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**Developing Bilingual and Bicultural  
competencies in EFL learning through media**

*The Case study of middle school teachers*

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of  
Master in Sciences of Language

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## ***DEDICATION***

Every challenging work needs self efforts as well as guidance of elders especially those who were very close to our heart. My humble effort dedicate to my sweet and loving Father BAAZIZE & Mother KHADIJA for all their support and putting me through the best education possible and for their affection, love, encouragement and prayers of day and night to make me able to get such success and honor. I appreciate their sacrifices and would not have been able to get to this stage without them.

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### **Abstract**

This study examine the development of bilingual and bicultural identity in students and presents how can media effect on developing bilingual and bicultural competences in EFL. Students who are learning English as a second language find some difficulties during their studies they can have different difficulties, problems mistakes in English pronunciation, grammar, orthography, and vocabulary usage. especially, for those who learn English for the first time, teaching English has become important in recent years and the use of media enhance teaching, aids students , motivate intrest and it could be an active learning strategy. Bilingualism and biculturalism these two different concepts complete each other and discussing the study of developing bilingual and bicultural competencies is an interesting subject. So, using media certainly going to affect on these abilities.

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# **General Introduction**

## **Introduction**

Bilingualism and biculturalism are related, but they are not the same thing, some people assume that if you raise a child to be bilingual that child will automatically have access to another culture while it helps. The ability to communicate in two languages and operate two cultures by an individual is beneficial: first, the definitions:

a-Bilingualism is the ability to communicate in two languages it generally implies writing , reading and speaking fluently , although , the term is also sometimes applied to individuals who are only bilingual speakers , and not literate in a second language.

b-Biculturalism is an immersion in distinct cultures , implying participation in traditional heritage practices like food , dress , family traditions , folklore and folk art, etc.

The use of media plays an important role in developing these competencies which can help teaching- learning process, media are flexible because they can be used for all level of students and in all subjects. Teaching media also can encourage students to take responsibility for and control over their own learning. So, sometimes media disturb learning process instead of helping students in learning process. This situation causes a problem. The use of media is questioning wither it really helps teaching- learning activities or not.

The purpose of this research is to provide class members with an opportunity to read, discuss and motivate them to require their competencies as bilingual and bicultural.

### **1. Statement of the problem**

Bilingualism and biculturalism these two different concepts complete each other and discussing the study of developing bilingual and bicultural competencies is an interesting subject and media plays an important role to develop these competencies and the use of media in teaching-learning process is not new thing . Many teachers know that media will be helpful, media give students something new, also, students will be motivated to learn.

## **2. Aim of the study**

This study investigate the extent of the impact of ICT on teaching and learning of English as a foreign language, Our research make students understand the importance of media and it's influence role, media can be used in direct instruction, active learning teaching strategies and student projects, existing media resources can also be used to engage students and facilitate **active learning** strategies which promote deeper learning.

This study examined the development of bilingual and bicultural identity in students, and give the students a very outstanding means ( which is media ) to develop their bilingual & bicultural competences in the field of EFL ,

1. The role of media to enhance English language.
2. Media provides an equal opportunity for everyone to learn.
3. Technology is so much a part of the real world.
4. Using media is the key to moving students to higher-level thinking
5. The media contribute to the changes in teaching style of the English teachers.

## **3. Research questions**

1. What is bilingualism and biculturalism ?
2. How can media help in developing the student's bicultural and bilingual competencies?
3. To what extent the idea that bilingual competencies is being developed in EFL through media ?

## **4. Hypotheses**

If these bilingual and bicultural competences are addressed, than the use of media, these competences in speaking and writing (communicating) will increase.

## **5. Research Methodology**

### **5.1.Method**

The research will dictate the kinds of research methodologies you use to underpin your work and methods you use in order to collect data, the choice of which method to employ is dependent upon the nature of the research problem. To be sure one should never neglect the research methodology as the research thesis is the reflection of the researcher's academic education. In this research, there is an effective use of the analytic and descriptive approach. The first is used discussing the effect of using technological tools in ameliorating the student's bilingual and bicultural competencies. Besides, on the descriptive level the research will defend the advantages of using media in EFL learning.

### **5.2 Population**

To investigate our research we choose teachers from different middle schools from batna, attitudes toward the subject under investigation are of relevance in this study,

### **5.3 Data gathering tools**

To answer the research questions, we utilize the following research tools:

#### **5.3.1.The Questionnaire**

The questionnaire is designed for the purpose of gaining further insights into the situation of teaching English in the middle school. The questionnaire might be the only instrument that can serve as means of collecting a considerable amount of data with a minimum of time and efforts. It is not only easy to administer, but it also provides a general view of the investigated problem which is difficult to obtain by other means of investigation. Questionnaires allow the gathering of reliable and valid data, relatively, in a short time.

#### **5.3.2.Procedures**

- The questionnaire is given to three different middle schools in batna, EL Ilkhous chettouh middle school, EL mattar, City chikhi. It is concerned with background information, the

General Use of Technology of teachers, then the Use of Technology in teaching English. Both open questions and closed ones are included in our questionnaire so as to get as valid information as possible.

# Chapter One

## **Theoretical part**

### **Chapter one**

#### **Bilingualism and Biculturalism**

##### **Introduction**

There are more than 6,500 languages around the world. Since we can not control where we are going to be born, we cannot choose which one we are going to speak as our mother language. However, we can decide which language we are going to speak as a second language. Language is a human behavior which can be studied from several different points of view: social, cultural, psychological and humans learn their culture through language. Bilingualism and biculturalism are related, but they are not the same thing, speaking two languages is like any other skill. To do it well, children need a lots of practice, which parents can help provide, without practice, it may be difficult for children to understand or talk to people in both languages. Speaking a heritage language is often an important part of biculturalism and bilingual individuals will have an easier time sampling experiences from other cultures. In this first chapter of our work, the study examine the development of bilingual and bicultural identity in students

##### **I.1.Bilingualism**

Anyone can learn a new language, some people find it easier than others, but all of us can do it. For a start, we need to recognize that bilingualism is a cognitive concept and linguistic phenomenon, we define the concept of bilingualism as the ability to communicate in two languages it generally implies writing, reading and speaking fluently, people who can use two languages are **bilingual**, although , the term is also sometimes applied to individuals who are only bilingual speakers, and not literate in a second language. Bilingualism is present in most countries throughout the world in all classes of society and in all age group, Immigration can lead to the establishment of bilingual communities in the host country. Immigrants coming from countries speaking a language different from that of the country in which they

settle need to acquire the language of their host country and so they become bilingual speaking both their own language and the language of the host country. On the other hand, a bilingual is used to describe a person who uses at least two languages with some degree of proficiency, In addition, one can become bilingual in childhood, but also in adolescence and in adulthood. In fact, many adults become bilingual because they move from one country (or region) to another and have to acquire a second language.

In everyday conversations, speakers may use words from another language in order to explain, describe and express a given idea or an object. Sometimes, the equivalents of these words are not available in their mother tongue. This phenomenon is known as ‘borrowing’. Spolsky (1998:49) writes that: “the switching of words is the beginning of borrowing, which occurs when the new word becomes more or less integrated into the second language”. Borrowing is another way in which switching between languages may take place. It involves mixing languages at the level of language-systems as opposed to code-switching and code-mixing that involve the mixture of languages at the level of speech.

### **I.1.1 Dictionary definition**

- Oxford definition of bilingualism, pronunciation: / ,bī'liNGgwəlizəm/ fluency in or use of two languages “*his proficient bilingualism*”.

*It focuses on pronunciation (fluency ) and the function*

- Cambridge definition of bilingualism, using or **able** to **speak** two **languages**.

It focuses on the ability in two languages.

### **I.1.2..Children and language**

Children are born with the device to run and play, to laugh and to learn. They are also born with the ability to become bilingual and multilingual. There is more than enough room in the brain for two or more languages. Language is about communication. We need language to communicate information, to build relationships, to play games and tell stories, to make new

friends and work in groups. In this context, correctness of grammar, accuracy of vocabulary, skilled interpreting and translating are not important. The most important factor in the language development of a bilingual child is nothing to do with the languages themselves. It is about making the experience enjoyable for children.

### **I .1.3Bilingual children**

Just as some children learn to crawl, walk or say their first words earlier than others, so the speed of language development varies between children. There is no simple reason why some children are quicker than others in developing two languages or find it easier to become bilingual. Each child is different. Factors like:

- the child's personality
- ability and aptitude for language learning
- social development
- the quality and quantity of interaction with parents and other children, neighbours and extended family
- the attitudes of other people around the family
- the child's own attitudes towards bilingualism all affect the rate at which this happens.

Like adult bilinguals, bilingual children often use words from one language when speaking the other, children will naturally grow up to acquire the family languages and they are also influenced by the around environment.

### **I .1.4.A child mixing two languages**

There are very few bilingual families where the child does not mix the two languages, at the very least in the early stages. From the child's point of view, language mixing helps the message to be communicated and its meaning understood. However, many parents see mixing languages as a problem.

Whether or not a child mixes two languages may be affected by differing factors such as:

- the balance of the two languages in the child's home and community life
- the quantity of language experience in both languages
- the quality of language experience
- parents' acceptance (or not) of mixing the two languages
- the experience of using the two languages in the community.

Parents can help in this process of language separation by adopting some useful guidelines.

The most important 'don't' is to avoid criticizing, or constantly pointing out mistakes. This is likely to have a negative effect on a child's language development, making the child inhibited and anxious about practicing his or her new skills

### **I .2.The importance of bilingualism**

Bilingualism is a relatively new area of research and many aspects remain unexplored. Little is known about what it means to be bilingual. It is therefore important to study bilingualism as a means of understanding the mind and the bilingual "self"; to reveal the true value of knowing more than one language. Exploring how bilinguals manage multiple languages; whether or not the course of cognitive and linguistic development in bilingual children is different from that of monolingual children; and whether or not there are specific advantages and disadvantages of being bilingual, experimental studies on bilingualism hold the answers to many important questions revolving around how languages work in general. Research-based knowledge concerning bilingual children is important in order to enhance the awareness of the bilingual situation and develop high-quality bilingual education programs in step with the globalization of today.

### **I .3.Bilingualism and Feedback**

It is acknowledged that feedback provided may focus learners' attention and help them detect errors in the production, but it is debatable what type of feedback is sufficient. Several

studies suggest that provision of explicit information is beneficial to second language acquisition (e.g. Alanen, 1995; Carroll and Swain, 1993; de Graaff, 1997; DeKeyser, 1995; Ellis, 1993; Nagata, 1993; Nagata & Swisher, 1995; Robinson, 1996, 1997; Rosa, 1999)

Other studies suggest that providing explicit information does not necessarily facilitate second language learning (e.g., Sanz, 2004; Sanz and Morgan-Short, 2004).

#### **I .4.Bilingual effects on linguistic development**

The bilingual effects on linguistic development is a controversial issue. Up until recently, bilingualism was assumed to delay children's linguistic development and cause linguistic fusion (Bialystok, 2001; Bialystok 2008; Bialystok,2009). Bilingualism deviated from the monolingual norm and was therefore considered harmful. Society feared that bilingual language acquisition would strain children's language capacity and impair their linguistic development (Bialystok, 2001; Genesee, and Nicoladis,2006). According to Volterra and Taeschner, bilingual children go through an initial stage in which their two languages are inseparable (as cited in Genesee, and Nicoladis, 2006). The unitary language hypothesis proposes that this initial state confuses children and delays their linguistic development (as cited in Genesee, and Nicoladis, 2006). Based on evidence suggesting that bilinguals are slower than monolinguals on lexical retrieval tasks and hold smaller vocabularies than same-age monolinguals, Volterra and Taeschner argue that 17 bilingualism harms children's linguistic development and reduces their language capacity (as cited in Genesee, and Nicoladis, 2006). Nevertheless, recent research suggests that bilingual children differentiate and acquire language-specific properties early in development. Experimental studies show that bilingual children follow the same developmental path as monolingual children.

#### **I .4.1Speech perception and language discrimination**

The process of language acquisition begins in the pre-verbal stage of human development (Werker, and Byers-Heinlein, 2008). Infant speech perception is very sensitive to facial

movements accompanying speech (Weikum, Vouloumanos, Navarra, Soto-Faraco, Sebastián-Gallés, and Werker, 2007; Werker, and Byers-Heinlein, 2008). However, it has been suggested that bilingualism hinders infants' development of speech perception and language discrimination skills. Previous research suggests that bilingual infants follow a different developmental time course than monolingual infants in terms of learning to discriminate native phonetic contrasts (Sundara, Pola, and Molnar, 2007; Werker, and Byers-Heinlein, 2008). These results confirm the unitary language hypothesis. However, there is increasing evidence that bilingual infants identify and discriminate languages as early as their monolingual peers. In fact, bilingualism appears to confer specific strengths in this area of language acquisition in keeping the perceptual window open for longer. Bilingualism prolongs the phonological sensitive period (Weikum *et al.*, 2007; Werker, and Byers-Heinlein, 2008). The ability to discriminate languages is particularly important for bilingual infants. They must separate speech into two languages rather than one (Werker, and Byers-Heinlein, 2008). Invalidating Volterra and Taeschner's claim, recent studies on speech perception and language discrimination indicate that bilingual infants are able to separate their two languages based on information about the surface phonetic characteristics of each language (Werker, and Byers-Heinlein, 2008). Research confirms that rhythm is an important characteristic to language (Werker, and Byers-Heinlein, 2008). It helps newborn infants to discriminate languages.

#### **I .4.2.Bilingualism and children's cognitive advantages**

After the publication of the Peal and Lambert study in 1962, further research was conducted implying the same results, or a positive effect on children's cognition caused by bilingualism. Most studies have provided empirical evidence on the cognitive advantage among bilingual children compared with their monolingual counterparts, particularly in high

control tasks requiring increased cognitive flexibility (Bialystok, 1999). Deán (2003) defines flexible cognition as:

“the dynamic construction and modification of representations and responses based on information (i.e., similarities, cues, relations) selected from the linguistic and nonlinguistic environment. That is, when there is a range of plausible ways to understand and respond to a problem, flexible thinkers select patterns that limit this range. The selected information must change over time as a function of shifting task demands. That is, as new problems and circumstances are imposed by the environment, the cognitive focus should shift to new, pertinent information. (p. 275 – 276)

This flexibility can be tested with changing task demands which are unpredictable or novel to the participant.

The research by Bialystok (1999) consisted of 60 children who were equally divided into two age groups ranging from 3.2 to 6.3 years of age and represented two linguistic groups. Half of the children were bilingual speakers of Chinese and English where their mastery in English differed but their Chinese was fluent. The other half consisted of monolingual speakers of English. All the children had similar socioeconomic backgrounds and attended the same school. The children were given tasks in two separate sessions; PPVT-R and Visually-Cued Recall Task in the first session and the Moving Word Task and the Dimensional Change Card Sort Task in the second. The results correlated with Bialystok’s previously mentioned ideas as the children “were shown to have equivalent levels of receptive vocabulary (PPVT-R) and comparable capacity for working memory (Visually Cued Recall). Both these measures indicate a general equivalence of intelligence” (p. 641). However, when solving tasks in which the solution was made more complex with distracting information, the bilinguals showed better skills than the monolinguals. The study gives empirical support to the claim that bilingual children are more able to solve problems which are based on

attention and opposing information (Bialystok, 1999). Consequently, this may indicate that bilingual children possess an increased advantage in problem solving requiring a high level of control, or selective attention.

Another research, by Bialystok and Martin-Rhee (2008), revealed an increased ability in control of attention among bilingual children. Testing inhibitory control on French-English bilingual children showed that despite scoring lower on tests on receptive vocabulary, the bilinguals held a significantly greater advantage in complex tasks demanding control of attention than monolinguals. In this part of the study, the children were given three tasks which differed in the amount of delay between the exposure to stimulus and the chance to respond. That is, the children were tested on the ability to respond to certain stimuli and the withholding of responses, or their attentional control. In contrast, when the same children were tested on inhibition of response which demands the execution of motor responses and less attentional control.

Other studies have demonstrated results giving further evidence to these assertions, such as a comprehensive research by Carlson and Meltzoff (2008) on executive functioning. The researchers discovered that bilinguals outperformed monolinguals on tasks requiring the management of conflicting attentional demands (conflict tasks).

These outcomes have all supported the claim of bilinguals' advance in their cognitive development and metalinguistic awareness resulting in a more advanced cognitive flexibility. Hamers and Blanc claim that it is the bilingual child's ability to alternate between and then manipulate two systems of symbols rather than one that causes this extensive cognitive flexibility and enhanced metalinguistic awareness.

#### **I .4.3.Bilingualism and negative cognitive effects**

Although studies showing positive effects of bilingual development by far outnumber the ones indicating cognitive disadvantages, there are still some reporting a negative outcome. A

study by Ben-Zeev (1977) implied that despite showing a good performance in tasks requiring verbal transformations and analyses of structural complexity, Spanish-English bilinguals appeared to show delay in grammatical structures and vocabulary acquisition (Lee, 1996). Another study was conducted by Hoff et al. (2011) on monolingually and bilingually developing children between the ages of 1;10 to 2;6. The monolinguals were exposed only to English whereas the bilinguals were surrounded by English and Spanish. The research showed that children who are exposed to two languages simultaneously do not typically acquire each language at the same rate as children only exposed to one language. According to Arnbjörnsdóttir (2011), other reasons for negative effects of bilingualism on children's cognitive development can be traced to confusion where there are discrepancies between L1 and L2 language behavior or even among children who do not have access to the necessary educational resources. Otherwise, if a child has access to all the necessary resources and bilingual development is continuous and stable, combined vocabulary acquisition should be comparable between monolinguals and bilinguals.

### **I .5. Reasons to Speak Another Language**

Knowing another language opens up another world for one to explore. The ability to use and communicate in two languages has a lot of benefits, and can be considered as a good thing there is a multitude of research showing how speaking more than one language is also good for your health — particularly, the health of your brain. The ability to speak two languages can make bilingual people better able to pay attention than those who can only speak one language, it could actually help keep your brain, here's where the bilingual among us have an advantage:

The bilingual speakers were better at filtering out the competing words because their brains are used to controlling two languages and inhibiting the irrelevant words



**Figure 1:** Bilingual speakers

“The interesting thing,” Marian says, “is that the parts of the brain that are involved in language and resolving competition had to work harder in monolinguals than in bilinguals.” And, she adds, it’s never too late to learn. “You can always learn another language. And you can learn it to fluency. You can reap this inhibitory control benefit no matter what age you start.”

**Speaking two languages has a lot of advantages**, knowing multiple languages may have other benefits, speaking a second language is exciting and beneficial at all ages. It offers practical, intellectual and many aspirational benefits

### **I .5. 1.They have better “cognitive flexibility**

Older adults who have spoken two languages since childhood seem to have better cognitive flexibility meaning, they are better able to go with the flow in the face of a new or unexpected circumstance than adults who only speak one language



**Figure 2:** Cognitive flexibility

according to a Journal of Neuroscience study. The study involved having participants complete a cognitive flexibility task; while monolingual and bilingual adults were both able to complete the task, the bilingual adults did it more quickly *and* certain parts of their brains used less energy to do so.

### **I .5.2.Their brains stay sharper in old age**

And this is true even for people who learned a second language later in life, according to a recent study in the Annals of Neurology. The study involved following native English speakers who took an intelligence test when they were age 11, and then again when they were in their early 70s. People who spoke two or more languages had greater cognitive abilities — particularly in general intelligence and reading — from their baseline, compared with those who only spoke one language.

### **I .5.3.Their brains are better switchers**

Children who grow up learning to speak two languages are better at switching between tasks than are children who learn to speak only one language. Bilingual kids may be speedier at switching between tasks, according to a Child Development study. The study involved having bilingual and monolingual children look at images of animals or depictions of colors on a computer screen. When the children were asked to press a button to switch between images of animals to images of colors, the bilingual children did this faster than the

monolingual children.

### **I.6. Language Contact and Bilingualism**

Language contact has attracted the interest of many scholars, who describe it as a phenomenon where two or more distinct languages come into closest use within the same speech community. According to Weinreich (1974:1) “Two or more languages are said to be in contact if they are used alternately by the same persons”.

On the other hand, Yusuf (1999) argues that many situations of languages contact can be described as interactions of two cultures, resulting from several constituents like colonization, migration and wars. The phenomenon of language contact, has led to a wide spread of bilingualism. Diebold (1964:496) goes further to describe the situation as:

“contact and convergence between two different languages or cultures results in a sociological situation wherein the same individual learns elements from a linguistic or cultural system other than his native system. Linguists refer to this learning situation as language contact and to the particular learning process as bilingualization.

The individuals so involved are called bilinguals...when two languages come into contact, speakers of either language may learn elements of the other language. This acquisition of non-native language produces bilingualism”

### **I.7. Bilingualism and society**

Speaking a language besides your native one is very providential when going abroad. This is especially true when one of them is English, which has become an international lingua-franca, Spanish and Chinese are other widely used languages around the world. Any one of those languages will be vital for establishing communication with a greater number of people. By knowing a second language, you can also amplify your world view by developing a critical knowledge of languages and communication. This way, a bilingual person can take advantage of their position even without meaning to travel. In today’s world, the profusion of information can be overwhelming without this kind of critical thinking. With the ability to

communicate with a wider audience while being open to new cultures and worldviews, bilinguals have everything one needs to excel in this globalized world. These two assets, in fact, contribute greatly to making someone a true cosmopolitan. Monolingual people may have an easier time calling up a word because they have a smaller vocabulary to file through. But bilingual people must keep their languages separate and know which stock to call upon at the right moment in the right conversation. This may sound like a detriment—aren't bilinguals slower on the draw? Studies have shown this is not true. Bilinguals are always unconsciously using their executive control, every time they think, listen, and speak. Therefore, they are constantly practicing this skill and improving upon it—like an athlete or artist. Jared Diamond in his book (*The World Until Yesterday: What Can We Learn from Traditional Societies.*) shared studies demonstrating that the skill these bilinguals are practicing is the solving of problems—specifically problems with rules that are confusing or constantly changing or where misleading information is involved.

### **I .8. Bilingualism and language learning**

Learning a language and becoming bilingual is also about learning and living in different societies and cultures. It is not just about acquiring a new language, but also about understanding another culture and developing another identity. The learner's first or home language plays a significant role in the learning of the additional language in terms of cognitive, linguistic and socio-cultural influences. In the same way as children learn their first language, sequential bilingual learners must also learn how to use their newly acquired language accurately and appropriately. Although the process of language learning may be similar, there are also differences. For example, bilingual learners address the process of learning another language already possessing knowledge of a linguistic system, its structures and rules. In addition, sequential bilingual learners start learning their second language at different ages, rather than from birth, and will be able to use different learning strategies. Each language is unique and distinctive. But every language has the same basic components, namely sound, meaning, structure and vocabulary ; thus what one has to learn to attain linguistic mastery, whether in his mother tongue or in a second language (S.L. hereafter) is

the same. The difference lies in the how of it, both in the acquiring and the functioning. It is how the sound and structure have been used that makes one language different from another. Thus, the factors at work in the monolingual situation are different from those of the bilingual situation.

### **I .9.Different Types of Bilingualism**

Bilingualism can be defined as the use of at least two languages either by a group of speakers or by an individual. Bilingualism is divided into two different types both co-ordinated bilingualism and compound bilingualism develop in early childhood and are classified as forms of early bilingualism. The second type is late bilingualism, which develops when a second language is learned after age 12 and it is learned in adolescence or adulthood.

#### **I .9.1.Early bilingualism**

Early bilingualism affects children's language and cognitive development has long been a concern for parents and educators. Early bilingualism is defined as the acquisition of more than one language in the pre-adolescent phase of life (Baetens Beardsmore, 1986: 28) and is defined in two subcategories:

**a.Co-ordinated bilingualism** refers to a child who learns two languages at the same time, this is a stage of early bilingualism because it is during very early childhood that children are most likely to be exposed to two different language groups by parents who speak different languages in this type the individual learns the languages separately, in separate environments and use both at home It is deemed as "coordinated" because each separate language will be spoken in its entirety and with consistency. For example, a student who speaks one language at home, acquired via his parents and the home environment, and then learns a second language at school. He only speaks the second language at school, in a classroom environment, and the languages remain separate in his mind.

**b. Compound bilingualism:** children have only one signified for two signifiers and so

can not detect the conceptual differences between the two languages. Compound bilingualism is what occurs when both parents are bilingual and both parents speak to the child in both languages indiscriminately; an example of this would be when a child is raised by bilingual parents and both languages are used in the home. This type of bilingualism consists on exposure to two different languages in an inconsistent way.

**c. Simultaneous early bilingualism** refers to a child who learns two languages at the same time, from birth. This often produces a strong bilingualism.

**d. Successive early bilingualism** refers to a child who has already partially acquired a first language and then learns a second language early in childhood (for example, when a child moves to an environment where the dominant language is not his native language). This usually results in the production of a strong bilingualism, but the child needs time to learn the L2.

### **I .9.2.Late bilingualism**

Late bilingualism is a consecutive bilingualism which occurs after the acquisition of the first language, late bilingualism is defined in contrast to early bilingualism and is basically the learning of an L2 "later" in life with the first language already acquired, the late bilingual uses their experience to learn the second language, this is what also distinguishes it from early bilingualism. Late bilingualism has been defined as the acquisition of one language before and the other language after the age of 8 years.

### **I .1.The advantages of being bilingual**

Nowadays learning a different language is very easy, how many opportunity doors can a language can open for you? Learning two languages has a positive effect on mental development and allow distinct advantages to the developing brain, cognitive development, superior concept formation, a varied set of mental abilities. Bilingual children benefit academically from knowing more than one language in many ways because they are able to switch between languages. Current research shows that people who use more than one

language appear better at blocking out irrelevant information, a benefit that may exist as early as seven months of age.

The advantages of being bilingual
<b>Bilingual individuals have the opportunity to participate in the global community in more ways, get information from more places, and learn more about people from other cultures.</b>
<b><u>Augmente</u> cognitive and communication skills.</b>
<b>Being able to learn new words easily.</b>
<b>The ability to speak two languages opens the door to other cultures.</b>
<b>Have better language and listening skills.</b>
<b>Be better prepared for school.</b>
<b>Learning a new language gives you a greater global understanding of the world we live in.</b>
<b>Experience new cultures, we will have the chance to access many different cultures through the word.</b>
<b>Expressing yourself in other language and learning from them makes you better in your daily development.</b>

Speaking two languages rather than just a simple concept and there are obvious benefits to being bilingual.

### **I .1.1.Speaking two languages**

Bringing up children to be bilingual is an important decision. It will affect the rest of their lives and the lives of their parents. There are many advantages to children of being bilingual, for example:

- The ability to think more flexibly and creatively
- Being able to communicate with a wider variety of people than a person
- who can speak only one language

- The opportunity to enjoy two different cultures
- Helping to feel a part of Wales, a sense of belonging
- Helping to build a bridge between generations.
- Definite economic advantages later on when children are job seeking.

## **I .2.Vygotsky’s Constructivist Language Theory**

Vygotsky posits that as children learn a language, it provides a structure for thinking, and as a child learns the symbols that represent objects and concepts in her language, she communicates and interacts in social environments in which individuals share their patterns of thinking. What becomes of children whose parents grew up speaking Spanish, and whom can only explain or prefer to teach a concept in the home language of Spanish? Or, how does a child grasp the complexities of a tradition or concept rooted in another culture, and in another language? According to Vygotsky (1962), speech –inner speech and external speech, or oral language – and cognitive awareness and development are interrelated. Furthermore, language serves as a tool accessible to the child and used for social interaction. When both the home language and the dominant language are accessible to a child, she has the capability to imagine or ponder a thought to herself in one of two languages, or through a combination of both languages. She can also communicate and interact with others who can access one or both of the languages.

## **I .3.Culture and identity**

Today about 7 billion people live on Earth, and no two of them alike, Some aspects of culture are our identity; ethnicity, age or generation; gender; sexual orientation; education; occupation and socio-economic status; and ability/disability, the cultural identity that relates to a person’s heritage helps them to identify with others who have the same traditions and cultural identity is an important contributor to people’s wellbeing. Identifying with a

particular culture helps people feel they belong and gives them a sense of security.

Bhugra (2004) states it is the 'Racial, cultural and ethnic identities form part of one's identity, and identity will change with development at a personal as well as at a social level along with migration and acculturation. Mediterranean countries, including Algeria, seek to preserve their culture and transfer it to other nations and without language, culture can neither be completely acquired nor effectively expressed and transmitted, the reason that makes the link between language, culture and identity so complex. *Racial Identity Models*. Researchers that focus on the Black identity experience have argued that cultural identity is a complex phenomenon that must be understood in relation to the specific history, culture, and salient issues of the particular population.

#### **I.4. Language, Identity and Culture**

Language which is certainly the basic medium of communication and expression plays a significant role for understanding people thoughts and feelings, but also it is merely an ideal means in shaping identity between different groups in the same society. In this respect Fasold (1990:1) states that:

“When people use language, they do more than just try to get another person to understand the speaker’s thoughts and feelings. At the same time, both people are using language in subtle ways to define their relationship with each other, to identify themselves as part of a social group, and to establish the kind of speech event they are in”

The term *cultural identity* is used differently in many empirical studies in the psychological literature. Phinney largely discusses ethnic identity in her work. Many researchers (e.g. Moss & Faux, 2006; Rieckmann, Wadsworth & Deyhle, 2004) use the terms cultural identity and ethnic identity interchangeably. They use both ethnic and cultural identity to refer to a sense of belonging to, and having values from, an ethnic group outside of the host culture.

### **I.4.1 Definition of culture**

The concept of culture has a different and various definitions, these are some of them;

- Culture refers to the cumulative deposit of knowledge, experience, beliefs, values, attitudes, meanings, hierarchies, religion, notions of time, roles, spatial relations, concepts of the universe, and material objects and possessions acquired by a group of people in the course of generations through individual and group striving.
- Culture is the systems of knowledge shared by a relatively large group of people.
- Culture is communication, communication is culture.
- Culture in its broadest sense is cultivated behavior, that is the totality of a person's learned, accumulated experience which is socially transmitted, or more briefly, behavior through social learning.
- A culture is a way of life of a group of people, the behaviors, beliefs, values and symbols that they accept, generally without thinking about them, and that are passed along by communication and imitation from one generation to the next.
- Culture is symbolic communication. Some of its symbolic include a group's skills, knowledge, attitudes, values, and motives. The meaning of the symbols are learned and deliberately perpetuated in a society through its institutions.
- Culture consists of patterns, explicit and implicit, of and for behavior acquired and transmitted by symbols, constituting the distinctive achievement of human groups, including their embodiments in artifacts; the essential core of culture consists of traditional ideas and especially their attached values, culture systems may, on the one hand, be considered as products of action, on the other hand, as conditioning influences upon further action.
- Culture is the sum of total of the learned behavior of a group of people that are generally considered to be the tradition of that people and are transmitted from generation to

generate.

#### **I.4.2 Culture in anthropology**

For anthropologists and other behavioral scientists, culture is the full range of learned human behavior patterns. The term was first used in this way by pioneer English Anthropologist Edward B. Taylor in his book, *Primitive Culture*, published in 1871. Taylor said that culture is “that complex whole which includes knowledge, belief, art, law, morals, custom, and any other capabilities and habits acquired by man as a member of society” of course, it is not limited to men. Women possess and create it as well. Since Taylor’s time, the concept of culture has become the central focus of anthropology. Much analysis of the term *culture* comes from the fields of anthropology and area studies.

#### **I.4.3. Definition of identity**

Every single person has their own unique identity and culture, culture plays a huge role in shaping your identity and my identity would not exist if it wasn’t for my own culture and the values I have. Identity can be described as the entirety of how we as individuals view or perceive ourselves as unique from others. It also has substance that is not only transmitted from generation to generation, but from cultural group member to newcomer. For instance, i am from Algeria so I consider myself an "Algerian ". This is part of my identity. Islam is the religion I believe in this is again, part of how I identify myself.

Woodward (1997: 1-2) has defined the concept of identity in the quotation that follows:

“Identity gives us an idea of who we are and of how we relate to others and to the world in which we live. Identity marks the ways in which we are the same as others who share that position, and the ways in which we are different from those who do not”.

Identity defines us and tells other who we are and how we relate to others in this world..Like how we relate to the family or the same family name or the same country...etc.

as for the positions for example like students of the university they have a piece of identity card and it shows that they are students and many like them have the same identity and that piece of card shows that the one who doesn't have it is not a student for instance.

### **1.5. Language and culture**

Language is an important part of culture. However, the relationship between language and culture is more complicated than the relationship of a part and the whole. Language reflects both the personality of the individual and the culture of his history. In turn, it helps shape both personality and culture, the problem of the relationship between language, culture bothered many linguists and philosophers since ancient time. According to Sapir (1921), “language is a purely human and non-instinctive method of communicating ideas, emotions and desire by means of voluntarily produced symbols.” Language is a part of culture and a part of human behavior. It is quite obvious that one's culture affects almost all of one's communication behaviors and without culture, there is no language. This is where language and culture build a bridge to each other. Without one you will not have the other, each one is just as important as the other. Culture depends on the ability of those who live in it to be able to show through the use of a symbol system. That is language what makes a culture and learning a second language also involves learning a second culture to varying degrees. According to Ennaji (2005:24) “Culture is what basically characterizes a society as an identifiable community, it encompasses language, history, geography, religion, the political system, literature, architecture, folklore, traditions and beliefs”

From this citation, we can understand that culture has many components; language constitutes one of these important elements.

#### **I .5.1. The Acculturation Process**

It is not uncommon for the terms acculturation and ethnic identity to be used interchangeably in informal conversation about immigrant adjustment. It is important in research, however, to make the distinction between the two concepts, as they are somewhat divergent. Acculturation “deals broadly with changes in cultural attitudes, values, and

behaviors that result from contact between two distinct cultures” (Phinney, 1990). With this in mind, it is important to recognize that acculturation involves a focus on the minority group, as opposed to the individual, and how the group interacts with the dominant culture. In contrast, ethnic identity revolves around the individuals and how they relate to their immigrant group as a subgroup or a minority group as compared to the dominant culture (Phinney, 1990).

the process of adapting behaviorally and psychologically to a second culture, or in the case of those born into two cultures, learning and adapting to two cultures. Individuals undergoing acculturation face two key issues: (1) the extent to which they are motivated (and/or allowed) to maintain their ethnic culture and identity; and (2) the extent to which they are motivated (and/or allowed) to be involved in the host culture (Berry, 2003).

Four acculturation strategies result from the negotiation of these two issues:

assimilation, separation, integration (sometimes referred to as biculturalism), and marginalization. An individual who does not want to or cannot maintain his/her heritage culture and identity *but* seeks to have contact with the host culture is using the *assimilation* strategy. Conversely, an individual who seeks to maintain his/her heritage culture and identity *but* does not have a desire to or cannot interact with the host culture is using the *separation* strategy. One who wishes to or is allowed to maintain his/her heritage culture while interacting with the host culture is using the *integration* strategy. Finally, when one has no preference or opportunity for maintaining his/her heritage culture or for interaction with the host culture, he/she is using the *marginalization* strategy. Empirically, integration (or biculturalism) is the most widely endorsed and used strategy by bicultural individuals (Berry, 2003; Van Oudenhoven, Ward, & Masgoret, 2006).

## **I .6.Biculturalism**

Biculturalism signify the existence of two distinct cultural groups, involving participation

in traditional heritage practices like food, dress, family traditions, folklore and folk art, and so on. The concept is relating to two distinct cultures shared and the way of working and being bicultural having the competence in two cultures. Biculturalism is a growing social phenomenon that has received considerable attention in psychology in the last decade.

Bicultural competence the process by which people learn the attitudes, values, and behavior of their culture. Theories of acculturation can help explain the dynamics of bicultural identity. In addition, Leslie Marmon Silko and Maxine Hong Kingston are writers who through their literature, show how transform traditional myths, stories and ethnic traditions provide their protagonist assistance accept their biculturalism. Biculturalism finds its origin in two divergent concepts; acculturation and assimilation. The former is viewed as “a process, voluntary or involuntary, by which an individual or group adopts one or more of another group’s cultural or linguistic traits, resulting in new or blended cultural or linguistic patterns”. (Ovando2008:8) whereas, the latter, according to the same author (Ibid) “Assimilation is a voluntary or involuntary process by which individuals or groups completely take on the traits of another culture, leaving their original cultural and linguistic identities behind”. So, acculturation involves the adaptation of a new culture without necessary loosing its proper culture. Assimilation is, then, the result of the loss of a person’s original cultural or linguistic identity. This biculturalism is the result of the contact of languages which has been defined by Smith (2008:65) as:

“Biculturalism is the ability to effectively navigate day to day life in two different social groups and to do so with the anticipated result of being accepted by the cultural group that is not one’s own”.

In this quotation, we can distinguish culture from biculturalism which is to acquire a culture other than the one whereas culture is a process transmitted from one generation to another. LaFromboise, Coleman, and Gerton (1993) also stated that developing both personal

and cultural identity is important for bicultural competence

### **I.7.Models of Bicultural Identity**

Biculturalism models (largely due to the influence of Berry's work) see acculturation as a two-dimensional process (e.g. Berry, Trimble, & Olmedo, 1986; for a discussion and investigation of an alternate variation of the bi-dimensional approach, see Phan & Breton, 2009). One dimension concerns acculturation to the host culture while the other dimension concerns the culture of origin. Combinations of positions on each dimension result in four possible acculturative styles – assimilation, separation, marginalization, and integration (or biculturalism). Assimilation results from a rejection of one's ancestral culture and complete acceptance of the majority culture. Separation results from a rejection of the majority culture and an isolated envelopment of one's ancestral culture. Marginalization occurs when one is neither a member of the majority culture nor one's ancestral culture. Integration, or biculturalism, occurs when one is a member of both the majority and ancestral cultures. Using a sample of Chinese American biculturals, we found that variations in BII do not define a uniform phenomenon, as commonly implied in the literature, but instead encompass two separate independent constructs: perceptions of distance (vs. overlap) and perceptions of conflict (vs. harmony) between one's two cultural identities or orientations. Results also indicated that cultural conflict and cultural distance have distinct personality, acculturation, and socio demographic antecedents.

### **Conclusion**

Language is an integral part of a person's identity, it also plays a significant role not only in its construction but also in understanding people's thoughts and feelings. It is considered as an important means in shaping identity between different people or groups of a society. To sum up, we know that bilingualism and biculturalism are related, so. Speaking a heritage language is often an important part of biculturalism and bilingual. In this first chapter of our

work, This thesis will explore the relationship between bilingualism and biculturalism, and the impact of language and culture upon youth identity. The study examine the development of bilingual and bicultural identity in students.

# Chapter two

## **Chapter two**

### **The use of media en EFL**

#### **Introduction**

The way of teaching is different from one teacher to another. So, teachers create a good and successful environment in which all students find themselves engaged with the current process, an effective teacher chooses particular strategies to attract the attention of students and make them increase the amount of active learning in class. The lecture method contributes in either the success or failure of the learning goals. A good teacher can go through different difficulties in order to provide and sharpen learners' skills and we can determine which strategy may be most effective. Often, if one strategy does not work, another will. Also using the Internet and other media while preparing the lesson is nowadays an interesting and most useful method for many teachers. However, the teacher has to choose the right media and must be helpful and meaningful and has also several advantages in order to get students' motivation, with media teachers can use all language skills: listening, speaking, reading, and writing. The media includes newspapers, magazines, TV, and of course the Internet. It is considered another method to help enhance and strengthen learning and teaching in the EFL classroom to make it even better, and most effective. The purpose of this chapter is to examine the effectiveness of using media in teaching EFL.

#### **II.1.Learning, Education, and Media**

Today, media have become a part of and parcel of education in general and EFL in particular, media and technology both as tools in learning and teaching specific and as objects of study in and of themselves.

##### **II.1.1Media in education**

Nowadays, many people live in the world where the media are ubiquitous, the role of media and technology in education is quite obvious in today's educational settings, as Tafani points out, "media are important because we get to know the world through using them". It is the reason why the media can be considered to be a useful instrument, which can help students with their learning. There are many ways that teachers and professors attempt to include technology in to the education of their students. No matter what type of media is used

in the EFL classroom be, a magazine picture, a short video or a tablet application, it is commonly used for the purpose of bringing a piece of real world into the lesson. Social media can be used in a number of ways to enrich the education experience of students in various education programs. The modern media of communication and expression as a specific and autonomous area of knowledge within education theory and practice, distinct from their use as aids for the teaching and learning of other areas of knowledge. The education system must, therefore, respond to the “invisible curriculum” of the mass media. Therefore, media education is regarded as importance to train independent and critical media consumers.

How do we conduct media education? This question has raised heated debates in the field of media education. Since different media educators have different assumptions about the impact of the media, there are at least five approaches currently used by media literacy teachers. Therefore, media education in the modern world can be described as the process of the development of personality with the help of and on the material of media, aimed at the shaping of culture of interaction with media, the development of creative, communicative skills, critical thinking, perception, interpretation, analysis and evaluation of media texts, teaching different forms of self-expression using media technology. There is no reason to think that repurposing social media for education will magically make students more inspired and engaged. What inspires and engages some people about social media is the passion for their individual, personal interests, as well as the desire to stay in touch with friends. Remove those crucial elements, and you merely have some neat new software tools that make communication faster.

UNESCO defines media education as the priority field of the cultural educational development in the XXI century. According to the definition given in the UNESCO documents, Media Education:

Deals with all communication media and includes the printed word and graphics, the sound, the still as well as the moving image, delivered on any kind of technology;
Enables people to gain understanding of the communication media used in their society and the way they operate and to acquire skills using these media to communicate with others.
Ensures that people learn how to analyze, critically reflect upon and create media texts;
Identify the sources of media texts, their political, social, commercial and/or cultural interests and their contexts.
Interpret the messages and values offered by the media.
Select appropriate media for communicating their own messages or stories and for reaching their intended audience.

**(table 1: Media in education )**

Media practical in learning gives opportunities showing how to apply all types of media in education and training through workshops and hands-on training sessions. Teachers explore the educational uses of a variety of technological forms.

### **II.1.2. Media in Teaching – Learning Process**

Learning is a process to acquire knowledge. It needs hard work and sometimes will make students frustrated and get bored, so that they lose their attention to a lesson. In this case, the use of media in teaching- learning process is needed to attract students' attention and to make teaching- learning activities more interesting and also effective. The use of media in teaching- learning process is not a new thing. Many teachers know that media will be helpful. Media give students something new, but not all of teachers know how to implement it correctly, so sometimes media disturb learning process instead of helping students in learning process. This situation causes a problem. The use of media is questioning whether it really helps teaching- learning activities or not. Based on that assumption, the writer wants to find out the fact of the use of media in teaching- learning process, whether media can help teaching- learning process or not. By reading this chapter, readers will get a real experience of the use of media, which

can help learning process. Besides, they will also know some obstacles that may arise from the use of media, how to overcome them, and detail example of how to conduct teaching-learning process by using media.

### **II.1.2. Media in Teaching**

Media can be a component of active learning strategies. The use of media to enhance teaching and learning complements traditional approaches to learning.

#### **II.1.2.1. Changing Teaching**

Teachers could give many different and specific examples of how technology had changed their work. A number of things were being done with Web sites, from giving students notes which one teacher described as a "low end thing," to getting students to create their own Web pages. One teacher was using a Web site to enhance an actual field trip. The Web site introduces students to the animals and tells them what they are going to be doing while on the field trip. It shows them techniques they can use to analyze the ecosystem and record the data. The prior preparation through the Web site helps students benefit from the actual field trip. Several teachers mentioned that they used Power Point and other computer programs to improve their presentation of material to class. Teachers explained that technology enabled teachers to deliver more material to students and it also eliminated several basic problems such as; poor hand writing, poor artistic skill, contrast, lighting, and visibility. Another teacher makes extensive use of software programs to help teach physics. The students go into the laboratory and collect their data using the computer. Then they use word processing programs along with Excel to do graphs and presentations. The software allows the students to collect different kinds of data using various attachments that are plugged into the computer. Using computer technology, students have more time to explore beyond the mechanics of counting dots and setting up the experiment. It actually lets them look at it and understand the concepts better. Another teacher made the point that resource-based teaching or resource-

based learning is almost becoming "seamless, almost natural" in everything that teachers do because information is becoming easier to access.

### **II.1.2.2.Supporting Teachers**

Teaching, and especially teaching well, is difficult. Even in the absence of adopting new technology, many teachers likely feel that there are not enough hours in the day to do their professional responsibilities justice. Asking teachers to use technology effectively without proper support is not fair. They need professional development to learn not just the basics of the technology but, more importantly, how to use it in their classrooms. They need time to collaborate with peers grappling with the same issues across the hall and around the world. And they need school leadership to foster a supportive environment where risk-taking and learning are encouraged and successes are celebrated. As the number of American classrooms left completely untouched by technology become increasingly sparse, comparative studies based on technology versus non-technology classroom become less and less relevant.

<https://www.clarity-innovations.com/blog/tjohnston/technology-and-student-achievement-right-question-ask>

Technology has amazing potential and now we need to focus on how to leverage its presence in schools to enhance teaching and learning and prepare our students for our technological world.

### **II.1.2.3.The Teachers' Role**

Teachers have different roles in using media in teaching English language, those roles have been changed from traditional to more active and helpful ones. Teachers will, then, have to master a wide range of skills and competencies. Many studies suggest the teachers' roles as followed:

#### **II.1.2.3.a.Facilitators and guides**

The first role of teachers who teach with ICT is facilitators. As facilitators, teachers must know in many ways more than they would as directive givers of information. Also, facilitators

must be aware of a variety of resources available for improving students' language skill, not just one or two texts. Multimedia programmes become tools that offer sound and vision, showing how native speakers interact; electronic dictionaries and encyclopedias are available for instant reference; online newspapers provide up-to-date information on current affairs in

#### **II.1.2.3.b.Integrators of media**

Robertson, Webb and Fluck (2007) stated in their book of *Seven steps to media integration* that to make teachers integrate media in their teaching, they must not only know and understand the functions of different media available in a media rich environment, they should also know when best to organize them. In the shared creation of projects with their learners, they need to direct learners in the use of word-processing, graphics and presentation programs. In addition, integration of audio-visual elements will bring home to learners the fact that the foreign language environment of the target language is as exciting and many-sided as the society in which they live.

#### **II.1.2.3.c.Researchers**

Teachers need to know how and where they can access information for their own and for their learners' use to keep in touch with the developments in the countries of the target language. It is essential to know how to use search engines and reliable information sources effectively to gain knowledge. The propriety and reliability of information sources must form as one of the main criteria for the selection of background material for those who concerned with mainstream education. Familiarity with the use of electronic tools for language analysis (e.g. concordances) will enable teachers to further develop their own linguistic and professional competence and increase their confidence in the use of the language.

#### **II.1.2.3.d.Collaborators with other teachers**

Ilomäki (2008) suggested another teachers' role. ICT has helped to create teachers collaboration. Collaboration with colleagues will lighten the burden and make the efforts

more productive and rewarding. It is obvious that cooperation within a specific teaching institution will prove more efficient, producing perfect responses to the local situation, but the new media provide possibilities for exchange between institutions and beyond (national) borders. Teachers of the less widely taught and used languages could well profit from such internet exchanges, helping them to overcome the sense of isolation many experience in their teaching situation.

#### **II.1.2.4. Consequences for teachers**

Media has diversity that changed in teaching and learning in schools, not only changes the places and the quality of learning, but influences learning processes from a didactic and methodological point of view, requiring special competencies of teachers. It is a fact that changes in society at large (globalisation, networked environments, working across time, place and cultures) demand new types of working styles and language competencies. At the same time, much language acquisition often takes place in out of school contexts, often in online environments, and becomes a strong socialisation factor for learners. This means that teachers need to spotlight the design of situations, sequences and activities which are beneficial to learning languages by encouraging learners to participate in collaborative efforts. Indeed, the management of learning scenarios must form the basis of the education of the language teachers of tomorrow, where learners and teachers harmonize one another's skills, proficiency and knowledge in collaborative efforts.

#### **II.2. Impact on teachers and teaching methodologies**

Given that teaching is about giving pupils opportunities to succeed, A necessary precondition for media benefits is the quality and quantity of media use in the teaching process which is crucial in impacting on learning outcomes. Effective teacher practice can enhance impact. The teachers should evaluate whether the learning outcomes are better with the use of media that can give information about general attitudes or expectations, teachers

have more free time to assist individual students because it offers new and better opportunities for differentiated learning. We can assure the positive impact of using media tools on the learner and on the teacher from many aspects, students work more independently, In addition, the use of the technology equipments as supporting tools in teaching foreign language can increase the opportunity to learn and teach better. The way teacher view the role of media in classroom teaching will to a large extent determine the level and degree of its usage. Teacher forms an impression which is favourable or otherwise, depending on specific traits teacher attribute to media. Teacher perception of media is predicted upon what they feel media can do in teaching-learning process (Zepp, 2005; Scrimshaw, 2004; Sugar, Crawley & Fine, 2004; Cohen, 1996; Hubbard, 1999).

According to Morris (1962) the function of technological media is to supplement the teacher through enhancing his effectiveness in the classroom. Educational media are both tools for teaching and avenues for learning, and their function is to serve these two processes by enhancing clarity in communication, diversity in method, and forcefulness in appeal. Except for the teacher, these media will determine more than anything else the quality of our educational effort. Studies have shown, however, that teachers generally have favourable disposition toward the role of media, in which media are used as instructional aids than media as instructional systems.

### **II.3. Media enhancing learning Environment**

Media presents an entirely new learning environment for students, thus requiring a different skill set to be successful. Critical thinking, research, and evaluation skills are growing in importance as students have increasing volumes of information from a variety of sources to sort through (New Media Consortium, 2007). Media is changing processes of teaching and learning by adding elements of vitality to learning environments including virtual environments for the purpose. Media is a potentially powerful tool for offering educational opportunities. It is difficult and maybe even impossible to imagine future learning

environments that are not supported, in one way or another. Media provides opportunities to access an abundance of information using multiple information resources and viewing information from multiple perspectives, thus fostering the authenticity of learning environments. Media may also make complex processes easier to understand through simulations that, again, contribute to authentic learning environments. Thus, media may function as a facilitator of active learning and higher-order thinking (Alexander, 1999; Jonassen, 1999). The use of media may foster co-operative learning and reflection about the content.

### **II.3.1. Student Learning with media**

Many schools across the country use technology to enhance student learning: tools such as Internet access, digital cameras, email, interactive whiteboards, laptop computers, LCD projectors, and course specific software that support the curriculum. Most teachers should have a basic understanding of how to use word processing software, such as Microsoft Word, which is available on all school computers. Many teachers are allowing students to use the internet as a source of information for research projects assignments. Honey (2005) stated that, according to the National Center for Education Statistics (NCES), public schools have made consistent progress in expanding Internet access in instructional rooms. However, the technological tools themselves should not be the focus. Technology is not the teacher; it is a tool the teacher uses to widen the student's reach and should complement and enhance what a teacher does naturally. Bassett (2005) acknowledged the digital age is not about technology; it is about what the teachers and the learners are doing with the technology to extend their capabilities.

Computers are being used, in part, to enable teachers to improve the curriculum and enhance student learning. One potential target could be "at-risk" students. Recent findings show that not being challenged and not being given the chance to use complex thinking skills are depriving "at-risk" students of a quality education. (Means, *et al* ) suggested that technology

in the classroom could provide authentic learning opportunities to "at-risk" students. Teachers can draw on technology applications to simulate real-world situations and create actual environments for experiments, so students can carry out authentic tasks as real workers would, explore new terrains, meet people of different cultures, and use a variety of tools to gather information and solve problems (Means et al., p. 43). Most of these "at risk" students will be entering the work field after high school, and real world experiences could be helpful in fostering these students' success. Several studies have suggested any student, including the "at-risk" student, who has technology integrated into the curriculum, could potentially see a positive change in classroom grades, and attendance. Technology brings about changes to the classroom roles and organization, especially as it allows students to become more self-reliant. Students may use peer coaching, and teachers may function more as facilitators rather than lecturers (Means, 1997). Students are allowed to work on their own, at their own pace, when working on computer projects. These students may not be afraid to fail when their failure is personal instead of in a large classroom discussion.

### **II.3.2. Creating student-centered classrooms**

In this modern era of 21st century, the infusion of technology into teaching and learning has a remarkable influence on the instructional strategies of the educational institutions. The traditional teacher-centric method which has been going on for decades has now been modified and enhanced, owing to technology. In contrast to the traditional methods, the modern learning environments, students play an active role in their learning process and determine how to reach their desired learning outcomes on their own.

This student-centered approach empowers students to build up their knowledge and enables them to think critically, work in teams and solve problems collectively. Students are always enthusiastic and demonstrate positive attitudes towards the student-centered learning environment. The student-centered learning approach is constructivist in nature, it enables students to visualize a problem with multiple perspectives and allows them to participate in their own learning process. Students are now challenged to develop skills in problem-solving

and to exercise analytical, critical and creative thinking in their work and are encouraged to learn more about their subjects. The role of the teacher now alters to being a facilitator and a consultant to the students, supporting them throughout their learning process, rather than just being a dictator in the entire process.

For teachers who wish to create a more student-centered environment, things are not always easy, since creating such an environment is an intensive process which requires a lot of consideration and knowledge. First of all, they need to come out of the practice of being the ‘sage on the stage’, and also the students who are not used to being active participants in their learning need a good deal of adjustment. Technology can help pave the way for both teachers and students, but it certainly requires a teacher who is adept at creating a course that raises the pedagogical benefits of that technology has towards helping students meet the desired learning outcomes. A roadmap needs to be followed for matching technological tools to learning outcomes, so that technology can be used to get students to interact with course content in an engaging and productive fashion.

### **II.3.3. Media and student-centered classroom**

**Empower the learner:** Interactive online assignments can help students assess their learning themselves, counter their drawbacks, improve and be responsible for their own learning. Online assignments also give students opportunities to practice mastering the study material at their own pace. Teachers are not physically present while the students tackle their assignments, but their help could be sought online or afterwards, whenever students feel the need for it. The technologies that support these activities could include wikis, online quizzes, blogs and discussion boards.

**Organize activities:** A structured and logical flow for the courses is always appreciated by students as well as teachers. If you can organize your activities well, then any kind of confusion can be avoided. Organization simplifies the workflow and approach towards learning; it eases out tasks in a systematic way. The technologies that support how you organize and communicate course materials could include an online syllabus, the learning management system and email or mobile notifications of important due dates.

**Adopt technological tools in the classroom to teach:** When a teacher adopts technology in

the classroom to aid him in teaching, he is able to create learning experiences that complement each other whether the students are learning online or are present in the classroom physically. This helps teachers to optimize their time, efforts and resources and focus more on guiding students, rather than doing all the intensive preparations and arrangements for teaching. The technologies that support this goal include online homework, clickers and surveys.

**Making the student responsible for his own learning:** Teachers should create such courses that allow students to practice building connections with the material and proceed at their own pace. Rather than trying to match up with the learning style of the fellow students of his class, now the student can comfortably practice and develop his skills in his own learning style, which is any day more beneficial for the student in the long run. The technologies that can be used to help students take responsibility of their learning include blogs, wikis, online quizzes, and Voice Thread.

**Subjecting students to regular evaluation:** Evaluation certainly fosters learning and is a necessity in the process of learning. Teachers can use a variety of low-stakes grading opportunities, such as online quizzes and games. The incorporation of motivator elements like online badges and medals keep the students encouraged to learn and succeed. There are numerous technologies that can help students track their progress, including online quiz banks and online platforms that enable collaboration and peer review.

Students in technology-supported classrooms are armed with powerful tools to help them gather information, consult with fellow students or teachers and present their findings. Their confidence increases as they rely less on their teacher and more on their own initiative for knowledge-creation. Technology enables students to manipulate information in a manner that accelerates both understanding and the progression of higher-order thinking skills. As a result, students gather more real-world data, share their findings with learners beyond their school, and publish their findings to the world; their role broadens from being mere learners and knowledge seekers to being creators of their own work. For teachers, technology amplifies the resources they can offer to their students. Rather than relying on the textbook for content, computers can provide online access to content experts and up-to-date information from

original sources.

#### **II.4. Media enhancing learning motivation**

Media can enhance the quality of education in several ways, by increasing learner motivation and engagement, by facilitating the acquisition of basic skills, and by enhancing teacher training. Media are also transformational tools which, when used appropriately, can promote the shift to a learner centered environment, especially computers and Internet technologies, enable new ways of teaching and learning rather than simply allow teachers and students to do what they have done before in a better way. Media has an impact not only on what students should learn, but it also plays a major role on how the students should learn. Along with a shift of curricula from “content-centered” to “competence-based”, the mode of curricula delivery has now shifted from “teacher centered” forms of delivery to “student-centered” forms of delivery. Media provides-motivation to Learn. Media such as videos, television and multimedia computer software that combine text, sound, and colorful moving images can be used to provide challenging and authentic content that will engage the student in the learning process. Interactive radio likewise makes use of sound effects, songs, dramatizations, comic skits, and other performance conventions to compel the students to listen and become more involved in the lessons being delivered.

#### **II.5. Impact of education media on student achievement**

Media today have an enormous impact. It is generally believed that media can empower teachers and learners, and impact on student achievement. Teaching with technology it can be challenging to select the “best” tech tools while not losing sight of your goals for student learning, find creative and constructive ways to integrate technology into your class, teachers can draw on technology applications to simulate real-world and motivate learners. Technology brings about changes to the classroom roles and organization, especially as it allows students to become more self-reliant In our digital world, surveys consistently show that technology increases student engagement and motivation to learn. Beyond this, students, teachers, and principals see the value of technology and actively want more access in schools.

However, many studies still search tirelessly for whether or not technology positively impacts student achievement. There are studies confirm the positive impact that media can have on pupils' learning, including,

<b>Learn more independently and at their own pace.</b>
<b>Do things they cannot do using traditional methods and resources.</b>
<b>Increased learner motivation and engagement.</b>
<b>Technology is believed to be able to make students respond positively in a language classroom.</b>
<b>It speeds up information transfer, enables faster processes as well as creates enjoyable and fun learning atmosphere.</b>
<b>Increase in self-directed learning and independence.</b>
<b>Getting provide opportunities for pupils to learn in alternative and challenging ways.</b>
<b>Provide structured opportunities for improving attainment in speaking and listening</b>
<b>Support talk for learning, leading to improvement in reading and writing.</b>
<b>Nearly 50% of students in virtual schools report being interested in learning versus 32% in traditional schools.</b>
<b>74% of teachers believe technology increases student engagement in the classroom.</b>
<b>46% of principals believe that digital content is having the greatest impact on teaching and learning.</b>

**(table 2: Impact of education media on student achievement)**

The fact is that technology DOES have an impact on student achievement, but documented effects tend to be modest at best. In a secondary meta-analysis of existing studies over the past 40 years comparing achievement in educational settings with and without technology, Rana Tamim et. al. identified only a small to moderate effect of technology on achievement. In many cases, the impact of technology seems to be less than other proven instructional techniques and interventions. Interestingly, Tamim et. al. noted that technology had different effect sizes in different use situations. They found technology is more impactful when used to support instruction rather than provide direct instruction. In and of itself, technology is purely

another medium for helping propel students along their learning paths. But it can be used in a wide variety of ways. Some might use technology as an easy substitute for traditional drill and kill exercises. Others might harness its potential to capture student interest, individualize instruction, and connect students to learning beyond classroom walls. Shouldn't a more important question for research be: how can technology be used effectively to improve achievement?

### **II.5.1.Exciting Possibilities**

The mere presence of technology in classrooms is destined to have small, if any, effects on teaching and learning. However, when technology is thoughtfully implemented to support students in their learning and development, the possibilities are much brighter. Smaller scale research and case studies highlight some of these opportunities. In a study measuring the effectiveness of a 1:1 laptop environment based on constructivist principles, authors Dawne Beck-Hill and Yigal Rosen, documented the impact on achievement many have been looking for: significant Math and Reading gains on a standardized test, the Texas Assessment of Knowledge and Skills (TAKS). What's more, the study found that teachers in the experimental classrooms adopted more student-centric instructional techniques. In the experimental technology classrooms, teachers had twice the number of one-on-one student interactions with students and implemented independent learning activities more frequently. Further, students not only reported being more invested in school, but also improved attendance by nearly 30 percent over the course of the study. However, such results will not appear overnight or automatically. Impactful technology initiatives require a community-wide vision and substantial preparation. However, as the primary point of contact with students in schools, whether or not technology initiatives are successful really comes down to teachers.

### **II.6.When to introduce media**

- **Before learning the concept.** Showing media before the discussion gives students an image to which they can compare the topics under discussion. This approach allows quick reference to easily recalled examples. Schwartz and Bransford (1998) show that demonstrations focused on contrasting cases help students achieve expert-like differentiation. In addition, Schwartz and Martin (2004) found that carefully-prepared

demonstrations "help students generate the types of knowledge that are likely to help them learn" from subsequent lectures.

- **After a brief introduction but before learning the concept.** This method provides students with a brief capsule of what the media is about and what to look for – helping to focus attention while watching the media.
- **After learning the concept** This approach helps students develop their analytical skills in applying what they are learning.
- **Before and after.** Repeating the media is especially helpful when trying to develop student understanding of complex topics. Utilize the media before the discussion to give students an anchor. Guide students through a description or discussion of the topics. Rerun the media as a case study and ask students to analyze what they see using the theories and concepts just discussed. Also punctuate the rerun with an active discussion by asking students to call out the concepts they see in the scenes. This method helps to reinforce what they have just learned.

## **II.7.The Importance of Media**

Media are important because we get to know the world through using them, media Education is important because it develops students' creative powers for those images, words and sounds that come to the students from various Media. Thus, creating more active and critical media users, who will always be more demanding in the future. Media Education has to do with film and television, press and radio, their impact on the students' progress. It has to do with what to teach through media, when and how. Its aim is to enable students to develop critical thinking, analyzing and reflecting on their experiences while using various means of media. Media in the classroom, make difficult subjects more understandable, and for holding attention on important ideas.

## **II.8.Advantages of using media in Second Language**

Learning is a process to acquire knowledge. It needs hard work and sometimes will make students frustrated and get bored, and as a result of that they get distracted and lose full attention to a lesson. In this case, the use of media in teaching- learning process is needed to attract students and make the process more interesting and also effective. The use of digital tools to improve education is a relatively recent but active study matter, so, the use of technology in teaching EFL can be regarded as a motivational factor. Algerian EFL teachers now have many opportunities to use media for teaching English,

Technology Integration in Foreign Language Teaching Demonstrates the Shift From a behavioral to a Constructivist Learning Approach With the advent of networked computers and Internet technology, computer-based instruction has been widely used in language classrooms throughout the United States. Computer technologies have dramatically changed the way people gather information, conduct research and communicate with others worldwide. Considering the tremendous start up expenses, copyright issues, objectionable materials and other potential disadvantages of technology, much research has been conducted regarding the effectiveness of, and better strategies for, technology integration. Taking the characteristics of language learning into account. Web-based writing instruction has proved to be an important factor in enhancing the writing quality of low-ability English as a foreign language (EFL) students.

In a study designed to examine the effectiveness of Web-based instruction in the writing of freshman EFL students, Al-Jarf (2004) found that the use of Web-based lessons as a supplement to traditional in-class writing instruction was significantly more effective than teaching which depended on the textbook alone. The experimental group of students received online instruction in which they posted their own threads, short paragraphs, stories and poems on a discussion board. They also located information from the Internet, as well as wrote paragraphs and checked their own spelling using Microsoft Word.

In another study, Hertel (2003) describes an intercultural e-mail exchange at the college level where U.S. students in a beginning Spanish class and Mexican students in an

intermediate English as a Second Language class corresponded weekly for one semester. Survey results revealed this student-centered endeavor had the potential to change cultural attitudes, increase knowledge and awareness of other cultures, foster language acquisition, as well as boost student interest and motivation in language and cultural studies.

Bernhardt, *et al* conducted a study in 2004 to examine the practicality and efficiency of Web-based placement testing for college-level language programs. Qualitative analysis of the data indicated that students, administrators and instructors benefited from the online placement tests. For students, accessing a placement test at their convenience without making an extra summer trip to campus was seen as an incredible time-saver. At the same time, having students participate in an academic exercise prior to arriving on campus sends a positive message regarding the importance and prestige of the language program at the university. For administrators, the time saved by eliminating this extra step throughout a summer orientation period is significant. Supervisors and instructors reported that more effective decisions were made when they had time to contemplate their students' performances, which brought them greater confidence in their curriculum when they encountered students at the beginning of a class session. The study also showed that a possible explanation for the apparent effectiveness of computer use was that students might not have been skillful typists. For logographic languages such as Japanese and Chinese, which have input processes different from those of English and other Indo-European languages, computer use by second language learners is relatively uncommon and its impact on writing is uncertain. Results from many other studies (Prado *et al* ) also point out how students benefited from the technology-enhanced collaborative learning methods and interactive learning process, while concurrently finding some drawbacks with use of the medium, such as technology and group-work frustrations. We can bring the media into the classroom through visuals, sounds, smells, and tastes and here are some benefits of using social media in EFL classes,

<b>The use of media leads students to learn by doing.</b>
<b>Learning can be more interesting.</b>
<b>Enhance the ability of developing new words, sounds, communication with others.</b>
<b>By using media in teaching, students' improvement can be seen clearly.</b>
<b>Media can enhance learning and directing children's attention so that it can aid</b>
<b>Learning motivation, a more direct interaction between students and the environment.</b>
<b>The use of media to enhance teaching and learning complements traditional</b>
<b>a. approaches to learning. Effective instruction builds bridges between students'</b>
<b>b. knowledge and the learning objectives of the course.</b>
<b>Using media engages students, aids student retention of knowledge, motivates interest in the subject matter, and illustrates the relevance of many concepts</b>
<b>Enhanced enjoyment and interest in learning and the subject</b>
<b>Increase in self-directed learning and independence.</b>
<b>Getting provide opportunities for pupils to learn in alternative and challenging ways.</b>
<b>Provide structured opportunities for improving attainment in speaking and listening</b>
<b>Support talk for learning, leading to improvement in reading and writing.</b>

**(Table 2: Advantages of Using media in Second Language)**

The use of media enhance both teaching methods and learning motivation, and there is a lot of advantages that technology increases student engagement and motivation to learn.

Beyond this, students, teachers, and principals see the value of technology and actively want more access in schools.

## **II.9. Negative effects of new technologies impacts on learning**

Although Technology has many advantages and it also helps facilitate the learning process as it does major positivity in the classroom and out for a better learning it also has negative effects that impact learning negatively.

### **II.9.1.Cheating in Exams**

It is quite unfortunate that students have lost the old fashion culture of the harder you work the better you become. Technology has become advanced in such a way that it has become impossible to put boundaries on technology as an entity. Most students with the push of a button find themselves in trouble since they result to surfing for information on examination rooms to cheat their way out of difficult questions. This scenario has become a major problem for most institutions.

### **II.7.2.Distracton**

According to essay formatting website, students find it difficult concentrating in class while constantly texting, receiving calls in the middle of lectures or classes. It is not only a distraction to the students but also the teacher since the noise from a loud ringtone is enough to distract a whole class especially if is repetitive

### **II.7.3.Development issues on children**

The beauty of life is that it is important to go through every stage as one grows just as God had planned. It is shocking in today's society children know too much at such a young age. Social media is the culprit in this case by presenting adult themed cartoons to the public like South Park, Boondocks, etc. Who would wish their kids had such role models? This has affected most parents since their children are too "grown" for their age.

### **II.7.4.Lack of Social Skills**

It is not only education taught in school but also the social entities of life to become responsible after one leaves school. Because most students primary focus is on their computers and electronic gadgets, such kind of students lack social skills while interacting with others due to the captivity of their minds by technology. This fact also brings about the

issue isolation among the students due to their transformed personality

### **II.7.5.Game mentality**

Most students have the idea that the only thing that is important while working on a computer is playing games online or for fun. This behavior is very alarming that needs attention since once, an individual's mind becomes focused on one negative element in future they will continue producing the same results not being of any benefit to the society.

[www.wkrb13.com/technology/564161/5-negative-effects-of-new-technologies-that-impact-on-education/](http://www.wkrb13.com/technology/564161/5-negative-effects-of-new-technologies-that-impact-on-education/)

### **II.1.Contribution of technology to skill testing**

According to M. Swain Council, Innovations in learning technologies for English language teaching, I argue that digital technologies are ideally placed to help teachers working with learners, and learners working independently, to do the necessary 'languaging' (M. Swain Opens in a new tab or window.) that makes their language development possible. We are talking here about doing things with language rather than just learning about language. Swain argues that learners can't simply develop based on input. We must engage with other people using that language, and try to make meaning together. Whenever I speak or write something, if I do not produce language with someone else in mind, I have no way of knowing whether others can understand what I say or write. Of course, I need to read and listen as well, but unless I progress to this further stage, I can not complete the process. If we take writing as a starting point, technology in the form of word processors (and the many other ways we now have of producing text) allows us to work at the language. We go through a process of creating and re-creating text until it is fully comprehensible to others and is accurate. We can create a draft, show it to others and, based on feedback, can make changes to improve the text. The tools can also help us by showing that our spelling or grammar needs

work, too. Technology makes this much easier, and makes it more likely that learners will engage with the editing process to produce the highest-quality text that they can. This writing can then be displayed for others to look at and comment on. Trying to find ways for people to do meaningful spoken language practice in a class can be very challenging, particularly if, as a teacher, you lack confidence in your own spoken language skills. Linking your class to other classes around the world, using tools such as video conferencing, can give a reason for a learner to ask a question and then try to understand the response. It might also provide support for the teacher, too. The technology mediates the process, getting language out there and giving feedback that shows whether someone has or hasn't understood what you have said.

## **II.2. Internet for Teachers and Students**

The Internet is one of the greatest tools on the planet for enhancing student learning, it can also be a dangerous place where students find themselves alone and uneducated about how to handle tricky situations. Internet will help educators understand and present the basic concepts of the Internet by offering definitions of relevant terms, clear explanations of concepts, useful diagrams and pictures, and many resources, teachers can find suggestions, lesson plans, practical support, information, and materials through the internet In fact, using a internet can make a teacher's life easier and more efficient, internet helps students and teachers to compare and classify information Time has come to try to use Internet in teaching process, with the passing of the time, students and teachers gain skills, and then they may use the internet for gathering information or for communicating with experts in subject areas.

## **II.3. Types of media that can help**

There are a number of technologies that are of particular use when working with students such as the following: print, visual ,audio and audio-visual Printed Median, these include text books, magazines, newspapers, journal, bulletins ,web pages ,blogs etc. They help learners to

get more information through reading widely ,research and providing more enjoyment from various sources of facts. Visual Media: These composed of photographs, graphics, pictures, maps, models, spacemen, game puzzle, art facts, wall charts etc.

These make visual impression to the learner, they attract pupils' attention and aid concentration, as they illustrate meaning more directly and quickly than through verbal explanation.

Audio -visual Media (Video and film); because of the visual element is attractive and commands attention. The sounds produced is much easier to understand the facial impressions, gestures ,physical background shown and learning becomes door to real life situation.

Selection of Instructional media: It is teacher's responsibility to select appropriate media available and media should be challenging and stimulating in thinking and varied or diverse in interests abilities of the pupils. Must be affordable ,less costly and effectively co-relate subjects of the curriculum.

### **II.3.1.Types of Social Media**

There are hundreds of active social networking websites, but the social media sites listed in table 1 are relevant to this project as hotels are currently using them to market themselves.

<b>Type of Social Media</b>	<b>Description</b>	<b>Statistics</b>
Facebook	Facebook is a social networking website that was originally designed for students, but is now open to anyone 13 years of age or older. Facebook users can create and customize their own profiles with photos, videos, and information about themselves. Friends can browse the profiles of other	Facebook reports an average of 250,000 new registrations per day since January 2007. (Scott, 2009, p229)

	friends and write messages on their profiles.	
Twitter	Twitter is an online service that allows you to share updates with other users by answering one simple question: "What are you doing?" Twitter is a free social networking and micro-blogging service that enables its users to send and read other users' updates known as tweets.	There are a reported 3 million tweets posted per day. (Social Media Statistics, 2008)
TripAdvisor	TripAdvisor is a free travel guide and research website that hosts reviews from users and other information designed to help plan a vacation.	90% of online consumers trust recommendations from reviews (McClean, 2008)
YouTube	YouTube is a video sharing service that allows users to watch videos posted by other users and upload videos of their own. The slogan of the YouTube website is "Broadcast Yourself." This implies the YouTube service is designed primarily for ordinary people who want to publish videos they have created.	'Videos posted on You tube attract more than 40 million visitors monthly.' (Weber, 2009 p4)

**(table 5: Types of Social Media )**

The internet is becoming one big social networking site; 'Over 44% of all internet users are active in social media' (TIG Global, 2009) & Miguens, Baggio & Costa

(2008) argue that social media sites are the most popular sites on the internet due to the fact it is available 24/7, giving potential online customers the opportunity to access information at their own convenience.

#### **II.4.Objectives of using media**

Media are the means for transferring or delivering messages and it is important to discuss how can media be used effectively for teaching and learning, the objective is to focus on: planning on major instructional goals, phrased in terms of desired student outcomes—the knowledge, skills, attitudes, values, and dispositions that we want to develop in our students goals. Today, education focuses on the learner's participation, when teachers identify and communicate clear learning objectives, they send the message that there is a focus for the learning activities to come. Teachers need to set objectives to ensure that students' journeys with learning are purposeful :

<b>Enhance involvement in the learning process.</b>
<b>Increase students' attention, information, ideas.</b>
<b>Increase learner motivation and engagement</b>
<b>Encourage active learning and make students respond positively in a language classroom.</b>
<b>The use of technology is no doubt has created positive impacts in our life. It speeds up information transfer, enables faster processes</b>
<b>Students can experience worlds beyond their own, especially if the media is sharply different from their local environment.</b>

Effective use of educational technology is a very important challenge for teacher preparation institutions. Learning through projects while equipped with technology tools allows students to be intellectually challenged while providing them with a realistic snapshot of what the modern office looks like. Through projects, students acquire and refine their analysis and problem-solving skills as they work individually and in teams to find, process.

### **Conclusion**

With the current trend in our daily activities, the use of technology is no doubt has created positive impacts in our life. It speeds up information transfer, enables faster processes as well as creates enjoyable and fun learning atmosphere. It provides opportunities to make complex processes easier to understand through simulations that, again, contribute to authentic learning

environments. Traditionally, the teaching and learning of language are done only between a teacher and students, typically, a teacher will disseminate his or her knowledge verbally and perhaps will scribble or write down notes on whiteboards. Nowadays, teaching process have changed. As a conclusion; using media in teaching bring up something new to teaching and learning, with the invention of technology such as computer, internet and video camera, learning is no longer a linear process. It is used to enhance students' interest and involvement in the learning process. Media is believed to be able to make students respond positively in a language classroom. This chapter will introduce how can media enhance learning motivation and teaching training, and how can student's skills and competences be developed though it.

# Chapter Three

## Practical part

### Chapter three

#### Results and discussion; analysis of data collected

#### INTRODUCTION

The aim of this research is investigating teachers' opinion about the use of media in EFL classrooms, the questionnaire for teachers, The results are below with the discussion and the interpretation.

#### The questionnaire for middle school teachers

The questionnaire for middle school teachers is divided into three sections, the teachers' background information, the teachers' everyday use of media and the teachers' use of media for English language teaching. Its basic aim was to get middle school teachers' views and opinions about the media tools in particular, how they would value their use of those tools and how they would react if media equipments are to be used as a teaching material in the English course.

The questionnaire has been tested on a small-scale sample of ten (n=10) middle school teachers from different middle schools at Batna city.

1. El ikhoua chettouh middle school Batna
2. City chikhi middle school Batna.
3. EL mattar middle school Batna

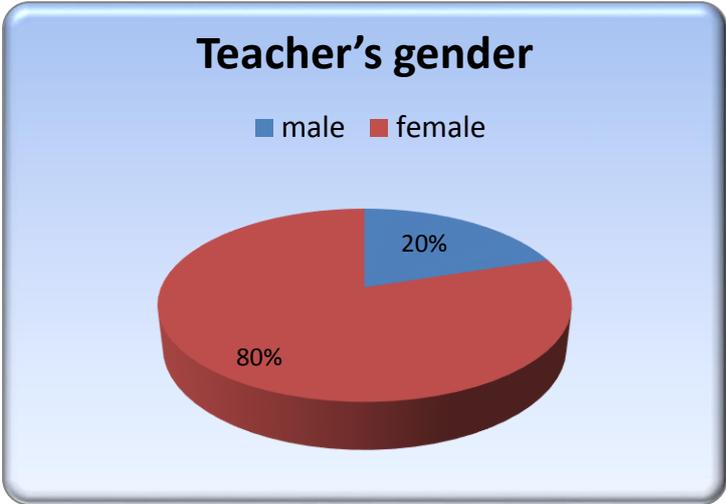
#### SECTION ONE: Background information

##### Question-Item 1

1. Teacher's gender

	N	%
a-male	2	20%
b-female	8	80%
Total	10	100%

( table 6: Teacher’s gender)



(Figure 3: Teacher’s gender )

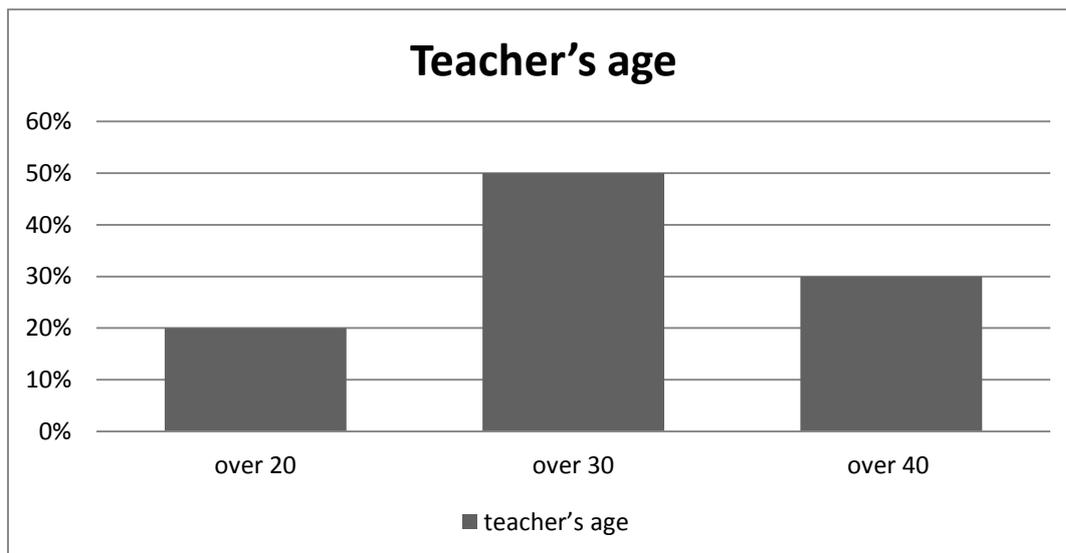
The first question-item is asking about the teachers' gender. The information derived from the table above indicates that teachers who participated in the study are males and females. This means that the population of the study are of different gender and thus of different attitudes towards teaching English. We notice also that the number of women 8 representing (80%) is higher than that of men (n=2) represent only (20%). This may be due to the fact that women are more interested in teaching languages than men who generally tend to specialize in scientific fields

**Question-Item2**

**2. Age**

Age	N	%
Over 20	2	20%
Over 30	5	50%
Over 40	3	30%

( table 7: teacher’s age )



**(Figure 4: teacher's age)**

The table and the histogram above indicate that most teachers are over 30 years old, 2 teachers representing (20%) are over 20 years which means that they are not experienced enough , 5 teachers representing (30%) are over 30 years. This means that those teachers have experiencing teaching English and they are enthusiastic and pay more attention to the pupils' errors, 3 teachers representing (30%) are over 40 years which means that they may be tired, bored, burned-out with teaching, and consequently , they may pay little attention to the pupils' errors and can be less enthusiastic about finding out effective strategies and techniques

### Question-Item 3

#### 3. The name of the middle school and city

School's name	N	%	City
El ikhoua-chettouh	4	40%	Batna
City chikhi	3	30%	Batna
El mattar	3	30%	Batna
<b>Total</b>	<b>10</b>	<b>100%</b>	<b>Batna</b>

**(table 8: The name of the middle school and city)**

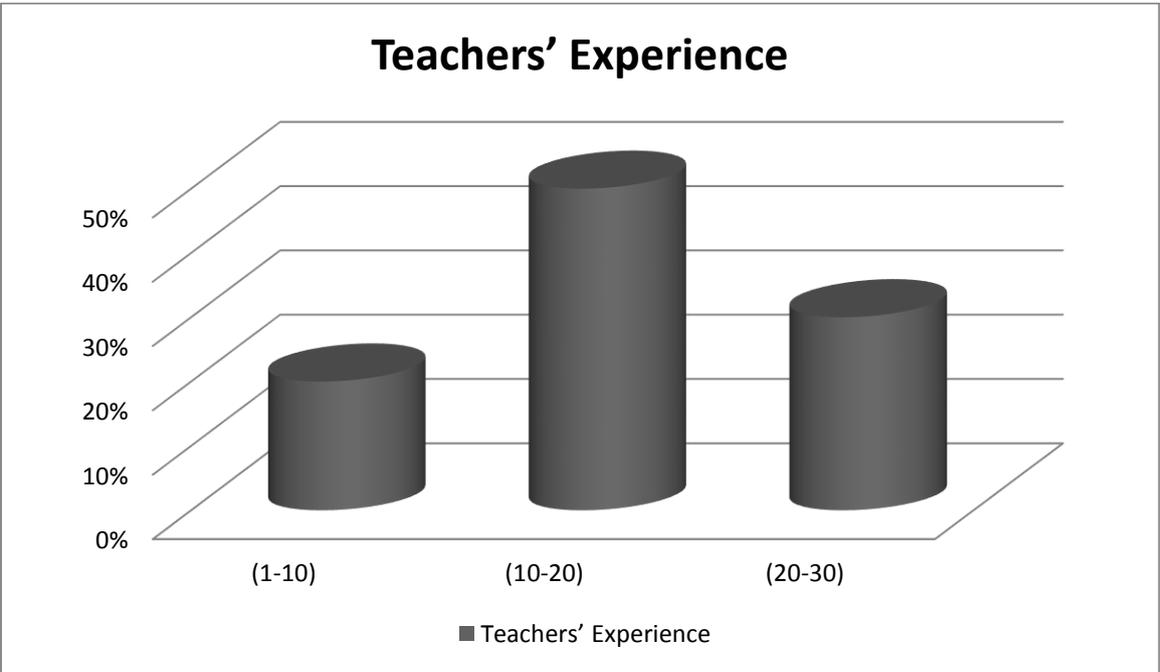
The table above shows that 4 teachers (40%) of the population of study work in El ikhoua chettouh middle school in Kchida city. 3 teachers representing (30%) of the respondents work at City chikhi middle school in kchida city. 3 teachers representing (40%) of the respondents from Elmatar middle school. This data implies that the teachers of the population of study are from different middle schools so different opinions.

**Question-Item 4:**

**4. How long have you been teaching English in middle school?**

Years	N	%
1 – 10	2	20%
10 - 20	5	50%
20 – 30	3	30 %
<b>Total</b>	<b>10</b>	<b>100 %</b>

**(Table 9: Teachers’ Experience)**



**(figure 5: Teachers’ Experience)**

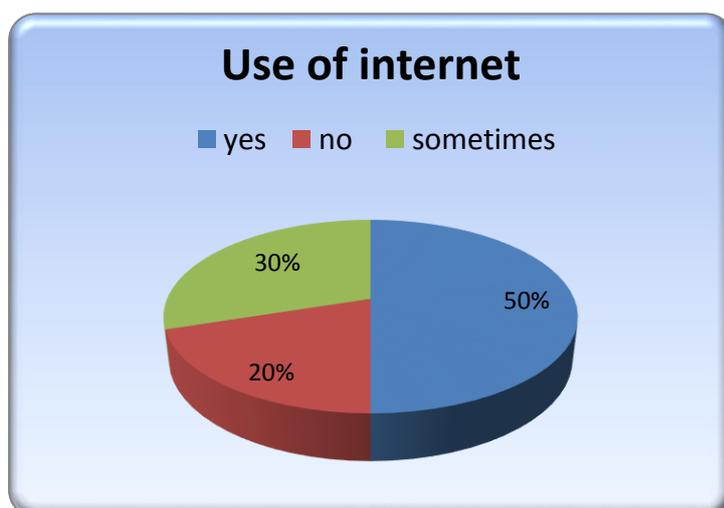
## SECTION TWO: Everyday use of media

### Question-Item 5:

1 Do you use the Internet in your classroom activities? (yes or no )

	N	%
a- Yes	5	50%
b- No	2	20%
c- sometimes	3	30%
Total	10	100%

(table 10: Use of internet)



(figure 6: Use of internet)

From the above table and the histogram, it is demonstrated that the majority of teachers of the target population, 5 representing (50%) they use media with teaching in classroom. However, 2 teachers representing (20%) do not have any electronic device. 3 teachers representing 30% they rarely use media in classroom.

### Question-Item 6:

2 What technology do you use in your classroom?

There are only 3 teachers who use media in classroom, are using visuals as technique to motivate their learners in teaching English. The rest of teachers of the population of study use different techniques such as gestures, mimes, facial expression to motivate their learners in teaching English. These data imply that English teachers are using different techniques to motivate their learners but in fact using technology is the best technique to motivate learners because it is different they often use, visual aids, data show, video, technology dictionaries, computer/ internet, and they find it a good technique

**Question-Item 7:**

**3 Please name the subjects you teach where you use the Internet**

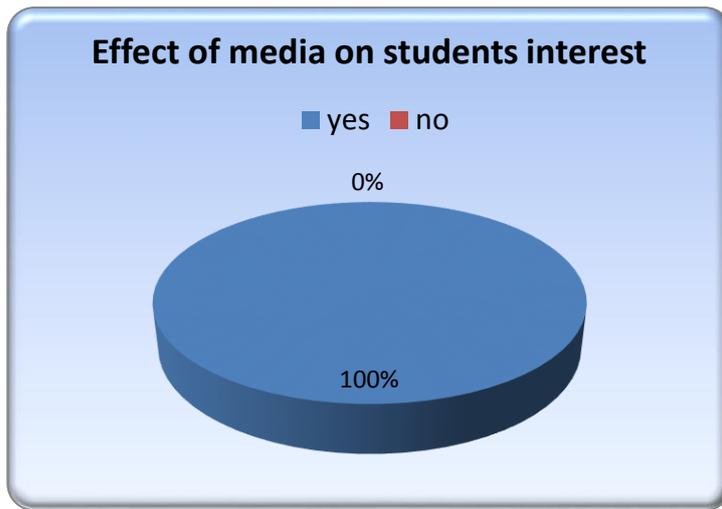
There are different and a lot of subjects in which teachers can use media to teach with, here are some of them that teachers used it to motivate their learners in teaching English, pollution, technology and innovation, scientific experiments, disasters, sports etc. These data imply that English teachers are using different techniques to motivate their learners but, in fact, using media seems to be the best technique to motivate learners because it is different and entertaining.

**Question-Item 8:**

**4 Do you think the use of the internet increases student interest when you use it as a teaching tool?**

	N	%
Yes	10	10%
No	0	0%
Total	10	100%

( Table 11: effect of media on students interest )



**(figure 7: Effect of media on students interest)**

From the above table and the histogram, the obtained results shows that all teachers agree that media has an effect on pupil's interest. However not all of the teachers have it.

**Question-Item 9:**

**5 What do you need to be successful when adding technology tools into the classroom?**

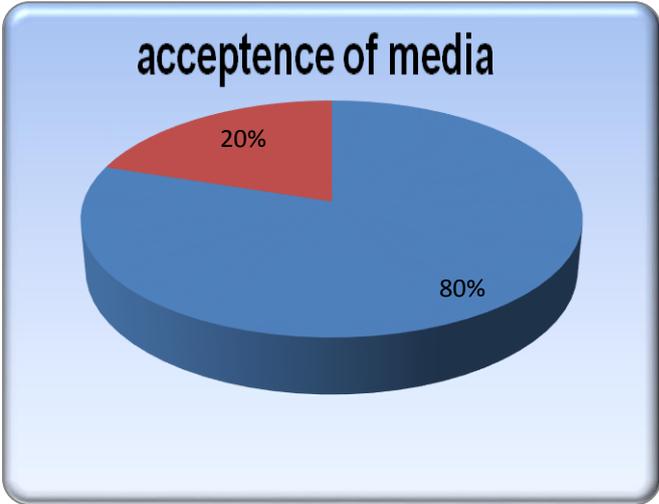
The majority 80% of the teachers of the population of study they have reported that they need technology tool with the perfect selection of these tools, the others said that they need to create a successful environment is to choose a good subjects to be applied with media.

**Question-Item 10:**

**6 Do you think an Educational Technologists in your school would increase the likeliness of your using technology in the classroom ?**

	N	%
a-yes	8	80%
b-no	2	20%
Total	10	100%

**(Table 12: Acceptance of Media )**



**(figure 8: acceptance of media)**

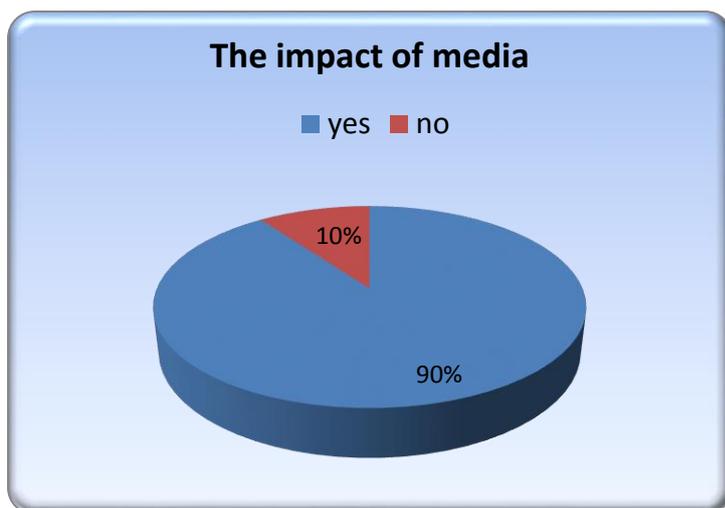
From the above table and the histogram, it is demonstrated that the majority of teachers of the target population, 8 representing (80%) agree that the educational technologist in their schools help and encourage using media in their classes better than an academic teachers.

**Question-Item 11:**

**7 Do you think adding interactive technology tools in your curricula would increase student motivation, attitude, attendance and grades?**

	N	%
Yes	9	90%
No	1	10%
Total	10	100%

**(Table 13: the impact of media)**



**(figure 9: the impact of media )**

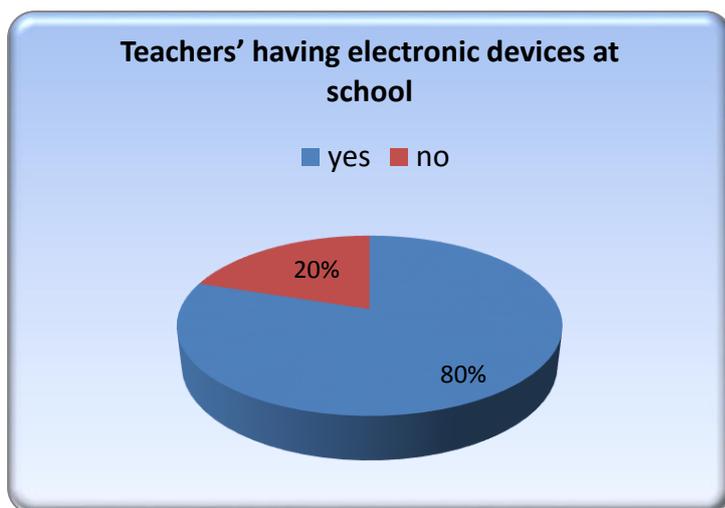
From the above table and the histogram, we note that media can introduce something new to learning and teaching foreign language and this requires new roles to each of the learner and the teacher, the use of the media equipments as supporting tools in teaching foreign language can increase the opportunity to learn and teach better.

**Question-Item 12:**

**8 Do you have electronic devices (computer) at school?**

	N	%
Yes	8	80%
No	2	20%
Total	10	100%

**(Table 14: teachers' having electronic devices at school)**



**(figure 10: Teachers' electronic devices at school )**

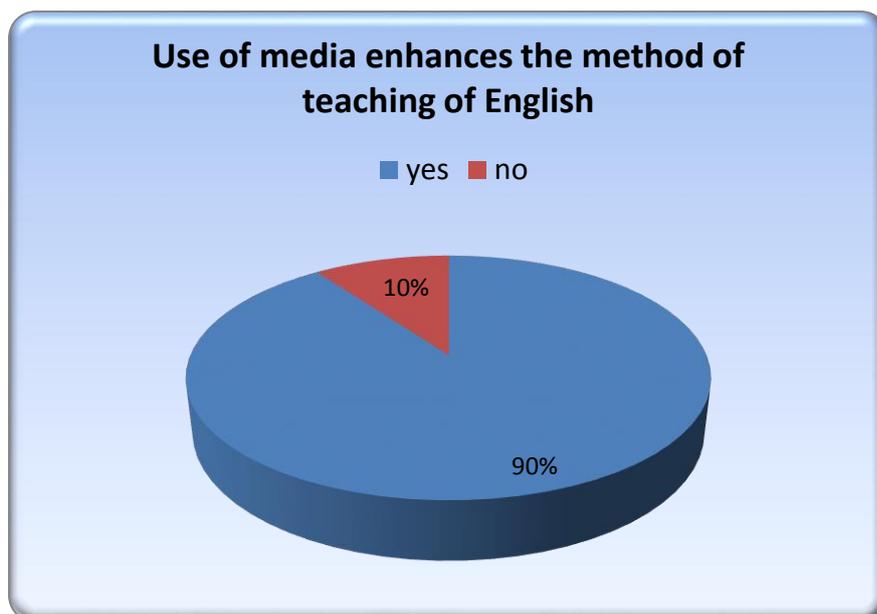
From the above table and the histogram, it is demonstrated that the whole teachers of the target population, 8 representing (80%) have such as PCs devices, 2 representing (20%) they do not have electronic devices computer for example, at their middle schools, which means that Algerian middle schools are occupied with computers and other electronic devices (data projectors, etc). Those tools are available for teachers to use any time they need.

**Question-Item 13:**

**9 Do you think that the use of media enhances your method of teaching of English?**

	N	%
Yes	9	90%
No	1	10%
Total	10	100%

**(Table 15: use of media enhances the method of teaching of English)**



**(figure 11: Use of media enhances the method of teaching of English)**

From the above table and histogram, it is demonstrated that the majority of teachers of the target population, 9 representing (90%) assert the fact that the use of media enhances their method of teaching of English. However, just 1 teachers representing (10%) states that the use of media does not enhance his method of teaching of English. This teacher may be thinking that the use of media is a motivational tool for other subject matters (other than English)

**Question-Item 14:**

**10 Which of the following activities you practice using an electronic device**

Creating spreadsheets or charts (Excel, etc.)	2	20%
Creating presentations (PowerPoint, etc.)	4	40%
Creating graphics (Photoshop, Flash, etc.)	1	10%
Creating video/audio (Premiere, Windows Movie Maker, etc.)	1	10%
Total	8	80%

**(Table 16: teachers practicing activities using media)**

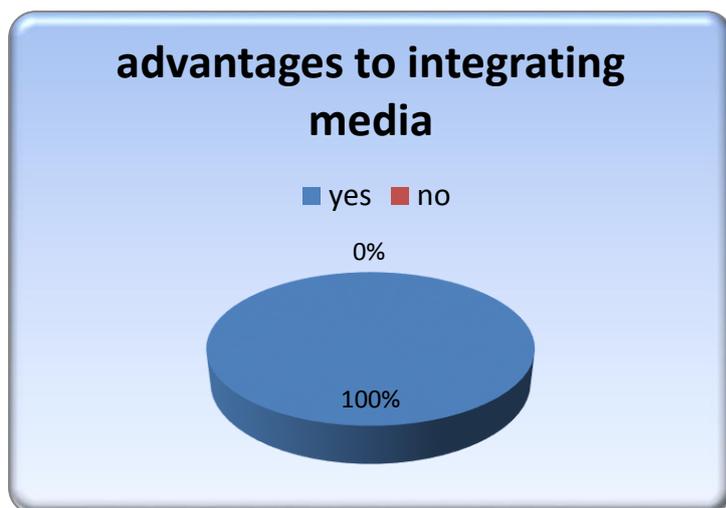
The table above shows that 2 teachers (20%) of the population of study are using electronic device in Creating spreadsheets or charts (Excel, etc.). However, 1 teacher (10%) of the population of study is using electronic device in creating graphics (Photoshop, Flash, etc.). Another teacher (10%) of the population of study is using electronic device in creating video/audio (Premiere, Windows Movie Maker, etc.). Whereas 4 teachers representing (40%) of the respondents, which is the majority, are using electronic device creating presentations (PowerPoint, etc.). This data implies that all teachers of the population of study are aware of the computer technologies and applications and the majority of them are good in creating presentations (PowerPoint, etc.) which is an appropriate way to present courses in the classroom.

**Question-Item 15:**

**11 Are there any advantages to integrating technology?**

	N	%
Yes	10	100%
No	0	0%
Total	10	100%

**(Table 17: advantages to integrating media)**



**(Figure 12: advantages to integrating media)**

From the table and histogram, all of teachers agreed that the use of media in teaching can influence on both teachers and pupils, teachers have said that teaching with media is not like teaching with textbooks. Teaching with textbooks, where all classes presenting a certain topic are the same and it can also create a new teaching and learning environment, the majority of teachers claimed that media offer numerous advantages and provide opportunities to facilitate learning for young learners who have different learning styles and abilities, including slow learners, and to make learning more effective.

**Question-Item 16:**

**12 What is your opinion about learning via media?**

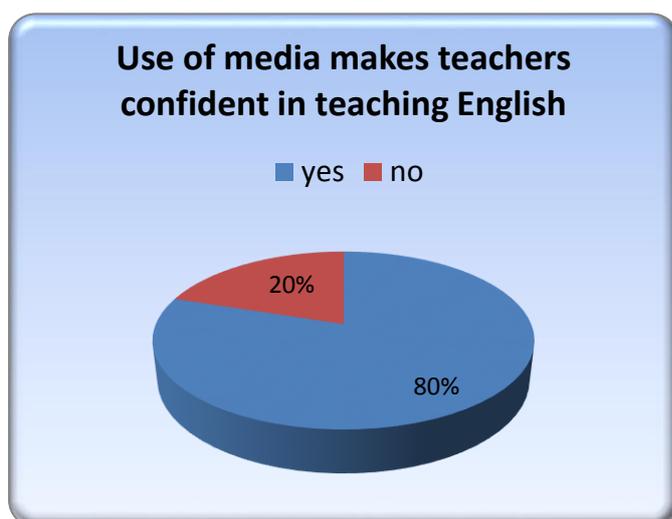
The whole teachers of the target population, 10 representing (100%) find it interesting , it is a new way of learning, the impact of media on the whole learning process is very positive. People are able now to learn and speak more than 3 languages, only via media, through all the applications that are for free media has advantages and disadvantages in the learning , it depends on how we use it, besides it is amusing and it does not take much time and effort.

**Question-Item 17:**

**13 As teachers do you feel confident in using tools or electronic devices such as (computer, word, power point, excel, graphic programs such as paint, photo shop, access to the internet from your school, e-mail addresses , and your own web pages, etc.) in teaching English?**

	N	%
Yes	8	80%
No	2	20%
Total	10	100%

**(table 13: Use of media makes teachers confident in teaching English)**



**(Figure 13: Use of media makes teachers confident in teaching English)**

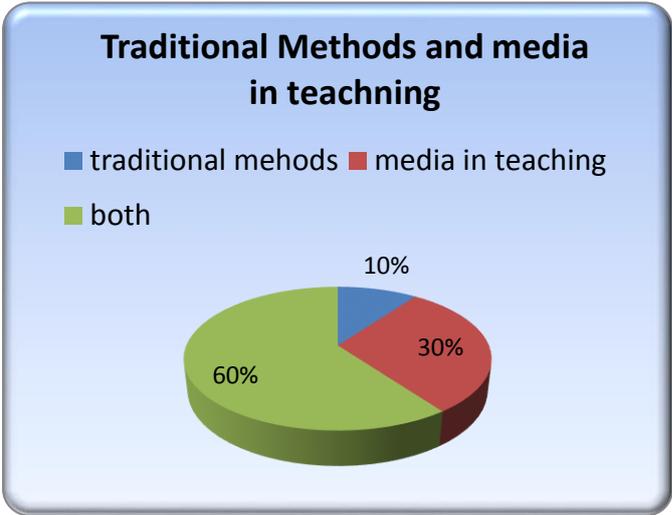
From the above table and histogram, it is demonstrated that the majority of teachers of the target population, 8 representing (80%) assert the fact that the use of media makes them feel confident in teaching of English. However, just 2 teachers representing (20%) state that the use of media does not make them feel confident in teaching of English. Those teachers may be thinking that the use of media tools scares them because he does not know how to use them.

**Question-Item 18:**

**14 Do you prefer traditional and normal methods or media in learning?**

	N	%
Traditional Methods	1	10%
Media in teaching	3	30%
Both	6	60%
Total	10	100%

**(Table 19: Traditional Methods and media in learning )**



**(figure 14: traditional methods and media in learning )**

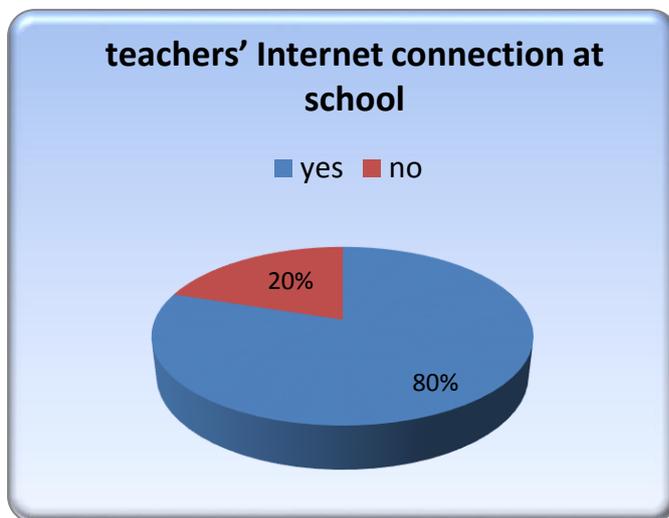
From the above table and histogram, it is demonstrated that the majority of teachers of the target population, 6 representing (60%) they prefer using both traditional methods and media in learning, However, just 1 teachers representing (10%) states that the use of media does not enhance his method of teaching of English, This teacher may think that the use of media is a motivational tool for other subject matters. 3 teachers presenting 30% prefer using media in learning and they think that media will enhance pupil’s motivation.

**Question-Item 19:**

**15 Do you have Internet connection at school?**

	N	%
Yes	8	80%
No	2	20%
Total	10	100%

**(Table 21: teachers' Internet connection at school)**



**(figure 15: teachers' Internet connection at school)**

From the above table and the histogram, the results seem to confirm the results obtained in a previous question in that the whole teachers of the target population, 80 representing (80%) have electronic devices, internet connection at their middle schools, which means that Algerian middle schools are interested in Internet connection which is available for teachers to use any time they need, whereas, the 2 representing 20% they do not have internet connection at their middle schools.

## **Findings**

### **Section I: Teachers' background information**

Information obtained from this section demonstrated the following:

- There is woman's' overpopulation.
- Teachers are not homogenous in their ages.
- Teachers of the population of study are experienced teachers (having an experience superior to 10 years).
- The teachers of the population of study are from different middle schools so different opinions.
- There are different methods that the teachers use in teaching EFL learners.

### **Section II:**

Information obtained from this section demonstrated the following:

The majority of schools obtain electronic devices and internet connection.

- English teachers are trying to support their coursework (teaching) with electronic devices (media).
- All teachers are aware of the computer technologies and applications and the majority of them are good in creating presentations (PowerPoint, etc.) which is an appropriate way to present courses in the classroom.
- The majority of teachers assert the fact that the use of media makes them feel confident in teaching of English.
- Teachers believe in the great usefulness of media as a vehicle in language acquisition.
- Teachers have positive affect toward computers they considered using electronic devices enjoyable, felt comfortable about them, and liked to use them in teaching.
- The electronic devices (media) save time and effort, motivate students to do more study,

enhance students learning. They are fast and efficient means of getting information; they are needed in the classroom, and generally do more good than harm.

- Teachers are positive about the relative advantage of electronic devices as an educational tool, the use electronic devices is appropriate for many language learning activities.
- Teachers are uncertain about class time is too limited for electronic devices use.

# General Conclusion

## **General conclusion**

This study was conducted to evaluate the use of media in the teaching and learning of English language in EFL classrooms, and to examine its motivational impact on teaching EFL learners. The investigation was carried out at AMIROUCH middle school Batna, City chikhi middle shcool batna, EL mattar middle shcool batna. It aimed at whether confirming or rejecting the hypothesis that media will have a significant impact on teaching and learning of English as a foreign language which effects in improving the pupils learning English.

When looking at the current widespread diffusion and use of media in modern societies, especially by the young – the so-called digital generation – then it should be clear that media will affect the complete learning process today and in the future. Algerian teachers of English as a foreign language have to cope with the challenge of technological and pedagogical shifts occurring in the teaching profession. It's important to understand how and why teachers implemented the information and communication technology into their language instruction and to explore the issues and barriers that teachers encountered when trying to incorporate modern technology into their instructional practice. Media is a major factor in shaping the new global economy and producing rapid changes in society. It also has the potential to transform the nature of education where and how learning takes place and the roles of students and teachers in the learning process.

Our research has led us to conclude that teachers should teach by not only say things but how to say them. Our research has also led us assert the significance of media in the language classroom and of the positive impact of using it on pupils' achievement in English. It offers a relaxing atmosphere, enhance language activities and develop the students' participation in the classroom. If we consider our self to be one of those who hold this opinion, our work has been a modest attempt to prove it. yet, in the field of education and scientific research the readers remain the best judges. The findings revealed the positive opinions about the use of media as

a teaching tool, results have shown how positive and advantages can media add in both teaching and learning process.

## **Recommendations**

Teaching and learning a foreign language is a highly complex task the impact of using media on teaching and learning of English as a foreign language in our middle schools. The major focus of the study was actually to evaluate the impact of using media on teaching and learning of English as a foreign language in our middle schools. Based on this investigation, it is considered very important to make the following recommendations:

1. Teacher's and the learner's requirements, needs and wants so to reach their expectations and objectives
2. Government should encourage and be motivated to invest on media related projects in schools. It should try to encourage the curriculum with a view to incorporating the use of computer and media- assisted instruction in teaching English language.
3. Technology equipments and facilities should be made available to all middle schools.
4. Teachers of English that are not media compliance should be encouraged to study further in order to meet up with the new demand.
5. Establishing facilities for electronic distance learning networks opportunities in our schools.
6. Introduction of electronic computer system into classrooms in which the teacher can use to teach the students, how to operate computers, so that they can do it on their own.
7. Support successful school based media innovation and creativity.
8. Create an information environment that incorporates libraries and laboratories and extends beyond their walls.
9. Furthermore, ministries of education in Algeria should also ensure that schools do not just have computers and media facilities rather they should ensure that they are effectively utilized in instructional programmes in schools.

Using media in education should not be understood as using it as a tool to transfer instructional material and practice but as a medium for learning, discovering, sharing and

creating knowledge. Being the prime actors in implementing media in learning and teaching, teachers should be in the center of attention. They should be involved in all stages of the implementation and meanwhile be assured that this approach is advantageous over the previous one, is compatible with their teaching practices and they will be given any technical help and training.

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**Appendix 1:**

**Questionnaire for middle school teachers**

Dear teachers this questionnaire investigates the use of ICT in the teaching and learning of English language in EFL classrooms. We are undertaking a survey to determine how many languages learners in this school speak and how did they acquire that or those languages. To help us in this questionnaire, we would be very grateful for your answers and opinions for the questions below. help us in our endeavour, If you don't want any personal data of yourself , complete the questionnaire anonymously and all individual responses will be treated confidentially. Thank you very much.

**SECTION ONE: Background information**

Insert name, (optional) :

Insert Age (optional)

Date,(Insert date) :

Gender : male  female

Age :  years old

5. The name of the middle school and city .....

6. How long have you been teaching English in middle school? .....

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

**SECTION TWO: Everyday use of media**

7. Do you use the Internet in your classroom activities?

Yes  No

8. What technology do you use in your classroom? .....

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

9. Please name the subjects you teach where you use the Internet.....  
.....  
.....  
.....

10. Do you think the use of the internet increases student interest when you use it as a teaching tool?

Yes  No

11. What do you need to be successful when adding technology tools into the classroom?

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

12. Do you think an Educational Technologists in your school would increase the likeliness of your using technology in the classroom ?

Yes  No

13. Do you think adding interactive technology tools in your curricula would increase student motivation, attitude, attendance and grades?

Yes  No

14. Do you have electronic devices (computer) at school?

Yes  No

15. Do you think that the use of media enhances your method of teaching of English?

Yes  No

16. Which of the following activities you practice using an electronic device ?

- Creating spreadsheets or charts (Excel, etc.)
- Creating presentations (PowerPoint, etc.)
- Creating graphics (Photoshop, Flash, etc.)
- Creating video/audio (Premiere, Windows Movie Maker, etc.)

17. Are there any advantages to integrating technology?

Yes  No

18. What is your opinion about learning via media? .....

.....

.....

.....

19. Do you think that the use of media enhances your method of teaching of English?

Yes  No

16 As teachers do you feel confident in using tools or electronic devices such as (computer, word, power point, excel, graphic programs such as paint, photo shop, access to the internet from your school, e-mail addresses , and your own web pages, etc.) in teaching English?

Yes  No

20. Do you think that the use of media enhances your method of teaching of English?

Yes  No

21. Do you prefer traditional and normal methods or media in learning?

- Traditional methods
- Media in teaching
- Both

22. Do you have Internet connection at school?

Yes  No

- If you have other suggestions, please state them down:

.....

.....

.....

**THANK YOU**

## ملخص

مع الاتجاه الحالي في انشطتنا اليومية ، و استخدام التكنولوجيا لخلق بلا شك اثار ايجابية في حياتنا تم اختراع التكنولوجيا مثل الانترنت والكمبيوتر ليتم استخدامها لتعزيز اهتمام الطلاب ومشاركتهم في عملية التعلم. لهذا تبحت المذكرة عن فوائد التكنولوجيا لتطوير واكتساب اللغة الإنجليزية و القدرات في المدارس المتوسطة لمعالجة هذا الموضوع اعتمدنا على استبيان قصد الحصول على معلومات دقيقة تخص أساتذة المتوسطات بهدف تحديد ارائهم إزاء منافع التكنولوجيا المعلومات والاتصالات واثرها على تحسين مستوى التلاميذ من خلال تبني التكنولوجيا كوسيلة تعليم.