



Mohamed Kheider University of Biskra
Faculty of Letters and Languages
Department of English language and literature

MASTER Dissertation

Letters and Foreign Languages
English Language
Sciences of the language

Submitted and Defended by:
Ferhat Samah

Title

*The Role of English Educational Media in EFL Students' Vocabulary
Development*

A Case Study of First Year Students of English at Biskra University

Dissertation Submitted to the Department of Foreign Languages as Partial Fulfillment of
the Requirements for the Degree of Master in Sciences of Language

Board of Examiners

Mrs. Mansouri Amina	MAA	Biskra	Supervisor
Dr.Triki Manel	MCA	Biskra	president
Mrs.Aichaoui Thaldja	MAA	Biskra	Examiner

Academic Year: 2021-2022

Declaration

I, Ferhat Samah , do hereby declare that this submitted work is my original work and has not previously been submitted for any institution or university for a degree. I also declare that a list of references is provided forward indicating all the sources of the cited and quoted information. This work was certified and completed at Mohammed KHEIDER University of Biskra.

Algeria

Certified:

Miss Ferhat Samah

Master student, Department of English

Signature:

Dedication

I am grateful to dedicate this research to my beloved father and mother, who helped me to progress in my studies and gave me all the sources of happiness and success in life. May Allah bless them. This work is also dedicated to my lovely brothers Hicham and Sofiane; my sisters Soumaia, Nassima ,Abir, Ikram, and Hamida. Also, I would like to dedicate this work to my close friends Mariem and Amina. Finally, my thanks and appreciation go also to my dear supervisor, Mrs. "Mansouri Amina," for her constant help and comprehension guide with me as my advisor to complete my dissertation. To all teachers and students of English at the University of Biskra.

Acknowledgements

My deepest acknowledgement goes first to my supervisor, Mrs. "**Mansouri Amina**", who guided me to explore this research. I would also like to thank her for the accurate advice she gave me, which was the source of my success in this work.

A special gratitude goes to the board of examiners for their acceptance to assess my work and for their constructive feedback and remarks: Dr. **Triki Manel** and **Mrs. Aichaoui Thaldja**.

I would like to express my gratitude to **Mr. Brahim Douda** for his help.

I am also thankful to all the teachers and students of English at the University of Biskra who helped me to collect and interpret a lot of data. Finally, I gratefully acknowledge the emotional support, greatest guidance, and encouragement from my family. To all my loyal friends who helped me with this research.

Abstract

This dissertation, entitled "the role of English Educational Media on EFL students' vocabulary development: the case of 1st year LMD level at Biskra University", aimed at assessing the awareness of the Algerian EFL teachers of seeking to improve their teaching materials for teaching vocabulary in EFL classes through the use of multiple types of EM as well as to investigate the role of these tools in improving EFL learners' vocabulary. This investigation was based on a descriptive method-qualitative in nature to explore learners' and teachers' attitudes towards the use of educational media in enhancing vocabulary knowledge. We hypothesised that English educational media has a positive impact on the vocabulary of EFL learners. A questionnaire for first-year EFL students and an interview for teachers in the department of English at the University of Biskra were used to collect data; the former was given to a randomly selected sample of 30 first-year LMD students, while the latter was conducted with 5 English teachers. The findings of the study revealed that both teachers and students agreed on the value of English educational media in learning English as a foreign language as well as the role of educational media materials in expanding students' vocabulary..

List of Abbreviation and Acronyms

EEM: English educational media.

EFL : English forging language .

ICT :information and communication technology.

CBI: computer –based instruction.

EM :educational media.

FL :foreign language.

M-learning: Mobile Learning.

List of Tables

Table3.1:Students’ Choice of Learning English at University	46
Table 3.2: Students’ Learning of New Vocabulary	47
Table 3.3:Students’ Consideration of Their Vocabulary knowledge	50
Table 3.4:Teachers’ Practices to Improve Students’ Vocabulary	52
Table 3.5: Teachers’ Most Used Type of Educational Media	56
Table 3.6: Students’ Preferable Kind of Learning Materials	57
Table 3.7:Students’ Use of Mobile Devices to Learn English in the Classroom	62
Table 3.8:Students’ Attitudes towards Instructors’ Use of Mobile Devices as a Teaching Tool in EFL Classroom	63
Table 3.9 Teachers experience of teaching English at Biskra University	67
Table 3.10: The Importance of Teaching English Vocabulary to EFL Learners	68
Table 3.11: Students' Difficulties in Acquiring Vocabulary	69
Table 3.12: Teachers’ Practices to Improve Students’ Vocabulary	70
Table 3.13: Teachers’ Used Educational Media	70
Table 3.14: Teachers’ Preferable Kind of Aids	72
Table 3.15Teachers’ Consideration of Their Students’ Differences when Choosing Their Instructional Media to Teach Vocabulary	72
Table 3.16:The Use of English Educational Media and Students’ Preferable Learning Style	73
Table 3.17: The Effectiveness of English Educational Media for Learners' Different Learning Styles and Abilities	74
Table 3.18: Teachers’ Thoughts about the Effectiveness of the Use of New Educational Media in The Classroom	75
Table 3.19: Teachers Allow Their Students to Use Smart Phones in the Classroom	76

List of Figures

Figure.1 educational media classification(Omodara (M.Ed); Adu (M.Ed),2014,p.50)	36
Figure 3.1:Students’ Self –Evaluation of Their Level in English Language	47
Figure 3.2: Students’ Reasons for Learning New Vocabulary	48
Figure 3.3: Importance of learning vocabulary	49
Figure 3.4: Students’ Strategies When They Meet New Words	51
Figure 3.5:Teachers’ Practices to Improve Students’ Vocabulary	52
Figure 3.6: Students’ Difficulties when Learning New Vocabulary	53
Figure 3.7: Main Factors that Hamper the Acquisition of New Vocabulary	55
Figure 3.8: The Frequency of Teachers’ Use of Traditional Media in Classroom	56
Figure 3.9: The Frequency of Teachers’ Use of New Media in the Classroom	57
Figure 3.10:Using English Educational Media According to Students’ Differences and Preferences for Vocabulary Acquisition	59
Figure 3.11: The Effectiveness of English Educational Media for Addressing Learning Different Learning Styles	61
Figure 3.12: The Usefulness of English Educational Media for Developing Your Vocabulary Size	65

Table of Contents

Dedication	III
Acknowledgement	IV
Abstract	V
List of abbreviation	VI
List of figures	VII
List of tables	VIII
Table of content	IX

General Introduction

1. Background of the study	1
2. Statement of the problem	2
3. Significance of the study	3
4. Aims of the study	3
5. Research questions	3
6. Hypothesis	4
7. Research methodology and tools	4
8. Sample and population of the study	5
9. The structure of the dissertation	5

Chapter one : Vocabulary Development

Introduction	8
1.1 Definition of Vocabulary	8
1.2 Vocabulary Learning Difficulties	9
1.3 Vocabulary Learning Approaches	11

1.3.1 Direct Approach	11
1.3.2 Indirect Approach	12
1.4 The Purpose of Teaching Vocabulary	12
1.5 Techniques Used in Teaching Vocabulary	13
1.5.1 Visual techniques	14
1.5.1.1 Audio-visual aids	15
1.5.1.2 Mime and gestures	16
1.5.2 Verbal techniques	16
1.5.2.1 Using synonyms and antonyms	17
1.5.2.2 Guessing from context	18
1.6 materials and tools used to teach vocabulary	19
1.6.1 Mobile Technologies in Vocabulary Acquisition	19
1.6.2 Mobile Learning Applications	20
1.6.3 Social media platform	21
Conclusion	22

Chapter two: An Overview of English Educational Media

Introduction	24
2.1 Language Teaching Materials	24
2.1.1 Traditional language teaching material	25
2.1.1.1 Black board	25
2.1.1.2 Text books	26
2.1.1.3 pictures	26
2.1.2 New language teaching materials	27
2.1.2.1 ICT information computer technology	27

2.1.2 .2 internet	28
2.1.2.3 over head projectors (OHP)	28
2.1.2.4 power point	29
2.1.2.5 videos	29
2.2 An Overview of Educational Media	30
2.3 Classification of Educational Media	31
2.3.1 Print media	32
2.3.2 Non- print media	32
2.3.2.1.Electronic media	33
2.3.3Visiual media	34
2.3.3.1 Projected media	34
2.3.3.2 Non-projected media	35
2.3.4 Audio media	35
2.3.5 Audio visual media	36
2.4 Relevance of Educational Media in Teaching and learning English language	37
2.5 Blended learning	38
2.6 Computer-based instruction(CBI)	39
2.7Teachers Attitudes Towards English Educational Media	39
Conclusion	40

Chapter three: The Field Work

Introduction	42
3.1 Methodology	42
3.1.1 The choice of the Method	42
3.1.2 The data Collection Instruments	42

3.1.3 Data Analysis	43
3.2 Students Questionnaire	43
3.2.1. The sample	43
3.2.2. Aim of the Questionnaire	44
3.2.3. Description of the Questionnaire	44
3.2.4. Administration of the Questionnaire	45
3.2.5. Analysis of students Questionnaire	46
3.3 Teachers Interview	66
3.3.1. The sample	66
3.3.2 . Aim of the study's Interview	66
3.3.3. Description of the Interview used for this study	66
3.3.4 .Administration	67
3.3.5. Analysis of teachers Interview	67
3.4. interpretation of the Results	77
Conclusion.....	81
General Conclusion	82
Recommendations	
References	
Appendices	
ملخص	

General Introduction

1. Background of the Study

Saettler (1990) reports that "educational technology... can be traced back to the time when tribal priests systemized bodies of knowledge, and early cultures invented pictographs or sign writing to record and transmit information.". As a result of this technology, learners of EFL adopted new methods to practise the target language and the most used one is educational media, which can be defined as all means of communication like prints, graphics, animations, audios, and audiovisuals. Educational multimedia technology incorporates all the qualities of print, graphics, animation, audio, and audiovisuals, and technology is defined as any object or process of human origin that can be utilised to convey media and multimedia. In this sense, technology includes phenomena as diverse as books, films, television, and the internet. In education, media are the symbol systems used by teachers and students to represent knowledge, and technology are the tools that enable them to share their knowledge representations with others (Thomas, 1998).

This paper first attempts to explore the goals of using English educational media materials in EFL classes and their role as educational assistants for both teachers and students' performance, as this study will investigate the effect of using English learning educational media on improving the vocabulary of first-year English students, in addition to the importance of vocabulary to develop their language in a shorter time.

2.Statement of the Problem

Vocabulary has a paramount role in our lives as part of the communication process. It helps us express our ideas, thoughts, and emotions. For students, it is quite important because their ability to communicate effectively depends on a good knowledge of vocabulary. If the student does not understand the words, they will not understand the content. Therefore, they will struggle with mastering listening, speaking, reading, and writing skills. Vocabulary is not trivial issue , especially in a foreign language environment. It can be considered a big problem for EFL students who have a lack of vocabulary. As a result, they will not be able to comprehend the whole message of the discourse.

Because our memory for objects and pictures is very reliable, and visual techniques can act as cues for remembering words, the use of realia, visual aids, demonstration shapes, and any type of educational media can function to help learners remember vocabulary better (takac, 2008).

In fact, the ineffectiveness of traditional classroom teaching is regarded as one of the reasons for the current teaching method's failure. Due to time constraints, teachers do not focus on teaching vocabulary as a whole part of the language in their sessions, so EFL learners use media, which has become a part of our daily lives, to improve their language. For that reason, we try to establish a correlation between English educational media and vocabulary for the use of these new devices as a supplementary means which can play a role in enhancing EFL learners' vocabulary. So, to what extent can we claim that educational media are effective for acquiring more vocabulary?

3. Significance of the Study

This study is very important for many reasons. first, because it will bring some benefit to the field of English learning and teaching in general. So, the findings can help to get the insights and thoughts from the students towards using educational media as motivation and materials to develop their vocabulary and to make learning English more attractive and involved. Also, it can assist teachers to improve their teaching instruction besides the use of English media to help students learn English appropriately. Another reason is that it will help the researchers to use sources for this work to help them in their future research.

4. Aims of the Study

The aim of this research study is to raise students' awareness of how English educational media help in improving vocabulary proficiency in and outside the classroom and assist them in their English learning practices. Furthermore, this study attempts to investigate the attitudes of EFL teachers and students at the division of English, Mohammed Kheider University, Biskra, towards the use of English educational media materials in EFL classes.

5. Research Questions

The following questions are the main ones that this study aims to answer:

1. What are the main difficulties that encounter students' in using their vocabulary?
2. Is English educational media the most effective way to develop EFL students' language vocabulary?

3. Are teachers aware of using educational media as an active teaching aid in the classroom?
4. Can educational media foster learner motivation in the classroom?
5. How can educational media be used in EFL classroom ?

6 .Hypothesis

Based on the above research questions,

- RH1: We advance that English educational media is effective in learning English as a foreign language.
- RH2: We suppose that EFL teachers and students at the University of Biskra have positive attitude(s) towards the use of English educational media .
- RH3: We hypothesize that English educational media have a great contribution to the development of EFL learners' vocabulary .

7. Research Methodology and Tools

This study seeks to investigate how repeated use of English educational media effects on enhancing EFL learners' vocabulary knowledge. It is based on the descriptive method. Thus, According to the nature of our study and its objectives, two tools were used: a questionnaire and an interview. These tools provide a variety of data gathered from different participants. To have a broad overview of the area of interest, a questionnaire was administered to first-year English students of Mohamed Kheider at Biskra. In addition, an interview was given to English teachers to gather more details about their opinions towards using English educational media. This research was conducted during the academic year 2021–2022 to obtain a mixture of different perspectives.

8. Population and Sample of the Study

The population that our research is currently concentrating on is the first-year LMD students of English at Biskra University in the academic year 2021–2022. There are about 700 students, and they are divided into 15 groups. Each group consists of about 40 students. We selected 30 first-year students randomly to represent our sample for the study.

9. The Structure of the Dissertation

This research paper is divided into three main chapters. The first two chapters are devoted to the theoretical element, which is concerned with the description and discussion of the dependent and independent variables. The practical section, on the other hand, is devoted to the fieldwork, which includes a discussion of data analysis and interpretation of the main findings, as well as general recommendations.

The first chapter is devoted to the dependent variable, "vocabulary," where many perspectives and thoughts concerning the concept and qualities of vocabulary are discussed. Furthermore, the various approaches to terminology are thoroughly addressed. In addition, the chapter outlined some of the significant challenges that learners have when learning new words, as well as the basic vocabulary approaches that may be utilised to overcome these issues. Finally, the chapter discussed the use of mobile technologies on vocabulary acquisition.

The second chapter is about the next variable, which is educational media, mainly tools. Their types are defined, and the role of them in learning English is clarified. In addition, the chapter deals with language teaching materials, the traditional and the modern

ones. Finally, it discusses some related elements with the media concept as computer-based instruction and blended learning.

Finally, the last chapter is devoted to describing the research technique employed in this study in detail. It also demonstrated the data gathering technologies that are used to get the required data. It is dedicated to the outcomes of the two data collection instruments and includes a full analysis of the findings as well as interpretations of the findings. Finally, the chapter concluded with some suggestions for teachers and students, as well as for learning centres and institutions

Chapter one :Vocabulary Development

Introduction	8
1.1 Definition of Vocabulary	8
1.2 Vocabulary Learning Difficulties	9
1.3Vocabulary Learning Approaches	11
1.3.1 Direct Approach	11
1.3.2 Indirect Approach	12
1.4 The Purpose of Teaching Vocabulary	12
1.5Techniques Used in Teaching Vocabulary	13
1.5.1 Visual techniques	14
1.5.1.1 Audio-visual aids	15
1.5.1.2 Mime and gestures	16
1.5.2 Verbal techniques	16
1.5.2.1 Using synonyms and antonyms	17
1.5.2.2 Guessing from context	18
1.6 materials and tools used to teach vocabulary	19
1.6. 1Mobile Technologies in Vocabulary Acquisition	19
1.6.2Mobile Learning Applications	20
1.6.3 Social media platform	21
Conclusion	22

Introduction

English has become a popular language for understanding, learning, and explaining topics from numerous fields of study. English as a foreign language is required in the global educational system in colleges all over the world.

Learning a foreign language requires a large vocabulary in order to successfully communicate and perform receptive and productive skills. According to Shawn (1991), one of the biggest issues faced by foreign language students when reading and writing English is the use of terminology. Therefore, this chapter will be on the definition of vocabulary by various experts. In addition to some difficulties that face EFL learners Moreover, to the different types of vocabulary and the purpose of teaching them while acquiring new items will be discussed, and the techniques that teachers need to follow for an effective use of vocabulary in the classroom. In addition, to the impact of the new mobile technologies on the acquisition of vocabulary will also be discussed.

1 .1 Definition of Vocabulary

Vocabulary is one of the most important skills required for teaching and learning a foreign language. No matter how well a FL language's sounds are mastered, communication cannot take place in meaningful ways without words to express a wide range of meanings. There are several definitions of vocabulary given by experts. The ninth collegiate dictionary website defines vocabulary as "an interconnected group of nonverbal symbols, signs, gestures, used for communication or expression, in particular in art, skill, etc." (Benmoussat,2013)

According to Hornby (1987,p.1959) vocabulary is the entire quantity of words that make up a language (together with the rules for combining them) ,while Hatch and Brown

(1995) stated that , vocabulary is a list or set of words for a specific language or a list or set of words that individual language speakers may use .In addition Ur (1996), defines vocabulary as the words taught by foreign language teachers, Based on the definitions above, vocabulary refers to the collection of words used by teachers and students in the teaching and learning of English as a foreign language. Many teachers regard teaching vocabulary as a major challenge when it comes to developing EFL vocabulary because teachers serve as role models for students, who must recognize the relationship between the form, meaning, and function of the words they want to learn in order to use and understand them in spoken and written language.(Benmoussat,2013)

1.2 Vocabulary Learning Difficulties

One of the most important aspects of any language lesson is the teaching of vocabulary, because language learners will be able to understand and express themselves better if they have a good vocabulary. In order to use a word correctly in any context, EFL students must memorize it and know what part of speech it belongs to, whether it is a noun, verb, adjective, or adverb. Students who are learning a foreign language must understand the meaning of the terms because there are numerous implications or effects that are likely to occur when people do not understand the meaning of a word, and this is where the difficulty of learning vocabulary shows up. (Rohmatillah ,2014).

According to Thornbury (2004), identifying the obstacles that students have is one of the first steps in good vocabulary instruction. the following reasons, making some words more difficult:

- Words that are difficult to pronounce are more difficult to learn

- Mismatches in sounds and spelling are common causes of errors in pronunciation and spelling, and they can add to the difficulty of a term..
- Longer words do not appear to be more difficult to learn than shorter ones. High frequency words in English, on the other hand, tend to be short, thus the student is more likely to come across them.
- Most foreign language learners may struggle with vocabulary learning due to a lack of understanding of the grammatical form of the target words.
- The inability to understand the meaning of words is a common difficulty among foreign language students.
- learners of the target vocabulary may find a difficulty in using new acquired words in appropriate context.

Based on the previous factors, the main difficulties that students face in learning new vocabulary are pronunciation and understanding the words in context.

On the other hand, Gower, Philips, and Walter (1995) identified some characteristics that make vocabulary items more challenging. First, they mention that words that are similar in both the first and second languages can be misleading rather than helpful. Second is the word's etymological connotation, which means Does the word have a positive or negative meaning for a native speaker, for example both "skinny" and "slim" could be used to describe someone who is thin, but their connotations are completely different, and the speaker shows a different attitude by using one over the other. Third They also state that many students have difficulty with spelling and pronunciation. It's easy to see why many students are confused about the meanings, spellings, and pronunciations of words like through, though, thought, tough, and thorough (Rohmatillah,2014).

According to some researchers, the difficulties mentioned above are the most significant obstacles that learners may experience when learning foreign language vocabulary. These difficulties, on the other hand, are significant because they may motivate students to seek out more effective learning methods.

1.3 Vocabulary Learning Approaches

The use of vocabulary learning tools to improve vocabulary acquisition is still being researched (Schmitt,2019) . Oxford (1990) defines two types of vocabulary learning strategies: direct (deliberate) and indirect (incidental). Dornuei (2005) points out that the Oxford classification is virtually universally accepted.

1.3.1 Direct (deliberate) Vocabulary Learning

According to Oxford (1990),Direct vocabulary acquisition studies, emphasized that vocabulary can be learned through tools such as dictionaries and vocabulary lists that require students to engage in explicit engagement with the meaning and form of language. moreover Demir (2013, p. 1174) explained this technique in detail, stating that purposeful vocabulary learning takes place with a high level of awareness and the use of conscious strategies to acquire the target words. As a result, it emphasizes the utilization of cognitive processes in vocabulary learning, such as memorizing, analyzing, and recalling. Additionally, learners must engage in a variety of vocabulary tasks or games that require them to deal with words in isolation. In fact, the direct method is not a novel concept, language teachers have been using its concepts for many years. It was recently revitalized as a method when the focus of instruction became learning how to communicate in a foreign language. Thus, intentional vocabulary learning refers to methods of paying close attention to vocabulary learning.(Sanaoui,1995)

1.3.2 indirect (incidental) vocabulary learning

According to Vygotsky's sociocultural view (1978), learning cannot occur without social interaction and collaboration. This viewpoint emphasizes the incidental acquisition of words within meaningful contexts and claims that learners will be able to use words actively if they learn them incidentally. This meaningful context, which must be carefully chosen due to the risk of misinterpretation, will allow for greater retention of the words in the cognitive process (Karami,Bowles,2019).

In the incidental vocabulary learning approach, vocabulary can be learned while another activity is taking place (Rieder, 2003). In other words, incidental vocabulary acquisition can be defined as the process of learning a term without the aim of learning it, according to Huckin and Coady (1999), The benefits of incidental vocabulary learning are:

- Words can be identified and recognized when they are used in a relevant context.
- Students can engage in both reading and vocabulary learning at the same time.
- Learners have the option of selecting their preferred material.

Incidental vocabulary learning encourages students to read extensively and requires them to guess the meaning of new terms based on context clues.

Schmitt (2008) claimed that the more a student engages with a new concept, the more likely they are to remember it. To conclude, accidental vocabulary learning is the process of acquiring new words without paying attention to them.

1.4 The Purpose of Teaching Vocabulary

Learning vocabulary is considered to be one of the most important and difficult aspects of learning English language. Most second language programs used to place little

emphasis on vocabulary teaching and learning, but there has recently been a surge of interest in the nature of vocabulary and its role in learning and teaching process(Munir,2016).

Teachers should establish clear vocabulary learning objectives for their students. This is especially important in the early stages of vocabulary development, when increasing vocabulary size has a significant effect on the degree to which learners can use and understand language, so the goal of vocabulary teaching is for learners to be able to understand and communicate effectively in the target language (Nagy,1988). According to Jiwandono (1996), vocabulary includes words used in communication through language, whether spoken or written .Furthermore, Nation (2001) claims that the link between vocabulary knowledge and language use is complementary. Vocabulary knowledge facilitates language usage, and conversely, language use promotes vocabulary growth.

The goals of vocabulary teaching, according to the previous explanation, are to improve language skills as well as increase students' knowledge to understand specific words. Furthermore, vocabulary teaching can develop the ability to use context to determine the meanings of unknown words. Another important goal of vocabulary teaching is to improve students' social confidence and competence.

1.5 Techniques Used in Teaching Vocabulary

Foreign language learners' vocabulary skills are frequently seen as a significant part of their learning .As Wilkins (1972) states, "there is not much value in being able to produce grammatical sentences if one has not got the vocabulary that is needed to convey what one wishes to say."Which means that no matter how good the learners are in other aspects of the English language, they must master the vocabulary in order to build other skills.

Many researchers, including Laufer and Nation (1999), Maximo (2000), Marion (2008), and others, have discovered that vocabulary acquisition is crucial for successful second language use and plays a key role in the construction of whole spoken and written texts. In English as a second and foreign language, vocabulary items play a vital role in all language skills as cited in Alqahtani,(2015).

teaching vocabulary can be difficult since many teachers are unsure about the best practises in vocabulary education and do not always know where to start when it comes to putting a focus on word learning in the classroom. There are numerous methods and approaches that can be used to complete the presentation task while also assisting in the preservation of new words (Susanto,2017).Gairns and Redman (1986) classified teaching techniques into two categories: visual and verbal techniques.

1.5.1 Visual Techniques

There are several techniques for teaching vocabulary, but there are a few things that most English teachers must remember if they want to present a new vocabulary to their students. If English teachers want students to remember new vocabulary, it must be learned, practised, and revised to prevent students from forgetting. Because memory for objects and pictures is very reliable, and visual techniques can act as cues for remembering words, teaching vocabulary using visual techniques can help learners remember vocabulary better. Using this technique includes the use of visual aids and demonstration(Afshar,2017).

Visual tools, according to Gairns and Redman (1986), are one of the most useful techniques for introducing words and increasing word memory. Furthermore, it increases student motivation and transforms a negative classroom aspect into a positive one.

Gairns and Redman (1980) as cited in Omari ,2021 said that "There are three forms of visual techniques; relia, pictures, and mime or gestures. "This demonstrated that visual techniques have multiple forms that can be displayed by technological materials like videos and the other form can be by acting like role-playing, etc.

1.5.1.1 Audio-Visual Aids

Teachers are one of the most important resources for helping students enrich and expand their vocabulary. To do so, they use a wide range of vocabulary-teaching strategies and technologies. Using audio-visual assistance is one of these methods. Several studies have shown that using audio-visual aids increases information retention and student understanding of novel concepts.

Visual aids have become one of the alternatives that teachers can employ to capture the attention of their students. Visual aids, according to Kinder and S.James (N,D), are any technologies that can be employed to make the learning process more real, accurate, and active. Moreover , Cross (1991) listed three visual aids that teachers can use to help students learn English vocabulary. They are: realia, which refers to a real thing; a picture, which could be a board drawing or a flash card; and the gesture, which is an extremely effective method because it resembles the total physical response, such as action or facial expressions. In addition to that, auditory aids, which Park (1999) defends as teaching tools that can be heard but not seen, such as radio, songs, and so on, can be very useful for students to improve their vocabulary, especially when listening to songs and stories, because it helps them remember and memorise lexical items and recall them easily when they are used in practical situations. (Mansourzadeh, 2014).

1.5.1.2 Mime and gestures

When educating English learners, it is important to keep them engaged not only in learning academic material, but also in learning academic language, which includes both generic academic and domain-specific vocabulary. Learning will be more active, engaging, and intelligible if movement and gestures are added to academic language instruction (Merdas, 2015).

Certain lexical items are often impossible to explain the meaning of through the use of real or pictures. Actions are probably better explained by mime, which is the non-verbal technique of portraying a character, mood, idea, or narration by gestures and body movements. This helps to explain concepts like running and smoking, which are easy if the teacher pretends to run and smoke (Herrmann, 2017).

The use of gestures helps English learners understand vocabulary and topic concepts by making the abstract more real through a simple movement that matches the content concept or meaning of the term. This makes it easier for students to understand and absorb material and vocabulary (Tellier, 2008). As Marcel Marceau reports that "mime makes the invisible visible and the visible invisible." Indeed, miming can be used to practise communication in face-to-face interactions without the use of any objects.

1.5.2. Verbal techniques

Thornbury (2002), as cited in Derradji (2016), defines verbal techniques as "another way of defining the word meaning and it can include: providing an example situation; giving several example sentences; giving synonyms, antonyms, or super ordinate terms; or giving a full definition" (p. 81). Thus, this technique is concerned with the application of

illustrative situations, synonyms, opposites, scale, definition, and categories. Marla et al. (1990,p.3) divide verbal techniques into four categories, which are as follows:

- Definition and illustration sentences are a strategy used by English teachers to introduce a new word in English by using words from the same language.
- new synonyms and antonyms, which are essential in establishing new vocabulary
- Scale; This approach is the presentation of related terms in scales that combine both verbal and visual techniques
- Explanation is a technique for explaining the meaning and application of a foreign word in the target language.(bagheri,2015).

A verbal technique is a method often used by teachers, especially at low levels, to explain words by using a synonym or antonym, or by repeating difficult words while also providing definition for the hard terms .

1.5.2.1 Using Synonyms and Antonyms

Language learners can expand their vocabulary by employing a variety of approaches. To do so, it's necessary to understand their goals in order to select the most appropriate learning method for them. For example, using a thesaurus to improve vocabulary is one of these methods. A thesaurus is a reference book that contains synonyms and antonyms that is typically used by authors to help them find just the right word. It can also help English-language learners improve their vocabulary. Learners can find at least two synonyms and two antonyms for each word. This is especially important when learning adjectives or adverbs. On the other hand, the teacher can use both synonyms and antonyms of the word either in the beginning or high level to facilitate the student's comprehension. For example, the teacher, in order to clarify the meaning of the word

sorrow, can use the synonym sad. Otherwise, use the opposite, such as (success # failure). However, there are occasions when we need to give a complete definition of words that demand extensive detail and explanation (Asyiah,2017)

1.5.2.2 Guessing from Context

This method refers to the ability to determine the meaning of unfamiliar sentences based on contextual evidence. Nation (2011) reported that "incidental learning via guessing from context is the most important of all sources of vocabulary learning." (p.232). Guessing the word from context continues to be a vital strategy, especially for language learners.

Fraser (1999) found that among L2 learners, one of the favourite techniques was guessing from context. Moreover, Anderson and Shifrin (1980) pointed out that instantiation, or knowing only one meaning of a word, was insufficient. As a result, learners would acquire multiple meanings for a single word by inferring it's meaning from context.

Whether or not predicting words from context was useful, it needed to be taught in schools. Students, particularly advanced learners, were advised to learn how to guess in the classroom. As a result, teachers were meant to be trained in how to effectively teach students to guess. Finally, training upper intermediate and advanced L2 learners to guess from context was a successful technique. These tactics were not flawless, but they may aid teachers in putting them to the test in the classroom in order to determine the best strategy for their students(Alsaawi,2013).

1.6 Material and tools used to teach vocabulary

Learning a foreign language necessitates the mastery of certain skills and components. One of the most important skills and components in language learning is vocabulary. Most teachers choose materials that are appropriate for their students' needs to learn vocabulary. Whether using traditional materials such as dictionaries or books, or authentic materials. According to Nuriyya (2018, p. 11), "by using authentic material that students experience in the outside and real world, they become interested when dealing with real language." This enables them to effectively acquire vocabulary knowledge. Most teachers prefer to use modern materials and tools in the classroom, such as computers, smart phones, OHPs, and so on, because new generation students are more concerned with technological materials.

1.6.1 Mobile Technologies in Vocabulary Acquisition

Mobile technologies have infiltrated nearly every aspect of our daily lives, enabling mobility, portability, and usability. Users began to prefer smaller mobile devices with touch screen interfaces over traditional PCs, which had far-reaching consequences for many sectors of society. Because of the rapid innovation and development of mobile devices in recent decades, new perspectives and perceptions about the integration of these tools as a new approach to vocabulary instruction have emerged. The evolution of mobile phone features and applications has resulted in a transition from traditional teaching and learning methods to the M-learning approach. (Özdemir,2013)

According to Hoppe et al. (2003, p. 255), the term "M-learning" means "e-learning using mobile devices and wireless transmission." In other words, this new approach refers to the use of mobile devices in foreign language learning, which would result in improved vocabulary acquisition due to their availability in various settings. To further demonstrate

this, (Kukulka-Hulm,2018, p.2. as cited in Medjoudj 2020)asserted that "Since mobile devices provide users with more immediate access to the Internet and to an abundance of apps (applications), many language learners now have access to possibly more attractive alternatives to formal language learning." learners would prefer to use these tools to learn foreign languages and learn new words because of their appealing qualities, which might expose them to a variety of authentic environments. As a result, M-learning has been shown to be an effective facilitator in improving learning outcomes.(Kohnke,2019)

To summarise, these two methodologies are frequently employed in the teaching of foreign language acquisition in general and vocabulary acquisition in particular. However, the intelligence features of smart phones have opened up a fresh perspective on learning new words, particularly with the introduction of new vocabulary-learning applications.

1.6.2 Mobile Learning Applications

Mobile phones, also known as smart phones, tablets, or cell phones, are handheld telecommunications devices whose primary function is communication. Furthermore, they can be used as effective educational tools to improve students' language learning, transmit knowledge all over the world, and educate users on various topics. Mobile phones have evolved and are now packed with more advanced features, making them one of the most valuable learning tools. Additionally, as the well-designed functions of mobile phones evolve, a new store of tiny software known as apps is fast expanding. Furthermore, mobile applications are short programmes that enable wireless access to services such as interactive activities like quizzes and games, as well as enhancing distance online learning (Kim and Kwon,2012).

Many instructional apps are now available for a wide range of mobile devices, which makes the learning process much easier. Language learning applications such as

Duolingo, Bussu, Anki, and others are being produced and adopted by a large number of educators in a variety of professions, particularly in the study of English as a foreign language. According to El-Hussein and Cronje (2011), the number of teachers and students using mobile apps as a teaching and learning tool is constantly increasing. Many experts have stated that no other learning tool has had the same impact on humans as mobile apps. As a result, it is advised to be utilised in learning English vocabulary .

1.6.3 Social Media Platform

During the last decade, social media has increasingly supplanted traditional media such as newspapers, magazines, and television. It has been used in a variety of fields. For example, it is used to deliver news to audiences or in business to advertise products or survey customer needs. Social media is also used for educational purposes(Rodriguez,2011). Chen and Bryer (2012) stated, "Social media has grown quickly for academic use and infiltrated the education area." As a result, it takes the globe into the classroom and allows students to communicate with people all over the world. It also eliminates time, location, and accessibility constraints, allowing for learning to take place anywhere and at any time.

In fact, little is known about the use of social media in the context of improving EFL learners' vocabulary; however, it is an intriguing method for students to stay in touch with one another as well as with their teacher. There are numerous ways to use social media to improve one's English skills, particularly vocabulary. These could include following other users on social media websites who provide daily English language and vocabulary tips and hints. For example, "English Vocabulary" is a good Instagram account to follow because it constantly updates its followers with new vocabulary and explanations.(Bohami,2016).

Moreover, there is a website known as Facebook. It is the most popular social networking site and a great way to communicate; it may motivate students to express ideas and opinions that would be tough to reproduce in the classroom. Students' vocabulary may be impacted by joining Facebook groups dedicated to studying English and learning new vocabulary. Furthermore, YouTube is another popular social media website and a vast resource for educational content, with millions of videos about learning English and its vocabulary. Because some people learn better by watching rather than reading, it could be an ideal tool for EFL students to improve their vocabulary competence. EFL students can bring scientists, professors, and experts into their classrooms via YouTube videos to help them learn from great tutorials. (Bohami,2016)

To summarise, social media sites allow EFL students to learn about other cultures and communicate directly with native speakers, who can assist them in improving their vocabulary knowledge.

Conclusion

This chapter deals essentially with aspects related to teaching and learning vocabulary, such as vocabulary learning approaches and techniques used in teaching vocabulary. Furthermore, it described some of the difficulties that learners encountered when learning new vocabulary; additionally, it shed light on the materials and tools used to teach vocabulary, such as mobile technologies, English learning applications, and social media platforms.

Chapter two : an overview of English Educational Media

Introduction	24
2.1 Language Teaching Materials	24
2.1.1 Traditional language teaching material	25
2.1.1.1 Black board	25
2.1.1.2 Text books	26
2.1.1.3 pictures	26
2.1.2 Modern language teaching materials	27
2.1.2.1 ICT information computer technology	27
2.1.2.2 internet	28
2.1.2.3 over head projectors (OHP)	28
2.1.2.4 power point	29
2.1.2.5 videos	29
2.2 An Overview on Educational Media	30
2.3 Classification of Educational Media	31
2.3.1 Print media	32
2.3.2 Non- print media	32
2.3.2.1. Electronic media	33
2.3.3 Visual media	34
2.3.3.1 Projected media	34
2.3.3.2 Non-projected media	35
2.3.4 Audio media	35
2.3.5 Audio visual media	36
2.4 Relevance of Educational Media in Teaching and learning English language ...	37
2.5 Blended learning	38
2.6 Computer-based instruction(CBI)	39
2.7 Teachers Attitudes Towards English Educational Media	39
Conclusion	40

Introduction

Educational media have been proven to be amongst the most widely used tools for language learning and instruction. The breakthrough development of the twenty-first century motivates educational instructors to look for more current technology tools to use them within EFL classrooms.

The major purpose of this chapter is to emphasise the importance of educational media and how it can be a very effective tool in the teaching and learning of foreign languages. We begin by explaining the contrasts between old and new language materials. We also give an overview of instructional media and their educational value on a regular basis. We also go over the many forms of educational media and why they should be used in EFL courses. Finally, we look at the importance of educational media in the teaching and learning process, as well as some modern learning strategies, and we try to understand how teachers feel about these resources.

2.1 Language Teaching Materials

Language teaching materials are defined by (Tomlinson, 1998, p.2) as "anything which is deliberately used to increase the learners' knowledge and experience of the language". Teachers and learners use these materials to facilitate learning of language depending on their needs, but teachers are the ones who spend the most considerable time finding, selecting, evaluating, adapting, and making materials to use in their teaching, and sometimes they design their own materials. In fact, using the right materials plays the role of a controller between teachers and their students (Dickinson, 2010).

The teaching process needs different types of materials to generate students' interest. For this reason, teachers should arrange different aids, such as visual aids that use the sense of vision. They include charts, pictures, white boards, actual objects, maps, etc. The next type is audio aids, like using recordings during the course to demonstrate how language is spoken, and it is a very useful aid for EFL learners. The last type of aid is a combination of audio and visual aids. It involves the sense of sight as well as hearing, such as using videos in the class to explain specific topics. This type is considered the most effective tool by many teachers and students(Cakir,2006).

Teaching materials are the key to creating effective learning environments, whether using new or traditional materials. Both of them are effective in enhancing learners' skills and making the teacher's job easier.

2.1.1 Traditional Teaching Materials

Most language courses rely heavily on teaching materials. Today's language training would be impossible to achieve without the widespread usage of commercial resources (Richards, 2001). Language teaching is a difficult task for many learners. For that reason, teachers can use some teaching materials to facilitate the process of learning and make it more understandable. These tools can be a support system for both teachers and learners.

2.2.1.1 Blackboard

Teachers or facilitators use the most appropriate tools based on the course and the students' needs. .When it comes to traditional teaching materials, the first thing that comes to mind is a picture of a teacher and a blackboard, which are the classic elements in any classroom around the world. The blackboard is considered the oldest tool used to deliver

lessons in a clear and understandable manner. According to Harmer (2001), the board serves a variety of functions, which can be summarised in few points. A board can be used as a notepad for teachers to explain their lessons. They can give different objects words, phrases, and topics and even use colours. They can also use sticky notes on boards to display images, posters, announcements, charts, and other similar items. These types of features can enhance student interaction and debate(Gran,2018).

2.1.1.2 Textbooks

The textbook is another traditional tool that has been used for centuries. It has a universal form, according to Oxford Learner's Dictionaries. "A textbook is a book that teaches a particular subject and that is used extensively in schools and colleges." It plays the role of guideline for both students and teachers, which makes it a very important aid in the teaching process. Some experts say that printed textbooks are less distracting and easier to read than e-readers and smart phones (Millar and Schrier, 2015). For EFL learners, reading books and novels is one of the most effective ways to improve vocabulary, especially the books that contain a number of levels. For example, the English children's books are level one, which means they are written in a very simple language that the beginner learners of English can understand.

2.1.1.3 Pictures

A picture is one of the traditional tools that has been used for decades to help students understand various aspects of a foreign language. It can also be a very helpful tool for teachers. According to Kidler (1992:1), "as a medium, pictures can help the teacher to engage the students' interests and enjoy learning, especially English."Indeed, pictures help learners to build abstract ideas about anything and also help them to remember objects and

save time instead of spending a lot of time trying to explain something. The pictures summarise the whole idea.

2.1.2 Modern Language Teaching Materials

At present, technology plays a huge part of our daily lives and plays an important role in developing human skills. It has been stated that learning a new language, such as English, is a very complex task for many students, so they require the use of various tools to help them learn the language easily. According to Guariento&Morely (2001), "authentic materials help to motivate learners to learn the language by making them feel they are learning the "real" language."

2.1.2.1 Information and Communication Technology (ICT)

ICT, according to Kaware and Sain (2015), is a combination of three words: information, communication, and technology. It is a combination of technological tools and resources that are used to manipulate and communicate information. Here, technological tools are electronic and digital devices like computers, the Internet, and broadcasting technologies, etc. (Kaware and Sain.2015.p25).

Nowadays, ICT is used for educational purposes because it makes the learning process a large field. Students will be aware of what information they need, which makes them active learners. As mentioned by Bransford, Brown, and Cocking (cited in Huffaker, 2003, p.357), active learning allows the students to decide when they require particular information and whether they have already understood that information or not. In addition to that, ICT supports collaborative learning by using the internet. The learning will not be limited to the school; students can access different websites anytime and anywhere that enable them to manage their own strategy by sharing diverse learning experiences with one

another in order to express themselves. ICT is one of the best productivity tools that demonstrates the benefit of technology in many fields, which makes human life more manageable(punie and Cabrera ,2016).

2.1.2.2 What is internet

The internet as we know it today originated in a U.S. defence department initiative called ARPANET in the 1970s (castells2000). The internet is defined by Leiner et al. (1997) as "a worldwide broadcasting capability, a mechanism for information dissemination, and a medium for collaboration and interaction between individuals and their computers without regard to geographic location." Actually, the terms "internet" and "World Wide Web" are not the same; the internet refers to the global communication system, including hardware and infrastructure, while the web is one of the services communicated over the internet (pallen, 1995).

The internet is considered one of the best tools for productivity, particularly for students. It is a very valuable resource for researchers. At the present time, students are more familiar with Wikipedia than the real books' references. Indeed, even EFL learners use long-range online sites like Facebook and Twitter, as well as downloaded apps like Duolingo and Cambridge. There is no doubt that the internet plays a big role in the education process; it helps to streamline communication as well as information for learners. It is an essential global platform that helps to advance research in many fields.

2.1.2.3Over Head Projector

Technological devices have made a great change in our schools and classrooms. Most teachers today are using digital learning resources which combine multimedia elements like text, images, video, and audio to present information. One of these new

materials is the overhead projector, According to Merriam Webster dictionary. an OHP is a projector for projecting onto a vertical screen magnified images of graphic material on a horizontal transparency illuminated from below. So, these devices are mainly used to project video and pictures on a large screen, which makes them very useful tools for classroom presentations.

2.1.2.4 Power Point

PowerPoint is another important tool that is widely used in many classrooms. It is a Microsoft presentation software that includes a collection of slides that may contain text, images, video, and audio clips. PPT is primarily designed to help people present their ideas to groups of people, making it an ideal tool for teachers.

2.1.2.5 Videos

In recent years, videos have played a significant role and have evolved into an alternate type of learning platform that supports students in a number of situations. This tool is defined as a sequential presentation of motion images (Adam and Mowers, 2007p.22). With the presence of an internet network, video as a teaching aid can provide multiple options for successful teaching and learning contexts. Many teachers are turning to online educational films to assist them in saving time while still engaging students and stimulating their cognitive and emotional development. Videos are one of the methods that connect students to their language studies; they can help EFL learners strengthen their language abilities(Adam and Mowers, 2007). In the same vein, English videos and movies can help EFL learners gather vocabulary knowledge, especially the English-speaking platforms like Ted Talk, which are available for free through the YouTube channel. Furthermore, this method combines the learning as well as the entertainment. Learners can

watch the programmers they like in English. As a result, they will acquire the language unconsciously.

2.3 An Over View on Educational Media

Educational media can be defined as communication resources such as prints, graphics, animation, audio, and audiovisuals. However, as new media has become increasingly associated with modern communication materials such as television, computers, and smart phones, it has become increasingly associated with technology. (Thomas, 1998).

In education, the media are the symbols that teachers and students use to represent knowledge, while technologies are the tools that enable them to share those representations with others (Thomas, 1998).

Educational media support is one of the most effective instructional tools because it successfully combined explicit and implicit instruction and provided multiple opportunities to learn words in isolated and meaningful contexts (Marulis and Neuman, 2013). This demonstrates that instructional media are a valuable instruments for disseminating information to students. Microphones, mobile devices, interactive whiteboards, laptops, digital-video-on-demand, online media streams, digital games, podcasts, and other types of educational media are all now used in teaching and learning processes. (Marulis and Neuman, 2013).

Nowadays, the modern classroom is increasingly based on technology as an important teaching material, in addition to educational media resources that are gradually spreading among learners. Most teachers are beginning to use educational technology such as digital tools to present their courses. In the EFL classroom, all of the focus is on using

educational media to improve the four language skills. According to Anih et al. (1987), many students rely on their teachers to learn these language skills. However, with the availability of instructional tools, the majority of students have evolved into independent learners (Anih et al.1987),

2.4 Classification of Educational Media (EM)

Halverson (1992) defines educational media as any tool or material used in the classroom to help teachers. In other words, he describes the instructional media which combine objects, events, machines, as well as models or computer programs. In general, instructional media is anything that can be used by an educator to transmit information to students.

Educational media take different forms, specifically texts, images, videos, and audio, which make them great tools to learn from different sources. Experts disagree on how to classify learning media, so there is no rigid classification for educational media. However, there are many ways to categorise instructional media according to the outlook of the person (Ritakumari,2019)For instance, Adelabi's (2005) approachclassified EM basedon:

- In the sense they stimulate, visual media, audio media, and audio-visual media.
- projected media like slides, videos, filmstrips, etc. and non-projected media (e.g. pictures, graphics, models, etc.).

On the other hand, Ukoha (1996) classifies educational media as follows:

- Printed materials such as textbooks, journals, posters, handouts, magazines, and so on
- Non-printed media, including electronic media, low-cost media, and realia.

Educational media contains a variety of resources and categories, which make the teaching materials multiple as well as effective for all levels of the education system.

2.4.1 Print Media

For approximately 600 years, printing has been the primary tool of mass communication, storing and disseminating information and knowledge (Marcus,1998) Since the second half of the twentieth century, electronic media have taken over the mass media world, but print media has not lost its lustre or social relevance (Ray, 2009). According to Prytherch (2016), printed materials include all types of publications, documents, or notes in the form of newspapers, magazines, pamphlets, books, photos, images, magnetic tape transcriptions, and other types of printed materials. (Emanuel and Shemmee, 2020).

Print media is one of the resources used to inform, instruct, and motivate students in the field of education. Some materials, such as newspapers and magazines, can be used as teaching aids in the classroom. In fact, print media can provide students with a lot of practise through various activities that can develop the four language skills. For example, using newspapers as a teaching tool in an EFL classroom allows language learners to bridge the gap between the classroom and the world, which can help students increase their vocabulary through reviewing real events (Marcus,1998)

2.4.2 Non- Print Media

Non-printed media refers to any type of media that can only be accessed through an electronic device. According to Wall (1985), non-print media must meet the following requirements:

- The object must appeal to the library user's vision and/or hearing.
- The item must require supplementary equipment for use under regular circumstances.
- The substance of the medium must not be represented by the printed word.

Based on the above aspect, non-print media will include, among other things, video tapes, films, audio cassettes, social media platforms, slide presentations, and so on.

Non-printed media can be used for educational purposes. For example, EFL students and teachers can utilise non-print materials to improve the target language. It can be used in a variety of ways like audio materials, because they are very easy to use and can present information in a stimulating manner that will increase student interest. In addition to slides and filmstrips, which are very useful teaching tools because they can provide realistic experiences.

2.4.2.1 Electronic Media

Electronic media is any type of media that requires the user to have an electric connection in order to access it. It is also referred to as "Broadcast Media." It includes television, radio, and newer media such as the Internet, computers, telephones, and so on. (Belaouedj, 2017). This can demonstrate that electronic media plays an important role in today's communication. There is no doubt that the internet is the first choice for conducting research on anything because it allows people to transmit and receive large amounts of information in a short period of time. Furthermore, television, in turn, shows many informative and educational channels. CDs, DVDs, radios, and electronic gadgets are all examples of electronic media.

2.4.3 Visual Media

Visual media is defined as media that appeals to the sense of sight (eyes) or media that can be seen, such as television, computers, and white boards (Fuady, 2018). Maclean and Lynch (2004) reported that "Visual aid is anything which your audience can see, and which helps them to follow your spoken presentation, and keeps their attention and interest." (p. 67). This demonstrates that visual media such as TV series and PowerPoint slides can play an important role in the teaching process because certain courses rely on presentation. For example, in foreign language teaching and learning, visual aids are beneficial to fostering learners' language abilities, communication competency, and cultural understanding; they can also aid in retaining learners' enthusiasm for learning and expanding English learning to communities. Some studies suggest that Visual media can be produced and used to bring communication, culture, connections, comparisons, and communities into language classrooms (Zhou Wen-Hue, 2018).

2.4.3.1 Projected Media

Projected media are instructional resources that can only be accessed by projecting their content on a screen or wall using a specially designed projector machine (Gwarinda, 2002). Typically, projected media is a combination of software and hardware. These require a light source for projection, such as film projector slides. (Ritakumari, 2019)

Projected media have many benefits, such as increasing learning enjoyment, promoting faster learning, and making teaching situations more adaptable to a wider range of students. (Simone and Jake, 2016). This type of media has aided the teaching process, particularly for EFL teachers who can display their lessons on projectors. Students, on the

other hand, can take better notes in the classroom when projectors are used because they can distinguish which information the teacher shows is most important to them.

2.4.3.2 Non-Projected Media

Non-projected media resources are instructional aids that make it easier to deliver messages without using a screen projection. Chalkboards, maps, graph papers, charts, geography rooms, field activities, and still photos are examples of these instructional aids. (Kiptum, 2021). Many students, particularly EFL students, value these teaching aids because they can enhance learning and make teaching circumstances more adaptive for a larger range of students.

There are a variety of non-projected media options available to assist in making the English lessons more realistic and engaging. Posters, cartoons, charts, and drawings created by students can give tremendous visual reinforcement for abstract concepts. Non-projected media might be displayed in the classroom or used as part of a class activity. These teaching aids are straightforward, which makes them very useful tools in advancing a foreign language, especially for beginners(Kiptum, 2021).

2.4.4 Audio Media

These are the auditory-based teaching-learning aids. These media can also be heard on their own since they carry sounds, such as audio tapes, record players, and radios. According to Huebener (1960), the tape recorder can be useful in the following ways: first Voices other than the teacher's are allowed in the classroom ; Second, in any case, it is one of the most essential tools available for reaching the speaking goal. Next tape materials can be utilized to improve listening comprehension and can be linked to other activities such as dialogue, music, and so on (Huebener, 1960).

2.4.5 Audio Visual Media

According to De Kieffer (1965), audio-visual media refer to "experiences and devices used in a teaching situation which employ the use of sight and/or sound." (as cited in Yahia, 2017). Audio-visual elements are well-known for their ability to stimulate and facilitate the learning of a foreign language. According to Wright (1976), the language student can benefit from a variety of media and visual presentation approaches. That is to say, all audio-visual materials can help people learn languages if they are employed at the proper time and in the correct place. The learner uses both his eyes and hearing in the language learning and teaching process, but his eyes are the most important. River (1981) claims that it greatly enhances comprehension of another culture by allowing virtual audio and video interaction with language speakers.(as cited in AKIR,2006).

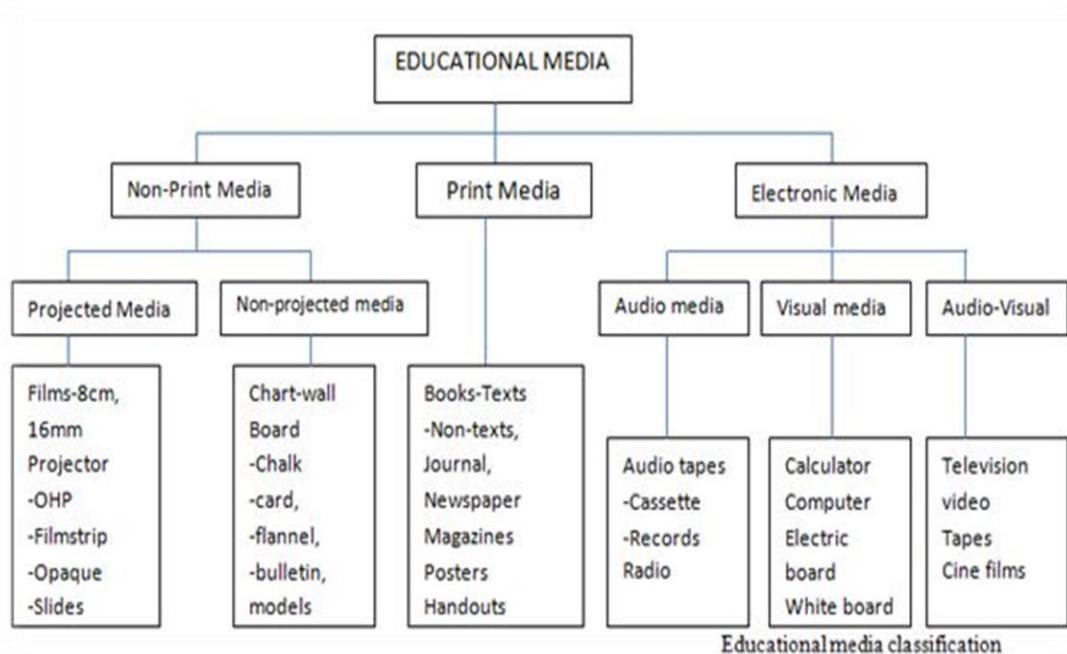


Figure.1 educational media classification(Omodara (M.Ed); Adu (M.Ed),2014,p.50)

2.5 Relevance of Educational Media in Teaching and Learning the English language

Teaching is a difficult task. Brown (1994) defines teaching as a comprehensive activity process for transmitting information from one person to another that begins with assistance, instruction, and guidance in learning something new. (Yusniati and Mey, 2021).

According to Latuheru (1998), teaching through media can help teachers and students interact in order to improve communication between teacher and student. All media are tools used to transfer knowledge and messages from one location to another. So that the media can be used in the teaching-learning process to make learning more active and effective. Based on the experts' illustrations, the researcher concludes that learning media is a tool used to convey messages to others through media assistance in a way that students can easily understand. (Yusniati and Mey, 2021).

According to Arsyad (2009), basic criteria for teaching media include:

- Teaching media can be seen in physical form.
- Teaching media enhances the current teaching and learning process both inside and outside of the classroom.
- Communication can be achieved through the use of teaching media.

Multimedia-assisted English teaching has distinct advantages in English classes. For starters, it can convert abstract content into concrete content, allowing students to easily comprehend more difficult knowledge. Second, it can provide a large amount of information to students in a short period of time. The third benefit is that it increases students' interest in learning. The final one emphasises the central role of students in English teaching. These benefits will provide students with a positive learning

environment, so we can conclude that multimedia-assisted English teaching has been widely used in English teaching. (Nan, Jianxi, and Dongmei,2018).

2.6 Blended Learning

The fast and rapid innovation in computer and internet technologies has changed the field of education over the past decades. According to Sethy (2008), "new results are generated and established with astonishing speed." That means the new technology are changing with the generation needs so each time has its own invention . As a consequence, the online learning system has been widely employed in higher education, and numerous studies have been conducted to determine its merits and weaknesses. (Wang, 2010 as cited in Tayebinik and Puteh ,2013)

A solution that incorporates multiple different distribution techniques, like collaborative software, web-based courses, and knowledge management procedures, is referred to as blended learning. This last also refers to learning that combines a variety of event-based activities, such as face-to-face classrooms, live e-learning, and self-paced learning.(Valiathan,2002).

Language teachers are becoming increasingly interested in the blended learning method for teaching foreign languages. Unlike pure e-learning, which refers to learning solely through electronic media, blended learning combines traditional face-to-face teaching and learning with other types of technology-based training. Many higher education institutions now use blended learning as a supplement to help students improve their vocabulary (Tosun, 2015). Furthermore, because new generation learners prefer to use their devices as a tool for learning, and teachers use online media to create quizzes,

give feedback, and post materials online, this approach can make the teaching process very effective.

2.7 Computer-Based Instruction(CBI)

Computers have cemented their place in communication technology and the educational process. Furthermore, they continue to play a vital part in today's society as they become less expensive, smaller in size, more versatile, and easier to use. According to Bangert-Drowns et al. (1985), drill and practice, tutorials, simulations, instructional management, additional exercises, programming, database creation, authoring with word processors, and other applications are all examples of computer-based education (CBE) and computer-based instruction (CBI). These concepts can apply to either stand-alone computer learning activities or computer activities that reinforce curriculum that teachers have introduced and taught. In other words, computer-based instruction is any material that uses a computer to deliver certain information, like video discs or CD-ROMs, DVDs, etc.(Alessi,1984).

For a variety of reasons, computers have become an essential concern in language learning, particularly in the field of EFL. To begin with, CBI has a significant impact on both students and teachers; it is viewed as a tool to facilitate the learning process because it employs various forms of presentation; and it can assist in motivating students as well as archiving their performance for future use. CBI was also developed to handle problems in a number of settings, which makes it applicable to any educational field.

2.8 Teachers Attitudes Towards English Educational Media

Most instructors, according to Kim (2008), agree on the need to incorporate instructional technology into their curriculum ;Their instructional technology applications

may change depending on their technological perceptions as well as their technical abilities and expertise. However, regardless of how advanced and powerful technology is, the extent to which it is used is determined by teachers' positive attitudes toward it (Gilakjani and Leong, 2012 cited in Sulaiman, 2017, p.21).

Nowadays, educational media plays an important role in any curricular education system; most teachers use a variety of educational media materials in their classes as one of the tactics for ensuring high quality in the teaching process. However, other teachers believe that educational media is simply a tool to be utilized when necessary, because using too many EM materials can divert students' attention, negatively impacting their performance.

Conclusion

This chapter basically sheds light on teaching English through using educational media and describes the different types of educational media and how EFL teachers and students can use them effectively in the classroom. Furthermore, it sheds light on the relevance of educational media in teaching and learning the English language, in addition to some methods used in teaching, like blended learning and computer-based instruction. In teaching EFL, educational media tools are indispensable. They are useful in making teachers' verbal descriptions more vivid with the use of pictures, videos, slideshows, or even using a board for explaining any course. EM can be used to stimulate learners to speak and to participate more readily in classroom activities. Hence, with well-constructed educational media tools, the student finds language lessons more interesting and enjoyable, which leads to improving their vocabulary in a short period of time. However, these tools need to be used properly in the EFL classroom without ignoring the role of teachers.

Chapter Three: Fieldwork and Data Analysis

Introduction	42
3.1 Methodology	42
3.1.1 The choice of the Method	42
3.1.2 The data Collection Instruments	42
3.1.3 Data Analysis	43
3.2 Students Questionnaire	43
3.2.1. The sample	43
3.2.2. Aim of the Questionnaire	44
3.2.3. Description of the Questionnaire	44
3.2.4. Administration of the Questionnaire	45
3.2.5. Analysis of students Questionnaire	46
3.3 Teachers Interview	66
3.3.1. The sample	66
3.3.2 . Aim of the study's Interview	66
3.3.3. Description of the Interview used for this study	66
3.3.4 .Administration	67
3.3.5. Analysis of teachers Interview	67
3.4. interpretation of the Results	77
Conclusion.....	81
General Conclusion	82
Recommendations	
References	
Appendices	

Introduction

The current study aims to investigate the role of English educational media in the development of students' vocabulary at Biskra University. The goal was to investigate the attitudes of teachers of oral expression, language mastery, and written expression, as well as first-year students, toward vocabulary learning through English educational media. As a result, the data collection tools for this study were a student questionnaire and a semi-structured interview with teachers. description of the sample will be provided, followed by an analysis and interpretation of the results of both students' and teachers' responses. Finally, the chapter discusses some pedagogical implications, limitations, and future research directions.

3.1 Methodology

The methodology of the study is a framework that involves the design and approach of research in addition to the procedures that the researcher is going to carry on .

3.1.1 The choice of the Method

Since the aim of this study is to describe the role of English educational media in enhancing EFL students' vocabulary and to find out the link between these variables, this study adopted the qualitative approach. For the reason that it is suitable for the nature of the present study, it helps to get more detailed and credible responses. More importantly, it gives the chance to know teachers' and students' attitudes and ideas towards the use of English educational media as a tool for enhancing EFL learners' vocabulary.

3.1.2. The data Collection Instruments

From the research approach, the data collection instrument that the researcher used is a semi-structured questionnaire for the EFL students and a semi-structured interview for

the teachers of the English division at Biskra University. The data collection tool was selected because it was the most suitable tool for the research study for the reason that it provides direct and detailed data about the attitude of students and teachers toward the topic of research.

3.1.3 Data Analysis

After a thorough reading and arrangement of the data from both questionnaire and interview, the researcher will conduct the data analysis manually using statistics through counts and percentages, in addition to the use of descriptions in some open-ended questions. Then, Using Excel, the researcher will present the results in the form of tables and figures.

3.2. Students Questionnaire

3.2.1. Population and Sample

The population that our research is currently concentrating on is the first-year LMD students of English at Biskra University in the academic year 2021–2022. There are about 416 students divided into 14 groups. Each group consists of about 30 students. We selected 30 first-year students randomly to represent our sample for the study. We chose this sample (first-year students) because are still new in the environment of university and are eager to use those tools (educational media materials) to improve their level of vocabulary acquisition.

More importantly, as they are new learners of the English academic language, it is expected that they have a lack of vocabulary and not be able to express themselves fully in

English. Moreover, they were the target sample in order to explore their opinions about the use of English educational media that may help them develop new vocabulary.

3.2.2 Aim Of The Questionnaire

Many researchers rely on questionnaires to collect accurate and confidential data. According to Taherdoost (2016, p. 28), "the main goal of a questionnaire in research is to obtain relevant information in the most reliable and valid manner." Therefore, the purpose of this questionnaire was to gather the necessary data on first-year students' attitudes and opinions about the role of English educational media in developing their vocabulary.

3.2.3 Description Of The Questionnaire

The questionnaire is semi-structured and includes closed-ended, open-ended, and multiple-choice questions to collect the necessary responses, opinions, and comments from the participants. The students' questionnaire is made up of eighteen (18) questions that are ordered in a systematic manner and divided into three sections that correspond to the variables used in this study.

Section One: Background Information

The first section is about background information of the respondents. It concerns the reason behind choosing the English language and students level in it. These elements have an impact on students vocabulary learning process.

Section Two: Students Attitude Towards Vocabulary Knowledge

The second section is an attempt to explore students opinion on vocabulary learning. Moreover, it seeks to determine the difficulties students face when learning English

vocabulary and the strategies they use when they find a new word in addition it investigate their attitudes towards their teachers practices of vocabulary teaching strategies.

Section Three: Students Attitudes Towards using English Educational Media in the EFL Classroom

In this section, the participants were asked about their general opinion and attitudes towards the use of educational media in the classroom. Furthermore, the questions sought to investigate the students' opinions about teachers' tools and methods to provide vocabulary and the type of aids they preferred to learn with. In addition, this part highlighted the students' learning styles by asking questions that seek to test students' perspective about whether using different types of educational media can affect their vocabulary or not. Finally, we link some questions concerning mobile devices as a teaching tool in the EFL classroom and open-ended questions in order to collect the necessary information related to students' views and comments about the advantages of English educational media in acquiring new words.

3.2.4. Administration of the Questionnaire

The questionnaire was distributed to 30 students from Mohammed Kheider University's department of foreign languages, section of English. Due to the huge population, the sample was selected randomly from 1st year English students, and due to the circumstances, an online questionnaire was designed using the services of Survy of Google forms and submitted to the participants in the middle of May. In other words, it was posted in the Facebook group of first-year English students "English Student of UMKB/promo 2021" and the necessary data was collected in four days.

3.2.1.2 Analysis of the Students' Questionnaire

Section One: Background Information

Item 1. Learning English at university was:

Option	Respondents	Percentage
a. Your personal choice	27	90%
b. Your parents' choice	2	7%
c. Someone's advice	1	3%
Total	30	100%

Table 3.1: Students' Choice of Learning English at University

Each one has a specific attitude towards learning the English language. That is why we designed this question to generate views about learners' choice of English, whether it is from their own decision or other factors that pushed them to study it. According to the table, (90%) of the students have chosen to learn English as a personal choice, while only (7%) of the students are studying English to satisfy their parents' desire, and (3%) of the students choose to learn English as advice from other people or because their baccalaureate exam average does not allow them to choose another branch.

Item 2 How do you consider your level in English?

The figure below presents the students' level in English language; this item aims to investigate whether the level of students is poor, good, average, or excellent. The following result shows the number and percentage of every case:

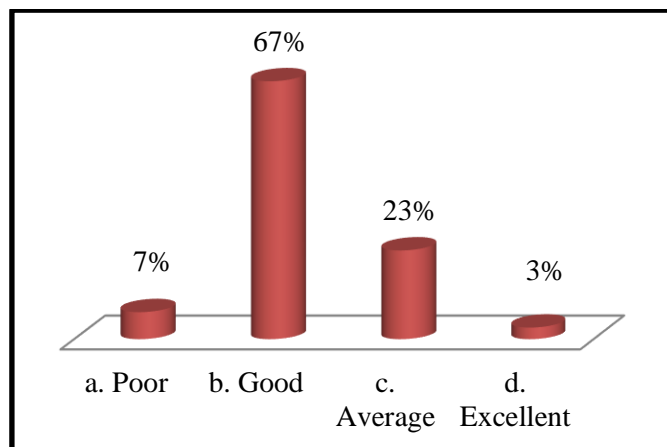


Figure 3.1: Students' Self-Evaluation of Their Level in English Language

The analysis of the students' answers shows, as it is visible in the graph (3.1), the student's level differs from one student to the other. It is clarified that 20 students have a good level; those students can talk, discuss, and master the English language (67%). In addition, students with an average level in this sample reached 07 students, which takes the second rate with (23%). While only 2 students have poor level in English at a rate of (7%) and 1 student have excellent level at a rate of (3%).

Section Two: Student's Attitude towards Vocabulary Knowledge

Item3. Do you like learning new English vocabulary?

Option	Respondents	Percentage
a. Yes	30	100%
b. No	0	0%
Total	30	100%

Table 3.2: Students' Learning of New Vocabulary

This question tries to know EFL students' views about the importance given to vocabulary acquisition and if the student likes to learn new vocabulary. As shown in the table (3.2), (30) or (100%) of respondents chose the option (yes). whereas 0 students chose the option (no). The result obtained shows that the majority of students are aware of the importance of vocabulary and have a desire to learn new vocabulary.

If you like to learn vocabulary is that because the following causes

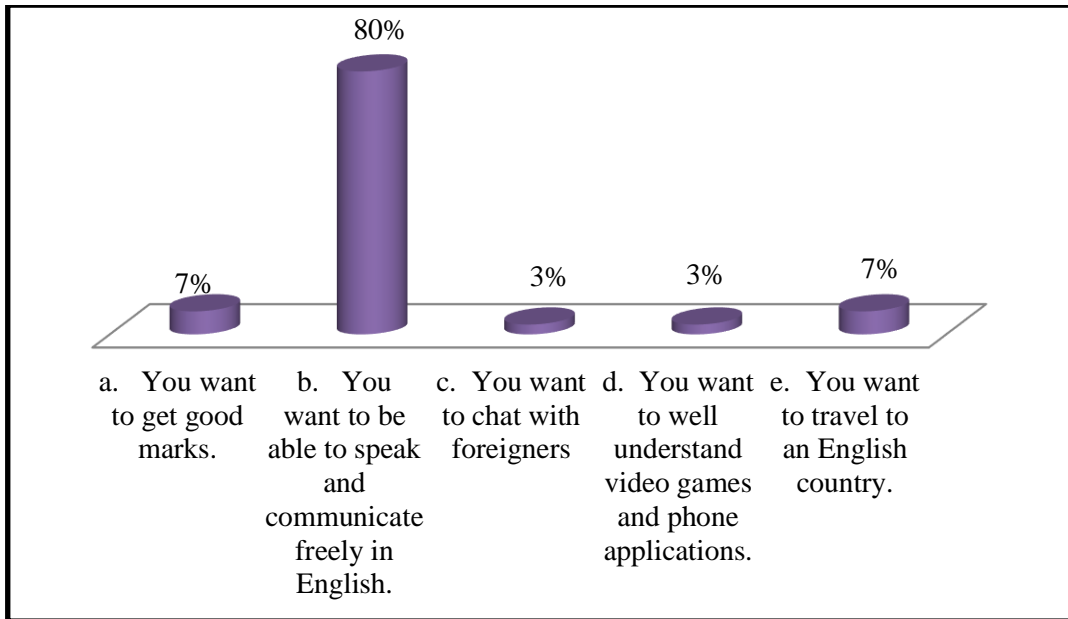


Figure 3.2: Students' Reasons for Learning New Vocabulary

The data displayed in the above figure demonstrate the students' responses to the reasons behind learning new terms. The highest percentage (80%) is given to students who learn new vocabulary to be able to speak and communicate freely in English. In addition, (7%) is the percentage of students who reported that they learn new vocabulary to get a good grade or to travel to an English-speaking country. Whereas the lowest percentage (3%) is related to students who like to learn new vocabulary for chatting with foreigners or for understanding video games and phone applications.

Item 4. According to you, learning vocabulary is very important to develop language proficiency.

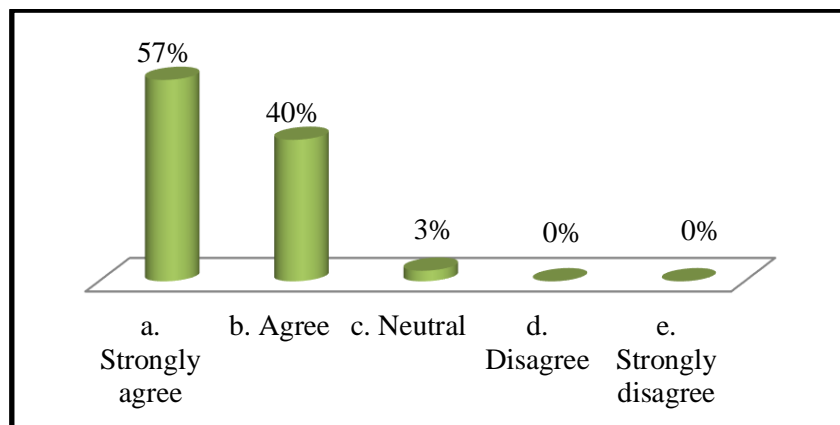


Figure 3.3: Importance of learning vocabulary

This question aimed at discovering the extent to which students agree or disagree about the importance of learning vocabulary in developing language proficiency. The participants' answers are presented in the previous diagram. The majority of students, (57%) 17 strongly agree with the impact of vocabulary in developing language proficiency and (40%) 12 agree on this. On the other hand, (3%) are neutral regarding this matter, while no one (0%) chooses the disagree option. This shows that EFL students are aware of the importance of learning vocabulary in improving language proficiency.

Meanwhile ,The students gave us some justifications about this issue which are summarized below in specific points:

- Learning vocabulary is the process of acquiring building blocks in a second language.
- Vocabulary is important because it's the basis of all language. It's the raw building blocks that we can use to express our thoughts and ideas, share information, understand others, and grow personal relationships.
- As EFL learners we need a lot of vocabulary to improve our communication skill

- I agree because focusing on vocabulary is useful for developing knowledge and skills in multiple aspects of language and literacy.
- Vocabulary allows students to progress with the language, develop critical thinking, and improve fluency.
- Yes, for sure, if you don't have a good vocabulary, you can't explain or express your ideas and thoughts.
- Vocabulary is useful because the greater amounts of words help us to reinforce our self- confidence to practice the English language.
- Vocabulary helps us to improve our listening, speaking, reading, and writing skills.

Based on the previous justifications, EFL students show their perspective on the importance of vocabulary in improving their language. They mention that vocabulary supports their verbal and written communication as well as develops their knowledge and skills in multiple aspects of the language, which helps them to express their thoughts easily. As a result, students can gain self-esteem while speaking in the target language.

Item5.How do you consider your vocabulary knowledge in English?

Option	Respondents	Percentage
a. Rich	3	10%
b. Acceptable	21	70%
c. Limited	6	20%
Total	30	100%

Table 3.3:Students' Consideration of Their Vocabulary knowledge

From this question,we want to discover the students' views about their level in vocabulary knowledge as well as their repertoire.

As expected, only 3(10%) rate his/her level as rich. However, the majority of students (70%) evaluated their vocabulary stock as acceptable .While (20%) of them

stated, that is limited .This means that the majority of them are intermediate learners . these results was affected by the sample that we have worked with, which is first-year students who have mostly a limited stock of vocabulary.

Item6.Which of the following strategies do you use when you meet a new word? (you may choose more than one answer).

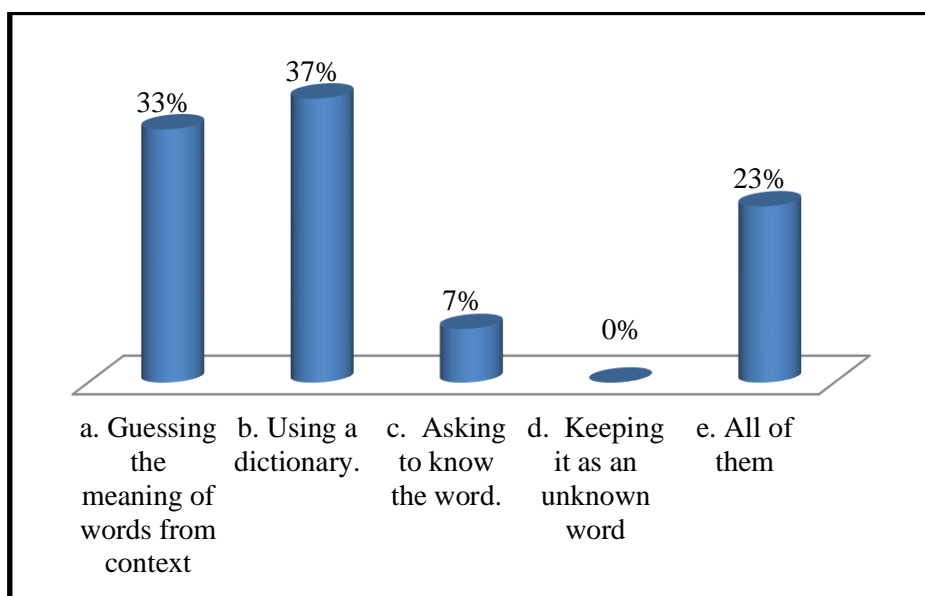


Figure 3.4: Students' Strategies When They Meet New Words

Figure 3.4 shows some strategies learners use when learning a new word. It shows the most commonly used strategy is using a dictionary at a rate of (37%). While (33%), guess the meaning of words from context, which is very common since context helps with understanding words' meanings. On the other hand, (18%) would prefer to ask about the word.

Some students suggest other strategies, they are as follow :

- I try to ask the teacher about new words
- I use an online dictionary
- I try to break up the word into pieces
- Using the word in example to guess the meaning

Item7. Which one of the following practices does your teacher use to improve your vocabulary? (You may choose more than one answer).

Option	Respondents	Percentage
a. Pictures, posters, etc.	1	3%
b. Reading books, short stories, magazines etc.	8	27%
c. Watching movies, TV, videos	0	0%
d. Listening to English songs, podcasts, radio etc	1	3%
e. Educational games	0	0%
f. All of them	5	17%
g. More than one answer	15	50%
Total	30	100%

Table 3.4: Teachers' Practices to Improve Students' Vocabulary

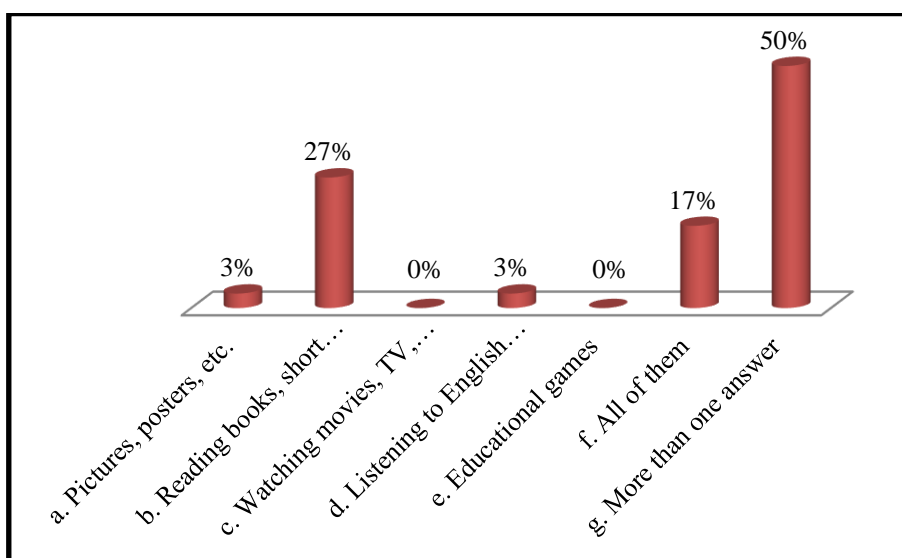


Figure 3.5: Teachers' Practices to Improve Students' Vocabulary

Figure (3.5) shows that teachers are use multiple strategies to teach vocabulary, as indicated by the majority of respondents (50%). However, eight respondents (27%) picked the choice of reading books, short stories, and magazines. While (17%) represents the value of all practices, including pictures, posters, books, movies, listening to English songs and playing educational games. On the other hand, (3%) represents the percentage of pictures, posters, and listening to English podcasts as teaching practices to learn vocabulary.

Some students gave other examples of practices used by their teachers to provide them with vocabulary. They are as follows:

- She/he gives the definition of a certain word and lets us guess what the word is.
- Sometimes he uses synonymous and antonyms
- Educational games like charades, especially in oral expression sessions

Item 8. Which one of the practices mentioned above do you prefer the most? And why?

This open-ended question aimed to find the most favourite practices for EFL students to acquire vocabulary and reason behind choosing certain activities over others to learn with.

The following statements represent the most repeated answers from the students.

- Listening to English songs is my preferred method to learn new vocabulary because it is enjoyable and supports my pronunciation.
- watching movies it helps us to learn more vocabulary, especially through movies that contain English subtitles or translation.
- I prefer reading novels and fiction stories because they are very amusing and help me collect many terms in various contexts.
- I prefer educational games, mainly electronic ones because it reforms traditional educational patterns and effectively prepares students for an integrated, interconnected, and technologically driven world.

Depending on EFL students' answers, we noted that most students prefer to learn vocabulary through audio or audio-visual aids like books, movies, songs, and video games.

Item 9.What are the difficulties you encounter when learning new vocabulary? (You may choose more than one answer).

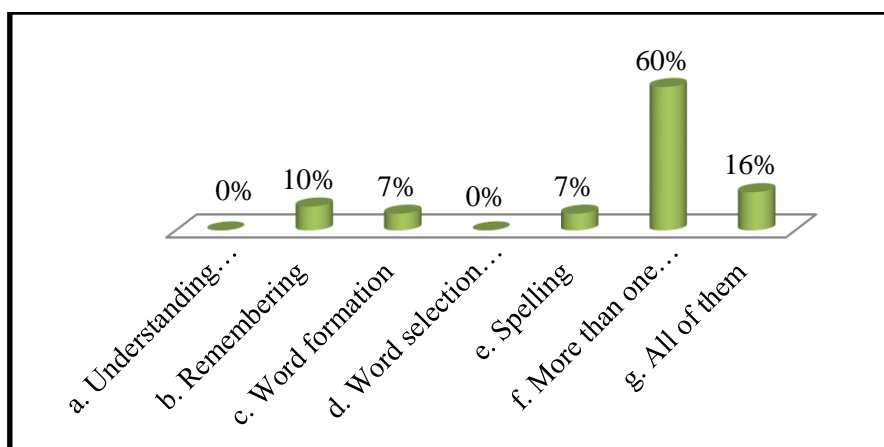


Figure 3.6: Students' Difficulties when Learning New Vocabulary

Figure 3.6 indicates some difficulties learners encounter when learning new vocabulary. As can be seen, (60%) have more than one difficulty, including 3 respondents (10%) who had difficulty remembering words and 2 respondents (7%) who had difficulty forming words as well as spelling words (7%). while 5 respondents (16%) selected all difficulties, which include understanding word meanings, remembering, word formation, word selection, and spelling. Thus, most students have difficulties when learning new vocabulary in different aspects, including remembering new words, spelling new words, and understanding the meaning of the words.

Item 10.According to you, what is the main factor that hampers the acquisition of new vocabulary?

EFL students who have a lack of vocabulary knowledge may struggle with all aspects of the target language, including reading, writing, or speaking. They may even be unable to hold a full conversation, which can have an effect not only on their performance but also on their self-confidence.

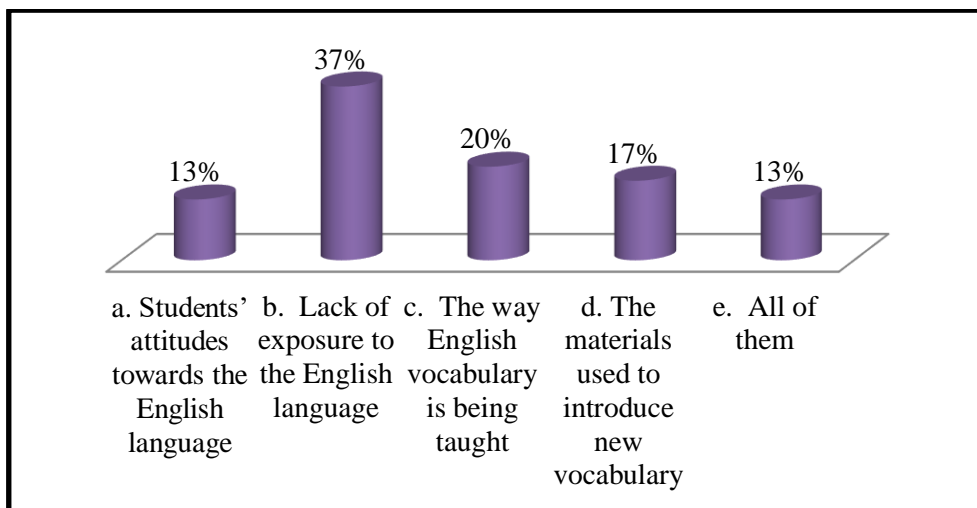


Figure 3.7: Main Factors that Hamper the Acquisition of New Vocabulary

Figure 3.7 indicates the main factors that hamper the acquisition of new vocabulary. The diagram shows that the majority of the respondents (37%) believe that the lack of exposure to the English language is the main factor behind the lack of vocabulary, or in other words, the lack of practice with the language, while (20%) state that the way English vocabulary is being taught is the reason behind the lack of new vocabulary. Here, they may refer to the strategy or the methods that teachers use to teach vocabulary. On the other hand, (17%) state that the materials used to introduce new vocabulary can play a role in the acquisition of new vocabulary, whether they are traditional or modern, etc. While (13%) stated that students' attitudes toward the English language are one of the factors that can impede the acquisition of new vocabulary, this means that if learners have a desire to learn the English language, they will not struggle in acquiring new terms in comparison to other learners who are not interested in learning this language. Moreover, (13%) chose all the previous factors.

Section Three: Students' Attitudes Towards Using English Educational Media in the EFL Classroom.

Item 11.What type of educational media does your teacher use the most?

Option	Respondents	Percentage
a. Traditional media	19	63%
b. Modern media	11	37%
Total	30	100%

Table 3.5: Teachers' Most Used Type of Educational Media

Table 3.5 indicates teachers' most commonly used types of educational media. The data findings reveal that 19 respondents (63%) of teachers used the traditional media. However, 11 respondents (37%) of teachers used new media. which confirms that most teachers prefer using traditional media like textbooks, handouts, chalkboards, etc. to present their lessons.

Item 12.How often does your teacher use traditional media in the classroom?

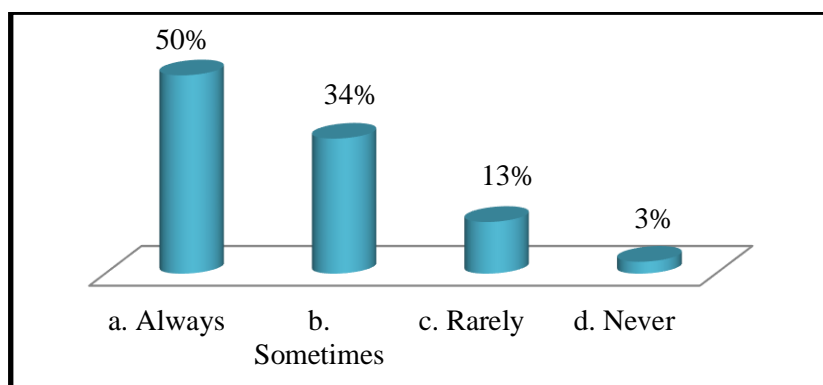


Figure 3.8: The Frequency of Teachers' Use of Traditional Media in Classroom

The following question aims to discover the frequency of teachers' use of traditional media in the classroom. The participants' answers are presented in the previous figure 3.8. The majority of students (50%) said that their teacher always uses traditional media to present their lessons, which matches with the answers of the previous item. while (34%) reported that their teacher sometime use traditional media .on the other hand, (13%)

pointed out that their teacher rarely used traditional media to present the lessons. while only one respondent (3%) chose the option "never."

Item 13.How often does your teacher use new media in the classroom?

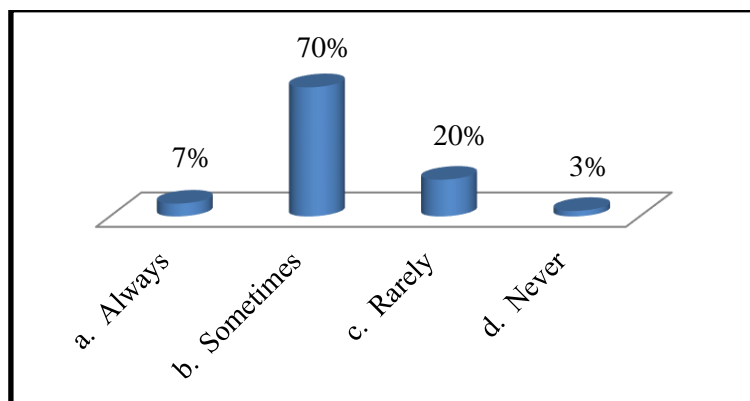


Figure 3.9: The Frequency of Teachers' Use of New Media in the Classroom

The data displayed in the above figure demonstrates the frequency of teachers' use of new media in the classroom. The majority of students (70%) stated that their teachers sometimes used new media to present their lessons. while 20% said their teachers rarely use new media. Moreover, 7% of respondents claimed that their teachers always use new media to provide them with lessons. while only one respondent (3%) chose the option "never." This data demonstrates that most teachers do not use modern media in the classroom like they do with traditional media.

Item 14.What kind of aids do you prefer to learn with?

Option	Respondents	Percentage
a. Audio	2	7%
b. Visual	3	10%
c. Audiovisual	25	83%
Total	30	100%

Table 3.6: Students' Preferable Kind of Learning Materials

From the obtained findings as they are demonstrated in the above table, it can be noticed that most students (83%) prefer to learn with audio-visual aids. While 10% of

students prefer to learn with visual aids. While only 2 students (7%) choose to use audio aids as the most preferred tool for them.

Students explained their answers as follows :

a) For 'Audio'

- Listening to English radio stations like BBC WORD SERVICE helps me a lot in improving my pronunciation. This is why I prefer the audio aids over other aids.

b) For 'Visual'

- Visual aids help to increase vocabulary by providing pictures and videos.
- Visual aids help teachers with their presentation and show a direct experience to the students.

c) For 'Audiovisual'

- Audio-visual aids help to increase students' vocabulary through watching videos and movies.
- Audio-visual aids make the students more active in the classroom.
- I prefer audio-visual aids because they help me remember anything I learn from teachers.
- Audio-visual aids make the learning procedure very easy.
- Audio visual aids develop the mental imagery and help to clarify the ideas in a simple way.
- Audio visual tools enhance the teacher's performance and make the session more enjoyable.
- Because audiovisual helps you to learn how to pronounce and write words correctly and facilitates the process of memorizing new information,

- It helps me memorise the term quickly and store it in my memory in an easier and better way.
- It helps the teachers to present their lessons effectively and makes the students retain the concepts better.

Depending on the previous answers, the majority of students preferred to learn with audio-visual aids because these types of aids are very useful for students to learn in a more effective method. So, audio-visual aids have their own significance in efficient teaching-learning processes. When used properly in the classroom, they create an enjoyable environment in the classroom and allow students to communicate and interact with teachers. As a result, they will easily retain what they have learned.

Item 15. Using English educational media according to students' differences and preferences is effective for the acquisition, retention, and the use of new vocabulary?

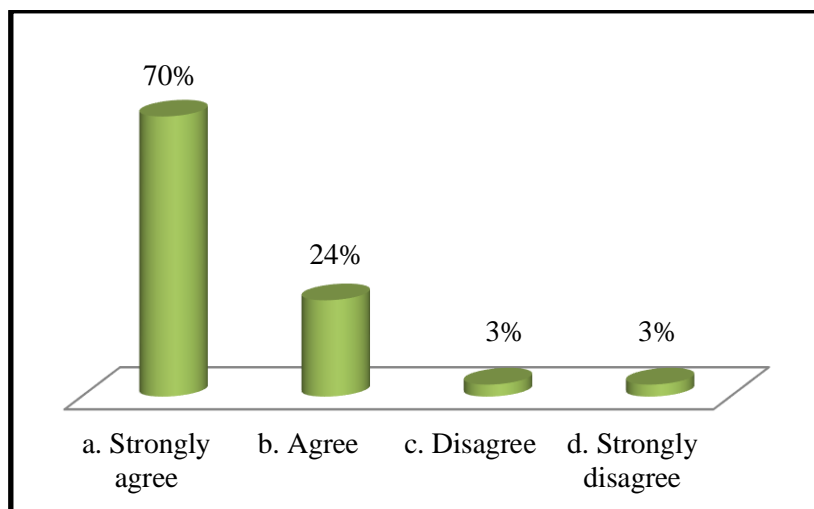


Figure 3.10: Using English Educational Media According to Students' Differences and Preferences for Vocabulary Acquisition

The following questions are aimed at exploring the students' attitudes towards using English educational media to improve their vocabulary. Figure 3.10 shows that the majority of respondents (70%) strongly agree that using English educational media is

effective in developing new vocabulary. While (24%) of respondents agree that English EM helps students from different levels acquire and store new vocabulary. On the other hand, only 3% disagree with that.

Students' justify their answers as follows:

a) For 'Strongly agree' and 'Agree'

- Educational media provides a fun and engaging learning experience for students
- Educational media can help teaching through visual tools
- English educational media provide EFL learners with different tool match with their needs .
- Aids student retention of knowledge because it allows student to read , watch, or hear information multiple times in different contexts over time .
- Because it can increase the ability and proficiency of student in terms of critical thinking ,writing, and communication .
- Improve students attitudes towards the course .
- English educational media is a good tool to improve our language
- English media is one of the effective way to learn vocabulary because it contains all types of methods printed and the modern tools
- Each student has a specific level. Educational media can help each student level improve the target language.
- Because it's more widely available at anytime and anywhere, it's very helpful to learn with.
- English language need further language support
- Using English educational media according to students' differences. It allows them to learn new vocabulary from different tools.

c) For 'Disagree'

- because I think that not all students prefer to use the English educational media in their process of learning.

Item 16. Using different English educational media is effective in addressing learners' different learning styles?

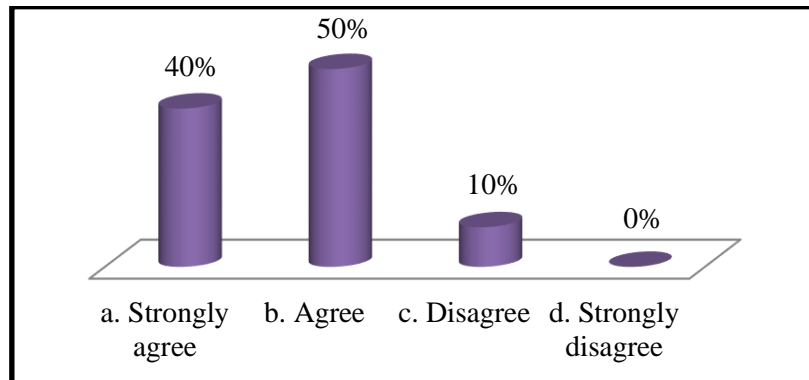


Figure 3.11: The Effectiveness of English Educational Media for Addressing Learning Different Learning Styles

English educational media plays a vital role in the learners' development. We conducted this item in order to show that educational media has a great impact on different styles of learners. From the data, it is clear that most students agree with that. while 40% strongly agree that English educational media very effective in addressing different learning styles ,furthermore10% disagree with the effectiveness of EEM those participants probably they do not understand the concept and the role of these tools in learning processes .

Students' justifications

a) For 'Strongly agree' and 'Agree'

- Using educational media is beneficial to students of all levels, including beginners and experienced learners.

- educational media it raises students' levels and addresses their weaknesses.
- Education media helps all types of learners.
- Because learning styles differ, English educational media can assist each style in meeting its needs.
- The application of many new learning techniques will certainly suit all learning styles of students and learners.
- Yes, of course, because each student has his own English educational media that he prefers to use in his process of learning.
- The use of educational media is important to the teaching and learning process. Almost every discipline can benefit from the use of media to improve learning both in and out of the classroom.
- There is a significant interaction effect of English educational media on different learning styles.
- Students can use educational media to access a variety of tools that correspond to their learning styles, whether they are visual or audio-visual learners.

According to the justifications of students, most of them have a positive attitude toward using English educational media to develop their learning process, which means that they are aware of the effectiveness of these tools to improve their language fluency.

Item 17. Do your teachers allow you to use your mobile devices as a tool to learn English in the classroom?

Option	Respondents	Percentage
a. Yes	17	57%
b. No	13	43%
Total	30	100%

Table 3.7: Students' Use of Mobile Devices to Learn English in the Classroom

It can be seen from the table that the majority of teachers (57%) allow their students to use mobile devices in the classroom. (43%) of teachers don't allow their students to use mobile devices inside the classroom. These results show that most teachers have started to realise the importance of mobile devices in the learning process, especially with the digital generation who frequently use mobile devices for learning.

If not, do you like to see instructors using mobile devices as a teaching tool in the EFL classroom?

Option	Respondents	Percentage
a. Yes	25	83%
b. No	5	17%
Total	30	100%

Table 3.8: Students' Attitudes towards Instructors' Use of Mobile Devices as a Teaching Tool in EFL Classroom

As it is presented in the data results, which shows that the majority of the participants (83%) prefer to see their teachers use mobile devices as a teaching tool in the EFL classroom, while just (17%) see that using mobile devices in the classroom is not appropriate.

The volunteers justified their answers as follows:

a) For 'Yes'

- They are the tools that fit the digital generation and they may address different learning styles.
- The use of mobile devices as a teaching tool is gradually becoming a compelling learning tool used to embrace teaching and learning in distance education.
- mobile device is very useful and entertaining.

- The use of mobile devices allows students and teachers to save time while also facilitating faster comprehension and better productivity.
- It is a good way because the mobile helps the students when they forget their handouts or when they find a new vocabulary to translate it on the internet.
- At present, the mobile phone is somehow helpful in developing our vocabulary.
- Smartphone's assist students in comprehending and sharing information.
- Mobile contains a lot of apps that can help us improve our language.
- The mobile is an effective tool for learning and is the most in harmony with the lecture and new terms, especially with its many features such as fast translation.

b) For 'No'

- Because using mobile devices in the classroom makes teachers and students passive and less creative.
- Students may be distracted when they try to focus on lessons.
- Some students use smart phones for cheating, and that goes against the aim of the learning process.

Most students supported the use of mobile devices as a teaching tool in the EFL classroom due to their effectiveness in improving the learning process as well as enhancing the performance of students.

Item 18. To what extent do you find the use of English educational media useful for developing your vocabulary knowledge ?

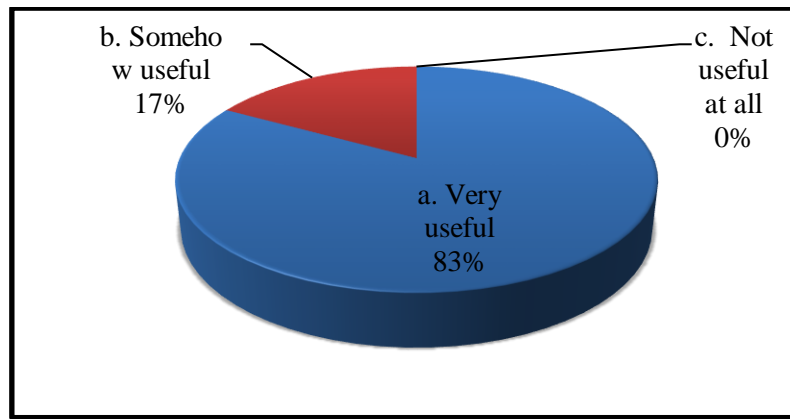


Figure 3.12: The Usefulness of English Educational Media for Developing Your Vocabulary Size

The above results reveal the students' viewpoints about the effect of English educational media in developing their vocabulary knowledge the majority of students(83%) state that EEM are very useful for developing their vocabulary while just (17%) state that EEM somehow useful in improving their vocabulary .

Students' Comments and Suggestions

Many students provided their comments about this topic, and they claimed that it was interesting. Most students have a positive attitude towards using English educational media in the learning and teaching process because it helps students with different levels and styles. Others claim that it is extremely beneficial in terms of vocabulary development. Most students suggested that foreign language learners should use English educational media frequently to improve their language skills.

Some of their comments are:

- Using the media to improve the level of learners in memorising terms faster automatically contributes to the development of the English language.
- English educational media plays a vital role because we live in a technological age and are increasingly turning to media for learning rather than traditional methods.

- This questionnaire itself helped me to learn new vocabulary, so thank you.

3.3 Teachers interview

The main tool that was used for this study is a semi-structured interview that was administered to EFL teachers at the University of Biskra. It aimed to obtain EFL teachers' feedback and attitudes towards the use of English educational media in enhancing EFL vocabulary.

3.3.1 the sample

From about (n=50) teachers of English Language at Mohammed Kheider University of Biskra, the researcher dealt with five (n=5) volunteer teachers who were chosen randomly. Those teachers teach different levels and different subjects.

3.3.2 Aim of the Study's Interview

The study interview was designed for EFL teachers at the University of Biskra. It was used to collect data from their opinions and attitudes towards the role of English educational media in EFL students' vocabulary development.

3.3.3 Description of the Interview Used for this Study

The study interview is designed to collect data from EFL teachers at Biskra University. It is a semi-structured interview consisting of twelve (12) questions (open-ended and close-ended questions). From the designed interview, we aimed to know if the teachers were aware of the importance of English educational media in EFL teaching-learning and spotted the light on the practises that EFL teachers use to improve the vocabulary of their students and which type of media they mostly use to present their

lessons. Furthermore, we concentrate on the aids that teachers preferred to use in their teaching process. In addition, we investigated if the teachers take into consideration the student differences in level and style. Our intention was to gather teachers' opinions about the role as well as the use of EEM as a tool to improve EFL vocabulary. Finally, we give them the opportunity to add some comments or suggestions.

3.3.4 Administration

The interview was designed as a semi-structured interview administered to teachers in the division of English at Mohamed Kheider University of Biskra. We printed some copies for teachers who may not have time to face-to-face interviews. Indeed, only two teachers did the interview face-to-face, and three of them answered the interview questions via e-mail. Additionally, the interview took less than a month from the middle of May to the end of it. Furthermore, during the period of data collection, the interviews took between 5 and 10 minutes, and all teachers gave beneficial answers.

3.4.5. Analysis of the Teachers' interview

Item 1. How long have you been teaching English at Biskra University?

Option	Respondents
a. 1-5 years	1
b. 5-10 years	1
c. More than 10 years	3
Total	5

Table 3.9 Teachers experience of teaching English at Biskra University

Knowing the teachers teaching experience assert the validity of the research and give the opportunity of realizing the aim of this study ,The results shows that 1 teacher has

the experience of 1-5 years ,While 1 teacher has the experience of 5-10 years , the rest 3 teachers have been teaching for more than 10 years at Biskra university . We can see that the majority of the volunteers have more than ten years of experience, which enabled them to provide useful comments on the subject.

Item2.What modules do you teach?

Teachers 01: All except discourse

Teachers 02:Oral expression and ESP for L3 (this year)

Teachers 03:ESP, Academic writing and written expression

Teachers 04:Writing, ESP, Mastery of language

Teachers 05:Grammar, oral expression, and written expression

This question aims to know about the various courses that the instructors are teaching. As can be observed, all of the interviewees courses address themes related to vocabulary, such as oral expression, language mastery , written expression, and ESP.

Item3.How important is teaching English vocabulary to EFL learners (especially 1st year students)?

Option	Respondents
a. Very important	5
b. Somehow important	0
c. Not important at all	0
Total	5

Table 3.10: The Importance of Teaching English Vocabulary to EFL Learners

The question aimed to identify the teachers' opinions about the importance of teaching vocabulary to EFL learners, especially the first year students. The above table

reveals that all teachers (05) declared that teaching vocabulary for EFL students is very important.

Item 4. Do your students have difficulties in the acquisition and retention of vocabulary?

Option	Respondents
a. Yes	5
b. No	0
Total	5

Table 3.11: Students' Difficulties in Acquiring Vocabulary

The teachers affirmed that they are aware of the difficulties of their students in the acquisition and retention of vocabulary since all of them chose the option "yes". The interviewees declared that they perceive this most of their students have difficulty in finding words to express themselves. Furthermore, they have difficulty pronouncing and reading words correctly. Others claimed that their students constantly request more time to give them the general idea of the course, and they rarely use dictionaries.

If yes, how do you perceive this?

- **Teacher 01:** Oh students do not read or write often or even use dictionaries, I see that as a major challenge for both ET and LL
- **Teacher 02:** Lack of focus and concentration; lack of use of vocabulary references even electronic ones (for instance: dictionaries).
- **Teacher 03:** lack of reading and practice
- **Teacher 04:** Difficulty in finding words to express themselves, using L1 equivalence and asking for the equivalent term in English when they speak.
- **Teacher 05:** They lack ideas generation and they ask for time to think how to express themselves

Item 5. Which one of the following practices do you use to improve your students' vocabulary?(You may choose more than one answer).

Option	Respondents
a. Pictures, posters, etc.	0
b. Reading books, short stories, magazines etc.	0
c. using synonyms and antonyms	0
d. using videos and podcasts, radio, etc	0
e. Educational games	0
f. More than one practice	4
g. All of them	1
Total	5

Table 3.12: Teachers' Practices to Improve Students' Vocabulary

In this question, teachers were asked to provide us with the different practices they use in their classes to improve their students' vocabulary. The results of this table show that all the volunteers are using multiple practices, including pictures and posters, reading books and articles, using videos and podcasts, and playing educational games. whereas other teachers assert that they are using different practices, they are as follows:

- **Teacher 01:** Role-plays and songs+ word formed (games)
- **Teacher 02:** Reading and analyzing articles
- **Teacher 03:** Guessing from context

Teachers give multiple methods to help their students improve their vocabulary, which confirms their interest in this aspect.

Item 6:What type of educational media do you use the most?

Option	Respondents
a. Traditional media (pictures, flashcards, handouts, etc)	4
b. Modern media (songs, videos, electronic dictionaries, etc)	1
Total	5

Table 3.13: Teachers' Used Educational Media

This question sought to ascertain the type of educational media that teachers typically employ. Table 3.13 illustrates that the majority of teachers (04) use the traditional media while ,just one teacher prefer to use the new media . The volunteers justified their answers as follows:

Teachers' justifications

a) For 'Traditional media'

- **Teacher 01:** I like to motivate my students and give them a chance to "conduct" the class: they choose the activities.
- **Teacher 02:** Actually, I use both media .I tend to send the handout in electronic version
- **Teacher 03:** I used to rely on pictures in the past, but now I often use multimedia as they more accessible and available.
- **Teacher 04:** Absence of appropriate material or absence of the Internet in classes.

b) For 'New media'

- **Teacher 04:** I prefer new media but our university does not provide with adequate ICTs to keep up with technology

According to the previous justifications, most teachers preferred to use traditional media to present their courses because this type of media doesn't kill the creativity of students and lets them be more active, and they do not depend completely on modern media . Others claimed that the institution (university) had a lack of new and modern teaching materials that they could apply in the classroom frequently. On

the other hand, teachers who support the use of modern media see that this type of media is easy and effective to use. In fact, most teachers agree with the use of new media, but these materials are not available in our university. As one of the teachers states, "our university does not provide us with adequate ICT to keep up with technology."

Item 7.What kind of aids do you prefer to use?

Option	Respondents
a. Audio	1
b. Visual	0
c. Audiovisual	1
d. Depends on the objective of the lesson	3
Total	5

Table 3.14: Teachers' Preferable Kind of Aids

This question identify to ascertain which types of aid teachers prefer to use in their classroom activities. As can be seen from the table above, most teachers (03) use multiple kinds of aids depending on the objective of the lesson. Whereas the rest of the teachers prefer using audio or audiovisual aids to present their lessons to the students .

Item 8.Do you take into consideration your students' differences when choosing the instructional media to teach vocabulary?

Option	Respondents
a. Yes	4
b. No	1
Total	5

Table 3.15 Teachers' Consideration of Their Students' Differences when Choosing Their Instructional Media to Teach Vocabulary

Knowing the students' level is one of the methods to facilitate the teaching process. This question aims to know if the teachers take into consideration their students' differences when choosing their instructional media to teach vocabulary. As we can see from the table results, the majority of teachers (04) care about the students' differences when choose their teaching materials, while just one teacher has adverse to this. Each volunteer gave an explanation of their choice as follows:

Teachers' justifications

a) For 'Yes'

- **Teacher 01:** Actually, most of the students are medial to an intermediate level that means what goes for the ones goes for the others
- **Teacher 02:** I often prepare different versions of the activity/task.
- **Teacher 03:** I focus on the average level and common needs .
- **Teacher 04:** The students are recipients and they are different; so, materials should be selected in relation to their profile and assimilation.

b) For 'No'

- **Teacher 05:** I need time to identify the differences and learning styles.

Almost all the teachers stated that they take the learners' differences into consideration when they choose their teaching materials. Some of them see that most students have an average level, so they don't have to use multiple media to cover their needs, while other teachers claim that different versions of activities can help to match different students' levels. On the other hand, some teachers ignore the students' differences due to a lack of time to evaluate each student and recognise his level and style.

Item9.Using English educational media according to students' preferences/learning styles is effective for the acquisition, retention, and the use of new vocabulary?

Option	Respondents
--------	-------------

a. Strongly agree	3
b. Agree	2
c. Disagree	0
d. Strongly disagree	0
Total	5

Table 3.16: The Use of English Educational Media and Students' Preferable Learning Style

This question aimed to reveal the attitude of the interviewees regarding the effect of English educational media in enhancing EFL students' vocabulary. The table shows that all of teachers (05) agreed that this type of media is very effective for students with different learning styles as well as for vocabulary development. The results confirm that the effectiveness of English educational media has become known in the teaching and learning environment. The volunteers justified their answers as follows:

- a) For 'agree' and 'Strongly agree'
- **Teacher 01:** "Students learn better when their learning styles are understood."
 - **Teacher 02:** Learners, in general, tend to remember the things they are attached to, used to.
 - **Teacher 03:** Keeping students engaged and interested is key to retention.
 - **Teacher 04:** Educational media provides a wide range of materials and sources of learning vocabulary that match different levels. Students can also find activities and quizzes to learn, retain, and test their vocabulary knowledge.
 - **Teacher 05:** The students' choices may lead/help/guide teachers to gather appropriate materials.

Item 10.Using different English educational media is effective in addressing learners' different learning styles and different learning abilities?

Option	Respondents
a. Strongly agree	1
b. Agree	4
c. Disagree	0
d. Strongly disagree	0
Total	5

Table 3.17: The Effectiveness of English Educational Media for Learners' Different Learning Styles and Abilities

We want from this question to know the teachers' opinions about the effectiveness of English educational media for learners' different learning styles and abilities. Where all of the teachers (05) agreed on this point. Since English educational media is one of the tools to teach vocabulary, most teachers see that using this type of tool is very effective to address the students' needs because the diversity of tools is the key to a successful and meaningful learning experience. Some teachers justified their answers as follows :

For 'Strongly agree' and 'Agree'

- **Teacher 01:** Variation of media helps learners, to maintain motivation and eagerness to experience new activities
- **Teacher 02:** It is challenging to meet every single one's preferred learning style and learners must put an effort as well especially that a large number isn't even sure of their learning style yet
- **Teacher 03:** Through differences we spot the weaknesses that help us as teachers to accommodate the material to the profile.

According to the teachers' justifications, multiple kinds of media serve the learners' different styles and make the learning process very easy. Furthermore, they claim that the student must put an effort to present his type of learning, so the teachers can deal with them easily.

Item 11. Do you think using new educational media in the classroom will be more effective for teaching English vocabulary than the traditional method?

Option	Respondents
a. Yes	5
b. No	0
Total	5

Table 3.18: Teachers' Thoughts about the Effectiveness of the Use of New Educational Media in The Classroom

The above table reveals that all participants (05) agreed on the effectiveness of modern media in the classroom for teaching English vocabulary, while no one chose the traditional method, which is the most used one in our university. This confirms that most teachers prefer to use new media if it is available in the institution.

Item 12. Do you allow your students to use their smart phones when needed in the classroom?

Option	Respondents
a. Yes	5
b. No	0
Total	5

Table 3.19: Teachers Allow Their Students to Use Smart Phones in the Classroom

As it is clearly shown in the above table, all teachers allow their students to use their smart phones when needed inside the classroom. This demonstrates that teachers are aware that smart phones are one of the important teaching materials for the new generation. due to their practical features.

Item 13.What is the best type of activities or tools do you recommend to your students to improve their vocabulary?

Teacher 01: discussion and dialogues about realistic and common topics.

Teacher 02: Reading and using useful apps

Teacher 03: Guessing from context and learning in a context (storytelling for instance).Using apps to learn new items

Teacher 04: Games and educational games in general

Teacher 05: Reading: using thematic dictionaries.

Most teachers believe that the best type of activity or tool to improve vocabulary is reading anything associated with the English language, such as books, articles, novels, etc. Others claimed that discussion and dialogue about realistic and common topics were very effective for improving vocabulary because learners would have conversations about topics that interest them. Furthermore, some teachers suggested using modern technology tools like mobile apps and electronic games as tools to learn English vocabulary because they are very enjoyable and match with the new generation's interests.

If you have any suggestions about using educational media tools in the EFL classroom, please feel free

The majority of teachers commented on the subject, claiming that English instructional media is a very engaging instrument that suits all types of students and learning styles. While the integration of new media into traditional classrooms challenges teachers' time, the volunteers said they will not regret it because of its positive outcomes. Others believe that the problem is not with the use, but with the lack of appropriate tools in the classroom. Students must understand that using such tools with moderation can be beneficial but the media is very wide they must to choose the appropriate tools for them.

3.4. Interpretation of the Results

The aim of the present research work is to investigate the role of English educational media in developing students' vocabulary at Biskra University, in addition to know EFL students' as well as teachers' attitudes toward these tools. Thus, in order to provide relevant research results, the researcher used a few tools to acquire feedback for the study, including an interview administered to EFL teachers and a questionnaire administered to first-year EFL students.

The results of the students' questionnaire show that students generally like the English language since most of them chose to study it as a personal choice, and this had an influence on their performance in a positive way and made their level in this language very high. The second section of the questionnaire focused on the students' answers and attitudes towards the vocabulary knowledge, where it demonstrated that all the students wanted to learn new vocabulary in order to speak and communicate freely in English. According to them, they will fail in the learning process if they do not have the needed terms. The students' answers to the fourth item proved the importance of vocabulary in learning a foreign language, as they claimed that this element helps them in multiple aspects of the language. In addition, most students, 70% to some extent, claimed that they have acceptable vocabulary knowledge, yet they are not satisfied with their degree of efficiency. The majority of students showed their desire to develop this aspect. As a result, they used different learning practises to learn new words. In the same vein, 50% preferred to use multiple practises that matched their learning styles to acquire vocabulary. Some of the techniques the learners mentioned were either through gaming, watching movies, or listening to songs. In other words, any method that combines learning and entertainment is considered an effective way to learn new terms. Meanwhile, students present some of the difficulties they face when learning new vocabulary. They mention multiple ones, but the

main ones are in remembering or storing as well as spelling the words correctly .the learners view that the main factors behind this difficulties are the lack of exposure to English or the lack practicing with this language where others claimed that the type of materials used to learn vocabulary doesn't match with learners needs. The obtained findings from the second section of the students' questionnaire revealed that the majority of EFL students understandthe role of vocabulary in their field and are working hard to enhance their vocabulary using various strategies and methods.

Concerning the third section of the student questionnaire, it was found that the majority of students were interested in English educational media to learn and improve their level. The students' answers to the first question showed that 65% of EFL teachers frequently use traditional media materials in the classroom, such as handouts, books, articles, blackboards, etc. In contrast to the new media, which they sometimes used to deliver their lessons, this could be attributed to the lack of modern materials in our university. Students have a positive attitude toward English educational media. 70% of students strongly agreed on EEM ability to improve vocabulary and assist students of various levels. According to the students, this type of media provides an engaging learning experience as well as various tools that are relevant to their needs. In addition, most students stated that their teachers allow them to use mobile phones inside the classroom as a teaching tool due to the beneficial features that they provide, like online dictionaries and educational apps, as well as internet services ,This indicates that most students have a great deal and experience with learning vocabulary through using different techniques in their mobile device. There is no doubt that the questionnaire tested the students' points of view from several angles, which allowed us to collect sufficient information to know their opinion about the English educational media. The results were promising as most of the students supported the use of educational media to develop their vocabulary.83% of

students view that English educational media is an effective method that offers many and several tools, traditional and modern, that match with any student learning style. In fact, the study gives students an opportunity to discover multiple types of educational media that can develop their vocabulary knowledge. Hence, the majority of the students liked the educational media and gave supportive comments about its usefulness in developing the target vocabulary.

The obtained data from teachers' interviews has provided us with a wide range of rich information that is beneficial to answering some of our research questions that are intended to be investigated. The obtained findings from the first and second questions showed that almost all the teachers have more than 10 years of experience in teaching the English language, as well as they teach different levels and modules at the university, which provides us with various perspectives that would be of great value for the study. According to the teachers' responses, vocabulary knowledge is considered one of the basic aspects of language, so it is very important for EFL students. Additionally, teachers have complained about the weak level of EFL students' vocabulary, especially when they try to express themselves. This can be attributed to a lack of reading or practising the English language. All the interviewed teachers stated that they used different teaching strategies to enable their students to acquire the target vocabulary. These practises include using videos, educational games, analysing articles, role-plays, pictures, etc. Furthermore, the majority of teachers use traditional media; however, they prefer new media, but the university does not provide them with modern materials. Also, they claimed that they used multiple aids according to the objective of the lesson. On the same note, other teachers showed their interest in audio-visual aids as effective tools to deliver their lessons. Most teachers assert

that they take their students' differences into consideration when they choose their teaching tools. This allows them to focus on the students with average levels and balance the comprehension within the classroom.

From the teacher's point of view, using English educational media according to different students' learning styles is very effective for enhancing vocabulary. Most teachers agreed that educational media provides a wide range of materials and sources that match different levels and styles. Moreover, this kind of media helps EFL students not only to retain vocabulary but also to improve all aspects of the target language. As the interviewees claimed, the variety of media helps learners to maintain motivation and eagerness to experience new activities. According to the findings, students preferred the same strategies and tools that the teachers chose to teach vocabulary, such as smart phones, where most teachers stated that they allow their students to use their devices for learning purposes. In addition, they support their students to use English educational apps as a teaching tool. Moreover, they suggested several types of activities to improve their vocabulary knowledge, like discussions and dialogues about realistic topics, or in other words, practising English in daily life, reading books, and using useful apps.

To conclude, after analysing the data collected through the students' questionnaire along with the teachers' interview, the inquiry proved that the hypothesis of this investigation is confirmed that English educational media plays a great role in enhancing EFL students' vocabulary. Both teachers and students highlighted the great contribution of EEM in the EFL teaching and learning process. Moreover, it has been confirmed that EFL teachers' and students' have positive attitudes towards the use of English educational media as useful teaching tools due to their vital role in enhancing student vocabulary.

Conclusion

This final chapter was dedicated to the fieldwork of the study. It went over the study's research methodology as well as the analysis of the questionnaire and interviews. The data collected is followed by a discussion of the major findings. Also, this part aimed to check whether the use of English educational media can improve the EFL students' vocabulary from the EFL teachers' and students' perspective. The results revealed that both of them have a positive attitude toward the use of EEM as an educational tool to enhance vocabulary knowledge. As a result, the study's findings have reached the aims and provide answers to the research questions.

General Conclusion

The present study aimed to investigate the role of English educational media in developing EFL students' vocabulary. Thus, this research attempted to answer all the research questions in addition testing the validity of the hypotheses, which stated that if EFL students use educational media frequently, their vocabulary knowledge will improve.

The study comprises three chapters. The first two initial chapters were devoted to the theoretical part of the study, whereas the third chapter shed light on the study framework. Firstly, the first chapter is about vocabulary development. It demonstrates different approaches to vocabulary learning and the major difficulties in acquiring new words . In addition to the techniques used to gain vocabulary, it also mentions the role of mobile applications and social media platforms in enhancing students' vocabulary.

Secondly, the second chapter was about educational media. It started by defining ICTs (information and communication technologies) and the internet since they are somehow related to the media. Furthermore, this chapter provides some language teaching

materials, both traditional and modern. It also presents the different types of educational media and their roles in teaching and learning the English language. At the end, it mentions the relevance of educational media in teaching and some new technologies used in educational fields, such as blended learning and CBI (computer-based instruction). Additionally, this chapter monitors the teachers' attitude toward English educational media.

Thirdly, the third chapter dealt with the practical part of the study that contained research methodology, then, the data analysis results of research tools, in addition to the discussion of the research results.

Researchers used qualitative methods to answer research questions and prove the hypothesis's validity. The research is based on two data collection methods: an interview administered to five EFL teachers and a questionnaire administered to thirty first-year EFL students at Biskra University.

Accordingly, the obtained results that were gathered from the questionnaire and the interview proved that teachers and students have positive attitudes towards the use of English educational media as a technique to develop EFL students' vocabulary. Furthermore, students admit that they are already using educational media to improve their language skills. Teachers recommend using educational media as a method to enhance language, and most of them use EM as a teaching tool to deliver their lessons.

To sum up, English language students should work on expanding their vocabulary in order to improve their proficiency in the target language. It is vital to select the right materials that will allow them to study effectively. Furthermore, teachers should select appropriate aids that match students' learning styles and support them in using educational

media, which research results showed is one of the most effective methods in developing the acquisition of new vocabulary

General Recommendations

Based on what was presented in both parts of this study (the theoretical and the data analysis), we came up with some suggestions concerning how to develop EFL learners' vocabulary knowledge using English educational media. These recommendations are directed to EFL teachers, students, and the institution.

➤ For EFL Teachers

- Enabling students to create their own list of academic words .
- Encouraging teachers to use multiple English educational media in teaching the English language vocabulary, especially oral expression teachers.
- Encouraging students to practise through educational apps.
- It is highly recommended to adapt the ways of teaching according to the students' needs.
- It is highly recommended to know the learning style of students in order to choose the right tools for them.
- We suggest teachers open their own YouTube channel to provide extra information for their students.
- Teachers should use modern tools and methods that are appropriate for the new generation, such as using smart phones as a teaching tool.
- EFL teachers should schedule time in class to work on vocabulary development.

➤ **For Students**

- The ability to learn new words can be greatly aided by using English educational media like audio recordings and videos.
- Students must take initiative and establish their own vocabulary knowledge without fully depending on their teachers.
- It is highly recommended for EFL students to communicate online with native speakers in order to develop their vocabulary.
- It is strongly advised that EFL students watch English films and read English books and articles in order to improve their vocabulary.
- Writing essays about different topics can help students get to know more terms and learn to use them in the right context.
- Students should learn outside the classroom through educational apps to increase the knowledge of their vocabulary.

➤ **For the Administration**

- The administration should provide universities with effective aids such as visual and audio aids, data shows, and so on in order to motivate learners, draw their attention, engage them in activities, and improve their language abilities.
- The university administration should provide the classes with the most up-to-date technology tools that are appropriate for a high level of education.
- Students should receive some training in ICT courses and learn how to use Microsoft Word and PowerPoint for their research and presentations.

- The university administration should host meetings with English-speaking international visitors and provide opportunities for debate and discussion between them and English-language students.

References

- Asaawi,A.(2013). To What Extent Guessing the Meaning, from the Context, is Helpful in Teaching Vocabulary.SSRN Electronic Journal. <https://doi.org/10.213/ssrn.2819537>.
- Ahmed, S. (2017). Authentic ELT materials in the language classroom: An overview. *Journal of applied linguistics and language research*, 4(2), 181-202.
- Andriani, Z. Z. D., & Apriliyana, M. (2021). The Use of Describing Picture in Teaching Speaking Skill. *JOURNEY (Journal of English Language and Pedagogy)*, 1(1), 60-76.
- Agca, R. K., & Özdemir, S. (2013). Foreign language vocabulary learning with mobile technologies. *Procedia-Social and Behavioral Sciences*, 83, 781-785
- Alqahtani, M. (2015). The importance of vocabulary in language learning and how to be taught. *International journal of teaching and education*, 3(3), 21-34.
- Asyiah, D. N. (2017). THE VOCABULARY TEACHING AND VOCABULARY LEARNING: PERCEPTION, STRATEGIES, AND INFLUENCES ON STUDENTS'VOCABULARY MASTERY. *Jurnal Bahasa Lingua Scientia*, 9(2), 293-318.
- All Answers Ltd. (November 2018). Role of Print and Electronic Media in English Language Development for ESL Learners. Retrieved from <https://ukdiss.com/examples/esl-learners-print-electronicmedia.php?vref=1>
- Ahmad, J. (2012). Intentional vs. incidental vocabulary learning. *ELT Research Journal*, 7(1), 71-79.
- Apdy, A. P. R., &Asrifan, A. (2019). The Chinese mime game in teaching vocabulary on EFL classroom. In *Proceedings of the 65th TEFL/N International Conference (Vol. 65, No. 01)*
- Amin Afshar, M., & Mojavezi, A. (2017). The Effect of Aural and Visual Storytelling on Vocabulary Retention of Iranian EFL Learners. *English Language Teaching*, 10(4), 92-99.
- Brink, W. G., & Jamrich, J. X. (1951). Teaching Materials. *Review of Educational Research*, 21(3), 209–219. <https://doi.org/10.2307/1168256>
- Buckingham, D. (2013). *Media education: Literacy, learning and contemporary culture*. John Wiley & Sons.

- Bohami,W.(2016). Investigating the Impact of Social Media on Improving EFL students' Vocabulary A Case Study of the Second Year LMD Students at the English Division In Algeria the University of Abd Elhafid Bousof – Mila
- Bangert-Drowns, R.L. *Meta-Analysis of Findings on Computer-Based Education with Precollege Students*. Retrieved May 21, 2022 from <https://www.learntechlib.org/p/136502/>.
- Benahcene, R., & Marwa, C. (2020). *EFL Learners' Perceptions towards Using Mobile Language Learning Applications in Improving Vocabulary Acquisition Case of Master One Students of Linguistics at Mohamed Boudiaf Universiy, M'sila* (Doctoral dissertation).
- Bravo,E.,Amate,B.,Simo,2,Enache,M., & Fernandez,V.(2011,April).video as new teaching tool to increase students motivation .In2011 IEEE g/oba/engineering education conference (EDUCON)(pp.638-642).IEEE.
- Berduygina, O. N. (2020). The overview of media resources in the educational process. *Media Watch*, 7 7(1), 134-144.
- Chapelle, C. A. (2001). *Computer applications in second language acquisition: Foundations for teaching, testing, and research*, Cambridge: Cambridge University Press.
- Carter, A., & Johnson, B. A. (1988). Utilizing non-Print Materials in Reading and Language Arts Development. *Educational Technology*, 28(8), 41 -43. <http://www.jstor.org/stable/44426905>
- Carrillo, C.N. (2013). Materials and supplementary materials used to teach vocabulary in the English class.
- Cakir, I. (2006). The use of video as an audio-visual material in foreign language teaching classroom. *Turkish Online Journal of Educational Technology-TOJET*, 5(4), 67-72.
- DenBeste, M. (2003). Power point, technology and the web: More than just an overhead projector for the new century?. *The history teacher*, 36(4), 491-504.
- Diane L. Boehr& Meredith L. Horan (2001) Non-Print Media at the National Library of Medicine, *Cataloging & Classification Quarterly*, 31 :3-4, 341-354, DOI: 10.1300/J104v31n03 1
- Dickinson, P. (2010). Evaluating and adapting materials for young learners.
- Fetterman, D. M. (1998). Webs of Meaning: Computer and Internet Resources for Educational Research and Instruction. *Educational Researcher*, 27(3), 22–30. <https://doi.org/10.2307/1176609> .

- Fuady, R., & Mutalib, A. A. (2018). Audio-visual media in learning. *Journal of K6 Education and Management*, 1(2), 1-6.
- GARTON, S., & GRAVES, K. (2014). Identifying a Research Agenda for Language Teaching Materials. *The Modern Language Journal*, 98(2), 654-657. <http://www.jstor.org/stable/43649908>.
- Gilmore, A. (2007). Authentic materials and authenticity in foreign language learning. *Language teaching*, 40(2), 97-118.
- Guan, N., Song, J., & Li, D. (2018). On the advantages of computer multimedia-aided English teaching. *Procedia computer science*, 131, 727-732.
- Ghalami, N. A., & Ahangari, S. (2012). The impact of computer-assisted language learning on Iranian EFL learners' Tasked-based listening skill and motivation. *Journal of Academic and Applied Studies*, 2 (1), 39-61.
- Gran, M. W. (2018). Tabula Rasa-The performative and unique materiality of the blackboard. *RoSE—Research on Steiner Education*, 9(1).
- Harwood, N. (Ed.). (2010). *English language teaching materials: Theory and practice*. Cambridge: Cambridge University Press.
- Hutchinson, T. and Torres, E. (1994), „The textbook as agent of change“, *ELT Journal* 48.4:315-28.
- Hlynka, D., & Mason, R. (1998). Powerpoint in the classroom: what is the point? *educational technology*, 38(5), 45-48. <http://www.jstor.org/stable/44428483>
- Kevin M. Wong & Susan B. Neuman (2019) Learning vocabulary on screen: A content analysis of pedagogical supports in educational media programs for dual-language learners, *Bilingual Research Journal*, 42:1, 54-72, DOI: 10.1080/15235882.2018.1561551.
- Karami, A., & Bowles, F. A. (2019). Which strategy promotes retention?: Intentional vocabulary learning, incidental vocabulary learning, or a mixture of both?. *Australian Journal of Teacher Education (Online)*, 44(9), 25-43.
- Kumar, K. (1986). Textbooks and Educational Culture. *Economic and Political Weekly*, 27(30), 1309-131 <http://www.jstor.org/stable/4375939>.
- Krajina, Z., Moores, S., & Morley, D. (2014). Non-media-centric media studies: A crossgenerational conversation. *European Journal of Cultural Studies*, 77(6), 682-700.

- Kiptum, C. K. (2021). Challenges of Acquiring Non-Projected Media Resources for Teaching in Secondary Schools in Kenya. *Editon Consortium Journal of Educational Management and Leadership*, 2(1), 129-143.
- Kim, H., & Kwon, Y. (2012). Exploring smartphone applications for effective mobile-assisted language learning. *Multimedia-Assisted Language Learning*, 15(1), 31-57.
- McDonough, J. and Shaw, C. (1993), *Materials and Methods in ELT*, Oxford: Blackwell.
- Marcus, B., Owen, N., Forsyth, L., Cavill, N., & Fridinger, F. (1998). Physical activity interventions using mass media, print media, and information technology. *American journal of preventive medicine*, 75(4), 362-378.
- Munir, F. (2016). The effectiveness of teaching vocabulary by using cartoon film toward vocabulary mastery of EFL students. *Journal of English Language Teaching and Linguistics*, 13-37.
- Marcus, B., Owen, N., Forsyth, L., Cavill, N., & Fridinger, F. (1998). Physical activity interventions using mass media, print media, and information technology. *American journal of preventive medicine*, 15(4), 362-378.
- Mansourzadeh, N. (2014). A comparative study of teaching vocabulary through pictures and audio-visual aids to young Iranian EFL learners. *Journal of Elementary Education*, 24(1), 47-59.
- Merdas, S. (2015). Effects of Audio-Visual Aids on Teaching English Active Vocabulary to EFL Learners A Case study of Second Year Students of English .Algeria :biskra university
- Naeimi, M., & Foo, T. C. V. (2015). Vocabulary acquisition through direct and indirect learning strategies. *English Language Teaching*, 8(10), 142-151.
- Nagy, W. E. (1988). *Teaching vocabulary to improve reading comprehension*. National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 52384-015, \$4.95 member, \$7.50 nonmember--ISBN-0-8141-5238-4); International Reading Association, PO Box 8139, 800 Barksdale Rd., Newark, DE 19714-8139 (No. 151, \$4.95 member, \$7.50 nonmember--ISBN-0-87207-151-0).
- OD, O., & EI, A. (2014). Relevance of educational media and multimedia technology for effective service delivery in teaching and learning processes. *IOSR Journal of Research & Method in Education (IOSRJRME)*, 4(2), 48-51.
- Osguthorpe, R. T. & Graham, C.R. (2003). Blended Learning Environments: Definitions and Directions. *Quarterly Review of Distance Education*, 4(3), 227. Retrieved May 20, 2022 from <https://www.learntechlib.org/p/97576/>.

- Pallen, M. (1995). Introducing The Internet. *BMJ: British Medical Journal*, 311(7017), 1422–1424. <http://www.jstor.org/stable/29729634> .
- Print & Nonprint Texts: Examples & Uses. (2018, November 1). Retrieved from <https://study.com/academy/lesson/printnonprint-texts-examples-uses.html>.
- Persson, V., & Nouri, J. (2018). A systematic review of second language learning with mobile technologies. *International Journal of Emerging Technologies in Learning*, 13(2).
- Park, G. (1999). *Audio Visual Aids*. (1ed). ChingFord: London.
- Punie, Y., Zinnbauer, D., & Cabrera, M. (2006). A review of the impact of ICT on learning. *European Commission, Brussels*, 6(5), 635-650.
- Pallen, M. (1995). Guide to the Internet: the world wide web. *BMJ*, 311(7019), 1552-1556.
- Role of Electronic Media of Communication. (2016, Jun 05). Retrieved from <https://studymoose.com/role-of-electronic-media-of-communication-essay>
- Rahmati, J., Izadpanah, S. & Shahnava, A. A meta-analysis on educational technology in English language teaching. *Lang Test Asia* 11, 7 (2021). <https://doi.org/10.1186/s40468-021-00121-w>.
- Razali, N.S., & Yahya, N. (2010). Blended learning: overcome the weaknesses of e-learning and traditional approach.
- Rockinson-Szapkiw, A. J., Courduff, J., Carter, K., & Bennett, D. (2013). Electronic versus traditional print textbooks: A comparison study on the influence of university students/ learning. *Computers & Education*, 63, 259-266.
- Rohmatillah, R. (2014). A STUDY ON STUDENTS' DIFFICULTIES IN LEARNING VOCABULARY. *English Education: jurnal tadris bahasa Inggris*, 6(1), 75-93.
- Rodriguez, J. (2011). Social Media Use in Higher Education: Key Areas to Consider for Educators. *Journal of Online Learning and Teaching*, 7(4), 539-550.
- Sinclair, J. (2014). Print and Electronic Media. In B. Carr & J. Minns (Eds.), *Australia and Latin America: Challenges and Opportunities in the New Millennium* (pp. 223-238). ANU Press. <http://www.jstor.org/stable/j.ctt13wvwb.15>.
- Schmitt, N. (2019). Understanding vocabulary acquisition, instruction, and assessment: A research agenda. *Language Teaching*, 52(2), 261-274. doi:10.1017/S0261444819000053.
- Sanaoui, R. (1995). Adult learners' approaches to learning vocabulary in second languages. *The Modern Language Journal*, 79(1), 15-28.

Susanto, A. (2017). The teaching of vocabulary: A perspective. *Jurnal Kata: Penelitian Tentang Ilmu Bahasa Dan Sastra*, 1(2), 182-191.

Teaching support system : traditional , modern , ICT based Retrieved form

<https://www.scholarify.in/teaching-support-system/>

The Role of Textbook in Language Teaching and Learning Retrieved from

<https://www.rajeevelt.com/role-of-textbook-language-teaching-learning-educationist/rajeev-ranjan/> .

Tomlinson, B. (2001). Materials development. In R. Carter & D. Nunan (Eds.), *The Cambridge Guide to Teaching English to Speakers of Other Languages* (The Cambridge Guides, pp. 66-71). Cambridge: Cambridge University Press. doi:10.1017/.

Tayebnik, M., & Puteh, M. (2012). Blended Learning or E-learning? *International Magazine on Advances in Computer Science and Telecommunications*, 1 03-1 1 0.

Tellier, M. (2008). The effect of gestures on second language memorisation by young children. *Gesture*, 8(2), 219-235

Warschauer, M. (1995). Comparing face-to-face and electronic discussion in the second language classroom. *CALICO journal*, 7-26.

Zhang, D., & Koda, K. (2011). Contribution of morphological awareness and lexical inferencing ability to L2 vocabulary knowledge and reading comprehension among advanced EFL learners: testing direct and indirect effects. *Reading and Writing*, 25(5), 1195-1216. <https://doi.org/10.1007/S11145-011-9313-z>

Appendices

Appendix 01

A Questionnaire for EFL Students at Biskra University

Dear students,

You are kindly requested to respond to this questionnaire, which is an attempt to gathering necessary information concerning ‘The role of English educational media in EFL students’ vocabulary development for the first -year student’ of English at Biskra University’. We would be so grateful if you could sincerely answer the following questions.

Your contribution will be highly appreciated. Thank you.

Educational Media: Refers to print, digital, or electronic materials providing or conveying information to the student or otherwise containing intellectual content and contributing to the learning process.

Ferhat Samah

Master Two Researcher

Supervised by: Mrs. Mansouri Amina

2021-2022

Section One: Background Information

Q1. Learning English at university was?

- Your personal choice
- Your parents' choice
- Someone's advice

Q2. How do you consider your level in English?

- Poor
- Good
- Average
- Excellent

Section Two :Student's Attitude towards Vocabulary Knowledge

Q1. Do you like learning new English vocabulary?

- Yes
- No

If yes, is that because:

- You want to get good marks.
- You want to be able to speak and communicate freely in English.
- You want to chat with foreigners
- You want to well understand video games and phone applications.
- You want to travel to an English country.

Q2.According to you, learning vocabulary is very important to develop language proficiency.

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

Justify your answer please

.....
.....
.....

Q3. How do you consider your vocabulary repertoire in English?

- Rich
- Acceptable
- Limited

Q4. Which of the following strategies do you use when you meet a new word?

- Guessing the meaning of words from context
- Using a dictionary.
- Asking to know the word.
- Keeping it as unknown word
- All of them

Others, specify please

.....
.....

Q5. Which one of the following practices does your teacher use to improve your vocabulary? (You may choose more than one answer).

- Pictures, posters, etc.
- Reading books, short stories, magazines etc.
- Watching movies, TV, videos etc.
- Listening to English songs, podcasts, radio etc
- Educational games
- All of them

Others, specify please

.....
.....
.....

Q6. Which one of the practices mentioned above do you prefer the most? And why?

.....
.....
.....

Q7. What are the difficulties you encounter when learning new vocabulary?

- Understanding meanings
- Remembering
- Word formation
- Word selection and use
- Spelling
- All of them

If others, specify please

.....
.....

Q8. According to you, what are the main factors that hamper the acquisition of new vocabulary?

- Students' attitude towards the English language
- Lack of exposure to the English language
- The way English vocabulary is being taught
- The materials used to introduce new vocabulary
- All of them

If others, specify please

.....
.....

Section Three: Students Attitudes towards Using English Educational Media in the EFL Classroom

Q1. What type of educational media does your teacher use the most?

- Traditional media (pictures, flashcards, handouts, etc)
- New media (songs, videos, electronic dictionaries, etc)

Q2. How often does your teacher use traditional media in the classroom?

- Always
- Sometimes
- Rarely
- Never

Q3. How often does your teacher use new media in the classroom?

- Always
- Sometimes
- Rarely
- Never

Q4. What kind of aids you prefer to learn with?

- Audio
- Visual
- Audio visual

Justify your answer, please

.....
.....
.....

Q5. Using English educational media according to students' differences is effective for the acquisition, the retention, and the use of new vocabulary?

- Strongly agree
- Agree
- Disagree
- Strongly disagree

Justify your answer, please

.....
.....
.....

Q6. Using English educational media according to students' preferences/learning styles is effective for the acquisition, the retention, and the use of new vocabulary?

- Strongly agree
- Agree
- Disagree
- Strongly disagree

Justify your answer, please

.....
.....
.....

Q7. Using different English educational media is effective for addressing learners' different learning styles?

- Strongly agree
- Agree
- Disagree
- Strongly disagree

Justify your answer, please

.....
.....
.....

Q8. Do your teachers allow you to use your mobile devices as tool to learn English in the classroom?

- Yes
- No

Q9. If no, do you like to see instructors using mobile devices as a teaching tool in EFL classroom?

- Yes
- No

Justify your answer, please

.....

.....

.....

Q10. To what extent do you find the use of English educational media useful for developing your vocabulary size?

- Very useful
- Somehow useful
- Not useful at all

If you have any comments, suggestions or even remarks, please feel free

.....

.....

.....

.....

Thank you for your collaboration

Appendix 2

Teachers' Interview

Dear teachers

This interview serves as a data collection tool for a master degree that aims at gathering some data needed for the accomplishment of my Master dissertation, which is about 'The role of English educational media in EFL students' vocabulary development' . Your answers will be of great help for the success of this research work.

Questions

Q1.How long have you been teaching English at Biskra University?

.....

Q2.What modules do you teach?

.....

Q3.How important is teaching English vocabulary to EFL learners (especially 1styear students)?

- Very important
- Somehow important
- Not important at all

Q4.Do your students have difficulties in the acquisition and retention of vocabulary?

Yes

No

If yes, how do you perceive this?

.....
.....
.....

Q5. Which one of the following practices do you use to improve your students' vocabulary? (You may choose more than one answer).

- Pictures, posters, etc.
- Reading books, short stories, magazines etc.
- Watching movies, TV, movies etc.
- Listening to English songs, podcasts, radio etc
- Educational games
- All of them

If others, please specify

.....

.....

.....

Q7. What type of educational media do you use the most?

- Traditional media (pictures, flashcards, handouts, etc)
- New media (songs, videos, electronic dictionaries, etc)

Justify your answer, please

.....

.....

.....

Q8. What kind of aids you prefer to use?

- Audio
- Visual
- Audio visual
- Depends on the objective of the lesson

Q9. Do you take into consideration your students' differences when choosing the instructional media to teach vocabulary?

- Yes No

Justify your answer please

.....
.....
.....

Q10. Using English educational media according to students' preferences/learning styles is effective for the acquisition, the retention, and the use of new vocabulary?

- Strongly agree
- Agree
- Disagree
- Strongly disagree

Justify your answer, please

.....
.....
.....

Q11.Using different English educational media is effective for addressing learners' different learning styles and different leaning abilities?

- Strongly agree
- Agree
- Disagree
- Strongly disagree

Justify your answer, please

.....
.....
.....

Q12. Do you think using new educational media in the classroom will be more effective for teaching English vocabulary than the traditional method?

- Yes No

Q13. Do you allow your students to use the smart phone when needed in the classroom?

Yes

No

Q14. What is the best type of activities or tools do you recommend to your students to improve their vocabulary?

.....
.....
.....

If you have any suggestions about using educational media tools in the EFL classroom, please feel free

.....
.....
.....

Thank you very much for taking the time to share your experience.

الملخص

هذه الرسالة العلمية بعنوان دور وسائل الإعلام التعليمية الانجليزية في تطوير مفردات طلاب اللغة الانجليزية كلغة أجنبية على مستوى السنة الأولى LMD في جامعة بسكرة ,تهدف هذه الدراسة إلى تقييم وعي مدرسي اللغة الانجليزية بتحسين موادهم التعليمية من خلال استخدام وسائط تعليمية متعددة بالإضافة إلى اكتشاف دور هذه الأدوات في تحسين مفردات طلاب اللغة الانجليزية ,اعتمدت الدراسة على المنهج الوصفي لاكتشاف موقف الأساتذة والطلاب حول الوسائط التعليمية , تم استخدام استبيان في هذه الدراسة ل30 طالب عشوائيا من كلية اللغة الانجليزية ومقابلة مع 5 أساتذة اللغة الانجليزية لرصد رأيهم حول هذه الوسائط التعليمية , حيث كانت النتائج إيجابية ومعظمهم صرح بفعالية الوسائط التعليمية الانجليزية في تحسين مفردات طلاب اللغة الانجليزية .