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The impact of Social Media on the Vocabulary Acquisition on EFL Learners
Case Study : Third year License students of English- Ibn Khaldoun University – Tiaret

A Dissertation submitted to the Department of English as a partial fulfilment of the requirements for the degree of Master in Language Studies.

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Dedication

To the most precious to my heart; to my mother who always supported me, whatever path I took.

T and to all my family members.

To all my brothers aziz, Mehdi, and my little sister Nouria. To all my friends whom I shared my life with,

specially my dearest friends nassredine,toufik,oussama,sandil

To all those who have been supportive, caring and patient, sometimes beyond their strength, I dedicate this

simple work for you.

I have profound regards for my supervisor Mrs. LAKHDER TOUMI Asma who supported us.

To my precious mother and father.

To all my Brothers, and all my Family members.

To my friends and collogues during these years.

I dedicate this work for you.

Acknowledgement:

Abstract:

This study investigates the extent to which multimedia resources influence the English learners' vocabulary and the implications that those resources have on the EFL learners Also, It targets the participants' attitudes towards using such resources for teaching English and enhancing the learners' oral capacities in English. This investigation took place at University of Ibn Khaldoun-Tiaret- . In this paper we report on reaserch that explores and investigates the **EFL** teachers and students preception about the influence of the social media aids on the vocabulary acquisition of **EFL** learners.For that concern qestionnaires were conducted for both **EFL** techers and learners. In order to know how far can these social media penetrate **EFL** classrooms and learners mindset and also to explore how can these social media effect their speaking skills, Also mentioning the implication that multimedia resources have on the learners achievements is that english learners do not learn only pronunciation and vocabulary,but also they have the ability to understand,remember,retain the informations,as well as motivation and self-confidence in English language production (speaking).

KEY WORDS : Social Media, Vocabulary, EFL Learners, EFL Teachers.

List of Abbreviations:

EFL/ English as a Foreign Language (English Language)

ESL/ English as a Second Language

TV/ Televesion

CD/ Compact Disc

DVD/ Digital Video Disc

AVRs: Audio-visual Resources

VRs: Visual Resources

ARs: Auditory Resources

DM/ Direct Method

CLT/ Communicative Language Teaching

TL/ Target Language

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List of Diagrms

General Introduction

Introduction :

The interest in using social media and watching English TV series is growing all over the world. It becomes part of our life and culture, even in the way we learn. The conversational ability of ESL learners is also affected by these types of entertainment products.

So far, few studies have examined the ways in which learners of English as a foreign language perceive language through a range of English. Tsur (2014) reported in a study of classrooms where popular movies are used as teaching tools that psychologists at Washington University in St. Louis assessed whether students gain more knowledge by reading books or watching popular movies.

«When psychologists evaluated all the students a week later,

judged the class movie as a thumbs up. They said that

the use of film teaching can be the best way to improve

learning style, especially in remembering Key facts

and figures" (quoted from Crockett, 2018).

Although there has been a lot of research devoted to studying the impact of videos and movies and other aids on students' language skills, Ashour (2014), Sommer (2001), Kusumarasdyati (2004), Luo (2004).

However, it is first necessary to fully understand how teachers and students of English as a Foreign Language at Ibn Khaldoun University perceive the impact of these social media aids especially television dramas in English. By incorporating videos such as English television dramas into the curriculum, they can have a clear vision, even if the intention is the diversity of the use of real materials. Although many surveys by language educators and academics have shown that movies in video format can be an indispensable part of the curriculum, because movies provide opportunities for real languages used in real environments and cultures that use foreign languages article Its objective is to investigate the

opinions of teachers and students of English as a foreign language about the influence of this kind of aids to Ibn Khaldoun College English learners on the conversational capacity on their English as a foreign language and to propose new strategies to use the series as real material in English classroom.

1.Statement of the problem :

EFL teachers use the media to integrate creative teaching methods into the EFL curriculum. These audio-visual materials contain the basic concepts, strategies and standards of communicative competence. When watching multimedia technologies (such as English TV programs and other visual materials), a researchable question arises. This is the impact of English TV series on the conversational ability of English as a foreign language students, as well as the students' awareness of these influences; what are the views of EFL teachers and students on the possibility of social media aids affecting the vocabulary of EFL students? Learners also realize in their most conscious form the norms of knowledge and dialogue that accompany the scene and their impact on themselves. That is the impact of English TV series on the vocabulary of English as a foreign language students; in fact, we conducted a pilot background test to understand how English teachers and students as foreign languages perceive the impact of social media aids on the oral English skills of foreign language learners. influences. This type of piloting is believed to be very helpful in securing problems and uncovering many of the basic points of view, ideas, and problems of our research; therefore, to some extent, English teachers and learners must fully understand and improve their comprehension. The result of the exposure and understanding of the impact of these television series in English on the vocabulary of English learners.

2.Reaserch Question :

More specifically, the following questions need to be addressed:

- How can social media aids affect the vocabulary of EFL learners ?

- What are EFL Teacher and learners' perceptions about the influence of social media aids on EFL learners' vocabulary ?

3.Hypotheses :

To answer our reaserch, we advance the following hypotheses :

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H1- multimedia aids influence english learners vocabulary skills greatly.

H2- Both english teachers and learners hold positive attitudes and motivation towards multimedia aids in relation to English teaching and learning .

4.Aims of the study :

The main objective of this study is to fully understand the impact of these social media aids in the vocabulary of English Foreign Languages (EFL), and are EFL teachers and students' perceptions.

In addition, research is intended to find a strategy that can form the impact of the television series to improve and improve and develop students.

We hope to provide English teachers at the University of Ibn Khaldoun through the results of this work because all participants are students.

For many years, learning in English is not only an apprentice, but also in several professions of entrepreneur, merchant, politicians, sports managers and extensive exposures in English, and the main purpose of other people became one of Many of the cultural contacts that can not be avoided can result in the use of modern technologies that provide students in practical ways to obtain English skills.

5.Significance of the reaserch :

The project has undeniable potential and is of great importance to teachers and students of English as a foreign language. Although many researchers have dealt with TV series, movies and videos in general English in terms of language skills. There is no doubt that few people are concerned with the impact of these social media aids on the vocabulary of ESL learners, as discussed in this study.

The importance of this research is impeccable. Not only does it inspire us and other futuristic researchers from the perspective of how teachers and students view the impact of these aids on language skills, but it also understands the likelihood that it will be used as a teaching tool. Learning is also a fundamentally entertaining method that is widely accepted by students and allows learning in many local cultures, expressions and idioms. They [the locals] use in their daily life.

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6. Methodology

   An Exploratory descriptive method has been selected for the research, using random sampling technique in chosen participants.

 Setting and Participants

   a) The population :

    The population of this study is the third year EFL learners' license students and EFL teachers at the English Department at the University of Ibn Khaldoun.

   b) Samples :

    Teachers' sample: In the questionnaire, the sample is a randomly selected teachers of the English language faculty in Ibn Khaldoun University because the samplings in this study relied on Kothari (2004) definition to, 'random sampling' or 'chance sampling'. Under this sampling design, every item of the universe has an equal chance of inclusion in the sample

    Students' sample: the sample of this study was third year students because students at this level are, assumingly, considered to be exposed to language levels and its aspect.

7.Dissertation structure

    The research will be divided into three main chapters; the first chapter will contain theoretical study on the topic. It will include definition of vocabulary and the types of vocabulary and its importance in EFL classroom. There second will be also theoretical enlighting elements regarding the English TV series and the historical existence of this entertaining means inside EFL

Classroom but as teaching material. Also it will reveal relation with the vocabulary.

    The third chapter will be divided into two sections. The first is devoted to describe the methodology occupied in designing tools, sampling techniques, and data gathering tools. The second section is committed to manifest data analysis that was obtained from questionnaires of both EFL learners and teachers in purpose of interpreting and to asses answering the questions stated above as main aim and also to achieve a certain goals declared in the aims section.

Chapter one

An overview of vocabulary acquisition

Chapter one : An overview of vocabulary acquisition

introdution

Vocabulary is central to language and of critical importance to the typical language learner. Nevertheless, learning new vocabulary has a huge impact on EFL learners because it is an essential daily life activity. And will remain till the last existence. Vocabulary is defined as a learning process of the target language and the ability of comprehension .it is viewed that comprehension is strongly related to vocabulary acquisition.however, the acquisition of vocabulary may come in an early age and in incidental way. It means that learners may acquire vocabulary incidentally through indirect exposure to words from media like (tv series) by listening and talking, students with repeated or multiple exposures to words and is also one of the means by which they see vocabulary in rich contexts (Kamil and Hiebert, 2005).

Vocabulary acquisition, broadly defined as the ability to gain enough words and to know how to use these words appropriately in L2 with paying less attention to grammar rules. In order to develop successful communication learners should focus on acquiring new words to enrich the vocabulary size acquisition.

Acquiring vocabulary has been affected by multimedia and technology resources in order to facilitate spontaneous vocabulary acquisition. In particular channels and movies with subtitles can be a great tool in bringing students closer to authentic real life communication vocabulary .as a result, previous studies have found out several benefits of using subtitled movies by confirming that subtitles indeed improve vocabulary development.

However, new vocabulary learned through textbooks and the audio CDs tends to be forgotten if it is not acquired and used through the right methods. In this regard, Prensky (2001, as cited in Beauprez, 2014) states that "students have changed radically and that today's students are no longer the people our educational system was designed to teach". He also adds that these young people, the digital natives, are growing up in an environment surrounded by multimedia, thus they prefer learning vocabulary in rich and natural experiences. Since it is quite challenging for teachers to provide learners such opportunities, the educational system is demanding for innovative teaching tools and strategies that will provide learners with large amounts of inputs in genuine target language environment.

As a result of the fast development of technology, language learning, specifically vocabulary acquisition, has vastly improved in the recent years. In this regard, the advent of technology, in particular multimedia technology (such as TV, Computers, DVDs, MP3s,

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mobile phones, video) has played a great role in providing learners authentic materials with a range of vocabulary exposure. As a result, the audio-visualized materials, particularly movies and channels are one of the best tools in facilitating spontaneous vocabulary acquisition for the contemporary age.

1-Definition of Vocabulary:

Vocabulary is an essential skill for learning to read, speak, write and listen. Without sufficient vocabulary, people cannot communicate and express their feelings both in form of spoken and written effectively.the more people master vocabulary the more they can speak, write, read and listen as they want. Wilkins in Thornbury (2004: 13) states that without grammar very little can be conveyed, without vocabulary nothing can be conveyed.it means that the grammar is useless in the presence of vocabulary. It is also defined as the meaning carrier of language that learners should comprehend and deploy in the four skills (listening, speaking, writing and reading). (Schmitt, 2004; Hedge, 2000; Nation, 2001). In addition, Hatch and Brown (1995) say that vocabulary refers to the lexis and its meaning that the speaker processes to communicate. This vocabulary allows performing several functions in different context situations, either formal or informal and having a contribution about various topics.

2-Types of vocabulary:

2-1-Active Vocabulary:

Active vocabulary consists of those words over which one can use in his speech and writing. He knows the meaning of those words accurately. Active vocabulary refers to the productive side of language. It consists of the words one uses confidently because he understands their meanings and usage.

In order to give the proficiency in spoken and written language, words must continuously be added to the active vocabulary of the students. Active vocabulary of a language calls for:

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2-2-Productive vocabulary:

Students use productive language in their spoken and written speech. Learners who know and understand words well enough to pronounce them correctly and use them effectively in both speaking and writing. It entails the ability to communicate orally or in writing. As a result, productive vocabulary can be thought of as an active process, since students are able to generate the words.

According to Redman (2002:2) there are some topics for intermediate level and for Elementary school, one of them refers to the world around the learner. This topic is divided into five sub topics:

a. The physical world for example: oceans, mountains, deserts, hurricane.

b. Weather; for example: showers, cloudy, fog, and so on.

c. Using the land for instance: plants, agriculture, horticulture, etc.

d. Animals and insects; Example: lion, wild, spider, rabbit, and so on.

e. Countries, nationalities and language: Example: Sweden, Italy Spain, Arabic and so on.

From the above explanation, it can be inferred that young learner's study basic vocabulary in their environment in order to learn about the environment. Vocabulary knowledge necessitates the ability to use words in context in addition to word knowledge.

The correct setting as a result, when a student can understand and use a word in a variety of contexts, he or she is ready to move on to the next level. She or he should be able to speak and write the English language fluently in a variety of situations.

3-Teaching vocabulary:

Vocabulary is taught for a variety of purposes. Nation (1990:2) proposes that vocabulary is linked to useful terms that can provide learners with useful skills. McCarthy (1990:156) emphasizes the importance of vocabulary: "No matter how well the student knows the content, he or she will not be able to communicate effectively."

Regardless of how well the sounds of L2 are learned, the student studies grammar. Without the use of terms to convey a broader spectrum of meaning.

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4-Techniques in Teaching Vocabulary:

In teaching vocabulary, it is necessary to consider some elements as suggested by Ur (1996:60) that facilitate foreign language vocabulary learning:

4-1-Drawing pictures:

It is a simple and fast technique that teachers can use to introduce vocabulary to young learners, especially new ones. Drawing is a fun way to communicate word concepts and ideas. The instructor may also request that each student create their own drawing. Further solidifies their comprehension of concepts.

4-2-Using synonyms and antonyms:

Synonyms and antonyms are objects that mean the same or essentially the same thing, whereas antonyms mean the opposite meaning of a given object. The instructor can use a synonym or the antonym of a word to assist the students in comprehending the content. Different meanings, particularly when the synonym is more well-known or the students are inexperienced. It's a term I'm more familiar with than the one I'm learning.

4-3-Choosing actual objects and showing models:

Teaching beginner's vocabulary. Showing real items can be used to teach the names of several things. It provides learners with real-world knowledge and meaning. Words like ink, chalk, table, chair, flowers, and so on can be taught in the classroom. In the classroom True objects, or models of real objects, are extremely useful and meaningful.

4-4-Using definitions:

Teachers can rely on monolingual dictionaries to provide the students with the word's definition. Harmer declares that word's definition only supplies the students with a little information about the word. Therefore, it does not effectively convey new concepts (Harmer, 2007).

4-5-Exposure of different contexts:

To ensure proper use, learners should be introduced to a variety of ways in which a term can be used. One context does not imply that you have mastered the expression. The

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instructor should provide adequate instruction to the students so that they can work actively, consistently, and systematically with the new terms.

4-6-Giving equivalents in mother tongue:

The majority of students will not be familiar with all of the words used in the target language. Such words, on the other hand, can be taught in their mother tongue. In this way, the obstacle to knowing the meaning of certain particular terms can be overcome.

4-7-Identifying the lexical set:

Ability to identifying the lexical set is very essential in teaching vocabulary. For example, accelerator, breaks are the words of some lexical set.

4-8-Give importance on word formation:

In order to provide proper understanding of a new phrase, the teacher should teach the different affixes (prefixes and suffixes) and their functions. The affixes of words may be used to organize them into groups. Understanding the meaning of a prefix or suffix can greatly assist learners in comprehending the meaning of a phrase.

4-9-Using dictionary:

Students should be allowed to use dictionaries at all times. Using a monolingual dictionary is often useful. It is a necessary act that students should be advised to undertake in order to gain a broad exposure to the language.

5-oral production of vocabulary:

Despite widespread agreement on the value of the lexicoresearch has taken a variety of directions. In his analysis of the literature (1982), Country, for example, emphasized the following issues in vocabulary instruction: (1) whether vocabulary should be taught explicitly, (2) instructional guidelines, and (3) the relative effectiveness of strategies based on whether receptive or efficient learning was the target. Gass (1987) presented resen as a research subject, the arch on the lexicon's structure, including (1) the nature of lexicon learning, (2) lexical organization, and (3) lexical usage. Carter's first appearance in Nation, as well as CarterIn terms of (1) quantity, (2) processing, (3) assessment, (4) complexity, and (5) growth, (1989) provided an overview. Most recently, Huckin, Haynes, and Coady (1993) have

preferred to concentrate on the close relationship between vocabulary learning and reading. The research discussed here focuses on vocabulary learning in the form of a second or foreign language.

6-Vocabulary enhancement:

The long-overlooked topic of vocabulary acquisition is now gaining attention in second language pedagogy and science, reflecting the importance that learners have always attached to it. However, it is still unclear how students acquire vocabulary or how it should be taught. Any hints can be found in the reading comprehension processes.xtensive reading for meaning contributes to vocabulary learning over time, according to first language studies, and reading accounts for the majority of L1 vocabulary expansion beyond the first few thousand words in traditional oral use.he research on this topic in second languages is limited, but what is available suggests that comprehensive reading programs are more successful than systematic vocabulary training using decontextualized exercises (see, for example, Elley and Mangubhai, 1983; Krashen, 1989). The method of "accidental" acquisition by reading is time-consuming.however, and there is no way to predict which words will be learned, when, nor to what degree. The question remains as to whether instructional intervention could support the process and make it more directed and efficient.The classroom experiments reported here attempt to do this, using instructional procedures designed to increase the salience and cognitive processing of targeted words encountered by L2 students in reading texts. These experiments track the acquisition of these words using a recently developed instrument, the Vocabulary Knowledge Scale (Paribakht & Wesche, 1993; Wesche & Paribakht, forthcoming).

7-L2 vocabulary acquisition

It is argued that L2 learners who achieve advanced reading proficiency in a language will acquire most of their vocabulary knowledge through extensive reading rather than from instruction.For example, Krashen (1989), a leading proponent of comprehensive reading, claims that obtaining comprehensible feedback while reading is the most effective way for language learners to learn vocabulary and spellingHe argues that this is due to the Input Hypothesis, which states that efficient language learning is the product of comprehensible external input combined with a powerful internal language acquisition system. The Input Hypothesis was first proposed by Krashen for oral language acquisition, and Ellis (1994, p. 481) argues that it is still valid in a recent analysis of oral vocabulary acquisition.

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"Not comprehensible input but comprehended input that is important".

8-Difficulties in learning vocabulary:

The first steps in succesful teaching vocabulary are to identify the difficulties that faced by the students. Thornbury (2004: 27) proposes some factors that make some words more difficult as follows:

8-1-Pronunciation:

Research shows that words that are difficult to pronounce are more difficult to learn.

8-2-Spelling:

Sounds-spelling mismatches are likely to be the cause of errors, either of pronunciation or of spelling, and can contribute to a word's difficulty.while most English spelling is fairly law-abiding, there are also some glaring irregularities. Words that contain silent letters are particularly problematic: foreign, listen, headache, climbing, bored, honest, cupboard, muscle, etc.

8-3-Lenght and complexity:

Long words seem to be no more difficult to learn than short ones. But, as a rule of thumb, high frequency words tend to be short in English, and therefore the learner is likely to meet them more often, a factor favouring their "learnability"

8-4-Grammar:

Also problematic is the grammar associated with the word, especially if this differs from that of its L1 equivalent. Remembering whether a verb like enjoy, love, or hope is followed by an infinitive (to swim) or an ±ing form (swimming) can add to its difficulty.

8-5-Meaning:

When two words overlap in meaning, learners are likely to confuse them. Make if students have already met the word friendly they should be able to guess the meaning of unfriendly.

8-6-Connotation:

Another difficult aspect that learners have to get grips with is the connotation of the word. For example, does the word have positive or negative connotation to a native speaker? Either skinny and slim could be used to describe someone who is thin ± but these words are very

different in their connotation and by choosing one rather than the other the speaker conveys a particular attitude.

8-7-Spelling and pronunciation:

The spelling of many English words can cause problems for students who speak languages with very regular spelling system. Particular spelling patterns can also cause confusion where the pronunciation is concerned. For example, and do are a case in point: you make breakfast and make an appointment, but you do the housework and do a questionnaire.

8-8-Range, connotation and idiomaticity:

Words that can be used in a wide range of contexts will generally be perceived as easier than their synonyms with a narrower range. Thus, put is a very wide-ranging verb, compared to impose, place, position, etc. Likewise, thin is a safer bet than skinny, slim, slender. Uncertainty as to the connotations of some words may cause problems too. Thus, propaganda has negative connotations in English, but its equivalent may simply mean publicity. On the other hand, eccentric does not have negative connotations in English, but its nearest equivalent in other languages may be deviant. Finally, words or expression that are idiomatic (like make up your mind, keep an eye on....) will generally be more difficult than words whose meaning is transparent (decide, watch).

Gower, Philips and Walter (1995: 143) explain what makes a vocabulary item is easy or difficult. How easy or difficult a vocabulary item is can depend on a number of factors:

9-Similarity to L1

The difficulty of a vocabulary item is often depends on how similar the items is in the form and meaning to the students' first language.words which are similar in the first language and English may be misleading rather than helpul.

9-1-Similarity to English words already known

Once students have some English then a word which is related to an English word they are already familiar with is easier one which is not. For example, if students have already met the word friendly they should be able to guess the meaning of unfriendly.

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9-2-Connotation

Another difficult aspect that learners have to get grips with is the connotation of the word. For example, does the word have positive or negative connotation to a native speaker? Either skinny and slim could be used to describe someone who is thin ± but these words are very different in their connotation and by choosing one rather than the other the speaker conveys a particular attitude.

9-3-Spelling and pronunciation

The spelling of many English words can cause problems for students who speak languages with very regular spelling system. Particular spelling pais easy to understand why many students confuse the meaning, spelling and pronunciation of these words: through, though, thought, tough, thorough.

9-4-Multi-word items

A lexical item may consist of more than one word, as in a compound noun such as tennis shoes or sports car, or a phrasal verb such as to put someone up. Phrasal verb are notoriously difficult for learners of English because they are made up of simple words (often prepositions or adverbs).

9-5-Collocation

How a lexical item collocate (or 'goes with'other items) can also cause difficulty. Forexample, people are injured or wounded but things are damaged, and we can say a strong wind and strong coffee – but it is a light wind not a weak wind and weak coffee not light coffee.

9-6-Appropriate use

When to use vocabulary appropriately is also problematical. Some words and expressions are restricted to use in particular context (for example, we can use pushing to mean almost in He is pushing fifty. But pushing is only used in this way with older people -we do not say he is pushing there!). Also it is important that students know whether the word or phrase has a marked style - informal or formal.

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10-The importance of vocabulary :

   Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express their own ideas. Wilkins (1972, pp. 111–112) wrote that ". . . while without grammar very little can be conveyed, without vocabulary nothing can be con-veyed". This point reflects my experience with different languages; even without grammar, with some useful words and expres-sions, I can often manage to communicate. Lewis (1993,p. 89) went further to argue, "Lexis is the core or heart of language" Particularly as students develop greater fluency and expression in English, and to develop their own personal vocabulary learning strategies.Students often instinctively recognize the importance of vocabu-lary to their language learning. As Schmitt (2010.p.4) noted, "learners carry around dictionaries and not grammar books". Teaching vocabulary helps students understand and communicate with others in English. Voltaire purportedly said, "Language is very difficult toput into words." I believe English language students generally would concur, yet learning vocabulary also helps students master English for their purposes.

Chapter two

An overview on media and its impact on EFL students

Chapter two : An overview on media and its impact on EFL students

Introduction

Thanks to the onset of technology, the last few decades have seen a fascinating transformation in the way people communicate and function in society, as well as a dynamic and rapid transition in the way people interact and work. The rapid advancement in information technology has provided a convincing pattern to follow.

It was also important in the teaching of English as a second language. As the number of English learners continues to rise, various approaches have been used to assess the efficacy of both learning and teaching practices involving technology.

People through ages are continually changing in terms of instruments to accomplish the same goal, Educators and scholars in education have long been concerned with the transfer of skills, which requires language acquisition.

Its main goal is to develop resources that are quick, accurate, and efficient.

This part of the research will dedicated to media and its impact on EFL students, and to provide a comprehensive understanding of the definition of media as well as its history and knowledge and ideas about Media on schools, as well as their effect when they are seen

1- Definition of media

It's stated throughout history that media has many definitions According to Collins Dictionary, media is "The means of communication that reach large numbers of people, such as television, newspapers, and radio."

The word "media" refers to the channels of communication through which we disseminate information such as news, music, movies, education, advertising messages, and other details. Physical and online newspapers and magazines, TV, radio, advertisements, mobile, the Internet, fax, and billboards are also included.

It explains the different modes of communication that we use in society. Since it encompasses all forms of contact, media can include everything from a phone call to the

nightly news on television. Several meanings for media and language learning, as well as their effect on learners' outcomes, are presented. Media, according to the Longman Dictionary of Language and Applied Linguistics, is the use of several platforms for a single purpose. In other words, a recording, for example, combines sound and moving pictures to create a finished product. (Richard,J.C. and Schmidt,R,2010).

2-Types of media

We can start our discussion on media by showing various types of media that today's children use such as Print media (books, magazines, and newspapers), television, film, computer games, music, mobile phones, diverse types of computing, and the Internet are all examples of modern media. Each type of media includes content as well as a device or entity by which it is transmitted.

2-1-Visual Resources (VRs)

Visual resources are tangible artifacts that teachers might use in the classroom to help pupils understand a subject. Text, photos, graphics, maps, and sketches are all examples of visuals. Visuals are associated with the act of seeing; that is, they excite the learners' visual sense and aid in the conceptualization of meaning and the easy memorization of knowledge. Using images in language learning may help students improve their perception and attention in the classroom, as well as their comprehension of the courses. Images, according to G. Kress and T. Van Leeuwen (1996), are important mechanisms for meaning-making. They state that within images: "...depicted people, places and things are combined into a meaningful whole." (Kress,G and Van Leeuwen,1996:1). That is, the two writers stress the importance of visuals in communicating meaning and allowing people to engage with pictures in order to sort out the intended meaning, which is produced in the images even when the language structure is lacking. As a result, pictures are thought to be an essential part of language training since teachers try to avoid jumping from one language to another since "a picture is worth a thousand words." (Idiom in English).

2-2-Audio-Visual Resources (AVRs)

Audio-visual (AV) formats are better known as video since they can relate to multi-sensory aids for speaking, communicating, and presenting information. for further

information. Audio-visual presentations combine various media at once to provide information and motivate students to continue with the learning process while also allowing them to improve their speaking skills in a multimodal setting. According to Sherman, J(2003) a video "is any kind of programs that we can see directly on cinema, television or DVD, films, documentary, advertisement, and game show." Sherman ,J(2003:1). Video, in his opinion, is a method that may be utilized to learn English in a fun way. As a result, Nazneen, N (2009) accounts for the favorable impact that AVR has on students' performance and conduct.

Among the one of them is the fact that AVR encourages learners to recall by engaging their senses and piqueing their interest in learning. Furthermore, those materials result in major changes in the conduct of students throughout classroom sessions.

2-3-Auditory Resources (ARs)

Auditory means are tools used to promote listening, writing, and speaking skills in language teaching and learning classroom. They are related to the process of hearing. Students may be given an authentic conversation or a piece of music in the English language and then they try to listen via headphones to what is being said and try to understand the meaning. Learners can use auditory resources to practice pronunciation and different ways of articulating sounds in order to improve their oral talents. Middleton(2009:143) asserts that "audio has the potential to promote the academic creativity in engaging students through media intervention." That is, audio technologies have the potential to boost pupils' cognitive flexibility when it comes to language acquisition.

3-The importance of media on EFL students

In replacing old school approaches, technology has shown to be a promising and almost flawless achievement. For a long time, television was used as an educational tool there, even though it was used softly at first.

For instance we notice that Lindstorm(1994) sees that media and the learning process as two process that help people see and hear simultaneously. He justifies the beneficial effects of media on student success by arguing that

having such a mix of media in the classroom offers the best results. Suitable method for increasing learners' focus, retention, and comprehension.

Chapter two : An overview on media and its impact on EFL students

As a result, it seems that acquiring a foreign language through a variety of integrated media is important to meet the needs of the students.

4-Teaching and studying foreign languages through media

It is one of the methods that teachers use to encourage their students to build and enhance their language skills when teaching and learning in EFL classrooms. This method of language teaching provides real, practical, engaging, and positive language learning scenarios for English students to overcome their anxiety and increase their motivation in terms of self-confidence, self-esteem, and interest. (Boster,F.G., et al,2002). Furthermore, multimedia teaching makes English classes more vibrant, engaging, and lively, which can boost students' enthusiasm and interest in learning, as well as increase their efficiency and yield better teaching. (Reiners,P., et al,2005). Iranmanesh (2018) made a study to see how movies can help students learn idioms, cultural aspects, and daily expressions. The findings revealed that movies have a significant impact on EFL learners' ability to learn English idiomatic and daily phrases, as well as their overall English proficiency.

A number of scholars have asserted the efficacy of integrating audio and visual aids in language classrooms in previous studies. They said that integrating visual feedback with other technological resources facilitates better understanding of texts and improves the connection between the target language and the learners' minds, allowing learners to more easily anticipate the target language. (Neuman et al., 1990; Stevens, 1989; Svensson & Borgarskila, 1985; Underwood, 1990).

In today's world, the use of television in EFL classrooms is getting more attention. Herron (1995) carried out a study on the use of video in EFL students' listening comprehension. He's come to the conclusion that:

"Video is lauded for contextualizing language (linking language form meaning) and depicting the foreign culture more effectively than other instructional material.Video tapes permit students to hear native speakers interacting in everyday conversational situations and to practice important linguistic structures but Unlike audiocassettes, video's visual dimension is thought to reduce ambiguities present in native speaker voices and to motivate students to want to learn the foreign language" (Herron, et al., 1995, p. 775 .As cited in Merita, 2013).

Chapter two : An overview on media and its impact on EFL students

Media aids play an important role in improving and immersing learners' skills, motivating them to be engaged, involved participants, and allowing them to comprehend and understand complex concepts. (Pea,R.D,1991).

It is a well-known fact that mass media tools have a huge influence on people all over the world, and it is also becoming a very interesting research field for applied linguistics academics, educators, and researchers. EFL students in Turkish context despite extensive exposure to English during primary and secondary school, they express dissatisfaction with their English speaking abilities. As a member of this group, I undertook an exploratory practice as a pilot study to learn about the experiences of young adult EFL students (38) on the effect of mass media tools on the development of their speaking skills. The findings of a survey conducted for this reason revealed that subject EFL students suspected that mass media resources had a positive impact on their speech abilities, but that they were unaware of this.(Yanar, & Tutunis ;2016)

The research was done at Islamic Azad Universities of Iran. One questionnaire was sent to 100 EFL teachers, while the other was sent to 100 students. The study's realistic conclusion is that frequent social media use by EFL students and teachers has a substantial effect on all users. It also expressed teachers' willingness to incorporate social media into the EFL classroom through a practical pedagogy.

Teachers must enrich their teaching process with the proper use of social media in order to foster a global awareness among EFL students, as technology is thought to make students react positively in a language classroom. Who should extend their cultural experiences and improve their communicative skills in order to engage and communicate efficiently and respectfully in English.

5-The history of using Media during class

5-1- Usage of films and radio

The usage of multimedia during class isn't a recent idea, it developed through years and years where it started only by seeing films Thomas Edison's enthusiasm for films began earlier than the 1922 quote that begins this chapter. "Books will soon be obsolete in the schools," he said in 1913. "Scholars will soon be instructed through the eye. It is possible to touch every branch of human knowledge with the motion picture."8 Because the film was viewed as real and concrete, a medium for breathing reality into the spoken and printed word

that stirred emotions and interest while taking up far less instructional time, promoters and school officials joined progressive reformers in introducing motion pictures into classrooms. To do so, films had to be created, catalogued, evaluated, and made available (along with equipment).

Benjamin Darrow, founder and first director of the Ohio School of the Air and tireless promoter of radio in class- rooms, spoke and wrote frequently about the magic of radio expanding the child's universe. In his 1932 book, Radio: The and Assistant Teacher, Darrow proclaimed, "The central and dominant aim of education by radio is to bring the world to the classroom, to make universally available the services of the finest teachers, the inspiration of the greatest leaders... and unfolding world events which through the radio may come as a vibrant and challenging textbook of the air."

"Textbooks of the air" that was the dream of scores of enthusiasts, including Darrow, and his successor in later decades, William Levenson, who wrote in 1945,"The time may come when a portable radio receiver will be as common in the classroom as is the blackboard. Radio instruction will be integrated into school life as an accepted educational medium."

5-2-The usage of television

Despite the fact that television has been falsely accused of having a harmful influence on the brain (Jääskeläinen 2001), the same is true for the process of learning In this case, the term "false" was employed to refer to a counter-argument

afterwards emerged and was projected by Crowley (1999) Crowley's concept emphasized the value of information, regardless of the method used to deliver it, and that Television is only a device. Meanwhile, John Carey (as cited Jääskeläinen, 2001, p. 22) stated that scientists were conducting interactive television trials as early as the 1920s, with one-way video and two-way audio being one of the test types; He also talked about the CBS children's series, which was a groundbreaking children's show in the 1950s "Winky Dink and You" (1953-1957).

The interactivity in this program was made by using a special plastic sheet that children may purchase from local stores and then apply according to the program's instructions. It was mentioned in that particualar show by Kari that Winky, the cartoon character, was confronted with a slew of vexing problems. As a workaround, a large number of so-called remedies was compiled by youngsters after extensive involvement in the

problem, such as painting a bridge on a plastic screen. A tiger, for example, has trapped the Winky figure on the edge of a cliff.

Marshall McLuhan (as stated by Jääskeläinen, 2001, p. 22) noted television's need for audience interaction in the 1960s, though he never developed his ideas into an interactive television. "Television is a cool, participatory medium," McLuhan said.The exquisite portion stems from the inner longing that students or ordinary viewers have while viewing graphic pictures on television. Furthermore, it should be noted that these shows are completely professional and primarily serve the aim of entertainment; therefore, they are mostly produced by professionals who fairly.

investigate the human mind and logistics; thus, these television programs are mostly produced by professionals who research the human mind and logistics fairly; thus, these television programs are mostly produced by professionals who research the human mind and logistics fairly; consequently, these television programs are mostly produced by professionals who research the human mind and logistics fairly , The situation of viewers being involved inside the folds of show images, in order to maintain the receivers' attention for as long as possible, is referred to as television in general. Because of a fortunate conflict of interest, this instrument was put to greater use in the learning process.

According to McLuhan (ibid, p. 22) this is demonstrated in comparison with radio: "Radio will serve as a background-sound or as noise-level control, as when the ingenious teenager employs it as a means of privacy. TV will not work as background. It engages you. You have to be with it."

John Carey (as cited Jääskeläinen, 2001, p. 23) state that, 'in the 1970s, The National Science Foundation of USA sponsored large interactive television trials utilizing interactive cable television for education, community services and worker training, so is when other interactive television systems tried in the 1970s were so called videotext systems e.g. Telidon in Canada and Prestel in BritainTelevision's educational potential has yet to be completely realized. Even if it was initially an abstract concept, the usage of television in schools was a non-convincing vision.

However, it did not end there; certain channels were truly devoted to education for educational objectives.

NASA (National Aeronautics and Space Administration) used television to introduce outer space to the globe, as well as to keep its engineers informed about what is going on up there in the dark.

NASA TV is a television program that was established in the early 1980s to deliver real-time mission films to NASA administrators and engineers. According to Varsha, the network airs a lot of instructional content and broadcasts live coverage of human flights like the Space Shuttle and the Multinational Space Station (ISS), as well as robotic missions and international launches (2013). History, formerly known as The History Channel, is another model that has surpassed the notion of educating through television. This documentary channel is mostly concerned with putting historical events into practice. History Films, such as 'I Love the 1880s,' 'The Legend of Shelby,' 'The Swamp Man,' and 'Mankind: The Story of Us All,' as well as 'Mankind: The Story of Us All,' and 'Mountain Men,' are just a few of the many popular shows that have kept history buffs riveted to their television sets.

however, graphic channels that have surpassed television instruction, such as Discovery and Science, which broadcast wonderful wild life shows as well as other documentary television programs focusing mostly on popular science and technology.

There's also National Geography, popularly known as Nat Geo, a 125-year-old channel. Unquestionably, instructional television will be taken to a new level.

The venerable channel transmits programmes and documentaries on nature, science, culture, and history, as well as some reality programming. Nat Geo has left no stone unturned in covering a wide range of topics such as video, photography, animals, the environment, travel, adventure, television, and children, demonstrating that it is a comprehensive channel that focuses on many elements with equanimity. (Varsha, 2013).

It is now much simpler to understand concepts about the antiquity of utilizing television for educational reasons, and much more so to convert those concepts into beliefs about the futuristic vision of this teaching instrument and its brilliant crucial role inside EFL classrooms. Furthermore, no matter how good traditional schools are, technology in classrooms is, and will continue to be, inescapable, just as instructional television is, and will continue to be, whether inside or outside language learning classes.

6-The connection between vocabulary acquisition and the media (tv,movies and radio..)

Chapter two : An overview on media and its impact on EFL students

To begin with, television is an innovation that is in high demand by almost everyone. With the advancement of technology, a new perspective evolved among the various social groups, particularly among parents. An idea based on a misunderstanding of television's effects; the latter was related to sluggish language learning, and the more time spent viewing, the closer you come to becoming illiterate.

This idea misleads a lot of people. Following that, studies concentrated on the influence of television in more depth and objectivity, with hypotheses abounding concerning good and bad consequences. Meanwhile, academics have shown that using pictures to acquire language abilities is beneficial, and Paivio's dual-coding hypothesis, which is flawless, has been offered (1971) reveals that adding visuals to the meaning increases the amount of signals associated with the message, making it more likely for viewers to remember the messages. In one experiment, Kuhl (2003), a renowned language acquisition researcher, and her colleagues exposed 9-month-old American newborns to a foreign language—Mandarin Chinese Dewar (2018). Babies were given the opportunity to engage with a live Mandarin speaker. These newborns improved their capacity to recognize particular speech sounds that are frequent in the Mandarin language after 12 sessions (as reported in Gwen Dewar 2018).

However, there was a bad side to child and educational psychology, such as the impact of violent movies and how they affect children's verbal and nonverbal behavior.

The goal of this investigation is to disprove the theory that linking television to sluggish language development. Their report emphasized the importance of the value of the information itself, rather than the channel. In fact, children who watch age-appropriate instructional programs, according to studies, are more likely to learn. Exhibit immediate gains in their ability to retain knowledge and solve the types of issues portrayed in the shows, such as Blues Clues (Crowley et al 1999; Geist et al 2000).Video clips were used in teaching conversational skills in a research by Nguyet and Mai (2012). They highlighted that Hill (1989) asserted that well managed films might give a suitable basis for speaking activities. The study's findings revealed that following therapy with video clips:

(a)   The employment of these tactics became more common.

(b)   The pupils' speaking abilities were improved.

(c)   The frequency of strategy usage and the learners' speaking performance had a modest connection

(d)   The students indicated satisfaction with the treatment.

Mabel (1982) indicated that he was looking for a link between two fields of research. The plank is based on two assumptions: one, that at least part of the discourse in children's television programs is appropriate for their linguistic abilities; and two, that children beyond toddlerhood do not require extensive language instruction. In order to expand their verbal vocabulary, they can engage in conversational engagements. As a result, they can learn at least some verbal abilities while watching.

According to the results of a study of Tsur (2014), video increases learning outcomes, as mentioned in his study paper. The research is based on the results of a survey of 500 educational experts.from a total of 300 educational institutions According to the survey's findings, "videos could be the most effective technique to enhance learning patterns, particularly when it comes to memorizing information.vital information and numbers, as well as improving speaking ability."

Adopting media and TV shows has a number of implications in addition to its relationship to conversational skills. In an EFL classroom, it may also be used to increase the learners' own motivation and inner personal response to the lesson's results, making the learning process more enjoyable.

7-Movies with subtitles have an impact on vocabulary.

Movies can help pupils get more familiar with real-life communication language. As a result, past research has discovered a number of advantages to watching subtitled movies, including the fact that subtitles do genuinely aid vocabulary acquisition.

7-1Subtitled movies in the context of Algeria

Students are obliged to acquire English as an obligatory subject in their undergraduate studies at the majority of institutions and institutions. They must also have a valid driver's license. Proof of strong English proficiency, as measured by standardized examinations, in order to be accepted into the program. Graduate degree. On the other hand, most job postings in organizations with worldwide operations need candidates to have a strong command of the English language. Furthermore, learning English is necessary for Algerian students who intend to study or work overseas, as passing an English proficiency exam is frequently needed

as a requirement for an interview. Before enrolling in university education, the majority of Algerian students study English for at least seven years. However, a huge majority of pupils still lack adequate knowledge in the subject English and correct usage of the language there are several reasons behind this, one of which is that too much emphasis is placed on vocabulary drills and rote memory, both of which are tedious and uninteresting. Another problem is that instructors rely largely on textbooks as their sole means of instruction, and outside-of-classroom language exposure for communicative purposes is quite restricted. Similarly, when presented with native-like scenarios, the majority of students have inadequate communication resources due to sub-skills such as vocabulary being rarely stressed and generally decontextualized.

Furthermore, because of the teacher-centered teaching methods that are still widely used in the nation, students tend to focus on theoretical mastery of the language rather than practical application.The curriculum framework in Algeria is mostly centered on teaching reading, writing, grammar, and vocabulary. The learners, on the other hand, are exposed to vocabulary in a passive way since they seldom apply the vocabulary they have learned for production and instead rely on reading wordlists from textbooks.

Moreover, they are receptive rather than producing participants in the language acquisition process, focusing on identifying and explaining grammatical functions of words. Furthermore, because most teachers are non-native English speakers, As a result of speaking the same mother tongue as the learners, they translate the words into the learners' L1.

On the other hand, technological advancements have opened up a plethora of chances for Algerians to learn language in their everyday vernacular, particularly among young people who are becoming increasingly electronically proficient. They are constantly exposed to English via the internet and devices such as cellphones, tablets, media players, televisions, and computers. Also, these devices provide learners with access to a variety of internet apps and platforms via which they may view a large number of foreign subtitled movies, exposing them to content in languages other than their own. With a few exceptions, language education in the country is not very technologically advanced, and little emphasis has been dedicated to taking steps to improve the issue. Engaging learners in viewing movies, in particular, is often overlooked and underutilized as a language learning method. Students are taught to rely on texts rather than screens because not all public or even private schools have TVs or projectors to display movies in class. Some schools' few projectors are typically utilized to display

movies at the conclusion of the term as a treat for students, playing the movie from beginning to conclusion of class without the intention of challenging them linguistically.

Even when the circumstances for adopting language education approaches with high technology standards are available, there is still a paucity of resources, in my opinion. Teacher education on how to use subtitled movies to teach vocabulary to students.

Lack of time and confidence in adopting technologies, as well as the fear of technology replacing the instructor, are some of the reasons why some instructors are compelled to do so. As a result, it is critical to stress that the role of movies in ELT is limited to assisting the learning/teaching process.

8-Review of existing researches

By viewing movies with subtitles, you may improve your vocabulary. Subtitled films are not a new method in the field of foreign language acquisition, as various studies have looked at their effectiveness. Both within and outside of the classroom. Many researchers have looked at how pupils enhance their vocabulary when viewing films at home, and they've found that those who watch movies with subtitles outperform those who don't. (Kosslstra and Beentjes', as cited in Harji et. al, 2010).

Moreover, Neuman and Koskinen (1992 as cited in Mosavi, 2014) observed that exposing their participants to English videos with subtitles increased their vocabulary dramatically. Furthermore, Koskinen et al. (1985 as cited in Yuksel & Tanriverdi, 2009) reported that subtitled movies had an influence on non-native English speakers' accidental vocabulary learning. Yuksel and Tanriverdi (2009) discovered that when students are exposed to several sources of information, they make more progress. Movies with subtitles are preferable than those without subtitles. To summarize, the findings of the aforementioned research, as well as the bulk of current studies, support the use of subtitled content .movies can help you learn new words.

9-Theories supporting the acquisition of vocabulary through the viewing of subtitled movies

Many learning theories, including Mayer's cognitive theory, support the use of subtitled movies in enhancing learners' vocabulary in addition to contemporary studies. Mayer's cognitive theory of multimedia learning states that "information is processed through two different channels (auditory and visual); channel capacity is limited; and learning is an

ongoing process." information filtering, selection, organization, and integration process" (as cited n Davey, 2015). Movies, as one example of such audio-visual channels, offer learners with a large quantity of vocabulary that must first be detected and then processed with the help of subtitles.In this sense, subtitled movies encourage learners to notice unfamiliar language, which is the initial stage in the learning process (Huckin & Coady, 1999; Hulstijn, 2001, cited in Perez et al 2014). Wesche and Paribakht (2010 as cited in Lévesque, 2013) add that the majority of the time when new vocabulary is needed for text comprehension, it is mentioned, but it is also acknowledged that if the terms are met frequently and in many ways, the vocabulary can be thoroughly absorbed. Lévesque mentioned it (2013), for good vocabulary learning, learners must be given texts that include roughly 98 percent recognized terms and less unfamiliar terms that must be repeated in diverse situations.

Other researchers add that frequent reoccurrence of printed words aid vocabulary learning, although they are unsure of the exact number of needed word encounters, and that most language learners understand new terms from context. Danan (1992, as referenced in Melodie, 2014) also points out that the subtitles' word repetition helps with vocabulary development. Furthermore, Thornbury (2004, referenced by Hashemi & Pourgharib, 2014) emphasizes that "unlike learning grammar which is a system with many rules, vocabulary is a subject of recalling", exposing learners with the same terms on a frequent basis leads to accidental vocabulary growth without the learners' conscious effort.

Also, according to Pavio's dual-coding theory, "when visuals are coupled with the meaning, the number of signals related to the message rises" (1971, quoted in Gorijan, 2014), learners are more likely to remember the message. As a result, when students watch subtitled movies, they are exposed to three separate systems, the picture, sound, and text, all of which are tightly linked. Because the words are learnt in multiple modes, this information is categorised in more than one manner in the brain, yet it still aids retention and recall of the new vocabulary.

Furthermore, because movies provide a rich and real setting, which aids language acquisition, this study may be backed up by Krashen's input hypothesis, which states that "learners can learn a substantial quantity of language unintentionally via adequate comprehensible input" (1985 as cited in Mardani & Najmabadi, 2016). Comprehensible input, according to him, is input that is somewhat more challenging than the learners' existing level of language skill. However, Krashen proposes that this information be supplied using appropriate approaches and that it be "interesting and meaningful, not form focused, and

quantifiable" (as described in Zarei, 2009), which are all characteristics that may be found in subtitled movies.

Subtitled movies, on the other hand, offer visual information in a realistic and natural setting with realistic and natural language that is "spoken at a normal conversational speed as well as variants of language from varied ages, genders, and socio-cultural backgrounds" (Lertola, 2012). Motion pictures .The genuine setting provided by the movies allows learners to acquire a wide range of vocabulary, and indications from the text assist learners in understanding the meaning of unfamiliar terms, resulting in accidental vocabulary acquisition (Rott, 1999 as referenced in Xenia, 2016).

10-Conclusion :

Learning new vocabulary, as a demanding task of most language learners plays a significant role in language learning and especially in improving their communication skills. On the other hand, the increasing access to different multimedia and technology resources, including subtitled movies offers learners vast number of opportunities to enrich their vocabulary.

Many academics have recognized the importance of subtitles in assisting pupils with their vocabulary learning. As a result, a lot of study has been done to find out more about it. In terms of vocabulary acquisition, watching subtitled movies is effective.

Previous research has discovered a number of advantages to watching subtitled movies, including the fact that subtitles promote vocabulary development.The theoretical chapter aims to demonstrate a number of points. Among the many, it tries to recognize conversational skill as well as English TV shows. It then goes to a triangle to represent the relationship between the two and the language acquisition process in EFL courses.

When learning a language, as in any learning process in general, conversational ability is essential. For this reason, and following the emergence of the link between the CC and English TV shows, the following chapter will present statistics on how EFL Teachers and Learners perceive the link, as well as several techniques for making effective use of it.

Chapter Three

Fieldwork

Chapter Three : Fieldwork

I/ RESEARCH DESIGN

Introduction

The research design of the study on multimedia and English language acquisition is discussed in this methodological chapter. It is based on a descriptive research approach that combines quantitative and qualitative research methods. It explains the two data collecting procedures as well as data analysis strategies utilized to answer the study's research questions. In addition, this chapter contains information on the investigation site where the research was conducted, as well as a description of the people that took part in the study.

1/ Descriptive Research Method

The descriptive approach is a strategy for obtaining data on a certain subject or variable in order to describe and analyze it. (Aggrawal,Y.P, cited in Salaria,N,2012). It's a technique for gathering both quantitative and qualitative information. In truth, the descriptive technique is not limited to a single sort of research technique; as a result, Jackson, S.L. (2013:20) in his book "Research Methods", There are three different sorts of methods: observational, case study, and survey. The latter is the approach we'll take in this inquiry.

1-1-Descriptive Survey Method

The Descriptive Survey Method is asking a specific group of people questions about a certain topic, then evaluating and summarizing their responses. (Jackson,S.L,2013). It entails creating a pre-determined set of questions and distributing them to a representative sample of the target population. The following are the key characteristics of the survey method: using scientific methods, evaluating and interpreting data, and finally arriving at valid and trustworthy conclusions. (Salaria, N, 2012). Finally, the descriptive survey technique is a method for collecting both quantitative and qualitative data.

1-2-Qualitative, Quantitative, and Mixed Method

Data must be analyzed while investigating a given research question regarding a specific study topic in the social sciences. The tools for interpreting the findings include qualitative, quantitative, and mixed methods, which break down the raw data into particular categories.

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The quality of data collected varies depending on the research topic. Some research subjects can only contain qualitative or quantitative data, while others can have both, resulting in a mixed approach study (John,W.C,2012). We choose mixed method research in the data gathering procedure for third year student at University Ibn Khaldoun the current study.

2/ Place of Investigation

We chose University Ibn Khaldoun in Tiaret as the site for the study of this research in order to answer the study questions and test the hypotheses linked to the effect of multimedia resources on oral competence amongst groups of diverse backgrounds. University Ibn Khaldoun in Tiaret offers English classes to distinct groups of English learners. University Ibn Khaldoun in Tiaret offers English learners types of activities such as classroom activities, which include presentations and debates, reserching and acquiring new knoweledge, all of which may be rehearsed and performed. Outside activities such as excursions, which are planned in conjunction with social programs for the purpose of learning English.

2-1-Participants

We opted to engage with a specific group of participants (third year students) to obtain our data and English language instructors of University Ibn Khaldoun in Tiaret to learn about and study their perspectives on teaching and learning English via multimedia.

2-1-1-The Learners

We chose a sample of fifty (50) students from the whole English learner population at University Ibn Khaldoun in Tiaret who fall into a groups, referred to as Learners of English which should be able to hold (a simple conversation in English, produce and interpret simple written content, and comprehend a larger vocabulary and grammatical set). Other group of English learners (should be able to participate in lengthy conversations, write and understand the majority of texts, and comprehend classroom presentations). As a result, This division was created with the goal of determining the extent to which multimedia impacts learners' outcomes in a diverse setting.

2-1-2-The Teachers

The English language teachers of University Ibn Khaldoun in Tiaret are the second set of participants. English School is a place where you may learn English. The current study enlisted the help of (10) instructors. It's important to realize that such English teachers don't offer particular English classes, but they do teach general English.teach a variety of English

classes, including oral sessions, linguistics, and methodology for an example, and so on. The goal of this decision is to see if multimedia materials are useful to students' English language production in the classroom.

3/ Data Collection Tools

We choose to conduct this study using the questionnaire method, which entails the use of data gathering instrument at University Ibn Khaldoun in Tiaret a questionnaire is used as the main instrument for both teachers and English learners, this approach allows for both quantitative and qualitative data to be collected. That is, qualitative research allows for non-statistical results; rather, it gives a description of the situation, such as the researcher's views, and observations. Quantitative research, on the other hand, is primarily concerned with the statistical and numerical presentation of results, which is accomplished via the use of computer software to analyze and show data in the form of figures, tables of percentages, and charts.

3-1-Questionnaire

A questionnaire, according to Brace, I (2008:2), is a series of written questions that may be used "in a variety of settings and with a variety of data collection methods." It indicates that the questionnaire is an essential research instrument that enables researchers to obtain qualitative and quantitative data from a variety of sources. When the participants are geographically dispersed, it can be given to them or sent to them by mail. Questionnaires include the identical items for all participants in the study, allowing the researcher to collect as much data as possible in a short amount of time. (Brace, I, 2008).

3-1-1- Questionnaire Addressed to English Learners

As previously stated, we have chosen fifty English learners from University Ibn Khaldoun in Tiaret (third year students)who fall into the category of Participants were advised that their responses would be kept anonymous and confidential, and that they would not be used for any other purpose than the current study. The questionnaire for English learners (see appendix 1) is broken into four sections: a participant profile that focuses on certain personal information on the students; the second portion focuses on language accomplishments. The students were requested to declare their English language degree and background ; The third portion is mostly concerned with the subject research, in which participants were asked questions on using multimedia technologies to learn English. Finally, the final section focuses on the

attitudes of English learners about the use of multimedia tools in the classroom for language acquisition. In addition to the students' questionnaire, we conducted a another qestionnaire with English teachers University Ibn Khaldoun in Tiaret to discover more about the extent to which multimedia has an impact on these pupils.

3-2-The Teachers Qestionnaire :

We used the same approach as we did with learners to gather more information about our research in the University Ibn Khaldoun in Tiaret conducted a qestionnaire (see appendix 2) for English instructors. The instructors were advised that this exercise is neither a review of the school's teaching quality nor an evaluation of their technique of teaching English classes. As a result, we gave ten (10) English teachers questionnaires. The teachers were asked a set of pre-determined questions in this qestionnaires. The questions focus on some personal information, as well as opinions regarding the use of multimedia tools in teaching and learning English, and their impact on students' speaking abilities during English classes and speaking sessions.

4/ Data Analysis Techniques

4-1- Statistical Data Analysis

Both the learners' questionnaire and the teachers' contain closed-ended questions that give quantitative data. As a result, this sort of data is mostly studied.subsequent statistical and numerical data analysis. That instance, using the Statistical Package of Social Sciences computer program, the data is converted into various forms such as percentage tables, histograms, "it is a package of programs for manupilating, analyzing, and presenting data." (Landau,S & Everitt,B.S,2004:11). As a result, in order to calculate quantitative data, the software (SPSS) has two main steps: '**variable view**,' in which parameters are adjusted by providing the necessary information about the statistical data; and 'variable view,' in which parameters are adjusted by providing the necessary information about the statistical data. The second stage is called "**data view**," in which each question's information is entered as a series of numbers that the program interprets as a code to perform the analysis.

4-2-Content Analysis

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The term "content analysis" refers to a data analysis methodology. It includes interviews, discourses, observations, videotapes, and written texts, among other forms of communication. (Mayring,2000). As a result, content analysis can be either qualitative or quantitative.

4-2-1- Qualitative and Quantitative Content Analysis

The substance of participants' replies is used to examine the data from both the questionnaires teachers and learners, which are connected to the opinions and attitudes (open-ended questions) of both instructors and students. That instance, certain respondents' responses are identical, therefore such responses are examined using **quantitative content analysis**, which is represented by diagrams. The responses to the other open-ended questions, on the other hand, are deductively analyzed using **qualitative content analysis** of text to separate out the participants' intended meaning.

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I I/   PRESENTATION OF THE FINDINGS

1/ Presentation of the Results of Students Questionnaire:

-1-Results of the Section One: Participant Profile.

 1-1-1- Qh1: Sex

Diagram1: Participants' Sex
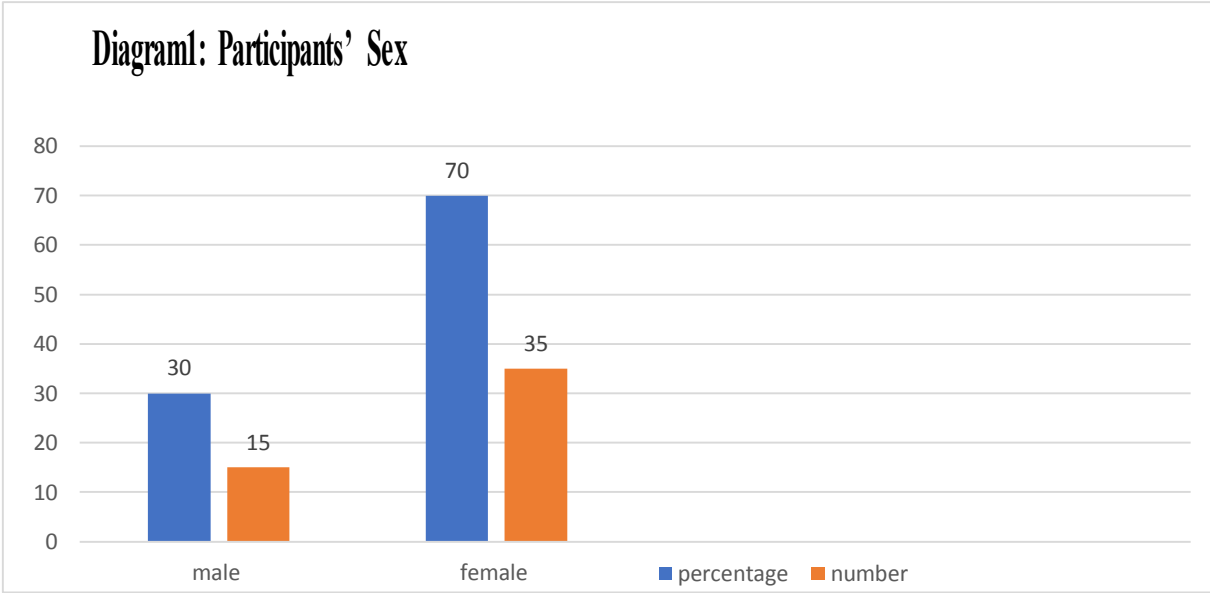
As indicated in this diagram, females form the outnumber participants (70%), who take part in this research than males with only (30%).

I-1-2-Qh2: How long have you been studying English?

Diagram2: Period of Learning English Language
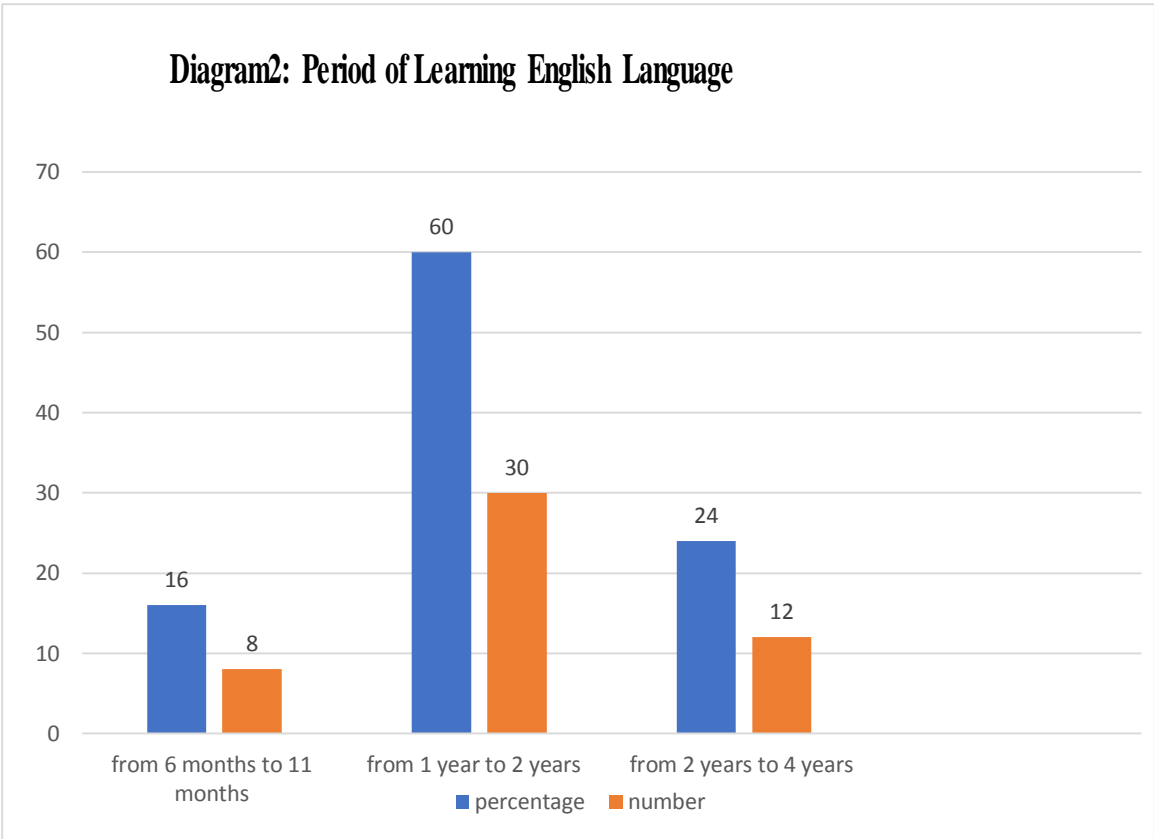
As shown in the histogram, most English learners have studied English for one to two years in their English education school life; that is, (60%) represents (30%) participants. The remaining two groups showed a balance in English learning, that is, only two participants differed.

1-2 Results of the second part: linguistic achievements.

1-2-1QH3 How would you rate your English?

Diagram3: Participants' Evaluation of their Level in English.
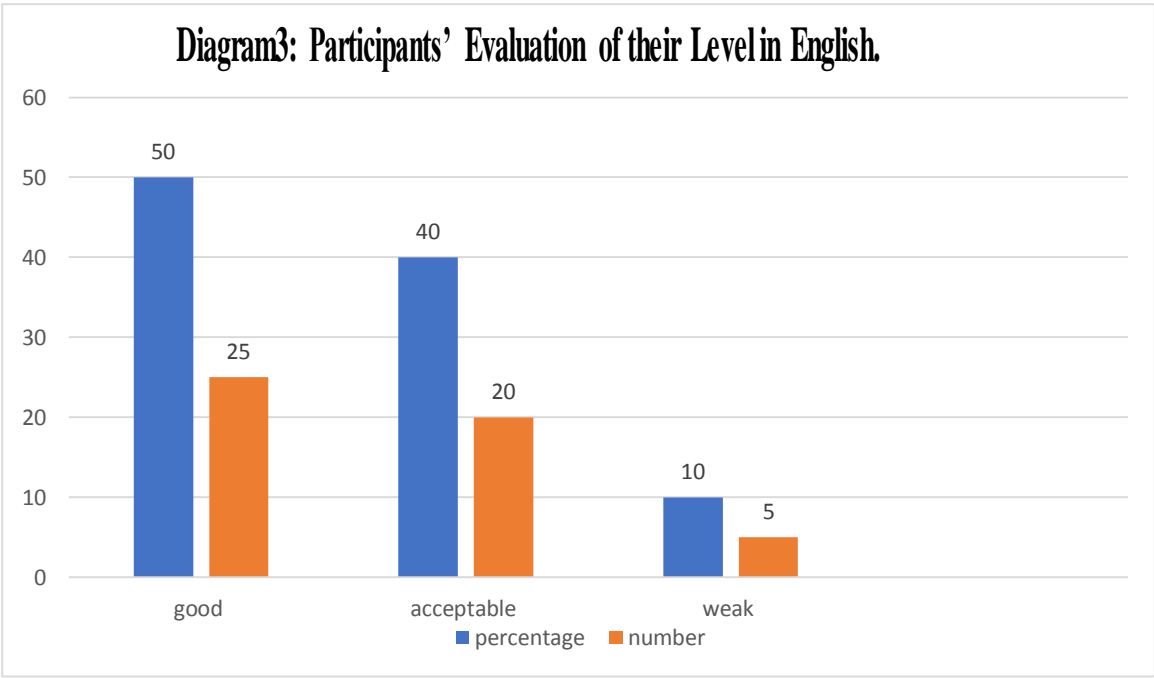
(25) (50%) Among participants thought they had good proficiency skills and (40%) of the participants answered that they had an acceptable level of English. However, only (5) respondents (10%) thought they had poor performance in the English language.

1-2-2-Qh4- What are the difficulties do you find in speaking English?

Diagram4: Learners' Difficulties in Speaking English.
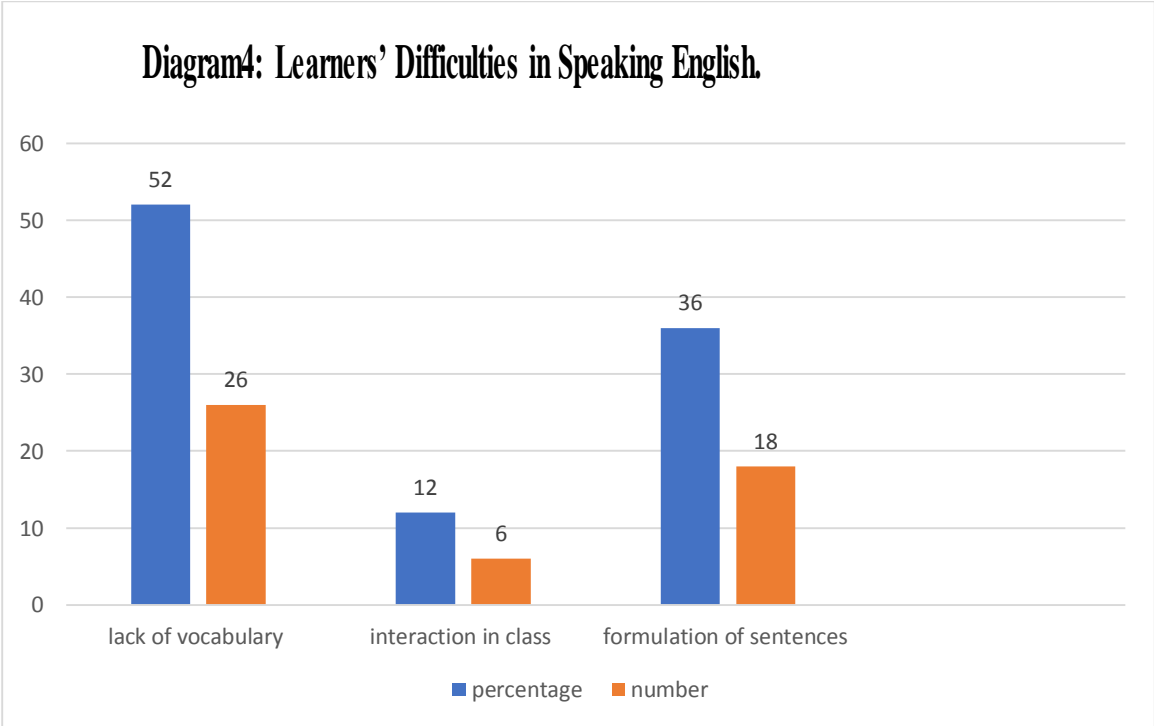
Diagram 4 shows that most (52%) respondents (26) have poor English vocabulary range. In contrast, (36%) of participants (18) found it difficult to express their ideas in correct and complete sentences. The last group (12%) claimed to have difficulty speaking and participating in class.

1-2-3-Qh5: How often do you speak English in the class?

Diagram5: Frequency of Speaking English in the Classroom.
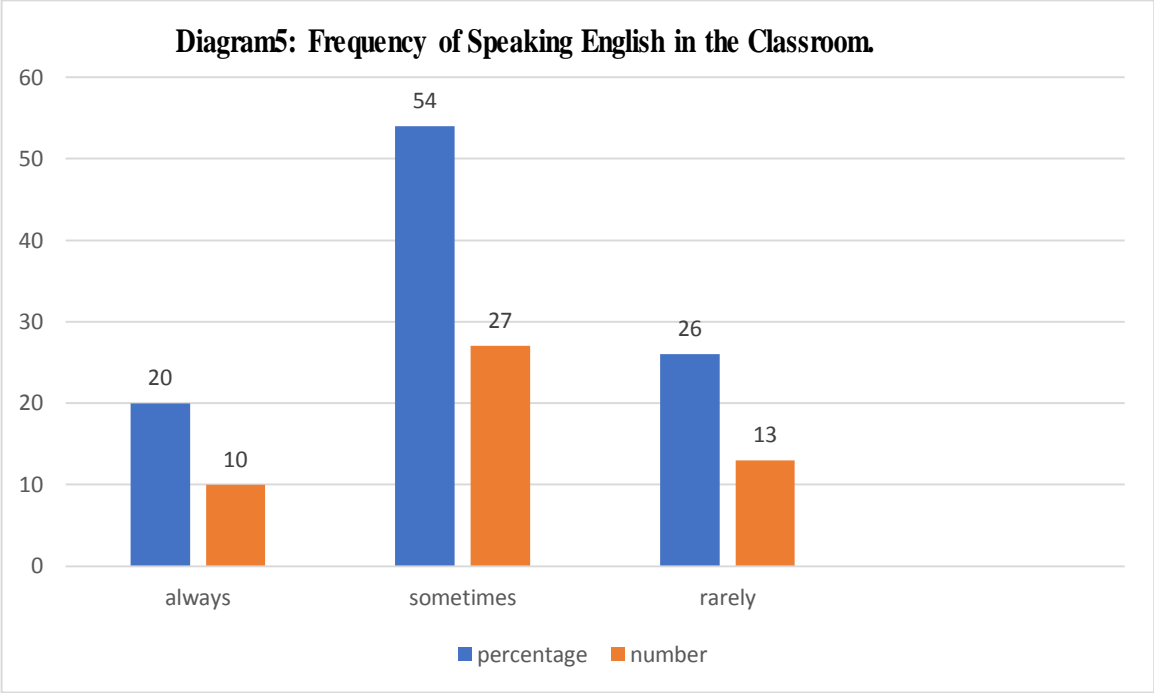
In Diagram 5, we note that students' oral English skills are deficient, because only (10) respondents (20%) have the habit of speaking English frequently in class, while the majority (54%) of students students practice English occasionally. Others (26)%) rarely speak English in class.

I-3- Section three results: Using Multimedia Resources to Learn English.

I-3-1-Qh6: Do you use any classroom materials to learn English?

Diagram6: Learning English via Different Resources
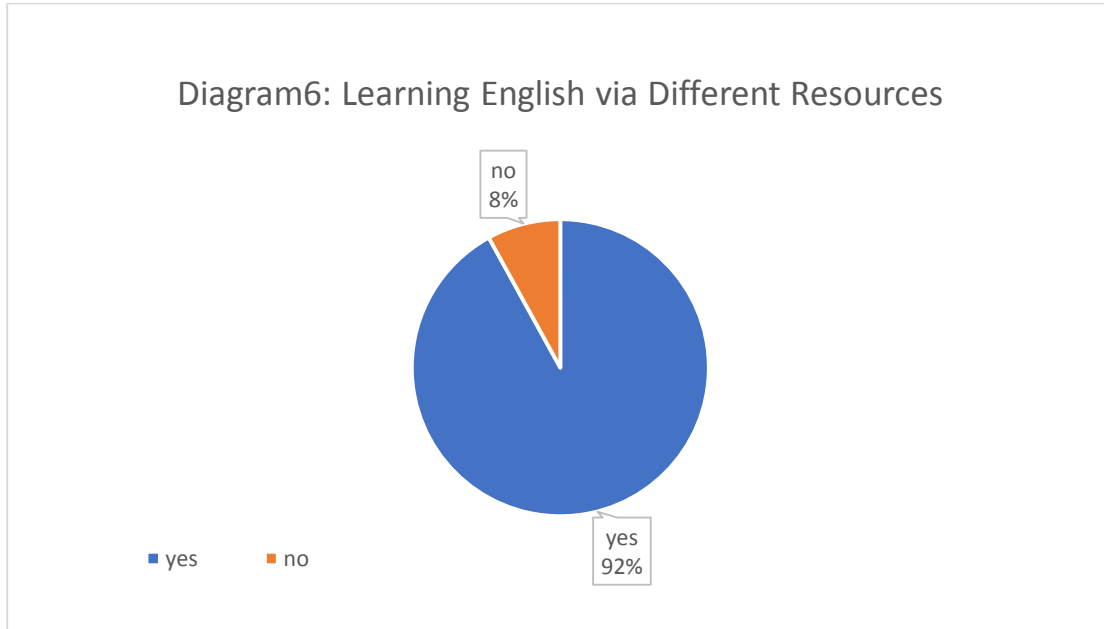
Almost all respondents (92%) confirm that they use equipment in the classroom to assist and support students learning English.

1-3-2-Qh7: if 'yes' which type of multimedia aids do you prefer to learn with ?

Diagram 7: English learners and their favorite resources
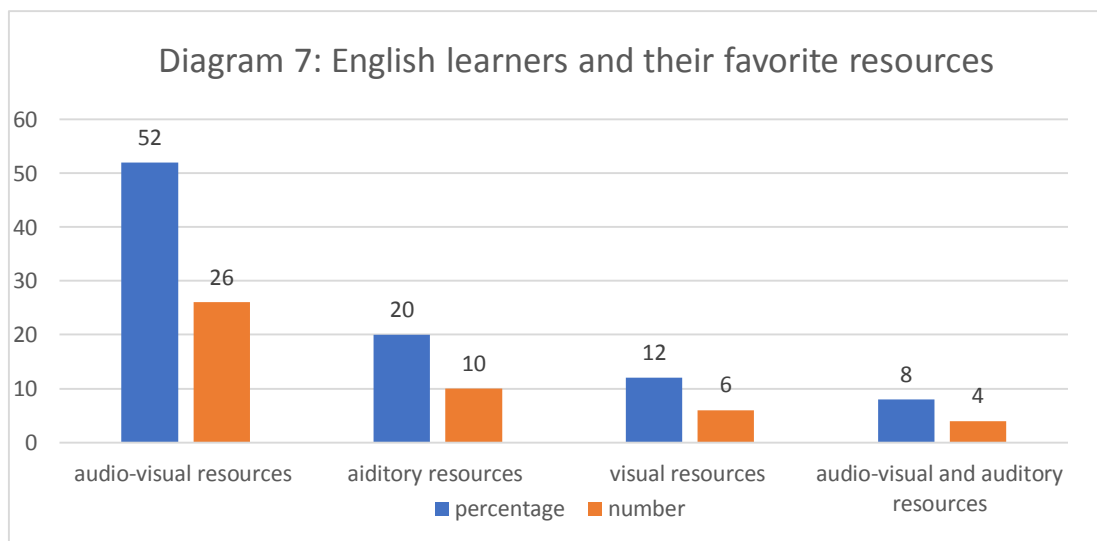
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The diagram seven highlights that most of the English learners (52%) prefer to learn with audio-visual resources than the other types.

1-3-3 : Qh8 Why ?

Respondents argue that they prefer to learn English with multiple aids because those resources are beneficial in terms of pronunciation, understanding, and remembering of information and concepts. Furthermore, the act of seeing and listening to English language stimulates their attention. The table below illustrates the criteria why English learners prefer to study English via multimedia aids.

diagram 8 : Learners advanced reasons about prefering multimedia resources
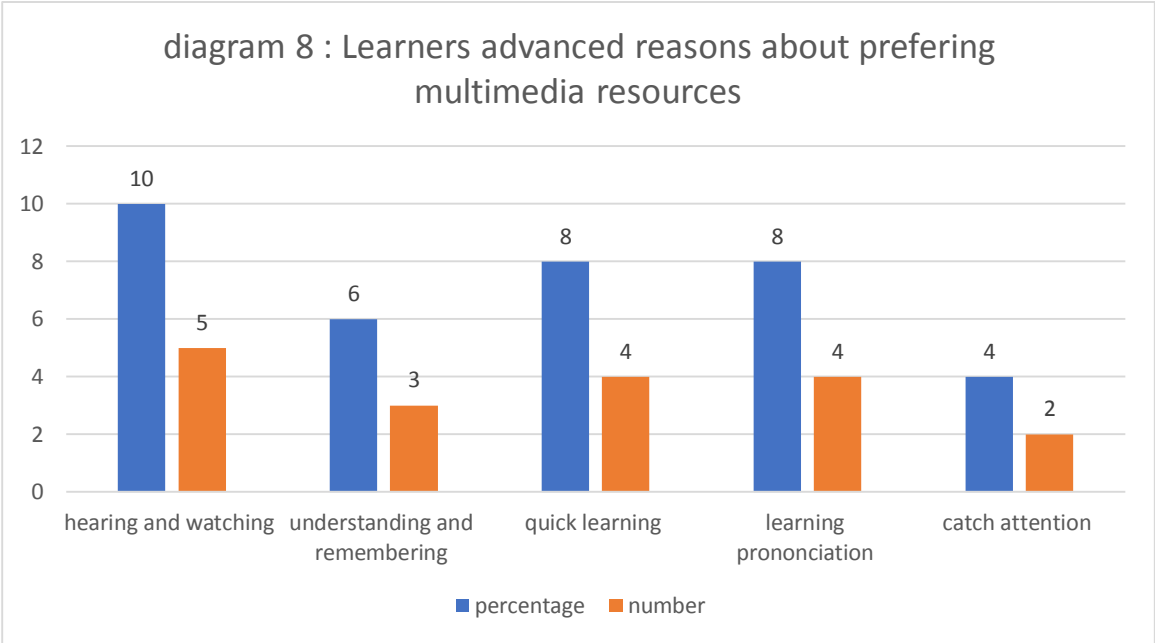
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1-3-3-Qh9 : How frequently are those materials used in the classroom to teach English?

Diagram 9 : The Use of Multimedia Resources in the Classroom.
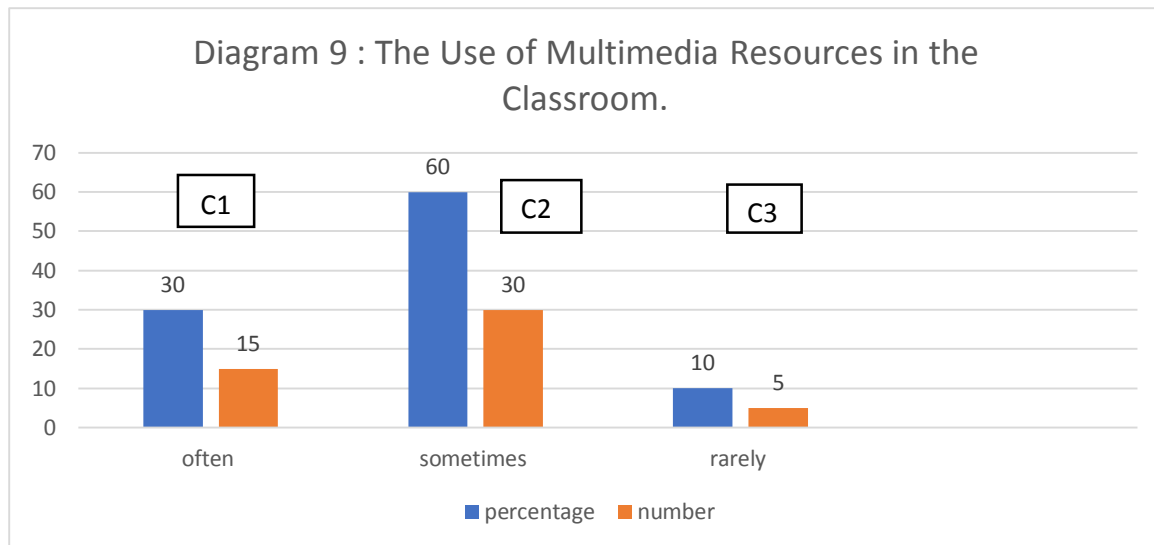
More than half of the respondents of the category (C2) (60%) answer that multimedia resources are used only sometimes for learning. Nevertheless,(30%) of English learners (C1) assert that those materials are frequently presented in the classroom.

I-3-3-Qh10: Do you think multimedia aids are useful for improving your speaking skills?

diagram 10 : Using Multimedia Aids to Improve the Speaking Skill.
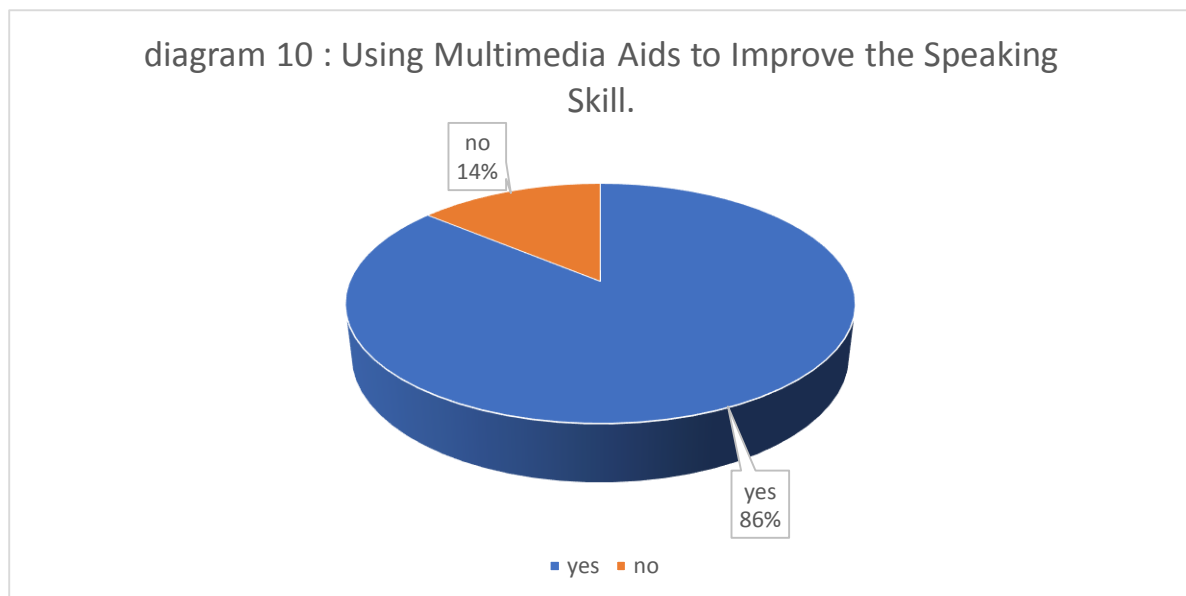
As it is shown in the pie chart above, almost all the participants (86%) agree that using multimedia is a useful strategy to improve the oral skill among English foreign language learners.

1-3-3 Qh11 : if 'yes' , will they help you study?

Diagram11: Multimedia Resources and Learners' Achievements.
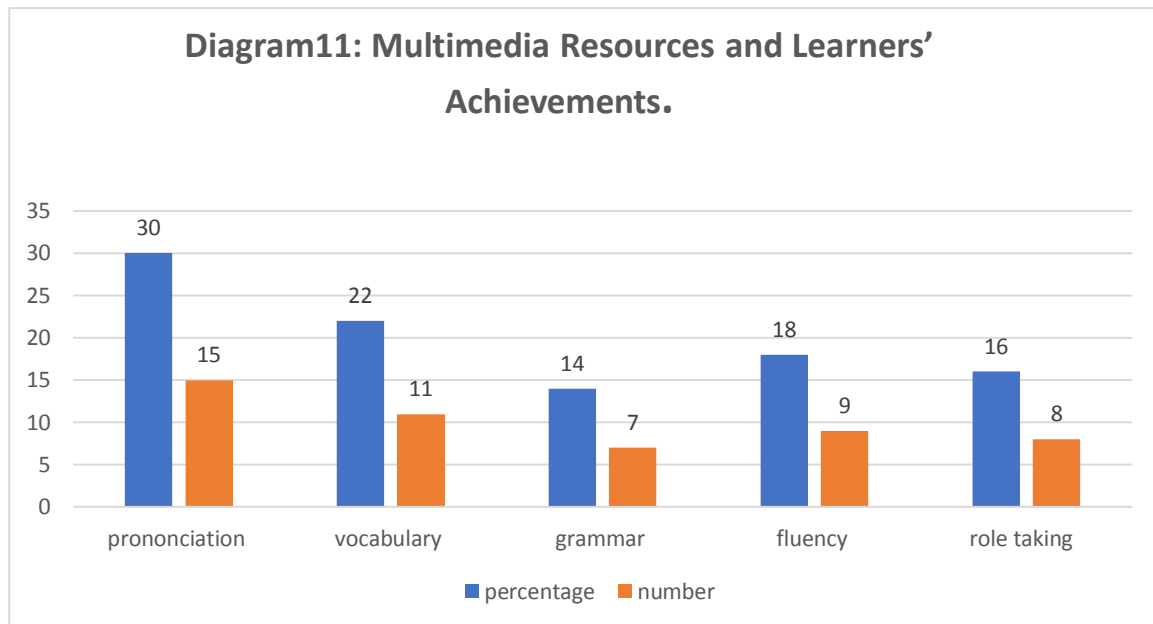
This diagram shows the characteristics of English learners in the process of acquiring English through multimedia. Therefore, "pronunciation" (30%) and "vocabulary" (22%) are the first two aspects that students achieve when learning English. In third place grammar with a a percentage of (14%)and (18%) of participants stated that they can communicate fluently in the target language using multimedia in the fourth place.

1-3-3-Qh12: Do you learn English using those materials at home to improve your speaking?

Diagram12: Using Multimedia at Home to Foster the Oral Skill
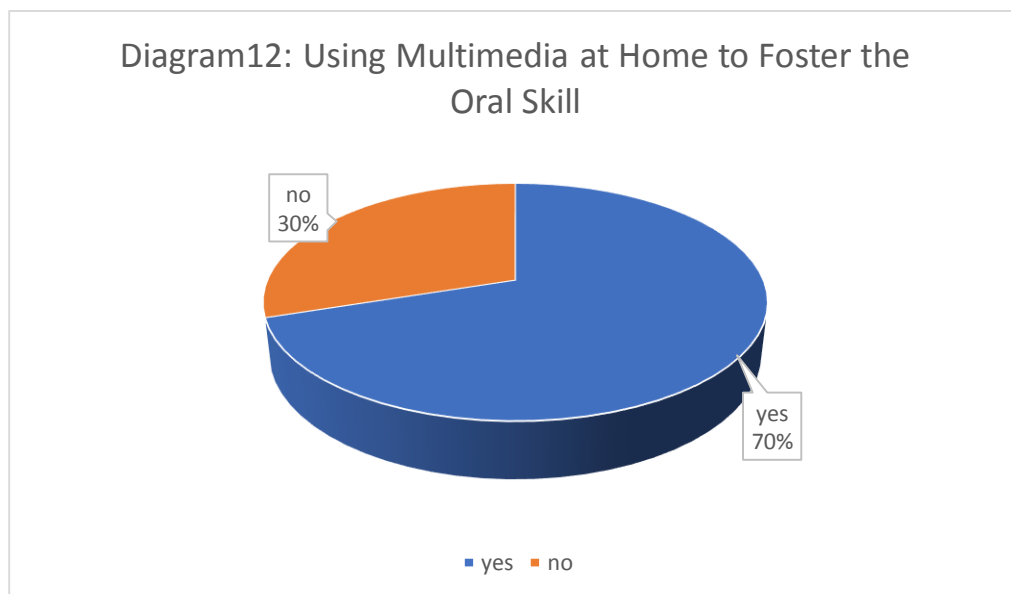
The above diagram shows that more than half of the respondents (70%) use technology and advanced methods at home to improve their English quality and skills. However, (30%) of the respondents are not worried about learning English independently.

1-3-3Qh13: The use of multimedia assisted learning in English can turn it into :

Diagram 13 shows the characteristics of English learners due to multimedia. "Speaking
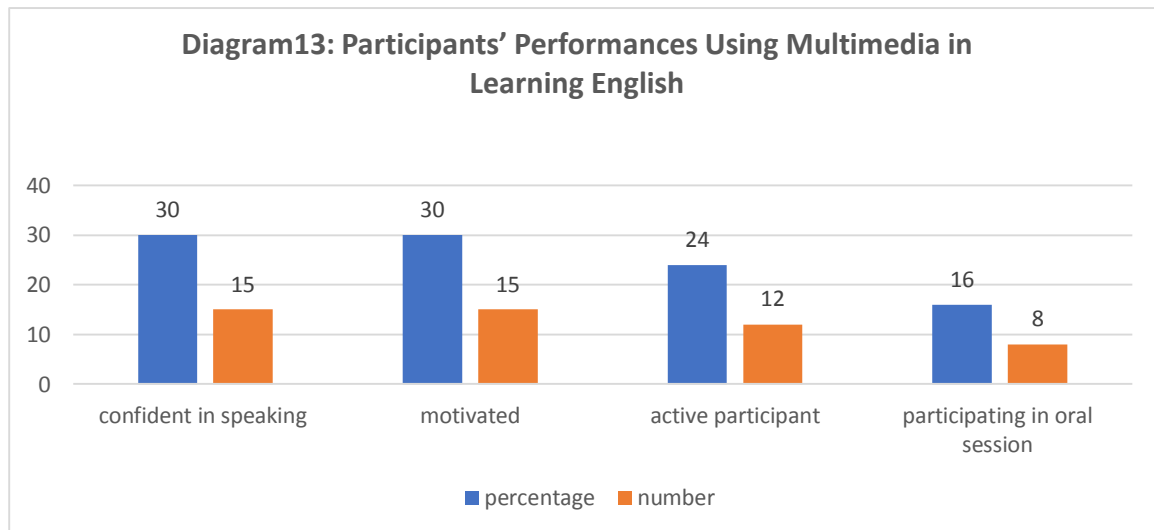
confidence" and "motivation" replaced other variables, and (30%) of each variable corresponded to (15) English learners. On the other hand, the remaining variables do not overlap with each other in terms of degree of performance.

1-3-3 Qh14: Do you understand that you use these types of materials in class?
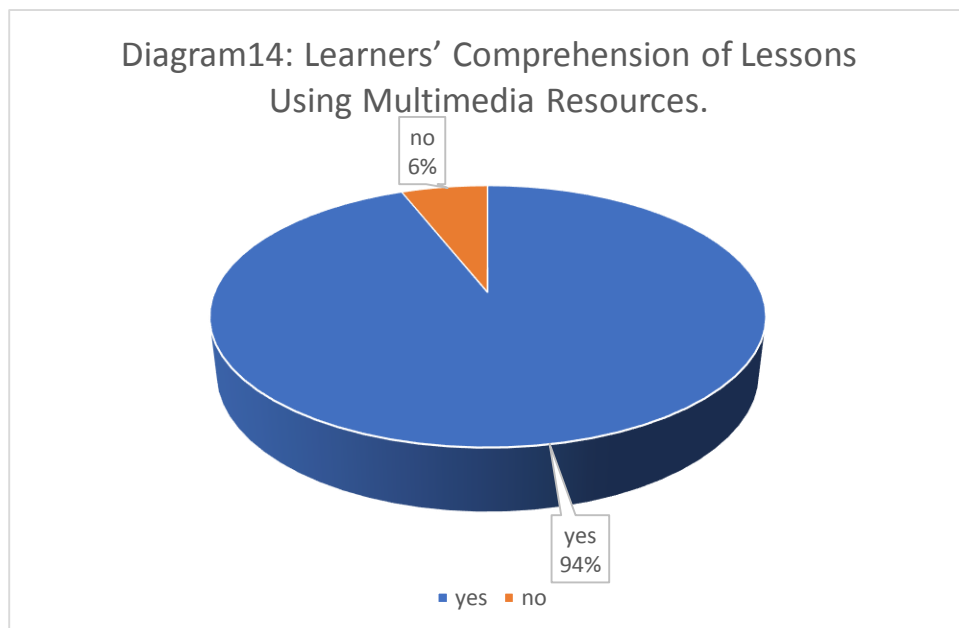
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The results in the Diagram above are related to students' understanding of English courses through the use of multimedia media. Therefore, the majority of respondents (94%) claimed to have the ability and opportunity to master the content of the English courses offered through the use of multimedia presentations in the classroom.

1-4- Results of the Fourth Section: Learners' Attitudes towards multimedia resources.

1-4-1Qh15: Do you prefer to learn English with multimedia assistance or do you prefer English learning without these materials? Explain why?

Diagram15: Participants' Reasons about Learning English via Multimedia.
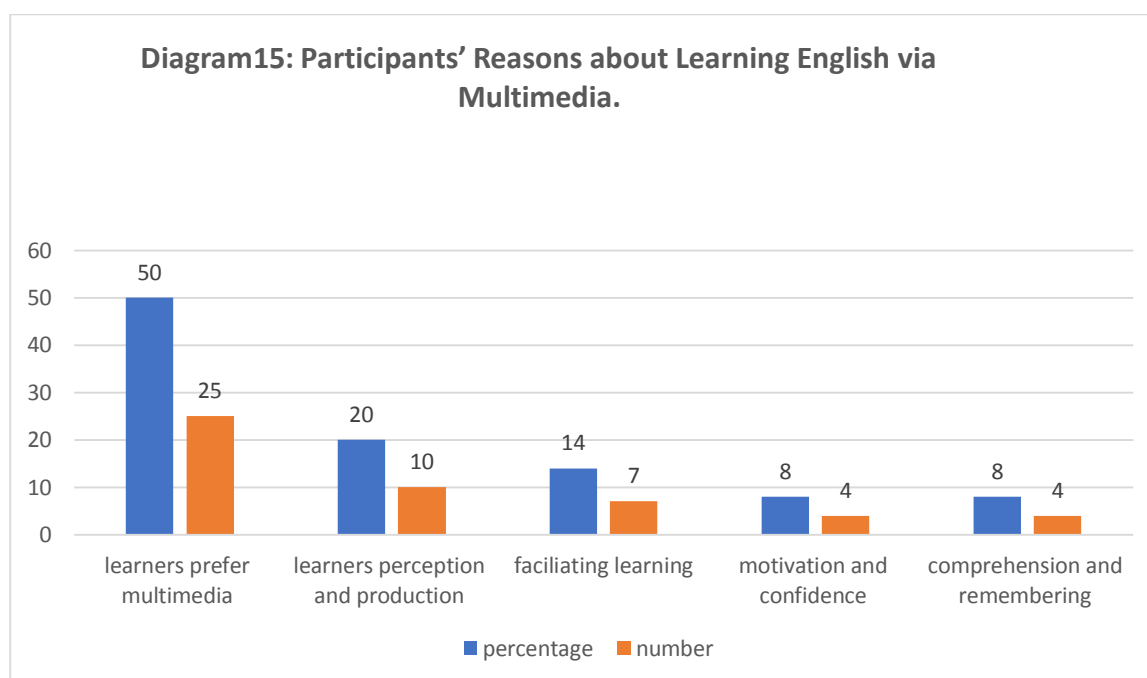
As shown in the histogram above, most English learners prefer to learn English through various resources. For many reasons, students prefer to learn English in this way. They claim that multimedia resources are useful and helpful for learning. In addition, these materials enable them to successfully receive (input) and produce language (output). In addition, through multimedia learning, students have the opportunity to form good concepts and remember information.

1-4-2Qh16: Do you like listening to native English speakers?

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Diagram16: Listening to Native Speakers of English
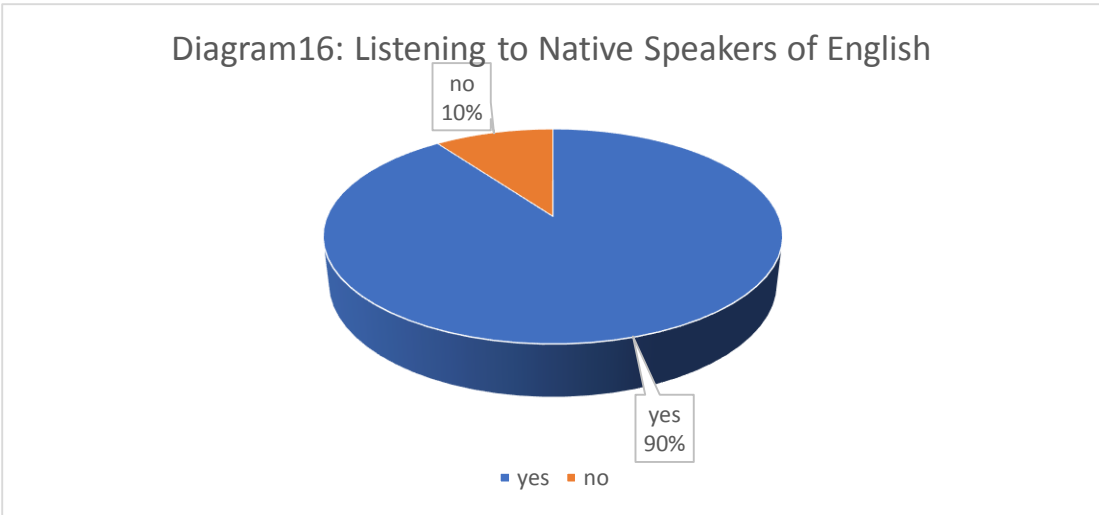
The pie chart above shows that the vast majority (90%) of the participants tend to listen to the pronunciation of English, depending on the different techniques and tools of daily life that allow the use of spoken English at any time. However, only (10%) as a minority of respondents do not like to hear some personal arguments from native English speakers, for example it is difficult to understand what they are saying.

1-4-3-Qh17: If 'yes' how?

Diagram17: Learners' Arguments towards Listening English from Native Speakers.
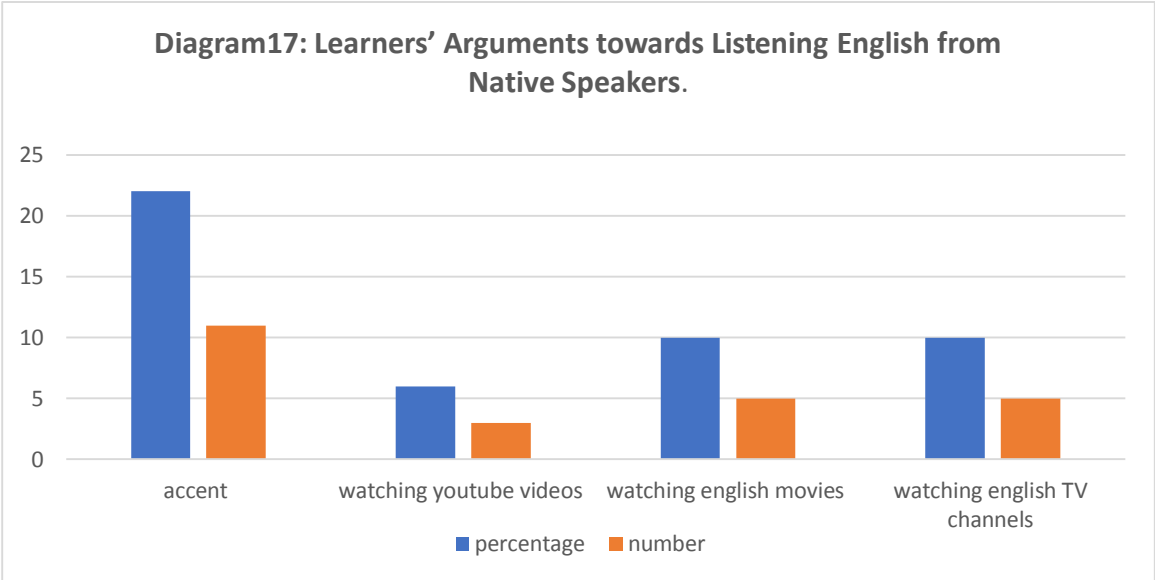
Diagram 17 clearly shows why almost half of the students like to listen to authentic English. Some of them emphasize accent, that is, they declare that native English speakers have the correct accent and pronunciation in English. Others emphasized how they managed to obtain

authentic English; that is, some students surfed the Internet for English videos, and some participants were exposed to English by watching English movies and English television.

1-4-4-Qh18: If 'No' Why?

Only a few participants (10%) answered this question. There are two main reasons why they don't like listening to their native English. That is to say, one of the reasons for recurring is that English learners have difficulty grasping and seldom understand what English says due to fast completion; therefore, it is difficult to understand its meaning. Others prefer to listen to the English spoken by the teacher in class.

1-4-5 Qh 19 What do you think about using different multimedia aids to learn English in class?

Different interviewees have different opinions on the position of using multimedia resources to learn English. For this reason, some people affirm that multimedia assistance provides a better opportunity to learn English, because these methods are considered to be a strategy for conveying information and creating a good atmosphere in the classroom. Other participants affirmed that multimedia resources help them remember information and attract students' attention to the English course, and they were activated in the classroom. In addition, an English student mentioned that the use of multimedia to learn English has improved students' productivity and acceptance, and provided a support and help for teachers and students. In addition, an acceptable number of participants (15%) wrote that they like learning this way and are very happy and interested in learning English in class.

In short, the results of the student questionnaire reveal differences in learning English across a variety of inputs. In other words, the results show that (third year students) of University Ibn Khaldoun in Tiaret at English courses take place in a multimodal environment, which is supported by different symbolic resources in teaching and learning English. In addition, the research results also show the impact of these resources on the achievement of English learners in language perception, language comprehension, language retention, intrinsic motivation and self-confidence, and language production. , as well as the impact of multimedia on student behavior. Finally, through multiple demonstrations shows the student's attitude towards the acquisition of English.

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2: Results of the teachers (Teachers Questionnaire):

For Teachers, The Questionnaire was conducted to investigate their perception about how far technology can penturate English foreign language classroom and learners mindset. A pilot questionnaire was given to teachers according to their specialities and fields of search, to verify both of validity and reliability of tool occupied and to investigate and describe their perception about the effects of social media aids impact on the vocabulary of the learners.

2-1-Qh1: During your speaking sessions, do you use any specific materials?

diagram1:The Use of Resources to Provide English Lessons in the Classroom.
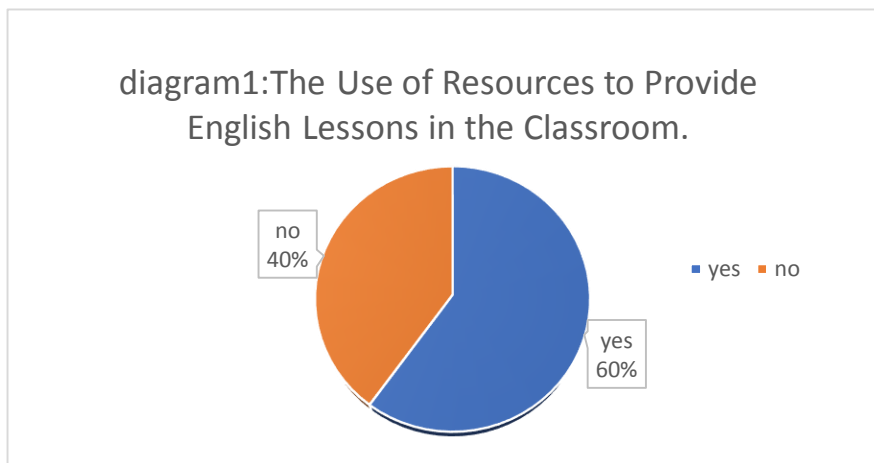
The results obtained from Question 1 show that only (60%) of the teachers who answered affirmed that they used materials to help English learners in the teaching process.

2-2-Qh2: If 'yes', Please cite them:

60% of English teachers state that in the teaching process they use specific objects, such as visuals,graphic projections and other audiovisual materials, videos and all peripheral materials based on objects and methods of life real, like english songs. All these elements are used to convey information to English learners so that they better understand and master the different concepts. These methods can help classroom teachers try to explain and explain through examples that correspond to real life and clarify ambiguities for English learners.

2-3-Qh3: Do they help you in conducting the teaching process?

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Diagram2: Multimedia Aids in Teaching English Language.
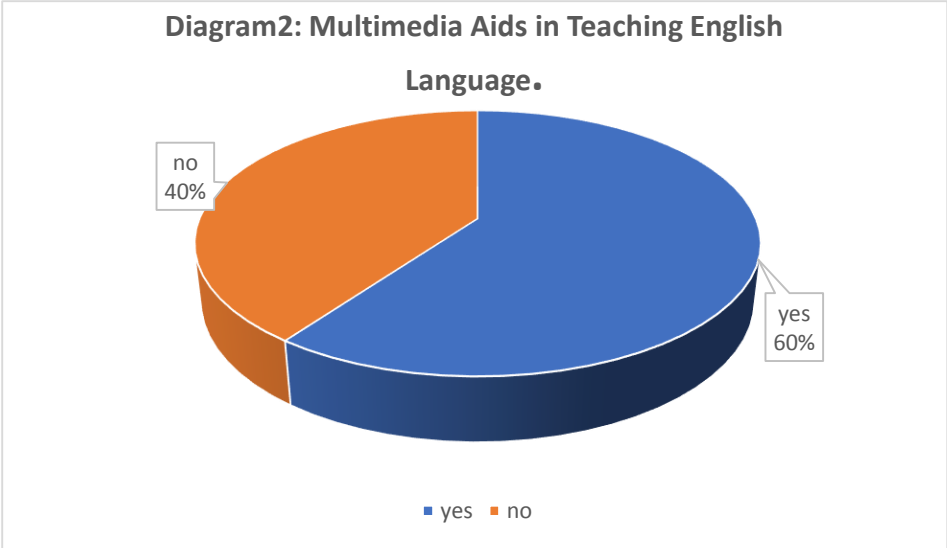
As shown in the table, more than half of the teachers (60%) said that using these devices to teach English in the classroom is a useful and successful way to provide guidance to EFL learners.

2-4-Qh4: What is the learners' reaction when they are provided with such means?

Diagram3: Learners' Behaviour and multimedia presentations.
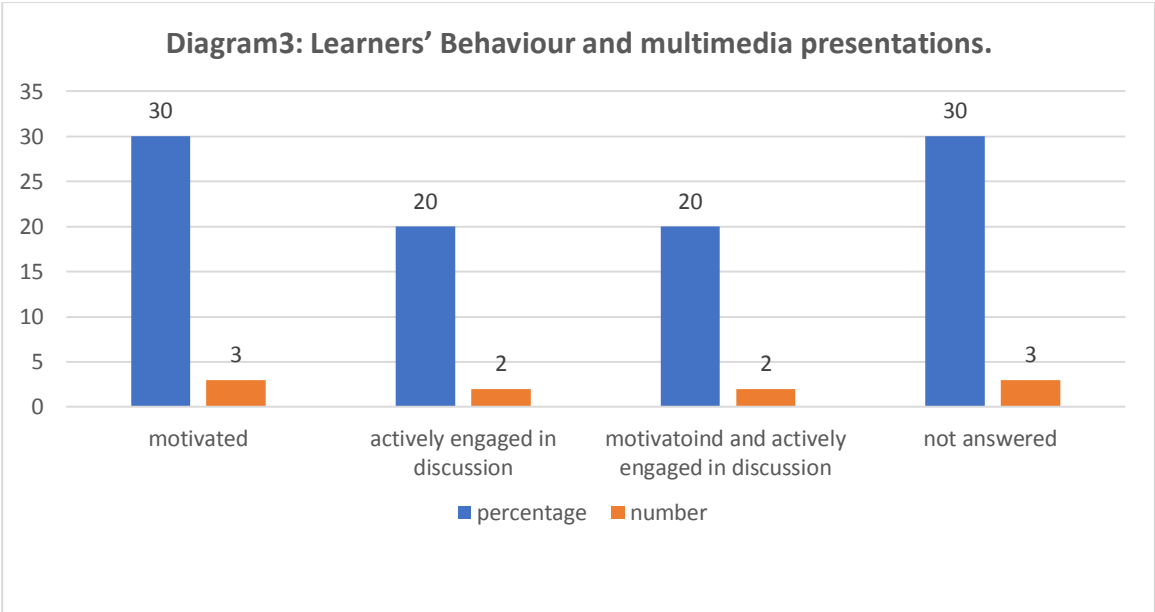
The histogram above shows the reaction of English learners when they learn in a variety of information presentation methods. In other words, students learn English with more motivation and enthusiasm through multimedia visualization and actively participate in classroom interaction to demonstrate their understanding of the course.

2-5-Qh5: Do those materials exert influence on the learners' achievements?

diagram4: Multimedia and Learners' Language Achievements.

no
40%

yes
60%

■ yes ■ no
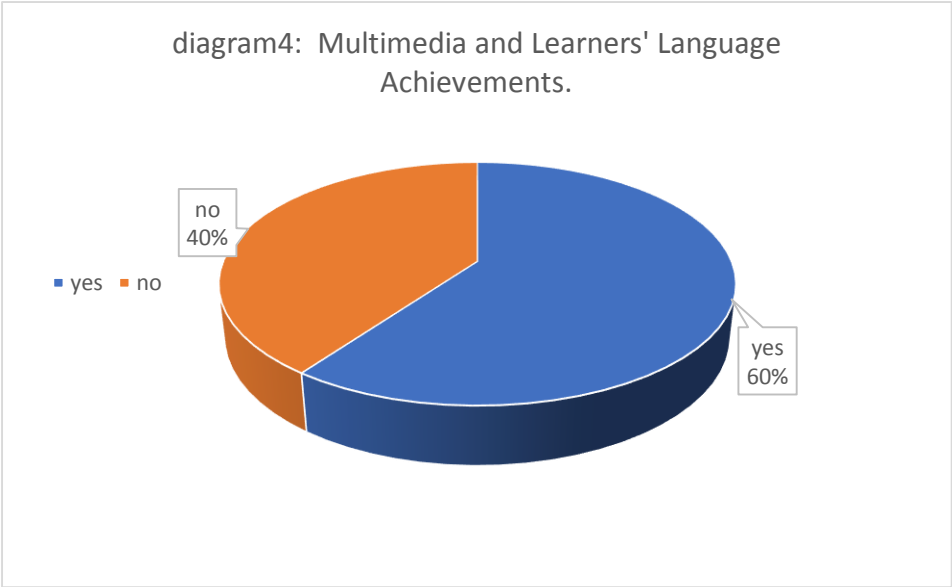
Most teachers (60%) who were asked Question 5 confirmed that multimedia presentations will affect the results of students' ability to receive information and produce language. The remaining teachers (40%) did not give an answer.

2-6-Qh6: if 'yes', what characteristics do learners manifest in speaking English?

diagram5: The Influence of Multimedia on the Learners' Outcomes.

comprehension	prononciation	fluency	not answered
30	20	10	40
3	2	1	4

■ percentage ■ number
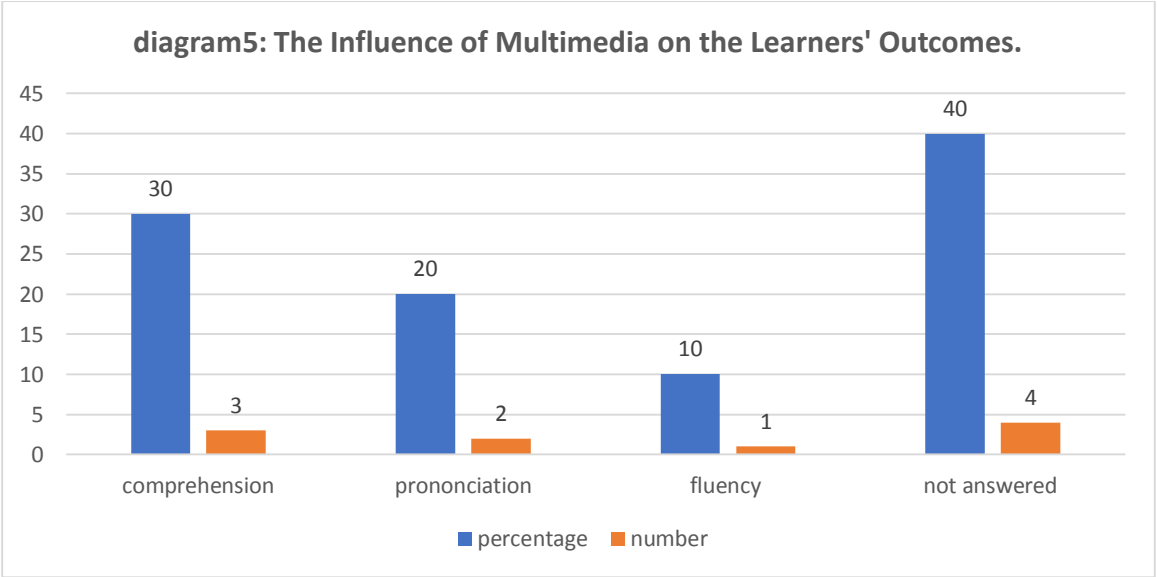
As mentioned in the table, (30%) of teachers noted that providing English learners with multiple presentation methods can improve the quality of understanding of the information

provided. On the other hand, two teachers (20%) stated that the students demonstrated a certain ability to pronounce words and phrases in English. In addition, only one teacher pointed out that thanks to multimedia media, students can speak fluently.

2-7-Qh7: Are multimedia resources useful for educational purposes?

Diagram6: Multimedia Resources and Educational Purposes.

no
40%

yes
60%

■ yes ■ no
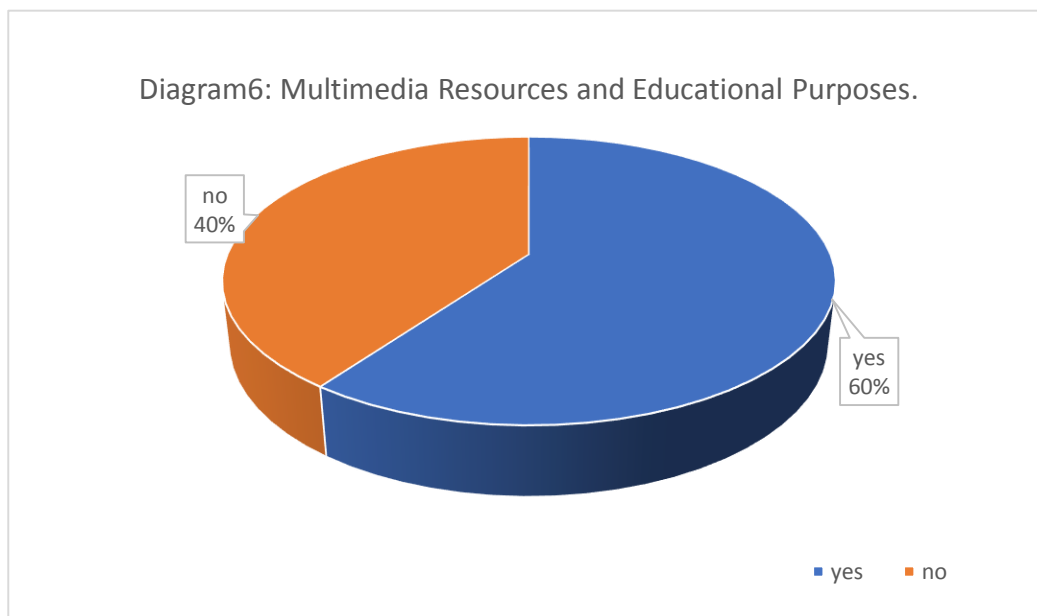
All the teachers who responded agreed that the introduction of multimedia into teaching is a useful strategy to carry out the teaching process and meet the needs of student.

2-8-Qh8: If 'yes', how?

The teacher's response is changing the fact that multimedia presentations make it easier to explain ideas and objects that students seem to have trouble understanding. In addition, authentic materials will attract students' attention and show understanding when they provide answers in class. Another thing mentioned is that teaching in multiple languages does not bore students, but instead motivates them to focus on understanding what is mentioned and/or said.

2-9-Qh9: If 'No' Why? This question has not been answered by the teachers.

2-10-Qh1: What types of resources do you use mainly in teaching English?

diagram7: Types of Resources that Teachers use in Classroom.

The histogram above shows the types of resources used by English teachers, but they vary from teacher to teacher. In other words, some teachers use audiovisual media at the same time, some must use audiovisual media, and others teachers didn't answer.

2-11-Qh11: what do you think about implementing such means to fulfill teaching and learning foreign language?

Nowadays, education and learning are no longer done through a single strategy. Rather, it is necessary to change the way information is provided. Multimedia resources are a good example to satisfy language education and learning. In other words, bringing such materials to the educational environment will support the quality of education and learning outcomes. In addition, Teachers at

University Ibn Khaldoun in Tiaret Looking at this means, it is very interested for both the teacher and the student and promotes both. This is to incarnate things for students and promote a better understanding Together, the second section of this chapter explained the response of the teacher and the attitude towards learning through multimedia. Therefore, it refers to a different aspect for the subject of research. As a result, this section emphasizes the various aspects of the results of the Questionnaire.

 -English teachers assist their classrooms with several resources for promoting teaching English.

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-Learners' reaction towards multiple presentations of English language and its influence on the learners' achievements

-The types of resources used in the English language instruction.

-Teachers' views about the implementation of such resources to education.

Conclusion:

This chapter provides the results of questionnaires surveys, and addresses the impact of multimedia resources on students' spoken language and the role of multimedia in the teaching and learning of English as a language. , And the participants' attitudes towards the presentation of multiple languages in the classroom. The results obtained are presented in different ways of qualitative and quantitative results. Therefore, statistical data highlights some positive aspects related to language acquisition through multimedia media as an effective and important strategy for providing teaching. Therefore, detailed information and an explanation of the survey results are provided in the discussion section.

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III / Discussion of the Findings

The primary findings from both qestionnaire teachers and learners, are discussed in this chapter. Its goal is to respond to the study questions raised in the general introduction on the extent to which employing multimedia resources in English language instruction affects English learners' speaking ability at University Ibn Khaldoun in Tiaret and the effects of those materials on the cognitive processes of English learners In addition to the participants' views on the utility of utilizing such a tool, teaching and learning tools for teaching and learning the ability of speaking .As a result, the discussion is based on the students' and instructors' responses from the previous chapter, and it interprets them using the concepts discussed in the literature study.

1-English as a Target Language Teaching & Learning (TL) University Ibn Khaldoun-Tiaret

1-1-   Multimedia as a Teaching and Learning English Strategy

Multimedia resources are integrated and used as part of English language education in University Ibn Khaldoun in Tiaret, according to the results acquired in the preceding chapter. As a result, this fact demonstrates that English language classes are not conducted using traditional techniques that focus just on the structure of the language and its grammar rules, but rather by prioritizing the Direct Method (DM) and Communicative Language Teaching principles (CLT), which emphasize the utilization of original resources such as newspapers, films, and photographs Brown, H.D., addressed this concept (1993), who highlights that "among pedagogical techniques that can help accomplish the ultimate goal of communicative language teaching is the utilization of technology such as films, videos, and computers."(Brown,H.D,1993, reported in Chang, M.M., and Lehman,J.D,2002:82).

As a result, incorporating such media tools into English classrooms at University Ibn Khaldoun in Tiaret provides concrete and authentic language to foreign English learners while also allowing instructors to contextualize and concretize the meaning of concepts to students; that is, English teachers can easily provide explanations and illustrations to their students. That is to say, by employing such tools "...*assist teachers in their jobs, bringing the outside world into the classroom.*"(Brinton,M.D,2001:460). That is, (92%) of English learners and (60%) of English teachers say they use a variety of materials and tools in English lessons to aid them in the process of teaching and learning English, such as visuals, audio-visuals,

auditory means, and other resources that allow teachers to provide explanations and learners to receive information. Showing and presenting language through genuine materials is a critical problem in language learning in order to stay up with current events, as well as changes and growth in various parts of life, such as technology and education. (Brinton , 2001). As a result, the teaching and learning of English University Ibn Khaldoun in Tiaret reflects the current developments in modern learning.

1-2-   Multimedia in English Language Teaching and Learning at University Ibn Khaldoun in Tiaret

According to the data, English language courses at University Ibn Khaldoun in Tiaret wants tov use three major ways of information presentation to achieve better understanding: visual mode, audio-visual mode, and auditory mode. At the University Ibn Khaldoun in Tiaret, a multimedia design for teaching and learning English was created by combining multiple ways of presentation. As a result, the use of modes such as sounds, visuals, and moving images to create meaning and communicate ideas forms a multimodal mixture of diverse components of communication..(Kress,G, and Van Leeuwen,T,2001).

1-2-1- Visual Mode

Both professors and students claim to employ visuals in the classroom, such as images and objects. In other words, professors give explanations and pictures, and students quickly grasp the meaning and comprehend the message. The participants' reasons revolve on the idea that visual modalities make it easier for students to grasp and for professors to explain. According to Kress, G., and Van Leeuween, T. (1996), images are significant and vehicle meaning for understanding the things, objects, and individuals depicted in the image; that is, images are significant and vehicle meaning for understanding the things, objects, and individuals depicted in the image; that is, images are significant and vehicle meaning for understanding the things, objects, and individuals depict "...*depicted people, places and things are combined into a meaningful whole*." (Kress,G and Van Leeuween,T,1996:1). This means that utilizing solely verbal modes to transmit and explain concepts to learners is insufficient, as other modes, such as images, can completely substitute a linguistic text. Therefore, '*a picture is worth a thousand words*." (English idiom). It is connected to the notion that images clarify the information being taught and provided to the recipients, as well as assisting students in studying and functioning well through the use of their Some people have a visual memory that allows them to learn by using their senses. effectively. Few participants (see

diagram8), on the other hand, have the ability to learn from visuals, which means that providing illustration from a mono-mode, such as text, without supporting it with other items does not suit the learners' comprehension of the input, and that instead, communication should be achieved by using a variety of modes. As a result, communication is no longer achieved in a mono-mode, but rather in a multi-mode. "the combination of different semiotic modes... in a communicative artifact."(Van Leeuween,T, 2005:281).

1-2-2- Audio-Visual Mode

The process of teaching and learning foreign languages, audio-visual methods are regarded to be an essential instrument. According to the findings, the bulk of English learners (92%) are under the age of 25. The majority of people who are doing research prefer to learn English through audio-visual means. As a result, combining more than one medium or mode to display information may assist independent English learners at University Ibn Khaldoun-Tiaret in immersing themselves in their foreign language learning. As a result, adding numerous presentations into the classroom improves the quality of students' language learning successes. (Fadel, citing M. Sankey et al., 2010:853) That means, English learners may integrate both forms of presentation, such as sounds and visuals, and process the information to arrive at and gain meaningful knowledge as a result of the two activities of seeing and hearing. Because the combination of such semiotic resources helps to produce meaning and communicate diverse meaningful messages to accomplish communication and meaning, audio-visual methods assist English learners become more involved in the learning process. (Halliday,M.A.K,1978). As a result, such a mix of semiotic resources acts as a bridge between the input being given and the learners' cognitive understanding and information-receiving skills.

1-2-3- Auditory Mode

The utilization of songs and English dialogues for a variety of activities reflects the auditory mode to educate and learn English skills such as pronunciation, writing, and comprehension speech is being listened to As a result, English students at University Ibn Khaldoun-Tiaret have the option to be bilingual. Using such technologies, you may be more accurate in creating speech in terms of pronunciation. That is, auditory perception methods to assist English learners in achieving some phonological qualities The sound system is in English. As a result, audio aids English learners in improving their speaking skills having the ability to work in an atmosphere where real English speech is delivered via media. Therefore,

auditory resources have "t*he potential to promote the academic creativity in engaging students through media intervention.*" (Middleton,A.,2009:143). That is, auditory mode is a learning technique that entails the dispersion of speech and sound in order for English learners to acquire many characteristics of speaking, such as correctness and fluency.

1-2-3-1- Developing learners' Accuracy and Fluency in Speaking

Independent English students at University Ibn Khaldoun-Tiaret improve their speaking accuracy via multimedia learning that emphasizes the most important components of English language speech: pronunciation and vocabulary. As a result, as the findings show, thanks to multimedia presentations of English in the classroom, half of the participants (50%) are able to improve their accuracy in speaking in terms of acquiring the relevant pronunciation (40%) and possessing the appropriate range of vocabulary (10%) to express their ideas in the target language. As a result, English learners may operate effectively in the target language if they can talk with proper pronunciation and use appropriate word choices. (Thornbury,S.,2003). Consequently, accuracy is related to "the ability to produce grammatically correct sentences." (Richard,J.C., et al:2002:204). That is, speaking in a way that is consistent with the feature of having Pronunciation, vocabulary, and grammar are all excellent. On the other hand, just 14% of independent English learners can generate speech without any interruptions or hesitations in the flow of ideas. That is, they must be able to speak in the target language with acceptable and correct pronunciation in order to participate in the classroom. As a result, this group of English learners can express themselves since they are positioned and tend to be fluent speakers who can have a conversation and sustain the listener-speaker relationship. (Brown,D.H,2000).

2-The Importance of Multimedia in English Language Instruction

The findings of the preceding chapter demonstrated that teaching and learning English with numerous presentations of material allows teachers to successfully conduct English language classes by giving the required explanations about various concepts , in addition to the improvement of learners' English speaking skills in terms of acquiring new vocabulary and pronunciation, owing to a mix of relevant modes that enhance message transfer and input coordination. That is, (90 percent) of English learners believe that using multimedia to learn English is an effective approach for improving pronunciation, vocabulary acquisition, and meaning conception. That is, employing multimedia tools to improve learners' English vocabulary is a viable option. (D. Kim and D.A. Gilman, 2008). As a consequence of the

findings, we can conclude that multimedia is a tool that underpins and supports foreign learners in improving their English. To put it another way, delivering multimedia learning enhances learners' skills by incorporating their sensory perceptions, which aid their cognitive elements of learning in efficiently receiving knowledge. Indeed, the majority of respondents think that multimedia may be used as a tool for learning many parts of the English language. As a result, one of the participants declares: *"using multimedia for learning English allow us to learn not only vocabulary but also pronunciation and the way of speaking".* As a result, English learners have discovered that having such materials at their disposal helps them learn and achieve many elements of the English language, such as language production and learning self-satisfaction. Multiple presentations of information are advantageous because they integrate and promote language acquisition for foreign language learners. (Brinton,2000).

3-Implications of Multimedia presentations on the Learners' Cognitive Functions

This section delves deeper into the effects of numerous information presentations on English learners' cognitive and personal abilities. Then, showing the method by which independent English learners at University Ibn Khaldoun-Tiaret learn new knowledge by combining several semiotic resources.

3-1-Multimedia and Learners' Perception of Input

The findings of question (8) show that certain English learners may acquire information by using their sensory elements, such as their eyes and hearing, for receiving, learning, and comprehending English teachings. That is, people pretend that they learn more when they hear and see the material since the two acts complement one other. *"listening and seeing at the same time help us for more understanding and following in the classroom."* Independent English learners in University Ibn Khaldoun-Tiaret are more interested in learning English as a result of this, and are better able to absorb input through a combination of media such as sounds and visuals. People learn better from words and visuals than from words alone, according to Mayer's "Cognitive Multimedia Learning Theory" (2001).That is, learning occurs as a result of absorbing information through dual channels, which include both words (auditory) and visuals (visual) (visual). To put it another way, when learners are immersed in an environment that combines verbal and visual modes, they have a better chance of seeing and assimilating the message's meaning. As a result, providing learners with a multimodal composition of a language made up of multi-semiotics resources acts as a kind of scaffolding, assisting their cognitive functions in the acquisition of that language, because modalities and

media simply complete and coordinate the dissemination of the intended messages for the audience. As a result, numerous presentations of material improve learners' language successes in terms of absorbing and understanding target language input, according to (Fadel, in Sankey,M et al,2010) (TL). As a result, the combination of perceptual modalities created by modes of composition and medium of presentation leads to an effective technique for teaching and learning a foreign language, as visuals and audio-visuals are provided to English learners. *"can help learning by establishing a setting, contributing to text's coherence and reinforcing the text."* (Kidwai,K et al,2001:453). As a result, multimedia allows foreign language learners to access the context in which the new information is employed, reinforcing and assisting them in better understanding and developing their English abilities.

3-2-Multimedia and Learners' English Language Comprehension

Another skill demonstrated by some interdependent English students at University Ibn Khaldoun-Tiaret is the capacity to absorb the material of English courses through multimedia presentations in the classroom. That is, they claim that studying English with such resources helps them grasp topics better, especially when their professors use images and animation to demonstrate concepts. Similarly, 'The Dual-Coding Theory' (1971) and 'The Image Schemas Theory' (1987) claim that visual resources and moving pictures play a role in information transmission and help people learn and absorb meaning more readily.

Furthermore, Kress and van Leeuween (2001) claim that images vehicle meaning and help people grasp the whole message based on the multimodality approach. That is, English students at University Ibn Khaldoun-Tiaret engage with the images and get the whole meaning by integrating the visual and verbal modes. As a consequence, exposing independent English learners to comprehensible input allows them to get access to new knowledge and build a mental bank of information that they may utilize at any time and in a variety of situations. (Krashen,1985). As a result, learning entails altering the quality and quantity of knowledge in a person's mind through the process of "...adding new information to one's memory." (Mayer,R,2001:12), in which such facts are learned and remembered.

3-3-Multimedia and Developing Long-Term Memory in Learners

Long-term memory is linked to independent English learners' capacity to remember material when faced with numerous presentations of input in English lessons. That is, 14.9 percent of English learners believe they are able to absorb and remember material in the classroom when they are provided feedback via multimodal composition (see diagram9). As a

result, combining several modalities of presentation in the classroom is an effective approach for improving and strengthening learners' information acquisition as well as cognitive skills in terms of attention, understanding, and retention.

(Lindstrom,1994).

Learning is a change that occurs at the level of the learner's cognition. Retention of information involves introducing new knowledge to what has been learned before by an individual; hence, learning is a change that occurs at the level of the learner's cognition. (E.D. Murray and M. Christison, 2001). Furthermore, learning with multimedia is a supplementary task in which learners' cognition analyzes new information and combines it with previously acquired knowledge. (Kozma,1991).

Furthermore, retention of information, as defined by Mayer(2002), entails real learning at the mental level, where knowledge is kept for a long time as a result of meaningful learning. In short, *"remembering involves retrieving relevant knowledge from long term memory."* (Mayer,R,2002:228). As a result, providing independent English learners with information via dual channels aids their mental knowledge construction, because the contact that occurs between multiple presentations of semiotic modes, human senses, and the brain form the staircase by which individuals succeed in retaining information, which is the result of assimilation and accommodation of new input. Accordingly, *"people learn more deeply from words and pictures than from words alone."* (Mayer,R,2001:31).

Mayer, R., and Moreno, R. (2002:93) outline the chronological processes by which new information and changes in knowledge are incorporated into the working, long-term memory. When learners see and engage with the verbal and visual channels in the framework of English language teaching and learning atUniversity Ibn Khaldoun-Tiaret, they pick the proper words for the suitable pictures and vice versa, then integrate both presentations into their working memory. As a result, new information is acquired and contributed to an individual's knowledge base background. As a result, independent English learners conceive and retain more information through the dual channels method, which allows them to integrate both verbal and visual signals into their working memory to acquire new material.

3-4-Multimedia and Learners' Intrinsic Motivation and Self-Confidence

The results of the learners' questionnaire and the structured interview with the teachers reveal that English learners exhibit a variety of traits inside the classroom multimedia learning

is given. Among these qualities are learners' intrinsic motivation, which means they are self-motivated and do not require external incentive. This encourages them to study English; in other words, they may self-motivate. Furthermore, self-assurance with which English students at University Ibn Khaldoun-Tiaret overcome many unfavorable elements such asanxiety that is preventing them from progressing. As indicated in the (diagram13), two groups of learners make up (30 percent) of each group, emphasizing the importance of employing various compositions for each group. The goal of learning English is to enable students to be motivated and confident in expressing themselves. As a result of these traits, independent English language learners are able to be active participants in class and are spontaneous and fluent in expressing their thoughts. As a result, according to Boster, F.G., et al. (2002), teaching English language in the classroom with various presentations pave the way for learners to reach different phases, such as the capacity to overcome their nervousness and achieve many goals. Interactivity, motivation, self-confidence, and self-esteem are examples of personal goals that can be met. Consequently, *"technology improves motivation, engagement and interest when students use multimedia programs and software designed to develop skills and knowledge."*(Reiners,P et al,2005:3). The independent English learners can benefit from modes of composition that form a communicative and significant presentation of language because those modes of communication are a useful toolkit for sending messages, communicating meaning, and disseminating input. As a result, as Kress and Van Leeuween (2001) argue, those semiotic modes create the conduit via which individuals communicate meaningful signals. It indicates that modalities like as visuals, sounds, and moving images are useful for transmitting information and delivering messages. As a result, when English learners come into contact with those semiotic resources and interact with them, they assimilate information and then construct mental knowledge stored in long-term memory that allows them to construct, produce, and send messages to others.

4-Multimedia Presentation and Learners' English Production

The results of the question four (04) graphic (04) reveal that the majority of the students lack vocabulary (52%) and have difficulty forming coherent sentences (54%) and that is only a small percentage of them participating in class (diagram5). This means that a lack of vocabulary and the inability to create acceptable phrases prohibit English learners from participating actively and productively, since they are just receivers. Nonetheless, autonomous English learners can generate speech with varied features such as accent and pronunciation owing to multimedia presentations of English language input, because such forms of writing

convey real language that enable learners know how to produce speech. *"... sounds, stress patters, rhythm structures and intonation of the language." (Florez,1999:2).* As a result, giving exercises to independent English learners allows them to get more comfortable with diverse sounds while also increasing their speaking ability. (Gilakjani,2012).

In summary, the four preceding elements discussed above have resulted in this amount of English language production. To put it another way, language is first experienced through two primary perceptual channels: verbal and graphic; then the input is comprehended; and last, the input is comprehended.The new knowledge is preserved at the long term memory level after being incorporated into working memory. Finally, once enough knowledge is available at the brain level, learners' motivation and confidence increase; as a result, English learners can communicate and engage with others utilizing the appropriate pronunciation and vocabulary to create and convey meaningful messages.

5-Participants' Attitudes towards Teaching and Learning English with Multimedia

5-1-Independent English Learners' Attitudes

The majority of English learners at University Ibn Khaldoun-Tiaret believe that using multimedia resources for the purpose of studying English is an interesting strategy for developing their English skills such as pronunciation, accent, and vocabulary by highlighting information in a variety of presentations using a variety of modes of composition. As a result, learners' perspectives differ in terms of the interests and reasons that support their stance in the classroom when it comes to studying English through a variety of semiotic modalities. As a result, the status of independent English learners may be described using four primary factors. The first reason is that many independent English learners at University Ibn Khaldoun-Tiaret believe that learning English through various representations of information is a novel and intriguing teaching method. That is to say, they enjoy learning with new strategies and methods that disrupt the routine of old teaching and learning techniques that rely solely on books and mono-mode input presentation, causing learners to "concentrate only on learning rules, causing boredom." Furthermore, some students claim that utilizing such tools in studying English allows them to establish a positive atmosphere in the classroom, where students may freely express ideas and connect with one another. As a result, Reiners, P., et al. (2005) suggest that multimedia learning enriches English lessons fascinating, which encourages pupils to enjoy studying and develop their abilities. as well as linguistic accomplishments. Second, English language learners agree that learning English through

multimodal composition supports and aids them in improving their English language abilities by developing both receptive and productive skills, which necessitate a good ability to listen to the target language (TL) as well as the ability to produce speech. Finally, English students believe that incorporating such resources into the classroom is something good, interesting, and novel for learning, because they believe that such resources are a useful toolkit that aids both learners and teachers in contextualizing and concretizing matters in relation to real-life situations. As a result, one of the English participants believes that adopting multimedia for learning is *"a necessity if not an obligation"*. As a result, this brief sentence demonstrates how numerous presentations of material in the classroom impact learners' knowledge acquisition, perception, and comprehension.

5-2-English Teachers' Attitudes

The English language classrooms in University Ibn Khaldoun-Tiaret use multimodal input compositions for the English students. As a consequence, English teachers discover that students enhance their English skills by using various semiotic resources, which are utilized to give explanations and illustrations for topics that the receivers find difficult to grasp. As a result, (60 percent) of English teachers are enthusiastic about utilizing such technologies to teach English. They believe that numerous information presentations make the teaching process fantastic for students because when they are taught lessons via multimedia, they get eager to grasp the message and their attention levels raise in order to capture the meaning of the text. As a result, English learners have the capacity to master pronunciation and vocabulary, which they may use to speak and write in English. Communicate their thoughts in the target language (TL). As a result, incorporating such aids into the instructional environment is a step forward in improving the educational system for teaching and learning foreign languages, as well as meeting the needs of learners and overcoming their deficiencies. Furthermore, using multimedia in teaching and learning is a positive exploitation of the potential and possibilities provided by technological innovation, which enable people to function and fulfill various daily life activities such as accessing social networks, sending and receiving messages, and even using those resources in educational learning.

Conclusion

The major conclusions of the study of the data concerning multimedia learning and English learners' speaking competence were presented in this chapter. As a result, we established a framework. Is up of three approaches to multimedia and learning, all of which

are addressed in the Mayer's cognitive theory is the subject of this review (2001), In the 2000s, there was a cognitive approach to multimedia learning, followed by a multimodality approach. As a result, the findings are analyzed. Demonstrates that multimedia tools have an impact on English learners' speaking ability. As a consequence, these findings support our hypothesis that multimedia resources impact this English language skill through the acquisition of pronunciation in order to have a good production in speaking and the learning of vocabulary in order to generate relevant communications. As a result, our findings show that learning English as a foreign language may be accomplished by employing a variety of approaches and tactics to aid both English learners and instructors in the teaching and learning of the target language (TL).

GENERAL CONCLUSION

This study investigated issues related to multimedia resources and their impact on the oral skills of English learners at University Ibn Khaldoun-Tiaret. It emphasizes that the way a foreign language is learned occurs through a variety of input presentations and the way that English learners' cognition interacts with such information presentations through a number of media. It also determines the impact of multimedia resources on the cognitive functions of English learners to develop their oral skills, as well as the attitudes of students and teachers towards teaching and learning English that are based on multimedia toolkits such as classroom teaching strategies. a The topic is an important area, showing that learning can occur in the classroom through different teaching methods and strategies. Therefore, in view of the difficulties that independent University Ibn Khaldoun-Tiaret (third year learners) find in speaking and expressing their ideas in English, multimedia methods may be suitable for students to improve their oral English skills. Therefore, the main purpose of this research is to investigate the impact of using multiple information presentations in University Ibn Khaldoun-Tiaret's English classroom on student language (spoken language). In other words, if you can improve students' English scores through multimedia in the classroom. In addition, these resources echo in the students' minds to develop their speaking skills. In order to investigate and answer advanced questions, in the first chapter, we chose a ternary method related to multimedia and learning. Almost the same concept and explanation. Therefore, we adopted the method of "cognitive multimedia learning theory"; multimodal theory, and the theory of "multimedia learning cognitive method ". All of these methods provide us with the information needs to analyze and answer research questions and hypotheses.

Therefore, descriptive methods that combine qualitative and quantitative methods have been used to answer research questions and hypotheses. Therefore, this study uses two research tools; a questionnaire survey for English learners and a structured interview with English teachers from University Ibn Khaldoun-Tiaret For data analysis, we use computer software (SPSS) for quantitative data analysis and qualitative content analysis for non-numerical data. Analysis of data from shows that teaching English through multimedia resources provides pertinent and relevant strategies to improve the oral skills of students of English as a foreign language fromUniversity Ibn Khaldoun-Tiaret . In other words, multimedia helps English learners to get accurate pronunciation and they tend to learn new vocabulary while speaking English to form correct sentences. In addition to pronunciation and

vocabulary, multimedia resources have a greater influence on University Ibn Khaldoun-Tiaret's independent English learners. That is, due to the multiple presentation of information, English learners can perceive information through sensory perception, understanding of information, retention of information, and intrinsic motivation to acquire new knowledge of the target language. In addition, most independent English learners prefer to use audiovisual resources to learn English for many reasons, such as the opportunity to hear and see the input at the same time and understand its meaning. Furthermore, most of the participants showed a positive attitude towards teaching and learning in a multimodal environment, and provided some suggestions and personal arguments to justify their answers and positions in multimedia and English.

As a result,social media could be a powerful means of learning and teaching.they help the teachers to give their best and they are rather helpful when it comes to information exchange for both techers and learners, and the process of learning becomes easier and more interesting and give advantges for a better communication, social media promote learning by offering support with sharing documents between them and teachers.

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Appendices

Questionnaire Addressed to English Learners

 Dear learners,

 This is questionnaire aims to investigate the influence of multimedia aids on the Vocabulary of the learner . This is not a test and your answers will be anonymous and will not be used for other purposes beyond this study. Please, feel at ease when answering the questions.Thank you in advance for your collaboration.

Please, put a tick (√) in the corresponding box and make full statements whenever necessary.

-Definition of Multimedia aids: they are materials like text, video, pictures, sound, and graphics, combined together to serve a particular goal such as teaching and learning language.

Section one: Participants' information

Qh1- sex: a- Male ☐   b- Female ☐

Qh2- How long have you been studying English?

Years:…………

Section Two: Linguistics Achievements

QH3- How do you consider your level in English?

a- Good…………………………………………………………………… ☐

b- Acceptable…………………………………………………………… ☐

c- Weak………………………………………………………………… ☐

Qh4- What are the difficulties do you find in speaking English?

a- Lack of vocabulary………………………………………………………… ☐

b- Interacting in classroom………………………………………………… ☐

c- Formulating sentences………………………………………………… ☐
Qh5- How often do you speak English language?

a- Always ..…………………………………………………………………… ☐

b- Sometimes.………………………………………………………………… ☐

c- Rarely………………………………………………………………………

Section Three: Using multimedia to learn English

Qh6- When you are learning English, do you use any materials in classrooms?

A -Yes ⬜   b- No ⬜

Qh7- If 'yes' what kind of multimedia aids do you use in the classroom? You can select more than one answer.

a- Audio-Visual aids (Listening and seeing)………………………………… ⬜
b- Auditory
aids(listening)…………………………………………………………………… ⬜

c- Visual aids
(seeing)…………………………………………………………………………… ⬜

d-Audio-visual and auditory resources…………………………………………… ⬜

Qh8,
Why:………………………………………………………………………………………
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…………………………………………………………………………………………………
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…………………………………………

Qh9- How often those materials are used to learn English in the classroom?

a- Often…………………………………………………………………………… ⬜

b- Sometimes………………………………………………………………… . ⬜

c- Rarely…………………………………………………………………………… ⬜

Qh10- Do you find that multimedia aids useful to improve your speaking skill?

a- Yes, they are useful…………………………………………………………… ⬜

b- No, they are not useful………………………………………………………… ⬜
Qh11- If 'yes,' Do they help you to learn: you may choose more than one item.

a- Pronunciation………………………………………………………………… ⬜

b- Vocabulary ………………………………………………………………… ⬜
c- Grammar……………………………………………………………………… ⬜

d- Role taking in class…………………………………………………………… ⬜
e- Being fluent in speaking……………………………………………………… ⬜

Qh12- Do you learn English using those aids at home to improve your speaking skill?

a- Yes ☐   b- No ☐

Qh13- Using multimedia aids allow you to be: You can choose more than one item.

a- Confident in speaking………………………………………………………………. ☐

b- Motivated ……………………………………………………………………. ☐

c- Active learner in classroom ………………………………………………………. ☐

d- Participating in oral sessions……………………………………………………. ☐

Qh14- Do you understand your lessons using such materials?

a- Yes ☐   b- No ☐

Section Four: Learners' Attitudes

Qh15- Do you prefer to learn English by using multimedia aids or do you prefer to learn English without using those materials? Explain why?

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Qh16- Do you enjoy listening to English spoken by its native speakers?

a- Yes ☐   b- No ☐

Qh17- If 'Yes' how?

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Qh18- If 'No' why?

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 Qh19- What do you think about learning English by using different multimedia aids in the

classrooms?

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Thank you

Appendix2

Structured Interview

Dear teachers,

This questionnaire is a part of our study, which aims to investigate the influence of multimedia aids on the vocabulary of learners in the classroom. This is neither an evaluation nor a critical work on your methodological and didactical strategies of teaching English. Your answers will be anonymous and will not be used for other purposes beyond this study. Please, feel at ease when answering the questions. Thank you in advance for your collaboration.

Please, put a tick (√) in the corresponding box and write your opinions whenever necessary.

Qh1- During your speaking sessions, do you use any specific materials?

a- Yes ☐   b- No ☐

Qh2-if 'yes', please, cite them:

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………

………………………………………………………………………………………………....................
....

Qh3- Are those materials help you in conducting the teaching process?

a- Yes ☐   b- No ☐

Qh4- What is the reaction of students when they are provided with such tools?

a- Motivated…………………………………………………………..☐

b- Actively engaged in discussion…………………………………….☐

c- Bored…………………………………………………………….☐

Qh5- Do those materials exert influence on the learners' achievements?

a- Yes ☐   b- No ☐

Qh6- If 'yes', what characteristics do students manifest in speaking English?

a- Comprehension…………………………………………………..☐

b- Pronunciation…………………………………………………………[   ]

c- Fluency……………………………………………………………[   ]

d- Not answered………………………………………………… [   ]

Qh7- Are multimedia resources useful for educational purposes?

a- Yes [   ]   b- No [   ]

Qh8- if 'yes' how?

……………………………………………………………………………………
………

……………………………………………………………………………………
……....

Qh9- if 'no' why?

……………………………………………………………………………………
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………

Qh10- What types of resources do you mainly use in teaching English?

a- Audio-Visual Aids……………………………………………….[   ]

b- Auditory Means……………………………………………….[   ]

c- Visual Presentations…………………………………………….[   ]

Qh11- what do you think about implementing such aids to fulfill teaching and learning language?

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Thank you