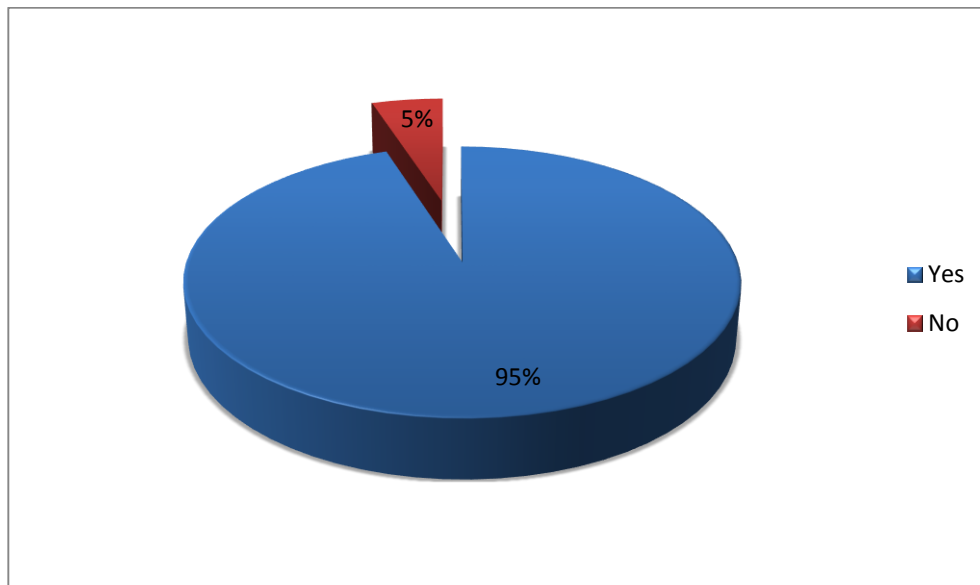


Diagram 15: ARCs and Vocabulary Development through Message Adjustment or Avoidance

From the results illustrated in the pie chart, the quasi-totality (95%) of the learners consider ARCs as a helpful teaching tool which leads to developing the appropriate vocabulary needed for message adjustment and avoidance. However, the remaining learners who represent the minority (5%) do not share the same view.

Q.17. How useful is the learning of new vocabulary items from paraphrasing used in conversations being heard?

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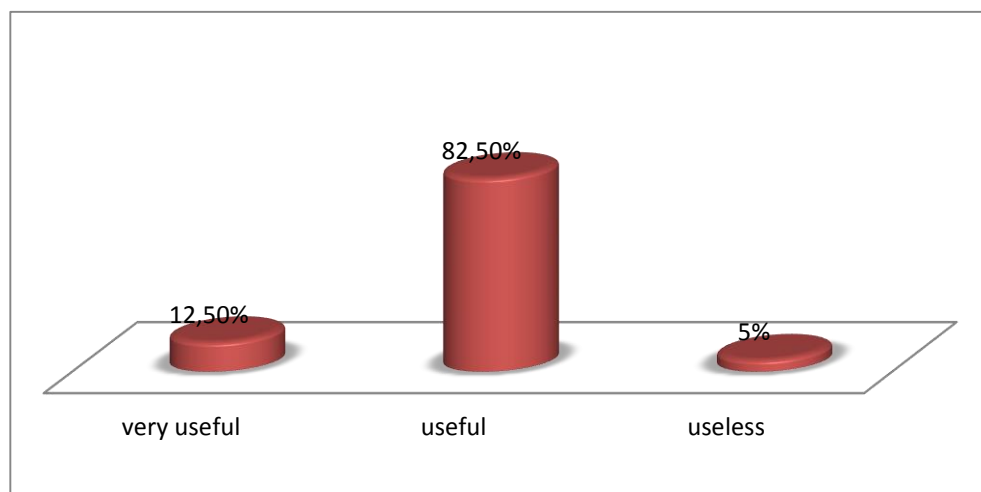


Diagram 16: the Usefulness of Paraphrasing Strategy on Vocabulary Development

From the results displayed above, the majority of the learners (82.5%) have announced that it is 'useful' to acquire new vocabulary from paraphrasing used in conversations being heard. Then, twelve percent (12.5%) of them have perceived that learning new vocabulary through paraphrasing is very helpful, whereas five percent (5%) of the learners have answered this question by claiming that this strategy is useless.

Q.18. It would be better to learn new words through the approximation strategy.

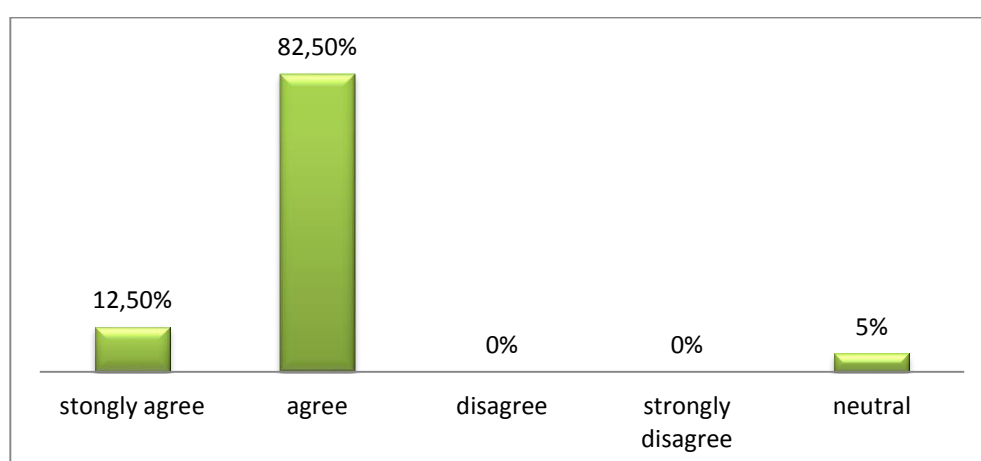


Diagram 17: Learners Opinions about Learning New Words through the Approximation Strategy

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The results gathered from question 18 indicate that eighty-two percent (82.5%) of the learners ‘agree’ that it would be better to learn new words via the ‘approximation strategy’. Twelve percent (12.5%) of the participants ‘Strongly agree’ with the statement, and five percent (5%) of them stay as being ‘neutral’.

Q.19. The Appeal for help is an interesting strategy to learn new words.

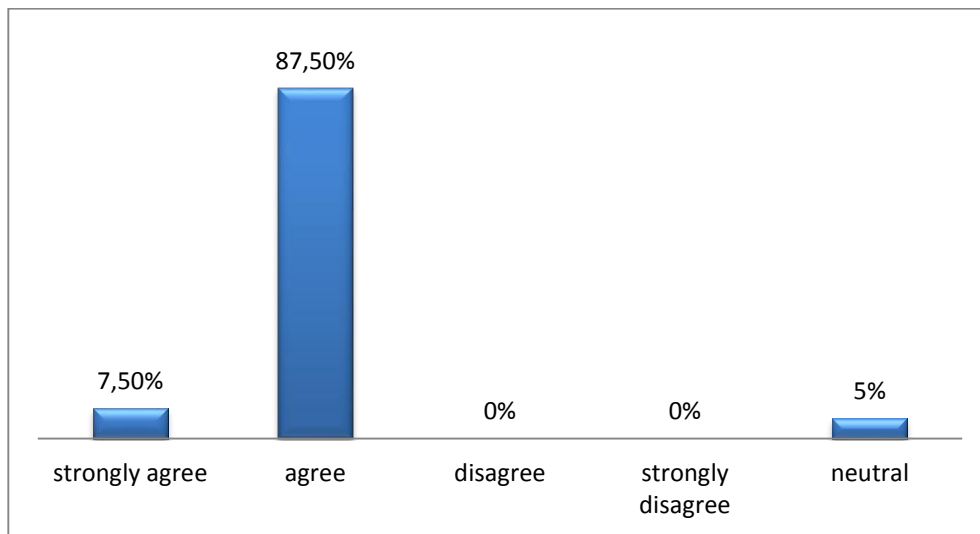


Diagram 18: Vocabulary learning through the Appeal for Help Strategy

According to the diagram above, the majority of the respondents are in agreement with the idea that the appeal for help is an interesting strategy for learning new words. Therefore, eighty-seven percent (87.5%) have answered that they ‘agree’ and seven percent (7.5%) have answered with ‘strongly agree’, and only five percent (5%) of the learners have responded as being ‘neutral’.

Q.20. Do you find asking for repetition strategy helpful to remember new words and expressions?

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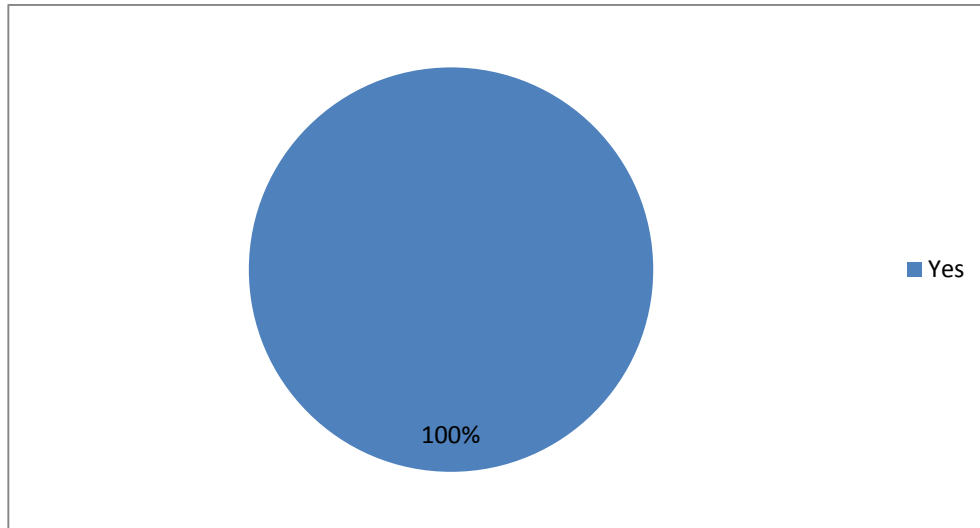


Diagram 19: Asking for Repetition Strategy and Vocabulary Memorization

Diagram 19 shows that all the participants (100%) find it helpful to memorize new words and expressions thanks to asking for the repetition strategy.

Q.21. how do you find asking for clarification strategy in relation to vocabulary development?

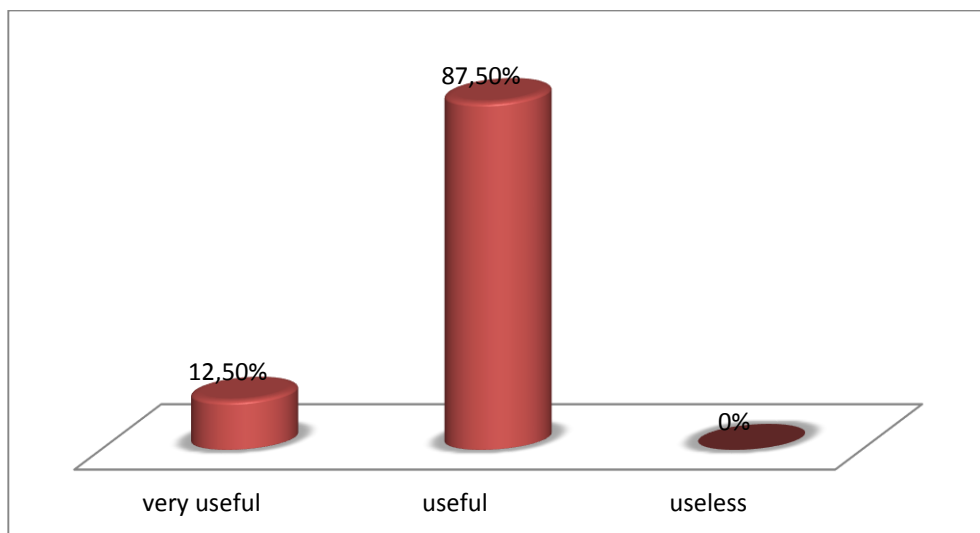


Diagram 20: Vocabulary Development through Asking for Clarification Strategy

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From the results, eighty-seven percent (87%) of the participants find it useful to develop their vocabulary through asking for the clarification strategy. Twelve percent (12.5%) of them consider it as being very useful.

Q.22. How important is for you to learn vocabulary through interruptive summary?

	Participants answers	Percentages
Very important	03	7,5%
Important	20	50%
Slightly important	15	37,5%
Not important	02	5%
Total	40	100%

Table3: Learners' Opinions about Vocabulary Learning through Interruptive Summary

As it appears in the table above, fifty percent (50%) of the respondents assert that it is 'important' to learn vocabulary through interruptive summary, and thirty-seven percent (37.5%) affirm that it is 'slightly important', while seven percent (7.5%) claim that it is 'very important'. The minority of the participants representing (5%) deny the importance of that strategy on vocabulary learning.

Q.23. Is it useful to develop your vocabulary relying on checking for comprehension and confirmation strategy?

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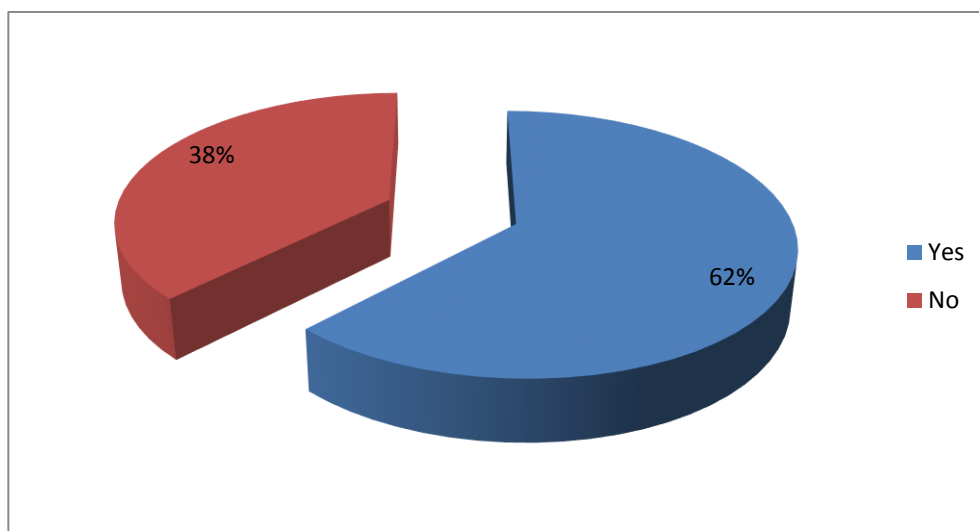


Diagram 21: Vocabulary Development through Checking for Comprehension and Confirmation Strategy

The learners' responses to question (23) indicate that sixty-two percent (62%) of them view that it is useful to develop their vocabulary through checking for the comprehension and confirmation strategy. However, thirty-eight percent (38%) of them state the opposite.

Q.24. The use of fillers/hesitation devices is another valuable strategy of learning new words.

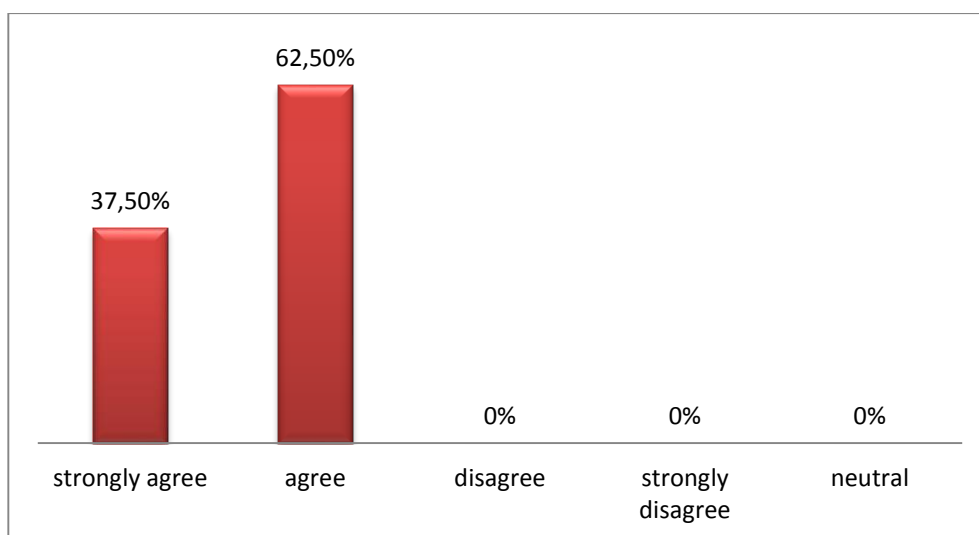


Diagram 22: Learners' Opinions about Learning New Words through Fillers/Hesitation Devices

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As it is apparent in this Diagram 22, all the learners are in agreement with the statement that fillers and hesitation devices are a valuable strategy which helps them learn new words. Thus, sixty-two percent (62.5%) of them have responded with 'agree' on the statement, and thirty-seven percent (37.5%) have responded with 'strongly agree'. The majority of the learners who justified their choice argue that those fillers and hesitation devices are part of the English vocabulary that should be learnt in order to enrich their vocabulary repertoire. It is thanks to this strategy that they manage to keep a conversation going on and feel relaxed when talking, whereas the minority have not justified their choice.

3.1.2 Results of the Interview

The interview is another data collection tool used in this study for the sake of gaining in-depth information that provide answers to the research questions and hypotheses.

Question One: How do you introduce new vocabulary?

Teacher 1

Well! In our program, we have different techniques and ways for vocabulary teaching. For instance, I use pictures, videos, listening recordings, games, dictionaries...etc, depending on the learners' level. Personally, I do my best to avoid translation, because I do not think it is a good method to follow with the learners.

Teacher 2

Actually, vocabulary teaching is a difficult task to do. For this reason, I usually vary my methods of teaching to suit the different levels existing in the school. For example, I integrate games, puzzles, educational cartoons, drawings and pictures with the young learners.

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However, with the adults, I integrate other methods such as songs, recordings with different topics, dictionaries, translation, and gap filling tasks...so on.

Question Two: Do you implement authentic recorded conversations as a teaching tool to develop your learners' English vocabulary?

Teacher 1

Yes, of course! It is used with both the intermediate and with the advanced levels. I can say more than 60% is done by authentic listening that includes authentic conversations.

Teacher 2

Yes, when it comes to vocabulary teaching, I include authentic recorded conversations which are a part of the recordings that I have just mentioned.

Question Three: Do you think that your learners are involved in the process of learning while using authentic recorded conversations?

Teacher 1

Yes, I really find it an interesting strategy to follow in the classroom, and my learners enjoy it a lot. When I make use of ARCs, they listen carefully, and after that they ask questions if anything is not clear, so they are simply involved.

Teacher 2

Yes, they are involved, they are attentive. In fact, I do not find any difficulty in using such a technique. It is the opposite, it motivates the learners more. When it comes to the questions about the recording they participate actively, and generally respond with correct answers.

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Question Four: Do you think this strategy helps learners to acquire and memorize new vocabulary?

Teacher1

Undoubtedly! Listening to ARCs does not only help learners but also supports them to enrich their vocabulary repertoire. In the sense that, making use of ARCs during a class provides the learners with an opportunity to meet words, phrases, and expressions that are not familiar with before, which creates in them a sense of curiosity to understand the meaning of each word and memorize them.

Teacher 2

Surely yes! Since ARCs engage the learners in the process of learning and motivate them to learn more, there would be no barriers to vocabulary learning. In fact, the learners are curious to understand what the speakers in the recording say, so they try to grasp the meaning of each word they do not know relying on dictionaries or by asking the teacher.

Question Five: Throughout your experience, do you find that your learners' vocabulary knowledge is improved thanks to the implementation of ARCs or other traditional means?

Teacher 1

Yes, there is a big difference. I am sure that the use of ARCs is more beneficial than other traditional means, because when they get familiar with the authentic speech, they do not only acquire new words or phrases, but they also improve their pronunciation, accent, intonation, and even grammar. Additionally, they will manage to use a specific word in different contexts thanks to the exposure to authenticity. In my opinion, there is nothing worth in teaching a language more than exposing learners to the genuine one.

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Teacher 2

Well! This depends on the learners' tastes and desires. There are some learners who find it easy to learn vocabulary when they see it. In this case, traditional methods would be better for them. As there are others who prefer learning vocabulary from different sources such as native speakers as a real source. However, I can say that the use of 'authentic recorded conversations' is more valuable, because the learners do not only learn the words, but also their correct pronunciation. This is at the level of vocabulary learning only, besides the enhancement of other language skills such as fluency, listening competence, accent...etc.

Question Six: Openings, interrupting, turn-taking, topic-shift, adjacency pairs, and closings are different conversational rules and structures. In your opinion, do you think that your learners benefit from them in terms of vocabulary development after their exposure to authentic recorded conversations?

Teacher1

Yes, of course! They do benefit from those strategies because they give them the chance to learn new and various words, and of course, ARCs is the best way to provide them with these rules and structures.

Teacher2

Well! My answer is 'Yes'. In fact, I can't deny the importance of these conversational rules and structures on vocabulary learning and also fluency. Indeed, they consist of a set of core words that have to be learnt in order to become successful communicators. So, yes learners do benefit from them in terms of vocabulary development, and also fluency.

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Question Seven: To what extent do you believe that the mastery of conversational strategies such as message adjustment or avoidance, approximation, paraphrase, appeal for help, asking for repetition, asking for clarification, interruptive summary, checking for comprehension and confirmation, the use of fillers/hesitation devices assist your learners' vocabulary learning?

Teacher1

In fact, the learners show a remarkable improvement in their English language in general and vocabulary in particular thanks to those strategies because they provide basic vocabulary items necessary for them when they wish to communicate in English.

Teacher2

In very simple words, the mastery of these conversational strategies assist the learners' vocabulary acquisition in the way that they are able to engage in any conversation they want because they are 100% confident that they possess strong vocabulary and will manage to speak fluently.

Conclusion

This chapter provides us with the results reached from the learners' questionnaire and the teachers' interview. It is possible to infer that learners at Modern Languages School (MLS) hold positive attitudes towards authentic recorded conversations as a teaching/learning tool that help vocabulary development. All these displayed results will be discussed in the following chapter.

Introduction

This chapter is devoted to discuss the results of the study which have been collected from the learners' questionnaire and the teachers' interview. The results are interpreted and discussed in relation to the review of the literature presented in the first chapter. This chapter aims at providing answers to the research questions asked in the general introduction; confirming or refuting the hypotheses previously proposed as well. This chapter is divided into four main sections. It starts with discussing the learners' profile. Then it discusses the learners' view about vocabulary learning through the exposure to authentic listening materials. Besides, analysing the learners' attitudes and justifications on the use of ARCs as vocabulary learning strategy. Finally, it discusses learners' experience with ARCs in the development of vocabulary through different conversational skills.

1. Discussion of the Questionnaire Results

1-1. Learners' Attitudes towards Learning Vocabulary through the Exposure to Authentic Listening Materials

The results obtained from the questionnaire (see Diagram1, p.31) reveal that the majority of the participated learners (70%) agree that it would be better to reinforce their vocabulary courses relying on authentic materials, and (20%) of them answer the question with 'strongly agree', whereas, few of them (10%) prefer to stay neutral, that is to say, neither 'agree' nor 'disagree'. Accordingly, it can be noticed that learners' opinions towards the integration of authentic materials to learn vocabulary are positive, since none of them disagrees with the statement. To put it in another way, learners' awareness of the importance of integrating authentic materials during vocabulary courses is remarkable. In fact, the result has been revealed in the study of Ghanbari et al (2015) who shows that the incorporation of authentic

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materials to teach vocabulary can be considered as being an effective method to support students' vocabulary learning.

Concerning the second question, the obtained results (see Diagram 2, p. 31) show clearly that all the participants (100%) view that listening is an effective way of acquiring new vocabulary. Therefore, the listening skill provides opportunities for the learners to enrich their vocabulary repertoire since it exposes a wide range of words used in real life. This idea is confirmed by many researchers among them, (Setiawan 2019) and (Berker, 2017). Besides, the learners' explanations of their answers are divided into two different points of view; some of them believe that the listening skill helps them memorize new words easily with their correct pronunciation, whereas others think that listening provides a better understanding of a specific word since it is used differently depending on the context. The results of this question go hand in hand with Stevick (1976:30) quotation which says: *“vocabulary is easier to learn in context than in isolated word lists such meaningful contexts permit this more complex and deeper cognitive processing, which enhance strong storage in memory”*. This clearly means that words should be taught in context and not in isolation.

Then, the learners are asked about their views on the exposure to authentic speech and its role on improving their vocabulary knowledge. The results (see Diagram 3, p.32) demonstrate that more than half of the respondents, (65%) agree that the exposure to authentic speech plays an essential role in enhancing vocabulary learning, (25%) of them strongly agree, and only (10%) of the participants prefer to stay neutral. Departing from these results, it can be understood that most of the learners not only prefer to be exposed to authentic language, but also acknowledge the value of this exposure in supporting vocabulary learning in particular, and language learning as a whole. In fact, these findings confirm previous authors' sayings (Ghanbari et al, 2015). In more precise words, the more learners are exposed to the real

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language, the more they acquire vital knowledge about vocabulary, grammar, stress, accent, pronunciation, intonation and so on.

1-2. Learners' Attitudes and Justifications on the Use of ARCs as a Vocabulary Learning Strategy:

The answers relative to the fourth (4) question reveal that nearly all the participants (95%) confirm that it is interesting to implement ARCs during class to teach English vocabulary. However, the minority which represents only (5%) do not find it as being an interesting strategy. Therefore, the learners' attitudes are different as their needs and tastes vary from to another.

Moreover, according to the learners' responses on the fifth question, it is confirmed that the teachers at MLS private school do adopt other strategies besides ARCs to introduce new vocabulary. In fact, several choices of different kinds of teaching materials that can be used to present new vocabulary in the classroom are proposed to the learners. The outcomes indicate that nearly half of the participants (47.62%) mark the third choice which stands for audio visual representations, some of them (21.43%) select games, and only few (16.62%) choose songs, and the minority which represents (14.28%) opt for visual representations. Departing from these findings, it can be noticed that the teachers do not stick only on using one method to introduce new words to their learners, but they have the tendency to vary their instructional strategies. For instance, all the suggested means are used varyingly in the classroom. In this context, Yelon (1996:154) strongly advises teachers *"to gain and keep students' attention, vary your instructional procedures"*. Actually, the benefits of changing pedagogical techniques from time to time are not only limited to keep students' attention, but also to suit all the different tastes and desires in the classrooms.

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Furthermore, the following question ‘Do you think that ARCs enrich your vocabulary repertoire?’ is asked to the learners. The outcomes (see Diagram 7, p.34) display that almost all the participants (95%) answer the question by saying ‘Yes’, that is ‘authentic recorded conversations’ do enrich their vocabulary repertoire, while few of them answer by ‘No’, meaning that the use of this strategy does not seem to be helpful to acquire new vocabularies.

As regard the learners’ main justifications and explanations about the effectiveness of ARCs in developing their vocabulary, some of them who show positive attitudes towards this teaching and learning tool, argue that the inclusion of this strategy helps them discover new words and learn them easily, while others assume that ARCs are as a stimulator to understand the meanings of difficult words and memorize them automatically in their minds. In this respect, one of the participants admits that: *“when listening to authentic recorded conversations, I usually meet new words that I didn’t know before; this makes me curious to understand its meaning, so I go directly to the dictionary to look for it and store it in my memory”*. This result, in fact, is confirmed by Berker (2017:100) when he claims that: *“listening is an effective way of learning the words that the student has not encountered before”*. Besides, Hui et al (2007:250) go further to confirm that *“from recorded conversations, students learn to comprehend the semantic meaning of words and observe the way native speakers customarily connect words together”*.

In short, almost all the learners validated the idea of developing their vocabulary learning through the use of ARCs as a listening tool. Concerning the justification of the participants who have rejected the idea of learning vocabulary through ARCs, they defend their point of view by claiming that this strategy does not enrich their vocabulary repertoire because it does not draw their interest to learn. By way of illustration, one of the learners clarifies: *“I don’t think so! I never benefit from such a technique because I don’t tend to focus on the audio, and*

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most of the time I get lost! But, this doesn't mean that it doesn't benefit others". This can be interpreted in a way that, the problem is not with ARCs as a strategy to develop vocabulary, but in listening itself, that is why it does not interest this small category.

More interestingly, the obtained answers from the question 'How important is for you learning through ARCs?' demonstrate that the majority of the learners (85%) answer that it is 'important' to learn through ARCs, and some of them (12.5%) mark 'very important', whereas, a small number of the learners (2.5%) opt for 'not important'. As it is shown in the statistics, the learners' opinions about the importance of ARCs in learning vary from one to another. A great number of the participants hold positive attitudes towards the integration of ARCs as a strategy to facilitate learning. In contrast, the minority refuses the adoption of this technique at all.

Concerning the explanations or the reasons behind their acceptance or rejection of the implementation of such a tool, the participants who have responded by 'important' and 'very important', on the one hand, justify their answers by stating that learning through ARCs helps them improve their English language skills. Besides, the exposure to that teaching/learning tool develops their capacities to communicate successfully with native speakers. Thus, many participants mention that it is a good strategy to use in order to improve pronunciation, grammar, vocabulary, accent, fluency, intonation and so on. These findings are clearly asserted by Harmer (1998:98) when he points out that: *"listening to appropriate tapes provides such exposure and students get vital information not only on grammar, and vocabulary, but also about pronunciation, rhythm, intonation, pitch, and stress"*. On the other hand, the minority of the learners who have rejected the idea argue that there are other tools which are considered as being more important than this one. As an illustration, one of them argues that *"it is not important for me because I don't learn from the conversations I listened to, I learn from other sources better than this one"*. It can be understood from the statement

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that some students reject the use of ARCs as a learning strategy, because they prefer other techniques which serve better their needs.

In short, the above displayed findings answer clearly the questions of this research. It is revealed that the majority of the learners at MLS private school hold positive attitudes towards learning English vocabulary through listening to authentic recorded conversations, and their justifications about the effectiveness of this strategy in vocabulary learning result in the following points: ‘Authentic recorded conversations’ help the learners discover, understand, and memorize new and difficult words easily. Indeed, through the results reached, it is apparent that the effectiveness of this teaching/learning technique is not only limited to vocabulary development, but also to the improvement of other language skills such as pronunciation, grammar, accent, fluency, intonation and so on. In addition, it develops learners’ communicative capacities.

1-3.Learners’ Experience with ARCs to Develop the English Vocabulary through Different Conversational Skills.

After analyzing the results obtained from the last section of the learners’ questionnaire, it is revealed that the majority of the learners’ answers are positive. According to the results shown in (Diagram 9, p. 36), the large percentage of the participants (20%+75%) show their agreement on the statement that different openings help to enhance learners’ vocabulary. It is clear that almost all the learners find it effective to improve their vocabulary knowledge through the conversation openings that an authentic recorded conversation consists of. Other absorbing findings that are revealed from the analysis of the data (see Table 1,p.37), demonstrate that the majority of the learners (70%) confirm that turn-taking is ‘important’ for vocabulary development and (25%) declare that it is ‘very important’. In return, when it comes to practice, more than half of the learners (95%) find

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that their vocabulary is sufficient to take turns in a discussion. That is to say, the use of this teaching tool enhances learners' vocabulary in the way that they can participate effectively in different instructions since listening to taped authentic recorded conversations, raises language learners' turn-taking ability (Dornyei and Thurrell, 1994)

Another interesting point illustrated in (Diagram 11, p.38) is that all the learners declare that they have to possess a strong vocabulary knowledge to ensure the effective performance of the third conversational structure which is interruption. According to them, this rule necessitates high knowledge of the appropriate words and phrases; otherwise they may be misinterpreted by their interlocutors. When it comes to topic-shift, it is noticeable that ARCs help the learners move from one topic to another following different techniques. In this respect, the findings show that (37.5%) of the learners opt for the third suggestion affirm that ARCs help them by imitating the way native speakers talk, (32%) claim that they learn new words, while (25%) say that ARCs provide them with appropriate words and expressions. Only (2) learners representing (5%) declare that this teaching tool does not help them. Likewise, the results obtained from question (13) (see Diagram 13, p.40) report that (80%) of the learners as a whole (73%+7%) have a positive view towards the importance of topic-shift on vocabulary development. This denotes that when learners are exposed to ARCs, they encounter a considerable amount of words and expressions related to topic-shift and this leads to the enrichment of their vocabulary repertoire.

Additionally, in an attempt to determine the usefulness of the adjacency pairs sequences on vocabulary development after the learners' experiences with ARCs as a teaching and learning tool, we asked them if they consider it effective to learn new words through this conversational structure. The results in the study (see diagram 14, p.41) revealed that the majority of the participants (87.5%+7.5%) are in agreement with the previously mentioned statement. This can be explained that when the learners are exposed to ARCs, they pay

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attention to how speakers utilize these sequences and what kind of words and expressions are used, then store them in their minds. Besides, they help them build successful conversations with their interlocutors and perform well whenever they are engaged in an English conversation. This idea confirms previous author's findings (Partlidge, 2006). Concerning the importance of learning vocabulary through different closings of a conversation, the findings state clearly that this structure is important for vocabulary development (see Table 2, p.41) that is declared by the majority of the learners (75%), and others consider it as being very important (7.5%). This implies that the learners encounter, learn and memorize more vocabulary items thanks to the different closing sequences. Moreover, these outcomes entail that ARCs as a teaching and learning tool play a significant role on providing learners with a wide range of opportunities and a set of appropriate strategies which lead to improve the vocabularies of English language learners.

More interestingly, learners' were asked other questions to show their opinions about the effectiveness of conversational strategies on vocabulary development after their exposure to ARCs. In fact, the results reached from the sixteenth (16) question in the questionnaire reveal that in terms of vocabulary improvement, and thanks to message adjustment or avoidance after listening to ARCs, most of the learners (95%) have responded positively. From this, the learners' positive views towards this strategy can be noticed since it fits their needs and satisfactions. Furthermore, after asking the learners at MLS private school about the usefulness of the paraphrasing strategy used in conversations being heard, the findings clearly show that learners provide positive answers. Thus, (88.50%) say that it is 'useful' and (12.50%) announce that it is 'very useful'. These answers prove that this strategy is very important and learners are aware of its utility on the field of English vocabulary learning.

With regard to whether learners find it effective to learn new words through the approximation strategy or not, a high proportion of the learners (95%) as a whole

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(82.50%+12.50%) ‘agree’ and ‘strongly agree’ on the statement that it would be effective to learn new words through the approximation strategy. Subsequent to the obtained results, it seems that the learners are interested in acquiring new English words relying on this conversational strategy. Indeed, the latter goes hand in hand with lexical knowledge and it communicates a set of lexical items like other taxonomies of communication strategies provided by Dornyei and Scott (1997) (approximation is one of them). This means that this strategy is suitable for developing English vocabulary.

When it comes to appeal for help, the learners consider it as being relevant to enhance their vocabulary. The findings indicate that (95%) of the learners as a whole (87.50%+7.50%) agree and strongly agree on this idea. This implies that the ‘appeal for help’ contains many vocabulary items which contribute to improve the level of English proficiency among the learners, and assist classroom instruction as well since it deals with obtaining the desirable terms from a communication partner as it has been argued by (Dornyei and Thurrell, 1994) .

Asking for repetition is another conversational strategy that may help enhancing English vocabulary. In this respect, the learners are asked whether they find it helpful to remember new words through this strategy or not. The findings, in fact, indicate that all the participants (100%) have answered positively to this question; this could be interpreted by the fact that learners are aware of the significance of asking for repetition strategy on the development of their vocabulary knowledge, and also the usefulness of ARCs which offer them the opportunity to experience such a strategy. Furthermore, Diagram (24) illustrates clearly that the majority of the learners (62%) have a positive view towards the idea that checking for comprehension and confirmation strategy tend to be useful for vocabulary learning. This means that learners at MLS private school benefit from this strategy since it brings about an improvement in their vocabulary stock.

Discussion of the Findings

Concerning the learners' views about gaining new English vocabulary via the use of fillers/hesitation devices (see the examples mentioned in chapter 1, p.24); we notice that all the respondents (100%) are in agreement with this idea. To put it another way, conversational fillers and hesitation devices promote learners to discover new English words that help them build good conversations or use them whenever they wish. Indeed, the majority of the respondents argued that *“these fillers/hesitation devices are English words, so it is necessary to acquire them in order to maintain a communication”*.

At the end, it is worth mentioning that the learners are in favour of relying on these conversational issues (see chapter 1) for vocabulary learning purposes, and this further shows the appropriateness of the theoretical framework this work is based on.

2. Discussion of the Results of the Teachers' Interview

The results of the teachers' interview reveal other significant ideas that must be discussed in this chapter. To begin with the first question, the answers obtained from the two interviewed teachers of the MLS private school indicate that several means and strategies are adopted by the teachers to introduce new vocabulary to their learners. By way of illustration, the teachers have mentioned some techniques used to teach vocabulary such as pictures, games, dictionaries, listening to recordings and so on. The two teachers have assumed that the variation of the methods included in the program is depended on the different levels of the learners, for example, they rely on games and drawings to teach new vocabulary for beginners, and with adults (intermediate, and advanced level) they include other strategies like listening to recordings and the use of dictionaries. It is clear that the two teachers use both traditional methods and other creative methods for teaching vocabulary. Another important point to state is that, the teachers' opinions about the use of translation in the classroom to teach vocabulary are different; one of them does not mind to translate words or sentences

Discussion of the Findings

from time to time to provide their learners with clarity and better understanding. Conversely, the other teacher insists on the uselessness of translating from one language to another because she believes that it is not a good method to follow with the learners. As a matter of fact, the outcomes of this question add more clarity and assertion to those obtained from the learners' questionnaire.

Regarding the second question, the findings disclose that the teachers of the MLS private school do implement ARCs as a teaching/ learning tool to develop their learners' English vocabulary. One interviewed teacher claims that this strategy is used only with the intermediate and advanced levels, and it is obvious that ARCs are often used when she states: *"I can say more than (60%) it is done by authentic listening; that includes authentic recorded conversations"*. The results obtained from this question provide a clear answer for the first question of this study, and confirm the suggested hypothesis as well.

In addition, the question 'Do you think that your learners are involved in the process of learning when using ARCs?' is asked to the teachers. The results gained determine that the learners are involved in the process of learning while using ARCs in the classroom. The teachers' explanations are different. On the one hand, one teacher clarifies her answer by stating that this strategy is interesting since it provides an enjoyable atmosphere in the classroom. Besides, she mentioned that the learners listen carefully to the recorded conversations, after that they ask questions about anything that is not clear for them. On the other hand, the other teacher explains that the learners are attentive when using such a technique. She confirms that she does not face any constraints because the learners are motivated to learn. She added: *"when it comes to the questions about the recording, they participate actively and generally respond with the correct answers"*. Therefore, in both cases, the learners are engaged in the learning process and enjoy using such a tool in the classroom as it stimulates them to learn more.

Discussion of the Findings

Furthermore, when the interviewed teachers are asked whether ARCs help learners gain and memorize new vocabulary or not, one of them responds by saying: *“Undoubtedly, listening to ARCs does not only help learners but also support them to enrich their vocabulary repertoire”*, while the other teacher claims: *“surely yes, since ARCs engage the learners in the process of learning and motivate them to learn more, there would be no barriers to vocabulary learning”*. Therefore, departing from these answers, the effectiveness of including ARCs during a class for vocabulary teaching/learning is remarkable. In addition, according to the teachers’ clarifications of the idea, it can be deduced that both of them agree on incorporating this latter in the classroom as a vocabulary teaching/learning strategy, because they do believe that listening to ARCs provides opportunities for encountering new words, phrases, expressions that the learners do not know before. In such a way, the learners’ curiosity is simply drawn, so, they attempt to grasp the meaning of each new word they hear, either on relying on dictionaries or by asking their teacher and memorize them.

In an attempt to make a kind of comparison between the use of ARCs and other traditional means in teaching and learning English vocabulary, question number (05) is asked to the interviewees. The outcomes show that the teachers share the same point of view regarding the efficiency of including ARCs as a vocabulary teaching/learning tool rather than the use of other traditional methods. Both teachers believe that this kind of techniques which provides such exposure to real life language does not only assist the learners’ to develop their vocabulary knowledge, but also affords opportunities to improve other language components such as pronunciation, intonation, accent, fluency, listening competence, and even grammar. Besides, the first teacher mentioned that the incorporation of ARCs raises the learners’ awareness of the several implications of a given word and their uses in different contexts.

Actually, these findings have already been displayed and discussed in the results obtained from the learners’ questionnaire. The only slight difference between the teachers’

Discussion of the Findings

opinions is that the first one insists on the benefits of bringing authentic language use into the classroom either for vocabulary enrichment or the target language mastery as a whole, and this seems to be obvious when she has declared: *“In my opinion, there is nothing worth in teaching a language more than exposing the learners to the genuine one”*, whereas, the second teacher believes that teachers have to take into account the learners’ tastes when the process of vocabulary teaching/learning takes place, because as she has mentioned: *“ There are some learners who find it easy to learn vocabulary when they see it, in this case, traditional means would be better for them”*. Moreover, the teachers are asked two more questions to reinforce the learners’ answers regarding the effectiveness of the conversational issues on vocabulary leaning, and this after their exposure to ARCs.

The results revealed from the sixth (6) question in the interview demonstrate that the two interviewed teachers strongly support the idea that their learners benefit from conversational rules and structures in terms vocabulary development. Thus, the first interviewee has answered by saying *“Yes, of course”*, *“They do benefit”* and the other one declared: *“I can’t deny the importance of these rules on vocabulary learning”*. This denotes that conversational rules and structures play a crucial role on bringing new vocabulary items to the learners. Besides vocabulary, it is apparent that these rules and structures also lead to the improvement of fluency and communicative abilities as it has been argued by one teacher.

Additionally, it is revealed from the last question of the interview that the different conversational strategies previously mentioned in the theoretical framework assist the learners’ vocabulary development in the way that they are able to employ this wide range of words whenever they want to talk in English. In this regard, one teacher asserts that these strategies *“provide basic words necessary for them when they wish to communicate in English”*. The other one says that these conversational strategies raise learners’ self-confidence that they possess strong vocabulary which, in return, feeds their communicative

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needs. These outcomes, in fact, strengthen the learners' answers to the questions of the questionnaire.

Conclusion

This chapter has discussed and analysed the results yielded by the two data collection instruments. It has provided clear answers for the research questions. It also shows that all the hypotheses stated in the general introduction are confirmed. The obtained results clearly demonstrated that the learners at the MLS private school hold positive attitudes towards the use of ARCS to enhance English vocabulary acquisition. In addition, these obtained results point out the great value of this teaching/learning tool on vocabulary enrichment.

General conclusion

The present dissertation has investigated the learners' attitudes towards the use of 'authentic recorded conversations' to enhance English vocabulary acquisition. It has intended to determine whether the learners at the level of Modern Languages School (MLS) in Tizi-Ouzou find that incorporating authentic recorded conversations is a useful technique to be implemented during classes in terms of vocabulary instruction or not. It also has sought to determine the value of this strategy in enhancing English vocabulary learning. The investigation has focused on three main objectives. The first one is to find out whether English as a foreign language (EFL) teachers at the level of MLS private school adopt this strategy while teaching English vocabulary or not. The second one is to discover the nature of attitudes that the learners hold towards 'authentic recorded conversations' as a learning tool used for vocabulary improvement. The third one consists of figuring out the learners' main justifications about the effectiveness of authentic recorded conversations in enhancing their vocabulary.

This research is, in fact, important in the sense that this subject is the first to be tackled especially at the level of MMUTO. It has been carried out drawing on the conversational issues suggested by Dornyei & Thurrell (1994) mainly conversational rules and structures and conversational strategies. The results have answered all the questions, and confirmed all the hypotheses advanced in the general introduction.

In order to answer the questions asked in the general introduction and confirm the advanced hypotheses, a mixed method approach combining the quantitative and the qualitative research methods is used for data collection and data analysis. These data, in fact, are gathered through two different research instruments. Thus, (45) learners from the MLS private school, situated in Tizi-Ouzou, are randomly selected to respond to the questionnaire. Additionally, an interview was conducted with two teachers from the same school for the sake of gaining much information regarding our research topic. Concerning the quantitative data

General conclusion

analysis, the Scientific Package for Social Sciences (SPSS) is used to evaluate the statistical data. Then, the Qualitative Content Analysis (QCA) is used for the interpretation of the data gathered from the open-ended questions of the learners' questionnaire, and the teachers' interview.

On the basis of the data analysis, the empirical data have been synthesized. As a result, they have provided answers to the research questions introduced in the general introduction. The data collected from the questionnaires have revealed that almost all the learners are aware of the great value that ARCs have in relation to vocabulary learning, and it is noticeable that they hold positive attitudes towards the use of this teaching/ learning tool during classes. According to them, this kind of materials is about a great importance in helping understand and memorize new vocabulary items.

Concerning the analysis of the teachers' interview, it has been noticed that the teachers support their learners' points of view regarding the issue of vocabulary development via ARCs, and they do rely on this teaching/learning technique to facilitate the process of vocabulary acquisition and improve other language skills as well.

Keeping in view the theoretical framework mentioned in the literature review, it is remarkable that Dornyei's and Thurrell's (1994) theory covers different points that are considered as being very important in assisting learners' vocabulary learning. Indeed, the highest proportion of the participants declare that after their experience with 'authentic recorded conversations', both 'conversational rules and structures', and 'conversational strategies' have relevant and crucial value in enriching their vocabulary repertoire, and then preparing them for successful communication as it has been argued by some of them. All these findings were emphasized by the interviewees who share the same points of view.

General conclusion

This research has examined the attitudes of the learners of the MLS private school in Tizi-Ouzou towards the adoption of ARCs as an effective strategy for vocabulary construction. For further investigations regarding the topic of this study, another research can be conducted in relation to the similar theme relying on other data collection instruments like classroom observation as an additional tool to reinforce the obtained findings. To add, another study can be investigated regarding the use of authentic recorded conversations as a strategy to enhance EFL students' listening skill.

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Appendix 1

Learners' Questionnaire

Dear learners,

This questionnaire is part of our research, and it is served to collect data on learners' attitudes towards the use of authentic recorded conversations in enhancing English vocabulary learning at MLS private school in Tizi-Ouzou. It is through your answers that the accomplishment of this work will be insured. That's why you are kindly asked to answer the following questions. Make sure that both your answers and identity will be kept confidential and anonymous. Thank you for your precious time and contribution.

Section one: *Learners' Profile*

-What is your age?

-What is your level?

Beginner

Intermediate

Advanced

Section two: *Learners' Attitudes towards Learning Vocabulary through Authentic Listening Materials*

1-In your opinion, it would be better to reinforce you vocabulary courses relying on authentic materials

Strongly Agree

Agree

Disagree

Strongly Disagree

Neither Agree/nor Disagree

2-Do you find it effective to learn new vocabulary through listening?

Yes

No

Please, justify:

.....

3- The exposure to authentic speech plays a crucial role in developing your vocabulary repertoire

Strongly Agree

Agree

Disagree

Strongly Disagree

Neither Agree/nor Disagree

Section three: *Learners Attitudes towards ARCs as a Vocabulary Learning*

Strategy.

4-Do you find it interesting to integrate Authentic recorded conversations during class to teach English vocabulary?

Yes

No

5-Does your teacher use other strategies besides authentic recorded conversations to introduce new words?

Yes

No

If yes, which of the following means does your teacher use in class:

-Visual representations

- Audiovisual aid

-Games

-Other audio aids such as songs

6-Do you think that authentic recorded conversation enrich your vocabulary repertoire?

Yes

No

Please, explain:

.....

7-How important is for you learning through authentic recorded conversations?

Very important

Important

Not Important

Please, justify:

.....

Section four: *Learners' Experience with ARCs to develop their Vocabulary through Different Conversational Skills.*

N.B: All your answers have to be related to ARCs.

8-Different openings of different conversations assist enhance students' vocabulary

Strongly agree Agree Disagree Strongly disagree
Neutral

9-How important is for you to improve vocabulary through turn taking in a conversation?
(Turn taking is the way through which people talk one after another in alternating turns)

Very important Important slightly important
Not important

10-Do you think that your vocabulary after being exposed to authentic recorded conversations is improved to take a turn in a discussion?

Yes No

Please, explain:

.....

11-do you think that interrupting the person to whom you are talking requires your deep knowledge of the appropriate words and phrases?

Yes No

Please, explain:

.....
12-How does the use of authentic recorded conversations help you shifting from one topic to another?

-They provide us with appropriate expressions

-We learn new words

-Imitating the way native speakers talk

13- How important is the learning of vocabulary through topic-shift? (topic-shift means the way you move from one subject to another while talking)

Very important Important slightly important not important

Please, justify:

.....
14-It would be effective to learn new words through adjacency pairs (Adjacency pairs are two utterances produced by two speakers in a way that the second pair part is predicted by the first one)

Strongly agree Agree Disagree Strongly disagree Neutral

15-How important is the learning of vocabulary through different closings of conversation?

Very important Important Not important

16-after listening to authentic recorded conversations; do you think that your vocabulary repertoire is improved thanks to message adjustment or avoidance? (Message adjustment and avoidance is a communication strategy which includes replacing or neglecting your messages in order not to take risks when communicating. this strategy helps non-native English

speakers communicate effectively by tailoring their messages to their communicative capacities)

Yes

No

17- How useful is the acquisition of new vocabulary items from paraphrasing used in conversations being heard? (Paraphrasing here means exemplifying or describing the object whose name you don't know)

Very useful

useful

useless

18-it would be better to learn new words through the approximation strategy. (Approximation means, replacing word with others that are nearly the same with those in mind. For example, instead of saying 'Owl' you just say 'Bird')

Strongly agree

Agree

Disagree

Strongly disagree

neutral

19-Appeal for help is an interesting strategy to acquire new words. (Appeal for help means getting the terms you need to use but you don't know them from the person you are talking with)

Strongly agree

Agree

Disagree

strongly disagree

Neutral

20-Do you find asking for repetition strategy helpful to remember new words and expressions?

Yes

No

21-How do you find asking for clarification strategy in relation to vocabulary development?

Very useful

Useful

Useless

22- How important is for you to learn vocabulary through interpretive summary? (Interpretive summary means repeating your communication partner's words in another way in order to check if you have understood what has been said or not)

Very important

Important

Not important

23- Is it useful to develop your vocabulary relying on checking for comprehension and confirmation strategy? (Checking for comprehension and confirmation means controlling if the person to whom you are talking has understood what you have said, e.g. 'are you with me?').

Yes

No

24-The use of fillers/hesitation devices is another valuable strategy of learning new words (they are devices used to fill pauses and gain some time to think when it is difficult to answer immediately. these devices are used to show that you have not finished talking. For example, you see, really, let me say...um, etc...)

Strongly agree

agree

disagree

strongly disagree

neutral

Please, explain:

.....

Thank you....

Appendix 2

Teachers' Interview

Dear teacher, this interview is part of our work. For this, you are kindly asked to answer these following questions.

Q1-How do you introduce new vocabulary?

Q2-Do you implement authentic recorded conversations as a teaching tool to develop you learners' English vocabulary?

Q3-Do you think that your learners' are involved in the process of learning while using authentic recorded conversations?

Q4-Do you think this strategy help learners to acquire and memorize new vocabulary?

Q-5Throughout your experience, do you find that your learners' vocabulary knowledge is improved thanks to the use of authentic recorded conversations or other traditional means?

Q-6 Openings, interrupting, turn-taking, topic-shift, adjacency pairs, and closings are different conversational rules and structures. In your opinion, do you think that your learners benefit from them in terms of vocabulary development after their exposure to authentic recorded conversations?

Q-7 To what extent do you believe that the mastery of conversational strategies such as: message adjustment or avoidance, approximation, paraphrase, appeal for help, asking for repetition, asking for clarification, interruptive summary, checking for comprehension and confirmation, the use of fillers/hesitation devices assist your learners' vocabulary

Thank you!

