

People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research



University of Dr. Moulay Tahar, Saida



Faculty of Letters, Languages and Arts

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The Impact of Media in EFL Learning

Dissertation submitted to the Department of English Language and Literature as a partial fulfillment of the requirements for the degree of *Master* in didactics.

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Academic Year: 2017/2018

Statement of Originality

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Saida, 20th juin, 2018

Mr. DEBBAS Cheikh Smail

Dedication

With all love that covers my heart, I dedicate this work:

To my beloved parents, to my brothers, thank you for your everlasting love and warm encouragement throughout my research. Without you, I couldn't overcome my difficulties and concentrate on my studies.

To all my friends, my classmates, and my family for their encouragement and support to complete this work.

To my aunts; may they rest in peace!

Acknowledgements

First of all I wish to express my deepest gratitude to my supervisor Dr. Hichem Ghembaza, for accepting to supervise my work and providing me with encouragement and guidance throughout this research. Without his succinct directions and insightful comments on all aspects of this dissertation, this research wouldn't have been possible. My gratitude goes also to the members of the jury who accepted to examine and evaluate my work.

My special appreciation goes to my family, for their endless support. Thanks are also due to my friends the famous journalists Derradji and Douidi for their support and interest in the research. They were a constant source of encouragement and confidence by accepting to interact in this work. I am also indebted to my colleagues and students for their assistance in collecting data for this study and participation at the seminar. It is a pleasure to thank many people who made this dissertation possible.

Abstract

This study attempted to investigate the impact of media in EFL learning to improve knowledge for EFL students. In order to obtain enough data for this research, we used the descriptive method. As a first step we hypothesized that media would be an aid for students to improve their knowledge of language, and those who learn vocabulary through social media would be more inclined to progress their vocabulary knowledge than those who do not use it . The present work consists of a preliminary chapter in which we provided general information about learning. In the second chapter, we dealt with the main characteristics related to media and its relation to learning. Finally we relied on three means of research: a students' questionnaire, a teachers' interview, and a video recorded participation of students and journalists at the seminar of Media and Language held in Dr.Tahar Moulay University of Saida, the 16th of April.

First, a questionnaire was addressed to EFL students for the sake of knowing their perception about media as a learning material. The review is in form of video, which contains students' opinions about which media and social media is a helpful and useful to improve learning. the teachers' interview had been submitted to collect data about the techniques used when teaching new words in their lessons and their opinion about using social media for improving EFL students' vocabulary knowledge. Second, the results showed that it is effective to use media and social media in learning and teaching integrating them in the learners' life which can help them to improve their lexical knowledge. Consequently, it is recommended that EFL students should be in touch with social media for the sake of learning new words in order to improve their knowledge.

Key to Abbreviations

EFL: English as a Foreign Language

L1: First language

L2: Second Language

WAN: Wide Area Network

SM: Social Media

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General Introduction

General Introduction

Media plays an important role in making everyone updated about the diverse events around the world. Today, media has become a winning trade in the world. From the television in the house, the newspaper on the office, the radio on the car to the mail and different social media modes in the laptops and phones. Because the media are so spread over the world, they have given a powerful impact on how those populations live all over the world. Almost all of the news in the United States comes from famous channels, such as Fox News, CNN and MSNBC or newspapers, such as The New York Times and The Wall Street Journal. It is only the most local and personal events that are reported first-hand. This event in the larger community, the state, the country, and the rest of the world are experienced through the eyes of a journalist or reporter.

In Algeria the same case as in the entire world, all the domains are related with networks connection. In today's world, media and social media have a significant role in the daily lives of people in all fields. Education has become a part of this process and its relationship has become connected to the new concept of technological development.

Media and social Media are strong factors for learners because EFL students will discover it as a pleasant and good tool to learn language; they can learn new vocabulary and feel enjoyable.

The aim of this research is to show the significance of using Media to ameliorate language by following the native speakers speaking and to shed light on the effects of social media to improve EFL students.

This study is important for students because by using media and the social media, EFL students will obtain a pleasant way to learn language. It is also

important for teachers. They will try to include social media in the curriculum with their students as a technical way and new method of teaching in order to share the information outside classes. While In their classes, as a teaching method they allow their students to keep connect with them and share ideas beyond the classroom walls, in order to improve their vocabulary and thus their language.

Consequently, this research is an attempt to answer the following research questions:

1. Are students ready to use technology tools in the process of English language learning?
2. Do media and social media have positive or negative effects on students' learning process.

The above mentioned questions led to formulate two hypotheses:

- 1- The misuse of media hampers the intake and the absorption of language.
- 2- Media and Social Media have positive effects on students' learning process.

To support these hypotheses, a case study was conducted with thirty EFL students who participated at the seminar of "Media and Language" organized on April, 16th at Moulay Taher Saida University.

Quantitative and qualitative data are collected from different sources relying on two research instruments: a questionnaire for students and an intervention of teachers during the seminar.

Chapter One:

Literature Review

about Learning English Language

Chapter One

Literature Review about Learning English language

1.1 Introduction

English language is one of the languages in the world used by many people in many countries. Studying a language cannot be separated from the whole study because the knowledge of vocabulary is one of the important parts in achieving skills of any language and understanding it. Students need, in communication, language which can help them to produce meaningful sentences and for that reason they have to develop their vocabulary knowledge and master it in order to be able to communicate with others. The more j students learn the more ideas they should have, so they can communicate by using their thoughts more effectively. It includes also some hints concerning types of learning, steps of teaching and learning vocabulary, and some techniques used by the teacher and learner to improve the learners' knowledge.

1.2 What Is Learning?

Learning is the acquisition of knowledge and skills through communication with other students; it is also the acquisition of skills and knowledge through teaching or self-exploration. Learning can happen at any age and the speed of learning depends on the motivation of the learner. It is a concept which is not limited to the acquisition of knowledge.

These are some quotes about learning: (USE APA REFERENCING STYLE PLEASE! CORRECT)

“Your life is a school. Everything that happens is teaching you something. Pay attention. Any fool can know. The point is to understand.” Albert Einstein

“Teaching is more than imparting knowledge, it is inspiring change. Learning is more than absorbing facts, it is acquiring understanding.” (2) William Arthur Ward

1.3 Language Definition

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Language is human property. It is also a perfect means of expressing thoughts, feelings, desires, and the like. In the same way, the American linguist Sapir Edward (1921) gives the concept of language as “Language is purely human and no instinctive method of communicating ideas, emotions and desires by means of voluntarily produced symbols”.

It is crucial to distinguish between the dichotomy of “Language” versus “A language”. The former refers to the human faculty to obtain and use a complex system of communication, such as sounds, gestures and the like.

1.4 The Difference between “Language Use” vs “Language Usage”

People use language to fulfil different functions in conversation. Although they need to follow a set of rules that helps them to use language in a correct manner. Hence, the main difference between the dichotomy of ”language use” vs “language usage” is that the former is how people use language. While, the latter refers to how people should use language in terms of grammar, syntax and style.

1.5 Effective Learning

Different people learn in different ways. Developing the learning strategies can help to reach the potential throughout time spent at University and in the future. There is no right or wrong way to learn. It is more a question of discovering what works for, so it can achieve the full potential. Charlemagne, “To have another language is to possess a second soul”

1.6 English as a Foreign Language (EFL)

1.6.1 EFL Definition

English as taught to people whose native language is not English and who live in a country where English is not an official language.

1.6.2 Origin of the Word

Middle English foren, forein, from Old French forein, forain, based on Latin foras, foris ‘outside’, from fores ‘door’. The current spelling arose in the 16th century
“Oxford Dictionary definition”

1.7 The Need of English in the New World

Language is a vital tool for communication, and sharing information Language is our primary source of communication. It is the method through which we share our ideas and thoughts with others. It is also a means of communication via reading and writing or speaking, some people even say that language is what differentiates us from animals and makes us human.

There are thousands of languages in this world. Countries have their own national languages in addition to a variety of local languages spoken and understood by their people in different regions.

1.8 The Internet and English

The internet has accelerated the pace of globalization. The relationship between the English language and the internet had an impact on our emerging digital culture. The English language is the universal language of the internet. This has come about because the internet was invented in the English speaking world that is the United States of America, Thus, the real fact of the relationship between the English language and the internet is the language of the digital age.

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1.8.1 The Need of English in the Internet

On the Internet, the majority of websites are written and created in English. Even sites in other languages often give you the option to translate the site. It is the main language of the press, newspapers and books which are printed in English than in any other language. And, no matter where in the world you are, you will find some of these books and newspapers available. In fact, it is so essential in international communication. You will find more information regarding nearly every subject if you can speak this language.

1.9 The Importance of English

The importance of English cannot be denied. English is an international language in the world. Most people are using this language on their daily life. It is an important language because we use this language to communicate with people in different countries all over the world. English is a common language and we can use it to become an international person. In this global era, people are urged to be able to communicate globally. The English language has a very important position particularly in international communication. By mastering English, people will be able to learn more knowledge and gather more information. English helps people to get jobs. In globalization, we use English as major priority.

1.10 Power of English

There are several factors that make the English language essential to communication in our current time. First of all, it is the most common foreign language. This means that two people who arrive from diverse countries a Swedish and a Mexican usually use English as a common language to communicate. That is why everyone needs to learn this language in order to get in touch on an international level. Speaking English will help you talk with people from other countries over the planet, not just from English speaking countries. As Margaret Fuller said, “Today a reader, tomorrow a leader”

1.10.1 Travel and Free Trade

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Actually, with the spread of English all over the world, travelling around the world becomes more useful. Because it is the international language for foreigners, it is easy to get aid and help in every part of earth. You can check it by online travel. Any travel booking site you can find will have English as a booking option.

English skills will also help you in any business mission you choose to follow. When you visit a few offices, companies, governmental organizations, or companies, you will see the importance of English. Any big company will hire their professional staff after getting to know whether the people they are hiring are good at English or not. Companies that want to have a good standard at an international level only believe their staff well educated if they are good English speakers, writers and readers. Here, we can see the importance of this language

1.11 Learning through Media

The importance of media today is vast. Media has become a business in the globe, from T.V, newspapers, the radio on the car to the internet. Because media are so common in developed countries, they have a powerful impact on how those populations view the world. Nearly all of the news in the United States comes from a major network or newspaper. It is only the most local and personal events that are experienced first-hand. Events in the larger community, the state, the country, and the rest of the world are experienced through the eyes of a journalist.

1.11.1 Learn Activities via Media

Activities can be used at any level, for instance, describing a scene set in a room restaurant. Students, even at elementary level, can benefit from the use of video material in order to help vocabulary acquisition.

Visual learners prefer video materials, such as films, TV programs, graphs, timelines, paintings, games and the like. For these students, it is easier to remember

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vocabulary or grammatical structures if they can associate them with a particular image or scene. Hence, it is important to note video influence in the process of learning.

Krendl and Watkins (1983) exposed fifth-grade children to a 15-minute educational television program. They manipulated the purpose of viewing by telling half of the students to watch it for entertainment purposes; the other half were told that it was an educational program and that they should watch it in order to answer questions. Whereas recall of the storyline was the same for both groups that is to say, number of recalled actions, facts, scenes, and the like, the group instructed to view the program for educational purposes responded to the content with a deeper level of understanding; that is, they reported more story and character elements and included more inferential statements about the meaning of the show.

1.12 Techniques of Teaching and Learning Vocabulary

Teachers and learners have to be conscious about the way they learn and teach. Here are some techniques used in EFL teaching and learning.

1.12.1. Techniques of Learning Vocabulary

Researchers have observed that the majority of EFL students are facing the obstacles of learning vocabulary because they are living in non-native English speaking countries. Teachers and learners have to pay much attention not only to 'what to learn' but also 'how to learn'. In order to improve the learners' vocabulary, the focus is placed on the learning techniques. The language learning techniques are special ways to help EFL students to realize, to learn, to memorize new words and to enhance their abilities of vocabulary knowledge. Thornbury (1988) sums up the learning vocabulary techniques as follows. Hatch and Brown (1995) consider vocabulary as a list of words for a particular language or a set of words that an individual speaker of a language might use

- 1- He used to review what he had learned through the principle of distributed practice.

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- 2- At the early stages of learning, he used to memorize the items instead of learning the rules.
- 3- He focused initially on what was necessary for the sake of achieving a minimum level of effective communication
- 4- He avoided pressing himself while reviewing what he had learned.
- 5- He acquired a critical mass of words he thinks to be sufficient as a core vocabulary for the reading of texts.
- 6- He chose texts whose content was known to him.
- 7- He inferred words he would learn intentionally, and highlighted them on the page.
- 8- He constantly reviewed the target items
- 9- He used to repeat the new sounds, in order to stick them in his memory.
- 10-He explained the sound of words to facilitate storage in memory.

1.12.2. Techniques of Teaching Vocabulary

Whenever we start learning a new language and try to use it, we should learn vocabulary. However, studying a specific language causes some problems, because many students consider learning vocabulary as a boring activity. Teachers should keep looking for ways to make learning vocabulary easier and more pleasant. Teaching techniques are the teachers' task to use appropriate techniques of vocabulary teaching in order to motivate and help the students in the learning process. These techniques are very important in teaching the learning process and according to Campillo (1995), "it's divided into three main types: visual techniques, verbal techniques, and translation. According to Hubbard (1983), vocabulary can be defined as a powerful carrier of meaning. Additionally

1) Visual Techniques:

In teaching the meaning of words, we have to establish a link between the word and its meaning and the visual presentation of a word includes using different tools, such as paper of song lyrics, pictures, drawings, flashcards, slides, gestures or actions.

2) Verbal Techniques:

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There are other techniques which can be used to present vocabulary by giving examples, using illustrative situations to explain abstract words, providing definitions, synonyms and opposites.

2) Translation:

EFL learners find different difficulties in learning and they see that the use of native language can be a facilitator. In order to familiarize learners with L2 words, the teacher can use translation in the classroom. Using this technique can be helpful in conveying meanings. It saves time and allows us to check correct comprehension. It can be concluded that translation is a good technique. However, teachers need to look for other techniques to be used as alternatives. For example, they can sometimes use visual presentation in addition to or instead of using translation.

1.13 Assessment of Vocabulary

Schmitt (2010) stated: “Most obviously, if vocabulary is considered to be an important component of language knowledge, then it naturally needs to be assessed in some way”. Hence, vocabulary knowledge can be measured in different ways. According to Lee (2005) “there are two ways of assessing vocabulary knowledge. One is informal and the other is formal. It should be understood that students know more words than they use in their day-to-day conversations.” It has been once said: “Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid.” Therefore, our students’ knowledge of vocabulary has to be assessed relatively to what their skills are. It could be done by doing formal assessments or informal assessments. in Lewis (1993). Many researchers argue that vocabulary is one of the most important, if not the most important, components in learning a foreign language and it is the first step to be taught before teaching other aspects of language.

1.14 Motivation in Learning

Motivation is probably the dominant power, which guides the student’s progress and ability to learn. It may be very difficult to identify; or it may be obvious, which may stimulate fears and be interpreted by the student as threats. Even as they

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have their uses in certain situations, they are not characteristically as effective in promoting efficient learning, as are positive motivations, while positive motivations are provided by the promise or achievement of rewards. Some motivations, which can be used to advantage by the teacher, include the desire for personal gain, the desire for personal comfort or security, the desire for group support and the achievement of a constructive self-image or sense of achievement.

Students are like all other workers in wanting a real return for their efforts. If such motivation is to be effective, they must believe that their efforts will be suitably rewarded. These rewards must be constantly apparent to the student during instruction, all students want secure and pleasant conditions, if they recognize that what they are learning may promote these objectives, their interest is easier to attract and hold. Insecure and unpleasant training situations retard learning.

Professor Zoltán Dörnyei from Nottingham University has defined that "every different psychological perspective on human behaviour is associated with a different theory of motivation".

Positive motivation is essential to right learning. Negative motivations in the form of blame and threats should be avoided with all but the most overconfident and impulsive students. Slumps in learning are often due to slumps in motivation. Motivations do not remain at a uniformly high level of motivation and should be alert to detect the counter relapses in motivation.

1.15 The Status of English in the Algerian Educational System

Currently, the requirement to know languages is gradually more recognized, as the world joins together in a 'global village'. English is primary the language of New Media. It is spoken by about 1,5 billion people and is the language of international communication in all domains business, diplomacy, technology, sports, travel and entertainment. (Tiersky and Tiersky 2001) Therefore needless to say, the emphasis on teaching English is becoming a vital part of education all over the world. In the

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specific case of Algeria, the recognition of the Ministry of Education of the growing importance which English, nowadays plays in the world can be noticed . In 2001, The Ministry of Education announced the educational Reform and numerous changes have occurred concerning the situation of teaching English. While, English is still considered to be the second foreign language in the Algerian Educational System after French, it has received considerable attention within the educational Reform. Above all, English is introduced at the level of first year middle school (i.e. at the age of 11). It covers seven years - four of which at the middle school and three at the secondary school. This as part of a whole process consisting of designing new syllabuses, devising new textbooks and accompanying documents. Teaching English as a Foreign Language in the Algerian Secondary Schools 66 As a matter of fact, a new methodology of work was adopted which is the competency Based Approach. As mentioned before, English is taught as a compulsory course starting from the first year middle school. However, being a second foreign language in the educational system, and due to historical and social reasons. English is primary learned for educational reasons as to pass exams. It is mostly used in the formal classroom environment and there are few opportunities, other than in school, to use it for daily communicative purposes.

1.16 Conclusion

Learning is not something that can be directly observed in others. We can, however, observe the results of learning in ourselves and others – this is why, in formal learning situations, assessment is such a crucial part of the teaching process.

The results of academic assessment, essays, exams and the like are simply attempts to measure how much an individual has learnt but they cannot measure the actual process of learning.

Learning brings about changes in the way we act, think and/or feel about ourselves, other people and the world around us. Such changes may be permanent or temporary depending on our own perceptions of the importance and relevance of the gained knowledge.

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In order to build a community of knowledgeable students, it is important to get them involved in all the stages of the planning of the lesson and its realization in the classroom. It encourages students to submit their own ideas for the topics and materials used in the classroom. Since, ideally, the language learning tasks for each material is produced generally,

Chapter Two:
Media in Learning
and
Teaching English

Chapter Two: Media in Learning and Teaching English

2.1 Introduction

English language is one of the powerful languages used and spoken in the world by an enormous population in different countries. Media language in particular has always attracted the attention of linguists; there are some practical and principled reasons for this interest. The media give a simply accessible basis of language data for research and teaching purposes. It is as important as linguistic institutions. Media usage reflects and shapes both language use and attitudes in a speech community. The ways in which the media use language are interesting linguistically in their own right. These include how different dialects and languages are used in advertising, how newspapers use language in front of their supposed readers' speech or how the speakers on radio employ language and only language to make their own images and their relationships to an unknown audience. The media are important social institutions. Media discourse is important both for what it reveals about a society and for what it contributes to the character of society such as his influence in the process of learning language .

2.2 Definition of the Media

The term media is the plural of medium. It refers to the communication channels through which we receive news, music, movies, education, promotional messages and other data. It includes physical and online newspapers and magazines, television, radio, billboards, telephone, the internet, fax and billboards.

It describes the various ways through which we communicate in society, because it refers to all kind of communication. The term also was defined that something we use when we want to communicate indirectly with other people rather than in person or by face to face contact.

It includes the whole range of modern communications media television, the cinema, video, radio, photography, advertising, newspapers and magazines, and the internet such as social media.

2.3 Origin of the Word

Chapter Two: Media in Learning and Teaching English

The origin of the word media refers to an ancient region of Asia continent in the south-west of the Caspian Sea corresponding approximately to present-day Azerbaijan, north-western Iran, and north-eastern of Iraq. Originally inhabited by the Medes, the region was conquered in 550 BC by Cyrus the Great of Persia.

REFERENCE PLEASE in APA STYLE

The Oxford Dictionaries define the word as “The main means of mass communication, broadcasting, publishing, and the Internet) regarded collectively.”

Media is the plural form of medium, which, broadly speaking, describes any channel of communication. This can include anything from printed paper to digital data, and encompasses art, news, educational content and numerous other forms of information.

Digital media, which makes up an increasingly vast portion of modern communications, is comprised of intricately encoded signals that are transmitted over various forms of physical and virtual media, such as optical fibre cables and computer networks.

According to the theorist Marshall McLuhan who stated in Counterblast (1954) "The media are not toys; they should not be in the hands of Mother Goose and Peter Pan executives. They can be entrusted only to new artists, because they are art forms.”

2.4 Media Development

The history of journalism, or the development of the transmitting of news spans the growth of technology and trade, marked by the advent of specialized techniques for gathering and disseminating information on a regular basis that has caused, as one history of journalism surmises, the steady increase of the scope of news available to us and the speed with which it is transmitted. Before the printing press was invented,

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Stephen Hawking, a British physicist, and Director of Research at the Centre for Theoretical Cosmology within the University of Cambridge, said: “The media need superheroes in science just as in every sphere of life, but there is really a continuous range of abilities with no clear dividing line.”

2.5.1 Transferring News Word of Mouth

The first media knowing is word of mouth was the primary source of news. Returning merchants, sailors and travellers brought news back to the mainland, and this was then picked up by pedlars and travelling players and spread from town to town. Ancient scribes often wrote this information down. This transmission of news was highly unreliable, and died out with the invention of the printing press.

2.5.2 The Printing Press

Newspapers have always been the primary medium of journalists since the 18th century, radio and television in the 20th century, and the Internet in the 21st century. The weekly news sheets were filled with information on wars and politics in Italy and Europe. The first printed newspapers were published weekly in Germany from 1605 was called “Relation”.

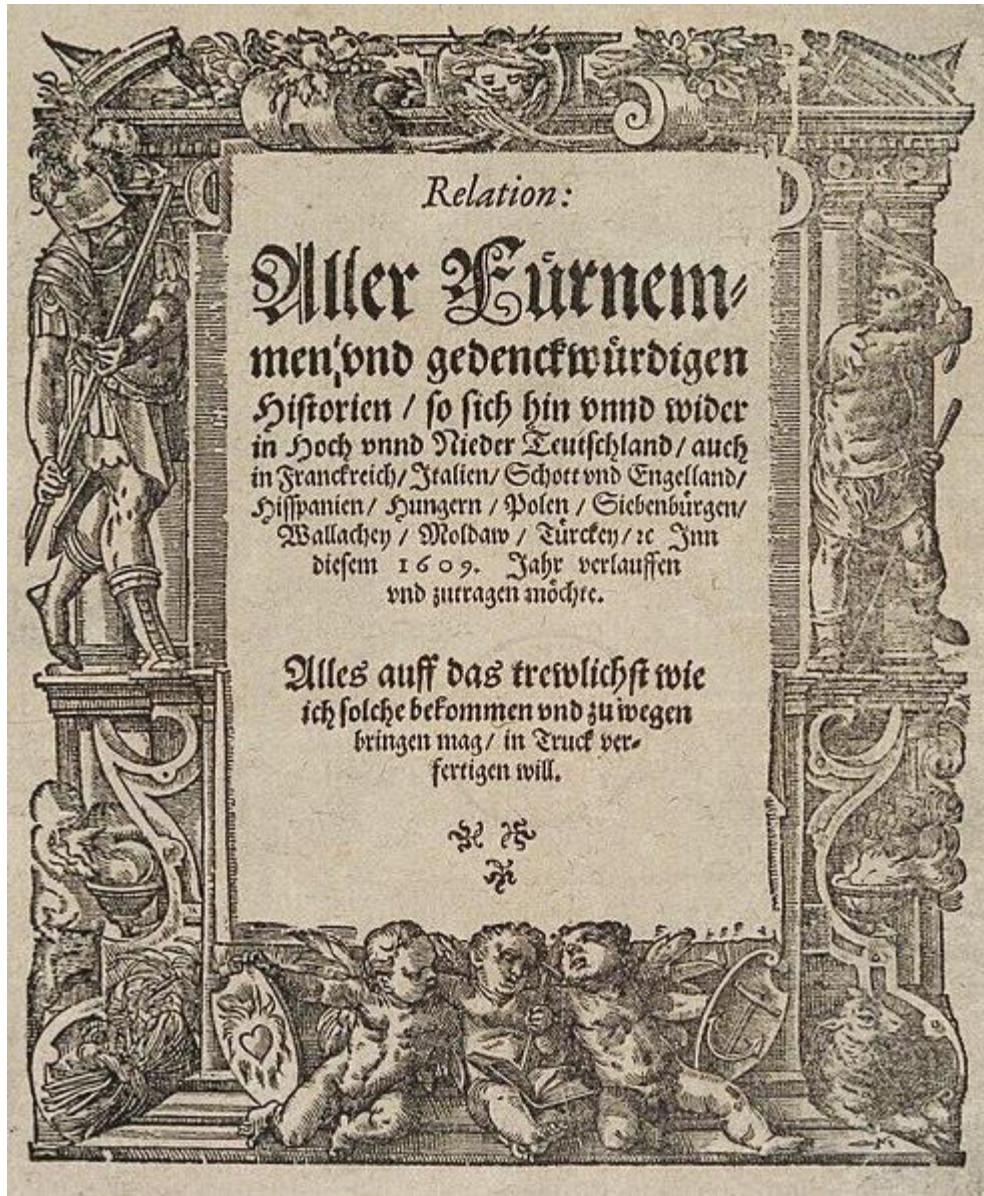


Figure 1: the first newspapers “Relation”.

2.5.3 Media Revolutions

Advancements in media technology are now becoming the calibration marks for history's major paradigmatic shifts. "Mediology," even, is a recognized and ever-expanding field of study. Media now get credit for shaping not only to the information we distribute and consume, but our powers of perception, our political, social and economic systems, and our general constructions of truth.

Media and their wide-ranging effects have been around ever since humanity has been conglomerating into tribes and nations and developing methods of

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communication, ways of extending the scope of one's naked voice beyond hearing range, and giving form and substance to one's thoughts.

McLuhan introduced into the language our present usage of the term media, as well as a number of other concepts, including "the global village," "the medium is the message," and "The Age of Information," that since have become commonplaces.

In recent years, the explosion of new media, particularly the Internet has caused new anxieties. The advent of the new digital media has brought the conditions of the old technologies into sharper relief, and made us suddenly conscious of our media environment.

2.6 Types of Media

We can start speaking about media by defining and describing different kinds of media that children are using today. Modern media comes in many different formats, including print media (books, magazines, newspapers), television, movies, video games, music, cell phones, various kinds of software, and the Internet. Each type of media involves both content, and also a device or object through which that content is delivered.

2.7.1 Print Media

The oldest media forms are newspapers, magazines, journals, newsletters, and other printed material. These publications are collectively known as the print media. Although print media readership has declined in the last few decades, many people still read a newspaper every day or a newsmagazine on a regular basis. The influence of print media is therefore significant. Regular readers of print media tend to be more likely to be politically active.

The print media is responsible for more reporting than other news sources. Many news reports on television, for example, are merely follow-up stories about news that first appeared in newspapers. The top American newspapers, such as

Chapter Two: Media in Learning and Teaching English

the New York Times, the Washington Post, and the Los Angeles Times, often set the agenda for many other media sources.

2.7.1.1 The Different Types of Newspapers

News comes to us from several sources word of mouth, newspapers, television, radio broadcast and online pages each medium has its own format or style, but we can also identify a journalistic register of which newspapers are the most significant users.

. Types of Newspapers BROADSHEETS and TABLOIDS each of the national papers can be characterized as belonging to one or two distinct categories. The “Quality Press” and the “Popular Press”

A) BROADSHEETS (Quality press)

Broadsheets are quality papers which include long information articles and editorial comments and comparatively few illustrations. Their Main Aim is to provide readers with comprehensive coverage and analysis of the international and national news of the day.

Chapter Two: Media in Learning and Teaching English

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MAGAZINE

US firms lobbied for low age bar online

Colin Coyne
The American Chamber of Commerce Ireland, which represents more than 700 US firms based here, including tech giants Facebook, Google and Twitter, lobbied the government to set the digital age of consent at 13 rather than 16. Submissions to a public consultation on setting a digital age of consent, published by the Department of Justice last week, show the representative body warned last year against setting the age at 16 to let children sign up for services such as social media without parental consent. The department ultimately agreed, setting 13 as the minimum age in last year's Data Protection Bill. The US lobby group warned that a threshold of 16 would have "far-reaching consequences" and be an "obstacle in the educational development of teenagers", and could create "a barrier between teenagers and vital support and health information services". It also warned that not setting the limit at the lowest age possible – 13 – could "prevent teenagers from expressing their right to free speech and from engaging in online discussions". It concluded "tech-savvy teenagers" would simply lie about their age if the limit were set at 16. The default age of digital consent in the EU was 16 in 2017, with member states given the opportunity to lower the bar to a minimum of 13. Children under this age require parental consent in situations where technology companies offer services such as apps that collect data on their subjects. Among the European countries that kept the age at 16 are Germany, Hungary, Lithuania, Luxembourg. **Continued on page 2 >>**

ALL ABOARD WITH MARY LOU



Mary Lou McDonald addresses supporters in Belfast yesterday, after she was confirmed as the sole candidate in the race to succeed Sinn Féin party president Gerry Adams. **Full story, page 2**

Fine Gael at odds over legal advice on abortion poll

Justine McCarthy
A disagreement has emerged within Fine Gael over the referendum to repeal the eighth amendment who chaired the Oireachtas committee questioned the attorney general's advice to the government. Catherine Noone has said she is puzzled by media reports that the cabinet is likely to ignore the committee's recommendation for a straightforward repeal of article 40.3.3. "The advice we got was that 'repeal simpliciter' gives by far the most [legal] certainty and any other view is a minority one," said Noone. "I can't understand why we would deviate from the majority opinion on this. I think there will be a duty to explain that. If there is a precedent for it, I'd like to get as much information about [the attorney general's] opinion, if indeed it is his opinion." Simon Harris, the health minister, is expected to tell the cabinet on January 30 that the preferred option is to repeal the eighth amendment and replace it with an enabling clause designed to immunise future abortion legislation against constitutional challenges in the Supreme Court. The new clause would state that "the Oireachtas may legislate in this area". Harris is believed to be targeting Friday, May 25, as the best date for the referendum, before thousands of third-level students leave the country for the summer. The following Friday is a bank holiday weekend and the Leaving Cert starts on June 6. The National Women's Council of Ireland said the latest practical advice we got was that putting in a clause telling the Oireachtas to legislate would be an unusual way to go about things when the constitution already requires it to legislate," said O'Connell. "However, the attorney general is in charge from a government perspective, and if that is his advice, I have to respect it. I would like to be assured as to the reason behind it. I personally would like to see his advice, but I'm not sure that would happen." As Sinn Féin and the Labour Party are opposed to replacing article 40.3.3 with a new clause in the constitution, there is now less chance of a united approach to the referendum in Leinster House. Some politicians are unhappy at the prospect of "unnecessarily" putting another clause into the constitution, arguing that the insertion of 40.3.3 in 1983 caused unforeseen, tragic consequences. There is also a fear that asking voters to dispense with the Supreme Court's oversight would make the referendum a harder sell. Brendan Howlin, the Labour Party leader, said in the Dail on Wednesday that inserting a replacement clause could have implications for the separation of powers. "The recommended approach to repeal article 40.3.3 simpliciter is, I believe, a better and safer course of action," he said. "The constitution is not the appropriate place to deal with an issue as complicated as abortion, impacting as it does on evolving medical practice and technology." Sinn Féin TD Jonathan O'Brien, who was on the committee, said: "We want to see repeal simpliciter and nothing else the government may propose." The citizens' assembly, chaired by retired Supreme Court judge Mary Laffoy, recommended last June that article 40.3.3 be replaced with a provision explicitly authorising the Oireachtas to legislate to address termination of pregnancy, any rights of the unborn, and any rights of the pregnant woman. However, the Oireachtas committee rejected this proposal in its December 20 report and, instead, recommended a straightforward repeal followed by legislation providing for unrestricted abortion up to 12 weeks of pregnancy. Laffoy told the committee there may be implied rights of the unborn in the constitution, apart from 40.3.3. "I would like to see the law being certain in relation to all aspects of this, in so far as it is possible," she said, urging the committee to get its own independent legal advice on the issue. The committee obtained advice from Nuala Butler. **Continued on page 2 >>**

Hutch nephew killed in gang war

John Mooney
Gardaí launched a murder investigation yesterday after a member of the Hutch family was shot dead hours after he visited an inmate at Cloverhill Prison in west Dublin. Derek Coadley Hutch, 27, of Liberty House in Dublin's north inner city, is believed to be the latest victim of the Hutch-Kinahan gang feud that has claimed 14 lives. The victim, a nephew of Gerard Hutch, the underworld figure known as the Monk, was shot after he drove into Bridgewater halting site, adjoining the prison, in Clonsilla, at around 3pm. Attempts by gardaí to administer first aid to the victim at the scene failed. Two men who witnessed the murder escaped unharmed. The victim had visited his brother Nathan, who is serving a sentence at the prison, yesterday morning and returned to Clonsilla in the afternoon. Detectives believe he may have returned to the area with drugs that he intended to throw over the prison wall to waiting inmates. A black Volkswagen Golf thought to have been used by the killers was found on fire on Craig Avenue in an industrial estate shortly after the shooting. Witnesses told gardaí arriving at the scene that they had heard ammunition exploding inside the vehicle as it burned. Gardaí were last night trying to establish if a tracking device had been fitted to the victim's car, enabling the killers to follow his movements around the city. The vehicle will be examined by the garda technical bureau tomorrow. Force management last night deployed armed officers across Dublin city to protect other Hutch. **Continued on page 2 >>**

CLERY'S OWNER READY TO CASH IN

Natirium, the joint venture that bought the landmark Dublin department store Clerys and immediately closed it down with the loss of 400 jobs, is putting the site on the market for twice what it paid in 2015.
Full story, Business

Martin: I won't campaign for repeal

Flanna Fail leader Michael Martin has said he will not campaign for the referendum to repeal the eighth amendment, but Fiamh Ó Cúil, the party's former deputy leader, is planning to make his anti-repeal views known, writes Justine McCarthy. Martin has clarified his intentions about the campaign after some Flanna Fail TDs criticised his unexpected declaration of support for repeal last Thursday. "If I'm asked my opinion during the campaign, I'll give it, but I don't see myself campaigning," Martin told The Sunday Times. "I think it will be a different type of campaign. Given the personal nature of the issue, I'm not sure people will want to take direction from politicians. The referendum commission is going to be an important source of information." But Ó Cúil, a former deputy leader, claimed Martin "is already campaigning by standing up in the Dail and advising people on what they should do, when he gave his views so publicly, he knew he was going to influence people". Asked if he intended addressing public meetings on abortion, Ó Cúil, the party's spokesman on regional, rural, Gaeltacht and island affairs, **Continued on page 2 >>**

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Figure 2: Example of Broadsheets

**Chapter Two:
Media in Learning and Teaching English**

B) TABLOIDS (Popular Press)

Tabloids are newspapers having pages half the size of those of a standard newspaper, typically popular in style and dominated by headlines, photographs, and sensational stories

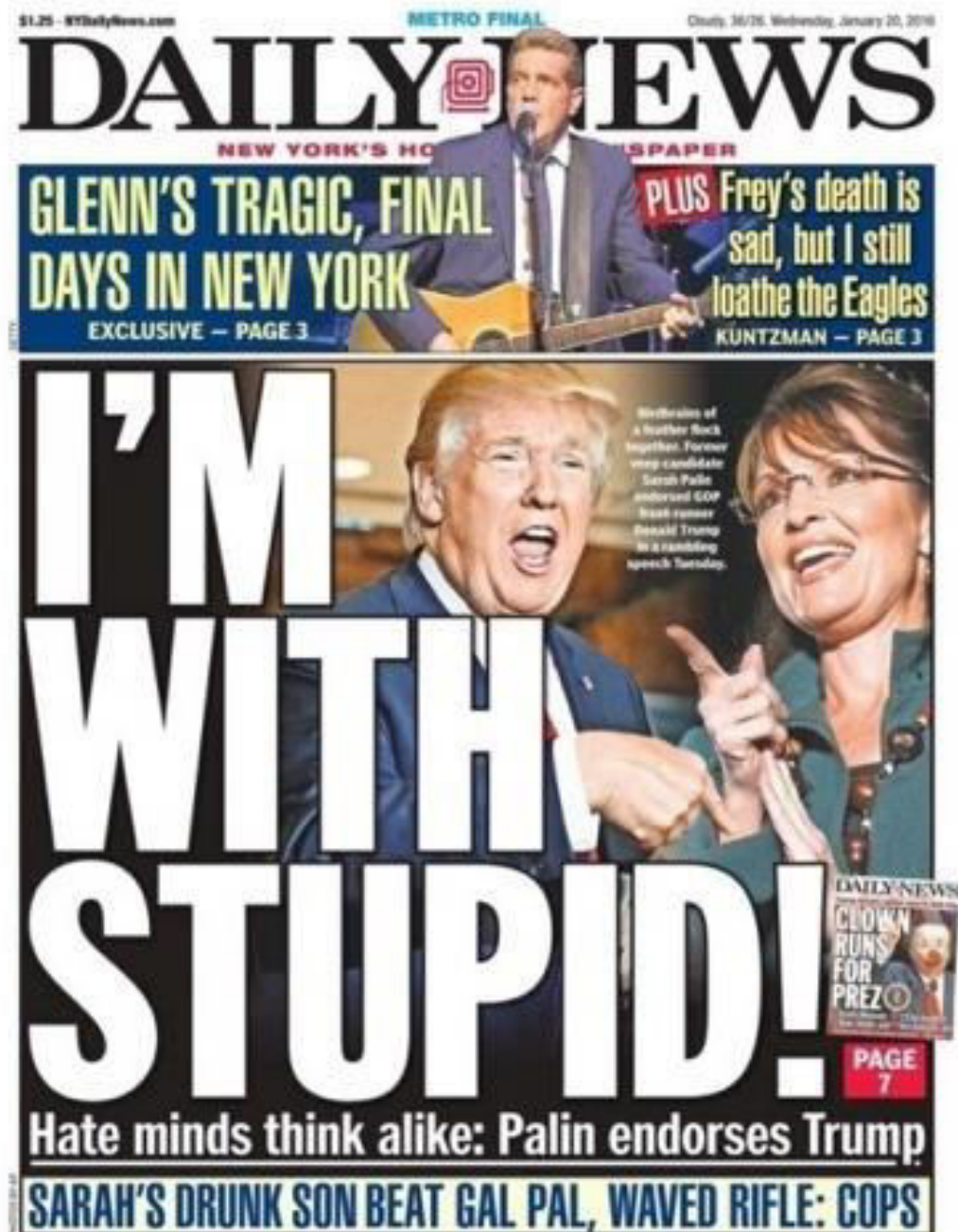


Figure 3: Example of TABLOIDS

C) Electronic Newspaper

The Electronic Newspaper is defining as online journalism as the reporting of facts when produced and distributed via the Internet.

“Networked Publics,” University of Southern California, gives the following definition of Online Journalism,

Online journalism refers to news content produced and/or distributed via the Internet, particularly material created by journalists who work for mainstream market driven news organizations. While blogs and other emerging forms of online news communication are widely acknowledged as significantly influencing mainstream news content both on and offline, they are considered here a distinct phenomenon and treated under the category of alternative media.

2.8 Broadcast Media

Broadcast media are news reports broadcast via radio and television. Television news is hugely important in the United States because more Americans get their news from television broadcasts than from any other source.

2.8.1 Radio

Since the 19th century, radio has emerged as a major force in broadcasting. Talk radio is a radio format in which the hosts mix interviews with people. Radio broadcasts can provide real-time information, broadcasted 24 hours a day to provide the most recent updates to listeners. Stations have the ability to reach across borders and become a source of information where reliable news is scarce. When access to the internet is blocked and phone lines are cut, people can still search the airwaves for trustworthy sources. Even electricity is not a necessity for battery operated and hand-cranked radios.

According to UNESCO, It is “the mass medium that reaches the widest audience in the world”.



Figure 4: A Picture of Some Radios

2.8.2 Television

Television has been entertaining the families for more than 60 years. In the beginning, there were few programs to pick from, but today, there are literally hundreds of general and specialty channels to choose from and thousands upon thousands of programs. Where it was once the case that programs had to be watched at the time they were broadcast on a television, this is no longer the case. Today, viewers can summon a movie or television episode whenever they want, through many cable or satellite services' pay-per-view or free on-demand services. They may also download or stream episodes from the Internet and watch them on their computers. Viewers may use DVR (Digital Video Recorder) devices, such as the possibility to record programs at one time and watch them at another time. Viewers with certain cell phones may even watch programs through their cell phones.

Chapter Two: Media in Learning and Teaching English

“Films and television programmes have been used for language learning and teaching since the 1930s, and in ELT for some twenty years. There are numerous claimants for the honour of being pioneers in this field, but probably the first ELT series to be seen widely on television screens (thus reaching a much larger public than the classroom use of films permitted)

was produced and screened in Sweden in the early 1960's.”

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BRITISH COUNCIL



Figure5: A Picture of a Television

2.8.3 Video Games

Available since the early 1980s, video games have only grown in popularity among youth. Today's games make use of advanced graphics and processors to enable three dimensional game play featuring highly realistic landscapes and physics simulations, and the ability to compete against other players through a network connection. Modern video games are immersive, exciting and increasingly interactive. Players feel like they really are in the situation because of the life-like graphics and sounds. Through video games, youth can extend their pretend play, as they become soldiers, aliens, race car drivers, street

2.8.4 The Internet

The Internet is slowly transforming the news media because more Americans are relying on online sources of news instead of traditional print and broadcast media. Americans surf the sites of more traditional media outlets, such as NBC and CNN, but also turn to unique online news sources such as weblogs. Websites can provide text, audio, and video information, all of the ways traditional media are transmitted. The web also allows for a more interactive approach by allowing people to personally tailor the news they receive via personalized web portals, newsgroups, podcasts, and RSS feeds. According to Keith and Ruskin (1998, p. 1004) , it is a global system of interconnected networks of computers linking many different types of computers all over the world .

(Davis ,2012) show that “The difference between social media and social networking is that social media is a broader term, whereas social networking sites are one category of social media”

According to Dewing (2010) , social media Web sites, such as YouTube, Twitter, and Facebook, have become extremely popular among Internet users who wish to share their ideas, videos, and other activities online . Social media covers many digital tools such as : Facebook , YouTube ,Instagram , twitter , linked ,del.icio.us , MySpace . Even Email and SMS are social media Tools too.



Figure 6: Example of the Internet

Conclusion

Technology plays a great role to facilitate the use of media. Computers provide a unique opportunity to examine learning processes and how these interact with the capabilities of a medium. Particularly useful is the computer's ability to collect moment-by-moment, time-stamped log files of key presses, typed responses, menu selections, and so forth. These data, supplemented by videotapes of students working individually and thinking aloud, can be used to examine the effects of media on learners' mental representations and cognitive processes (Ericsson & Simon, 1984). Videotapes of several students working together and talking can provide insights into how cognition is shared among students and between students and media.

Chapter Three:

Results Analysis and Interpretation

3.1 Introduction

The research represents the investigation of what have been mentioned in the theoretical part concerning exploring the impact of using media as a teaching-learning method to develop students' knowledge. To serve the needs of our hypotheses, we organized a seminar at the University of Dr Moulay Tahar "Saida" entitled "Media and Language", the 16th of April, with the participation of teachers from the English department and Journalism departments. The questionnaire was given to students participating at the seminar and an interview was held with the teachers who participated in this event.

This chapter is devoted to the presentation and the analysis of the collected data. As a first step, we started by introducing the sample of the study. Second, we described, analyzed and interpreted the questionnaire and the interview results, which in turn help us confirm or disconfirm our hypotheses about the effects of using media in improving learning.

3.2 Learners' Questionnaire

19 questions have been asked in order to know the impact of Media in EFL learning and collect data about the general information about students, as well as their choice of English. They also shed light on how they assess their levels of English language proficiency.

Question One: Specify your gender.

Male	Female
43%	57%

Table 3.1: Participants' Gender

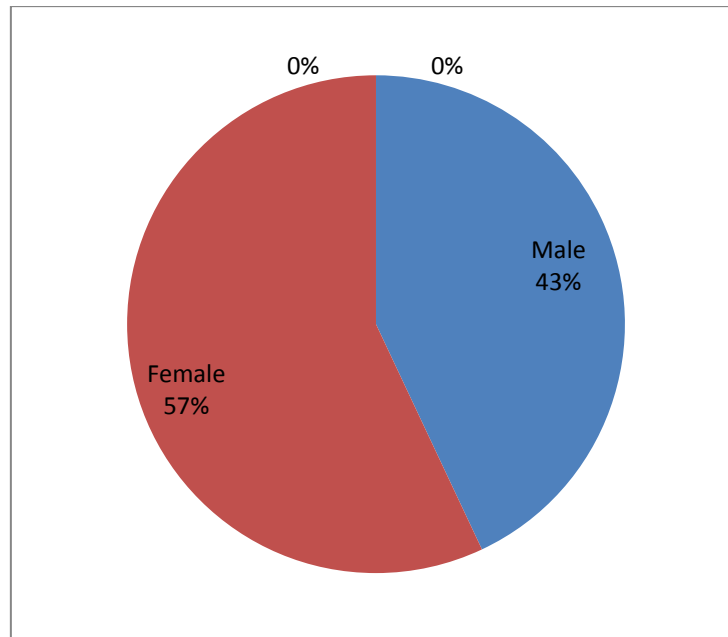


Figure 3.1: Participants' Gender

This question wants to note the respondent student's gender, and from the figure, it is clear that the female students were more than male. These answers show that females are more interested in studying foreign languages, especially English.

Question Two: Why have you chosen language to study?

To get a job	I love it
35%	65%

Table 3.2: The Reason behind the Choice of Language

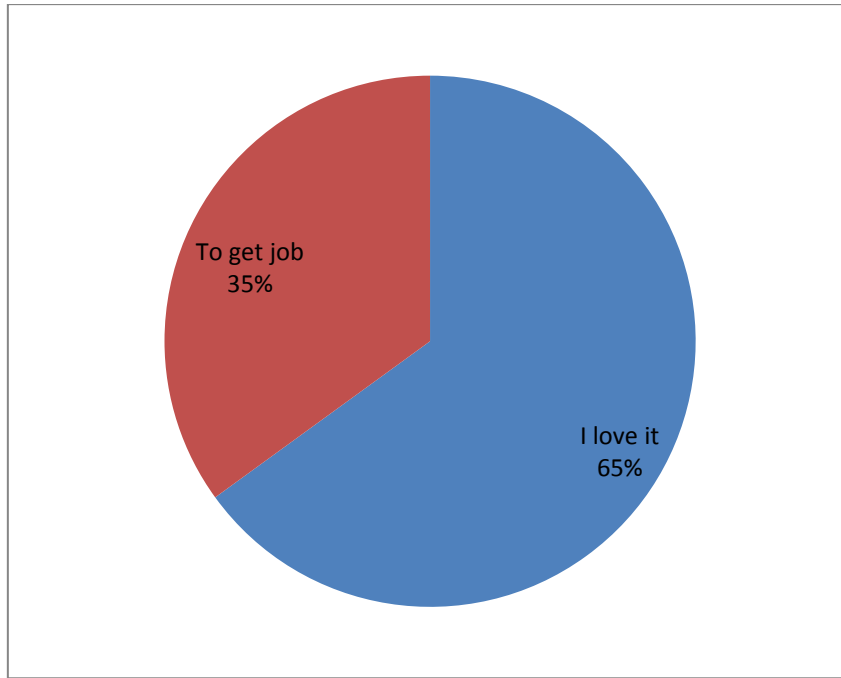


Figure 3.2: The Reason behind the Choice of Language

This question searches for the reason behind choosing the English language to study. The figure shows that the majority of students (65%) have chosen the English language because they love it. 35 % have chosen English in order to get a job. These results ensure that most EFL students at Saida University study English because they love it.

Question Three: How do you consider your level of English?

Very good	Good	Average	Poor
25%	60%	15%	00%

Table 3.3: Learners' level of English

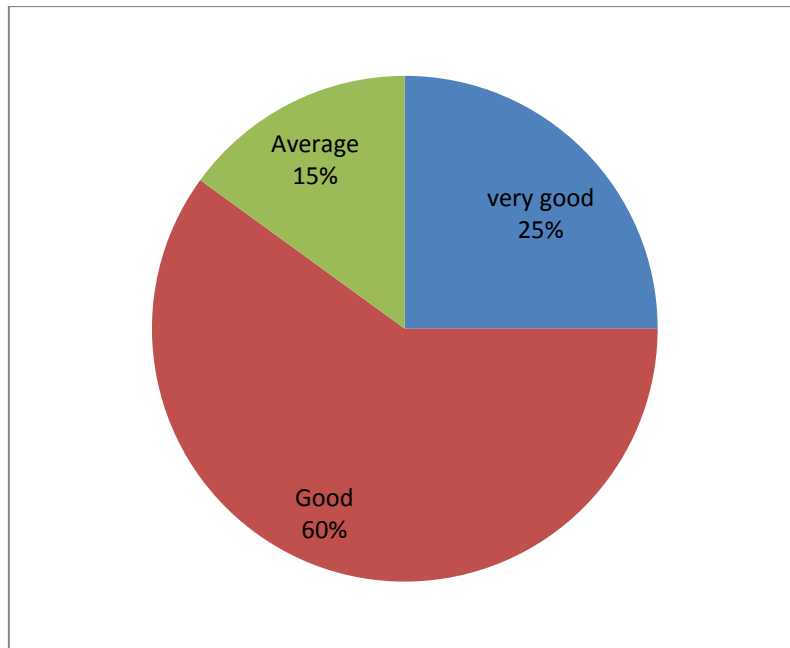


Figure 3.3: Learners' Level of English

Question Four: How would you rate your English language knowledge level?

Excellent	Poor	Good	Fair
65%	00%	20%	15%

Table 3.4: Learners' English Language Knowledge Level

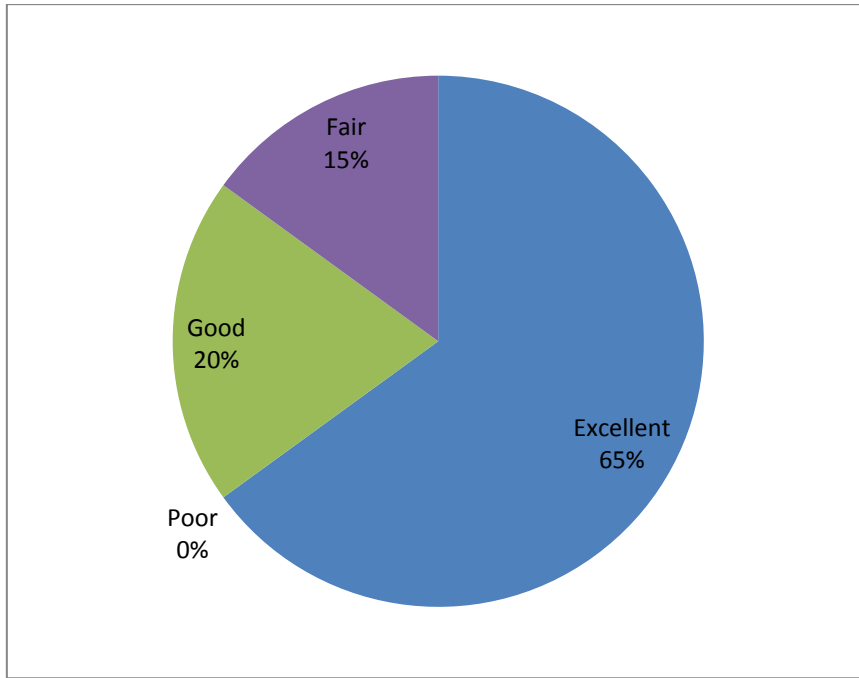


Figure 3.4: Learners' English Language Knowledge Level

From this question, we want to understand the students' views about their level of English knowledge. As expected, no one from the students rated his/ her level as poor. However, the majority of students (65 %) evaluated their English knowledge level as excellent. 25% of them stated that it is good and the rest claimed that their vocabulary level is fair. This shows the big interest to learn language by EFL students.

Question Five: Do you learn new English vocabulary via media or social media?

Media	Social Media	Both
00%	45%	54%

Table 3.5: Learning New English Vocabulary via Media or Social Media

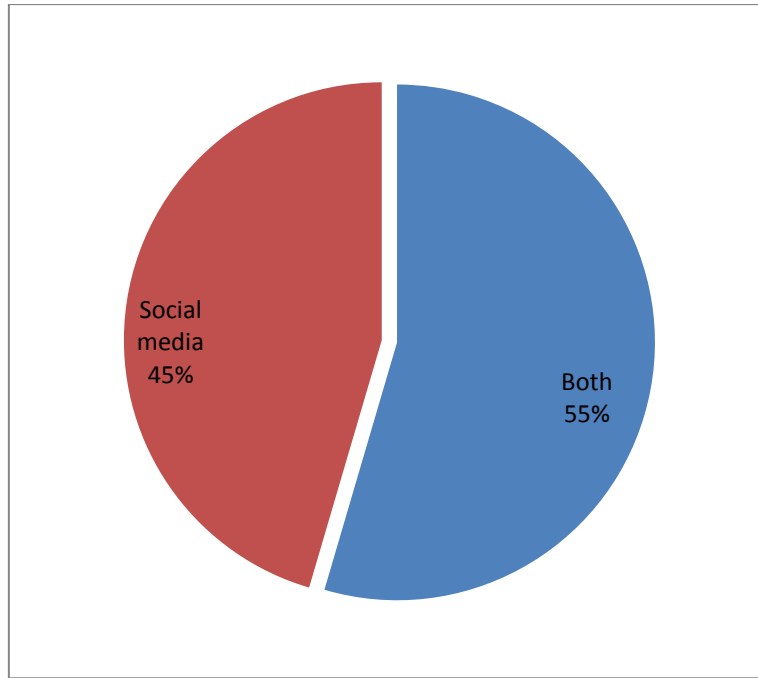


Figure 3.5: Learning New English Vocabulary via Media or Social Media

This question searches for knowing the real fact, if students learn new English vocabulary via media or social media. The results show an almost similar percentage of students interested in both.

Question Six: when you learn new vocabulary, how often do you use the frequency of use for each strategy?

Translation	Definition	Both
10%	65%	25%

Table 3.6: Strategies Used for Learning New Vocabulary

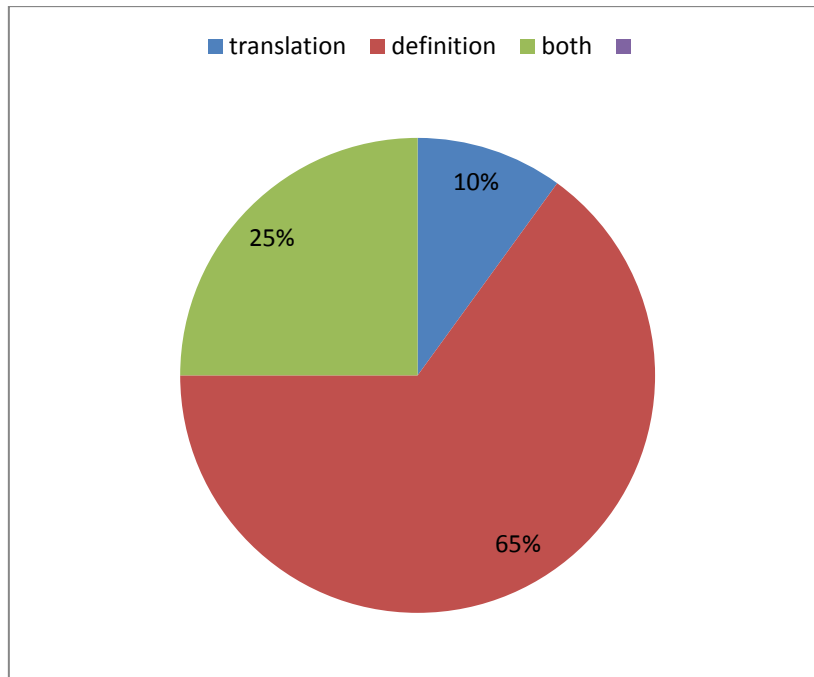


Figure 3.6: Strategies Used for Learning New Vocabulary

This question tries to discover the most used strategies in learning. It appears that using definitions are widely used, 65%. It also seems that there is another strategy always used by students which is translation, 10%.

Question Seven: To what extent do you give importance to media in learning the English language?

Table 3.7: The Importance Learners Give to Media in Learning English

Very much	Much	Little	Not at all
30%	50%	15%	05%

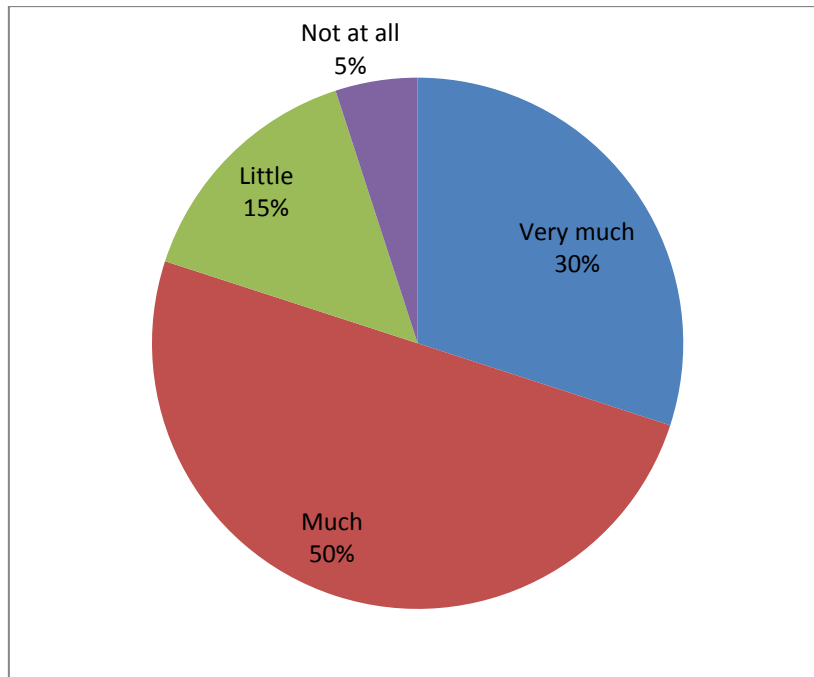


Figure 3.7: The Importance Learners Give to Media in Learning English

This question is about the importance given by EFL students to Media in Learning. We detect from the results showed that most of the students, (30%), (50%) “much and very much” are conscious of the importance of Media, especially Social Media in learning English language. While the least percentage of them (15%) give “a little” importance to that.

Question Eight: Do you have difficulties in language improvements?

Table 3.8: Learners’ Difficulties in Language Improvements

Yes	No
25%	75%

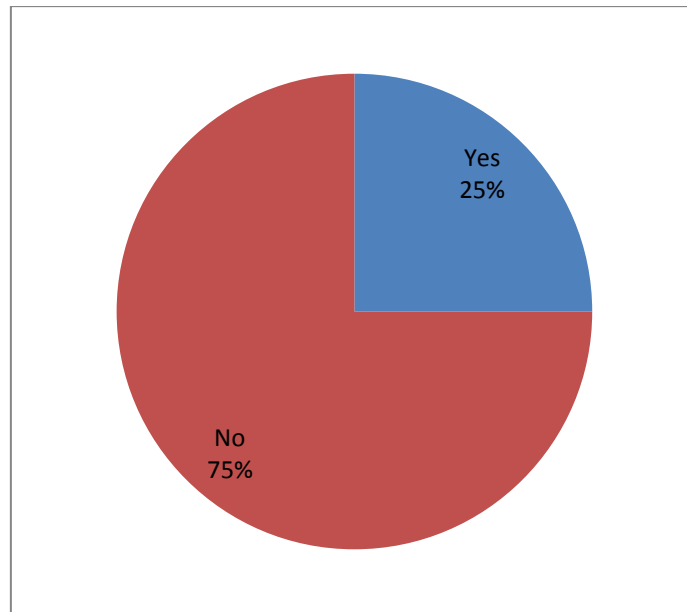


Figure 3.8: Learners' Difficulties in Language Improvements

In this question we want to see the difficulties and from the figure above, we notice that most of the students confirm that they really do not have difficulties with vocabulary improvement. However, some of the students (25%) claimed that they have difficulties in this issue.

Question Nine: Do you use social media in your daily life?

Yes	No
90%	10%

Table 3.9: Learners' Use of social Media in their Daily Life

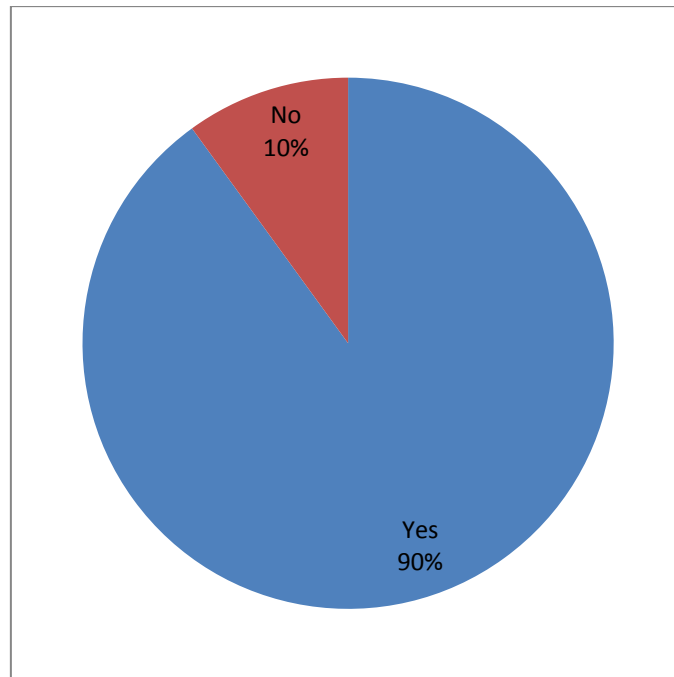


Figure 3.9: Learners' Use of social Media in their Daily Life

The data showed that (90%) of students use social media websites in their daily life. Only (10%) of students do not use it. That ensures that nowadays students are digital learners who use social media in their social and educational lives.

Question ten: If yes, what websites do you use most?

Google	YouTube	Facebook	All of them
20%	45%	10%	25%

Table 3.10: Websites mostly used by Learners

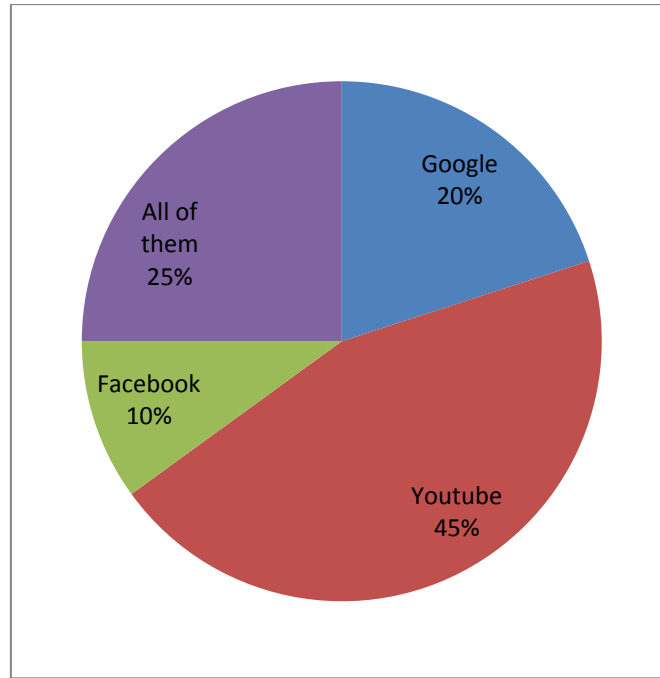


Figure3.9: Websites mostly used by Learners

The results showed that 45% of the respondents use ‘YouTube’. However, only 15% of the students use all of them. In other words, students prefer to use the most enjoyable sites rather than others

Question Eleven: Do you think using social media can be useful for?

Learning grammar	Learning vocabulary	Learning language skills in general
00%	35%	65%

Table 3.11: The Benefits of Social Media

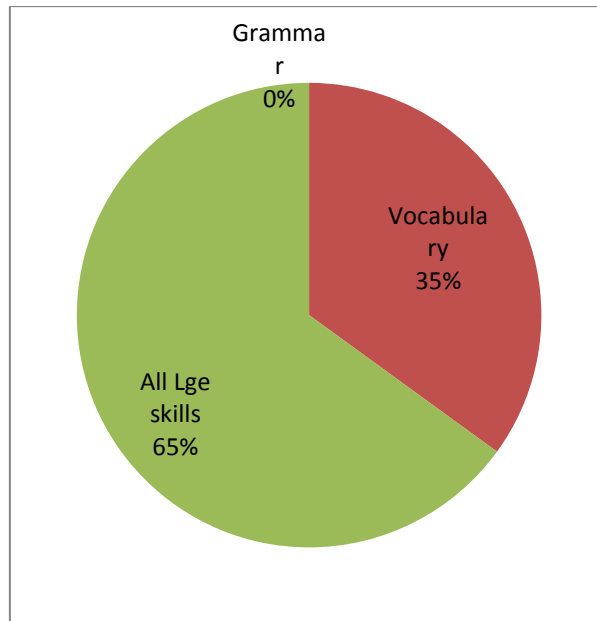


Figure 3.11: The Benefits of Social Media

The majority of students (65%) agree that social media is useful for learning all languages skills, vocabulary and the language skills. Some of them (35%) think that it helps them in learning vocabulary. This signifies that students are conscious about the important of social media on learning language skills.

Question Twelve: Do you think that the use of social media will ameliorate students' level?

Yes	No
95%	05%

Table3.12: Students' view on improving learning through Social Media

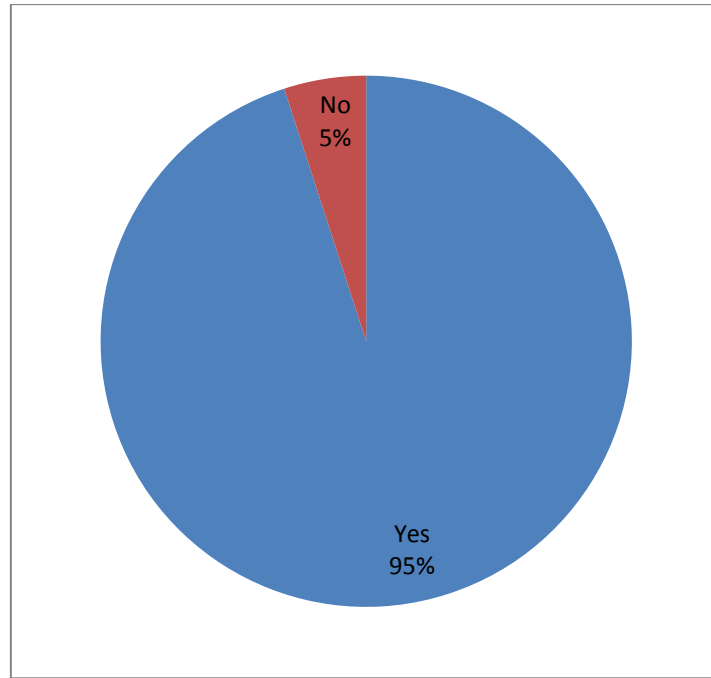


Figure 3.12: Students' view on improving learning through Social Media

The results confirm that the majority of students (90%) declare the effectiveness of social media in improving learners' vocabulary. For example, in Facebook, Tweeter or YouTube, they chat with others and with natives in English and ask each other or get more explanation about certain words meaning. They assert that social media is really effective to encourage learning. Most students justify their answer by declaring that social media helps them to communicate with their friends, teachers and with native speakers in English and that can help them learn new words and ameliorate their vocabulary knowledge.

Question thirteen: Do you think that students who use social media learn more vocabulary than those who do not?

Yes	No	Sometimes	I don't know
80%	15%	00%	5%

Table 3.13: Students' view on improving learning via Social Media

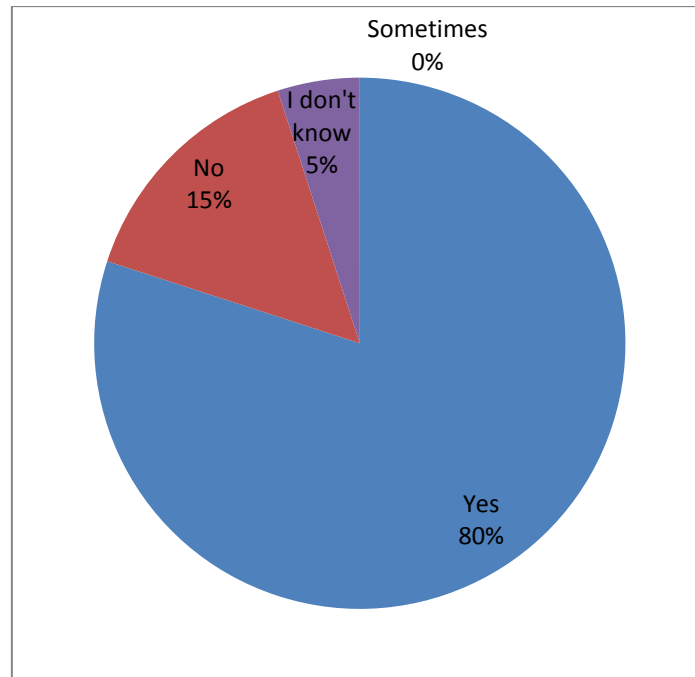


Figure3.13: Students' view on improving learning via Social Media

Through the results presented on the figure above, we notice that (80%) of the students agree that learning vocabulary through social media will be more tending to improve their vocabulary knowledge than those who don't use it. 15% of them chose "No" as a response. This shows that social media has a great influence on learning according to these answers.

Question Fourteen: Do you think that students who follow media get more vocabulary than those who do not?

Yes	No	Sometimes	I don't know
35%	05%	40%	20%

Table 3.14: Students Expectation from Using Social Media

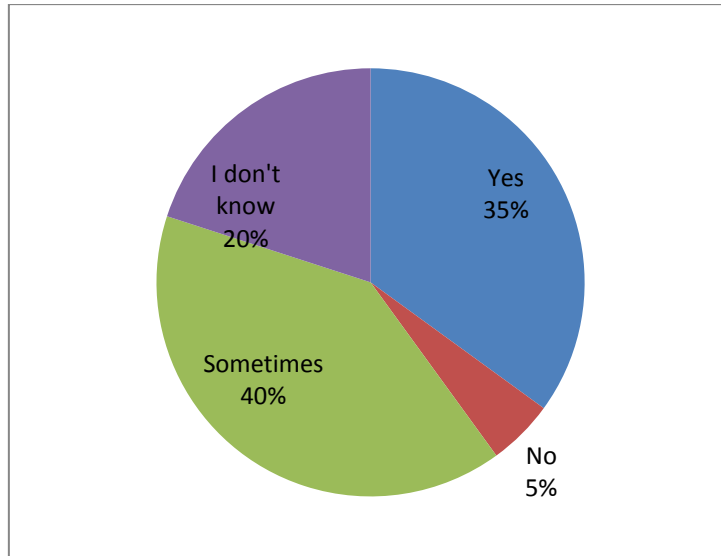


Figure 3.14: Students Expectation from Using Social Media

From the results presented on the figure above, we notice that (35%) of the participants agree that students who learn vocabulary through social media will be more inclined to improve their vocabulary knowledge than those who don't use it. 40% of them chose "sometimes" as an answer and only few participants chose "No". This shows that social media has a great influence on learning.

Question Fifteen: How often do you communicate with your friends outside the classroom by using social media?

Always	Sometimes	Never
54%	45%	00%

Table 3.15: Using Social Media for Communication outside the Classroom

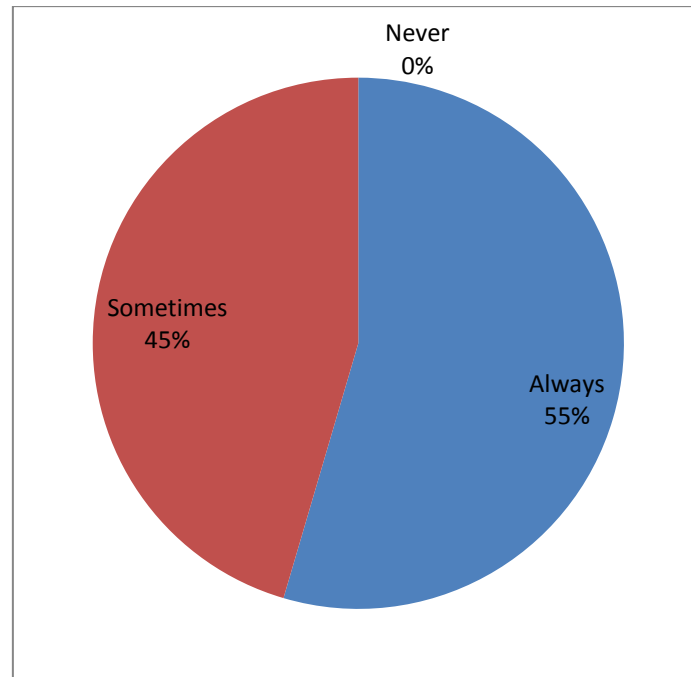


Figure 3.15: Using Social Media for Communication outside the Classroom

The figure reveals that the majority of students (55%) communicate outside classroom. 45% of them ‘sometimes’ do it. These results show that there is an absence of communication between learners and teachers, because of the misunderstanding of teachers according to the students.

Question Sixteen: Do you have any suggestions to improve students’ level?

At the end of the questions, we provided a free space for students to suggest what they think about using media to improve their learning.

We got some suggestions:

- Students should read books and make use of dictionaries.
- Students must practice English outside and inside the classroom; make it as a part of their daily life.
- EFL students have to communicate with natives in order to ameliorate their English level.
- They should also use the power of social media for improving their learning.

3.3 Teachers' Questionnaire

This written interview is devoted to EFL teachers. The five (03) teachers, who responded to the interview, were chosen among all the EFL teachers at the University of Saida .The interview was conducted with only three teachers 2 from english department and 1 from journalism department .

Question one: How many years have you been teaching English as a foreign language?

The first question is designed to know the teachers experience in EFL teaching .From this question, we notice that the longest teaching experience is 18 years and the shortest is 4 years. This indicates that the respondent teachers have different levels of experience in teaching English language.

Question two: How many years have you been teaching at university level?

This question was asked to know the teachers experience at university level. It is clear from the responses that the longest teaching experience at university level is 18 years; however, the shortest is 2 years.

Question Three: What degree do you have?

This question was used to know teachers' level. Answers show that our teachers qualification differ to include 2 teachers who hold a magister degree , and only one teacher have a doctorate diploma. These results indicated the diversity of the educational level among the respondent teachers.

Question Four: Do you use the social media? If yes, what websites do you use the most?

Chapter Three: Data Analysis and Interpretation

We asked the current question in order to know if teachers are aware about the benefits and the advantages of using social media in teaching vocabulary. Results obtained reveal that all the respondent teachers are users of social media . Email , Facebook , , , YouTube , Google , are the most websites used by two teachers . However, the other teacher uses only Google and Email .These results imply that our teachers are active users of social media.

Question Four: What is your general opinion about social media?

This question seeks to know teachers opinion about social media in general. All teachers agree that SM is a new developed way which can used teaching and learning .

Question Five: Do you consider social media as a teaching-learning strategy? Justify please.

This question was asked to explore teachers' attitudes towards the social media as a teaching-learning strategy. Only one teacher thought that any teaching-learning strategy must be well studied.

4.3 Pedagogical Implications and Recommendations

In order to enrich more the subject of the dissertation, we organized a national forum on media and languages at the University of Dr. Moulay Taher on April, 16th 2018, with the participation of several specialized parties of the media and professors in English language and media , communication sciences.

The event was used to shed the light about the subject of the relation between learning English and the Media and it was an occasion to distribute questionnaires and interview teachers. The Forum was an opportunity to remark all what we need in our dissertation and for that we notice some recommendations of the journalists participants in this event such as the famous Arabic and Algerian commentator Hafid Derradji and also Samir Douidi The best maker and reader of sports reports in BeinSport Channel.

4.3.1 What the journalists see

According to Hafid Derradji and Samir Doudi the famous Algerian journalists in Arabic world who are talented , professionals and activating in BeinSport , the Algerian Commentator “Hafid” and the Reporter ‘Samir’ had a participation with us in this event by video and they gave a multi recommendation for students of foreign language.

- The need to learn foreign languages and especially the English language he discovered in his work that English is becoming more than necessary in our life.
- The opportunity to be a student to learn the maximum of languages and especially English.
- Students should be motivated to use media and social media for the sake of learning purposes.
- Discussing with colleges via social media about their lessons and classroom activities.
- using English to communicate inside and outside the classroom and profit the maximum to learn the language.
- Chatting with native speakers in English language in order to gain much vocabulary.

4.3.2 What the teachers see

In the same case according to the teachers participants in this event they had stressed some points:

- Allowing time in class for speaking activities, so that students have the chance to practise English and acquire more words.
- Using from time to time different social media websites to keep in touch with students. For example, by communicating through Facebook, Tweeter , Email and share different ideas in English .Also , If students and teachers are deeply invested in

one another's interests, this will support a strong teaching and learning relationship as well.

- Giving different exercises to students and ask them to do them and discuss them with each other via social media, because that may make students more comfortable and far from anxiety.
- Advising learners to communicate in English all the time in order to improve their proficiency in English vocabulary.
- Advising students to chat with natives via social media websites.
- Encouraging learners to read more inside and outside the classroom, because extensive reading in particular helps learners to be open-minded and get enough vocabulary knowledge.
- Asking students to use social media websites for the sake of learning new vocabulary.

4.4 Conclusion

The results obtained from the analysis of the students' questionnaire, and the survey revealed the major points that have been conducted in this research. It provided us with the essential overviews about the research. The students' questionnaire affirmed that the majority of English students at the University of Saida work hard to improve their learning knowledge. This of course will make easy the process of learning, and it will augment the learners' efforts to ameliorate their vocabulary storage. Concerning the media and social media task, we presumed that the students are aware about the importance of social media if it is used for learning purposes, and most of them confirmed that social media websites help them in gaining much vocabulary.

General conclusion

The learning of language is becoming essential because of the tremendous technological development which requires English as key of success. Yet, one of the issues that face EFL students, especially university learners, is the subject of vocabulary improvement and that is why many researchers investigate the possible solutions that may help in facilitating vocabulary learning.

After many studies, scholars found that pleasant and motivating atmosphere could play a great role in enhancing learning vocabulary process. Moreover, one of the techniques that creates funny and attractive situation is using social media. The present study had been undertaken to investigate the importance of creating the pleasant situation for obtaining satisfactory results. It also aimed at investigating the impact of using social media in improving vocabulary, that is to say, it tried to study how social media can affect on learners' vocabulary storage improvement.

After analyzing the provided data concerning the use of social media by EFL students for improving vocabulary storage, we can realize that this research confirms our two hypotheses that using social media can improve EFL students' vocabulary knowledge. In general, the obtained results asserted that social media is really helpful and effective in improving vocabulary.

Accordingly, we recommended that social media should be integrated in the learners and teachers relationship, because communication in English between the two, outside classroom doors can help them to learn new words and improve their lexical knowledge. It is recommended also that teachers and learners have to be conscious about the importance of using social media for learning and for vocabulary improvement aim.

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Appendix One

STUDENT'S QUESTIONNAIRE

Dear student

the researcher aims to do a study entitled (the Impact of Media in EFL Learning).Being a member of the sample I am offering you the following questionnaire requesting answers to all items by circling the alternative that you find suitable. Needless to mention your name with many thanks.

Question Item 1: *Specify your gender.*

- a. Female
- b. Male

Question Item 2: *Why have you chosen language to study?*

- a. To get a job
- b. I love it

Question Item 3 : *How do you consider your level of English?*

- a. very good
- b. good
- c. average
- d. poor

Question Item 4 : *How would you rate your English language knowledge level?*

- a. excellent
- b. poor
- c. good
- d. fair

Question Item 5: *Do you learn new English vocabulary via media or social media?*

- a. media
- b. social media
- c. both

Question Item 6 : *When you learn new vocabulary, how often do you use the frequency of use for each strategy?*

- a. Translation

b. Definition,

c. Both

-----**Question Item 7:** *To what extent do you give importance to media in learning the English language?*

a. Very much

b. Much

c. Little

d. Not at all

Question Item 8: *Do you have difficulties in language improvements?*

a. Very much

b. Yes

c. No

Question Item 09: *Do you use social media in your daily life?*

a. Yes

b. No

Question Item 10: *If yes, what websites do you use most?*

a. Google

b. Youtube

c. Facebook

d. All of them

Question Item 11: *Do you think using social media can be useful for?*

a. Learning grammar

b. Learning vocabulary

c. Learning language skills in general

Question Item 12: *Do you think that the use of social media will ameliorate students' level?*

a. Yes

b. No

Question Item 13: *Do you think that students who use social media learn more vocabulary than those who do not?*

a. Yes

b. No

c. Sometimes

d. I don't know

Question item 14: *Do you think that students who use social media learn more vocabulary than those who do not ?*

a. Yes

b. No

c. Sometimes

d. I don't know

Question item 15: *How often do you communicate with your friends outside classroom by using social media?*

a. Always

b. Sometimes

c. Never

Question Item 16: Do you have any suggestions to improve students' level?

APPENDIX TWO

TEACHER'S INTERVIEW

Dear teachers,

This interview is a part of our research. Your completion of this interview will be a great help to bring fruition to the present research work. The main purpose of this interview is to identify the role and the impact of media and social media on improving students' learning.

Thank you very much in advance for collaboration

“Mr. Debbas Cheikh Smail”

Question one: How many years have you been teaching English as a foreign language?

.....

Question two: How many years have you been teaching at university level?

.....

Question Three: What degree do you have?

.....

Question Four: Do you use the social media? If yes, what websites do you use the most?

.....

Question Five: What is your general opinion about social media?

.....

THANK YOU FOR YOUR COOPERATION