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**The Impact of Mass Media Tools on
EFL Students' Speaking Skills:
The Case Study of Second Year LMD Students at Naama
University Centre**

**Dissertation Submitted to the Department of Foreign Languages in Partial
fulfillment for the Degree of Master in Linguistics**

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DIDICATION

To my beloved parents

To my adorable sisters

To my precious brother



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I owe my deepest gratitude to Almighty Allah Who Gave me such strength and Enabled me to accomplish this work.

To complete this work I am greatly thankful from core of my heart to my supervisor Bekhta BELAID for her patience, precious guidance and comprehension during the whole work

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Abstract

With the developments of technology and mass media tools, teaching English language has become easier, faster and effective. These tools enable the students to be self-confident and express themselves easily. Speaking is one the most important skill because it is one of the abilities that are needed to perform a conversation. speaking English is not an easy task because speakers should know many significant knowledge like pronunciation, grammar, vocabulary, fluency, and comprehension. Learners should have enough English speaking ability in order to communicate easily and effectively with other people. The present research aims at investigating the impact of mass media tools such as internet, television and computers on EFL students' speaking skill. In order to investigate this objective, the researcher aims to explore the usefulness and the effectiveness of the mass media tools in enhancing and developing students' speaking skill. To answer this question and test the proposed hypotheses, the researcher has opted certain methodology which entails the use of an exploratory case study; a questionnaire is submitted to second year LMD students at Naama University Centre, in addition to a classroom observation to. The gained results have proved and confirm the proposed hypotheses.

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List of abbreviations and acronyms

- ❖ EFL: English as Foreign Language
- ❖ LMD: Licence - Master - Doctorat
- ❖ TV: Television

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GENERAL INTRODUCTION

General introduction

The need for mastering speaking skill in English has been increased thanks to the strengthening position of English as a language for international communication. It has become apparent that students of English as a foreign language have considered themselves good and successful learners if they can communicate fluently and effectively in English.

Recently, technology has brought a drastic change in the world and now is revolutionizing education. Technological innovations provide a range of possible solutions that can develop teaching and learning English as a foreign language. Consequently, in educational settings mass media enriches instruction. The enrichment may come from interesting presentation of audio visually developed movies, educational television programs, chat rooms and television series. Therefore, these materials can reach larger numbers of individuals than those used in classrooms, as they are easy to access and they have a wide publicity. The mass media also reach students easily.

The role of the language and media is in fact needed to be focused on and analyzed in a good perspective in terms of its practicality, intelligibility, quality of doable-it in terms of learning. Therefore, there is a need to construct a relation between language and the media.

The present work attempts at giving a bird-eye view on the effects of mass media tools on EFL students' speaking skill on second-year English students at SALHI Ahmed University Center. The researcher in this work designed two research questions which are as follow:

- 1- To what extent may the use of mass media tools help students to learn in an EFL classroom?
- 2- How may the use of mass media tools influence and enhance students' speaking skill?

The above mentioned questions led to formulate the following hypotheses:

- 1- The good integration of mass media tools in the EFL classes would lead to promoting learners' motivation, autonomy and collaboration; as well as creating active students and making different data resources available.
- 2- Speaking skill can be enhanced through the use of various types of mass media like television, computer, mobile and internet;...etc, as well as it attracts the learners' focus, keeps them more active and motivated

This research work includes two chapters. The first chapter deals with the definition of mass media, its types, also the importance of media in the classroom. In addition, this chapter reveals the definition of speaking skill, aspects and speaking difficulties. Besides, the relation between speaking and listening skills. Finally, this chapter provides advantages of mass media tools. While the second chapter is totally practical because it deals with instruments that are used, which are a questionnaire for students and a classroom observation. Hence, the data obtained will be analyzed both quantitatively and qualitatively after that it will be interpreted.



CHAPTER ONE :
Literature Review

CHAPTER ONE: The Impact of Mass Media Tools on EFL Students' Speaking Skill

1.1 Introduction

1.2 Mass Media Definition

1.3 Types of Mass Media

1.3.1 Print Media

1.3.2 Electronic Media

1.3.2.1 Television

1.3.2.2 Radio

1.3.3 New Age Media

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1.4 The Importance of Media in Classroom

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1.5 Speaking Skill Definition

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1.6.1 Accuracy

1.6.2 Fluency

1.7 Speaking Difficulties

1.7.1 Inhibition

1.7.2 Low of Participation

1.7.3 Nothing to Say

1.7.4 The use Mother Tongue

1.8 The relationship between the Speaking Skill and the Listening Skill

1.9 The Benefits of using Mass media Tools in enhancing students speaking skill

1.10 Advantages of Using Mass media Tools

1.11 Conclusion

1.1 Introduction

This chapter will shed lights on mass media tools and speaking skill as the most important part of language. It will deals with definition of mass media, types of mass media and the importance of mass media in class . Moreover it will also focus on speaking, definition of speaking skill, as well as aspects of speaking, in addition to speaking difficulties and relation between listening and speaking. Finally, the benefits of using mass media tools in enhancing students speaking skill, also advantages of using mass media tools.

1.2 Mass Media Definition

The term mass media is derived from Medium, which means carrier or mode. Mass media denotes an item specifically designed to reach a large audience or viewers. The term was first used with the advent of newspapers and magazines. However, with the passage of time, the term broadened by the inventions of radio, TV, and Internet.

In the world of today, media has become almost as necessary as food and clothing. It is true that media is playing an outstanding role in strengthening the society. Its duty is to inform, educate and entertain the people. It helps us to know current situation around the world. The media has a strong social and cultural impact upon society. Because of its inherent ability to reach large number of public, it is widely used to convey message to build public opinion and awareness.

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

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

1.3 Types of Mass Media

Mass media are an inseparable part of people lives. Entertainment and media always go hand in hand, but in addition to entertainment, mass media also remains to be an effective means of communication, spreading information, advertising, marketing, and in general, of expressing and sharing views, opinions, and ideas.

It has been classified as follow:

1.3.1 Print Media

Traditionally the term print media refer to the distribution of printed works. It includes newspaper, magazines, booklets, house magazine, or newsletters, direct mailers, press releases, books. Newspapers and magazines enjoyed the position of the most preferred medium to reach a wider audience until electronic communication emerged on the media scene. In the early days, newspapers were the only medium that masses at large depended on, for daily news.

1.3.2 Electronic Media

Is the kind of media which requires the user to utilize an electric connection to access it. It is also known as Broadcast Media. It includes television, radio, and new-age media like the Internet, computers, and telephones.

1.3.2.1 Television

The impact of television on learning is accepted as undeniable. Television has one of the highest potential to revolutionize education and to link learning more closely to real life. Television can attract and motivate large audience, and so address national, universal problems as no other medium can. Only television has the scope, the visual impact and the potential for persuasion and behavior change to move masse

1.3.2.2 Radio

Radio acts as a medium of mass communication, it is used mainly to broadcast events to far and wide places of the world. It is also very source of entertainment

It has a significant reach. A considerable number of people tune into radio every week while on their way to work. Advertising on the radio with interesting song and phrases is a tried and tested means of communication. The radio lost its popularity with the boom of television. But till day, it remains one of the favorite means of electronic communication.

Moreover, it is an interactive means of communication with all dial-in programs which give the listeners an opportunity to feature on radio.

1.3.3 New Age Media

With the advent of the Internet, people are now enjoying the benefits of high technology mass media, which is not only faster than the old school mass media, but also has a widespread range. Mobile phones, computers, and the Internet are often referred to as the new-age media. The Internet has opened up several new opportunities for mass communication which include e-mail, websites, podcasts.

The Internet has also started social networking sites which have redefined mass communication all together. Sites like Facebook, Twitter, and YouTube have made communication to the masses all the more entertaining, interesting, and easier

1.3.3.1 Computer

With the invention of computers the impossible has become possible. People virtually get information about everything with the help of computers. It has added speed and multimedia to the information which was earlier available only in the print format. Also, anyone can voice their opinions through computers. Computers have added a new breakthrough in the mass media by combining human intelligence with the cutting edge technology

1.3.3.2 Internet

The term “*internet*” is often abbreviated to the Net, and it is considered as the biggest communication revolution since the advent of the printed books, as well as the perfect and ideal medium for communication process that is used by language teachers, those who looked for the quality and authenticity of the selected materials. Now, their role becomes easier than before, also their preparation and selection of the teaching tools are done very quickly within a short amount of time.

Moreover, by using internet in teaching, both teachers and learners will benefit from its valuable services, since it facilitates the task for them. In one hand, it helps students to determine their needs and objectives. In the other hand, it helps teachers to gain access and introduce it to their students. Consequently, this enables students not only to access the world knowledge, but also to be in touch to other students of the same language around the world.

1.3.3.3 Mobile

Mobile is small device that contains advanced and developed functions beyond making phone calls and sending-receiving text messages, they have typically a touch screen, interface, an operating system in addition a system of internet access to download different applications.

Mobile is in essence, a handheld computer device with a touch screen interface, which alleviates the constraints of the home or the office (Oxford dictionaries, com, 2015). Litchfield 2010 offered definition of Smartphone as a phone that runs an open operating system and is permanently connected to the internet. Since Smartphone have wide range functionality, they required advanced software similar to computer operating system the Smartphone software handles phone calls, runs application likewise providing configuration option for the users to synchronic data with their computers and update their Smart phone software.

1.4 The Importance of Media in Classroom

Media in the classroom engage students in learning and provide a richer experience. Media are useful tools for illustrating a lesson, allowing students to see examples of what they are learning. Students view media as exciting learning aids, making learning entertaining and less monotonous, according to the report "Benefits and Risks of Media and Technology in the Classroom"

1.4.1 Appealing to Multiple Learning Styles

Media appeal to visual, auditory and kinesthetic learners. Students can watch a movie, listen to music or interact with digital media. Effective teachers do not rely on teaching students in merely one style but use a variety of styles to reach the greatest number of students. Providing a rich learning experience through classroom media keeps students focused and engaged in learning.

1.4.2 Creating an Authentic Learning Experience

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

1.4.3 Teaching Students to Use Media

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

Literacy. Students can also learn how to determine the value of media and learn methods to contribute to society, producing their own media.

1.5 Speaking Skill Definition

According to oxford dictionary (8th edition), skill is defined as the ability to do something well, this ability comes from experience, training or practice .

Language ability is divided into four skill areas; listening, reading, speaking, and writing. Thus listening and reading are known as the receptive skills. While speaking and writing are known as productive skills.

In Oxford Advanced Dictionary (1987: 827) the definition of speaking is “to express or communicate opinions, feelings, and ideas etc. Speaking as talking involves the activities in the part of the speaker as psychological (articulator) and Physical (acoustic) stages.”

Speaking is the verbal language to communicate with others. Its function is to convey message which lies in the structure and meaning of all languages, whether this is written or spoken.

The goal of language is communication and the aim of speaking in a language context is to promote communicative efficiency; teachers want students to actually be able to use the language as correctly as possible and with a purpose.

Students often value speaking more than the other skills of reading, writing and listening so motivation is not always as big of an issue, but what often happens is students feel more anxious in their oral production. As speaking is interrelated with the other skills, its development results in the development of the others.

1.6 Aspects of Speaking Skill

Accuracy and fluency are two factors which could determine the success of English language learners in particular and foreign language speaking in general.

1.6.1 Accuracy

Accuracy in speaking means when someone can produce correct sentences in Pronunciation, grammar and word choice so it can be understood.

There are three components of accuracy. They are pronunciation, vocabulary and grammar.

- ❖ **Pronunciation:** Pronunciation is the way for students to produce clearer language when they are speaking. It means that the student can communicate effectively when they have good pronunciation and intonation even though they have limited vocabulary and grammar. Pronunciation refers to the traditional or customary utterance of words. From that statement can be concluded that pronunciation is the way for students to produce the utterance words clearly when they are speaking (Kline 2001 69). English pronunciation does not amount to mastery of a list of sounds or isolated words. Instead, it amounts to learning and practicing specifically English way of making a speaker's thoughts easy to follow.

- ❖ **Vocabulary:** Vocabulary is a basic building block of language learning. Students need to know words, their meanings, how they are spelt and how they are pronounced. Thus, when teaching vocabulary, the teachers have to make sure that they explain the meaning as well as the spelling and pronunciation. Vocabulary is the knowledge of meanings of words. What complicates this definition is the fact that words come in at least two forms: oral and written. Oral vocabulary is the set of words for which one knows the meanings when he speaks or reads orally. Written vocabulary consists of those words for which the meaning is known when he writes or read silently.

- ❖ **Grammar:** Grammar is needed for the students to arrange correct sentences in conversation both in written and oral forms. Grammar is defined as a systematic way of accounting for and predicting an ideal speaker's or hearer's knowledge of the language. This is done by a set of rules or principles that can be used to generate all well formed or grammatical utterances in the language (Purpura 2004 6). Moreover, the other definition of grammar stated by Greenbaum and Nelson (2002 1) argue that "*Grammar refers to the set of rules that allow to combine words in our language into larger units*".

1.6.2 Fluency

Fluency is defined as the ability to speak communicatively, fluently and accurately. Fluency usually refers to express oral language freely without interruption. In teaching and learning process, if the teacher wants to check students' fluency, the teacher allows students to express themselves freely without interruption. The aim is to help students speak fluently and with ease. "The teacher does not correct immediately whereas the idea being that too much correction interferes with the flow of conversation" (Pollard 2008 16)

1.7 Speaking Difficulties in Foreign Language Learning

The learners have their own difficulties in learning any language. Thus improving speaking skill is not easy for the students. The following are the common problems of speaking skill as cited by (Munjayanah, 2014:16) :

1.7.1 Inhibition

Inhibition is the first problem that students encounter in class. When they want to say something in the classroom they are sometimes inhibited. They are worried about making mistakes and fearful of criticism. They are ashamed of the other students' attention towards themselves. Littlewood (2007) expressed that a language classroom can also create inhibitions and apprehension for the students.

1.7.2 Low of Participation

This problem related to the large classes. Some student wants to speak all the time. Some prefer to speak only when they are sure of the correct answer. While other keep silent all the time without any practice.

According to Bowman et al (1989, p. 40) “*traditional classroom seating arrangements often work against you in your interactive teaching,*” this problem may be relate to motivation because some students are not practice if teacher do not motivate them.

1.7.3 Nothing to Say

The third difficulty is that learners complain that they cannot remember anything to say and they do not have any motivation to express themselves. This is supported by Rivers (1968) who thinks that learners often have nothing to say probably because their teachers had selected a topic that is not appropriate for them or they do have enough information about it. Baker and Westrup (2003) also supports the above idea and stated that it is very difficult for learners to answer when their teachers ask them to tell things in a foreign language because they have little opinions about what to say, which vocabulary to apply, or how to use grammar accurately.

1.7.4 Mother Tongue use

The last problem related to the speaking ability is that when some learners share the same mother-tongue, they try to use it in the speaking class because it is very easy for them (Tuan & Mai, 2015). According to Harmer (1991), there are some reasons why learners use mother-tongue in their speaking classes. The first reason is that when teachers ask their learners to talk about a topic that they do not have enough knowledge, they will try to use their language. The second reason is that the application of mother-tongue is very natural for learners to use. If teachers do not

urge their learners to talk in English, learners will automatically use their first language to explain something to their classmates. The final reason refers to the fact that if teachers regularly use their learners' mother language, their learners will feel comfortable to do so in their speaking class.

1.8 The relationship between the Speaking Skill and the Listening Skill

Brown (2001) points out

From a communicative, pragmatic view of the language classroom, listening and speaking skills are closely intertwined, more often than not curricula that treat oral communication skills belabeled as “Listening/ Speaking courses (p 267).”

In other words, there is a close relation between the two skills that curricula may refer to as spoken language courses. For that reason, many interactive techniques that involve speaking will certainly include listening. Hence, as teachers and students are perhaps focusing on speaking objectives, listening objectives may naturally incorporate (Brown, 2001).

1.9 The Benefits of using Mass media Tools in enhancing students speaking skill

Television with its authentic audiovisual materials, radio with its authentic audio materials, news with its authentic everyday language and the internet facilities which has all sorts of materials will be an effective way of learning and using the language. The use of these mass media teaching materials can add, interest and energy to the teaching learning situation or environment. In addition to that, using authentic mass media teaching forces the students to be encouraged and to be interactive, to learn faster and to remember. Mass media is materials, devices and symbols which make a subject more comprehensible and interesting. They provide learners with realistic experiences (real-life situations) which get their attention and help in understanding of the mechanics of the language

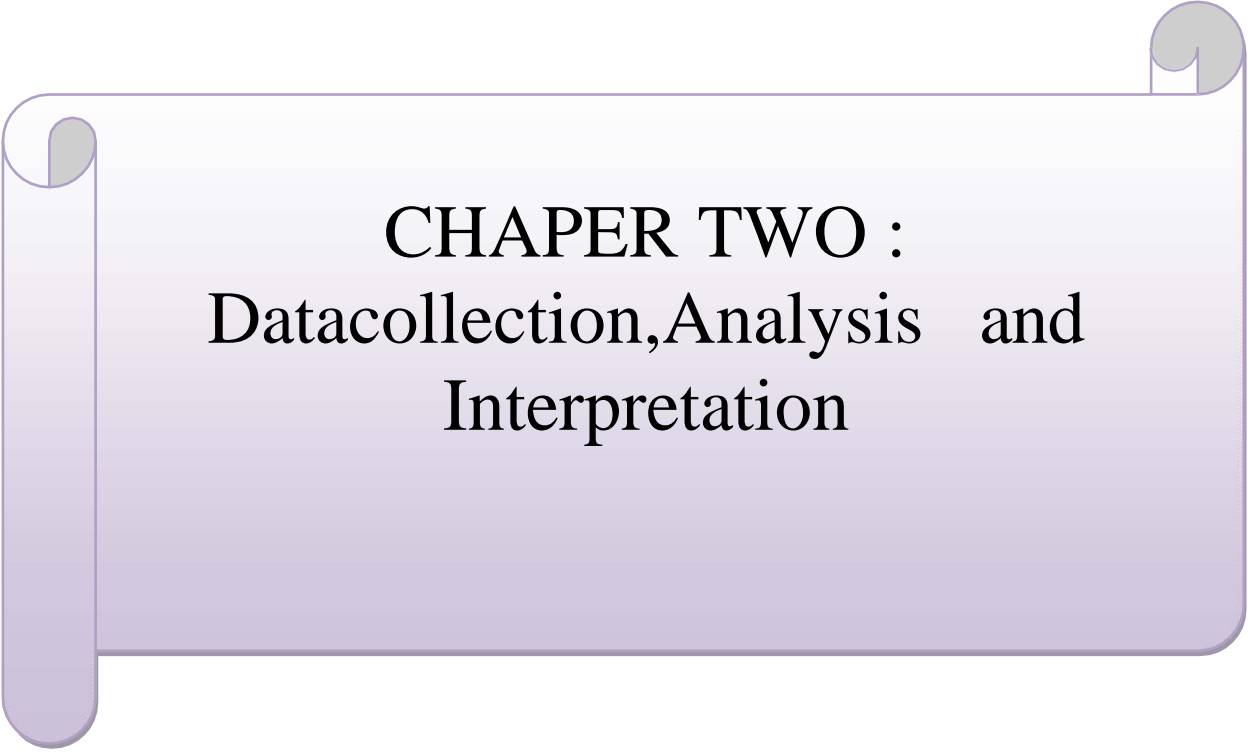
1.10 Advantages of Using Mass media Tools

Mass media tools such as television, the radio, and the Internet may serve educational purposes. Firstly, they perfectly satisfy different types of learners' needs. Secondly, they encourage students to learn and are a form of entertainment. Those tools make learning more appealing because students may find something of their interest in teaching materials. Also, by watching English news or TV series, and reading newspapers, students can learn English culture. However, the most important advantage of teaching foreign language through mass media is the contact with an authentic language. The ability to listen to native speakers may facilitate their own performance and understanding.

Heinich (1990) believes that mass media serves many roles in teaching. It can easily become a teacher or it can serve as an interlocutor. Mass media can supply the words which go beyond the experience of the students. The teacher, by making use of mass media can bring in authentic materials that are real and life-like. It develops and improves student attitude and interest. Rogers (1988) defines authentic materials as *“'appropriate' and 'quality' in terms of goals, objectives, learner needs and interest and 'natural' in terms of real life and meaningful communication”*(p 467)

1.11 conclusion

The effect of mass media tools on education in general and on the speaking skills in particular, is clearly noticeable with the on-going development of mass media tools that have given specific attention to the need of learners. Indeed, it could be said that the use of mass media tools in EFL classrooms, provides meaningful and interesting process in language learning and students can be more motivated with its inclusion in classrooms.



CHAPER TWO :
Datacollection,Analysis and
Interpretation

Chapter Two: Data Analyses and Recommendations

2-1 Introduction

2-2 The Sample of Population

2-3 Research Tools

2.3.1 Description of the Students Questionnaire

2.3.2 Classroom Observation

2.4 Analysis of the students' Questionnaire

2.5 Analysis of Classroom Observation

2.6 Interpretation of the Main Results

2.7 Suggestions and Recommendations

2.8 Conclusion

2-1 Introduction

The first chapter presented the theoretical part of this research work and tackled the Impact of Mass Media Tools on Students' Speaking Skill, whereas the second chapter will deal with the practical part of this research paper through classroom observation and questionnaire submitted to students. Furthermore, it is requisitely to analyze the data collected and to discuss and interpret the main finding. Again, more suggestions based on findings are provided for further research.

2.2 The Sample of Population

The sample population refers to the subset that is selected from the target population. It is the main important factor that the researchers based on in order to fulfill the work. Gay(1987:101) considers the sampling as a process of **“selecting a group of subjects for a study in such a way that the individuals represent the larger group from which they were selected”**. Thus, the researcher selected second year EFL students and EFL teachers of oral expression module as the sample for this study.

2.2.1 Learners' Profile

The participants of this study are students of the second year LMD at Naama University Center. The research deals with 30 thirty students. This population consists of 19 (63%) are females, and 11 (37%) are males.

2.3 Research Tools

In any study, the research instruments are very important to collect data in order to fulfill the work. Therefore, the researcher chose two instruments according to the nature of this research. A classroom observation and questionnaire for EFL students, using non-participant, structured, overt and uncontrolled types of observation, besides, a questionnaire is composed of 15 questions, in order to get both quantitative and qualitative data then it will be interpreted.

2.3.1 Description of Students Questionnaire

The questionnaire is perhaps the most widely used for obtaining more evidence and information on the research work in a short time.

According to Dornyei (2010 p 1)

“The popularity of questionnaires is due to the fact that they are easy to construct, extremely versatile, and uniquely capable of gathering a large amount of information quickly in a form that is readily process-able”.

In order to achieve this research, the researchers conducted the questionnaire to EFL students in order to obtain two types of data which are facts and opinions. The questionnaire of this study consists of three types of questions: close-ended, multiple-choice and open-ended questions.

The questionnaire in this study composed of fourteen (14) questions divided into three sections:

- The first section contains three (2) questions that ask about students' gender and their English language proficiency level.
- The second section includes four (4) questions and it is composed of multiple-choice and close-ended question. This section deals with students' overview about speaking skill performance.
- Then the third section consists of eight (8) questions that are concerned with mass media tools in developing students' speaking skill. It contains multiple choice dichotomous questions and open-ended questions.

2.3.2 Classroom observation

Classroom observation is considered as a significant research instrument that provides qualitative data. It helps the researcher to collect “live” data from “live” situation (Cohen et al 2000 cited in Omari 2015). The purpose of using observation is to observe the participants’ authentic behaviors.

2.4 Analysis of the Questionnaire

The following section will provide a descriptive statistics and graphs of the collected data from students’ questionnaires with a comprehensible analysis of the results obtained.

Section one: Background information

Question 01: Students’ gender

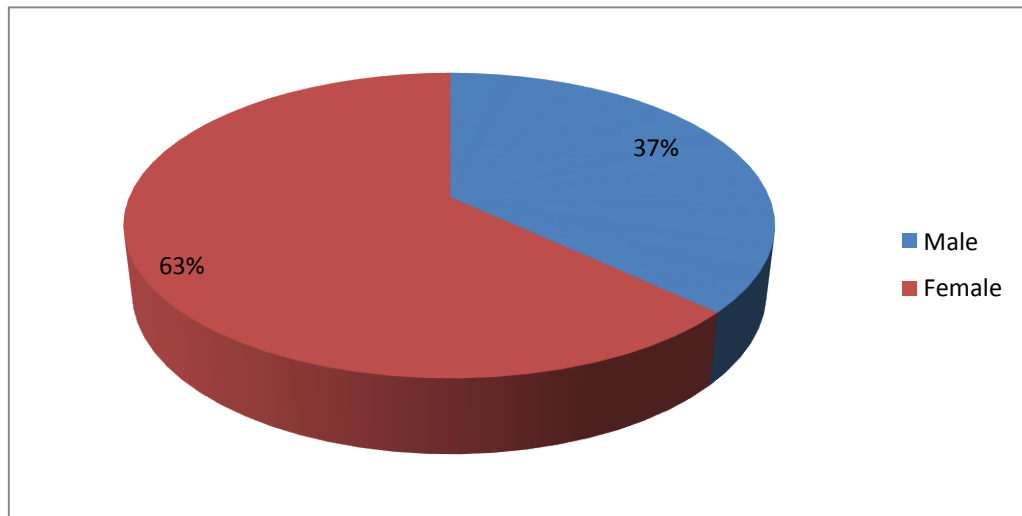


Figure 2.1: Students’ Gender

The above mentioned pie chart shows that the sample students consists of 63% females and 37% males

Question 02: How do you consider your level in English?

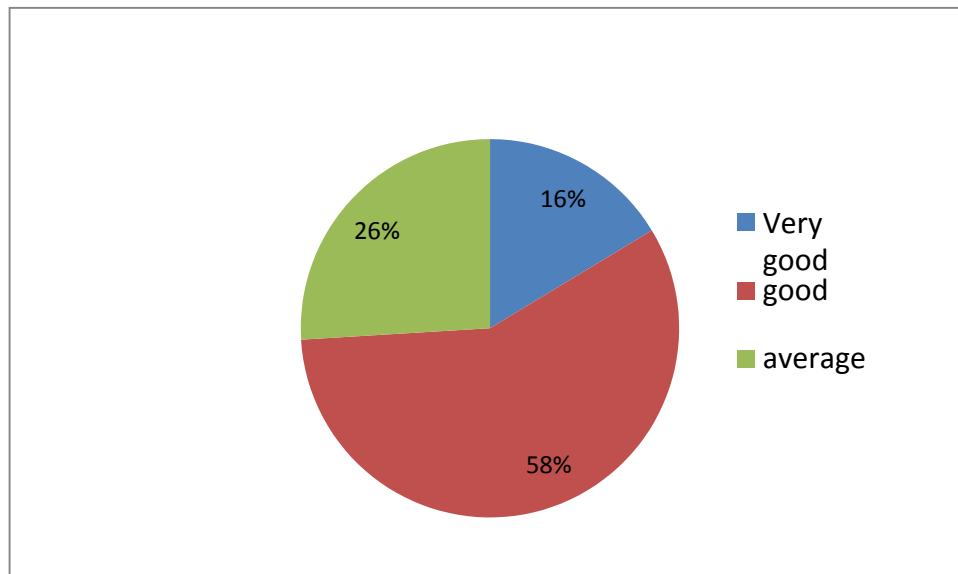


Figure 2.2: Students' level in English

The figure illustrates that 58% of the students have a good level in English. It is followed by 26% who evaluate their English proficiency level as average. And, 16% have got a very good level of English language.

Question 03: Does your level enable you to express yourself orally?

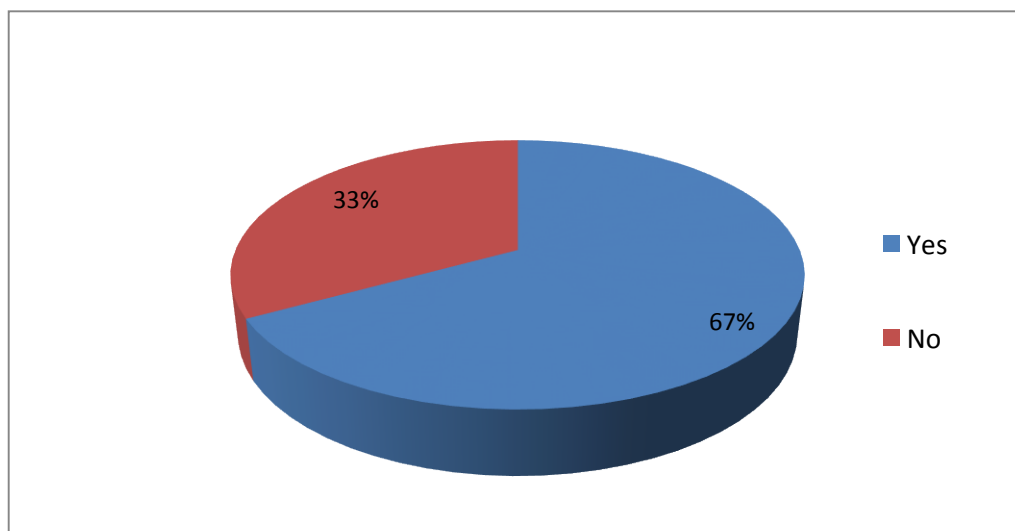


Figure 2.3: Students' Ability for Oral Expression

The results above shows that 67% opt for "yes", they are able to express themselves orally. Whereas 33% of students respond with "no"

Section two: Student's Overview about Speaking Skill

Question 01: Which of the four skills language that you need to develop most?

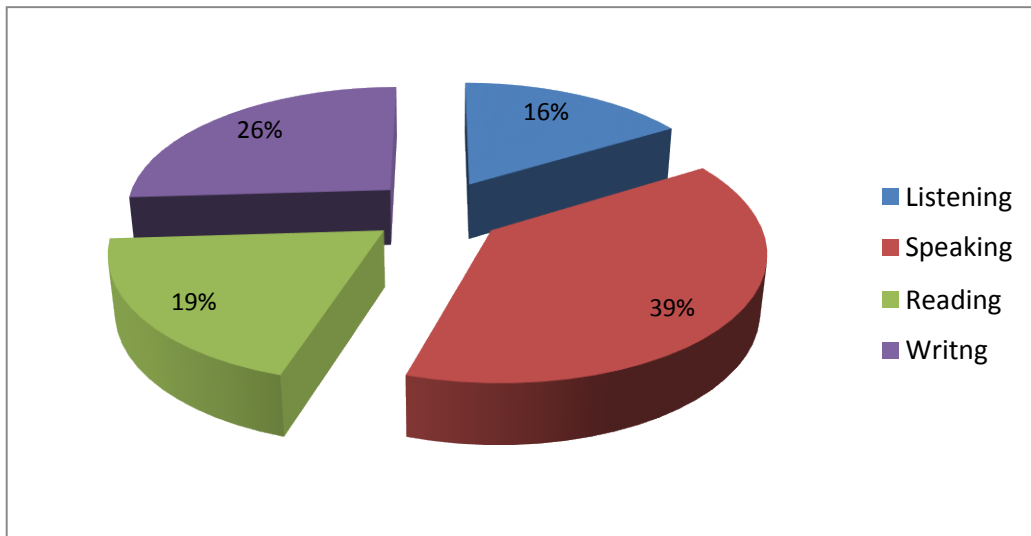


Figure 2.4: Emphasis in Learning Skill

The result presented in the pie chart above shows 39% students reply that they need to develop “the speaking skill” Then, it is followed by “writing” 26% “reading” 19% and “listening” 16% .

Question 02: Do you agree that in order to learn the language you have to speak it?

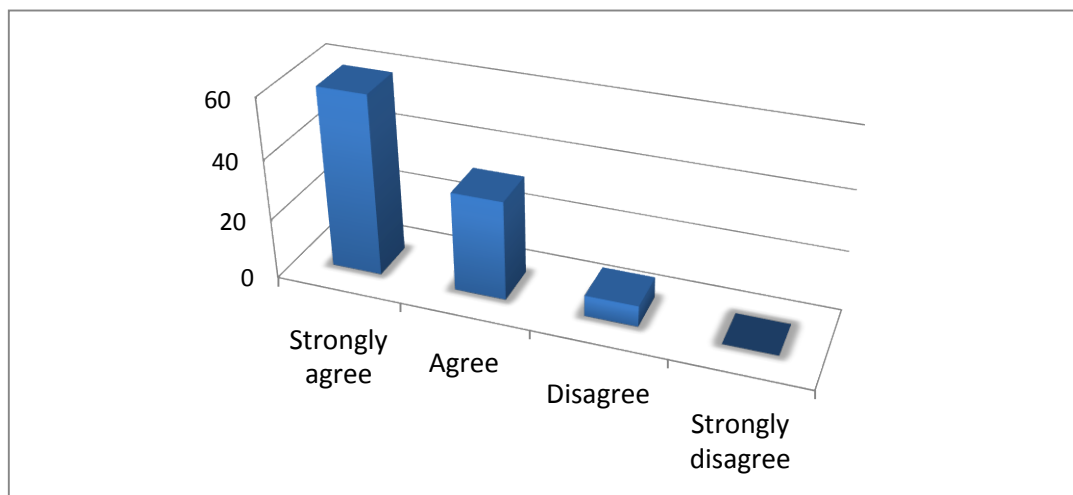


Figure 2.5: The Importance of Speaking Skill

It observed from the figure that 18 students (60%) strongly agree that in order to learn English they have to speak it. Others 10 students (33%) said that they agree

while just 02 students (7%) affirmed that learning a language is not mean that they should speak it. No one strongly disagree that to learn language have to speak it.

Question 03: A_ Do you have difficulties in speaking

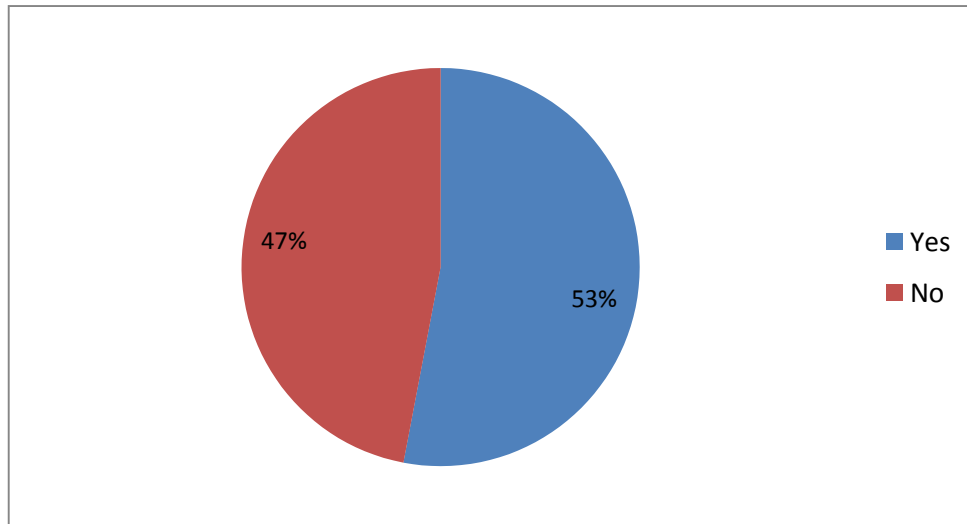


Figure 2.6 : Students' Difficulties in Speaking

From the result of the pie chart, that there are (53%) claimed that they have difficulties and about (47%) have not difficulties in speaking.

B_ Are these difficulties because of?

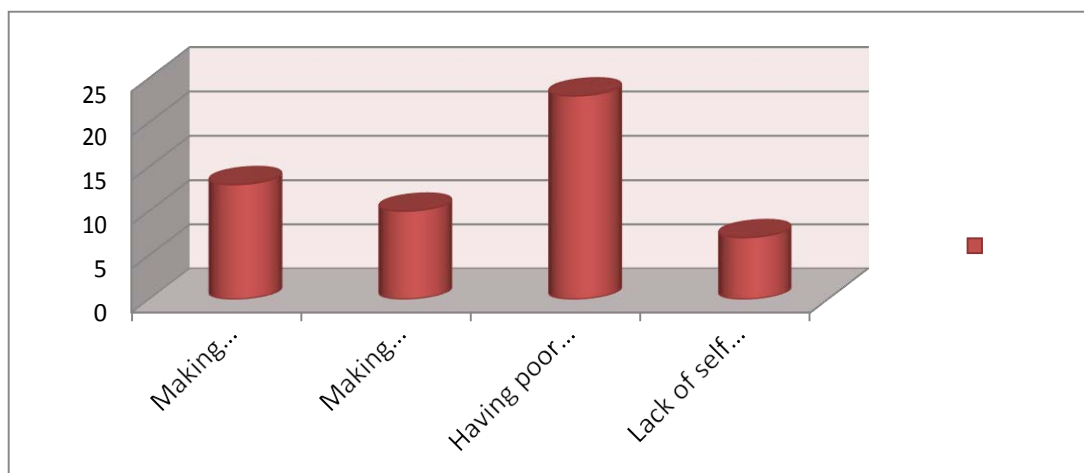


Figure 2.7: Cause of Students' Difficulties in Speaking

Out of 16 participants (53%) say yes they have difficulties in speaking. So, the graph above illustrates that 4 students (13%) answer that they have difficulties

because of “making grammatical mistakes”, while 3 students (10%) reply that it is because of “making pronunciation mistakes”. In addition, 7 students (23%) say “having poor vocabulary” and 2 students (7%) answer because of “lack of self confidence” .

Others:

In seeking at finding other options, students were asked this opened question, in fact none of the students answered.

Section three: Mass media tools in developing students’ speaking skill

Question 01: Which mass media tools do you use the most?

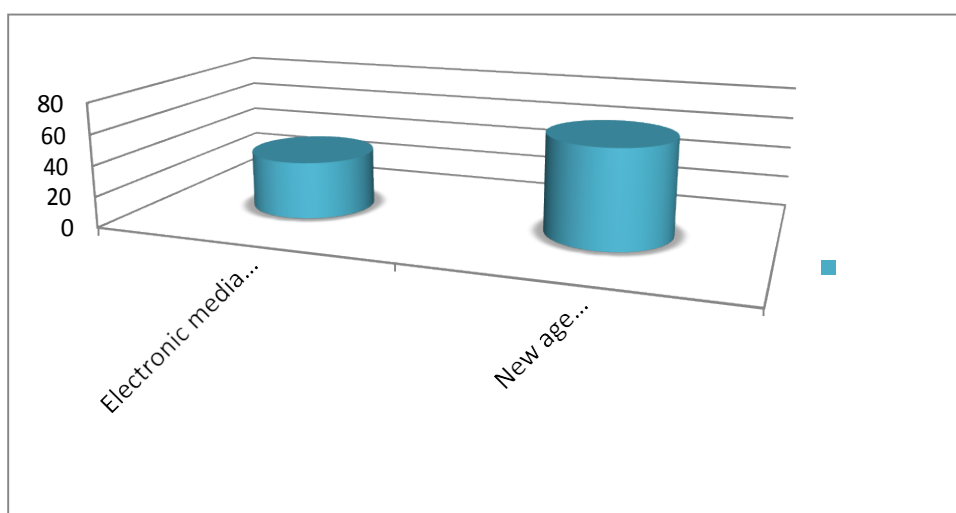


Figure 2.8: Mass Media Tools Used Most by Students

In this figure 11 students (37%) use electronic media, while 19 students (63%) use new age media.

Question 02: Do you think that using mass media tools is beneficial?

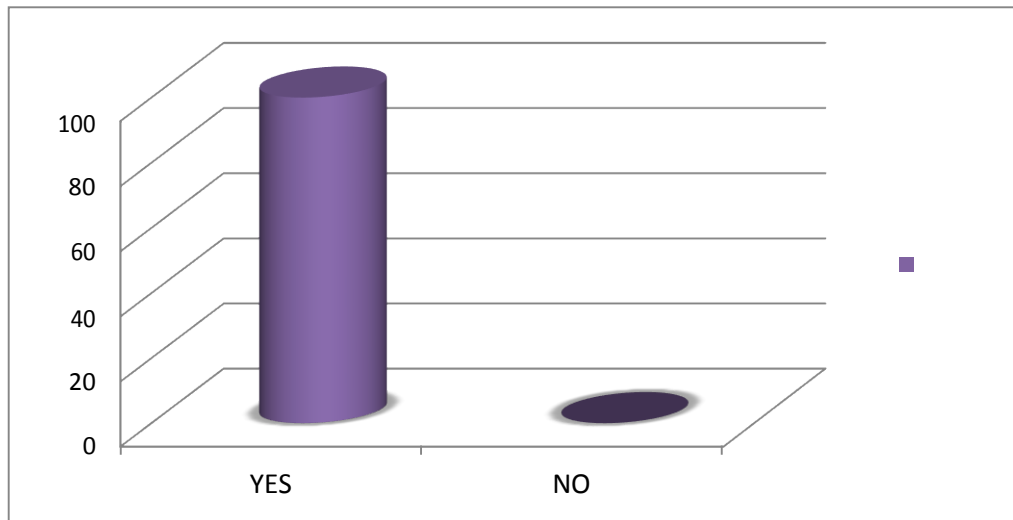


Figure 2.9: Students' opinion about Mass Media Tools

As it is shown in the figure above all students confirm that using mass media tools is beneficial.

Question 03 : How often does your teacher uses mass media tools class ?

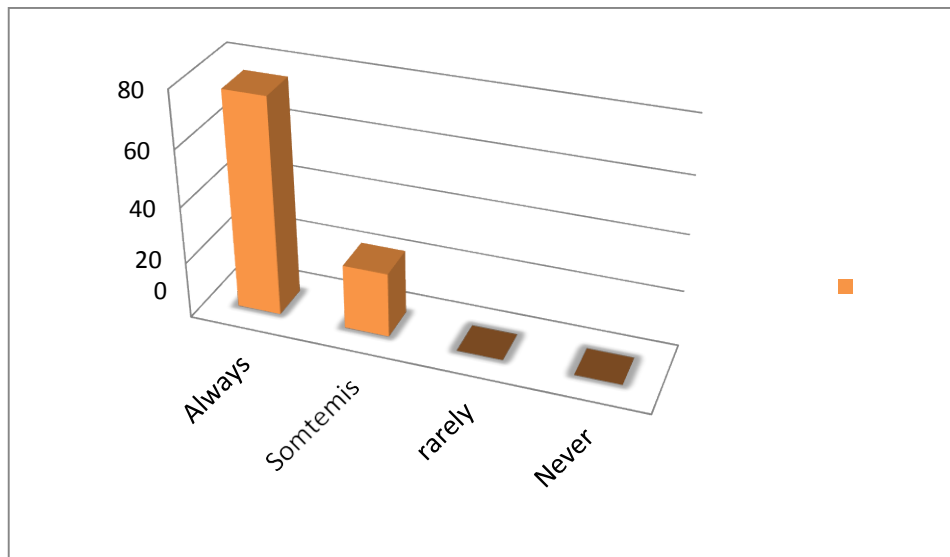


Figure 2.10: The Use of Mass Media Tools in Class

The results demonstrates that(77%) of students say that their teacher always use mass media tools in class , followed by students representing 23% who declare that

the teacher sometimes use mass media tools .In addition , there is similarity on rarely and never , both of them represent(0%).

Question 04: What do you prefer?

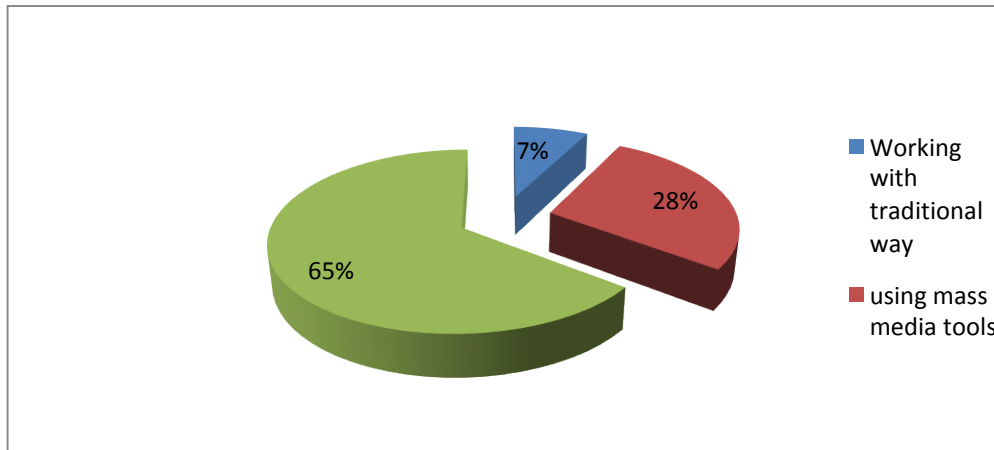


Figure 2.11 : Students' Preferable Way of Learning

In this pie chart majority of students (65%) prefer both ways and (28%) prefer using mass media tools the remain of population (7%) prefer working with traditional way.

Question 05: To what extent did mass media tools help you to improve speaking ability?

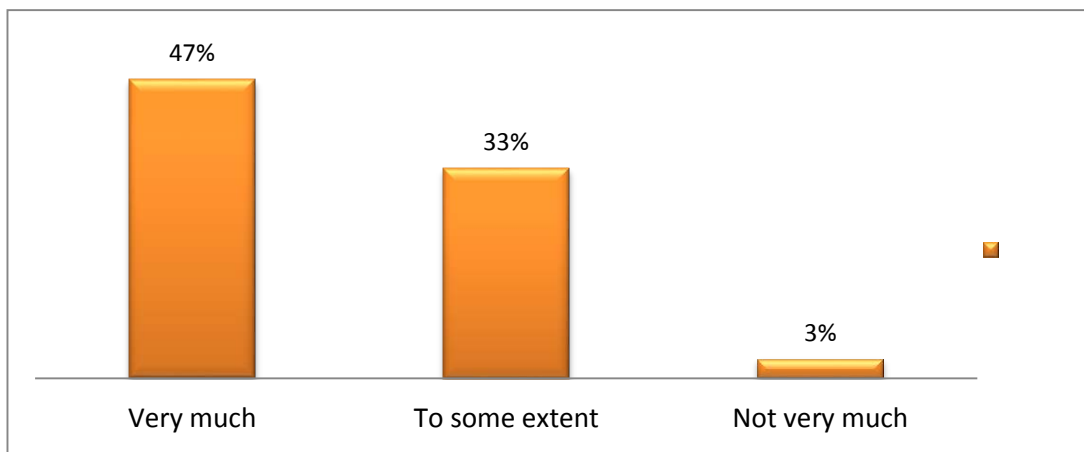


Figure 2.12: Students' Perception about Helpfulness of Mass Media Tools in Improving Oral Performance

The figure above demonstrates that (47%) of students answer that mass media tools help them to improve oral performance, (33%) responds that it helps them to some extent, whereas only (3%) answers with not very much.

Question 06: According to you does mass media tools encourage you to?

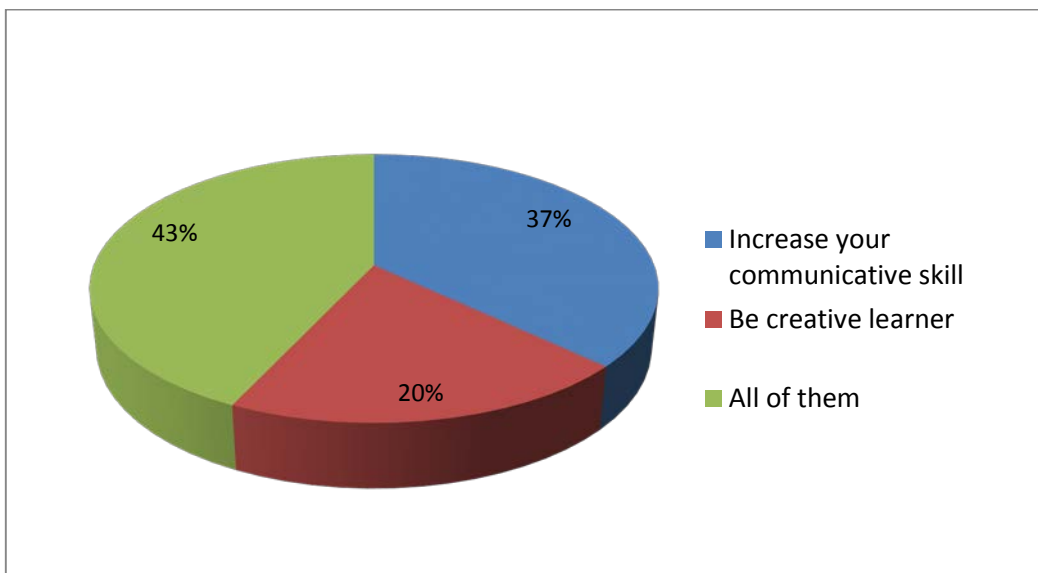


Figure 2.13: Students' benefits from Mass Media

The above results show that (43%) of students answer with all of them which means mass media tools encourage them to increase their communicative skill and to be creative learner .(37%) students answer that it increase their communicative skill, (20%) students reply that mass media tools helps them to be creative learner .

Question 08: What do you suggest for your teacher to improve speaking skill?

Concerning question eight two students answered in Arabic and one student left it without answer. The majority of students propose to their teachers to give students opportunity to express their ideas, encourage them to speak, accept mistakes and help them overcome shyness , few of them suggest the use of audio visual aids .

Question 09: How does mass media tools develop your speaking performance?

The majority of the students find mass media tools a good method to develop their speaking skill, learn correct pronunciation of words and learn new vocabulary.

2.5 Analysis of Classroom observation

In this study, the researcher tried to collect valid information by using non-participant, structured, overt and uncontrolled types of observation. Besides, the observation as a second research instrument was conducted with EFL second year license students in oral expression session. The researcher observed students for one session. The group was observed for one hour and a half and an observation grid was used to collect data. The researcher chose the observation as a research instrument in order to obtain real and reliable data so as to validate or invalidate the hypothesis.

Criteria	Yes	No
1_ The teacher use mass media tools	✓	
2_ The teacher debates with students about the topic that they want to speak about.	✓	
3_ The students show interest and motivation when teacher present the lesson using mass media tools	✓	
4_ The teacher encourage the students to speak	✓	
6_ Students share and exchange ideas, opinions and information between them	✓	
7_ The students use correct grammar and words		✓

During the oral expression session in the beginning of the lesson teacher was discussing with the students their opinion about the topic students were not interested in the lesson they were listening with a low level of concentration. After the teacher ask the students to open the computers and to listen to the podcast

The teacher played a video clip and asked students to watch and concentrate on pronunciation by the end of listening the teacher asked students questions from that video, it was noticeable that all students react positively. Everyone was participating and get involved in the lesson when the teacher use computer and played the ted talk

It was obvious that learners after using the tools were not bored. Moreover they were relaxed and there was a delightful and inviting atmosphere. Another point is that the teacher during the session tries to motivate them, encourage them to speak and to listen to the student's comments whether it is negative or positive. There were some grammar mistakes however the pronunciation of words was good.

Other noticeable point which is interested during these observations is that the use of mass media tools creates new topics and conversations better than usual traditional ways of teaching in oral expression sessions; however, the use of computer with podcasts video creates new interesting debates that have a relation with the tackled topic.

2.6 Data Interpretation of the Main Results

The questionnaire is concerned with the impact of mass media tools on EFL students speaking skill. And after dealing with the analysis of the students questionnaire that has been submitted to 30 students at Naama University Centre.

First of all, the result reveals the majority of students agree that in order to learn a language they have to speak it. Whereas half of the participants have some difficulties in speaking, while speaking they are afraid of making grammar or pronunciation mistakes, in addition to the cause of poor vocabulary and lack of self confidence .

The results in section three indicate that EFL learners show their positive attitude towards the use of mass media tools in developing speaking skill. More than half of participants use new age media such as internet, computers, and mobile. The remain

use electronic media TV programs, podcasts... They confirm that the use of mass media tools is beneficial, also declare that their teachers always use mass media tools for delivering the lesson. Moreover, they prefer both mass media tools and traditionally way of learning.

Meanwhile, the majority of students agree that the use of mass media tools help them very much to improve their oral performance, it encourage them to increase their communicative skill and to be creative learner.

For the analysis and interpretation of the classroom observation and the questionnaire, it appears that mass media tools play a role in enhancing students' speaking skill.

Speaking skill can enhanced through the use of various types of mass media like television, computer, mobile and internet;...etc, as well as it attract the learners' focus, keep them more active and motivated .

2.7 Suggestions and Recommendations

Mass media tools helps teachers make teaching and learning visual (easy for visual learners). A picture not only tells a thousand words but it also helps students improve their thinking and observation skills, it promotes imagination, etc. Playing the video with or without the subtitles enhances visual learners. Radio (playing the audio) helps auditory learners learn better. Listening to the tape and then having the script is a clear combination that helps visual and auditory learners.

- By using various kinds of mass media tools in the classroom can enhance students' understanding and promote it where necessary.
- Mass media tools can help with many issues such as: motivation, clarity, revising, editing, variety, mixed-ability classes, updating information in the textbook, giving life and color to classroom procedures and methods, thus at the same time helping the students improve accuracy and fluency.
- Internet has three main educational uses. It serves as a source of information, a place for collaboration, and a place to learn and publish.

- Popular mass media tools (films, music,) are a familiar medium to students that helps gain attention and maintain student interest in the theories and concepts under discussion. Students can see the theories and concepts in action. In more than a figurative sense, theories and concepts leap from the screen.
- Students can increase their analytical skills by analyzing media using the theories and concepts they are studying.
- The use of media in the classroom enables students to see concepts and new examples when they are watching television, listening to music, or are at the movies with friends.
- Students can experience worlds beyond their own, especially if the media is sharply different from their local environment.

2.8 Conclusion

In this chapter, the researcher aimed to present and discuss the data obtained throughout the different research instruments, questionnaire and classroom observation. Concerning the use of mass media tools to develop learners' speaking skill. The findings has shown that mass media tools is essential in teaching and learning process to enrich the speaking ability.



General conclusion

General Conclusion

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

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

After analyzing both questionnaire and classroom observation results, it is found out that the use of mass media tools helps students in achieving better results in their speaking skill. In an addition to that, the use of mass media is well- liked by both students and teachers. Students like it and enjoy themselves when learning because mass media tools are interesting, challenging, and motivating to use.

The research finding has confirmed the hypothesis. The study can be considered as an introduction to taping the importance of applying mass media tools into the classroom.

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



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APPENDICES



Appendix [A] learner' Questionnaire

Appendix [A] Learners' Questionnaire

Learners' Questionnaire

Dear student,

You are gently requested to fill in this questionnaire to express your attitude toward the impact of mass media tools to develop your speaking skill.

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

Thank you

Section one: background information

1_Gender: Male Female

3_ How you consider your level in English?

Very good Good average

4_ Does your level enable you to express yourself orally?

Yes No

Section two : Students' Overview about Speaking Skill Performance

1_ Which of the four skills language do you need to develop most ?

Listening Speaking Reading Writing

2_Do you agree that in order to learn the language you have to speak it?

Strongly agree Agree Disagree Strongly disagree

3_ A /Do you have difficulties in speaking?

Yes No

B/ If yes, are these difficulties because of?

a_ Making grammatical mistakes

b_ Making pronunciation mistakes

c_ Having poor vocabulary

d_ Lack of self-confidence

e_ Others

.....
.....

Section three: Mass media tools in developing students' speaking skill

1_ which mass media tools do you use the most?

a_ Electronic media (Tv ,podcasts)

b_ New age Media (computer, Internet, Mobile)

2_ Do you think that using mass media tools is beneficial?

Yes No

3_ How often does your teacher use mass media tools in class ?

Always Sometimes Rarely Never

4_ What do you prefer?

Working in traditional way

Using mass media tools

Both

5_ To what extent did mass media tools help you to improve your speaking ability?

Very much

To some extent

Not very much

6_ According to you does mass media encourage you to?

Increase your communication skill

Be creative and active learner

All of them

8_ What do you suggest for your teacher to improve speaking skill ?

.....
.....

9_ How does mass media develop your speaking performance?

.....
.....



**Appendix [B] Classroom
Observation**

Appendix [B] : Classroom Observation checklist

1- Observation notes

Classroom organization

.....

Classroom atmosphere

.....

Students and teachers relationship

.....

criteria	Yes	No
1_ The teacher use mass media tools		
2_ The teacher debates with students about the topic that they want to speak about.		
3_ The students show interest and motivation when teacher present the lesson using mass media tools		
4_ The teacher encourage the students to speak		
5_ The teacher help learner when facing speaking difficulties		
6_ Students share and exchange ideas, opinions and information between them		
7_ The students use correct grammar and words		
8_ existence of interest, curiosity, attention, engagement ,enjoyment		