A Comparison of Teaching Vocabulary through
Audio-Visual Materials versus Traditional Ways

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Abstract: The present research aims at comparing whether teaching vocabulary by the help of audio-visual materials or through traditional ways is a better option in EFL settings. The differences between audiovisual materials and traditional ways have been remarked in the current study. The experiment lasted 3 weeks and was carried out with 36 secondary school students (control and experiment groups). Each group consisted of 18 participants. Firstly, the predetermined target words were taught to both groups by audiovisual materials or traditional ways such as writing, repeating, and translation. Secondly, a vocabulary quiz was applied to the experimental and control groups. When the scores were compared, there wasn't any significant difference. However, the experimental group was relatively more successful than the control group. Thirdly, a questionnaire and an interview were applied to the participants by the researcher. The results showed that participants prefer to use audiovisual materials in vocabulary activities. Also, it was observed that audiovisual materials make the lessons more interesting and promote the motivation of the learners.

Keywords: Audio-Visual Materials, Vocabulary teaching, Traditional ways, Visual learning, Learning Methods, Vocabulary Acquisition.

Introduction

Language learning requires basic skills like speaking, reading, writing, listening, and other components such as grammar and vocabulary. We use languages as tools for communication, and vocabulary knowledge is arguably the most important element for communication and language learning. Vocabulary learning is at the heart of language learning and language use (Laufer, 1997). Therefore, it is not surprising that vocabulary teaching has become an important part in teaching English. Teachers

have used some traditional ways for teaching English such as writing, reading, repetition and memorising for a long time. These ways are tiring and boring for students. Moreover, memorising or reading does not make a meaningful context for students. Teachers should use an effective way in order to enhance the permanence of vocabulary. Otherwise, the words which are learnt by memorising will be forgotten. Traditional ways are not related to students' interest. In recent years, thanks to the process of technology, vocabulary teaching methods and tools have changed. Teachers should know how to use the technological tools and how to adapt to technology in their courses. Technology is a key word for audio-visual materials. It offers different options. There are a lot of interesting ways for vocabulary teaching. Audiovisual materials are examples of them.

The term audio-visual includes different materials like songs, cards, posters, videos, cartoons etc. The diversity of these authentic materials can help teachers to make the input comprehensible and increase the students' interest in lessons. Audiovisual materials can be arranged according to student's language levels or ages. This arrangement may enable different opportunities to teachers for planing lessons' vocabulary parts. Moreover, students' language skills like listening and reading improve and students learn vocabulary in a meaningful context. Besides all of these advantages, students feel more comfortable and express their ideas or share their knowledge better. Audiovisual materials motivate students. According to Çakır (2006), it is a well-known fact that audio-visual materials are a great help in stimulating and facilitating the learning of a foreign language. That is to say, all audio-visual materials have positive contributions to language learning as long as they are used at the right time, in the right place.

Students can not act or learn mechanically, they use their feelings and imagination while learning. Audiovisual materials such as videos and songs are good sources for supplying emotional input. For example, in videos students see the usage of words in real life and this creates a meaningful input. Students can make a sentence by using words which they learn and this cognitive ability is an example of effective

output. As a result of these situations, using audiovisual materials in vocabulary teaching affects the relationship between input and output positively. Using audiovisual tools in class does not only enable students to acquire the desired information more quickly, but also makes the information acquired more permanent.

In the present study, the aim of researcher is to determine the most effective way for vocabulary teaching at secondary schools. The researcher compares the audiovisual materials and traditional ways such as reading, writing, and repetition.

Literature Review

Language is the main part of our communication. A good communication requires some specific components like speaking, sufficient vocabulary, and grammar knowledge. Thus, learning and teaching vocabulary have crucial importance in improving and/or supporting the communication.

According to Komachali & Khodareza (2012), vocabulary as a major component of language learning has been the object of numerous studies each of which has its own contribution to the field. Another assertion on the importance of vocabulary is as in the following: Vocabulary is considered as the stone in teaching language (Ahmed, 2016, p. 10). Today, thanks to the developing technology, we have some different ways to teach vocabulary effectively. Using audio-visual material is one of them. Ahmed (2016) emphasized the necessity of audio-visual materials in secondary schools. At this point, using and adopting technology in lesons is a big and important responsibility for a teacher. Mathew & Alidmat (2013) pointed out that using audio-visual materials takes more care because using technology in a classroom creats communicative and effective atmosphere. Another view about the importance of teachers' role was stated by Ahmed (2016, p. 10) as follows: English language vocabulary teacher should be trained sufficiently.

Learning styles and strategies are important for a student and there are different types of learning. For example, Philominraj, Jeyabalan, and Vidal-Silva (2017)

conducted a study in which there were 504 participants from higher secondary schools that refer to high schools in Turkey. The purpose of this research was to determine how these students learn English by using visual techniques. Data were collected by applying to quantitative data tools. The results showed that visual learning has a great importance in learning a language.

Researchers carried out many studies related to the importance of audivisual sources (Smayda, Van Engen, Maddox, and Chandrasekaran, 2015; Ode, 2014; Mathew and Alidmat, 2013). According to Ode (2014) audiovisual materials are very effective for secondary schools. The main purpose of this study was to find out the influence of audiovisual tools in teaching and learning language. The participants were male and female. The ages of students ranged between 18 and 25. Researcher applied a survey to them and analysed the data. In conclusion, Ode (2014) remarked that audiovisual sources have positive influence on teaching and learning. In another example, Smayda et al., (2015) emphasized that their results highlight an important facet of older adults' speech perception; with both visual and semantic cues, older adults can excel at speech perception. Mathew & Alidmat (2013) expressed that audio-visual materials enable some opportunities in class such as thinking or learning effectively.

Audio-visual material is a general term. It is the combination of video, song, pictures, games, etc. Researchers conducted some various studies related to the components of audiovisual metarials. Games are a good example for educational tools. For example, Silsüpür (2017) conducted a study about the impact of vocabulary games at university level. In this study, there were 35 paticipants at university level. The researcher applied a game called "Bingo" to both experimental and control groups. After the quiz, the findings showed that the experimental group had better results. In conclusion, the researcher reported that games have positive effect on students. Mahmud (2015) researched the same subject. In this study the pretest and the posttest and 3 games were used to collect data additionally. According to Mahmud (2015), vocabulary games aided primarily learning homonyms and the combination of games such as wordsearch, crossword puzzle and other can be used as a

pedagogical apparatus in learning vocabulary for L2 learners. Another study by Bakhsh (2016) was about the role of the games in vocabulary teaching and learning. The purpose of this study was to determine the effect of games in vocabulary teaching. Bakhsh (2016) concluded that any game can be effective when it is used suitably to the topic and is controlled by wise and skilled teachers (p. 125). There is a relationship between games, motivation, and learning. Uzun, Çetinavci, Korkmaz, and Salihoglu (2013) researched this relationship. The aim of this study was to find out the impact of playing a vocabulary learning and practicing game at university level. There were 70 participants. Researhcers applied the pre-test and postest to students. The game that was used in this study was *VocaWord* and it was similiar to *Monopoly* game. After this practice, researchers collected and analysed the data. According to the researchers the findings revealed positive thoughts and beliefs related to the game they played during their course, and using games in language classes.

Cartoons are also quiet interesting and funny materials for teaching and learning vocabulary. Some studies were carried out about using cartoons as a visual material. For instance, Aziz & Sulicha (2016) investigated the effect of cartoons as a tutorial material in the elementary schools. During the study, researchers used both quantitative and qualitative data tools. There were 64 participants. Students were divided into two groups; experimental and control groups. After all stages, results were proved that cartoons were effective in teaching and learning. Munir (2016), and Bahrani & Sim (2012) carried out similiar research about using cartoons as visual materials. The findings of these researches were smiliar. Both studies remarked that using cartoons in vocabulary teaching has great importance and çartoons encaourage students to learn vocabulary.

Likewise, vocabulary flashcards are very memorable and simple visual tools for vocabulary teaching and learning. Komachali & Khodareza (2012) investigated the impact of using flashcards on Iranian pre-university students' vocabulary knowledge. In this study, there were the 50 female participants. Researchers applied

a test to the experimental and conrol groups. To sum up, the results of the experimental group were better than control group. Therefore, it seems that using vocabulary flashcards in vocabulary teaching has a positive impact on students.

Videos as audiovisual materials also have a great importance in foreign language education. Many studies have been conducted about the use of videos in foreign language teaching. For example, Çakır (2006) investigated the role of videos in vocabulary teaching as an educational material. According to Çakır (2006), it is obvious that videos can easily be used in any classroom environment and they have useful practical implications; teachers can step in the process whenever they wish; they can stop, start, and rewind to repeat it for several times where necessary. The role of the teachers has been emphasized, especially in using videos in the classrooms. Çakır (2006) stated that the teacher can be a controller, an assessor, an organiser, a prompter, and a participant as well.

Songs are another effective example of audio and visual materials. They are perfect means of cultural transmission. An example study about using song as an audio-visual material was carried out by Keskin (2011). The purpose of this study was to find out the influence of songs in language teaching. The researcher expressed the importance and benefits of songs and then divided listening activities into three groups namely, pre-listening, listening, and post-listening. In conclusion, the author noted that using songs in the classroom makes the lesson more comprehensible and interesting. Moreover, songs give students a chance to improve their language knowledge and skills.

Research Questions

The present study aims at answering the following questions:

1. Which one is more effective in vocabulary teaching, audiovisual materials or traditional ways?

2. Are there any differences between the students who learn vocabulary by the help of audiovisual metarials and students who learn vocabulary in traditional ways like reading, writing, etc.?

Methodology

The methodology of the present study is based on both quantitative and qualitative data collection. The data collection and analyses were conducted by means of appropriate tools and techniques. The participants, materials, and procedures are explained in the following sections.

Participants

The participants were 36 students studying at a public Secondary School in Bursa. They were fifth graders and their ages ranged from 10 to 11 years old. All participancts were learning English as a foreign language. The native language of all participants was Turkish. The majority of the participants were male (%56 males, %44 females). The participants were equally divided into two groups for each classroom that was used. The first group was the experimental group (N=18) and the second was control group (N=18). The language proficiency level of all participants was similar and beginner level, which would refer to A1 according to CEFR (Common European Framework of Reference for Languages).

Materials

In the present study, three data collection tools were applied by the researcher: a questionnaire, and a vocabulary quiz for the quantitative part of study; and an interview for the qualitative part. The questionnaire was adopted from Silsüpür, (2017) and adapted by the researcher. The vocabulary quiz and the interview were prepared by the researcher, and piloted with English language teacher trainees. Additionally, vocabulary posters and videos about sports were used in this study with the experimental and control groups.

Vocabulary Posters and Videos

In this study, there were 30 target words selected by the researcher. The tools that were used for vocabulary teaching were the vocabulary posters and four different videos about sports. All videos were five-minute long. These videos were designed by using *Camtasia* and *Powtoon*. These programmes are technologies that can be used for presentation and editting videos.

The questionnaire

The questionnaire was adopted from Silsüpür (2017). The researcher adapted the questionnaire in the present study by adding appropriate questions according to the aim of this research. The questionnaire was prepared in Turkish because of the low English proficiency levels of the participants. The questionnaire included 13 items totally. There were different multiple choice questions (ranging from agree to don't agree) and a likert scale about the effect of audio-visual materials in vocabulary teaching. In the beginning of the questionnaire, the researcher expressed the aim of the study and informed the participants about their personal privacy. The questionnaire consisted of 2 parts. In the first part, questions aiming to collect demographic information were asked to participants such as sex, age group and language proficiency level. In the second part, questions were about the effectiveness of audiovisual materials, the usefulness of traditional educational ways, and participant's preferences.

The interview

The interview was designed by the researcher. It was prepared in Turkish because of the participant's language proficiency level. The interview consisted of 1 yes-no question and 3 open-ended questions. Before answering the questions, some personal questions were asked to the participants to make them feel more comfortable.

The vocabulary quiz

The vocabulary quiz was prepared by the researcher. The quiz was about sports and it was a 100-point quiz. The quiz consisted of 2 parts. The first part was the matching

activity. The pictures were the same as the vocabulary posters shown to the participants in the practice lessons; and the second part was fill-in-the-blank type of questions.

Procedure

The present research was carried out in 3 weeks with two groups (experimental and control). In the first week of the study the experimental group and the control group were composed by the researcher. Each group consisted of 18 students. From among the 30 target words, the first 15 words were taught to the experimental group by showing the vocabulary posters and watching videos in the first 20 minutes of the lessons. Meanwhile, the researcher taught the same words to the control group by using some traditional ways such as reading, writing, repeating, giving an example, and translation. In the second week, the remaining 15 target words were taught to both groups; the lesson procedure was the same as the first week. After 2 weeks of practice, the data were collected by the means of quantitative and qualitative tools at the end of the third week of the study. Firstly, quantitative data tools were applied to the students. The quiz papers were given to all the participants by the researcher. There was time limitation, and the participants had to answer the questions in 20 minutes. After that, the questionnaire was applied to the participants. It lasted 15 minutes. Finally, the qualitative data was conducted through the interviews, which were carried out in a written way. The researcher read all the questions in a comprehensible way, and the participants wrote their answers on the papers. The part of open- ended questions was completed in 20 minutes.

Results

Quantitative Results

The quantitative results were obtained from the participants' answers to the questions in the questionnaire and vocabulary quiz that included the target words.

Questionnaire Results

This part was about the student's previous vocabulary learning experiences. In the following stages of the questionnaire, some situations which include students' learning styles and their opinions based on their experiences were given to the participants and expected to answer according to the 3 options, namely agree, disagree and partially agree. The following charts present the results.
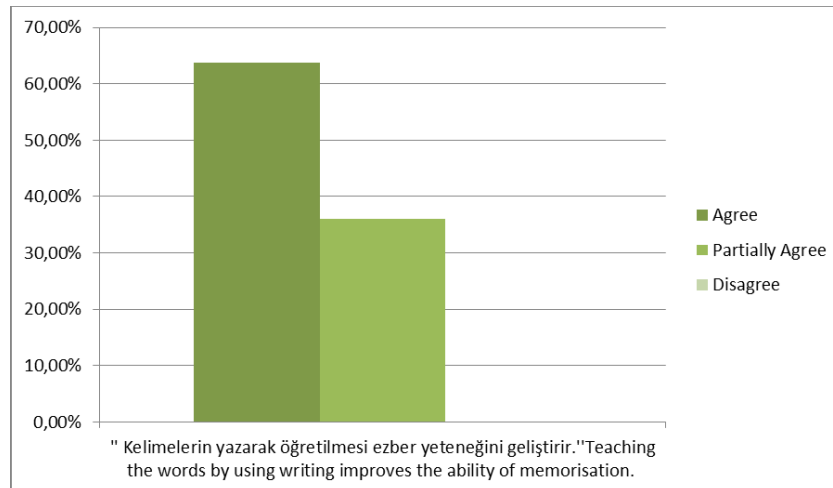

Figure 1. Thoughts related to learning vocabulary in traditional ways.

According to the participants, it was observed that a large number of participants remarked that using writing in vocabulary teaching improves memorisation ability (63.8%). On the other hand, some participants partially believed in that (36,1%).
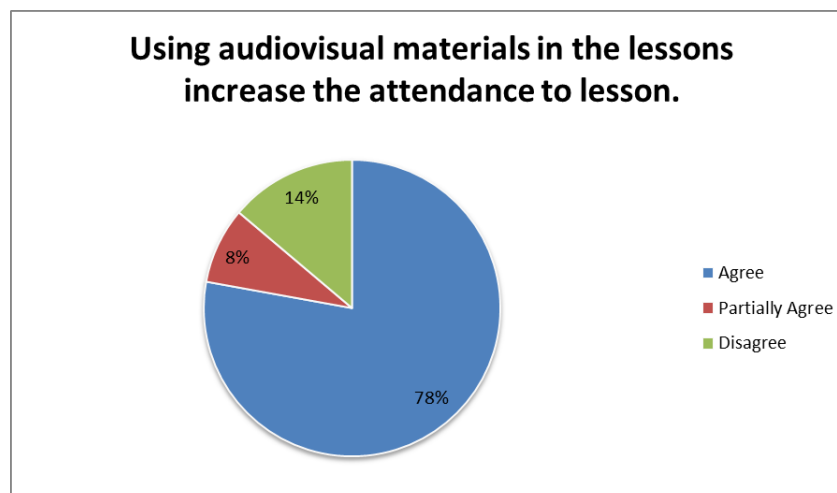

Figure 2. Thoughts related to learning vocabulary with audiovisual materials.

The other question was about the effect of using audiovisual materials in the lesson as shown in Figure 2. When the answers were examined, the responses showed variation but mostly agreed. Most of the participants stated that using audiovisual materials in the classroms increase the attendance to lessons (n=28, 78%). Moreover, there were some partial agreemeent to this situation (n=5, 14%), and the remaining participants disagreed (n=3, 8%).

Figure 1 and Figure 2 indicated that the majority of the students had positive attitudes and/or beliefs related to both traditional ways and audiovisually enhanced ways. Responses of the subsequent questions of the questionnaire are presented in Table 1.

Table 1. Subsequent questions and answers.

Situations	Agree	Partially Agree	Disagree
''Kelimeleri yazarak tekrar etmek okuma-anlama becerisini geliştirir.'' Repetition of words by writing improves the ability of reading comprehension.	94,6%	5,5%	0%
''Derslerde video izletilmesinin, dinleme-izleme-anlama yeteneği üzerinde olumlu bir etkisi vardır.'' Watching video in the lessons has a positive effect on the ability of listening, watching, comprehension.	86,1%	11,1%	2,7%
"Sadece kelimeleri okumak kelime öğreniminde etkilidir." Only reading words is efficient in vocabulary learning.	25%	30,5%	44,4%
''Öğrencilere görsellerin gösterilmesi (kelime kartı, poster vb.)kelime öğretimini anlamlı kılar.'' Showing pictures (vocabulary card, poster etc.) to students makes vocabulary learning meaningful.	72,2%	22,2%	5,5%

*''Görsel ve işitsel metaryeller öğrenilen kelimelerin kalıcılığını arttırır.''*Audiovisual metarials enhance the permanence of words which are learnt.	83,3%	16,6%	0%
''Görsel ve işitsel metaryeller anlamlı bir bağlam yaratır.'' Audiovisual metarials create a meaningful context.	88.8%	8,3%	2,7%

According to the participants' responses, there was a positive viewpoint for using audiovisual materials in education. On the other hand, participants didn't rule out some traditionals ways like repetition or writing. The reason of this situation might be their previous learning experiences that they internalised and got used to. Figure 3 shows the results of the question related to the permanence of words learnt by repeating and memorising.
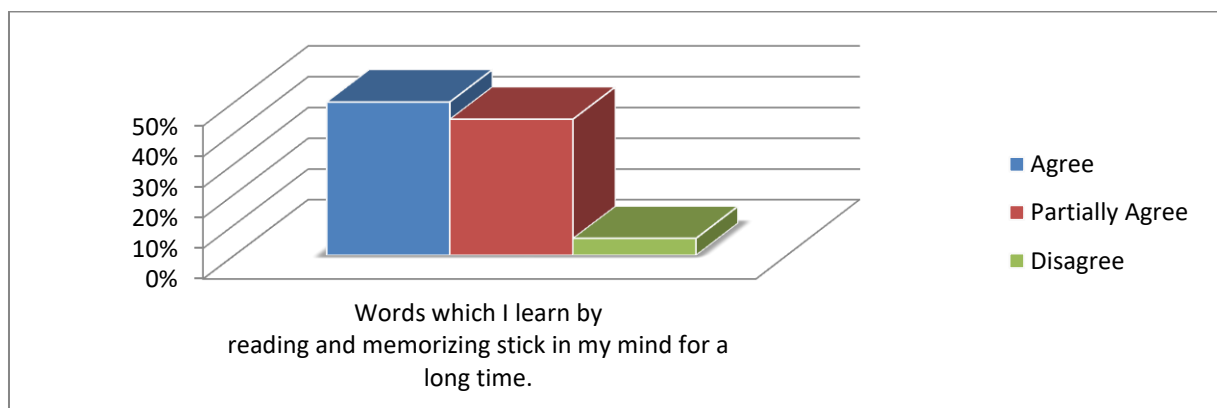

Figure 3. Thoughts on the permanence of words learnt by repeating and memorising.

When the answers were examined, the percentages of agreed and partially agreed were very high (approximately 95%). These results meaned that students learn words effectively by using traditional ways. The most important reason of this might be the fact that this was their previous vocabulary teaching experience. On the other hand, only two participants stated that words learnt by reading and memorising are temporary (n=2, 5,5%). It should be mentioned that in Turkey, using traditional methods in teaching is very common. Because of this, English learning and teaching are not efficient for students' real life needs. Students learn English mechanically.

Therefore, they not only do not use the language in their daily life but also are hardly aware of methods that are not traditional. Another question was about the increase in leasson involvement thanks to the words learnt by watching videos. The answers are demonstrated in Figure 4.
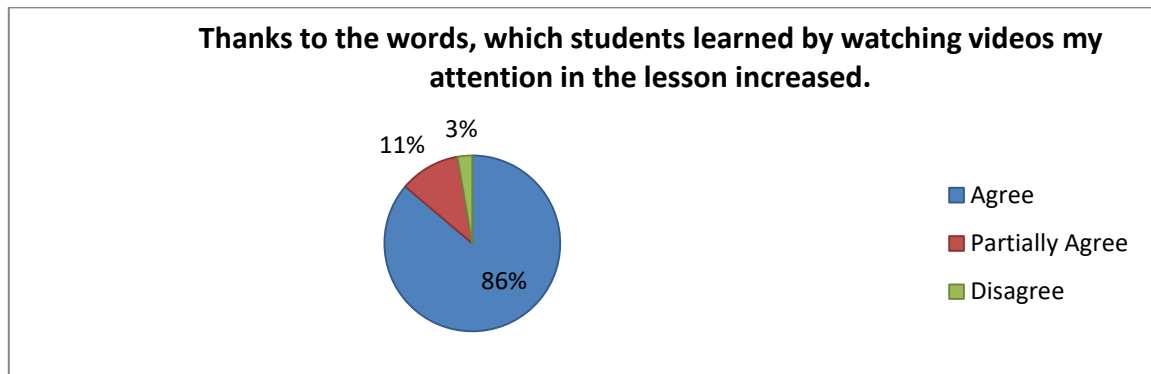

Figure 4. The effect of watching videos on attention in the lesson.

According to Figure 4, most of the students believed that watching videos increases their attention in the lessons and this is very benefical for vocabulary learning. 11% of the participants stated partial agreement on the effect of watching videos and only 8% of the participants remarked that they disagreed. The following question was related to the participant's preferences related to vocabulary learning. The findings are shown in Figure 5.
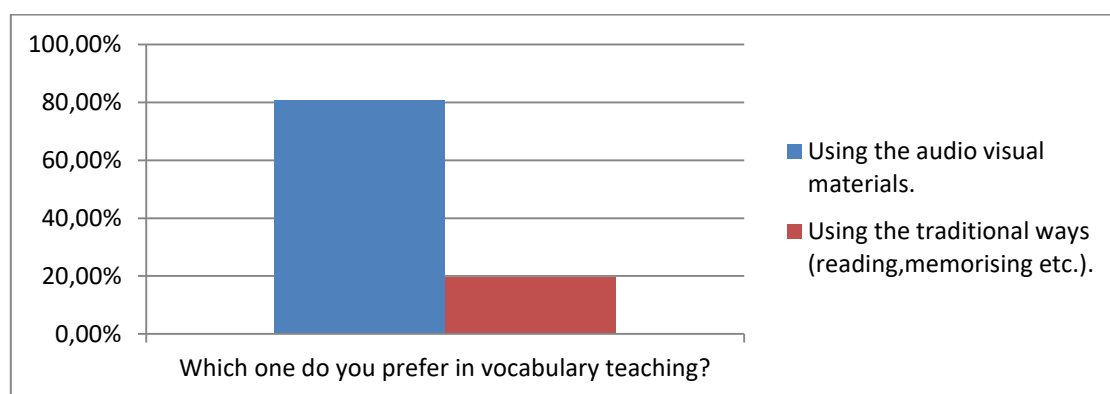

Figure 5. Participants' preferences related to the way of vocabulary learning.

The answers in Figure 5 clearly demonstrate that most participants (n=29, 80,5%) prefer learning vocabulary by using the audiovisual materials. Only 11,4% of the

participants stated that they prefer the traditional ways in vocabulary teaching. The last part of the questionniare was a likert scale. It was about the effect of audiovisual materials in vocabulary learning. The Likert scale results are in Figure 6.
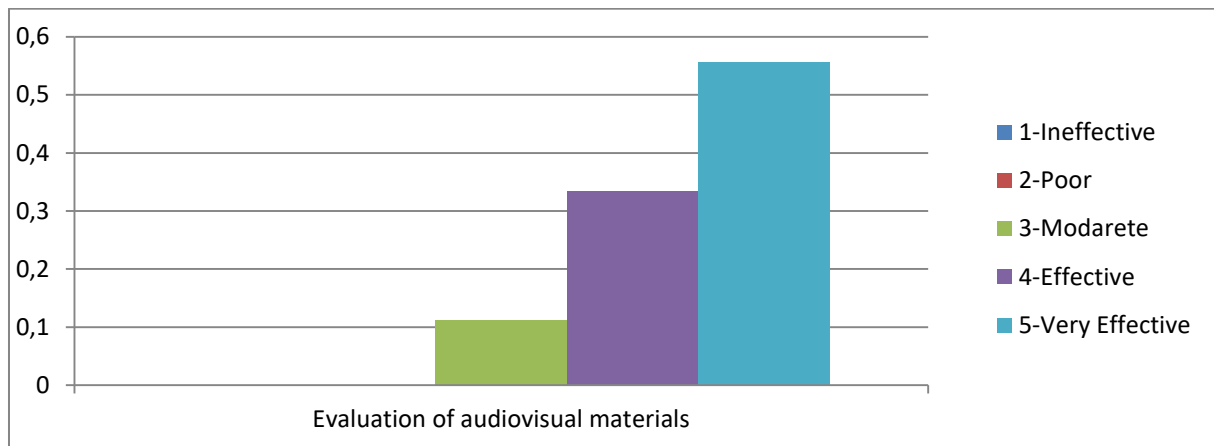

Figure 6. Thoughts about the effect of the audiovisual materials in vocabulary learning.

According to the findings, more than half of the participants (n=20, 55,5%) emphasized that audiovisual maerials have a great importantance and positive effect on vocabulary learning. The results supported the first research question of this study. In conclusion, when all the findings were examined, it was realized that using audiovisual materials in vocabulary teaching affects learning positively.

Vocabulary Quiz Results

The vocabulary quiz was a 100-point quiz. This quiz was applied to both the experimental and control groups in the same way. The quiz lasted 20 minutes. When the scores of the students were examined, there were no huge differences, but total difference in advantage of the experimental group. The difference between the total scores of the experimental (m=59,38) and the control group (m=49,94) was 10 points. Clearly, the total score of the experimental group was higher than the control group. The scores are provided in Table 2 and 3.

Table 2. The quiz results of the experimental group.

1.Participant	88
2.Participant	43
3.Participant	48
4.Participant	54
5.Participant	44
6.Participant	40
7.Participant	40
8.Participant	50
9.Participant	57
10.Participant	70
11.Participant	78
12.Participant	31
13.Participant	78
14.Participant	83
15.Participant	38
16.Participant	63
17.Participant	88
18.Participant	76

Table 3. The results of the control group.

1.Participant	24
2.Participant	61
3.Participant	77
4.Participant	88
5.Participant	26
6.Participant	7
7.Participant	15
8.Participant	30
9.Participant	50
10.Participant	47
11.Participant	60
12.Participant	48
13.Participant	78
14.Participant	88
15.Participant	23
16.Participant	80
17.Participant	59
18.Participant	38

The results indicated that the participants in the experimental group had better scores than the participants in the control group, although there were successful students in both groups. These scores supported the second research question. Additionally, in the practice section of this study, it was observed that the students in the experimental group attended to the lessons more actively and willingly, which indicates higher motivation and well-being compared to the control group. All of these positive student attitudes obviously show the positive effects of audiovisual metarials.

The Qualitative Results

The qualitative results were obtained from the analysis of the interviews. The responses of the participants consisted of different positive and negative views about audiovisual materials and traditional vocabulary teaching ways. The first question was a multiple choice question; ''Do you like listening to English songs or watching videos, films, etc.?'' Answers are shown in Figure 7.
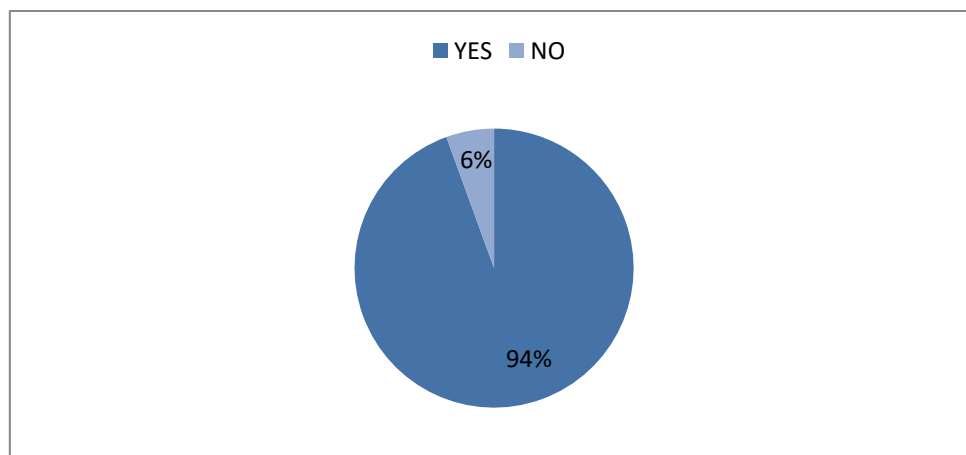

Figure 7. The results of multiple choice question part.

According to the answers, most of the students were interested in different parts of audio-visual materials (94%). Only 6% of the participants responded negatively. The remaining part of the interview consisted of 3 open-ended questions. The First question was "Do you think that using audio-visual metarials in vocabulary teaching

affect the vocabulary learning? Why? The participants' responses were organised in two groups; positive and negative answers.
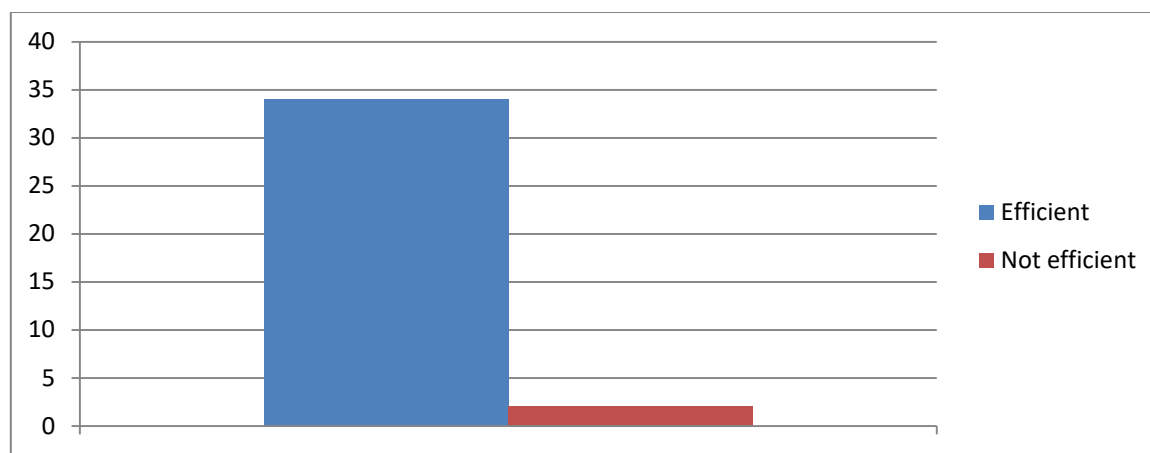

Figure 8. The evalution of the answers to the first question.

A large number of participants believed that the use of audiovisual materials was efficient in vocabulary learning. On the other hand and only 2 participants answered this question negatively. The researcher asked the participants the reason of their thoughts and got the following opinions:

Participant 1: *I prefer to study on my own and by memorising the words. Audio-visual materials are enjoyable, but it is very hard for me to learn new words while watching or listening to these materials. I need to study the books and workbooks, and to take notes as well as to do homeworks, etc.*

Participant 2: *I don't like audio-visual materials because they can be hard to understand, and I need to watch and listen to them again and again, but this is not allowed in the classroom. I enjoy myself but don't learn anything. I need specific and explicit concentration on the new vocabulary to learn them.*

Table 4. The thoughts of the students about the usage of audiovisual metarials in vocabulary teaching.

POSITIVE VIEWS	NEGATIVE VIEWS
Using the audiovisual metarials increases attendance to lesson. (n=2)	The words learnt by the help of audiovisual ways can be forgotten easily. (n=2)
Audiovisual metarials support the memorising ability. (n=2)	
Audiovisual objects give opportunity to students to like the lesson. (n=5)	
Audiovisual metarials enhance the permanence of words which is learnt. (n=28)	
Audiovisual metarials increase the student motivation in the lesson. (n=1)	

The positive and negative opinions are indicated in Table 4.

Table 5. The response of the students about different vocabulary learning styles.

POSITIVE VIEWS	NEGATIVE VIEWS
Memorising effects the cognitive development positively. (n= 2)	Traditional ways are not permanent. (n=8)
Traditional vocabulary learning ways enhance success in the exam.(n=2)	Memorising is tiring way. (n=3)
Some students like writing, memorising, reading etc.(n=7)	Some students don't like memorising, or writing. (n=2)
Traditional ways are easier than audiovisual ways.(n=2)	The words can be forgotten easily because of not using visual objects. (n=2)
The words learnt by using traditional ways are more permanent.(n=7)	Repetition is effective in vocabulary learning. (n=3)
	Only reading and writing are not enough for vocabulary learning. Reinforcement is necessary. (n=1)

According to the results there were various options about language learning techniques. This might be related to the students' backgroung knowledge and previous vocabulary learning techniques. These were the disagreements on this question. However, there was a contrast between positive and negative views about the permanence of vocabulary. The reason of this might be personal differences and

learning strategies. The last question was about the students' preferences in vocabulary learning. The participants were asked the following question; "According to you, which one is more effective way in vocabulary learning, audio-visual metarials or traditional ways? Why?" and the results are shown in Figure 9.
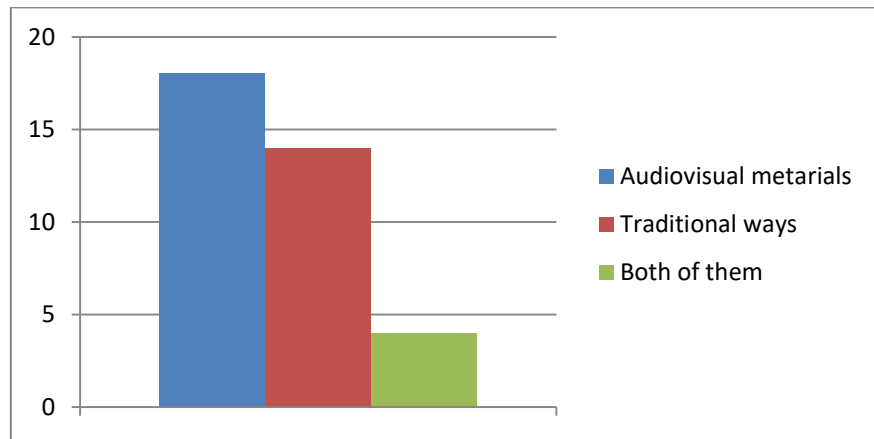

Figure 9. The vocabulary learning preferences of the participants.

Table 6. The views of students about vocabulary teaching methods.

AUDIOVISUAL MATERIALS	TRADITIONAL WAYS
Audiovisual materials are funny and interesting so they enhance the attention to lesson. (n=4)	Traditional ways are more effective in vocabulary learning (n=1)
Audiovisual materials affect the vocabulary learning.(n=1)	Some students like the writing.(n=3)
The words learnt by using audiovisual ways are more permanenent (n=13)	Learning by using writing method increases the permanence of words.(n=1)
Writing is a tiring way and some students don't like the writing.(n=4)	Vocabulary repetition enhances the permanence of words. (n=10)

When the responses of the students were examined, it could be clearly seen that using audiovisual materials in vocabulary teaching has a great importance. On the other hand some students' views about the traditional ways still existed, and the reason of this could be our classic educational system and curriculum. Additionally, these responses provide positive data in relation to our first research question.

Discussion

The main aim of this study was to research the effect of using audiovisual materials in vocabulary teaching at secondary schools. The vocabulary quiz results supported the quantitative results. In Turkey, English is taught as a foreign language, and there is hardly any natural exposure to the language. The teaching tools, methods, and curriculum are designed and applied usually traditionally. Technology and usage of audiovisual materials are not common in classrooms. In contrast, most of the participants stated that using audivisual materials in vocabulary teaching and learning is quite effective and desired, which was in parallel with Ode (2014). Moreover, a large number of participants indicated that using audiovisual materials increase their attention and interest to the lesson and make the vocabulary more permanent when compared with the traditional ways.

Another result of this study is about the inefficacy of the traditional approach to vocabulary education. Both quantitative and qualittative data results show that students at secondary schools have some problems in learning vocabulary traditionally. Instead of these approaches, more innovative techniques and visual materials such as posters, videos, flashcards, etc. can be used in the classrooms. It has become obvious that visual materials make the input more comprehensible, which is in line with the findings of Komachali & Khodareza (2012), and can be directly related to the vocabulary quiz results of our study. According to the scores, the experimental group were better than the control group. Additionally, most of the participants remarked that the audiovisual materials increase the creativity and comprensibilty. However, there were some opposite views about effect of audiovisual tools and materials. The reasons of this have been determined to be due to students' previous habits, characteristic differences, and multiple learning sytles that have been shaped mostly by traditional techniques in education.

Finally, the present study indicated that audiovisual materials have a great importance in vocabulary teaching. Visual tools enhance students' attention and create more insteresting lessons. Moreover, these materials help students to

communicate and develop the basic language skills by following the models that they listen and watch.

Conclusion

The main goal of this research was to find out the importance and the effectiveness of audiovisual materials in vocabulary teaching. There are some opposite views about audiovisual materials in vocabulary teaching. Nevertheless, the present study shows that using audiovisual materials has a positive effect on students' vocabulary learning. When the data were examined, it could be seen that audiovisual materials are not only instructional and comprensible but also interesting and funny. These materials contribute to visual input and offer some different and useful opportunities such as practicing and imagination. The study also revealed that technology in an EFL class is not enough or sufficient. The findings suggest that a large number of students can learn vocabulary better by the help of audiovisual materials rather than through classic methods.

In conclusion, learning vocabulary by the help of audiovisual materials affects the vocabulary knowledge of the learners. The results of the research emphasized that using audiovisual materials may promote learners' motivation and social skills if they use these materials appropriately in EFL classes.

Suggestions for Further Research

The present study stated that using audiovisual materials in vocabulary teaching has a big importance. The future studies may be carried out with different ages and numbers of students. Additionally, changing the environmental conditions such as physical setting of a class or technological devices might be interesting and useful in order to find out different effects of audiovisual materials.

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Appencides

Appendix 1. Questionnaire.

Sevgili Katılımcılar,
Bu anket, İngilizce kelime öğreniminde görsel ve işitsel metaryel kullanımının mı yoksa okuma, ezberleme gibi geleneksel yöntemlerinin kullanımının daha etkili olduğunu belirlemek amacıyla hazırlanmıştır.
Sizlerden alınan bilgiler sadece bu araştırma için kullanılacak ve gizli kalacaktır. Şimdiden katılımınız ve dikkatiniz için teşekkür ederim.

1. BÖLÜM (Part 1)

Cinsiyetiniz:	**Yaşınız:**	**İngilizce Düzeyiniz:**
O Kadın	O 10-15	O Başlangıç Seviyesi
O Erkek	O 15-18	O Orta Düzey

2. BÖLÜM (Part 2)

Girdiğiniz ingilizce derslerinde kelime öğretimi nasıldı?
   A. Geleneksel yöntemlerle (ezberlemek, yazmak, tekrar etmek vb.)
   B. Görsel veya işitsel malzemelerle (video, kelime kartları ve posterleri, şarkı vb.)

Aşağıda verilen soruları kendi düşüncelerinize göre cevaplayınız. Seçtiğiniz şıkkı yuvarlak içine alınız.

1. Kelimelerin yazarak öğretilmesi ezber yeteneğini geliştirir.
   A. Katılıyorum
   B. Kısmen
   C. Katılmıyorum
2. Derslerde görsel ve işitsel malzemeler kullanmak derse katılımı arttırır.
   A. Katılıyorum
   B. Kısmen
   C. Katılmıyorum
3. Kelimeleri yazıp tekrar etmek, okuma-anlama becerisini geliştirir.
   A. Katılıyorum
   B. Kısmen
   C. Katılmıyorum
4. Derslerde video izletilmesinin, dinleme-izleme-anlama yeteneği üzerinde olumlu bir etkisi vardır.
   A. Katılıyorum
   B. Kısmen
   C. Katılmıyorum
5. Sadece Kelimeleri okumak kelime öğreniminde etkilidir.
   A. Katılıyorum
   B. Kısmen
   C. Katılmıyorum
6. Öğrencilere görsellerin gösterilmesi (kelime kartı, poster vb.) kelime öğrenimini anlamlı kılar.
   A. Katılıyorum
   B. Kısmen
   C. Katılmıyorum
7. Görsel ve işitsel metaryeller öğrenilen kelimelerin kalıcılığını arttırır.
   A. Katılıyorum
   B. Kısmen
   C. Katılmıyorum
8. Görsel ve işitsel metaryeller anlamlı bir bağlam yaratır.
   A. Katılıyorum
   B. Kısmen
   C. Katılmıyorum
9. Okuyup ezberleme ile öğrendiğim kelimeler uzun zaman aklımda kalıyor.
   A. Katılıyorum
   B. Kısmen
   C. Katılmıyorum
10. İzleyerek, görerek öğrendiğim öğrendiğim kelimeler sayesinde derse karşı ilgim artıyor.
    A. Katılıyorum
    B. Kısmen
    C. Katılmıyorum

11. Kelime öğretiminde hangisini tercih edersiniz?
   A. Görsel ve işitsel malzemeleri kullanarak
   B. Okuma, ezberleme gibi klasik yolları kullanarak

Sizce görsel ve işitsel malzemelerin kelime öğretimine olumlu etkisi var mıdır?

	1	2	3	4	5	
HİÇ YOKTUR	o	o	o	o	o	VARDIR

Appendix 2. Vocabulary Quiz

Name-Surname: **School Number:**   **Department:**

A- Please match the pictures numbers with the words.(20×3 =60 points)
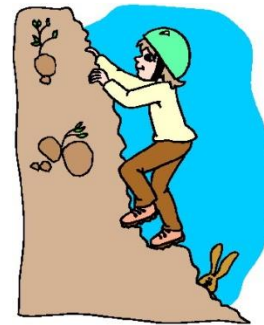
1 .

2 .

3.

4.

5.

6.

7.

8.

9.

10 .

11.

12.

13.

14.

15.

16.

17.

18.   19.   20.

- Playing volleyball:………………
- Swimming:……………..
- Jogging:………………....
- Climbing:………………..
- Having fun:………………
- Playing tennis:………….
- Hide and seek:………….
- Diving:……………………..
- Playing basketball…………..
- Windsurf:……………………
- Rafting:………………………
- Skating:………………………
- Camping:…………………….
- Playing baseball:…………
- Skateboarding:……………
- Gym:…………………………..
- Hiking:………………………..
- Fishing:……………………….
- Fitness:……………………….
- Riding bicycle/Cycling:……………

B- Please fill in the blanks with the appropriate words.(10×4=40points)

> Love -   ride a horse - do – play – healthy – like
>
>   Play football – invite - skip rope – dislike

1. Maria……………………………………….exercise everyday.

2. I……………………………………carrot because its taste is not good for me.

3. My mother………………………chocolate **very much.**

4. My father……………………my friends to my birthday party.

5. I like horses very much.My family and I ………………………………every holiday.

6. My brother watches football matches every wekeend.He likes……………………

   very much.

7. I……………………..eating hamburger and drinking coke.

8. My grandfather bought a new rope for me.Because I……………………….every

   morning.

9. My sister is very happy now, because she…………………… with her toys.

10. My mother doesn't like eating hamburger.Because it is not a ………………………….food.

Appendix 3. Interview

Ad: **Soyad:**   **Yaş:**   **Cinsiyet:**

İngilizce müzik dinlemeyi, video izlemeyi sever misiniz?

   A-) Evet

   B-) Hayır

1. Kelime öğreniminde video izlemek, müzik dinlemek foroğrafları görmek sizce etkili midir? Neden?

2. Kelime öğrenirken okumak, yazmak, ezberlemek sizce yeterli midir? Neden?

3. Size göre kelimeyi görerek duyarak mı öğrenmek daha iyidir yoksa okumak, yazmak, tekrar etmek vb. mi daha etkilidir? Neden?