The Impact of Using ICT in EFL Classrooms on Meaning Reception of Abstract Words
The Case of First Year Middle School Pupils at Merabet Abbass Middle School Henchir Toumghani, Oum El Bouaghi

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of Master of Arts in Language Sciences and Teaching English as a Foreign Language

By: Miss. Fouzia ZABAT

Supervisor: Mr. Hadj BOURI

Examiner: Miss. Sarah MEZRAG

2016-2017
DEDICATION

To Allah, the Most Gracious, the Most Merciful

To my beloved parents

To my adorable uncle Ahmed; my second father

To the ones who believed in me; my incredible teachers

To the ones whom I love; my friends
ACKNOWLEDGEMENTS

First and foremost, I would love to express my deepest love to my adorable parents for their constant help and guidance, for their encouragement and kindness, and for their steady prayers for their only daughter.

I also would love to express my sincere thanks and deepest gratitude to my incredible and inspiring supervisor “Mr. El Hadj BOURI” for his constant guidance and great patience, for his encouragement and support; without him this work would have never been completed.

I also would love to express my deep gratefulness to my great examiner Miss. Sarah MEZRAG for her kind agreement to read and evaluate my thesis. I owe her respect and love for the constructive feedback provided.

I also would like to precise a special thanks, love, and respect to all my beloved teachers at the University of Al Arbi Ben Mhidi OEB for the time and efforts spent on teaching and educating me. I thank them for the constant trust in my abilities

I would like to thank Mr. Said CHEBOUKI the headmaster at Merabet Abbass Middle School, for his help, support, and encouragement.

I also would like to express my sincere love and genuine appreciation to my great pupils at the Middle School, who proved seriousness and care about their education, for their voluntarily participation in the study.

Finally, I would love to express all feelings of love and affection to my adorable and unique friends Warda, Sarah, Assma, and Billal for their help, inspiration, and support.
ABSTRACT

This study is experimental. It tends to shed light on the impact of using power point slides and educational videos as ICT tools on meaning reception of abstract words. Two first year middle school groups participated in this study and were provided with a biographical questionnaire to investigate their qualification for participation in the study. After analysing the questionnaire, 56 out of 58 participants were chosen. Both groups were provided with two texts adapted from their course book. The control group was taught the two texts using verbal explanations only. However, with the experimental group, the first text was taught through verbal explanations as well as power point slides while the other was taught using an educational video. The results of the pre-tests showed that the two groups are homogenous whereas the outcomes of the post-tests revealed that the experimental group further outperformed the control group and the difference between the means was statistically significant.

Key-words: ICT, Vocabulary, Abstract words.
LIST OF TABLES

Table 1. Control Group Vs Experimental Group Pre-test Results ........................................ 37
Table 2. Independent Samples T-test Results on the Pre-test .................................................. 39
Table 3. Control Group's Pre-test Vs Post-test Results ............................................................. 40
Table 4. Control Group's Paired Samples T-test Results ......................................................... 42
Table 5. Experimental Group's Pre-test Vs Post-test Results .................................................... 44
Table 6. Experimental Group's Paired Samples T-test Results .................................................... 44
Table 7. Control Group Vs Experimental Group Post-test Results ............................................ 47
Table 8. Independent Samples T-test Results on the Post-test ................................................. 49
LIST OF FIGURES

Figure 1. Comparison of the Control Group and the Experimental Group Pre-test Results 38

Figure 2. Pre-test Vs Post-test Control Group Results .................................................. 41

Figure 3. Pre-test Vs Post-test Control Group Score Difference ................................. 43

Figure 4. Pre-test Vs the Post-test Experimental Group Results ................................. 45

Figure 5. Pre-test Vs Post-test Experimental group Score Differences ...................... 46

Figure 6. Comparison of the Control Group and the Experimental Group Post-test Results .................................................................................................................................. 48
List of Abbreviations

CALL: Computer Assisted Language Learning

DCT: Dual Coding Theory

EFL: English as a Foreign Language

ESL: English as a Second Language

ICT: Information and Communication Technology

L1: First Language

SLA: Second Language Acquisition

SPSS: Statistical Package for Social Sciences

TL: Target Language
Table of Contents

DEDICATION ......................................................................................................................... I
ACKNOWLEDGEMENTS ........................................................................................................ II
ABSTRACT ............................................................................................................................... III
List of Tables ........................................................................................................................... IV
List of Figures ........................................................................................................................... V
List of Abbreviations ............................................................................................................. VI
Table of Contents ................................................................................................................... VII

GENERAL INTRODUCTION ................................................................................................... 1
1. Statement of the Problem ..................................................................................................... 2
2. Aim of the Study .................................................................................................................. 2
3. The research Question and Hypotheses ......................................................................... 3
   3.1. The Research Question ............................................................................................... 3
   3.2. The Research Hypothesis .......................................................................................... 3
   3.3. The Null Hypothesis ................................................................................................. 4
4. Research Methods .............................................................................................................. 4
   4.1. Participants and Method of Selection ......................................................................... 4
   4.2. Instruments and Procedures ...................................................................................... 5
   4.3. Data Analysis ............................................................................................................. 7
5. Structure of the Study ........................................................................................................ 8
Conclusion ............................................................................................................................. 8

CHAPTER ONE: THEORITICAL BACKGROUND ................................................................ 10
Introduction .......................................................................................................................... 10

Section One: Information and Communication Technology (ICT) ..................................... 11
Introduction .......................................................................................................................... 11

1. Definition of ICT ................................................................................................................. 11
2. ICT in Education .................................................................................................................. 12
3. Visual and Audio-visual Aids as ICT Tools ...................................................................... 14
   3.1. Visual Aids .................................................................................................................. 14
   3.2. Audio-visual Aids ....................................................................................................... 17
Conclusion ............................................................................................................................. 21

Section two: Vocabulary Learning ......................................................................................... 23
Introduction ................................................................. 23

1. Definition of Vocabulary ............................................ 23
2. Types of Vocabulary ..................................................... 24

2.1. Receptive Vs Productive Vocabulary ......................... 24
2.2. Explicit Vs Implicit Vocabulary .................................. 24
2.3. Concrete Vs Abstract Vocabulary ............................... 25

3. Vocabulary Learning and Teaching .............................. 25
4. SLA and Vocabulary Learning ...................................... 26

Conclusion ........................................................................ 28

CHAPTER TWO: FIELDWORK ........................................... 31

Introduction ....................................................................... 31

1. The Research Design .................................................... 31

1.1. Participants and method of selection ........................... 31
1.2. The Control Group .................................................... 31
1.3. The Experimental Group .......................................... 31
1.4. Instruments and procedures ..................................... 32
1.4.1. The questionnaire ............................................... 32
1.4.2. The pre-test ....................................................... 33
1.4.3. The treatment period ........................................... 33
1.4.4. The post-test ...................................................... 34

1.5. Score ........................................................................ 34
1.6. Research Reliability ................................................. 35

2. Statistical analysis ..................................................... 35

2.1. Procedures ............................................................ 35
2.2. Results and interpretations ....................................... 37

2.2.1. Comparison of the Control Group and the Experimental Group pre-test results .............................................. 37
2.2.2. Pre-test Vs Post-test Control Group Results ........... 40
2.2.3. Pre-test Vs Post-test Experimental Group Results .... 43
2.2.4. Comparison of the Control Group and the Experimental Group Post-test Results ............................................. 47

Discussion ....................................................................... 50

Conclusion ....................................................................... 50

GENERAL CONCLUSION ................................................. 51
General Introduction

1. Statement of the Problem ........................................................................................................... 2
2. Aim of the Study .......................................................................................................................... 2
3. The research Question and Hypotheses.................................................................................... 3
   3.1. The Research Question .......................................................................................................... 3
   3.2. The Research Hypothesis ..................................................................................................... 3
   3.3. The Null Hypothesis ............................................................................................................. 4
4. Research Methods ....................................................................................................................... 4
   4.1. Participants and Method of Selection .................................................................................... 4
   4.2. Instruments and Procedures ................................................................................................. 5
   4.3. Data Analysis ......................................................................................................................... 7
5. Structure of the Study .................................................................................................................. 8
Conclusion ....................................................................................................................................... 8
GENERAL INTRODUCTION

ICT, Information and Communication Technology, is one of the most effective tools that can be used in education (Khvilon & Patru, 2002). Nowadays, it has become an influential device in many inquiries, researches, and investigations in English. In fact, the term ICT refers to any kind of device that may help in the reception, retention, or recall of information in a given context (Sharma, 2014). Thus, incorporating these important equipments in classroom work is believed to be of a considerable benefit. The present study will attempt to shed light on the impact of using ICT mainly; visual and audio-visual aids on meaning reception of abstract words for to receive is to understand or to accept into the mind.

1. Statement of the Problem

It is agreed upon that concrete words are easier to be learned than abstract words since the former can be presented in association with physical visual representations (Farley, Ramonda, & Liu, 2012). In fact, Sadoski (2005) states that concrete words can be acquired faster than abstract words due to their concreteness. Thus, it may be considered as very problematic to teach or to learn abstract words for they do not refer to concrete entities in the real world. Nevertheless, an abstract word might be presented in association with a figurative imagery that may facilitate its meaning (Sadoski, 2005). Thus, the problem to be raised in this study will be whether an abstract word can be acquired through visual and audio-visual representations. If this is proved to be true, then learners would develop a stronger and faster perception of these words.

2. Aim of the Study

This study aims to investigate the impact of using Information and Communication Technology to facilitate learners’ acquisition of abstract vocabulary. To make the idea
clearer, the tenet of this research paper is to investigate whether the use of power point slides and educational videos as technological devices may facilitate receiving the meaning of an abstract word rather than its form. The reason for this is that vocabulary can be very important for reading comprehension. That is, abstract words are chosen in this study for they cover a considerable amount of many texts. In addition, they could be more difficult to be acquired than concrete words. Moreover, abstract words can be very essential for both oral and written fluency. To get a message across, one would use a number of comprehensible words including both concrete and abstract.

3. The research Question and Hypotheses

3.1. The Research Question

Both visual and audio-visual aids are included in this research paper in one research hypothesis. The reason for this is that the aim of the study is not to compare which technological tool is more effective, but rather to investigate whether the use of these devices will be beneficial in facilitating meaning reception of abstract words as opposed to the verbal explanation-only strategy for teaching. Thus, the research question for the present study is:

Among EFL learners, is there any influence for integrating visual and audio-visual aids in classroom work on abstract words’ meaning reception?

3.2. The Research Hypothesis

The integration of ICT mainly; visual and audio-visual aids in EFL classes enhances meaning reception of abstract words.
3.3. The Null Hypothesis

The integration of ICT in EFL classrooms does not influence meaning reception of abstract words.

4. Research Methods

4.1. Participants and Method of Selection

The participants designated for this study are two first year middle school groups at Merabet Abbass Middle School at Henchir Toumghani, Oum El Bouaghi. First year middle school pupils are chosen since they are considered as absolute beginners and thus, theoretically speaking, lack any kind of background knowledge of the target language words. The English course introduced is a part of their regular sessions for improving vocabulary acquisition to develop their reading skills. The second and the third term are chosen to carry out this research. The main cause behind choosing the two terms is that during the first term, pupils start to acquire only some basic concrete vocabulary such as: colours, and school things. During the last two terms, however, pupils start to be exposed to some abstract words both in oral interaction during sessions, and in the written texts in their textbook. At first, a biographical questionnaire is distributed for pupils to determine eligibility for participation in the study. Pupils who have serious vision problems, hearing problems or any other unexpected problems will be excluded from the study. The reason for this is to limit any kind of extraneous variables that may interfere during the period of treatment. However, all pupils will participate and the researcher; in this study, the regular classroom teacher, will decide which participants to include in the study in order for participation to be natural for all pupils. Besides, the reason for choosing the researcher’s pupils is to have reliable results since the researcher will have a substantial level of awareness about each pupil.
4.2. Instruments and Procedures

The present study is an experiment. The first group is called the control group. This latter does not receive any kind of treatment using technological devices. The second group, however, is named the experimental group. It is rather taught using ICTs namely; visual and audio-visual aids. In this experimental study, a biographical questionnaire, a pretest, a treatment period, and a posttest are administered to pupils to examine whether using ICTs in EFL classrooms can develop and foster learners’ reception of abstract words.

At first, a biographical questionnaire is distributed for both groups. Its purpose is to provide general information about all participants. Pupils who have more than three years-experience of studying English, studied English outside school, have very serious vision problems or hearing problems, or have any kind of unexpected problems are excluded from the study. Yet, the excluded pupils do participate naturally in order for the study to appear as a normal classroom practice. The teacher then decides on the basis of the questionnaire results which pupils to include in the research.

The pretest, in addition, is distributed to all pupils before the treatment period is given. In this test, pupils are provided with a list of 28 abstract words never mentioned before inside their classroom. The words chosen are selected from the reading comprehension texts in their textbook; My Book of English, which is a new book put into practice currently in 2016. The criterion for choosing each word is that it can be introduced through a picture that may facilitate its meaning. Besides, the words must be chosen taking into consideration the learners’ level and age. The researcher, then, asks his participants to write the translation of the words they already know in Arabic; the pupils’ L1. Latsanyphone (2009) States that despite the fact that many scholars may refer to the L1 use in foreign language classrooms as counter-productive, still it is considered as one of the
influential tools for checking absolute beginners’ comprehension. The aim of this test is to compare the level of the two groups in terms of abstract words knowledge.

During the two sessions of the treatment period, which is done only with the experimental group, the researcher needs a computer, an overhead projector, two texts, power point slides, speakers, and an educational video. The two texts provided contain a number of underlined abstract words. The first session takes place during the second term, exactly when Sequence 2: “Me and My Family” is tackled. The first text, which has an e-mail-format, is adapted from this sequence and presented to learners following the yearly planning. This text covers 9 out of the 28 words given in the pre-test. Once the first text is distributed to participants, they are asked to watch an educational video displaying talking flashcards that represent abstract words. The video is presented thrice and learners are asked to watch and take notes about the underlined abstract words at the same time. 45 minutes represent the time taken to finish this treatment. During the beginning of the third term, learners are provided with another text that is adapted from the reading comprehension text available in Sequence 4: “Me and My School”. The text, which is called “My Ideal School”, contains the 19 abstract words remaining from the 28 words presented in the pre-test. After distributing the reading texts, learners are provided with power point slides which cover the same 19 abstract words presented in a form of digital pictures. Learners in 45 minutes, like in the first session of treatment, are asked to read the text silently, then look at the power point slides and take as much notes as possible about the underlined abstract words. The control group however, will be distributed the two texts, and asked to read them silently. Then, the abstract words on the texts are explained using the traditional way of giving verbal explanations. After each treatment period, the teacher tells his pupils that they are going to have a simple test about the vocabulary learned.
The posttest is done immediately and separately after presenting each text to test pupils’ comprehension of the presented lexical items. Pupils are given a list of the same abstract words presented in a different order and are asked to write their L1 translation. The aim of the posttest is to check the effectiveness of using power point slides and educational videos on understanding the meaning of the abstract words presented.

Through all the instruments distributed; the questionnaire and the two tests, participants are asked to write their full names on the papers. The reason for this is attributed to the fact that the researcher needs the excluded participants’ names in order to be able to take away their papers when using data for the analysis. In addition, since the post-test is distributed into two main separated sessions, the researcher needs learners’ names in order to collect and organize the papers of each pupil. The reason for this is that the two papers for the post-test of each pupil are collected and considered together as one post-test. No comparison is made between the results of the two separated post-tests since the aim of the study is only to investigate whether these two technological devices in general are more effective than teaching in a traditional method.

4.3. Data Analysis

Data is analysed with the aid of the SPSS as an effective tool used for the analysis in social sciences through counting the t-test values for both groups to investigate the efficacy of using ICT on learners’ reception of non-concrete vocabulary. The independent sample t-test is used to compare the results of two groups whereas the paired sample t-test is utilised to compare the results of two different tests within the same group. The expected results according to the hypothesis state that the experimental group will outperform the control group on the post-test.
5. Structure of the Study

This research paper is divided into two chapters. The first chapter covers the theoretical background of the topic under investigation. It is on its own subdivided into two main sections. The first section gives an overview of ICTs and reviews the literature about ICT in education. Then, it specifies the focus to visual and audio-visual aids as ICT tools, and spots light on their effectiveness in improving the teaching and learning process. The second section, however, spots light on vocabulary and its types including the concrete-abstract word dichotomy, vocabulary learning and teaching, and the SLA view to vocabulary learning. The second chapter, on the other hand, sheds light on the practical part of the study. It gives a detailed overview of the methodology and the procedures used to collect and analyse data. Then, it moves further to discuss and interpret the results of the investigation.

Conclusion

In brief, since it refers to any kind of aid that helps is receiving, or retaining data; Information and Communication Technology and more specifically, visual and audio-visual aids may be recognized as effective aids to the learning process. The present study tries to investigate the influence of using power point and videos on meaning reception of abstract vocabulary.
CHAPTER ONE: THEORITICAL BACKGROUND

Introduction .................................................................................................................. 10

Section One: Information and Communication Technology (ICT) ....................... 11

Introduction ................................................................................................................. 11

1. Definition of ICT ........................................................................................................ 11

2. ICT in Education ........................................................................................................ 12

3. Visual and Audio-visual Aids as ICT Tools ............................................................... 14

   3.1. Visual Aids ........................................................................................................... 14

   3.2. Audio-visual Aids ............................................................................................... 17

Conclusion .................................................................................................................... 21
CHAPTER ONE: THEORITICAL BACKGROUND

Introduction

For many years, foreign and second language teachers and researchers have been looking for effective ways to teach new vocabulary. At the very beginning, vocabulary was taught using verbal explanations only. After the many difficulties that teachers have encountered, researchers started to look for more efficient strategies and techniques to teach new lexical items introduced to learners. Actually, teaching vocabulary has been through many steps from very traditional techniques to more advanced ones such as: using realia, visual aids, audio-visual aids, and the internet. Many researchers have focused on teaching vocabulary in general. Few research, however, have spot light on teaching abstract words. The latter can refer to those lexical items that do not refer to concrete entities, and thus cannot be introduced through any visual supports such as: pictures or real objects. Thus, teaching abstract vocabulary has always been very problematic for most teachers. Since then, Researchers have always been trying to find new means to teach it. The present study will attempt to highlight the impact of using ICTs in EFL classes on learning abstract vocabulary.

In the first section, a definition of the acronym ICT; information and communication technology, is very worthy due to the wideness of the term. After that, attention is be put on the strategies of using visual and audio-visual aids as ICT tools to teach new words. In the second section, however, attention moves to teaching the target language, English, vocabulary in general and teaching abstract words in particular for the sake of facilitating reading comprehension lessons either for teachers, or for learners. Finally, this section sheds light on the effectiveness of teaching abstract vocabulary through ICT’s mainly; power point presentations, and educational videos.
Section One: Information and Communication Technology (ICT)

Introduction

Many years ago, people have started to use ICTs for many purposes. As a matter of fact, Information technologies were used all over the world from more advanced countries to developing ones to seek for positive change in terms of economy, business, and wealth (Semenov, 2005). Then, the use of ICTs has extended to cover more areas including education. A review of past research about ICT is then very worthy to shed light on its importance.

1. Definition of ICT

The acronym ICT; Information and Communication Technology, can be defined as the implementation of technological aids in order to “provide access to information and communication”, and facilitate receiving, retaining, recalling, and manipulating data to improve the teaching and learning process (Aghaee, 2015, p. 5). For Sobhani (2008) there are some signals that prove that ICT exists in a country mainly; the quantity of phones available in that country, the amount of computers, and finally Internet users. For him, ICT applies to any sort of technology that people may take advantage of to receive, retain, or manipulate new information. Thus the term ICT may be considered as the most appropriate for covering mass-media, smart phones, computers, and the internet in one word. Another definition may view ICT as technological devices that make acquisition of new data easier in all its forms including voice, text, graphs and videos (Michiels, 2001). In fact, Semenov (2005) states that ICT such as: radio, television, telephones, and computers can be defined as the use of technology to gain new knowledge, and to communicate with people from all over the world whether this communication takes place inside the classroom or distantly; distance learning. To say it another way, ICT can be subdivided into two main parts: old ICT which focuses on using pictures, flashcards, drawings, maps, broadcasting, and
videos; and modern ICT that focuses on using networking, the internet, and video conferencing. The focus of this study is put on old ICT, and more specifically using power point presentations and educational videos to investigate their efficacy in teaching abstract words.

2. **ICT in Education**

It is believed that the integration of ICTs in education is able to enhance learners’ proficiency in the target language. Truthfully, Tinio (2002) believes that ICT use can aid in developing learners’ interest in the topics presented, facilitating classroom activities for both teachers and learners, and turning the focus of the learning process to the learner rather than to the teacher. For her, ICT is one of the influential devices that may help teachers to provide learners with authentic materials. These materials are believed to be very beneficial for making the teaching and learning process easier. This statement proves that technological tools are very worthy to be integrated in EFL classes in order to improve learners’ educational level.

The previously mentioned study proves that integrating ICTs in education is believed to be encouraging for learners. An experimental study of Freidoon and Mahnaz (2015) on seventy six Iranian EFL learners have taken place to investigate whether ICT can be beneficial for teaching new vocabulary. The experimental group received ICT instructions while the control group was taught using traditional verbal explanation. The analysis of the results of both pre-test and post-test showed that the experimental group outperformed the control group. It also revealed that the results of the pre-test were nearly identical while the results of the post-test showed a greater difference between the means. The results of Freidoon’s study can be used as a support to prove the effectiveness of using ICT to teach foreign language vocabulary.
Another study that proves the central role of technology in improving vocabulary learning is the study of Alhamami (2014) at Saudi Arabia. This study makes a comparison between three main teaching methods used for learning vocabulary. The study presented new vocabulary in association with a visual support; pictures, an audio support, and an audio-visual aid; a video. The results of the study showed that the new words associated with pictures are learned better than the words associated with audio, or audio-visual aids. This Saudi Arabian study proves the efficiency of using visual aids; mainly digital pictures presented by the aid of the computer as an effective technological device, on learning new words. It thus justifies the choice of using pictures for the present study.

Another study that proved to be beneficial is the study of Mustafa, Sain, & Razak (2012). This experimental study that took place in high school spots light on the influence of using the computer as a technological device to enhance vocabulary learning needed for reading comprehension. In this study, a pretest and a posttest were administered for the control and the experimental groups. The aim of the pretest is to compare the results of vocabulary learning to those of the posttest. Both groups received a treatment period lasted for five weeks. The control group was given printed texts in addition to some related tasks and the discussion of those tasks was between the teacher and the learners whereas the experimental group dealt with the same texts, but the difference was that the tasks has to be completed online and the discussion was done using a computer immediately after giving the answers. The results showed that the experimental group which received additional online feedback and discussion outperformed the control group. This result implies that the use of the computer to provide tasks and the internet to provide feedback for learners can be more helpful than relying on printed texts only. This study demonstrates that using computers is very crucial for improving and facilitating the learning process.
3. Visual and Audio-visual Aids as ICT Tools

As mentioned previously, the aim of this study is to shed light on using visual and audio-visual aids as facilitating ICT equipments to learn abstract lexical items. In a study of Ghaedsharafi & Bagheri (2012), an investigation of the effectiveness of using the three technological tools; audio-visual, audio, and visual aids on improving the writing skills was set. The participants were chosen randomly and were divided into three main groups. Each group was given a different type of materials mainly; documentaries as audio-visual aids for the first group, a text as a visual aid for the second, and a loud reading of the same text as an audio support for the last group. All the texts presented were scored using the IELTS scoring strategy. The results showed that participants of the audio-visual group outperformed participants of the audio group, and the latter group outperformed those of the visual group. These results show that the use of audio-visual aids is very beneficial to improve the writing skill, the use of audio supports was also effective, but not as that of the first group. The use of visual aids was the least efficient since the text was considered as a visual aid in itself and no additional visuals were provided. Thus, this study proves that providing a text only may not be effective for learning and that it should be associated with other aids. The results of this study may serve as an effective support for the use of technological devices to improve the educational level. Thus, a brief overview should be given to clarify their effectiveness in improving the learning process of abstract vocabulary.

3.1. Visual Aids:

Using visual aids in the language classroom has always proved to be motivating and effective for teaching EFL learners especially in an era of a digital and a technological progress (Brinton, 2001). Mannan (2005) argues that visual aids aid educators to make a connection between new words and their corresponding images and thus, make the
educational process easier for both teachers and learners. Pettersson (2004), in his study, spots light on the word-picture association and states that learners learn new words associated with pictures better than words presented alone. Other studies have proved that new words presented in accordance with visual supports are more likely to be memorised than words presented without any kind of aids (Clark & Lyons, 2004).

One of the studies that prove the effectiveness of using visual aids on teaching new vocabulary is the study of Barcroft (2009) about the different techniques and strategies that learners use to recall new vocabulary. In this study, participants are provided with new words in accordance with pictures, and asked to try to memorise them as perfectly as possible. After that, participants are asked to list the different strategies that they used to recall the presented words. The analysis of their responses showed that using word-picture association is the mostly used strategy to recall new words. The results of this study prove that using pictures is very beneficial for learning new words in that learners used this strategy even without being explicitly asked to do so.

The study of Sadoski (2005) supports the notion of learning new words through pictures. Actually, he states that the best way to learn new vocabulary is to learn it via two different codes. The first code is called the verbal code and refers to learning the language form whether orally or in writing. The second code, however, refers to learning the non-verbal code; a mental image stored in the brain about each new word. He called this theory the Dual Coding Theory (DCT). This latter tends to clarify the difference between the verbal and the non-verbal codes. The verbal code refers to the actual language used whereas the non-verbal code refers to the concept or the image that comes to the human brain when encountering a given word. This study proves the importance of associating visual aids with new words when introduced.

In fact, Sadoski’s study proves to be effective not only for concrete words, but also
for non-concrete ones. He states that concrete words are easier to acquire than abstract words since concrete words can easily be associated with non-verbal mental images that facilitate recalling them. He presents the word ‘tree’ as an example to explain this theory. The word tree is learned better if associated with the image of something having roots and branches. However, for him not only concrete words can be associated with visual images but also abstract words. He explained his perspective through giving the example of the word ‘True’ which means something factual and actual. From his own perspective, this word may be derived from the word ‘tree’ since both words refer to something that is trustfull and deeply rooted. If this idea is to be analysed, one can say that the word ‘tree’ refers to something that has roots and that people can trust for climbing, for example. In addition the word ‘true’ can also refer to something trustfull since it is based on logic and reality. That is to say, this study may prove that using visual imagery can be beneficial even to words that lack concreteness (Sadoski, 2005).

The previous study demonstrates that visual-aids can be used even with abstract words. The study of Mahmoudzadeh (2014), which focuses on using power point to teach abstract words, can also be considered as very efficient. In this study, the researcher selected 120 participants who were varied between intermediate and advanced level learners. The researcher divided his participants into four groups: two experimental and two control groups. The control groups were taught the new abstract words using traditional methods of instructions while the same new abstract words were introduced to the experimental groups in association with a power point presentation that contained a number of visual supports. The results of this study showed that the experimental group whether for intermediate or for advanced level learners outperformed the control groups. The results of Mahmoudzadeh’s study may be considered as a support for the present study for it asserts the effectiveness of using power point slides for learning abstract words.
3.2. Audio-visual Aids

The aim of all the previously mentioned studies is to prove the effectiveness of using visual aids such as: pictures and power point slides as ICT tools in improving meaning reception of abstract words. The tenet of the following part is to demonstrate that learning abstract words can also be easier using audio-visual aids.

Audio-visual aids are believed to be very motivating and beneficial for enhancing learners’ educational level (Mamun, 2014). Rasul, Bukhsh, and Batool (2011) state that audio-visual aids refer to those devices that, through both voice and picture, can be used to improve the process of learning. Moreover, Rasul, Bukhsh, and Batool (2011) argue that the use of audios and videos may be considered as very crucial for language acquisition to take place. In their study, two questionnaires were distributed for both teachers and students at three faculties to investigate their attitudes towards the role of audio-visual aids in education. The analysis of the questionnaires revealed that the participants’ perspectives were very positive towards audio-visual aids. That is to say, they argue that audio-visual aids are motivating and able to make the teaching and learning process easier. In addition, they argued that these aids include a variety of types that make it easy to find the appropriate audio-visual aid for each level of learners.

Another study that proved audio-visual aids as teaching media to be advantageous is the study of Tiarawati (2015). The researcher used and experiment, an interview, and an observation to collect data from grade eight teachers and students. In the treatment period, the researcher used a number of videos extracted from youtube.com. The results of the study showed that the use of videos was very beneficial in that students were motivated, and the videos helped them to speak fluently and to communicate without being anxious. This study implies that the use of audio-visual materials may be very important for improving learners’ educational level.
Another study that spots light on the advantages and the role of using audio-visuals to improve education is the study of Ashaver and Igyuve (2013). These two scholars state that the use of audio-visual materials in different aspects including education may be very beneficial in that they provide the learners with both visual and audible supports, motivate them to participate, reduce anxiety, and turn the learning process into a learner-centred one. Proving that audio-visuals are motivating can be considered as a strong starting point for using them to teach foreign languages.

In addition to the previously referred to advantages, Yazar and Arifoglu (2012) shed light on the importance of audio-visual aids and media in general in developing youngsters’ level of creativity. This study states that young learners nowadays are using media including television, computers, and the internet for many purposes such as: doing a homework, or interacting with friends. This use of media can be either positive or negative since it can be harmful for learners to spend much time in front of computers and tablets. On the other hand, this study proves efficient for developing youngsters’ creativity for creativity is one of the skills that should be developed in every learner. The results of this research show that using audio-visual aids may be effective for enhancing learners’ level of creativity since they help them to overcome any negative cultural backgrounds; including race, colour, and ethnicity when communicating with each other. The result of this study proved to be effective for children aged between four to fourteen years. Thus, it can be considered as a support for the present study since the sample is aged between eleven to fourteen years old.

Lestage (1959) sets a study in which he refers to audio-visual aids as those devices that may help to train individuals and improve their educational level. In fact, he states that using audio-visual aids including visuals like digital pictures, television, and other aspects of technological devices may enhance learners’ abilities, develop their listening and
reading skills; receptive skills, and develop their vocabulary knowledge. Thus, the results of his study show that the use of audio-visual aids can be considered as very beneficial for enhancing learners’ education.

Another study is the study of Thao (2003) about the contribution of technological tools to EFL learners’ educational level. In his study, the researcher attempts to highlight the effectiveness of using multimedia tools to improve learners’ skills. In his study, participants were assigned to a language lab that contains computers. In addition, he provided his participants with a number of videos tackling different topics. The aim of his study was to investigate teachers’ and students’ views about using technological aids on enhancing learners’ skills. Data collection lasted for two weeks through using questionnaires and interviews and the results showed that most teachers and students had very positive attitudes towards the use of technological tools to enhance education. The results of this study carry the implication that the use of technological devices may be a crucial and an important tool to develop learners’ educational level in general and language skills in particular.

In an early study, Schmutz (1942) puts an emphasis on the advantages of using audio-visual aids in the classroom. He states that audio-visual aids are recognised to be equipment used for teaching and learning rather than ends in themselves. He states that these devices may be considered as very beneficial for they are able to bring concrete authentic materials to the language classroom, save time and energy for teachers and learners, enhance learners’ motivation and interest in the subject matter, create positive attitudes towards the target language and culture, and improve the four learning skills. In his series of experimental studies, he used a number of visual and audio-visual aids including pictures, graphs, diagrams, maps, and an opaque projector; an instrument that projects pictures, talking flashcards and maps. The results of his studies showed that the
use of audio-visual aids helped to improve the learning abilities of participants in the experimental groups.

An additional research is that of Bahrani and Sim (2011). In this study, a focus on visual, audio, and audio-visual mass media news on language learning was put. 60 students out of two hundred students were chosen. Participants were divided into control and experimental groups. The experimental group was given a treatment period using mass media audio-visual aids. The results showed that the more learners are exposed to mass media news, the more their language skills are improved. The reason for this may be attributed to the fact that the vocabulary used in TV news tends to show a greater degree of significance end thus may aid in developing the listening skill, the speaking skill, as well as the other skills.

Tatsuki (1999) states that using videos can be very beneficial to teach new vocabulary. In fact, in one of the studies, Gildea, Miller, and Wurtenberg (1990) used paragraphs and a movie scene to describe these paragraphs. The paragraphs used included a number of new vocabulary. The results show that participants who watched the video in association with the paragraphs outperformed the participants that dealt with the narrative paragraphs only. This study supports the concept of using videos for improving vocabulary knowledge.

In a likely manner, Barani, Mazandarani, and Rezaie (2010) set a study about the efficiency of using pictures into picture audio-visual aids to improve vocabulary learning. Participants were two homogenous Iranian EFL groups selected randomly. The experimental group was given a treatment period that lasted for a whole term using audio-visual devices. The results revealed a great significance between the means of both the pretest and the posttest. Thus, the hypothesis for the effectiveness of using pictures in picture audio-visual aids for vocabulary learning was confirmed. This result supports the
present study for it tends to use the same type of audio-visual; talking flashcards in a form of an educational video.

Another study about the effectiveness of using CALL on vocabulary learning among Iranian EFL learners is the study of Naraghizadeh and Barimani (2013). This study was conducted on two main institutes. The first one was on participants of Tahran while the other was on those of Iran. Participants were divided into control and experimental groups. The control groups received the traditional method of teaching printed texts in addition to verbal explanations whereas the experimental groups received a computer-assisted instruction using an audio-visual aid to teach the same texts. Before the treatment, an independent sample t-test was conducted to prove that the groups were nearly homogenous. Then, a paired sample t-test was given to test the improvement of the experimental group before and after the treatment period. The comparison of the pre-test and the post-test of the experimental group showed that there was a statistically significant difference between the means and thus the null hypothesis was rejected. The results of this study may be used as an additional support for the efficiency of using audio-visual aids on vocabulary learning.

**Conclusion**

Through the process of reviewing the literature about information technologies, it is found that technology, including all its types, proved its significant contribution to facilitate the teaching and the learning process, raise learners’ interests and motivation in the topics presented, and improve learners’ educational level. For these reasons, ICT is considered as one of the most engaging tools that may promote and foster learning foreign languages.
Section two: Vocabulary Learning

Introduction................................................................................................................. 23

1. Definition of Vocabulary...................................................................................... 23

2. Types of Vocabulary.............................................................................................. 24

2.1. Receptive Vs Productive Vocabulary............................................................... 24

2.2. Explicit Vs Implicit Vocabulary......................................................................... 24

2.3. Concrete Vs Abstract Vocabulary .................................................................... 25

3. Vocabulary Learning and Teaching.................................................................... 25

4. SLA and Vocabulary Learning............................................................................. 26

Conclusion .................................................................................................................. 28
Section two: Vocabulary Learning

Introduction

Vocabulary is recognised as one of the basic and initial steps for learning a foreign language. Zohreh and Parviz (2015) state that grammar learning is not as important as vocabulary learning in that it is only through words that people can get a message across. In fact, vocabulary is believed to be very crucial for developing the four skills: listening, speaking, reading, and writing (Sadoski, 2005). Through the process of learning a foreign language, learners encounter a number of listening materials whether through interaction inside the classroom, or listening to audio materials. In addition, vocabulary is generally needed for communication in or outside the language classroom. Besides, it can be considered as very crucial for reading comprehension for it covers a considerable amount of many texts. Ebrahimi and Azhideh (2015) state that learners at very early levels, start learning to read to gain basic vocabulary. Then, at a later stage, learners begin to read in order to learn to gain new knowledge. This learn-to-read Vs read-to-learn dichotomy can be explained as follows: when learning a foreign language, learners at the very early stage start learning how to read this language in order to acquire its basic vocabulary. Then, they begin to read this language in order to develop their intellectual, social, and cultural knowledge about this new language, as well as to continue their vocabulary development at the same time. Moreover, vocabulary may be needed for writing fluency. Thus, it is undeniable that learners need to acquire the basic vocabulary of a target language in order to be able to use it accurately.

1. Definition of Vocabulary

Vocabulary can be easily defined as the amount of words and expressions that people need to know in order to perform and communicate appropriately in the target
situation (Alqahtani, 2015). In fact, he states that the term vocabulary may not refer to individual words only, but rather to whole fixed expressions such as: good morning.

2. Types of Vocabulary

Vocabulary can be sub-divided into three main dichotomies according to the criteria of division.

2.1. Receptive Vs Productive Vocabulary

Vocabulary can be receptive or productive. The former refers to the amount of words stored in the brain without use. The latter, however, is referred to as the amount of active vocabulary used periodically in speech or in writing.

2.2. Explicit Vs Implicit Vocabulary

One of the areas of disagreement about vocabulary learning goes back to the issue of whether vocabulary should be taught explicitly or implicitly in reading comprehension. That is, whether a specific focus should be put on individual words in a specific passage or it should only be taught in an implicit way (Choo, Lin, & Pandian, 2012). To explain this point, these researchers state that the idea of explicit-implicit vocabulary learning can be explained through learners’ level of consciousness about new vocabulary when dealing with reading comprehension texts. For example, if a teacher focuses on the meaning of words and explains them individual and explicitly and making learners aware about their meaning, then vocabulary is taught explicitly. If, on the other hand, he focuses on the topics and issues investigated in a piece of writing rather than explaining words independently, thus an implicit teaching of new words is being implemented. This differentiation has always been one of the most important areas of investigation. Researchers in second and foreign languages generally focus on the importance of implicit vocabulary teaching since it makes learners focus on larger topics and themes. Choo, Lin, and Pandian (2012), on the other hand, see that a specific focus on vocabulary teaching
may also be very crucial since it is generally difficult for learners to interpret the meaning of new words especially if these words are in fact abstract. Actually, he states that learners themselves make it explicit that one of the main reasons that makes them loose attention and motivation while reading is the fact that most of the words are complex or difficult to be interpreted. Since abstract words are considered by many researchers as more complex and difficult to be acquired and understood than concrete words, so it may be considered as very relevant to focus explicitly on their meaning when dealing with reading comprehension.

2.3. Concrete Vs Abstract Vocabulary

Another dichotomy that can be worth mentioning is concrete-abstract words dichotomy. Concrete words, as the name indicates, are those words that refer to tangible objects. That is to say, the words window, snow, and cat can all be considered as concrete words since they refer to concrete objects in the real world. On the other hand, abstract words are those words that cannot be introduced through visual or concrete images (Heltai, 1996). That is, the words love, patience, and faith can be recognised as abstract words since there is no visual support to be attached when attempting to explain their meaning. For example, there is no tangible object in real world that is called ‘fear’. However, the latter word, although abstract, might be explained to an extent if a picture of a person who seems afraid is displayed. This idea can be used to prove that abstract words can be taught through pictures even though they lack ‘concreteness’.

3. Vocabulary Learning and Teaching

To support the previously mentioned study, Wanpen, Sonkoontod, and Nonkukhetkhong (2013), in their study on vocabulary learning strategies, provide 47 participants with a vocabulary test in addition to a questionnaire. The results show that participants who have advanced background knowledge of vocabulary outperformed those
with a poor vocabulary package. That is to say, learners who have a greater and richer package of vocabulary are able to comprehend and produce oral or written language faster and easier than those with poor vocabulary knowledge. This study implies that vocabulary knowledge is an undeniable part of reading comprehension since the lack of vocabulary knowledge may cause serious difficulties for learners.

As mentioned previously, there are many strategies for learning new vocabulary. The dichotomy explicit-implicit vocabulary teaching and the level of effectiveness of each can be summarised by Larrotta (2011) who states that looking for an effective strategy to teach new vocabulary is highly considered as ineffective. Actually, she states that each learner has his own way of learning. That is, it may be effective to focus on broader concepts rather than explaining individual words when dealing with reading comprehension for one learner, while it can be totally the contrary for another. Thus, teaching vocabulary implicitly may not be considered as the only effective way of vocabulary teaching. That is, this statement can be considered as a support for the focus on teaching abstract words explicitly in the present study for they are recognised as more difficult to be acquired than concrete words.

Since teaching vocabulary explicitly plays a crucial role in reading comprehension, thus it is very worthy to give a brief overview to shed light on its importance. Alqahtani (2015) argues that teaching vocabulary can be considered as the most important step in teaching any language since languages are established upon words rather than grammatical items. He also states that vocabulary teaching is more important that grammar teaching since people travelling abroad generally do not carry grammar books. Instead, they make use of vocabulary dictionaries.
4. **SLA and Vocabulary Learning**

Second language acquisition may be viewed as an approach to language learning and teaching that tends to shed light on the process of acquiring an additional language that is not the learners’ native language (Gass & Selinker, 2008). In fact, the acronym is used simultaneously to refer to any language that is learned after learning the first language regardless to whether this language is the second, the third, or the fourth language to be learned (Gass & Selinker, 2008).

Apart from defining SLA in general, a brief overview of second language vocabulary should be given. Milton (1955) states that vocabulary is learned via three main steps: reception, storage, and retrieval. Receiving the form or the meaning, which is the focus of the present study, of a new word may refer to the encoding stage of memorisation while storage refers to the retention of the words received. The last step is defined as meaning recall which can be considered as a proof for acquiring given information; a word, since recalling the meaning of a given word makes it possible for a learner to use it in different situation.

To clarify the previously mentioned statement, a number of studies have taken place. Peters (2007) sheds light on the impact of using online dictionaries as technological aids to test new words’ meaning retention. 84 German University learners participated in this study and were given a vocabulary test to measure vocabulary storage in a reading comprehension lesson. The researcher relied on many strategies to help learners retain the presented words. Results showed that the most two effective strategies for word retention were looking up the word in the online dictionary and the clicking on the target words to show their importance. This result supports the present study in a number of ways. First, it proves the effectiveness of information technologies on vocabulary teaching since it
focuses on online dictionaries. Second, it proves the efficiency of explicit vocabulary teaching. Finally, it spots light on the benefits of identifying the new words to be learned explicitly. The latter conclusion is drawn because Peters’s study and the present study share one of the principles. The former focuses on identifying the new words using clicks while the latter emphasised new word through underlying them in the texts provided.

Vocabulary knowledge may play the most important role in learning any language. That is, it is through words that learners can communicate in the target language. Thus, it is very important to have a considerable amount of vocabulary to use any language. However, measuring vocabulary knowledge may be considered as a difficult task to be achieved, Milton (1955) states that using tests can be recognised as one of the most effective tools to measure vocabulary knowledge since they may give the opportunity to researchers to ask participants about the words that make sense to them, or measure their background knowledge. Thus, this study supports the notion of measuring knowledge of abstract words through a test before and after the treatment.

Finally, attention should be given to the study of Mahmoudzadeh (2014) that spots light on the impact of using power point on word knowledge of abstract words. In his study, 120 Iranian EFL learners participated and were divided into four main groups; two experimental, and two control groups. The former were taught the abstract words using power point while the other group were taught using verbal explanation. Learners’ outcomes show that power point was more effective than verbal explanations in improving learners’ knowledge of abstract words. This study may be used as a support to prove that power point is beneficial for teaching abstract vocabulary.
Conclusion

Vocabulary is an important and a basic matter to be recognised when attempting to learn a new language. Thus, it is very worthy to design a whole section to shed light on how ICT can be used to teach new lexical items whether these are abstract or concrete. This section aims at defining vocabulary, giving a brief overview of its types, tackling the different strategies used to acquire new words, and finally focusing on ICT to facilitate word meaning both concrete and abstract.
CHAPTER TWO: FIELD WORK

Introduction ........................................................................................................................................... 31

1. The Research Design ......................................................................................................................... 31
   1.1. Participants and method of selection .......................................................................................... 31
   1.2. The Control Group .................................................................................................................... 31
   1.3. The Experimental Group ........................................................................................................... 31
   1.4. Instruments and procedures ....................................................................................................... 32
       1.4.1. The questionnaire .................................................................................................................. 32
       1.4.2. The pre-test ............................................................................................................................ 33
       1.4.3. The treatment period ............................................................................................................ 33
       1.4.4. The post-test .......................................................................................................................... 34
   1.5. Score ............................................................................................................................................ 34
   1.6. Research Reliability .................................................................................................................... 35

2. Statistical analysis ............................................................................................................................. 35
   2.1. Procedures .................................................................................................................................... 35
   2.2. Results and interpretations ......................................................................................................... 37
       2.2.1. Comparison of the Control Group and the Experimental Group pre-test results .................. 37
       2.2.2. Pre-test Vs Post-test Control Group Results ........................................................................ 40
       2.2.3. Pre-test Vs Post-test Experimental Group Results ............................................................... 44
       2.2.4. Comparison of the Control Group and the Experimental Group Post-test Results .................. 48

Discussion ............................................................................................................................................... 51

Conclusion ............................................................................................................................................... 51
CHAPTER TWO: FIELDWORK

Introduction

The tenet of the following chapter is to shed light on the analysis of data collected from 56 participants. This study is experimental in nature. Two first year middle school groups were chosen. Each group contains 29 participants. The first group is called the experimental group while the other is called the control group. In this study, a biographical questionnaire is administered for participants to test their qualification for participation in the study. Then, an analysis and a comparison of the results from both pre-test and post-test will be given in details.

1. The Research Design

1.1. Participants and method of selection

Fifty six first year middle school pupils are chosen for the present study. The data elicited from participants will aid either to confirm or to refute the hypothesis that the use of ICTs in EFL classes will have a positive influence on receiving the meaning of abstract lexical items.

1.2. The Control Group

At first, the control group consisted of 29 participants. After distributing the Biographical questionnaire and analysing the results, only one participant was excluded from the study. The reason for excluding this participant is that he undergoes an enduring hearing problem which may inhibit him from listening carefully to the educational video or to the instructions during the two tests.

1.3. The Experimental Group

The experimental group, as well as the control group, consisted at the beginning of the study of 29 participants. After the analysis of the questionnaire for the experimental
group is done, 28 participants were included in the study while only one participant was kept out. The reason for this is attributed to the fact that this participant suffers from a very serious vision problem which may restrain or restrict his ability to watch the educational video or the power point slides.

1.4. Instruments and procedures

The present study makes use of a number of tools for the analysis of the results. First a biographical questionnaire is distributed for participants to check their eligibility for participation in this study. Then a pre-test will be administered. After that, the experimental group will receive a treatment period lasting for two sessions while the control group will be taught using a traditional method. Finally, a post-test will be distributed to compare the results and see the improvement of both groups.

1.4.1. The questionnaire

The aim of the questionnaire is to investigate any health problems participants are facing that may hinder the results of the study without the researcher’s knowledge. In fact, this questionnaire is not analysed in this study using any statistical procedures. It is, rather, but a means to add more credibility to the research results. That is, its aim in this study is just to support the teacher’s observation and deep knowledge of his learners through a one year experience of teaching them. The questionnaire contains a number of questions asking participants whether they suffer from very serious vision problems, or hearing problems. The results of the questionnaire show that only one participant in the control group has very serious hearing problems, and thus was excluded from the study in order to have reliable results. In fact, this participant was excluded since, in case of having low scores, it may be difficult to identify whether these scores are due to difficulty of understanding the power point slides and the video, or it is due to the difficulty of hearing the video content.
and the instruction. In the experimental group, only one participant was excluded from the study due to a very serious vision problem. The problem of this participant may cause him to face difficulties to see the presentations during the treatment period and maybe it is also the reason behind his illegible handwriting. To conclude, after checking pupils’ questionnaires, 56 participants out of 58 were chosen for participation in this study. 28 participants are considered as the control group, and the other 28 are considered as the experimental group.

1.4.2. The pre-test

The pre-test is administered for both groups. It contains a list of abstract words. Participants are asked by the researcher to write the translation of the abstract words they know in their L1. The lists of words chosen are selected from two texts. These texts are chosen from the learners’ textbook. The first text is selected, with some adaptations, from Sequence 2 in the first year middle school book. This sequence is called “Me and my family”. The text is presented in a form of an e-mail sent from an Algerian pupil to his pen friend to introduce his family members. The text contains a number of abstract words that are believed to be difficult for learners to understand and thus believed to make difficult the comprehension of the text. The second text is selected from Sequence 4 “Me and my school”. This text is called “My ideal school”, and it contains also a considerable amount of abstract lexis.

1.4.3. The treatment period

Only the experimental group receives a treatment period using technological tools. Tools needed for the treatment are two texts that contain abstract words, a computer, an overhead projector, an educational video containing talking flashcards and speakers to teach the first text, and power point slides to teach the second one. The treatment period
takes two sessions. In the first session, learners are provided with the e-mail and taught in a normal way following a lesson plan as usual. Then a video is presented to explain the difficult, abstract, words. In another separated session, the learners are distributed with another text. Then, the text is explained through power point slides with a special focus on the meaning of abstract words. The control group, on the other hand, will not receive any kind of treatment using technological devices. It, rather, will be delivered with the two texts and taught in a traditional way using a lesson plan and verbal explanations only.

1.4.4. The post-test

The post-test is the last tool delivered for participants. In fact, the post-test is delivered in two separated session immediately after each session of treatment. However, the two papers of the two post-tests will be collected together and considered as one post-test since the aim of the study is not to compare the level of effectiveness of the power point slides to that of the educational video, but rather to compare the effectiveness of using these two tools as technological devices to that of teaching in a traditional way. The post-test has the same content of the pre-test. However, the form has changed in that the words presented in the pre-test are divided into two parts for two separated sessions and distributed with a different order in the post-test.

1.5. Score

The score is out of 20. The two post-tests are treated as one post-test since the aim of the study is not to compare between the level of effectiveness of using visual and audio-visual aids, but to take them as one part of ICT and then to compare them to the traditional method of using verbal explanations to explain new abstract words.
1.6. Research Reliability

To insure the reliability of the results, the same test including the same abstract words is administered for both pre and post-tests. The change was only presented in the order of the words, the form, rather than the content.

2. Statistical analysis

2.1. Procedures

In this study, SPSS will be used as a tool to analyse both the pre-test and the post-test. Two different tests are used. The first test is called the independent samples t-test. This test, as the name indicates, is used to compare the results of two independent groups. That is, it is used to compare between either the pre-tests of the two groups, or their post-tests. The second type, the paired samples t-test is utilised to compare the pre and the post-tests within the same group. In fact, it is used in order to investigate the effectiveness of the period of treatment on the improvement of each group.

The independent samples t-test is used first to compare the results of the two pre-tests. The two pre-tests are compared in terms of mean, standard deviation, probability value ‘p-value’, and the level of significance in order to prove that the two groups have the same level. Actually, proving that two groups are homogenous may be considered as very important as a starting point. That is to say, in order to compare between two groups, it is crucial first to confirm that they have nearly the same level so that the results after the treatment will not create any kind of ambiguity and will be attributed directly to the treatment period rather that other extraneous variables such as: level. If the results revealed that the significance level (sig.) is higher than 0.05, we say that the two groups are homogenous and there is no significant difference. However, if the results show that the significance level is lower than 0.05, we say that there is a statistically significant difference between the two groups and they are not homogenous. Actually, the p-value is
also known as the probability value. This value refers to the fact that in any statistical analysis there is a probability of 5% that errors may occur. If the sig. value is lower than 0.05, thus there is a significant difference between the means. However, if it is higher than 0.05, no considerable significance between the means is observed.

The paired sample t-test is used first to compare the results of the pre-test and the post-test of the control group. The aim of this comparison is to check the effectiveness of using the traditional method of teaching vocabulary in reading comprehension on abstract vocabulary acquisition so that it will be compared later with the effectiveness of the new method used. Second, a comparison between the results of the pre-test and the post-test of the experimental group is provided in details for proving the efficiency of using ICTs on abstract words meaning reception. If the results of the independent sample t-test for each group show that the level of significance (sig.) is less than 0.05 then one can say that there is a significant difference between the means and the null hypothesis is rejected. Whereas, if the results reveal that the level of significance is higher than 0.05, the result reveals that there is no significant difference between the means and the improvement is not highly recognised and it may be attributed to chance.

The last analysis is given using the independent sample t-test to compare the means of the two post-tests of both groups. The tenet of this comparison is to investigate which method of teaching abstract words; either the traditional way or the use of ICT is more effective for abstract words’ meaning reception.
2.2. Results and interpretations

2.2.1. Comparison of the Control Group and the Experimental Group pre-test results

Table 1, table 2, and Figure 1 are demonstrated in order to compare the level of the control group and the experimental group on the pre-test before the treatment period takes place.

Table 1 shows the control and the experimental groups’ mean scores on the pre-test.

Table 1: Control Group Vs Experimental Group Pre-test Results

<table>
<thead>
<tr>
<th>Group Statistics</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control Group Pre-test Scores</td>
<td>28</td>
<td>1.5714</td>
<td>1.00659</td>
<td>.19023</td>
</tr>
<tr>
<td>Experimental Group Pre-test Scores</td>
<td>28</td>
<td>1.6071</td>
<td>1.14145</td>
<td>.21571</td>
</tr>
</tbody>
</table>

First, this table shows that the number of participants is indistinguishable for both groups; 28 participants are included in each group. Second, the mean scores for both group are recognised as very low mainly; 1.57 for the control group and 1.60 for the experimental. In fact, having firmly low scores on the pre-test can be explained by the fact that participants are absolute beginners. Besides, the list of abstract words provided for participants in the pre-test is assured to be never mentioned before inside the classroom.

Moreover, the standard deviation (SD) for both groups is nearly 1 for the control group and 1.14 for the experimental group which may imply that most of participants’ scores are
accumulated towards the mean and that there is a lower dispersion between the scores; from 0.00 to 4.50 (figure 1).

Figure 1 shows the frequency or the number of learners that scored a given mark for both groups. The horizontal axis shows learners’ scores in both groups while the vertical axis shows the number of learners that got a specific mark.

**Figure 1: Comparison of the Control Group and the Experimental Group Pre-test Results**

![Histogram showing pre-test scores for both groups](image)

From figure 1, which displays the pre-test scores for both groups, it is clear that participants’ results in both groups vary from 0.00 to 4.5. The diagram reveals that most of the learners at the control group; 9 participants, scored 1.5 while most of those of the
experimental group; 8 participants, scored 1 out of 20. Besides two participants in the control group scored 0.00 whereas only one participant scored 0.00 in the experimental group. The best mark is the same obtained by only one participant and it equals to 4.5. That is, this figure and the first table displaying means may entail that the two groups are nearly having the same results. Nevertheless, making the assertion that the two groups have nearly the same level cannot be confirmed unless the independent sample t-test is recognised.

Table 2 demonstrates the independent sample t-test for both groups. In this table, the Levene’s test is taken into consideration to show whether the two groups have equal variances. If the p-value (sig.) in the Levene’s test is greater than 0.05 we assume that we have equal variances; however, if it is lower than 0.05, we assume that we do not have equal variances. To have an equal variance between two tests of two independent groups means that the results of both groups are nearly the same.

**Table 2: Independent Samples T-test Results on the Pre-test**

<table>
<thead>
<tr>
<th></th>
<th>Levene's Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
<th>Sig. (2-tailed)</th>
<th>Mean Difference</th>
<th>Std. Error Difference</th>
<th>95% Confidence Interval of the Difference Lower</th>
<th>Upper</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equal variances assumed</td>
<td>1.550, 0.218</td>
<td>-0.124, 54</td>
<td>0.902</td>
<td>-0.03571</td>
<td>0.28761</td>
<td>-0.61234</td>
<td>0.54091</td>
</tr>
</tbody>
</table>

From table 2 we can observe that the significance level in the Levene’s test is higher than 0.05 (Levene’s Sig= 0.21) and thus we assume that we have equal variances.
between the control group and the experimental group. Besides, the mean difference equals to 0.03 which is, in fact, a very small value. Finally, the level of significance (sig. (2-tailed)) for the means equals to 0.90 which is highly greater than the p-value 0.05. Thus it is asserted that there is no significant difference between the means which entails that the two groups are homogenous, and the slight difference between the means may be attributed only due to chance.

SPSS is used in this study because it is one of the most advanced statistical tools which guarantee that there is a degree of 95% in which results between the lower and the upper values are trusted.

2.2.2. Pre-test Vs Post-test Control Group Results

Table 3 shows the two mean scores for the control group before and after the treatment period.

Table 3: Control Group's Pre-test Vs Post-test Results

<table>
<thead>
<tr>
<th>Paired Samples Statistics</th>
<th>Mean</th>
<th>N</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control Group Pre-test Scores</td>
<td>1.5714</td>
<td>28</td>
<td>1.00659</td>
<td>,19-023</td>
</tr>
<tr>
<td>Control Group Post-test Scores</td>
<td>3.3393</td>
<td>28</td>
<td>1.14709</td>
<td>,21678</td>
</tr>
</tbody>
</table>

The mean score for the pre-test equals to 1.57 while that of the post-test is 3.33. This result shows that there is a remarkable improvement in participants’ level even with using the traditional method of verbal explanation. In addition, the standard deviation refers to a small value mainly; 1 for the pre-test and 1.14 for the post-test which demonstrates that there is an equal variance between the means. That is, there is no
significant dispersion in participants’ scores and most of the scores are accumulated towards the mean.

Figure 2, on its own, demonstrates a considerable improvement in learners’ marks before and after the treatment. An analysis of the pre-test of the control group displays that the lowest score is 0.00 that is achieved by two participants while the highest mark is 4.5 obtained only by one participant. Besides, this diagram shows that most of the pupils at the control group; 9 pupils, scored 1.5 which proves that most of the marks are accumulated towards the mean and they have nearly the same variance. On the other hand, the results of the post-test reveal that the lowest mark is 2 obtained by 4 participants while the highest one equals to 6.5 achieved by 1 participant. In addition the scores that have the highest frequency within the post-test are both 2.5 and 3 scored by 12 participants equally.

**Figure 2: Pre-test Vs Post-test Control Group Results**
Table 4: Control Group's Paired Samples T-test Results

<table>
<thead>
<tr>
<th>Paired Differences</th>
<th>Mean Difference</th>
<th>Std. Deviation</th>
<th>Std. Error</th>
<th>95% Confidence Interval of the Difference</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control Group Pre-test Scores – Control Group Post-test Scores</td>
<td>-1.76786</td>
<td>1.16652</td>
<td>.22045</td>
<td>-2.22019</td>
<td>-1.31553</td>
<td>-8.019</td>
<td>27</td>
</tr>
</tbody>
</table>

Table 4 displays the control group’s outcomes for both the pre-test and the post-test.

The paired sample t-test in table 4 exhibits that the difference between the means in both tests equals to 1.76 which assumes that there is a considerable difference between the means. To prove whether this difference is significant the p-value (sig.) should be highlighted. Since (sig.) equals to 0.00 which is highly lower than the 0.05, it is confirmed that there is a remarkable difference between the means and thus the use of verbal explanations is considered, to some extent, as effective in improving meaning reception of abstract words.

Figure 3 displays the mean difference between the control group’s pre-test and post-test for each individual participant.
The results show that mainly all participants’ scores improved between the ranges of 0.5 to 4 (the highest and the lowest difference) shown on the vertical axis, and that only participants 7, 8, 14, and 16 have the same score between the pre-test and the post-test and did not show any kind of improvement. Moreover, the results show that there is no participant that underperformed in the post-test. In brief, the lower value of improvement is 0.00 whereas the highest one is 4 out of 20.

2.2.3. Pre-test Vs Post-test Experimental Group Results

Table 5, table 6, and figure 4 demonstrate the results of both tests for the experimental group.
Table 5: Experimental Group's Pre-test Vs Post-test Results

<table>
<thead>
<tr>
<th>Paired Samples Statistics</th>
<th>Mean</th>
<th>N</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Experimental Group Pre-test Scores</strong></td>
<td>1,6071</td>
<td>28</td>
<td>1,14145</td>
<td>.21571</td>
</tr>
<tr>
<td><strong>Experimental Group Post-test Scores</strong></td>
<td>8,5179</td>
<td>28</td>
<td>2,23392</td>
<td>.42217</td>
</tr>
</tbody>
</table>

Table 5 shows that the mean of the experimental group’s pre-test equals to 1.60 while that of the post-test corresponds to 8.51. This result, in fact, shows a considerably remarkable difference which will be proved using the paired sample t-test in table 6.

Table 6: Experimental Group's Paired Samples T-test Results

<table>
<thead>
<tr>
<th>Paired Samples Test</th>
<th>Paired Differences</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean Difference</td>
<td>Std. Deviation</td>
<td>Std. Error Mean</td>
<td>95% Confidence Interval of the Difference Lower Upper</td>
<td></td>
</tr>
<tr>
<td><strong>Experimental Group Pre-test Scores – Experimental Group Post-test Scores</strong></td>
<td>-6,91071</td>
<td>2,14758</td>
<td>.40585</td>
<td>-7,74346 -6,07797 -17,028 27</td>
</tr>
</tbody>
</table>

Table 6 indicates that the difference between the mean of the pre-test and the post-test matches to 6.91 which is considered as a huge difference that may refer to a rational improvement. The level of significance shown in the last column equals to 0.00 which is lower than the probability value 0.05. The interpretation for this value is that there is a considerably and a statistically significant difference between the means of the pre-test and the post-test.
Figure 4 can also be used to support the previous result. The horizontal axis refers to the experimental groups’ scores on both pre and post-test whereas the vertical axis refers to the frequency of students that obtained each mark.

**Figure 4: Pre-test Vs the Post-test Experimental Group Results**

Looking at this figure, it is observed that there is a great difference between the two tests’ scores. Results in the pre-test are ranging from 0.00 4.50 whereas those of the post-test are classified within the zone of 5 to 13. The median; the score that is achieved the most by participants, equals to 1 for the pre-test since most participants; 8 participants, got it. This means that most of the results of the pre-test are accumulated towards the means that equals to 1.60. However, most participants during the post-test scored 6 to 7.5. This
also entails that most of the results have nearly the same value as the post-test 8.51 and the difference is not attributed only due to chance.

Figure 5 indicates the level of difference between each participant’s scores between the pre-test and the post-test concerning the experimental group.

**Figure 5: Pre-test Vs Post-test Experimental group Score Differences**

This figure displays that there is a huge difference between participants’ scores between the pre-test and the post-test. Participant 16 shows the highest improvement in that he scored 1 in the pre-test while he scored 13 in the post-test resulting in a difference value of 12. The difference between the two scores is considered as the highest improvement. Participant 28, who scored 0 in the pre-test, got 10 on the post-test which is recognised as a significant change. The results, up to this point, show that the
experimental group performed better than the control group. To firmly confirm this statement, a comparison between the post-tests of the two groups is made using the independent samples t-test in order to make crystal clear the difference between the means.

2.2.4. Comparison of the Control Group and the Experimental Group Post-test Results

After the treatment period is administered, the post-test is provided for both groups. The mean scores of the post-tests for both groups are shown in table 7.

Table 7: Control Group Vs Experimental Group Post-test Results

<table>
<thead>
<tr>
<th>Group Statistics</th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Control Group Post-test Scores</td>
<td>28</td>
<td>3.3393</td>
<td>1.14709</td>
<td>.21678</td>
</tr>
<tr>
<td>Experimental Group Post-test Scores</td>
<td>28</td>
<td>8.5179</td>
<td>2.23392</td>
<td>.42217</td>
</tr>
</tbody>
</table>

Table 7 demonstrates that the mean scores for both the control group and the experimental group on the post-test are, in order, (3.33) and (8.51). It is observed that the experimental group far outperformed the control group.

Figure 6 sheds light on the post-test results for both groups. It is extremely observed that the experimental group outperformed the control group on the post-test. This is attributed to the fact that the control group’s scores are ranging between 2 to 6.5 while the Experimental group’s results are seen on the zone of 5 to 13. Most students’ scores of the control group are recognised as 2.5 to 3 whereas most experimental group’s results are revealed from 6 to 7.5.
Figure 6: Comparison of the Control Group and the Experimental Group Post-test Results

Figure 6 and table 7 show that the experimental group outperformed the control group. In spite of this, these results cannot be accurately accepted unless the independent sample t-test is recognised.

Table 8 accurately identifies whether the level of significance between the two means is statistically significant or based on chance.
Table 8: Independent Samples T-test Results on the Post-test

<table>
<thead>
<tr>
<th>Levene's Test for Equality of Variances</th>
<th>t-test for Equality of Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>F</td>
<td>Sig.</td>
</tr>
<tr>
<td>Equal variance not assumed</td>
<td>12.999</td>
</tr>
</tbody>
</table>

Since the significance level for Levene’s test is equal to 0.001 which is lower than 0.05, and since the SD for both groups is highly different (1.14 and 2.23 demonstrated in table 7), then a non-equal variance between the means is assumed. Moreover, the mean difference between the two post-tests equals to 5.17 which is highly recognised as a great difference. Finally, the level of significance (sig.) for the t-test corresponds to 0.000 which implies a clear-cut result. Since the significance level is absolutely lower than 0.05, it is confirmed that there is a statistically significant difference between the means of the two post-test.

In fact, this test is given in order to investigate the improvement of both groups after the decided-upon period of treatment. The results reveal that both visual and audio-visual aids, as technological devices, proved to have a great and a significant impact on meaning reception of abstract words. Since the level of significance (Sig. (2 tailed) = 0.00) is lower than 0.05, then the null hypothesis ,which states that the use of ICT in EFL classrooms DOES NOT influence meaning reception of abstract words, is highly rejected and the alternative hypothesis which states that there is a significant impact is strongly accepted instead.
Discussion

This piece of investigation is an attempt to spot light on the influence of using technological tools on assisting and fostering meaning reception of abstract vocabulary. The results of the present investigation shed light on the undeniable role that technology play to facilitate the learning process. Groups’ homogeneous level displayed on the pre-test entails that these learners’ are absolute beginners that luck any previous experience of the abstract target language vocabulary. Besides, the outcomes of the control group on both the pre-test and the post-test show that using verbal explanation is an effective tool that may aid to facilitate abstract words learning and that can be considered as the reason of covering both technology and verbal explanations in the treatment. The results of the experimental group on the pre-test and the post-test, however, show that there is a radical change in learners’ performance, but these results had to be compared to the control group’s post-test results in order to assure which is more effective. Post-test results for both groups revealed a great and a significant difference between the two means. Thus, technology can be recognised as one of the most influential devices that may improve the learning process of vocabulary.

Conclusion

This chapter demonstrates the analysis of data collected from Merabet Abbass Middle School. Data analysis shows that the two groups are homogeneous at the beginning of the research; that is, before the treatment period is implemented. The post-test results, however, display that there is a major noticeable and irrefutable difference between the means of the post-test for both groups. In conclusion of this chapter, it is undoubtedly assured that the alternative hypothesis if firmly confirmed while the null hypothesis is, thus, refuted.
GENERAL CONCLUSION

Learners at Merabet Abbass Middle School, Oum El Bouaghi seem to be widely effected by the use of technology for teaching abstract words. The results of this research may be over-generalised to other first year middle school pupils in Algeria since they are considered as absolute beginners that, theoretically speaking, are encountered with a new target language that is not used for every day communication within their speech community. Briefly, this study is considered as an effective research that sheds light on an important and a crucial part of foreign language learning.

Pedagogical Implications

As it is aforementioned, this study carries a number of pedagogical implications for both teachers and learners. Since abstract words can be taught using visual and audio-visual aids in addition to verbal explanations, then the teaching and learning process will become easier and more convenient. First, teachers may not encounter many difficulties when trying to explain the meaning of abstract words since they are in favour of using appropriate technological devices. Besides, they may not find themselves obliged to rely on the mother tongue each time they encounter an abstract word. Second, this research paper may help to make the learning process of abstract words easier for EFL learners. Moreover, it may encourage learners to use the target language instead of using their mother tongue. Finally, this study may help to raise teachers’ awareness about the importance of using technological aids inside the classroom in order to improve the teaching and learning processes.
Limitations of the Study

Through the advance of this research, a number of restrictions have been encountered. Despite the fact that the lessons used in the treatment period were the same as those present in the pupils textbook; it was, to some extent, difficult for the researcher to make a stable balance between the research investigation and the curriculum. Moreover, time constraints presented one of the main important limitations for the research to take place. In fact, research investigations that aim to measure vocabulary knowledge generally may need a whole year treatment to assess participants’ achievement. Finally, time was not sufficient to make a simple investigation of vocabulary meaning retention or recall in order to prove the success of meaning reception.

Suggestions for Further Research

The present research’s significance is to investigate the impact of using ICT in EFL classes on meaning reception of abstract words. First, research in the future may shed light on the importance of ICTs other than power point slides and educational videos. In addition, it may spot light on the effectiveness of using technological tools in fostering vocabulary knowledge in general. Moreover, a focus might be put on ICT role in measuring meaning retention or recall. Furthermore, this study focuses on measuring reception of the meaning of abstract words by middle school pupils. Further research, however might precise the focus on the reception, storage, or recall, of the form of abstract words rather than the meaning.
REFERENCES


APPENDICIES

APPENDIX A: Pupils’ Questionnaire

APPENDIX B: Pupils’ Pre-test

APPENDIX C: Pupils’ Post-test

APPENDIX D: The e-mail

APPENDIX E: My Ideal School Text
APPENDIX A: Pupils’ Questionnaire

Dear pupils,

We would like to invite you to participate in a research project entitled “The Impact of Using ICT in EFL Classrooms on Meaning Reception of Abstract Words”. The main aim of this questionnaire is to collect general information to identify your eligibility for participation in this experiment.

It would be appreciated if you could answer this questionnaire carefully. All the information given will be treated as strictly confidential.

Thank you in advance

Miss. Fouzia ZABAT

Larbi Ben Mhidi University Oum El Bouaghi

Faculty of Letters and Languages

Department of English
Section One: General information

Q1: Full name: ..................................

Q2: Gender:
   a. Male ☐    b. Female ☐

Q3: Age: .........

Section Two: Experience with English

Q1: What is your experience with English (years of studying English at school):
   a. One year ☐    b. Two years ☐    c. Three or more years ☐

Q2: Did you have any previous experience of studying English outside school?
   a. Yes ☐    b. No ☐

   If your answer is “Yes”, please specify.
   ........................................................................................................................
   ........................................................................................................................
   ........................................................................................................................

Section Three: General Health

Q1: What do you think about your general health conditions?
   a. Good ☐    b. Average ☐    c. Bad ☐

Q2: Do you have any vision problems?
   a. Yes ☐    b. No ☐

   If your answer is “Yes”, please identify to which extent:
   a. Very serious ☐    b. Serious ☐    c. Not serious ☐

Q3: Do you have any hearing problems?
   a. Yes ☐    b. No ☐

   If your answer is “Yes”, please identify to which extent:
   a. Very serious ☐    b. Serious ☐    c. Not serious ☐
APPENDIX B: Pupils’ Pre-test

I would like to invite you to participate in this pre-test for an experimental study entitled: “The Impact of Using ICT in EFL Classrooms on Meaning Reception of Abstract Words”. The aim of this pre-test is to compare the level of the two groups that will participate in this study.

It would be very appreciated if you can take some time to translate the list of words on the next pages to your first language: “Standard Arabic”.

Thank you in advance

Miss. Fouzia ZABAT

Larbi Ben M’hidi University Oum El Bouaghi

Faculty of Letters and Languages

Department of English
Q: Translate the following words into Standard Arabic:

1) Angry: ..............................................

2) Sad: ................................................

3) Surprised: ......................................

4) Shy: ................................................

5) Excited: ...........................................

6) Bored: ............................................

7) Hungry: .......................................... 

8) Thirsty: .......................................... 

9) Respect: .........................................

10) Scared: .........................................

11) Love: ............................................

12) Happiness: ....................................

13) Peace: .......................................... 

14) Pride: ...........................................

15) Care: ...........................................

16) Patience: ......................................

17) Communication: ............................

18) Free: ...........................................

19) Pleasure: .....................................

20) Kindness: ...................................

21) Success: .....................................

22) Faith: .......................................... 

23) Warm: .........................................
24) Courage: ...................................
25) Hero: ...................................
26) Brilliance: ..............................
27) Clean: ...................................
28) Beautiful: ..............................

Thank you for your cooperation
APPENDIX C: Pupils’ Post-test

After the treatment period that you had, I would like to invite you to participate in this post-test. The aim of this post-test is to investigate “The Impact of Using ICT in EFL Classrooms on Meaning Reception of Abstract Words”.

It would be very appreciated if you can take some time to translate the list of words on the next pages to your first language: “Standard Arabic”.

Thank you in advance

Miss. Fouzia ZABAT

Larbi Ben M’hidi University Oum El Bouaghi

Faculty of Letters and Languages

Department of English
Q: Translate the following words into Standard Arabic:

Sequence 02: Me and my family

1) Shy: ..............................
2) Angry: .............................
3) Sad: .................................
4) Surprised: .........................
5) Excited: ............................
6) Scared: .............................
7) Bored: ............................... 
8) Hungry: .............................
9) Thirsty: .............................
Q: Translate the following words into Standard Arabic:

Sequence 04: Me and my school

1) Respect: .................................

2) Peace: .................................

3) Pride: .................................

4) Care: .................................

5) Warm: .................................

6) Communication: ...................

7) Free: .................................

8) Pleasure: ..............................

9) Patience: ..............................

10) Kindness: .........................

11) Faith: .................................

12) Courage: ..............................

13) Success: ...............................

14) Brilliance: ..........................

15) Clean: .................................

16) Happiness: ..........................

Thank you for your cooperation
APPENDIX D: The e-mail

Hi! Margareat,

How are you? I liked the photo of your family. It was very lovely. I am happy to introduce my family. My father is a carpenter. He is 45 years old. My mother is a teacher. She is 42 years old. I have one brother. His name is Akram. He is a shy person. We like playing together, but sometimes he gets angry at me when I refuse to play football with him. Yesterday, he was so sad because he thought we forgot about his birthday. When he came back home, we made a surprise for him. He was very surprised and excited. He likes to watch horror movies, but I dislike them because they make me very scared. He dislikes watching cartoons with me because he feels bored. By the way, I am very hungry and thirsty. I will go now to have dinner with my family. My mother is a good cook. I wish you will visit us to taste the Algerian traditional food. Goodbye for now. See you soon. Please, find attached the photos of my family.

With love, Razane
My ideal school is a place where honesty, responsibility, and respect are values.

My ideal school is my home. It gives me love, peace, pride, and care. It is that warm place where communication is valued.

My ideal school is a free open space where reading is a pleasure.

It is a place where I learn patience, kindness, faith, and courage.

My ideal school is a place where I can elect my representatives. It is a school of initiative, success, and brilliance.

My ideal school is my family. It is a place where I can express my opinion and listen with respect to my teachers and classmates.

My ideal school is a garden where I can plant trees and flowers.

My duty is to love it, keep it clean, and decorate it with pictures of my beautiful country and its national heroes.

My ideal school is a school of values and happiness where the Algerian flag is always up.
Résumé

Dans le présent travail nous avons effectué une étude expérimentale qui vise à mettre en évidence l'impact d'utilisation des TIC (de diapositives et de vidéos éducatives) sur l’acquisition du vocabulaire abstrait pour le niveau moyen.

Conformément à cet objectif, deux groupes de première année moyenne ont été choisis comme la population cible de l'enquête (après le remplissage d’un questionnaire afin de tester leurs compétences). Après avoir analyser le questionnaire, 56 participants parmi 58 qui ont été choisis. Les deux groupes ont subi deux textes adaptés au programme de la 1AM. Nous avons présenté au groupe témoin deux textes verbalement et sans intégration des TIC. Cependant, avec le groupe expérimental, le premier texte a été enseigné à travers des explications verbales ainsi que des diapositives Power Point tandis que l'autre texte a été enseigné en utilisant une vidéo éducative. Les résultats obtenus à partir des données recueillies des pré-tests révèlent que les deux groupes sont homogènes tandis que les résultats des tests postérieurs ont montré que le groupe expérimental a surpassé le groupe témoin. Apres avoir analysé les résultats nous pouvons dire que l'intégration des TIC a eu un impact significatif sur l'amélioration de la reconnaissance (vocabulaire abstrait) des élèves.

Mots-clés : TIC, Vocabulaire, Mots abstraits.
ملخص

هذه الدراسة تجريبيّة تطبيقية. وهي تهدف إلى تسليط الضوء على دور وفعالية استخدام باوروبينت وشرطة الفيديو التعليمية، كوسائل تكنولوجية حديثة على مدى فهم التلاميذ لمعنى الكلمات المعنوية (المجردة). وشارك في هذه الدراسة فوجين من تلاميذ السنة الأولى متوسط، وقدم استبيان لجمع بعض المعلومات عن التلاميذ كالحالة الصحية (سلامة السمع وسلامة البصر) للتأكد من قدرتهم على المشاركة في الدراسة بصورة طبيعية. بعد تحليل الاستبيان، تم اختيار 56 من بين 58 تلميذا للمشاركة في هذه الدراسة. وتم توزيع نصين مستمديين من الكتاب المدرسي على كلا الفوجين. زود الفوجين بنصين تم تكييفهما من كتابهما الدراسي. تم تدريس الفوج الشاهد (الضبط) من خلال تقديم شرح لغوي للنصين بينما تم تدريس النص الأول للفوج التجريبي باستخدام باوروبينت. النص الثاني باستخدام فيديو تعليمي إضافة إلى الشرح اللفظي. أظهرت نتائج الاختبار الأول أن الفوجين متجانسين (للهما نفس المستوى) في حين أظهرت نتائج الاختبار الأخير بعد فترة المعالجة أن أداء الفوج التجريبي يفوق أداء الفوج الشاهد مما يدل على فعالية استخدام باوروبينت وأشرطة الفيديو التعليمية ودورها في تسهيل عملية فهم الكلمات المعنوية.