University Ahmed Draia, Adrar

Faculty of Letters and Languages

Department of English

Enhancing EFL Learners' Vocabulary through the Audio-lingual

Method

A Case Study of 1 st Year LMD Students at the Department of English,

Ahmed Draia University-Adrar

Dissertation Submitted in Partial Fulfilment of the Requirements for a

Master's Degree in Linguistics and Didactics

Presented by: **Supervised by:**

Maroua Kheiter   Miss Nadia Mansouri

Board of Examiners

- Dr. Lahmer Mohemmed   Chairperson

- Miss. Nadia Mansouri   Supervisor and Rapporteur

- Mrs. Belhamidi Hadjer   Examiner

Academic Year: 2019/2020

Dedication

I dedicate this work to the beloved people who mean so much to me, to the blessed soul of my father Mehdi, to the dearest people to my heart: my mother, to my lovely sisters and brothers, and to the rest of the family members

Thank you for their love, support, and encouragement. A special feeling of gratitude to my closest friends; Ibtissam, Hamida, Souaad, and Omama and my colleagues and friends: Abderrahmane and Houssam who have helped and supported me all the time.

Maroua

Acknowledgements

I cannot express enough thanks to my supervisor Miss Nadia Mansouri for her advice, patience and continued encouragement from the preliminary to the concluding stage. I am also grateful to people who wished me good luck, to everyone who participated in this work.

Abstract

Learning vocabulary is so essential to learn a language. In the teaching – learning process, English as a Foreign Language (EFL) students need to learn as much vocabulary as they can in order to be able to communicate easily. The importance that vocabulary has in improving a language makes researchers look for the easiest ways to enrich learners' vocabulary. One method that can be very useful for improving vocabulary is the Audio-lingual Method. Since this method focuses on repetition and drills, it facilitates the process of learning and remembering new words, and it helps to develop the language skills. The aim of this study is to investigate the influence of the Audio-lingual Method on the vocabulary of EFL learners. Two methods are used to collect data for this research. The first method is a questionnaire which was given to 83 first year students of English at the University of Adrar. The second one is an interview which was done with 4 teachers of the same level of students. The findings of this study show that using the Audio-lingual Method (ALM) for teaching vocabulary to EFL learners results in increasing their vocabulary.

Keywords: Vocabulary, language learning, Audio-lingual Method, EFL learners

Résumé

L'apprentissage du vocabulaire est si essentiel pour apprendre une langue. Dans le processus d'enseignement-apprentissage, les étudiants EFL doivent apprendre autant de vocabulaire que possible afin de pouvoir communiquer facilement. L'importance du vocabulaire dans l'amélioration d'une langue incite les chercheurs à rechercher les moyens les plus simples d'enrichir le vocabulaire des apprenants. Une méthode qui peut être très utile pour améliorer le vocabulaire est la méthode audio-linguistique. Puisque cette méthode se concentre sur la répétition et les exercices, elle facilite le processus d'apprentissage et de mémorisation de nouveaux mots, et elle aide à développer les compétences linguistiques. Le but de cette étude est d'étudier l'influence de la méthode audio-linguale sur le vocabulaire des apprenants EFL. Deux méthodes sont utilisées pour collecter des données pour cette recherche. La première méthode est un questionnaire qui a été remis à 83 étudiants LMD de première année d'anglais à l'Université d'Adrar. Le second est un entretien qui a été réalisé avec quatre enseignants du même niveau d'étudiants. Les résultats de cette étude montrent que l'utilisation de la méthode audio-linguistique pour enseigner le vocabulaire aux apprenants EFL entraîne une augmentation de leur vocabulaire.

Mots clés: Vocabulaire, apprentissage des langues, méthode audio-linguistique, apprenants EFL

ملخص

ان تعلم المفردات هو أمر ضروري لتعلم اللغة. ففي عملية التدريس والتعلم، يحتاج طلاب اللغة الإنجليزية كلغة أجنبية إلى تعلم أكبر قدر ممكن من المفردات وذلك لتسهيل عملية التواصل. ونظرا لأهمية الدور الذي تلعبه المفردات في تحسين اللغة جعلها مصب انظار الباحثين، حيث ابدوا اهتمامهم بالبحث عن أسهل الطرق لإثراء مفردات الطلاب. ومن بين الطرق التي يمكن أن تكون مفيدة للغاية لإثراء المحصول اللغوي هي طريقة اللغة الصوتية. وبما أن هذه الطريقة ترتكز على اسلوب التكرار والتمارين والتي بالتالي تسهل عملية تعلم وتذكر الكلمات الجديدة وتساعد ايضا على تطوير المهارات اللغوية. فالهدف من هذه الدراسة هو التحقيق في تأثير الطريقة اللغة الصوتية على تحسين مفردات طلاب اللغة الإنجليزية كلغة أجنبية ،و لجمع البيانات الخاصة بهذا البحث تم الاعتماد على طريقتين مختلفتين حيث تمثلت الطريقة الأولى في استبيان والذي تم توزيعه على 83 طالبًا في السنة الأولى من LMD في قسم اللغة الإنجليزية بجامعة أدرار. اما الطريقة الثانية الا وهي المقابلة، وقد أجريت مع اربع مدرسين من نفس مستوى الطلاب. تظهر نتائج هذه الدراسة أن استخدام الأسلوب اللغوي الصوتي لتدريس المفردات لطلاب اللغة الإنجليزية كلغة أجنبية يؤدي إلى تحسين مفرداتهم.

الكلمات المفتاحية: المفردات ، تعلم اللغة ، الأسلوب اللغوي الصوتي ، متعلمي اللغة الإنجليزية كلغة أجنبية

Table of Contents

List of Tables

List of Graphs

List of Abbreviations / Acronyms

ALM: Audio-Lingual Method

BPT: Behavioral Psychology Theory

CCLM: Cognitive-Code Learning Method

ELF: English as Foreign Language

L1: First Language

L2: Second Language

OA: Oral Approach

RM: Relation Meaning

SL: Structural Linguistics

TL: Target Language

VCM: Vocabulary Control Movement

WWII: World War II

General Introduction

In recent times, people have an increasing interest in learning foreign languages, especially learning English which is a global language that is a tool of communication between different peoples in the world. Because vocabulary is the core of a language, it includes the four language skills which are speaking, writing, reading, and listening. Moreover, to learn the language, the learner needs to improve his/her vocabulary that includes the knowledge of words. Since language is completely built on different words, the lack of them leads to facing problems while learning a language. So, language has been a much discussed topic between researchers and linguists who have put forward different methods to facilitate its teaching and learning, and one of these methods is the Audio-lingual Method. Furthermore, they highlight the difficulties and problems that face the teachers and the students in the classroom.

1. Aims of the Study

This research aims to investigate the role of vocabulary in learning and mastering EFL and the Audio-lingual Method as an appropriate method that helps to increase lexicon and to facilitate the teaching and learning process.

2. Research Questions

- Does vocabulary play a vital role in learning English language?

- Do students face problems in enhancing vocabulary?

- Does the lack of vocabulary affect the language learning?

- What are the suggested methods that help the student / teacher to increase vocabulary?

- Is Audio-lingual method significant in the acquisition of English vocabulary for EFL learners?

- Do EFL students enhance their English vocabulary through Audio-lingual method?

- Do listening and speaking affect the acquisition/learning of vocabulary?

3. Hypothesis

In this section we hypothesize that the lack of the EFL learners' vocabulary affect the language learning, and if they practice language orally through development of listening and speaking before reading and writing, they will expand their amount of vocabulary. So, the application of Audio-lingual Method is a significant method in enhancing English vocabulary and helpful technique to simplify the teaching process for EFL teachers.

4. The Research Instruments

To validate our hypotheses, we use two methods. The first one was the questionnaire which was given to the students of the first year BA of English at the University of Ahmed Draia, and the second one was the interview which was done with their teachers. The use of the two research tools is intended to collect the information about the importance of vocabulary learning and the effectiveness of Audio-lingual Method in enriching the vocabulary.

5. Description of Chapters

This work is composed of three chapters. The first chapter gives an overview about the vocabulary learning and its types that are based on the four language skills: listening, speaking, reading, and writing as well as its importance in the language learning. The second chapter sheds light on the history of the Audio-lingual Method, its significance in enhancing vocabulary, strategies that are used in its teaching, and the interactions of the teacher and the learner. It also indicates the obstacles that face them in EFL classroom. The last chapter deals with the analysis of the data obtained from the questionnaire filled in by first year students and the teachers' interview.

Chapter One

The Importance of Vocabulary in

EFL Learning

1.1. Introduction

Vocabulary is very necessary for learning the English language. Through time, it has become of a great value for a better communication. This chapter tackles the history of vocabulary and how it has become an essential topic for learning English language. Besides, it sheds light on the features of a word including the meaning, the form, and the use of a word in addition to the types of vocabulary. Moreover, this chapter includes the strategies that EFL teachers need to follow for an effective use of vocabulary in the classroom in addition to the techniques they need to use to enhance learners' vocabulary.

1.2. History of Vocabulary

If we want to trace back the value of vocabulary in teaching and learning language, we need to go back to the past to know the history of vocabulary which differs from an era to another according to the techniques, methods, and materials used in teaching and learning a language.

Vocabulary was totally neglected in foreign or second language instruction and it was not studied by the linguists until the early 1930s when it was mentioned for the first time in the Vocabulary Control Movement (VCM) that was developed by C. K. Ogden and I. A. Richards to teach English as a basic language with a specified number of vocabulary that should not exceed 850 words, clear ideas, and applying simple rules which did not affect the structure and order of the words. However, this project was sterile because it did not serve the needs of the learner and the aim of language teaching i.e. the learners could not improve their language because they were familiar with one side of language and had just limited knowledge. Although the VCM was helpful in communication, the learners faced several problems with reading of different books or articles (Carter & Mccarthy, 2014).

From the 1940s to the 1960s, the neglect of vocabulary continued in language teaching by a number of linguists such as Charles Fries who focused on the grammar and phonology as being among the priorities the learner needs in foreign language. He argued that grammar is the primary focus of language learning (Decarrico, 1987), and vocabulary is acquired from the environment, where the learners experience their language. Learning language with little vocabulary is effective and helpful to the learners to master the language more than too much vocabulary. Since this makes the learners have accumulation of words without benefit, they become confused about what, how, and which words should be used. It is also hard to foretell what each learner needs because the meaning of words is changing from a sentence to another (Carter & McCarthy, 1988).

In the 1970s, even if vocabulary was an aspect of language, it was not interesting in learning process. However, it was included in the curriculum that was created by Henry Sweet, and it is based on learning the general words and sentences and avoiding the use of words in isolation because the communication is in sentences not in words. So the purpose of language learning was using the words in context (Zimmerman, 2000). The curriculum had five stages. The first called the Mechanical Stage where students were learning phonetics, transcription, and pronunciation because its aim was to develop the spoken skill. The second was the Grammatical Stage, depended on grammatical structure and very basic vocabulary for helping the learners to acquire their knowledge and build their language to have effective communication. The third was Idiomatic Stage where vocabulary had a big opportunity in the teaching and learning process, so the learners found many benefits, including knowledge and the development of the four skills; moreover; they had comprehensive view of the language and its uses. The Literary and Archaic stages were used to teach philology at the university level (Howatt &Widdowson, 2004). However, the

Sweet's curriculum was very systematic, and it was not familiar with all needs of the learners which vary from one to another according to the capacity of each learner.

In the 1980s, vocabulary regained a little of its glory, as it became an interesting subject for the most scholars of the century such as Meara, Wallace, and Rivers. Each one of them had his own way to defend on vocabulary for instance Meara put a bibliographical work in 1983 to disapprove the neglecting of vocabulary and to show how the learners benefit from learning the words, so it became an important source in vocabulary teaching. Gairns with Redman who had a role by publishing their first handbook A Guide to Teaching and Learning Vocabulary in 1986; it greatly serves the teaching and learning process. The handbook focused on the needs and the role of learners to learn and achieve new words by themselves, through engagement and the interactions in classroom where they use different techniques and methods. Although the learners got their vocabulary and the background of words by using dictionaries specially the bilingual dictionaries, they could not get the purpose of the language learning because they sometimes found difficulties to select the appropriate words which made their language clumsy or to push them to use the simple ones learned from their interactions in classroom, so that could not help to master and to improve the language.

From the 1990s to present, vocabulary occupied its position in language teaching and learning because of the appearance of computers. This main reason made vocabulary as a necessary resource for information and lexical items that were used in actual language. Further the attempt to fill the gaps left by the curriculums and techniques, and methods that were adopted in the past by psycholinguistic studies. The latter were concerned with the differences of capacities of learners and the mental processes for instance memory, storage, and retrieval (Celce & Murcia, 2001). The technological development made vocabulary

more effective and helped to recognize two types of vocabulary: explicit and implicit vocabulary (Carter & Nunan, 2001).

Vocabulary is the achievement of all experiences and situations that have passed through time, which has become the bridge between learning and improving the language, and the engine that develops the learner skills.

1.3. What is Vocabulary?

According to the Merriam Webster Dictionary (2004), "Vocabulary noun, plural vocabularies 1: a list or collection of words used. Alphabetically arranged and defined or explained: lexicon 2: a stock of words in a language used by class or individual or in relation to a subject" In addition, Coady and Huckin (1997), argued that: "Vocabulary is central to language and critical importance to typical language learner" (p.5), so it is the core of language. Despite all the definitions given to vocabulary from different sources, Norbert Schmitt (2000, p. xiv) stated that "Vocabulary is a big topic area, and a number of perspectives are possible".

In the simplest term, vocabulary is a word derived from Latin and Greek roots "voc" meaning "name" or " word", and it is also called word-stock. It refers to the types of knowledge and the use of the words in appropriate context (Nordquist, 2019). In order to develop vocabulary of EFL, many teachers find teaching vocabulary as a big challenge because the teachers play the role of leaders to the learners who need to recognize the relationship between the form, the meaning, and the function of the words that they want to learn for using these words in appropriate place, and understanding them in spoken and written language, so it plays a vital role in communication.

1.4. The Knowledge of a Word

It is known that a language is a tool of communication between human beings because it helps in the exchange of ideas, cultures and beliefs. So when children want to acquire their first language (L1), or the learners learn their second language (L2); they always start to learn letters for the acquisition of the correct pronunciation; further, to form meaningful words which are called the first language vocabulary and use these words to clarify their message or translate their ideas, so all languages have words.

Ingo Plag (2003) argued that: "the word could be defined in four other ways: in terms of sound structure (i.e. phonologically), in terms of its internal integrity, in terms of meaning (i.e. semantically), or in terms of sentence structure (i.e. syntactically)." (p. 6)

So the word knowledge is the answer of such questions: what do words mean in context? what are its spoken and written forms, its grammatical function? how the words are used, and what is the meaning of these words ?

1.5. Word Features

It is difficult and complex to limit the study of words because it has a long history and broad knowledge that includes clarifying the relationship between the function of words and its meaning (Milton and Fitzpatrick, 2014). As vocabulary is related to the word knowledge, Notion (2000) attempted to categorize the characteristics and the different aspects of words according to the productive and receptive knowledge, and he believed that the word knowledge involves the knowledge of its form, meaning, and use.

1.5.1.   Form or Orthography

The form of word is the phonology or orthography of a *word* that can be used to describe or identify the shape of words which determines how they are pronounced and to express the meaning. So the form helps us to be able to recognize the two types: written and spoken forms and the parts of words which are the prefix, stem, and suffix.

1.5.1.1.   The Written Form

During the reading process which is a receptive knowledge, the learner becomes a reader and deals with written language that presents the correct written form of words, and he/she can be able to recognize how words look like with ease. Concerning productive knowledge, when the learner becomes a writer, he/ she faces a range of difficulties as producer more than a receiver because he needs to prove his ability in the memorizing and use of the written form of words. So he/ she should know the spelling and translating sounds of words and how they are written (Milton & Fitzpatrick, 2014).

1.5.1.2.   Word's Parts

Learning EFL obliges the learners to learn and acquire new words to expand their knowledge and to develop their vocabulary; however, they are sometimes meeting words that have new combinations which make them confused to understand the meaning. According to Plag (2003, p.12) word formation is "the ways in which new complex words are built on the basis of other words", so the words are composed of root that is called the base or stem and many morphemes or by adding other words. Each process of modification has its name which is affixation, compounding, and zero derivation.

Affixation is a morphological modification that is based on the addition of grammatical morphemes to the word or stem, and there are over 60 affixes in English. However, affixations are not free to attach any root because there are some of them specific to verbs

like "er" and other specific to nouns as "ist" (Fasold & Connor-Linton, 2013). Affixation is divided into three types which are:

> ➢ Prefix is adding affixes like "re", "un", "in", "out", "be", "im"...etc. before the
>   stem or on the left of word for example:
>   - "re" plus "action" becomes reaction.

➢ Infix is adding affixes in the mid of words or inside a lexical root, and it is not common in English unlike other languages as Tagalog- the Philippine's language, so that is why there is no example available.

➢ Suffix is adding affixes like "ness", "ity", "er", "ed", "ing" , "less"…etc. to the end of stem or on the right of word for example:

- "limit" plus "ed" becomes limited.

❖ Compounding is the association between two or more lexemes to create a new word, and it is considered as primary source to develop the productive vocabulary as: the combination between "sun" and" shine" creates the new word "sunshine" (Fasold & Connor-Linton, 2013) for example:

- Under + cover = undercover (without space between the words).

- Living + room = living room (with space between the words).

- Mother + in + law = mother -in-law (use hyphens between the words).

❖ Zero Derivation is also called zero affixation or conversion which means when the words do not change its form but have different meanings because not all words can be modified or relating with affixation for example:

- Run (noun), to run (verb).

- Slow (noun), to slow (verb).

The aim of using affixation or compounding is to create new words and diversification in the grammatical structures in order to clarify and change in the meaning (Ralph Fasold & Jeff Connor- Linton, 2013). Moreover, this proves the ability of the learners of EFL in enhancing vocabulary because in receptive vocabulary, the learners need to recognize what the parts that are included in the word unlike in productive vocabulary where the learners need to select the appropriate parts that express the meaning in their writing or utterance.

1.5.1.3.   Spoken Form

The spoken form is the spelling and the pronunciation of words; it is a big challenge to the learners to produce a meaningful sound that can be heard and understood in oral communication during a short time unlike the writing process. Also, the recognition of the spoken form involves both receptive and productive knowledge. Regarding the learner as listener, it is difficult to him /her to balance between how the words sound like and what they mean in context when he /she receives these words. For the learner as speaker, he/she has one chance to hear the utterance and to understand the meaning and the expression then to select the appropriate words, so he/she should be able to know how words are pronounced to produce correct and meaningful spoken form of words (Milton & Fitzpatrick, 2014).

1.5.2.   Meaning of Words

The words are represented in a group of letters which are organized in a proper order to help us to solve the puzzle of spoken and written form, and furthermore to understand the clear meaning. So what is the meaning?

Schmitt (2000, p.23) stated that "meaning consists of the relationship between a word and its referent (the person, thing, action, condition, or case it refers to in the real or an imagined world)". So, the learners should learn the meaning of target words that are used in context because many words have more than one meaning which change from a sentence to another, and the meaning depends on the position of the word that can be alone or in a sentence. In order to reach the purpose of teaching and learning EFL, learners should avoid using the words in isolation (Bear et al, 2015).

1.5.2.1.   Conceptual and Referential Meaning

Conceptual, cognitive, or denotative meaning is the literal meaning of words that the learners have already read in written text without referring to another meaning thus it is a

similar to the dictionary definitions (Geoffrey Leech, 1981). they distinguish the meaning of connotation meaning when it is compared with denotation, and they are not separated, but they complete each other. According to Leech (1981, p .12) "Connotative meaning is the communicative value an expression has by virtue of what it refers to, over and above its purely conceptual content". So connotation meaning is the literal meaning of words plus the emotions. Furthermore, it is broad and unlimited meaning of words in contrast to the conceptual meaning because each person has his/her own emotion that is controlling his/her explanation of word meaning.

1.5.2.2.   Relation Meaning

Relation Meaning (RM) is sense relations that cannot explain or prove logically. RM is used to understand human expression through language, and this kind of meaning results through the relationship between words that are used or replaced each other in the same or different sentences. Moreover, the determination of different types of semantic relationship depends on the nature of the relation between using words (Crystal, 2005).

- **Synonym** is the words that have similarity of meaning or closely to the same such as: big and large.

- **Homonym** is divided into homograph, which is the words that have the same written form, but homophone are the words that have same sound but unrelated meanings such as:

  - Homophone: Cite / site, the first means quote and the second means location.

  - Homograph: Does means the plural noun of female deer and it is the verb to do at present that is conjugated with third person.

- **Antonym** is the word that is opposite or completely different in meaning, and we sometimes use the opposite words to understand the meaning. For example dark is opposite of light.

- **Polysemy** means multiple meanings because there are some words have the exact spelling but different meanings in different context (Edward Finegan, 2014) for example:

  - He bought a "newspaper". (a journal)

  - He is the owner of the "newspaper". (a company)

- **Hyponym** is the word that refers to the notion of inclusion (Crystal, 2005). For example the word "shape" includes all these hyponyms "circle", "square", "triangle", "rectangle".

- **Meronym** is the word that is part of other words and it is different from hyponym which is not part but is a whole word (Finegan,2014) for example:

  - Department is meronym of university (it is a part of university)

  - Department and University are hyponyms of place (they are places)

1.5.2.3.   Association

According to James Milton and Tess Fitzpatrick (2014, p.92) the word association is "compatible with lexical models which use the metaphor of 'network' or 'web' to describe the organization of the mental lexicon." The association is mentioned by I.S. P. Nation in his framework as an aspect of meaning because in receptive knowledge, when the learners meet a word, it motivates them to think in similar and various words that are identified by this word. But in productive knowledge, the learners should know if they can use these similar words instead of the word.

1.5.3.   The Use of Words

The interest of the learner in EFL learning is not limited to learning, storing words, and acquiring their concepts or recognizing the form, but rather for one goal, which is to use the words because the use of words determines how successful communication is by

creating a meaningful sentence. The use of words involves the grammatical function, collocation, and the constraints on use.

1.5.3.1.   Grammatical Functions

In learning EFL, the learners start to acquire the words to enhance their vocabulary then they need to organize their vocabulary into coherent sentences and meaningful ideas for the use of language in the effective communication. In linguistics, this organization of words is called the grammatical functions or structures that classify the words into patterns relating to its forms. So when the learners become receivers, they should be able to recognize in which patterns do the words occur? For learners as producers, they have to select the appropriate patterns that are used in these words (Milton & Fitzpatrick, 2014).

1.5.3.2.   Collocations

According to Anisimova and koshova (2010, p.84), the collocation is "The way in which words are used together regularly". So it is a type of use of words. In other words, it is related to the association and the grammatical function which helps the learners to solve the problem of language formulation because in receptive vocabulary the learners should recognize lexical items that occur with one word. The collocation in productive vocabulary is when the learners know what types of words, they must use.

1.5.3.3.   Constraints on Use

Nation (2001, p. 34) stated that "The constraints on vocabulary use are most closely related to meaning and would benefit from explicit learning". So constraints on use are imposing restrictions on the use of the word by asking clear and practical questions such as when ,where, and how to understand its direction and its implication, however, it is limited. In receptive knowledge, the constraints on use is related to when, where and how the learners would meet words but productive knowledge is always linked by the use of these words (Milton & Fitzpatrick, 2014).

1.6. The Importance of Learning Vocabulary

Teaching and Learning Vocabulary (TLV) is the starting point in learning and teaching EFL. Vocabulary knowledge is the link between the skills and the performance of language. Wilkins (1972, p.111-112) noted that "without grammar very little can be conveyed, without vocabulary nothing can be conveyed" (Scott Thornbury, 2002, p. 13). Further, the teachers and the learners of EFL see vocabulary is much of important than grammar because they are interested in reading from dictionaries to gain new words more than reading grammar books to learn the rules (Thornbury, 2002).Vocabulary also helps to distinguish the other aspects such as pragmatics, syntax, phonetics to build a good language by developing the essential four skills. For example we need to acquire knowledge from the spoken words that are used in the communication process through the listening to get an idea about the pronunciation; moreover; reading helps to increase the background knowledge by recognizing the written form of words to emphasize the use, the spelling, and getting the meaning of other words, sentences, or passages from the key words which are called the "Content Words" to develop our productive skills: speaking and writing (Webb & Nation, 2017).

The number of words influences the knowledge of language because the size of vocabularies defines the standard for language proficiency. According to Paweł Szudarski (2018, p.35), "vocabulary is a core element of language use, and research exploring its relationships with other components of linguistic competence constitutes an important subfield of applied linguistics."

1.7. Types of Vocabulary

According to Zhou (2010), "Receptive vocabulary knowledge refers to the ability to understand a word when it is heard or seen while productive knowledge is the knowledge to produce a word when one writes or speaks" (p. 15). The correlation between language

skills and use of vocabulary helps to distinguish two types of vocabulary: productive and receptive.

1.7.1. Receptive Vocabulary

Receptive Vocabulary is a passive or recognition vocabulary; it refers to the words that are achieved through understanding while reading or listening, but which we cannot produce (Anisimova & Koshova, 2010).

1.7.1.1. Reading Vocabulary

Reading vocabulary is vocabulary that is understood and acquired through reading skill. Reading is an important source of information and knowledge for enhancing vocabulary because texts present high frequency words in different grammatical structure and ways of use. It is based on the reading sessions that help the learners to advance language by discovering unknown vocabulary and getting structural knowledge of words. Reading helps the learners to ask and answer questions, to determine the meaning of words in its context and the link between the understanding and the linguistic formulation of new words in the written language. Reading has always been a good method for acquiring new advanced vocabulary (Carter & McCarthy, 2013).

1.7.1.2. Listening Vocabulary

It is all understood words that are acquired through listening to others and then using them in speech. This is the most basic way of acquiring lexicon in any language which can be done without any formal education. Essentially, vocabulary can be gained through this method, and to improve the listening skill, the teacher should use dictation exercises and asks the learners for predications to create coordination between audible words and written form to get the correct spelling of terms, or by using the audible or oral communication and then ask for the correct pronunciation to develop the speaking skill (Morsca .L, 2003).

1.7.2.   Productive Vocabulary

Productive Vocabulary is an active or functional vocabulary when the learners can produce utterance or written language to communicate with others and express their thoughts (Anisimova & Koshova, 2010).

1.7.2.1.   Writing Vocabulary

It is the combination of input skill of reading or listening and the output skill of writing. This one is acquired through reading any type of text such as a book or in oral communication. Where words are acquired and perhaps memorized, these words can be reused in the process of writing where the writer taps into his /her lexicon depending on what he/she manages to remember from his/her reading.

1.7.2.2.   Speaking Vocabulary

Speaking vocabulary is the use of the words that are acquired from speaking skill which is output skill based on oral communication such as retelling, interview activities…etc. This skill helps to increase the quantity and the quality of words and to get the effectiveness of communication because it is considered as a mini lecture that is based on direct learning to improve the language. The main aim of speaking vocabulary is to produce and determine the correct pronunciation of words that we use in our utterance (Morska, 2002).

1.8. Strategies to Teaching Vocabulary

Vocabulary is considered as a core of language that makes it a very essential aspect, and we mentioned before the importance of vocabulary learning that is related to the development of the four skills. So there are many teachers who diversify in the use of teaching methods and techniques for making the learner obtain a good vocabulary and master the language. The teaching methods are:

- The visual techniques include all the techniques that are depending on the observation like pictures, blackboard, and graphs. The role of the learners is describing or reading what they are seeing to convey the meaning by using their knowledge or asking questions to learn more new words (Gairns & Redman, 1986).

- Verbal Techniques introduce the use of illustrative situation, synonym and definitions, and contrasts or opposites. This method helps the teacher to check the concept of the learners, moreover, the learners can think and know how to use idioms in different contexts which means acquiring meaning knowledge (Gairns.R & Redman.S, 1986).

- Translation that was used in the past and still effective till now because it has a great value in teaching and learning EFL. According to Cook Guy (2011) "it allows learners to relate new knowledge to existing knowledge…", which means the learners learn new words of L2 depending on the knowledge of L1 and discuss the meaning through the comparison between the two languages, moreover, they become active during the application of translation (Pirrie, 2017).

1.9. How to Enhance Vocabulary in Classroom

The teacher helps the learners to build their vocabulary through using different methods and tools to make learning language too easy, enjoyable, and effective at the same time because the acquisition of the spoken and written language does not have an end. However, the role of the learner is to do the next step in learning EFL and improve their ability in enhancing vocabulary by depending on themselves through the use of different strategies.

1.9.1.   Use of Dictionaries

The most famous way to learn new words is the use of dictionaries. The dictionary is the only written work that presents all the features of word because it clarifies the written

form, the different meanings, different uses, and its pronunciation through the transcription. There are different types of dictionaries that help the learners to enrich their vocabulary such as:

- The online dictionary, in view of the technological development that provides the Internet to all segments of the society, including the learners, who become able to check dictionaries online at any time and any place, so they can develop their skills and knowledge (Hayton, No Date).

- Electronic Dictionary is a dictionary with several benefits because it holds large information with small space, so it helps learners to search and check the words in a short time.

- Monolingual Dictionary, the dictionary that contains one language, and it gives the various meanings to the known meaning and the exact meaning of unfamiliar words.

- Bilingual Dictionary, it contains two languages which are English and the native language to make the meaning of unknown words very close to the learners' mind (Lin Liu, 2014).

1.9.2.   Guessing from Context

Thornbury (2002, p.148) stated that "Guessing from context is probably one of the most useful skills learners can acquire and apply both inside and outside the classroom." Guessing from context is sometimes used unconsciously because this technique is based on analysing and classifying the keywords that are used in the text or the utterance to understand the context then guessing the meaning of the unknown word. So the result is the learners cannot face difficulties with unfamiliar words and enriches their vocabulary (Nation, 2001)

1.9.3.   Memorization

Memorisation is a learning device that depends on remembering and storing words or information through the reading of texts or listening to the conversation that our mind makes to recall the meaning when we need. The application of memorisation also helps to develop the learner's skills: reading, listening, and speaking,

1.9.4.   Repetition

Repetition is the oldest and effective method which has caught a lot of attention in the past and the present. The repetition means when the learners listen or read then repeat the word till they memorize its written and spoken form and its meaning to keep them in their minds. Further, this tool helps to set the form-meaning connections and develop the four skills when the learners remember the words in writing, reading, or speaking (Yamaoka, 2006).

1.9.5.   Reading Activity

The reading is the only process that does not change through the time because it plays the role of the primary source of vocabulary. Through the loud reading of the different texts, the learners should be able to recognize the different structures of texts which present a range of words in written form in addition learning the spoken form with monitoring the concepts. The reading of the short or the long text deals with one topic, so it aids the learners to extend their knowledge by learning the words that are relating to the same topic (Thornbury, 2002).

1.9.6.   Word Mapping Strategy

The word map is the semantics or concept mapping that encourages the learners to think by drawing the relationship diagram of word to learn the new words. This strategy develops the ability of the learners to learn and distinguish the written form because it depends on the division of the unknown word into parts "prefix", "root", and "suffix" then

guessing the meaning of each part to predict the meaning of the whole word (Harris et al, 2011).

1.10.   Conclusion

The importance of vocabulary has changed through time. With the great emphasis that was put on learning the English language, it became necessary to focus on the relationship between vocabulary and learning a language. Linguists did not believe that vocabulary is very important for learning a language, but searching for better ways to improve English made them pay more attention to it. Additionally, to give a clear idea about vocabulary, linguists specified three features of a word that is the basic unit of vocabulary building .These features are the meaning, the form and the use of a word. Moreover, vocabulary plays a big role in developing the four language skills. After knowing more about the importance of vocabulary, many techniques and strategies were created to enhance learning it in EFL classroom.

Chapter Two

The Application of Audio-lingual Method in Vocabulary Learning

2.1.Introduction

There are many methods and approaches that are created and proposed to facilitate the teaching and learning foreign language such as ALM which is an oral Approach. ALM was adopted in the past in development of speaking and listening skills through aural-oral drills for communication and to master a language, so it can be a dynamic method in the learning process. However, teaching foreign language does not only need a method, it also needs to take into consideration the main aspect such as vocabulary which is the core of language and communication skills that are the aim of ALM, and how the learner should increase his/her frequency of vocabulary.

This chapter focuses on the history, origin of the Audio-lingual Method, what is Audio-lingual in simple terms and what are the theories it is based on. Moreover, it includes the case against the principles of ALM and its use in teaching by discussing the criticism of its theories and highlights its weaknesses in learning vocabulary. This chapter also shows the importance of ALM and its advantages in vocabulary learning and it also mentions the patterns of the relationship in the EFL classroom and the Audio-lingual techniques that are used in the teaching process. Further, it sheds light on the application of this method in the development of listening and speaking skills, clarifies the role of speaking and listening in vocabulary achievement and presents the role of Audio-lingual Method in enhancing EFL vocabulary.

2.2.History of the Audio-lingual Method

Audio-Lingual Method (ALM) is a teaching style that was used to teach English as a foreign language. ALM appeared for the first time in America at the University of Michigan in 1947, and it was developed by the U.S government for military personnel because of the era of the wars as World War II (WWII) that created the need for the interpreters, code- room assistants, and translators to deal with other countries and to help

its army to achieve the foreign languages. However, after its spreading in America during the 1960s, it was adopted by the universities as teaching foreign language process. It had different names such as Aural-Oral Method, the Army Method, the Key Word, Structural Approach, Linguistics Approach, the Michigan Method, and the Audio-lingual that was gave by the American Professor Nelson Brooks in 1964, however, its principle remained the same (Richard & Rodgers, 2001).

This method is based on the structural principles that were proposed by the American linguist Charles Fries who focused on the patterns of sentences or grammar of language because he had the idea that language should be learned systematically and later in its development on the principles of the behaviorist theory that was advocated by the American linguists B.F Skinner and Leonard Bloomfield (Freeman &Anderson, 2013). The establishment of the ALM had one learning aim which is to develop the ability of communication. Its methodology depended on the contact directly with the target language by using dialogue, imitation, and repetition to get the correct pronunciation and make a professional conversation (Richard & Rodgers, 2001).

However, by the end of the 1960s, ALM lost its popularity though it had good results in teaching and learning process and became a useful method. The decline of ALM started by the appearance of the American Linguist Noam Chomsky; Chomsky was one of several linguists who criticized and rejected the behaviorist psychology and structural principles of ALM. Chomsky was an opponent to the idea of "to deal with language as set of habit" which was the main basis of the Audio-lingual method, but he was also a supporter of the cognitive-code theory. Moreover, Chomsky (1996, p.153, as cited in Jarosz, 2019, p.6) claimed that: "language is not a habit structure. Ordinary linguistic behavior characteristically involves innovation, formation of new sentences and patterns in accordance with rules of great abstractness and intricacy".

2.3. Definition of the Audio-lingual Method

Generally, Audio-lingual Method is a technique for teaching foreign language which advocates the teaching of listening and speaking before the reading and writing skills. Jack C. Richard and Theodore S. Rodgers argued that: "Speech is language. Since many languages do not have a written form and we learn to speak before we learn to read or write," (2006; p.55). The application Audio-lingual Method means the use of aural and oral drills. These drills are presented in small and controlled units such as dialogue to present the accurate pronunciation and repetition for developing the communicative ability and speaking the target language proficiency before knowing how to write and read the structural language. Also, ALM discourages the learners using their mother tongue in classroom, so the learners find themselves obliged to think and speak English language (Richard & Rodgers, 1986).

The Audio-lingual Method is based on two crucial theories. The first theory is the learning theory which is called the behavioral psychology that deals with learning as a process of formation of habit. Behavioral Psychology Theory (BPT) studies the human behavior including acting, thinking, and feeling because the behaviorist sees the human as an *organism* and the appearance of the behaviors depends on three main elements: *stimulus, response*, and *reinforcement*. In other words, the application of this theory on the language learning is when the teacher teaches or presents the target language (stimulus) to the learner (organism), and he/she responds by a reaction which is determined by reinforcement (rewards or punishments). If reinforcement is positive, the learner likes to produce the behavior again until it becomes a habit; however, the negative reinforcement means behavior not likely to occur again. So the reinforcement plays a vital role in Skinner's theory (Richard & Rodgers, 2001).

The second theory is the language theory that is known as Structural Linguistics (SL) which was developed as a reaction to traditional grammar. The Structural Linguistics focuses on the *parole* and determines the relationship between the elements of target language (TL). Richard and Rodgers (2001) claimed that : "Language was viewed as a system of structurally related elements for encoding the meaning, the elements being phonemes, morphemes, words, structures, and sentence types." (p.55). Hence, the learning language depending on SL is to know how to build the language elements from phoneme to sentence in meaningful order according to rules and phonological system. The phonological system is also important in SL because it defines the sound of the language elements; moreover, the American linguist William Moulton (Rivers, 1964: 5 as cited in Richard & Rodgers, 2001, p.55) argued that: *"Language is speech, not writing ….A language is set of habits …. Teach the language, not about language ….Language is what its native speakers say, not what someone thinks they ought to say …."*

2.4. Significance of ALM in Vocabulary Learning

Nowadays, English is the most popular language in the world; in addition, Audio-Lingual is the first method that adopts the English language learning that's why ALM is adopted by many schools and universities as an appropriate and effective method (Yang, 2018). So the importance of ALM is not limited to the foreign language teaching or learning but to the development of the communicative ability. It aims to mastery the language through the aural-oral drills and developing skills in the following order listening, speaking, writing, reading because the communication is the combination between speaking with listening and writing with reading, moreover, it emphasizes the sentences patterns and avoiding the errors which are viewed as phenomena (Brown, 2006).

2.4.1.   Advantages of ALM in Vocabulary Learning

Audio-lingual is an effective method that has a lot of benefits to the teaching process. Regardless to the shortcoming, its advantages are greater than its disadvantages and are worth its significance.

Many teachers see Audio-lingual as a beneficial method that motivates learners to learn vocabulary without making any effort because it is the first scientific method that depends on linguistics and psychology theories. Moreover, it helps the teachers to do their role as a leader who serves vocabulary as a model and the role of a controller who controls the behaviors and mistakes of learners during the presentation of language. The learner plays the role of the receiver of the stimuli which is vocabulary through listening, so their quality and quantity of vocabulary increase. Thus, the learners should avoid using the native language in learning foreign language because the native language and foreign language are completely different in vocabulary and grammar. ALM also designs exercises that are used to develop the individual competence of speech, to master language, and to speak the foreign language fluently. It also relies on simple and various techniques that are available in all schools and universities. The simple techniques help in presenting the language in a simple way that facilitates the teaching and learning process for the teacher and the learner. Audio-lingual Method teaches learners to be active in vocabulary learning through Solve-problem Strategy. In addition, Audio-lingual method uses different drills as repetition, dialogue, replacement, and imitation which focus on listening and speaking skills because they aim to develop the individual ability for communication (Larson & Freeman, 2003). Thus, using vocabulary to teach ALM allows learners to give quick responses in spoken form. So, Audio-lingual encourages vocabulary learning in context not in isolation because learning vocabulary is a very essential aspect in achieving all four language skills (Maulana & Mahaputra, 2018).

2.5. Techniques of Audio-lingual Method in Learning Vocabulary

As any teaching method, Audio-lingual depends on lessons which take place in foreign language and different techniques which can be pointed as follows:

- Dialogue Memorization is short oral conversations between two learners or more who have to memorize the spoken language and mimicry the role of the character. It is used to introduce sentence patterns and grammatical structures and to build the confidence of learners in speaking (Freeman & Anderson, 2011). Dialogue Memorization introduces new vocabulary that a learner can remember it and use it because the creation of conversation needs meaningful words that explore in context or is done through connection between the new and stored vocabulary to create new ideas for using in other conversations (Wasik & Campbell, 2012). Dialogue Memorization aims to make a new word more understandable and a foreign language as a familiar language.

- Chain drill is question and answer drill and it is used to practice adjacency pairs or to present different vocabulary items. Chain drill is when the teacher greets or asks a particular learner a question, and that learner answers, then the learner greets or asks the other learner and chain continues. As suggested, it is better to use the Open-ended question that gives chance to learners to use learned vocabulary or acquire new words (Wasik & Campbell, 2012). The teacher practices this kind of technique to increase fluency and accuracy and helps the learners to distinguish the difficult sounds. It also gives the teacher the opportunity to check each learner's aural-oral skills (Freeman & Anderson, 2011).

- Substitution Drills are two types: Single-slot and Multiple-slot Substitution Drill. Single-slot Substitution Drill is when the teacher gives learners a word or phrase which is named cue from dialogue and asks them to complete the sentence. Multiple-slot Drill when the teacher gives cue phrases and asks the learner to recognize each cue part and fit into appropriate slot in the dialogue. Substitution Drill aims to teach the learner how

to recognize speech parts, meaning, and use of word and then fit with slot of sentences (Freeman & Anderson, 2011). It also helps to use the previous vocabulary that is learned in classroom.

- Repetition Drill is the basic tool in Audio-lingual Method. It is based on carefully listening to model of utterance before knowing its written form and then repeating as quickly and accurately as possible. It is used when the teacher wants to introduce new terms and new vocabulary items. This drill aims to help the learner to pay attention to the words and learn the correct pronunciation and the intonation that helps to memorize the language easily. Webb (2007, p.47) argued that "vocabulary gains increased as the number of times learners met words in context increased".

- Use Minimal Pairs Analysis is the selection of two words that have the same sound but different meaning which means homophone and the learner should pronounce and differentiate the two words. Minimal Pairs Analysis aims to help the learner to analyse and compare language that he/she learns and recognize form, meaning and use of words.

- Transformation Drill is when the teacher gives certain sentences to the learners and asks them to transform from passive to active form, from affirmative to negative, from statement to question, or from direct to reported speech. It aims to practice speaking and show ability to negotiate and recognize parts of sentences and types of words.

2.6. The Role of Speaking and Listening in Improving Vocabulary

Learning vocabulary deals with knowledge of a word and is a significant aspect in EFL learning because it aids to build proficient language and communication. However, learning vocabulary is restricted in ALM. Audio-lingual Method focuses on learning sentence patterns. Also, it is an appropriate method that motivates to speak and listen and develop the ability to express and communicate by using various aural-oral techniques as communication needs a speaker and listener (Alemi &Tavakoli, 2016).

Moreover, even if learning vocabulary is strictly limited and learned in context, there is an indirect relationship that is based on teaching vocabulary through listening and speaking. Because as what is said, Audio-lingual method is a teaching method that emphasizes teaching speaking and listening which are priority in the method and essential in learning language and improving vocabulary by using context clues. In addition, it is impossible to separate the two skills because evaluation of speaking skill in language learning needs using listening skill. Thus, speaking and listening are the basic principles of ALM and vocabulary learning, and improving the two skills lead to increase vocabulary (kacani & Cyfeku, 2015).

2.6.1. Expanding Vocabulary through Speaking Skill

Speaking is to produce language and sounds by using mouth and it is also an output skill that helps to present and create meaningful language. In classroom, when a teacher speaks by utilizing different activities as repetition, dialogue, and question-answer drill, he/she presents context of language and new vocabulary items while describe pronunciation and spoken form of words. The role of learner is to acquire and understand these new words to develop his /her knowledge and speak fluently. Speaking encourages learners to be productive of utterance because when a learner speaks, he/ she practices target language and shows what and how much vocabulary is learned. Further, speaking highlights mistakes that are made by a learner to motivate a teacher to correct and help a learner to gain correct vocabulary. It also shows misunderstanding of learner for using appropriate and wanted words and recognizing what is suitable utterance for each situation (Newton, 1996).

2.6.2. Expanding Vocabulary through Listening Skill

Listening or hearing is a psychological capacity by giving attention and processing sounds. In other words, it is a basic language skill that depends on receiving and

processing auditory utterance or information to understand meaning form in order to be able to respond and participate in communication. According to Bulut and Karasakaloglu (2017), there is a strong correlation between vocabulary learning and listening that is found in the first stage of language learning because when a child is born, he /she can not speak but can listen. A child starts acquiring his /her first words by listening to auditory signs from his/her environment then tries to select appropriate words to produce a meaningful language by utilizing speaking skill. In addition, a child learns new words and can recognize unfamiliar words from context even if these words are not understood. Acquired words increase vocabulary and help the child to master language and to be able to correlate listening and speaking skills in communication. So depending on child theory to learn his /her mother tongue, learners can improve their vocabulary through using listening activities such as Meaning-focused Input and interaction with teachers who present high frequency vocabulary. Listening is an effective comprehension skill that helps to achieve the aim of language learning and expand vocabulary, moreover; it develops narration skill which is speaking by setting sentences (Nation, 2006).

2.7. Critics the Application of ALM in Learning Vocabulary

The Audio-lingual Method was widely spread in its country of origin as a style of teaching during the 1950s and 1960s, which led to criticize its theoretical foundations and main principles. So the critics mentioned the limitation and weakness of the method that appeared pending the application.

Noam Chomsky is one of the critics who strongly rejected the behaviorist psychology and the structural theory by proposing alternative language learning theory that depended on cognitive and innate. Chomsky (as cited in Richard & Rodgers, 2006, p.66). also claimed that:

Learning theory could not possibly serve as a model of how humans learn language, since much of human language use is not imitated behavior but is created anew from underlying knowledge of abstract rules. Sentences are not learned by imitation and repetition but "generated" from the learners underlying "competence."

The application of Audio-lingual emphasizes the vital role of repetition and imitation. The latter are limited techniques in vocabulary learning, and its use does not help to achieve good results because children cannot repeat a large number of words so they repeat just what they want. This children's repetition is named self-repetition. Moreover, the imitation differs from a person to another because a child cannot imitate as the adult. Further, capacities of learners vary by person, and the learners are not able to transfer the learned skills from classroom to real communication.

Thus, Audio-lingual fundamentals are different, as it does not encourage learning vocabulary from situations that encounter the learner but encourages learning the patterns of sentences and using them correctly when the learner needs or stimulates.Audio-lingual is a rote learning style, so it is an ineffective method in vocabulary learning (Barati et al, 2013).This criticism draws line of the decline of Audio-lingual and new starting of the Cognitive-code Learning Method (CCLM).

2.7.1.   Disadvantages of Audio-lingual in Learning Vocabulary

The critical view of Audio-lingual Method highlights shortcomings of the method (Yang, 2018) because request of linguists was a search for suitable theory for learning language and to solve the English speaking problem through application of Audio-lingual which is Oral Approach (AO). However, learning language is not limited to developing its skills, but rather by learning all aspects such as vocabulary which is the core of language, and learning vocabulary is completely different. Vocabulary learning is limited in Audio-

lingual Method (Barati et al, 2013). As the use of ALM encourages the learners of early stages to repeat incomprehensive language to produce habitual speech, it does not help them in real communication. Learners cannot use unknown words in conversation. In other words, the method focuses on the form of the language while it neglects the meaning, and it is known that vocabulary is based on the knowledge of a word. The knowledge of word depends on three main parts: form, meaning, and use that are equal in importance. In addition, during the learning process in classroom by using Audio-lingual Method, learners should listen carefully to imitate accurately, however, they may make mistakes. The teacher should correct them because he/she is the only source of language, so learning vocabulary is limited by knowledge of teacher. Moreover, the dominance of the teacher makes the learners passive receivers of information because the teacher is as orchestra leader in the classroom. Further, Audio-lingual Method views the mechanical repetition as an effective technique, but it makes the learners get bored to acquire new vocabulary, so it kills their creativity in communication. Since vocabulary learning deals with the four main skills speaking, listening, writing, and reading, the learners and teacher should deal with these skills equally, but Audio-lingual emphasizes on speaking and listening before writing and reading (Barati et al, 2013).

2.8. Conclusion

Indeed, learning vocabulary is a big challenge; it plays important role in learning a language. The more learners' vocabulary is improved, the more they master English language. One way to enhance vocabulary is through using the Audio-lingual Method. Since this method focuses on drills and memorizing words by repetition and dialogue, it puts important points that support learning vocabulary. Even though Audio-lingual Method was doubted on its usefulness considering vocabulary, it proved that it can have positive effects on the process of learning vocabulary. Many techniques were created in this method

to support gaining more knowledge about new words. For this chapter, it is included that

enhancing vocabulary through listening and speaking skills leads to successful use of

Audio-lingual Method.

Chapter Three

The Case Study

3.1. Introduction

This chapter deals with the practical part of the research, and it aims to clarify the importance of vocabulary learning and discover the effectiveness of the use of ALM in classroom to enhance the lexical language. It tackles the research structure, data collection which is divided into three sections: description of the sample, the interview of the teachers, the questionnaire of the students, and the analysis of this data. In addition, it will shed light on the discussion of the findings and results.

3.2. Research Structure

The main aim of this research is to clarify the importance of learning vocabulary of EFL and the essential role of enhancing vocabulary in mastering language by using the Audio-lingual Method that can facilitate the teaching and learning process.

3.3. Data Collection

This data were collected using two different instruments. The first instrument was a questionnaire directed to students, while the second one was an interview, which was directed to the teachers.

3.3.1. The Interview

The interview was done with first year BA teachers of department of Arts and English language at the University of Adrar. The interview consists of 18 open-ended questions about enhancing vocabulary of EFL learners through the application of the Audio-lingual Method. It aims to know their opinions toward the effectiveness of the use of the traditional method in EFL classroom and the importance of vocabulary in learning the language. Moreover, it attempts to investigate the appropriate strategies that help develop the vocabulary and build the English language and how teachers react to the students' mistakes.

3.3.2.   The Questionnaire

The questionnaire was distributed to first year BA students of Arts and English language at the university of Adrar. It is composed of 20 different questions that include yes/no questions which sometimes need a justification, multiple choices questions, and open-ended questions. It also aims to collect background information of students while keeps them anonymous for validity results and making them more comfortable to answer. Moreover, the questionnaire is designed to gather data about English learning and to identify the difficulties that face the students to learn new words.

3.3.3.   The Sample Description

For this study, 116 students of first year LMD at Adrar university were selected to answer a questionnaire about enhancing EFL vocabulary through the application of Audio-lingual Method. Moreover, they received the written questionnaire via their emails and Facebook because of the COVID-19 pandemic. However, 83 out of 116 students gave back the answers, and the students were of different ages and genders but they had a common purpose which is learning English fluently. On the other hand, 9 teachers of first year of English at Adrar department were interviewed. They received their written interview via their emails. Only 4 out of them answered the questions of the interview. So, our sample is only 83 students and 4 teachers.

3.4. Analysis of Data

In this part, we summarize the interpretation of the data that is gathered through the questionnaire and interview and organized in tables and graphs.

3.4.1.   Analysis of Students Questionnaire

This section involves the information that has been collected from the students.

Question01: What is your gender?

Gender	Number of participants	Percentage
Male	25	30%
Female	58	70%
Total	83	100%

Table 1: Students' gender
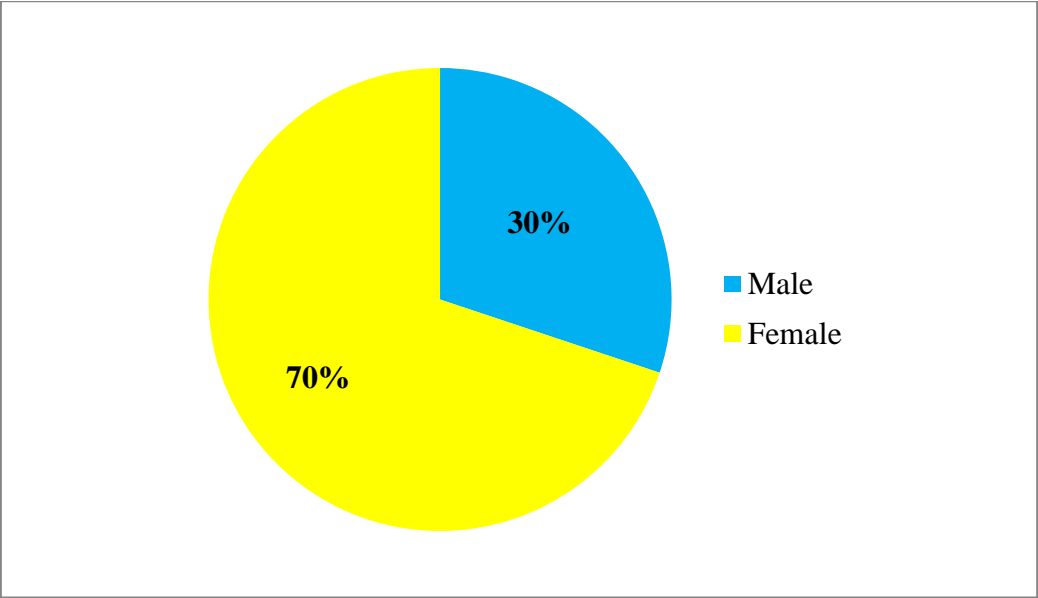
Graph 1: Pie chart representing the students' gender

According to table (1) and pie chart (Graph 1), the majority of the students are females who represent 70% of the participants while 30% of participants are males.

Question02: What is your age?

Age	Number of Participants	Percentage
18-22	57	68.67%
22-26	16	19.28%
26- 30	4	4.82%
30 - Over	6	7.23%
Total	83	100%

Table 2: The age of the participants
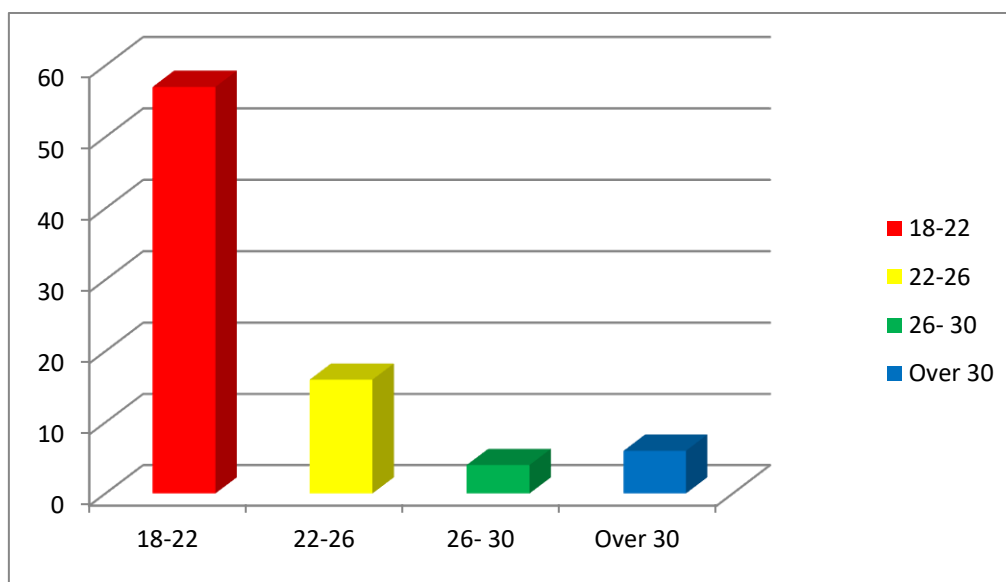

Graph 2: Bar graph presenting the age of the participants

Table 2 and graph 2 show that the majority of participants are young and aged between 18-22 years old with a percentage of 68.67%. A percentage of 19.28% of students are aged between 22-26 years old, 4.82% of students are aged 26-30, and the rest are 30 - over years old with a percentage of 7.23%.

Question03: Are you interested in learning English language?

Answers	Numbers	Percentage
Yes	83	100%
No	0	0%
Total	83	100%

Table 3: Students' interest in learning English language
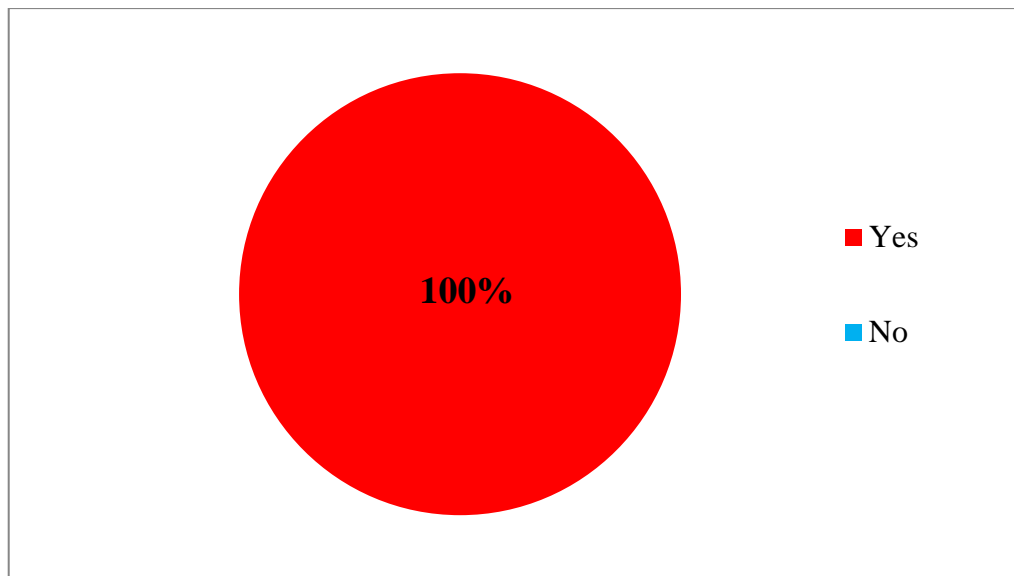
Graph 3: Pie chart representing the students' interest in learning English language

From the results above, we observe that 100% of students are interested in learning English as a foreign language and according to their common justifications:

- English is a global language that helps to communicate with other people from different countries.

- English language is their passion.

- Some students need to learn English for their jobs

- Some students want to be translators in the future.

Question 04: Do you speak English?

Answers	Number of participants	Percentage
Beginner Level	11	13.25%
Intermediate Level	66	79.52%
Fluent Level	6	7.23%
Total	83	100%

Table 4: Students' language proficiency levels
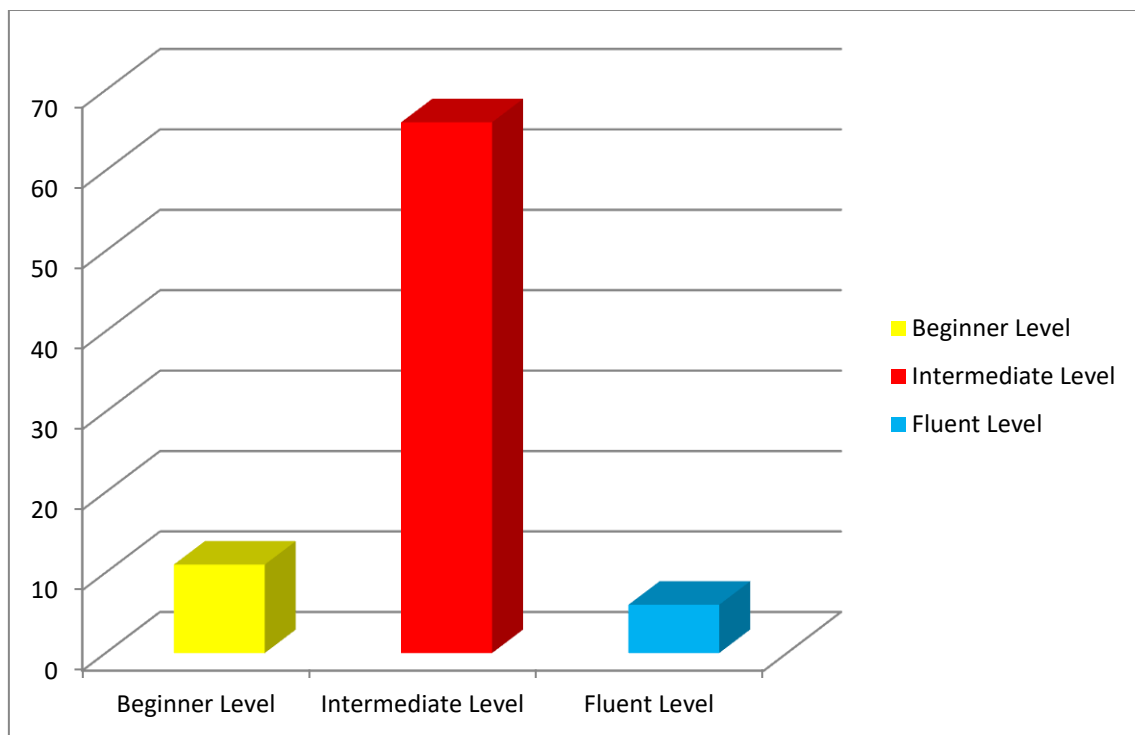
Graph 4: Bar graph representing students' language proficiency levels

Table 4 and graph 4 present that the majority of the students 79.52% have intermediate level in English speaking, 13.25% of participants have beginner level, and 7.23% of students speak English fluently.

Question05: Does your teacher teach you vocabulary?

Answers	Number of the Participants	Percentage
Yes	73	87.95%
No	10	12.05%
Total	83	100%

Table 5: Learning Vocabulary in classroom
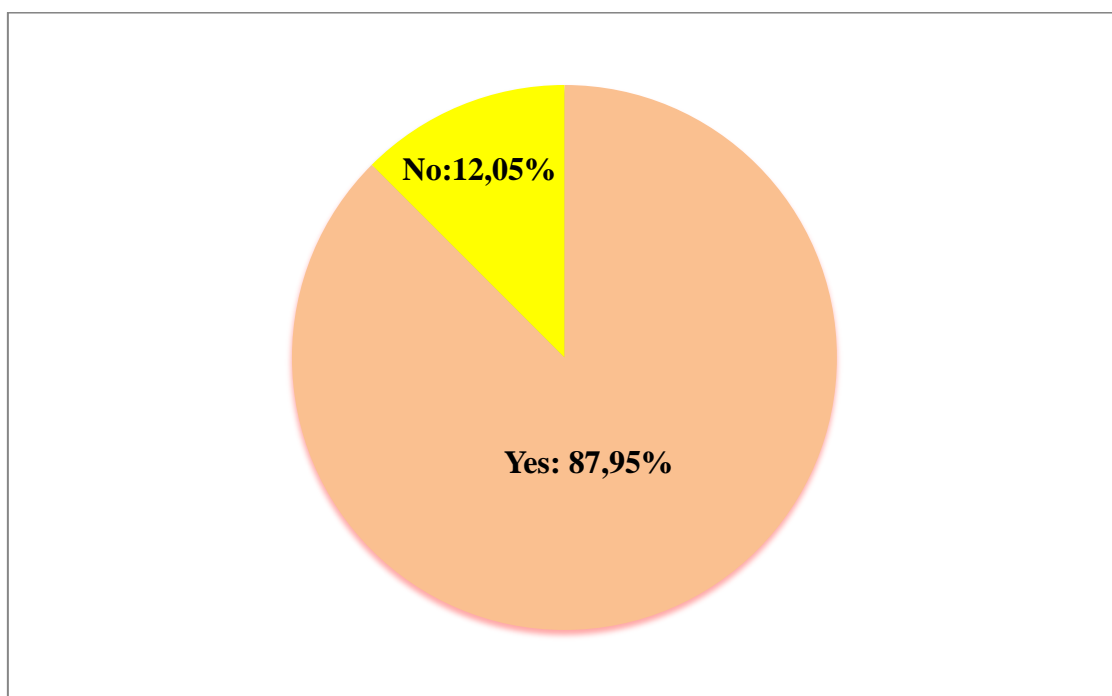
Graph 5: Pie chart representing the learning vocabulary in the classroom

The results from the pie chart show that the majority of respondents who present 87.95% learn vocabulary in classroom, and12.05% don't learn vocabulary in classroom.

Question06: How important is it for you to learn vocabulary in class?

Answers	Number of participants	Percentage
Not at all	1	1.20%
Important	34	40.96%
Very important	48	57.84%
Total	83	100%

Table 6: The importance of vocabulary learning
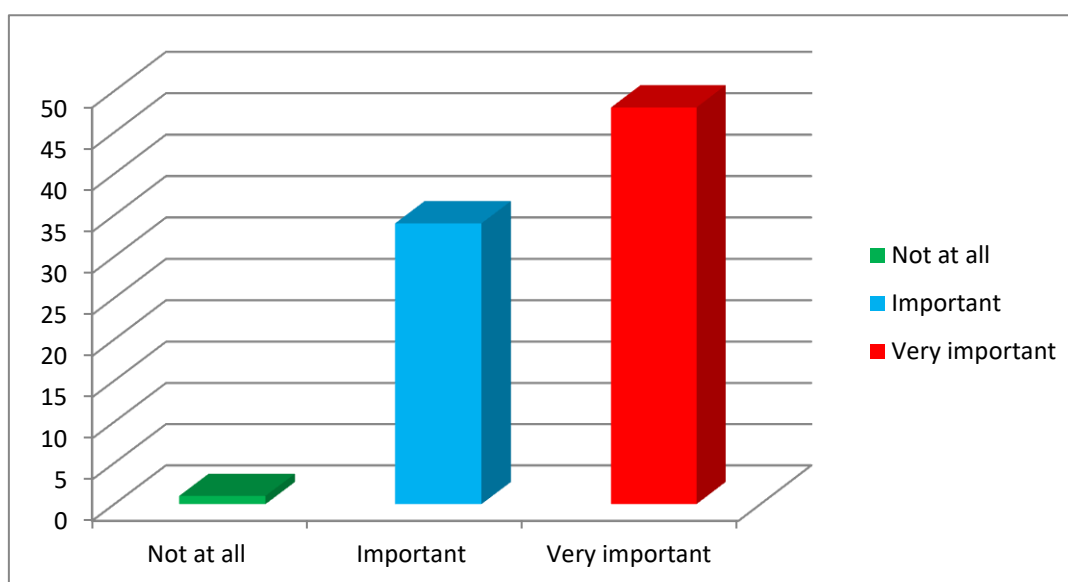
Graph 6: Bar graph presenting the importance of vocabulary learning

From the information given in the table and graph (06), 48 students out of 83 saw that the vocabulary learning is very important to learn English,34 students out of 83 saw vocabulary as an important aspect, and 1 student out of 83 saw vocabulary as not important at all in learning English language.

Question07: Do you think learning vocabulary affects English learning?

Answers	Number of the Participants	Percentage
Yes	76	91.57%
No	7	8.43%
Total	83	100%

Table 7: The effect of vocabulary in learning language
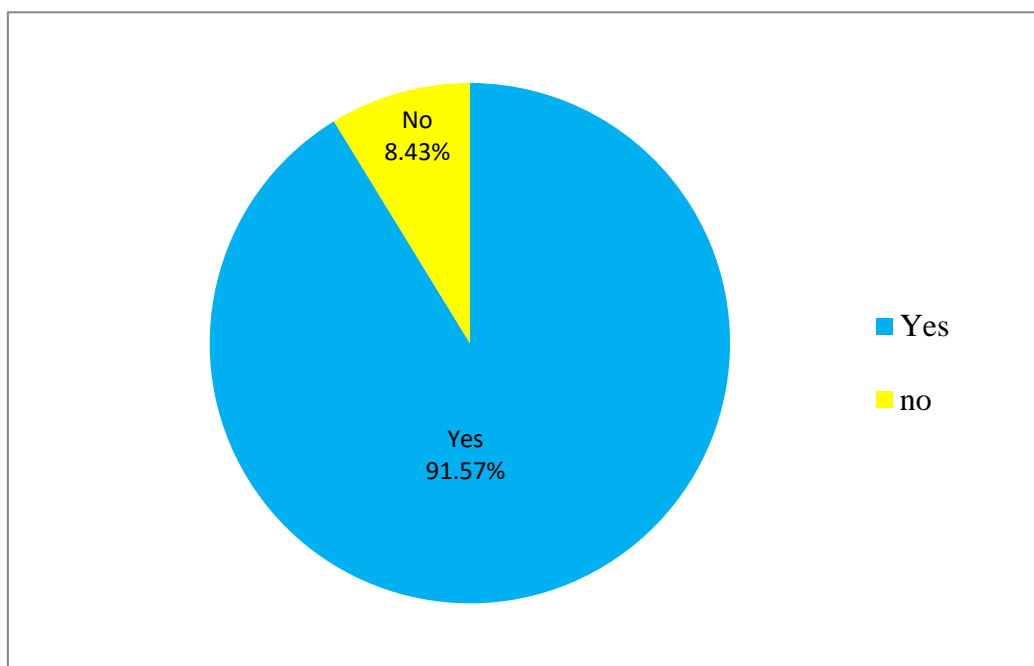
Graph 7: Pie chart presenting the effect of vocabulary on language learning

According to the results that are illustrated in table 7 and the pie chart, the majority of respondents 91.57% believed that the vocabulary learning impacts language mastering while 8.43% of students didn't.

Question08: What is your source of vocabulary?

Answers	Number of Participants	Percentage
The teacher	18	21.69%
Books	13	15.66%
Social media	12	14.46%
Audio-visual such as movies, songs	40	48.19%
Total	83	100%

Table 8: The source of vocabulary

Table 8 shows that the majority of the students (48.19%) get their vocabulary from audio-visual sources such as movies, songs. 21.69% of students say that their source of vocabulary is the teacher, 15.66% of participants acquired their vocabulary from the books, and 14.46% of students from the social-media.

Question09: Do you face any problem in enhancing your vocabulary?
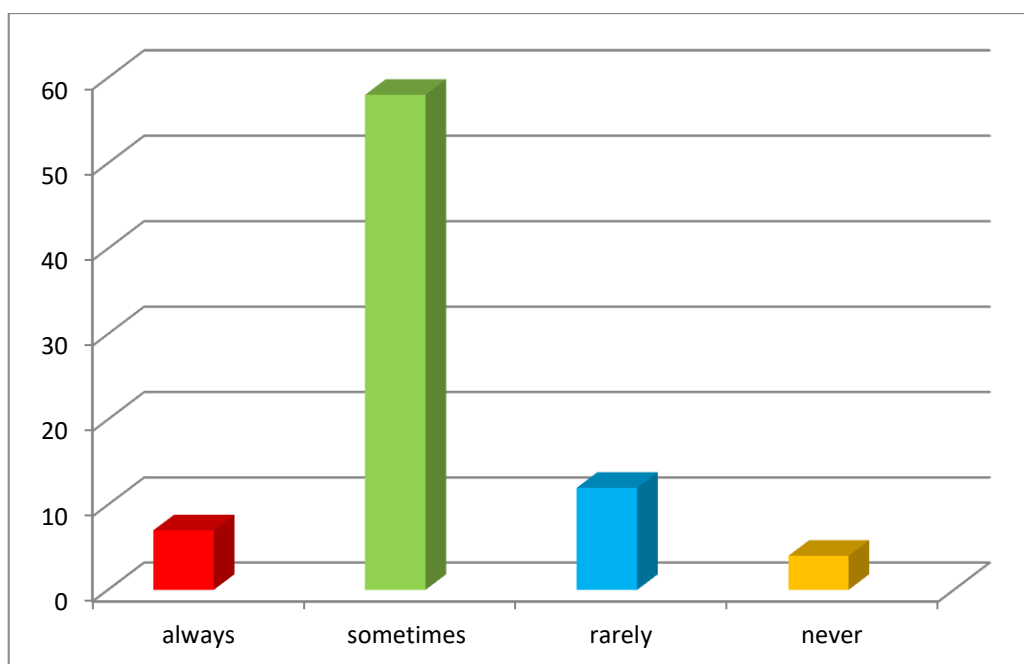
Graph 8: Bar graph representing Enhancing Vocabulary difficulties

Graph 8 shows that 59 students out of 83 sometimes face difficulties when they try to develop their vocabulary.13 out of 83 participants rarely faced problems, 7 students out of 83 always have problem in enhancing new words and 4 out of 83 never face difficulties.

Question10: How do you increase your vocabulary?
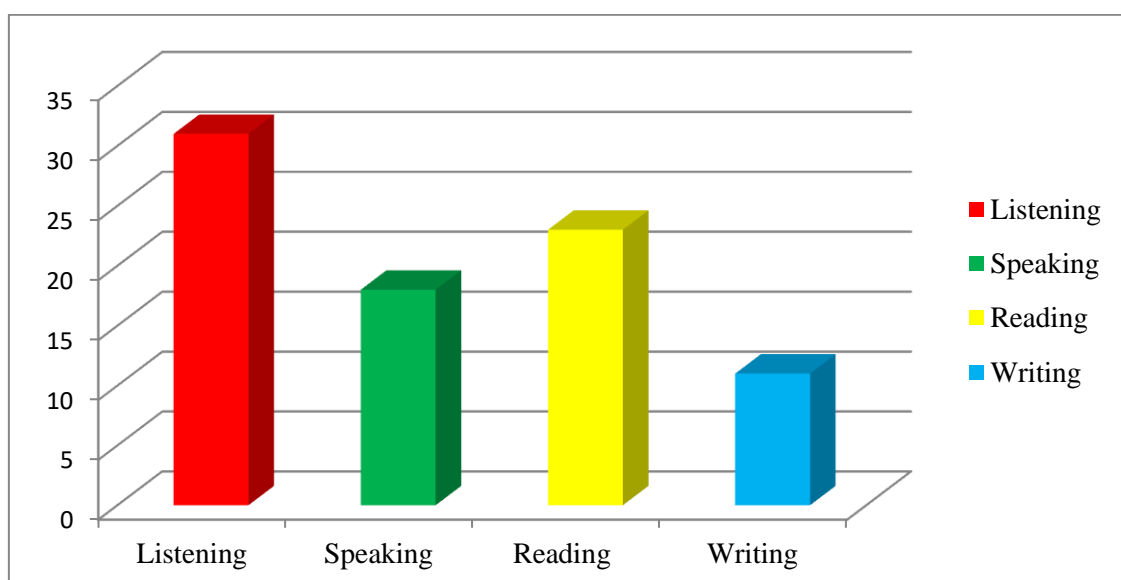
Graph 9: Bar graph presenting the achievement of vocabulary

Graph 9 shows the majority of participants (37.35%) develop their vocabulary through listening, 23.71% of students learn vocabulary through reading , 21.69% of

46

students acquire their vocabulary through speaking while 13.25% learn new words through

writing.

Question11: Does your teacher use aural-oral such as dialogue, discussion in classroom?

Answers	Number of the Participants	Percentage
Always	31	37.35%
Often	22	26.51%
Sometimes	24	28.92%
Rarely	6	7.23%
Never	0	0%
Total	83	100%

Table 9: The frequency use of aural-oral activities

The table above shows that 37.35% of students said that their teachers always use the

aural- oral activities in classroom. 28.92% of students said that their teachers sometimes

use aural-oral activities, 26.51% of respondents said that their teachers often use the aural-

oral activities while 7.23% claimed that teachers rarely do so.

Question12: Do aural-oral activities stimulate the students to learn new words?

Answers	Number of the Participants	Percentage
Always	31	37,35%
Often	22	26.50%
Sometimes	23	27.71%
Rarely	7	8.43%
Never	0	0%
Total	83	100%

Table 10: The role of aural-oral activities in the motivation of the students

As it is illustrated in table 12, 37.35% of participants agree that the aural-oral activities always stimulate them to learn new words, and while 26.5% of them saw that the aural-oral activities often stimulate them. 27.71% of the students are sometimes stimulated to acquire new words while 8.43% of the students are rarely stimulated by this kind of activity.

Question13: Does your teacher give you an idea about the Audio-lingual Method?
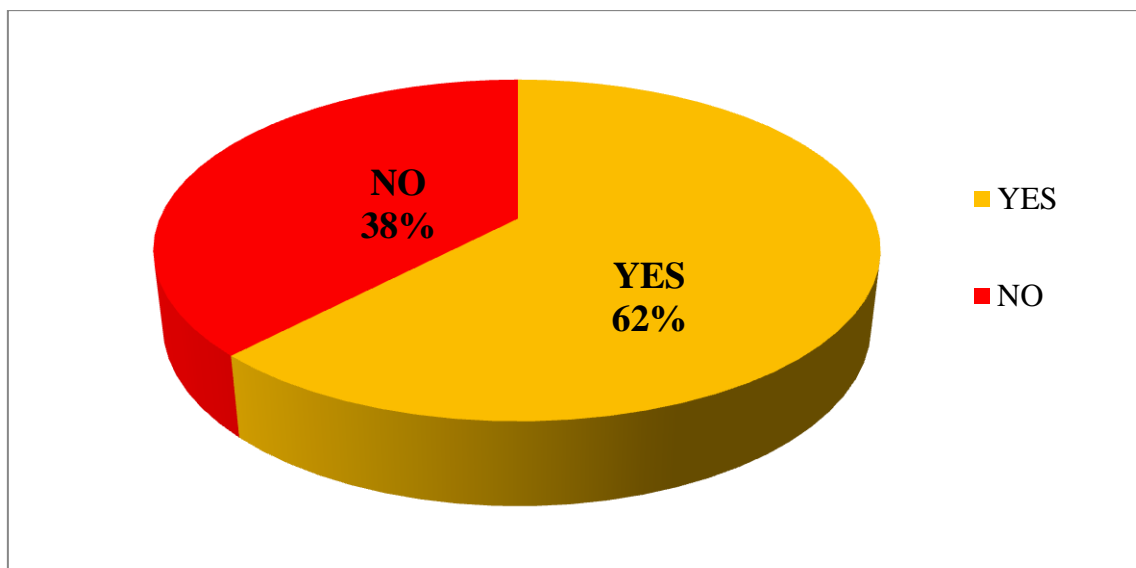
Graph 10: The knowledge of Audio- lingual Method

Graph 10 indicates that the majority of respondents (62%) have an idea about what is the Audio-lingual Method while 38% of students have no idea.

Question 14: Do you think that memorization is an effective strategy to develop your vocabulary?
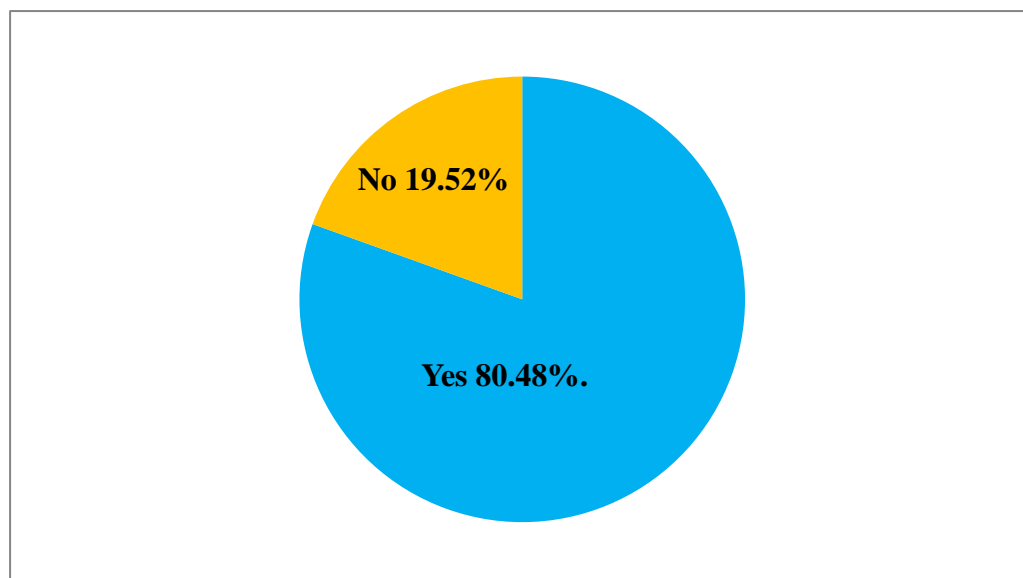
Graph 11: The role of memorization in vocabulary development

As it is shown in pie graph 80.48% of students believe that the memorization is an effective strategy to develop EFL learners' vocabulary while 19.52% of students don't.

Question 15: How do you memorize your vocabulary?

Answers	Number of Participants	Percentage
Through listening	34	40.96%
Through Speaking	21	25.30%
Through reading	16	19.28%
Through Writing	12	14.45%
Total	83	100%

Table 11: The students' strategies to memorize Vocabulary

The table above reveals that the majority of the participants memorize their vocabulary through listening, 21 out of 83 memorize vocabulary through speaking, 16 out of 83 students stated that they use reading to memorize, and 12 out 83 students use writing as best way to memorize their vocabulary.

Question 16: What is your vocabulary level?
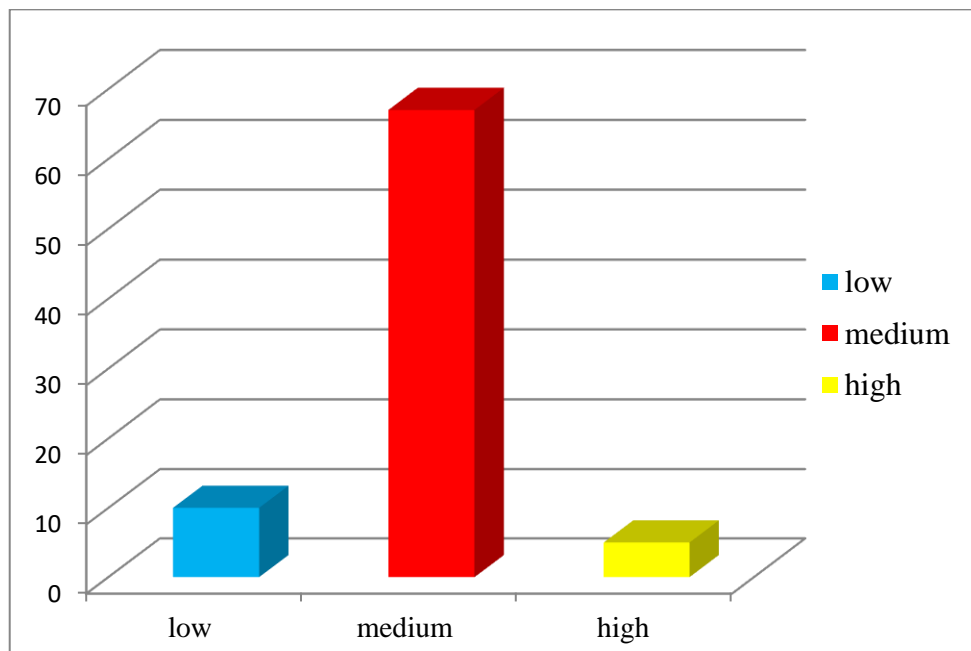
Graph 12: Bar graph presenting the students' level vocabulary

Bar graph (Graph 12) reveals that the majority of the students have medium level of vocabulary, 7 out of 83 of students have low level of vocabulary, and 5 out of 83 have a high level.

Question17: How do you evaluate your vocabulary?

Answers	Number of Participants	Percentage
Though listening	23	27.71%
Though Speaking	35	42.16%
Through Reading	15	18.07%
Through Writing	10	12.05%
Total	83	100%

Table 12: Students' strategies to evaluate their vocabulary

According to table12 the majority of respondents (42.16%) evaluate their vocabulary when they speak, 27.71% of students evaluate their vocabulary when they listen, and 18.07% of students evaluate their level of vocabulary when they read and 12.05% when they write.

Question18: List three disadvantages and advantages of the use of repetition?

The most repeated responses:

The disadvantages are:

1- Repetition makes the students get bored.

2- The student becomes passive and cannot be creative.

3- The students have a short term memory.

4- The repetition decreases the motivation of students

5- The students repeat incomprehensible words.

6- The repetition is a technique that needs a lot of time to help the students learn new words.

7- Repetition doesn't get the listener excited about what the teacher is going to say.

- The advantages are:

1- Repetition helps to memorize new words and to increase student's EFL vocabulary.

2- It helps to improve accuracy and fluency.

3- It is a good method to know the pronunciation and how to spell words correctly.

4- It helps to develop the students' skills such as listening and speaking.

5- Repetition is as a tiring method that helps the students to practice English language.

6- It increases confidence of the students.

7- Repetition facilitates the use of lexical knowledge.

Question 19: How do you react when you hear new vocabulary?

Answers	Number of Participants	Percentage
Check dictionary	27	32.53%
Ask the teacher	21	25.30%
Guess its meaning from the context	35	42.17%
Total	83	100%

Table 13: Students' strategies in learning new words

The results in table 13 indicate that the majority of students 42.17% guess the meaning of the new words from the context while 32.53% use the dictionary. However, 25.30% of students ask their teacher about its meaning.

Question 20: Do you think the development of the listening and speaking skills leads to the development of vocabulary?

Answers	Number of participants	Percentage
Strongly agree	37	44.57%
Agree	46	55.42%
Disagree	0	0%
Strongly disagree	0	0%
Total	83	100%

Table 14: Students' opinion about the development of listening and speaking skills and its

relationship with the development of vocabulary

As it is illustrated in the table above, 55.42% of the participants strongly agreed on the importance of the development of listening and speaking skills in expanding vocabulary while 44.57% agreed on that the development of these skills leads to achieve vocabulary.

3.4.2.   Analyses of Teachers' Interview

The second section involves the information that are collected from the teachers.

According to the first interview, the teacher A has an experience of 27 years in teaching EFL and he argues that the teaching process is a difficult process that needs the patient and much effort for getting its purpose. According to him, each subject emphasizes an area of language in classroom and needs a suitable method such as Oral expression that needs the application of Audio-lingual Method and the aural-oral activities. Teacher A believes that learning vocabulary is very important to master language because the students cannot master any language if they do not have an acceptable amount of vocabulary items that will allow them to communicate. Moreover, the students are the most who may face difficulties in learning new words, so they may make mistakes, but the role of the teacher

is to correct them in a smoothly way to avoid embarrassing them. The teacher A also sees that the effective method to acquire vocabulary is reading.

From the second interview, the teacher B has an experience of 17 years in teaching, and he sees that teaching is not a difficult process if the teacher prepares his/ her lectures before and has a good audience. In addition, the teacher should emphasize learning vocabulary, grammar, spelling, and punctuation in classroom. Teacher B also believes that vocabulary is an essential aspect to master English language because without vocabulary the student cannot produce language. He states that he does not use the Audio-lingual method because his subject does not need this kind of method. However, he believes that the aural-oral activities are efficient activities to present and learn new vocabulary and reading is the best strategy to improve vocabulary. The teacher B claims that the teacher sometimes faces difficulties when the students do not follow the instructions on how to read and what to read, moreover, they may make mistakes .So the role of the teacher is to ignore the small mistakes or ask their classmates to correct them.

The third interview indicates that the teacher C has an experience of 19 years in teaching, and he states that the difficulty of the teaching process depends on the students' profile. Moreover, the teacher should emphasize the four language skills in teaching and learning process. The teacher C also believes that vocabulary plays a vital role in mastering English language, but the students sometimes face problems to enhance new words because they don't read enough. In addition, they make mistakes, so the teacher should let them identify their mistakes with some kind of assistance. The teacher C does not use the Audio-lingual Method, but he believes that the aural-oral activities are a good strategy to present language, and he uses it when it is necessary. He also sees that the effective method to achieve vocabulary is reading, writing and practicing the language.

The last interview with the teacher D, the teacher D has five years of experience in teaching English as foreign language, and the teacher D believes that the different characters and attitudes of students towards learning sometimes create difficulties in distributing necessary information to everyone. Moreover, the teacher should focus on teaching syntax and meaning in context of discourse. He/She also states that learning vocabulary of EFL is crucial to master the language and the best way to achieve new words is using the Audio-lingual Method. The latter makes students very responsive and improving listening and speaking leads to developing vocabulary. The teacher D argues that with listening, students will face new themes every time with new lexical luggage. They would not train only their ears but will learn new vocabulary. Same would be in speaking, provided that they are pushed to renew and grow their vocabulary. Moreover, the aural-oral activities are the appropriate strategy that help to present new words and practice language. Further, the teacher D suggests other strategies that can help the students to enhance new words such as a word in a day, using dictionary applications, reading short stories, or watching short videos. However, the teacher D also claims that during the learning process, the teacher may face several difficulties such as the students' mistakes, so the teacher should deal with these errors without interrupting them repetitively. In addition, the students do not become interested in learning vocabulary because they think that they can express themselves without need to new words.

3.5. Discussion of the Findings

The research aims to investigate the importance of vocabulary in language proficiency and the effectiveness of the ALM in enhancing vocabulary. It also studies the ability of the students to gain new words.

According to the interpretation of the collected data, all the participants are interested in learning English. The students believe that to master the language and speak fluently

and accurately, they have to learn the vocabulary which is the essential aspect and the core of a language. 87.5% of the students learn vocabulary in the classroom because the high amount of vocabulary affects the English language learning as it is shown in the table and graph (**7**). Based on the results that are presented in the bar graphs (graph **4, 12**), 68 out of 83 students have medium level of vocabulary, they can speak intermediate English language. So, the students try to increase their amount of knowledge through using different strategies and available sources, and they find listening and speaking activities as appropriate learning technique as it is shown in table **11**. Further, the students agreed that those aural-oral activities are the best tools to practice and produce language and the repetition is a useful practice to memorize the new words even if it sometimes makes them bored. So, it is confirmed that the audio-lingual is an effective method in improving EFL vocabulary and to facilitate the learning and teaching process.

In addition, the results obtained from interviewing A, B, C, and D teachers demonstrate that the students cannot produce language without vocabulary because it is crucial part in language teaching. The majority of the teachers believe that the selection of teaching method depends on the kind of the subject, and they state that reading is the best and efficient activity to increase the amount of vocabulary. However, the Audio-lingual Method is more appropriate to the Oral Expression module because the use of the Audio-lingual Method means the use of aural-oral activities, repetition, and memorization, so the students become active and very responsive.

According to the findings of our interviews, all teachers agree with the teaching process is not an easy process, and it needs a good preparation of lectures and good students' profile. Further, the students may sometimes make errors or do not follow the instructions during learning process, so their role is to control the students by correcting them in a smooth way.

3.6. Conclusion

This chapter is concerned with the analysis of data that are collected by utilizing different instruments: questionnaire and interview which are intended to gather the different opinions from two different samples about the importance of vocabulary and the effectiveness of the Audio-lingual Method in language learning. In addition, this chapter identifies the difficulties that face EFL learners, and how they should deal with. The students have the chance to suggest methods and activities that help them to learn English language. Also, the teachers mention appropriate techniques to achieve vocabulary

3.7. Limitation of Study

The results of this study were accepted, but not as expected, due to several problems and challenges that negatively affected this research. These problems are:

Firstly, the COVID-19 pandemic that led to the closure of universities and libraries thus the cancellation of the part that is related to observation within the classroom, and also the lack of the sources. So the information of this study is limited

Secondly, because of the pandemic the teachers and the students got their interview and questionnaire electronically. Unfortunately, some teachers were too busy to give back their answers, and there were some students who do not have access to internet.

Finally, the first sample was 116 students, but only 83 students could answer the questionnaire, so this reduced the overall quality of this research.

General Conclusion

Vocabulary represents one of the most important aspects in foreign language learning as the presentation of the new words is very often emphasized. Thus, a rich vocabulary helps to develop and simplify the performance of the four language skills. Since learning language is not limited on the vocabulary but also on the method that facilitates the teaching and learning process, the Audio-lingual Method is considered an appropriate method as it develops the four skills in the following order listening, speaking, reading, and writing, moreover, it increases the amount of vocabulary.

The present study indicates the importance of vocabulary in English learning and the role of the Audio-lingual Method in vocabulary achievement. According to the final results, all participants agreed that vocabulary plays a vital role in language learning because they believe that without vocabulary, they cannot produce language. Also, the increased amount of vocabulary helps to learn English language. Furthermore, the Audio-lingual Method is a useful method to develop the listening and speaking skills. Its basic activities like aural-oral activities aid the learners to perform communication and speak English language accurately by avoiding the use of mother tongue in the EFL classroom. Moreover, the repetition and memorization drills help to facilitate the learning process and help the learners remember new words. However, we cannot generalize the use of Audio-lingual Method in teaching/ learning all modules because the teachers have agreed that the Audio-lingual Method is more appropriate to teach the oral and written expression. In addition, the EFL teachers see the reading strategy as a best technique to acquire new words besides the application of the Audio-lingual Method.

The answers of the teachers and the students are helpful to realize the hypothesis of the research which states the lack of the EFL learners' vocabulary affect the learning of language, and if the EFL learners practice language orally through development of

General Conclusion

listening and speaking before reading and writing, they will expand their amount of vocabulary. So, the application of Audio-lingual Method is significant in enhancing English vocabulary and helpful technique to simplify the teaching process for EFL teachers. Further, Audio-lingual Method is the good way to teach oral and written expression subjects.

References

Books

Anisimova, A., & Koshova, L. (2010). *Modern Aspects of English Language Teaching: Theory & Practice*. Анісімова А.І., Кошова Л.С. http://elcat.pnpu.edu.ua/docs/%D0%9C%D0%B5%D1%82%D0%BE%D0%B4..pdf

Bear, D.R., Invernizzi, M., Templeton, S., & Johnston, F. (2015). *Words Their Way: Word Study for Phonics, Vocabulary, and Spelling Instruction (Words Their Way Series)* (6th ed.). Pearson.

Brown, H. (2006). *Principles of Language Learning and Teaching* (5th ed.). Pearson Education ESL. http://angol.uni-miskolc.hu/wp content/media/2016/10/Principles_of_language_learning.pdf

Carter, R., & McCarthy, M. (1988). *Vocabulary and language teaching*. Longman. https://doi.org/10.4324/9781315835860

Coady, J., & Huckin, T. (1997). *Second language vocabulary acquisition: a rationale for pedagogy*. Cambridge University Press.https://doi.org/10.1017/CBO9781139524643

Connor-Linton, J., & W. Fasold, R. (2013). *An introduction to language And linguistics* (6th ed.). Cambridge University Press.

Crystal, D. (2005). *How Language Works: How Babies Babble, Words Change Meaning, and Languages Live or Die*. Harry N. Abrams.

DeCarrico, J.S. (2001). Vocabulary learning and teaching. In M. C. Murcia (Ed.), *Teaching English as a second or foreign language* (3rd ed., pp. 285-299). Heinle & Heinle.

Finegan, E. (2014). *Language: Its Structure and Use* (7th ed.). Cengage Learning.

Howatt, A., & Widdowson, H. (2004). *A History of ELT, Second Edition Oxford Applied Linguistics Oxford English* (2nd ed.). Oxford University Press. https://pdf4pro.com/view/a-history-of-english-language-teaching-second-edition-4f0db8.html

I.S. P . Nation. (2001). *Learning Vocabulary in Another Language (Cambridge Applied Linguistics)* (1st ed.). Cambridge University Press.

Jarosz, A. (2019). *English Pronunciation in L2 Instruction: The case of secondary school learners.* (1st ed.). Springer.

Larsen-Freeman, D. (2013). *Techniques and Principles in Language Teaching* (3rd ed.). Oxford University Press. https://acasearch.files.wordpress.com/2015/03/techniques-in-language-teaching.pdf

Leech, M.G. (1981). *Semantics: The Study of Meaning* (2nd ed.). Penguin Books.

M. Rivers, W. (1964). *The Psychologist and the Foreign-language Teacher*. University of Chicago Press.

Nation, p. (2006). Language Education – vocabulary . In *Encyclopedia of Language and Linguistics* (pp. 494–499). essay, Victoria university of wellington.

Nunan, D., & Carter, R. (2001). *The Cambridge Guide to Teaching English to Speakers of Other Languages* (1st ed.). Cambridge University Press. http://assets.cambridge.org/052180/1273/sample/0521801273ws.pdf

Plag, I. (2003). *Word-Formation in English (Cambridge Textbooks in Linguistics)*. Cambridge University Press. https://doi.org/10.1017/CBO9780511841323

Redman, S., & Gairns, R. (1986). *Working with Words: A Guide to Teaching and Learning Vocabulary* (1st ed.). Cambridge University Press.

S. Rodgers, T., & C.Richards, J. (1986). *Approaches and Methods in Language Teaching* (1st ed.). Cambridge University Press.

S. Rodgers, T., & C.Richards, J. (2001). *Approaches and Methods in Language Teaching* (2st ed.). Cambridge University Press. https://doi.org/10.1017/CBO9780511667305

Schmitt, N. (2000). *Vocabulary in Language Teaching* (1st ed.). Cambridge University Press. https://doi.org/10.1177/136216880100500206

Szudarski, P. (2017). *Corpus Linguistics for Vocabulary: A Guide for Research* (1s ed.). Routledge. https://doi.org/10.4324/9781315107769

Thornbury, S. (2002). *How to teach vocabulary*. Pearson/Logman.

Wasik, B. A., & Iannone-Campbell, C. (2012). Developing Vocabulary Through Purposeful, Strategic Conversations. *The Reading Teacher*, *66*(4), 321–332. https://doi.org/10.1002/trtr.01095

Webb, S. A., & Nation, I. S. P. (2017). *How vocabulary is learned*. Oxford University Press.

Wilks, C. (2013). Knowledge of Constraints on Use. In T. Fitzpatrick., & J. Milton (Eds.), *Dimensions of Vocabulary Knowledge* (1st ed., pp. 140-153). Macmillan International Higher Education.

Articles

Bulut, B., & Karasakaloğlu, N. (2017). Benefiting from Listening in Vocabulary Development. *Journal of Education and Training Studies*, *5*(12), 99. https://doi.org/10.11114/jets.v5i12.2688

Hayton, T. (n.d.). Using dictionaries. https://www.teachingenglish.org.uk/article/using-dictionaries

Inggris, P. B. (2015). Improving Students' Vocabulary through Word Map Technique. *Jurnal Kependidikan, 14*(3), 295-303. http://docplayer.net/38499101-Improving-students-vocabulary-through-word-map-technique-terasne-pendidikan-bahasa-inggris-fpbs-ikip-mataram.html

Kacani, L., & Cyfeku, J. (2015). Developing EFL Vocabulary through Speaking and Listening Activities. *Academic Journal of Interdisciplinary Studies*. https://doi.org/10.5901/ajis.2015.v4n3s1p390

Kunnu, W. (2017). The Development Of Speaking Skills Through Audio-Lingual Method. *4th International Multidisciplinary Scientific Conference on Social Sciences and Arts SGEM2017, SCIENCE and SOCIETY*. https://doi.org/10.5593/sgemsocial2017/hb31/s10.040

L. Harris, M., B. Schumaker, J., & D. Deshler, D. (2011). The effect of strategic morphological analysis instruction on the vocabulary performance of secondary student with and without disabilities. *Learning Disability Quarterly, 34*(1), 17-33. https://10.1177/073194871103400102

Liu, L. (2014). The Integration of dictionary Use Strategy training into Basic English Class Theory and practice in language Studies. *Theory and Practice in Language Studies, 4*(10), 2138-2143. https://10.4304/tpls.4.10.2138-2143

Mei, Y. (2018). Comments on Audio-lingual Method. *International Journal of Arts and Commerce, 7*(4), 47-53. https://ijac.org.uk/images/frontImages/gallery/Vol.7No.4/5.47-53.pdf

Rahimi, A., Barati, H., & Youhanaee, M. (2013). The Effect of Methodology on Learning Vocabulary and Communication Skills in Iranian Young Learners: A Comparison between Audiolingual Method and Natural Approach. *Theory and Practice in Language Studies, 3*(6), 968-976. https://10.4304/tpls.3.6.968-976

Tehrani, A. R., Barati, H., & Youhanaee, M. (2013). The Effect of Methodology on Learning Vocabulary and Communication Skills in Iranian Young Learners: A Comparison between Audiolingual Method and Natural Approach. *Theory and Practice in Language Studies*, *3*(6). https://doi.org/10.4304/tpls.3.6.968-976

Wasik, B. A., & Iannone-Campbell, C. (2012). Developing Vocabulary Through Purposeful, Strategic Conversations. *The Reading Teacher*, *66*(4), 321–332. https://doi.org/10.1002/trtr.01095

Webb, S. (2007). The Effects of Repetition on Vocabulary Knowledge. *Applied Linguistics*, *28*(1), 46–65. https://doi.org/10.1093/applin/aml048

Yamaoka, T. (2006). On the Importance of Imitation and Repetition in Foreign Language Learning. *The Japan Society of English Language Education, 17*, 1-10. https://doi.org/10.20581/arele.17.0_1

Thesis

Pirrie, L. A. (2017). *Teaching and learning vocabulary through games and Ttranslation in the EFL Classroom: A case study* (Unpublished master's thesis). Les Illes Balears. http://hdl.handle.net/11201/147071

Websites

Cook, G. (2011, October 20). Translation in language teaching and learning. https://oupeltglobalblog.com/2011/10/20/translation-in-language-teaching-and-learning/#comments

Nordquist, R. (2019, November 4). *What is Vocabulary in Grammar?*. ThoughtCo. http://www.thoughtco.com/vocabulary-definition-1692597.

Zilberman, A. (2018, February 3). *Training Vs. Rote Memorization In Learning English: What Are The Differences? - eLearning Industry*. Google. http://www.google.com/amp/s/elearningindustry.com/rote-memorization-in-learning-english-vs-training/amp.

Appendix A

Students' Questionnaire

I would be so grateful to you if you can answer this questionnaire which is conducted for the sake of collecting data for my research about enhancing vocabulary of EFL students through listening and speaking by using Audio-lingual Method of teaching English as foreign language and emphasizes teaching listening and speaking before writing and reading. Thank you in advance for your cooperation.

1- Age:…………

2- Gender:　　　　Female　☐　　　　Male　☐

3- Are you interested in the English language?

　　　　Yes　☐　　　　　　No　☐

- Why?

....

4- Do you speak English?

☐ • A little

☐ • Well

☐ • Fluently

5- Does your teacher teach you vocabulary?

　　　　Yes　☐　　　　　　No　☐

- Why?

……………………………………………………………………………..

6- How important is it for you to learn vocabulary in class?

☐ • Very important

☐ • Important

☐ • Not important at all

7- Do you think that high vocabulary affect English learning?

　　　　Yes　☐　　　　　　No　☐

- Why?

……………………………………………………………………………..

8- What is your source of vocabulary?

☐ • Teacher

- ☐ • Books
- ☐ • Social media
- ☐ • Audio-visual such as: movies, songs.

9- Do you face problem in enhancing vocabulary?
- ☐ • Never
- ☐ • Sometimes
- ☐ • Always

10- How do you increase your vocabulary?
- ☐ • Listening
- ☐ • Speaking
- ☐ • Writing
- ☐ • Reading

11- Does your teacher use aural-oral such as dialogue, discussion in classroom?
- ☐ • Never
- ☐ • Rarely
- ☐ • Often
- ☐ • Sometimes
- ☐ • Always

12- Do aural-oral activities stimulate you to learn new words?
- ☐ • Never
- ☐ • Rarely
- ☐ • Often
- ☐ • Sometimes
- ☐ • Always

13- Does your teacher give you an idea about the Audio-lingual Method?

Yes ☐   No ☐

- • Why?

…………………………………………………………………..

14- Do you think that memorization is an effective strategy to develop your vocabulary?

Yes ☐   No ☐

- • Why?

………………………………………………………………….

15- How do you memorize your vocabulary?

- □ Through listening
- □ Through speaking
- □ Through writing
- □ Through reading

16- What is your vocabulary level?

- □ Low
- □ Medium
- □ High

17- How do you evaluate your vocabulary?

- □ listening
- □ Speaking
- □ Writing
- □ reading

18- List three disadvantages and advantages of the use of repetition

- The Advantages   * The Disadvantages
- ……………………..   * …………………….
- ……………………..   * ……………………..
- …………………….   *……………………..

19- How do you react when you hear new vocabulary?

- □ Check Dictionary
- □ guess its meaning from context
- □ ask teacher
- □ skip it

20- Do you think the development of the listening and speaking skills leads to the development of vocabulary?

- □ Strongly agree
- □ agree
- □ disagree
- □ strongly disagree

Appendix B

Teachers' Interview

I would be so grateful to you if you can answer this questionnaire which is conducted for the sake of collecting data for my research about enhancing vocabulary of EFL students through listening and speaking by using Audio-lingual Method of teaching English as foreign language and emphasizes teaching listening and speaking before writing and reading. Thank you in advance for your cooperation.

1- How many years have you been a teacher?

……………………………………………………………………

2- Do you think the teaching and learning process is difficult? Why?

………………………………………………………………….

3- What are the areas of language emphasized by the teacher in classroom?

………………………………………………………………….

4- Do you think learning vocabulary affects English learning?

..…………………………………………………….…………..

5- Do you use the Audio-lingual Method (ALM)? Why?

…………………………………………………………………...

6- If it is possible to overcome the disadvantages of Audio-lingual Method, do you think the Audio-lingual Method is an appropriate technique to develop listening and speaking and to enhance vocabulary?

…………………………………………………..…………………………………

7- Do you think improvement of listening and speaking leads to achieve vocabulary? why?

…………………………………………………………………………………

8- Do you use the aural-oral activities to present new words in classroom?

…………………………………………………..………………………..

9- What are the difficulties that you face in developing student's vocabulary?

…………………………………………………………………………

10- How do you respond to the student errors?

…………………………………………….………………………….

11- Do you think the student is interested to acquire new vocabulary? Why?

…………………………………………………….…………………..

12- What the best type of activities or strategies do you recommend to your students to improve their vocabulary**?**

………………………………….………………………………...……..