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MASTER IN
DIDACTICS OF FOREIGN LANGUAGES

*The Effectiveness of using mass media in teaching
English language for EFL students*

*First-second third student's Case study at BELAOUEDJ Laid secondary
school Relizane*

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DEDICATION

*I thank Allah almighty for the strength and
patience he
has given me to write this
dissertation.*

*I would like to dedicate this work to my dear
parents,
my friends*

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I would like to take this opportunity to express my sincere thanks to the many people who have supported me in this long journey; I couldn't have done it without you!

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I am indebted to the teachers and student's participants at the middle school at Belaoudj Aid where I collected most of my data.

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Finally, I would like to thank my family. Their unconditional love and selfless support provided me with strength to complete this project, and to carry on.

ABSTRACT

This paper aims to identify the effectiveness of mass media in learning English as a foreign language among Algerian students. Middle school year students first year, second year and third year at Belaouedj Aid Secondary School were identified as the participants of this study. The instrument of this study is a two questionnaire, which is constructed in order to explore the students' and teachers' perceptions and attitudes on using mass media for English language learning and teaching. It is found that majority of the participants use mass media to enhance their learning and teaching. Moreover, the result revealed that learning embedded with mass media may help improve learning activities which in turn leads to the success of learning English as a foreign language. Apart from that, some of the problems encountered when using mass media and combined group work in the learning and teaching of English as a second language at Tertiary level are also highlighted. Most importantly, the students agreed that social media has by and large affected in their English language learning skills. Mass media can also benefit students with different learning style. It is also likely that student positive perception of media in teaching has effects on language learning since motivation and attitudes. Apart from that, the result also suggests that teachers generally are positive to use media in education and believe that students can learn more through mass media. Most importantly, the students agreed that mass media has by and large affected in their English language learning skills.

Key words: *language teaching, Mass Media, Learning English as Foreign Language.*

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List of Abbreviations/Acronyms

EFL: English as a Foreign Language.

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General Introduction

Studies concerning mass media and its use have become evident in area of education which may lead to a significant change in how we structure learning circles in the future. Mass media has made it possible for a more flexible language learning experience, in which students are given more control and guidance.

The 21st century marked by its information and communication technologies, in which digital practices have become a global culture and the society are moving towards becoming information society. Hence, those who do not embrace the technology will be left behind and perhaps will be terribly relegated. Technology has become the most useful tool in almost every aspect of human's being's daily life. Technology is regarded as the first revolution, and thus has significant influence on education in general and teaching and learning language in particular.

The usage of digital devices like the internet, computers and newspaper are the new model of learning in the 21st century. Moreover, mass media play a vital role in all type of developments which allow the public to quickly contact, evaluate, share and transfer either data or knowledge. It was discovered abilities that can be developed in very different ways in which language learning takes place through the recognized study pattern, rules, and conventions. On the other hand, language acquisition expands entirely. which means foreign language learners acquire language by their contact with the language that is both coherent and significant to them.

The use of media to enhance teaching and learning complements traditional approaches to learning. Effective instruction builds bridges between students' knowledge and the learning objectives of the course. Using media **engages students, aids student retention of knowledge, motivates interest** in the subject matter, and **illustrates the relevance** of many concepts.

The researcher in this work designed two research questions which are as follow:

- 1- What are the effects of using mass media as a tool in learning English as a foreign language?
- 2- Do using mass media facilitate English language learning for EFL learners?

The above-mentioned questions led to formulate the following hypotheses:

- 1- There are benefits of using mass media as today enjoys the status of language learning as it became a significant part of learners' lives.
- 2- Mass media can create a flexible and relax atmosphere for learner to gain a large amount of information related to the language.

The major work is divided into three chapters. The first chapter is about the literature review and how we can define mass media and its main type, in summary it is about the role of media in general. Whereas the last two chapters discuss methods, the research design and the research tools (a questionnaire addressed for first and second year learners and teachers). Results and discussion and further recommendations.

Chapter One

Literature Review

1.1.Introduction

Nowadays, English is considered as the most influential medium in bridging the global communication. A large proportion of learners in the world study English hard in order to communicate with native speakers or speakers of other languages. Teaching English as foreign language requires different ways which may be considered basic to acquire and produce the language. using mass media can be one of the practical and powerful teaching tools that provide learners with opportunities to get a sufficient language. Different mass are the ideal means to enable teachers to meet various needs and interests of their students. They also provide learners with a lot of language practice. This is the concern of this chapter in my present work.

Taking into consideration the wide mass-media spreading over the contemporary society, thus it has a major influence upon the citizens' education. Mass media are diversified media technologies that are intended to reach a large audience of learners by mass communication. The technologies through which this communicating take place varies because there are different from each other i.e. radio, music, film and television. Many learners are taking most of their time in mass media. This has led to diversity of grades and school work. Studies show that even one or two hours of daily television viewing by school aged children has significant effects on academic performance, especially creativity” (Comedian Pediatric Society, 1999).

1.2.Definitions of Mass-Media

Reitze and Ridder (2006) Media can be defined as technologies designed to store and distribute meanings. Amongmedia in general, *mass* media can be singled out regarding the meanings produced and theaudience receiving them. Regarding the meanings, mass media contents are produced byspecialized agencies according to a pre-determined schedule of “(daily) actuality” within in anational or linguistic community. Mass media have a program: They pre-package contents and distribute them according to some substantive regime andsome time schedule – they are media for masses of meanings. Regarding the audience, thetechnical requirements and possibilities of mass media themselves together with the givenlanguage delineate the boundaries of their use so that in principle they are available for each member of a nation or language community, rather than for socially circumscribed grouponly – they are media for masses of people.

Hallin and Mancini (2004) stated that as mass media address nations, their development is a strand of the modernization of nations. Up to now, modern societies have only three mass media: (daily) newspapers (including periodicals), dating back to the 17th century; radio, originating in the 1920ies; and television, taking the lead in the 1950ies. These three will be dealt with in the following expertise. The internet, however, will not be dealt with as it is an individual rather than a mass medium. It is a technical platform, which is primarily used for personal communication and for personal services, but can also be used in order to distribute the three above mass media (Meulemann 2009). Therefore, it has been labelled a “converged medium” (Price Waterhouse Coopers 2007, 53).

Crosbie (2002) stated that mass media refer to channels of communication that involve transmitting information in some way, shape or form to large numbers of people. He quotes,

“although the question of exactly how many a “large number” has to be to qualify as a “mass” is something that’s generally left undefined - it’s one of those things that we know when we see it...”. (Crosbie, 2002)

Dutton et al (1998) suggest that mass media. A mass medium such as television is generally classified as ‘one-to-many’ communication - ‘one’ person such as the author of a book, the creators of a television programme or a film director, communicates to many people (the audience) “at the same time” in a way that is largely impersonal; that is, the communication is one-way, in the sense that those communicating a message to an audience don’t receive simultaneous feedback from that audience.

1.3.A brief history of Mass Media

The term media began to be used in the 1920 s, but referred to something that had its origins much further in the past. The history of mass media can be traced back to the days when dramas were performed in various ancient cultures. This was the first time when a form of media was "broadcast" to a wider audience. The first dated printed book known is the "Diamond Sutra", printed in China in 868 AD, although it is clear that books were printed earlier. Movable clay type was invented in 1041 in China. The invention of the printing press in the late 15th century gave rise to some of the first forms of mass communication, by enabling the publication of books and newspapers on a scale much larger than was previously possible. The phrase "the media" began to be used in the 1920s. The notion of "mass media" was generally restricted to print media up until the post-Second World War, when radio, television and video were introduced. The audio-visual facilities became very popular,

because they provided both information and entertainment, because the color and sound engaged the viewers/listeners and because it was easier for the general public to passively watch TV or listen to the radio than to actively read. In recent times, the Internet becomes the latest and most popular mass medium. Information has become readily available through websites, and easily accessible through search engines. One can do many activities at the same time, such as playing games, listening to music, and social networking, irrespective of location. Whilst other forms of mass media are restricted in the type of information they can offer, the internet comprises a large percentage of the sum of human knowledge through such things as Google Books. Modern day mass media consists of the internet, mobile phones, blogs, podcasts and RSS feeds. During the 20th century, the growth of mass media was driven by technology, including that which allowed much duplication of material. Physical duplication technologies such as printing, record pressing and film duplication allowed the duplication of books, newspapers and movies at low prices to huge audiences. Radio and television allowed the electronic duplication of information for the first time.(Murthy, 2011).

1.4. The Role of Social Media in Education

These days we are living in the fast-developing society which every day offers its learners a great number of new possibilities. Predominantly, these unique opportunities concern the advancement of social media that have noticeably permeated the modern education world. In fact, it is not a secret that the majority of teachers highly appreciate the power of these tools which lies in the ability to engage, motivate as well as to involve the students into deep contemplation and sensible discussion. In general, the term “social media” implies the number of activities that include socializing and networking online through words, pictures and videos. To some extent, it is a two-way discussion which brings learners together to discover and share some information, interests as well as ideas. Admittedly, social media can range from social bookmarking, where all users have a chance to share their online libraries of links and connect to each other’s lists within a definite online community, to online collaboration spaces. (Cates, 1995)

1.4.1 The Use of Media in Teaching – Learning Process

Clark (1983) debates that learning is a process to acquire knowledge. It needs hard work and sometimes will make students frustrated and get bored, so that they lose their attention to a lesson. In this case, the use of media in teaching- learning process is needed to attract students’ attention and to make teaching learning activities more interesting and also effective. These

of media in teaching- learning process is not a newthing. Many teachers know that media will be helpful. The value of mass media relies on how it is implemented in the classroom .and in order to choose suitable mass media material for the classroom: topic must be chosen based on learner's interest, need and their level of English proficiency, as well as cultural aspects.

1.4.2. Motivation

Motivation is considered as one of the major affective factors to language learning it has been stressed through history that it has a great role in successful learning and teaching many researchers agree on the same opinion that motivation is the most important factor in causing either the success or failure of each learners , because motivated learners score better than non-motivated ones as well as mass media are inherently more interesting, and the fact that learners perceive them as « real » as being the motivating force some attribute the motivating nature of mass media to the fact that they can be selected to meet students' needs ,unlike textbooks which cater to an international audience.(International Journal of Scientific Engineering and Research (IJSER)).

1.5.Types of Mass Media

1.5.1. Print Media

Print media encompasses mass communication through printed material. It includes newspapers, magazines, booklets and brochures, house magazines, periodicals or newsletters, direct mailers, handbills or flyers, billboards, press releases, and books. Newspapers and magazines enjoyed the position of the most preferred medium to reach a wider audience until electronic communication emerged on the media scene. In the early days, newspapers were the only medium that masses at large depended on, for daily news. A newspaper and magazines carry all kinds of communication related to a variety of topics like politics, current affairs, entertainment, finance, stocks, etc. Apart from this, it also includes topics which are in lighter vein like cartoons, crosswords, Sudoku, movie reviews, book reviews, puzzles, crosswords, etc. This captivates the imagination and interests of readers from all age groups. they are an important platform of mass communication as they reach everycorner of the world where electronic media fails to reach. Booklets and brochures are part of the promotional literature of a product, or an organization. There are two types of booklets and brochures. Pre-buying promotion: Usually in malls and stores, promotional literature is distributed free to all. Post-buying promotion: These booklets and brochures are usually given with a product for

better customer experience and easy usage post purchasing. While Billboards are huge advertisements that are put up at a height in strategic locations to draw more attention.

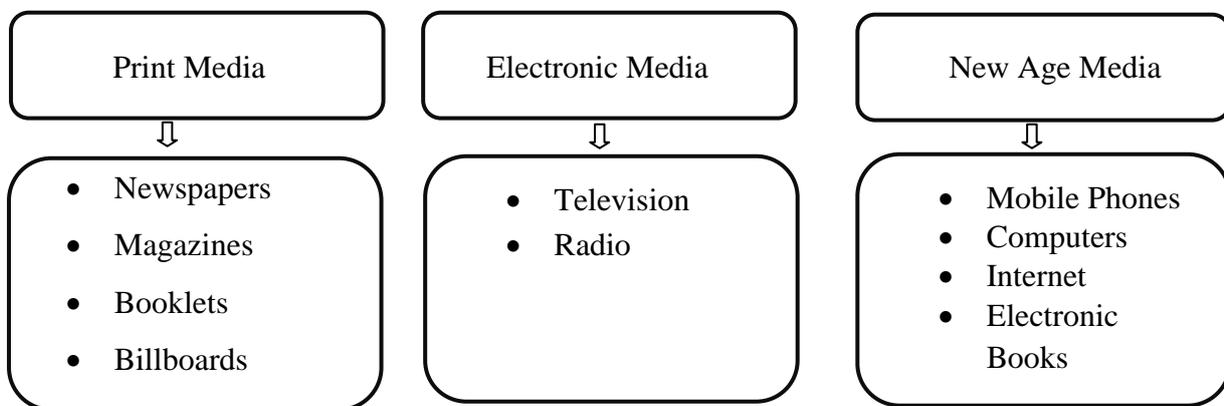
1.5.2. Electronic media

Electronic media is the kind of media which requires the user to utilize an electric connection to access it. It is also known as 'Broadcast Media'. It includes television, radio, and new-age media like the Internet, computers, telephones, etc. Television appeals to both the auditory and visual senses, and hence is an important communication device as it beholds the attention of the audience. For many people, it is impossible to imagine a life without their television sets, be it the daily news, or even the soap operas. Television has become an advertising hub where advertisers are ready to spend huge amounts of money for an ad of a few seconds, especially for programmes with high viewership. An apt example would be Super Bowl Season. It offers various programs to appeal to the masses of different age groups. It is a popular means of communication which provides both information and entertainment. This category also includes electronic media like movies, CDs and DVDs as well as the electronic gadgets. Radio has a significant reach. Advertising on the radio with catchy jingles and phrases is a tried and tested means of communication. Moreover, it is an interactive means of communication with all the dial-in programs which give the listeners an opportunity to feature on radio.

1.5.3. New age Media

With the advent of the Internet, we are now enjoying the benefits of high technology mass media, which is not only faster than the old school mass media, but also has a widespread range. Mobile phones, computers, and the Internet are often referred to as the new-age media. The Internet has opened up several new opportunities for mass communication which include e-mail, websites, podcasts, e-forums, e-books, blogging, Internet TV and many others, which are booming today. The Internet has also started social networking sites which have redefined mass communication all together. Sites like Facebook, Twitter, and YouTube have made communication to the masses all the more entertaining, interesting, and easier. Mobile phones have become a boon to mankind. It has made communication possible at any time, and from anywhere. With the invention of computers, the impossible has become possible. We virtually get information about everything from pin to piano with the help of computers. The Internet is the most important device of the new age media. The discovery of the Internet can be called the biggest invention in mass media. In earlier days, news used to reach people only with the morning newspaper. But today, live updates reach us simultaneously as the events unfold. For example, the royal wedding of Kate Middleton and Prince William was watched

live on the Internet by millions of people around the world. The Internet has inspired interaction and connectivity through its social networking medium. It has become one of the cores means of mass communication. We cannot think of leading our lives without it. Let us see how the Internet impacts mass communication through the following mediums. e-mails or electronic mails have drastically reduced the time it took for drafting and sending letters, or mails. Electronic mails have also facilitated lesser usage of paper. the Internet has a plethora of websites dedicated to various people, companies, brands, causes, activities, etc. The most significant usefulness of these websites is in providing information, search engines, downloads through libraries, and interaction through the social networking sites. Due to these websites carrying out e-commerce transactions has also become easy.(Mockba, 2012)



1.6.The Importance of Media in the Classroom

Media in the classroom engage students in learning and provide a richer experience. Media are useful tools for illustrating a lesson, allowing students to see examples of what they are learning. Interactive media such as SmartBoards allow students to move items on a screen for illustrative purposes. Students view media as exciting learning aids, making learning entertaining and less monotonous, according to the report "Benefits and Risks of Media and Technology in the Classroom "from the UCLA Office of Instructional Development.

1.6.1. Appeal to Multiple Learning Styles

Media appeal to visual, auditory and kinesthetic learners. Students can watch a movie, listen to music or interact with digital media on an interactive Smart Board. Effective teachers do not rely on teaching students in merely one style but use a variety of styles to reach the greatest

number of students. Providing a rich learning experience through classroom media keeps students focused and engaged in learning.

1.6.2. Creates an Authentic Learning Experience

Using newspapers, brochures, job application forms and news broadcasts provides authentic opportunities for students to learn using real-world media. This method simulates real-life experiences in which students must read, evaluate and interpret information based on items that they need in their daily lives. When students use objects from the real world, they can see the connection between what they learn in school and how they can use the knowledge as a member of society.

1.6.3. Teaches Students to Use Media

Crick (2005) claims that using media in the classroom teaches students how to use and care for resources to further their education. Students not only learn how to use the Internet, a dictionary or a newspaper for information, but they also learn how to care for and protect the items they use, according to the Center for Media Literacy. Students can also learn how to determine the value of media and learn methods to contribute to society, producing their own media.

1.7. The advantageous of using mass media in EFL classroom

Mass media tools such as newspapers, the radio, and the Internet may serve educational purposes. Firstly, they perfectly fulfill different types of learners' needs. Secondly, they encourage students to learn and are a form of entertainment. Those tools make learning more appealing because students may find something of their interest in teaching materials. Also, by watching English news or TV series, and reading newspapers, students can learn English culture. However, the most important advantage of teaching foreign language through mass media is the contact with an authentic language. The ability to listen to native speakers may facilitate own performance and understanding. However, there are also disadvantages of its use. Firstly, there is no curriculum. Consequently, the whole class preparation is in teachers' hands. Secondly, mass media tools do not always explain rules of the language usage, course books do. For those who prefer deductive way of learning, studying only with mass media might turn out to be problematic. Also, it is not always possible to find a reliable source appropriate to learners' level. Nevertheless, it is worth introducing at least some of mass media elements to lessons to facilitate both teaching and learning.

1.8.Conclusion

In this chapter we introduced one of the most helpful materials in the field of teaching foreign language. For that reason; we shed light on the notion of teaching English by using the mass media. Media can help with many issues such as: motivation, clarity, recycling, drafting, revising, editing, variety, mixed-ability classes, updating information in the textbook, giving life and color to classroom procedures and methods, thus at the same time helping the students improve accuracy and fluency. And we believe that the appropriate use and the successful integration will bring many advantageous to the teachers and students if they use it under the right circumstances.

Chapter Two

The methodology and Data Analysis

2.1 Introduction

After having presented the theoretical part in which mass media can be used through teaching English language this chapter aims to investigate whether using mass media can be an essential tool for learning English language. In the first chapter, it deals with the purpose behind our investigation, then moving to discuss the methodology used, trying to describe the data collection tools and the research strategy chosen to be analysed and interpreted. Additionally, shifting the light into the population of our study with sampling strategy that we have used to select the sample. Finally, we will briefly analyse all the data that was gathered to discuss the findings later on.

2.2 the purpose of the study

The study focuses on the important role of mass media as a promoting tool for EFL learners'. The objective is to see teachers and students' viewpoints through questionnaire. The result obtained from the analysis of the collected data will determine whether the use of mass media has an impact on the learning process, and how it can affect learners' life improvement.

2.3 Methodology

This section presents procedures of the investigation in which the researcher tackles the role of mass media in the classroom, and how can teachers use it effectively in EFL classes. To reach our objective the need of an appropriate method is a must. The choice of the method depends largely on the topic, aims and the chosen sample. Under our investigation both qualitative and quantitative methods are used, quantitative in which it deals with statistics and calculations and qualitative how these statistics are discussed and interpreted later.

2.4 Sample

The participants of this study include learners' at Belaoudj Aid Secondary school and different teachers of the same school. The students and teachers were asked multiple questions in two different questionnaires.

2.5 Population

For the purpose of checking the hypotheses that examines the role of mass media in teaching a foreign language among learners. Students at Belaoudj Aid Secondary School are the target population in this study. This survey was given out to fifty students from different class first, second and third year and five teachers at the same school.

2.6 Questionnaire

Two questionnaires were administered to reach our objective; one questionnaire is designed to students, whereas the other was for teachers. Teachers questionnaire is divided into two sections, the first one concerns with their personal information in which they are required to determine their degree, the second section is devoted for the background information. Whereas students' questionnaire deals with detailed information includes ten mixed questions about their relation to the mass media and how it can be beneficial for them, the different questions are all close-ended and multiple choice questions.

2.7 The analysis of the questionnaires

2.6.1 Teachers' Questionnaire

This questionnaire addressed to teachers and aims to discover the importance of mass media in the learning English language. This research is quantitative since it contains statistics gathered from the questionnaire.

Section one: personal information

This section consists of two items which are planned to get the background information.

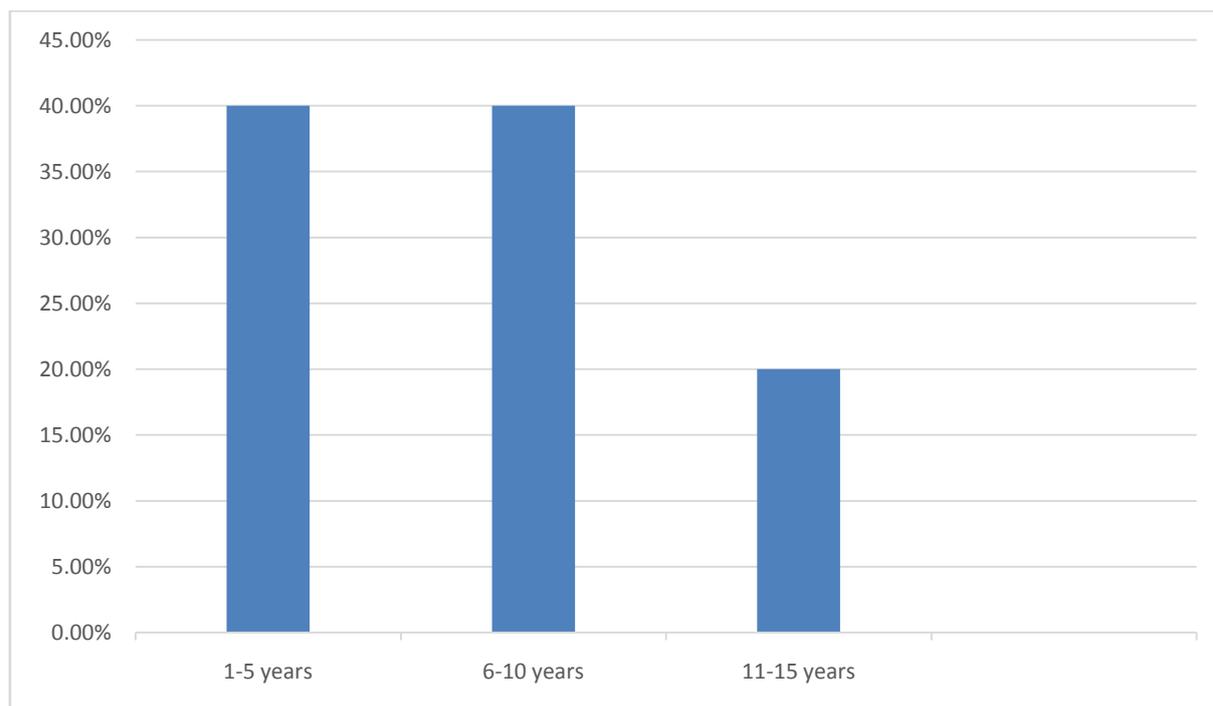
Option	Number	Percentages%
Licence	2	40%
Master/ Magister	3	60%
Total	5	100%

Table 2.1 The teachers' degree.

The result shows that two (02) teachers (40%) have license degree while five of them (60%) have the master/ magister degree.

Question 02: How many years have you been teaching?

The second question is concerned with the period they have been teaching English. Knowing the experience of our sample is very important factor.

**Figure 2.1: Teachers' experience**

Knowing the teacher's teaching experience assert the validity of the research and give the opportunity of realizing the aim of this study. This question shows that 02 teachers (40%) have the experience of 1-5 years while 2 teachers (40%) have experience of 10 years, the rest 01 teacher (20%) have been teaching for more than 15 years.

Section two: Details information

This section is sort of eight questions.

Question 01: Is there any mass medias that you have used in your teaching experience?

This question aims to see if the teachers used different medias in their classrooms.

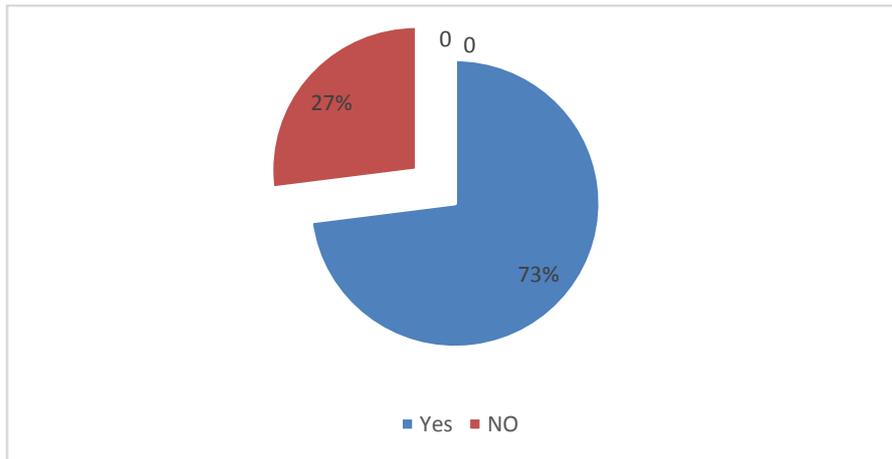


Figure 2.2: Teachers experiences with different massmedias.

Starting from the figure above, the majority if not all (73%) of the teachers use media in their lessons. Whereas (27%) of the whole population stated that they media is not present in their lessons.

Question 02: which media do you regard as effective tools for teaching English?

The aim of this question is to know which tools are important for teaching.

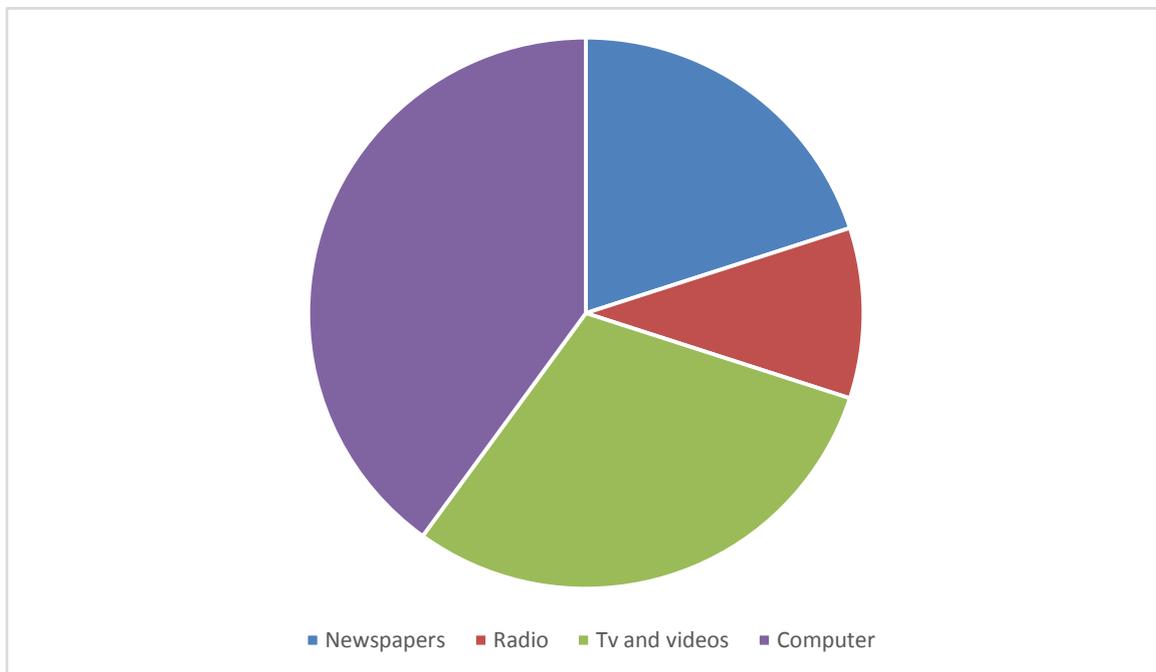


Figure 2.3: Teachers' Effective media tool.

According to the figure, teachers see that computers (40%) and TV and videos (30%) are effective tools for teaching a foreign language while newspapers (20%) and radio (10%).

Question 03:for what reason do you use media in your English lessons?

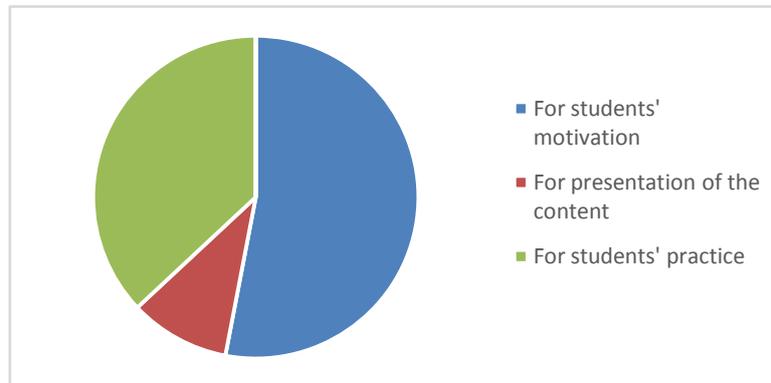


Figure 2.4: Media purpose.

Question four:which language skills do you develop through media in your English lesson the most?

The aim of this question is to know which language skill teachers develop.

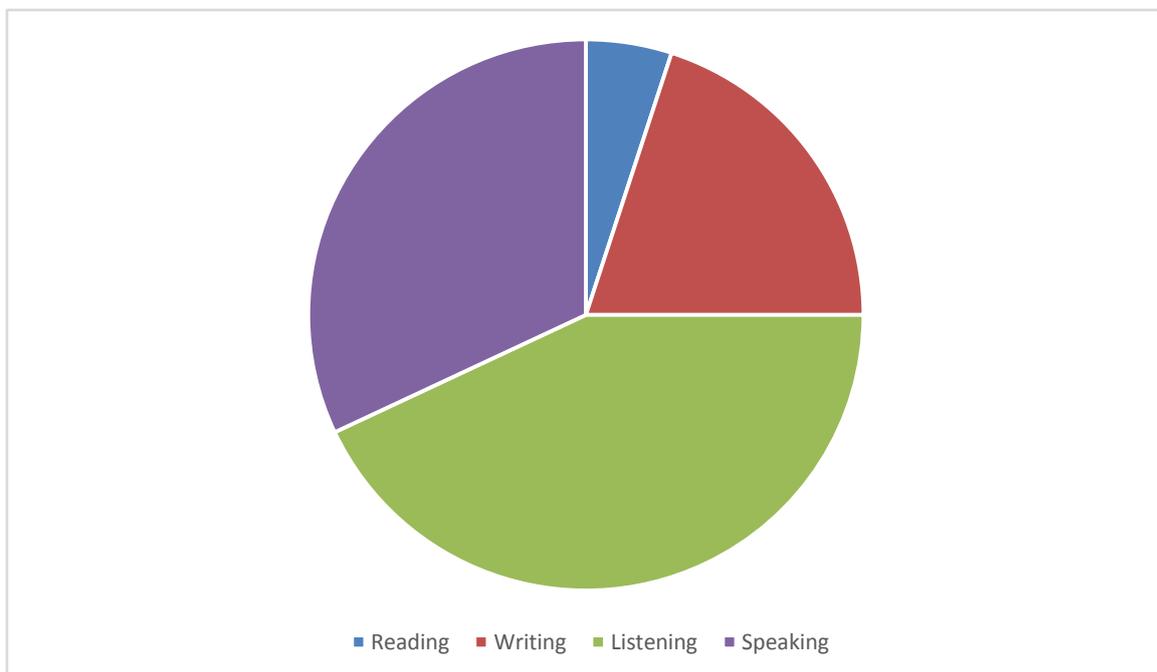


Figure 2.5: Skills developing during the lesson.

The data shows that most of teachers (100%) focus on developing all the skills in their lessons regularly.

Question 05: in your opinion is the use of media and internet by students is advantageous when studying English?

The aim is to whether the teachers are aware of the influence of media in the learning process.

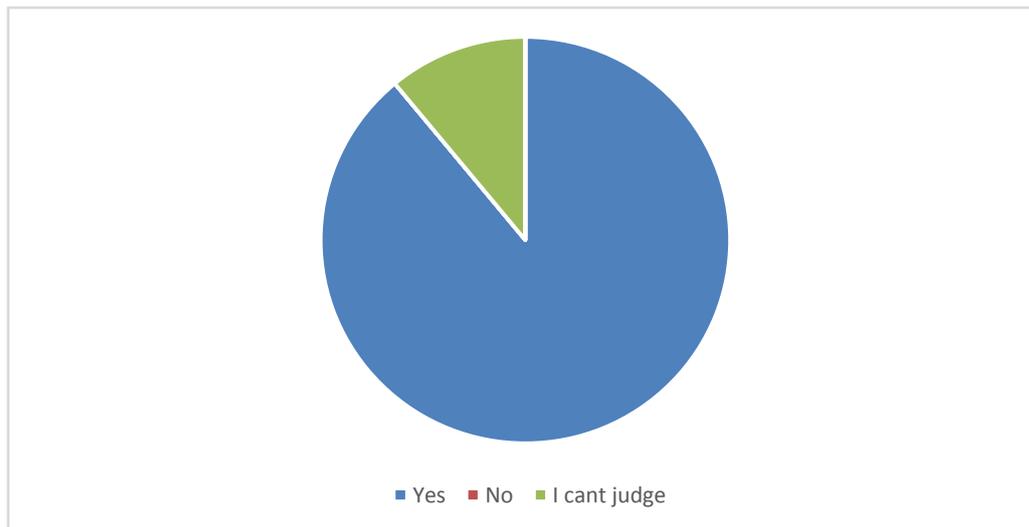


Figure 2.6: the advantages of media.

The majority of teachers (89%) think that the use of media is advantageous to their students when studying English. Whereas only (11%) from the whole population choose the option 'I cannot judge' while no one perceives to the use of media as disadvantageous.

Question 06: How often do you use media in your teaching?

Option	Number	Percentage%
Sometimes	01	20%
Often	02	40%
Rarely	02	00%
Total	05	100%

Table 2.2: Time use.

According to the survey it shows that teachers always and often (40%) use media while (20%) of teachers states that sometimes they do use it.

2.6.2 Learners' Questionnaire

This questionnaire addressed to students and aims to discover the importance of mass media for students in the learning process. This research is quantitative since it contains statistics gathered from the questionnaire.

Section one: general information

Question 01: what is your level?

The aim of this question is to know the level of students first, second and third year in the secondary school.

Option	Number	Percentages%
First year	11	22%
Second year	26	51%
Third year	13	26%
Total	50	100%

Table 2.3: Students level.

The table above shows that eleven students has the level of the first year (22%), 26 students have the level of second year with percentage of 51% from the whole population. And 13 students (26%) are from third year students in the secondary.

Question 02: do you like the English language?

This question is to determine the students view to the English language so as to see whether they like it or not.

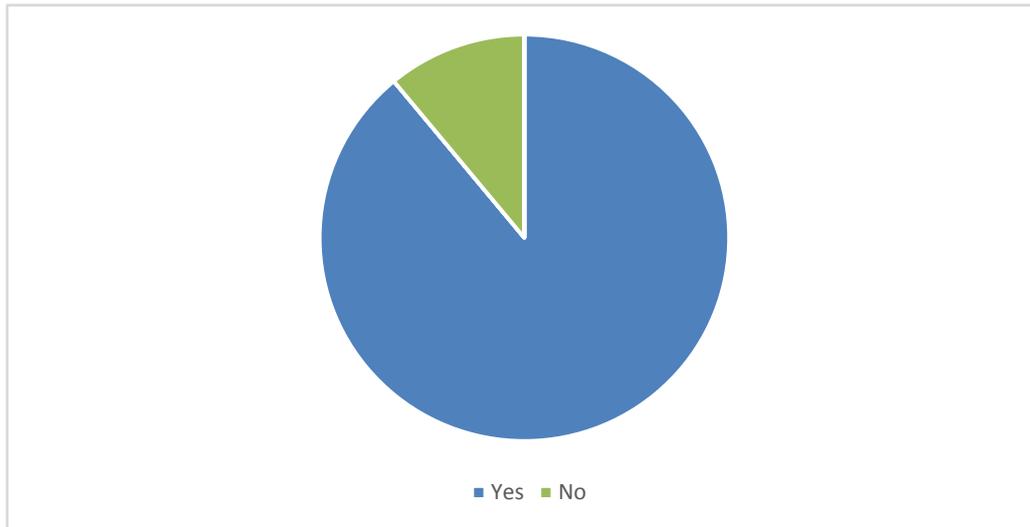


Figure 2.7: students feelings toward the English language.

The students who participate in this study were fifteen. From the pie chart above we can notice that 89% do like the English language.

Section two: details information

Question 01: in general, how would you rate your English language proficiency?

The aim of this question is to identify how students rate their English proficiency.

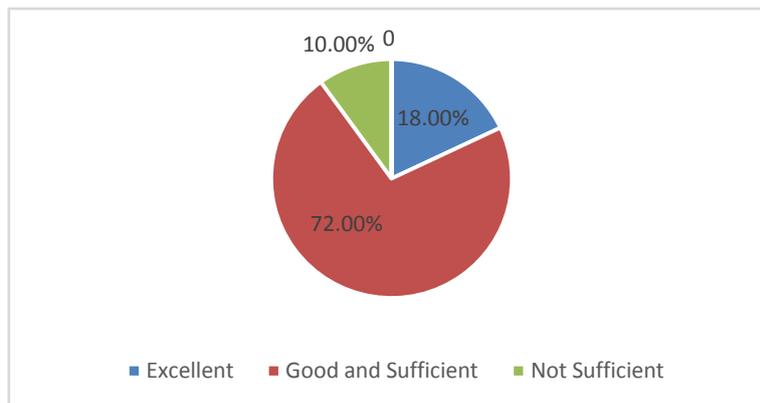


Figure 2.8: Rating students English proficiency

From the graph above, it was noted that 44 participants consider their English proficiency sufficient making up 72%, while 18% of the participants admitted that they are excellent in their English level. Only (10%) said that they are not sufficient about their level in the English language proficiency.

Question 02: In your free time, how often do you use these following medias?

This question aims to know which media is popular than the other.

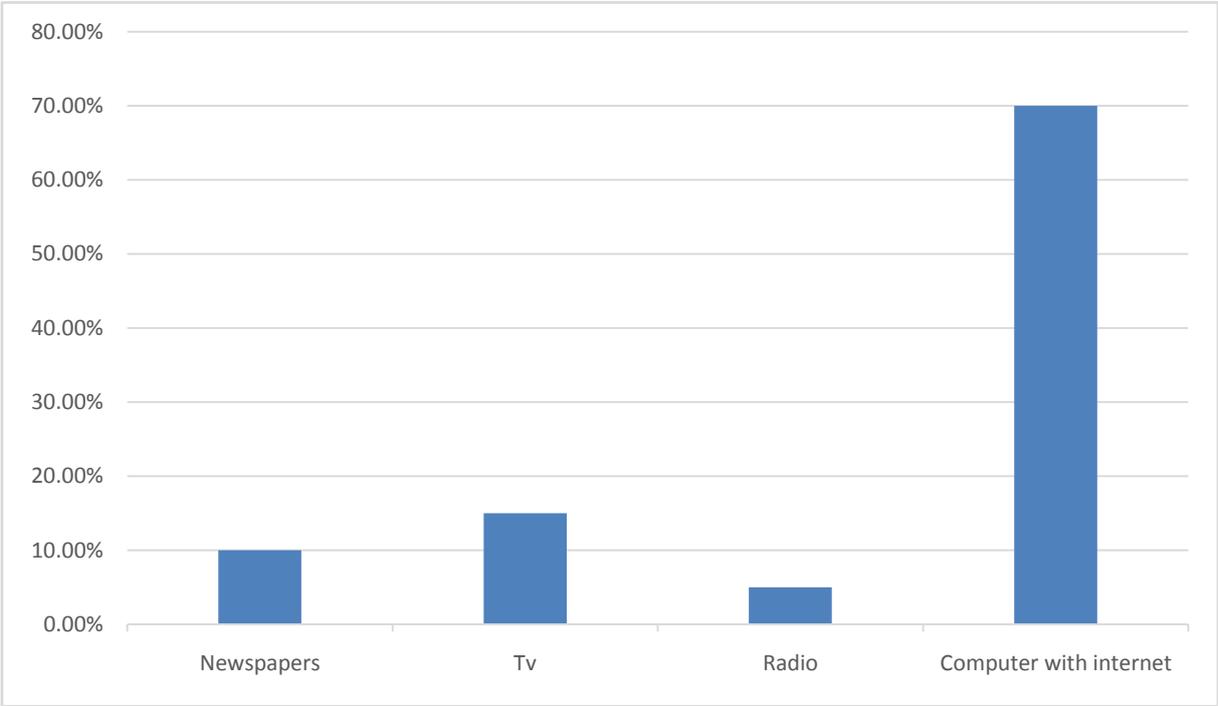


Figure 2.9: the preferable media.

The media which students use most often in their free time is computer and internet (70%), following by TV (15%), radio (5%) and newspapers (10%).

Question 03: How often do media used in your classroom English lessons?

This question was asked to know how much we use media.

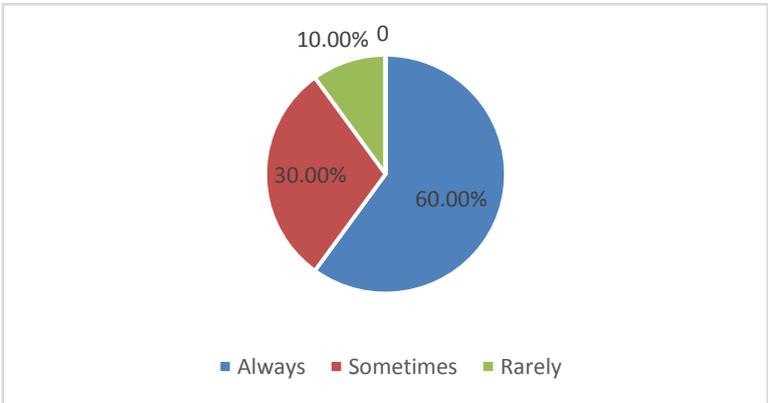


Figure 2.10: the use of media in the classroom.

The figure above shows that the majority of students (60%) said that they use media in their classes followed by (30%) said sometimes while just (10%) said rarely.

Question 04:which of the following media help you to acquire the English language?

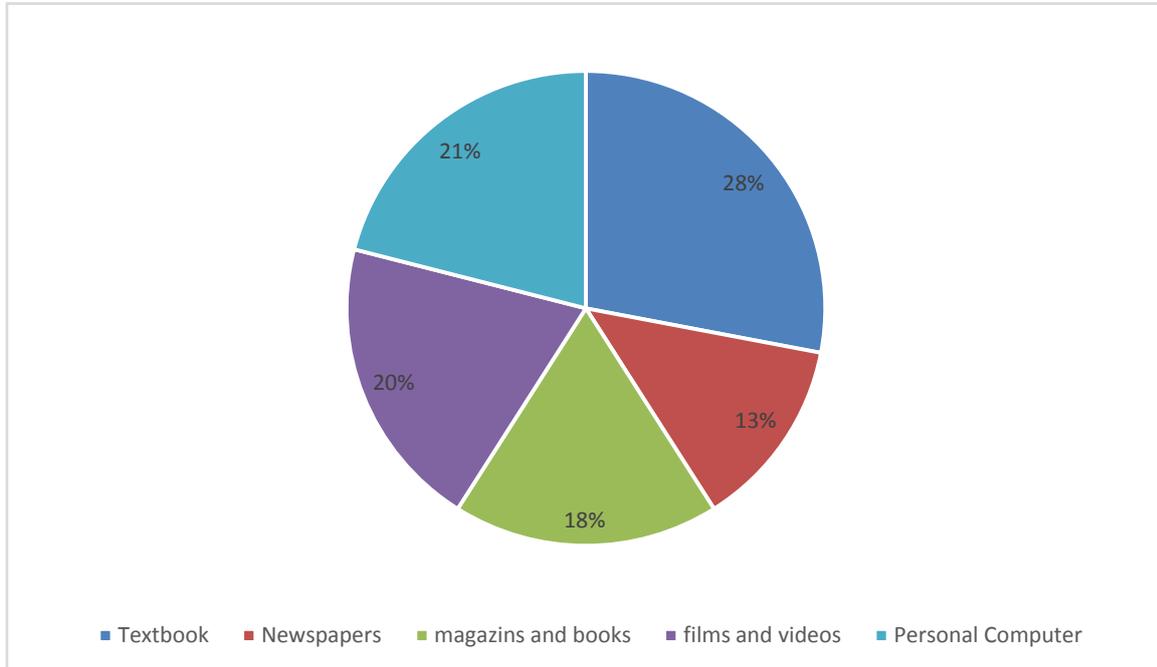


Figure 2.11: English language acquisition.

The survey found that all these medias are helpful. Textbook (28%), newspapers (13%), books (20%), films and videos (20%) while personal computer (21%).

Question 05:how can different mass medias help you learn effectively English grammar, pronunciation, vocabulary and spelling?

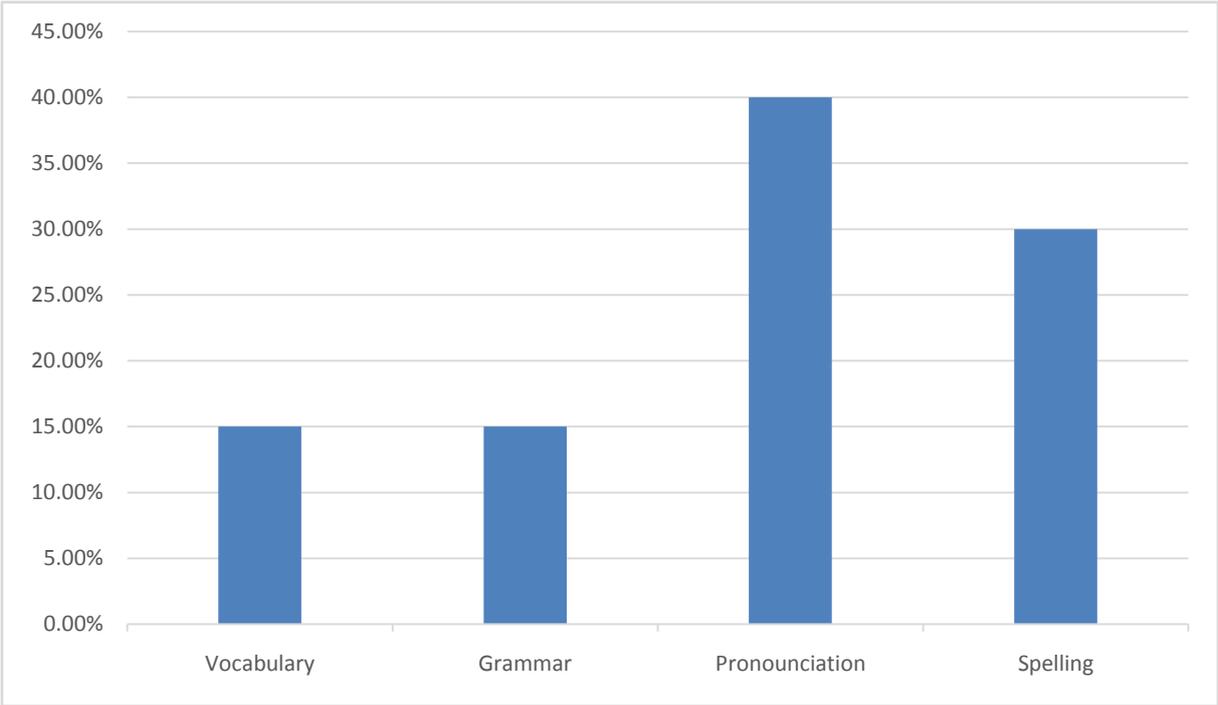


Figure 2.12: Mass media impact on the learning process.

The result shows that mass media impact the pronunciation (40%) in higher degree whereas it followed by the vocabulary and grammar with 15% and spelling with 30%.

Question 06: Do the mass media made you more interactive and confident in communicating with others in English?

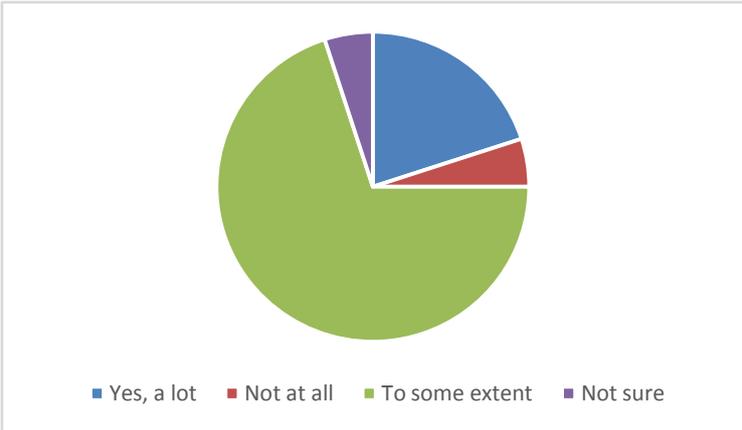


Figure 2.13: Mass media effect on the English

Figure 2.13 shows the frequency of answer to the question: Do the mass media made you more interactive and confident in communicating with others in English? twenty percent of the participants answered yes to this question, which indicates that the mass media made them

become more interactive and confident in communicating with others in English. five percent of the participants disagree that the mass media made them more interactive and confident in communicating with others in English while seventy percent of the participants said agree with this statement to some extent.

2.7 Conclusion

Throughout this chapter we have presented the research methodology that has been tackled in order to collect sufficient, reliable and credible data that allow us to explore our research objectives concerning the role of mass media in teaching a foreign language.

Chapter Three

Findings, Suggestions and Recommendations

3.1. Introduction

Chapter two presented the methodology followed in the research, in which the researcher tackled the full description of the research tools and data analysis of the research. This chapter displays the findings obtained in the study and discusses their significance. The overall objective of the study indicated in this research is the Influence of the Mass Media on in teaching the English language. The chapter is divided into two sections, with the first mainly exploring teachers' and learners' questionnaires. Their answers were examined in order to determine whether teaching writing and reading improve their critical thinking skills. The second section then consist of discussing the overall findings related to the research, exploring more suggestions and recommendations.

3.2. Discussion of the findings

The questionnaire addressed to the learners and teachers were adopted to identify the effectiveness of using mass media in teaching English language.

3.2.1. The results of teachers' questionnaire:

The questionnaire was mainly addressed to teachers of English; the total numbers of the questioned teachers were four. The purpose behind the questionnaire is to report teacher's opinion concerning teaching with using mass media.

The majority of teacher reported that their experience surpasses four years of teaching. Moreover, they differed in their experience as teachers of EFL. this fact allowed the researcher to consider various view that would be of a great value for the study.

The analysis of the teacher's answers shows that most of them are aware of the importance of mass media. The teachers of secondary claim that the use of mass media in class help to create an appropriate atmosphere and authentic situations and with the application of these techniques learning will be more real, motivating and effective. consequently, it shows that there are wide ranging beliefs that mass media effectiveness, they also declared, they do not use them permanently. we notice that the majority the teachers of secondary School prefer the traditional method.

From the analysis of the results, the researcher found that the majority of teacher use media in their lesson. As it allows information to be shared with many learners almost simultaneously. In addition, teachers are aware about the positive impact of using different type of mass media like computer, television, video, movies and newspapers as a strong contributing factor in all the learning processes, and it is therefore important that the media fulfil one of its most important tasks teaching the language.

Teachers results shows that there are many reasons behind the use of mass media in the classroom. the reasons were student's motivation, presentation of the content, provide fun and relaxing way to acquire process and produce English. This can be further explained as the multiple rules play by media. Media can be a component of active learning strategies such as group discussions or case studies. Media could be a film clip, a song you hear on the radio, podcast of a lecture or newspaper article. Students can also create their own media. For example, student video projects can be a powerful learning experience that's why teachers regard presenting mass media as an important tool during the lesson. The use of media to enhance teaching and learning approaches to learning. Effective instruction through media can builds bridges between students' knowledge and the learning objectives of the course. Using media engages students, aids student retention of knowledge, motivates interest in the subject matter, and illustrates the relevance of learning certain language.

From the analysis of the results, the researcher found that the majority of teachers, select computers as the most suitable tool from media, computers can be a resource used within lectures to stimulate interest in and develop knowledge of the material being taught. engage students and facilitate active learning strategies which promote deeper learning. computers, tv and newspapers are quick tools for retrieving a large amount of information. for example, computers are easier to store information, presentation through PowerPoint.

Teachers results sparked that mass media can enhance all the four skills, students can scope to listen to native speakers and communication in English in social settings through media. Another example is Radio and TV is a powerful media which has a wide broadcasting and offers promoting relevant and interesting education.

The majority of teachers answer they frequently use mass media in their courses with students. As it massages the sensory organs and stimulates them to respond actively. Hence, the mass media is very important for classroom teaching as a part of the process of

instruction. The sole objective is to improve the teaching- learning process with the use of various media. Therefore, the main purpose of mass-media in education is to benefit more students to obtain a good quality of education.

3.2.2. The results of Learners' Questionnaire

The questionnaire was mainly addressed to secondary school. The total number of the questioned students was fifty (50). Eleven of them study first year whereas twenty-six are second year, the rest are in the level of third year.

The results of students' questionnaires show that they generally side for the English language, as it is considered to be an international language, and the language of science. Moreover, the majority of students are satisfied with their English, while some of students admitted that their English proficiency is excellent somehow and useful for them. Therefore, students tried different techniques to develop either through computers, which would be a suitable choice for most of the learners' or newspapers, radio, TV, shows and watching movies. Some of the techniques the learners mentioned were either through gaming, chatting or social medias.

The results of the question received a total agreement about the use of media in the classroom, students are aware of the importance of mass media in the learning process as it plays an important role in every student's life. It is easier and convenient to access information, provide information and communicate via social media. Teachers and students are connected to each other and can make good use of these platforms for the working of their education. exchange their thoughts as well as to engage in other online activities. It should be noted that the mass media can be accessed easily; they are free and attractive to users and are regarded as the new platform for students of English to express themselves in original ways. Teachers may encourage students to learn using this type of activity. It should be noted that this study provides the crucial finding which has further proven that mass media can assist in learning English as a foreign language.

The responses of students related to the how they acquired their English language mostly, it revealed that social media plays an important role in vocabulary development of English learners at university level like: it facilitate the English learners to learn new words and vocabulary suitable for them in the ability of English language learning, it is easy for English learners as compare to books reading and other text materials, and arouse the interest

of English learners towards the English language learning, and the English learners may use media tools for a long enough period of time without any hesitation or boredom. Similarly, also revealed that the use of media is easy for young secondary learners as compare to books, or other text materials while going to library and get books related to vocabulary development. However, the learners may use media sources like Internet, TV, radio, newspapers, and other so many tools of media to improve their f English language not only in text form but they may see the pictures of things through.

When the results of learners' questionnaire were analysed, it explores the role of mass media in learning English as a foreign language in Algeria. A great number of learners agrees that social media serves as a beneficial learning platform that may help improve the foreign language learning as well as adding up the learners' knowledge. The use of mass media in educational environment showed that most of the students are concerned with having chances to learn and they used the media as a tool to enhance their language skills. Furthermore, mass media have by and large enabled the students to communicate with native speakers of the English language.

3.3. The Overall Achievement of the Research Aims

The study has successfully answered the research questions and tested the hypotheses stated in the general introduction. In examining the influence of Mass-media in the English learning process. the study found that mass media has a great major effect on the certain process from several sides.

As to whether or not the using of mass media effects of as a tool in learning English as a foreign language? teacher's and learners' questionnaires showed that mass media can target a wider audience to a specific course, but the most the most significant reason given was to communicate with learners as it creates an active atmosphere for learning. And serves as a beneficial learning platform that may help improve the foreign language learners as well as promoting their knowledge.

It is necessary to say that using mass media facilitate English language learning for EFL learners, it creates a typical classroom atmosphere is still the most desirable for the learning of English language. It also revealed that most of the sampled students use mass media in order to improve their English language proficiency. The researcher deems that social media may be regarded as a tool which is helpful in improving the language learning

familiarity. Hence, preparation is needed when using mass media for English language learning. It is noteworthy that media maybe an effective tool in improving students' English language learning given that it is used wisely and correctly. The students believe that different mass media is a precious and powerful tool for learning the English language. This study has proven that students' knowledge; attitude and learning attainment were positively affected by the usage of mass media.

3.4. Limitations of the study

The study conducted at Belaouedj Aid Secondary school. It should be noted that the number of participants in this study is relatively small. Hence, future study of this kind may to overcome the limitation of this study since there are other students from the same school and same results cannot be obtained elsewhere in Algeria fittingly it needs for further studies.

3.5. Recommendations and Suggestions:

Based on the results of this study, six recommendations are enlisted as follows:

- Students are encouraged to use Mass media like internet and newspapers in learning English as a foreign language.
- Teachers may encourage students to use social media in order to build social relationship with native-speaking students.
- Teachers 'suggestions and direct experiences may provide constructive feedback and bring in new and useful information.
- Teachers and students may learn effectively if they are given adequate time to explore the Web technologies.
- It is essential for teachers to become familiar with safety policies while sharing the data of their students.
- Teachers should change their role from the 'knowledge provider' to facilitator.

3.6. Conclusion

This chapter was entirely devoted to the findings, results and further suggestions. There is very huge data base research on the effectiveness of Mass media on learning the English language. The analysis of the results revealed that there are some factors that may affect the teaching process. Raising the awareness of students about the importance of mass media is a big contribution to the success of the learning process and the necessity of the teacher as a guide and facilitator. Despite students' awareness of English language and its importance, they still exhibited poor knowledge about how to use mass media as means of language acquisition.

General conclusion

The present study is an attempt to examine using mass media in teaching English language for EFL learners. This dissertation has presented how mass media can be utilized and developing the learning process. This research fall into three chapters. The first chapter represents the theoretical part of the dissertation in which a wide range of definitions concerning the path toward the use of media in teaching the English language. The second chapter deals with the practical part of the study in which a detailed description of the means of data collection. The thirds chapter is provided with the results and their analysis and entirely devoted to some possible recommendations and suggestions regarding the use of media as a teaching material to developing the learning process for student abilities.

the prominence of mass media in English foreign language learning. The findings of the study revealed that most of the sampled students use mass media in order to improve their English language proficiency. The researcher deems that mass media may be regarded as a tool which is helpful in improving the language learning familiarity. Hence, preparation is needed when using media for English language learning. It is noteworthy that mass media maybe an effective tool in improving students' English language learning given that it is used wisely and correctly. The students believe that mass media is a precious and powerful tool for learning the English language, it is deemed that the purpose of using technology in education is to improve the standard of teaching and learning. It is noteworthy that mass media offers a range of tasks that may assist students in integrating communication, act as a team, and share plans. This study has proven that students' knowledge; attitude and learning attainment were positively affected by the usage of mass media.

After analyzing the two questionnaire results, it is found out that the use of media helps students in achieving better results in their learning process. In an addition to that, the use of mass media is well- liked by both students and teachers. Student students like it and enjoy themselves when learning because media presentation is interesting, challenging, and motivating to use. the research finding has confirmed our hypothesis. Mass media provide language learners with a chance to have exposure to learn language input used in real situation and because of the significant role of media we suggest, that they should be applied in

teaching English courses. So, to achieve a good result, EFL secondary school teachers must be ready to integrate media as a part in their teaching method, since almost all students appreciate learning with it. The study can be considered as an introduction to taping the importance of applying media into the classroom.

In the current context it is important that teachers keep abreast of technological developments and are aware of the skills, both literacy and IT, that each learner possesses – these need to be harnessed and developed further to both engage learners and improve their English language learning through mass media. Thus, it is suggested that the integration of mass media into classroom practice entails a reconfiguration of roles: the teacher is no longer the sole source of content, and the students are able to shape their learning in ways which align closely with the needs of their daily lives. All the above encourage the user to engage with information in English.

As a conclusion, mass media can be an effective tool to teach the language if it will be integrated into the formal academic setting. As far as future prospects are concerned, the present work could be useful starting point for future researchers in the field of investigating using media in education and put it into practice in the Algerian schools.

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Appendix (a): Learners' questionnaire.

Dear Students,

This questionnaire aims to investigate the effectiveness of mass media in learning the English as foreign language for EFL. You are kindly requested to answer the given questions in a matter of honesty. Tick the most appropriate choice close to you. Thank you in advance.

Section one: general information

1- what is your level?

First year Second year Third year

2- do you like the English language?

Yes No

Section two: details information

1- In general, how would you rate your English language proficiency?

Excellent Good and sufficient Not sufficient

2- In your free time, how often do you use these following medias?

Newspapers
Radio
Tv
Computer with Internet

3- How often do media used in your classroom English lessons?

Always Sometimes Rarely

4- which of the following media help you to acquire the English language?

Textbook
Newspapers
Magazines and books
Films and videos
Personal computers

5- how can different mass medias means help you learn effectively English grammar, pronunciation, vocabulary and spelling?

Vocabulary Grammar Pronunciation Spelling

6- Do the mass media made you more interactive and confident in communicating with others in English?

Yes, a lot No, at all to some extent Not sure

7- Any further comments or suggestions:

.....

.....

Appendix (b): Teachers' questionnaire.

Dear Teachers,

This questionnaire aims to investigate the effectiveness of mass media in learning the English as foreign language for EFL. You are kindly requested to answer the given questions in a matter of honesty. Your answers are required so, would you please give honest answers.

Thank you in advance

Section one: personal information

Specify your degree:

a- Licence

b- Master/ Magister

- How many years have you been teaching

.....

Section two: Details information

1- Are there any mass medias that you have used in your teaching experience?

Yes No

2- Which media do you regard as effective tools for teaching English?

Newspapers

Tv and Videos

Radio

Computers

3- For what reason do you use media in your English lessons?

- For students' motivation

- For presentation of the content

- For students' practice

4- Which language skills do you develop through media in your English lesson the most?

Reading Writing Listening Speaking

5- In your opinion is the use of media and internet by students is advantageous when studying English?

Yes No I can't judge

6- How often do you use media in your teaching?

Sometimes Often Rarely

7- Any further comments or suggestions:

.....
.....