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The Impact of Media on Teaching Speaking: The Case of First-Year LMD Students at Tlemcen University

Dissertation submitted to the Department of English as a partial fulfillment of the requirements for the degree of Master in language studies

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DEDICATION

First of all thanks to "Allah" who gave me the capacity to complete this work and to reach this level.

I am so proud and honored to dedicate the fruit of my studies and efforts to my worthy parents who filled my heart with loyalty and dignity and supported me in all my endeavors. This research is dedicated to them with love and thanks for all what they have done for me.

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Abstract

It is becoming increasingly clear that the use of media is considered as the first source of information in education curriculum rather than textbooks. Indeed, its crucial role in education is to develop both critical understanding and active participation. This study is carried out to display the impact of media on education in general and on EFL speaking in particular. The researcher will spot light on several patterns including: social media and its influence on education, their effects on EFL learners, speaking in EFL classrooms, and the use of media in teaching speaking.

The main target of the study is to analyze the role of media in teaching the English language among EFL first year LMD students in order to detect the influence of these new social media tools in teaching EFL speaking classes, using quantitative and qualitative data analysis. It also aims at showing the effects of media in enhancing students' motivation in learning the target language. Hence, all this is hypothesized that the integration of media in EFL speaking contexts may facilitate for students the process of acquiring and developing their speaking skills according to their own abilities.

List of Abbreviations

EFL: English Foreign Language

LMD: License-Master-Doctorate

TV: Television

PBL: Project –Based Learning

CALL: Computer-assisted language learning

CMC: Computer-Mediated Communication

ASR: Automatic Speech Recognition

List of Tables and Bar-Graphs

List of Pie-Charts

Table of Content

Chapter One: Media and Education

Chapter Two: Data Analysis and Interpretation

Part I: Situation Description

Part II: Data Analysis

Chapter Three: Suggestions and Recommendation

General Introduction

General Introduction

The advent of new media has completely changed the mode of communication and information among people; however, communication and information are two key elements that constitute learning. Consequently, many educators are advocating revolutionary changes in teaching and learning supported by the emerging new social media tools. Moreover, social media in education can be considered as a collection of different research interests addressing fundamental issues of learning and teaching.

Furthermore, learning English with the use of media seems to be one way to increase the effectiveness of English learning of students. Students may practice the target language by choosing topics and levels of lessons from a wide variety of activities based on their interests, skills and levels. Indeed, various innovative social media tools are being introduced to enhance speaking skills; these tools have been regarded as ways of helping students to improve their speaking fluency.

The present work attempts at giving a bird-eye view on the effects of media on education in general, and English speaking classrooms in particular, on first-year English students at Tlemcen University. In fact, this problematic may be asked: To what extent media might be beneficial to ameliorate learners' speaking ability? The researcher in this work designed three research questions which are as follow:

1- To what extent may the use of media help in an EFL classroom?

2- How may the use of media influence the speaking performance?

3- What is the best strategy that learners may follow to fulfill a fluent speaking task?

The above mentioned questions led to formulate the following hypotheses:

1- The use of media may have a crucial role in teaching EFL classrooms that could involve a better transmission of knowledge.

2- Social media may influence the speaking performance by the emergence of new social media networks like: Facebook, Skype, Google Talk, etc.

3- The use of some digital programmes may help foreign learners to achieve fluency in their speaking process.

This dissertation is divided into three chapters; the first chapter will be devoted to expose the related literature in which the main theories are mentioned. In this chapter the researcher will try to define the main concepts related to media and education; in addition, to their effects on EFL learners and in teaching speaking skills.

The second chapter, attempts to give an overview of the main techniques and methods which will be employed in this research including teachers' and students' questionnaires and classroom observation in order to discover the impact of media on EFL learners and in developing their speaking fluency. Whereas, the third chapter tries to provide some suggestions and techniques to help students to ameliorate their speaking performance.

Chapter One: Media in Education

1.1. Introduction

1.2. Media and Education

1.2.1. Social Media in Education

1.2.2. Types of Social Media

1.2.3. The Influence of Social Media on Education

1.24. The Effects of Social Media on EFL Learners

1.2.5. The Positive and Negative Sides of Social Media on Students

1.3. Speaking Skills

1.3.1. Definition of Speaking Skills

1.3.2. Speaking in EFL Classrooms

1.3.3. Using Media in Teaching Speaking

1.3.4. The Effects of Media on Teaching Speaking

1.4. Conclusion

1.1. Introduction

The role of media in education seems to be crucial in today's educational settings. The majority of schools nowadays work with computers and the use of other social media tools. The integration of media in education has many approaches. First, students learn from media and second, they can learn with the use of media. The concern of this chapter, is to identify the influence and effects of media on EFL learners in teaching speaking in order to make teaching more effective and learning highly significant.

1.2. Media and Education

The notion of media denotes all the communication channels through which news, entertainment, education, data, or promotional messages are disseminated. Media includes every broadcasting and narrowcasting medium such as: newspapers, magazines, television, radio, telephone, fax, and internet. It refers to cultural device for selecting, gathering, storing, and passing knowledge on in representational forms. Indeed, according to Reid (1994:51) media denotes *"all means of communication"*. Moreover, media is divided into; print media such as; books, magazines, newspapers, and electronic media such as; audio, television, movies, and the internet (Hanson, 2010).

On the other hand, education according to Parankimalil (2012) is a systematic process through which a child or an adult acquires knowledge, experience, skills, and sound attitude that makes an individual civilized, cultured and educated. Consequently, according to the Merriam Webster Dictionary; education is the action or process of educating or prof being educated the knowledge, and development resulting from an educational process and the field of study that deals mainly with methods of teaching and learning in schools.

Indeed, the parallels between the concepts of media and education system are striking; however, media can play a powerful role to improve education. In this vein, Kenny (2001:210) states that *"technology or media has been successfully*

evaluated as type of cognitive mind tool". In addition, Jonassen & Reeves (1996), assume that there is an important approach educational researchers have indicated which argues that both of media and technology can effectively be used in schools as phenomena to learn both from and with. In fact, Cates (1995) indicates in a conducted research that many students in the 21st century could be more actively engaged in instructions through using media-based learning activities than traditional teacher-based learning environments. In addition, many researchers (Jonassen et al., 1998) agree that media can be used as a relevant method in education, to engage learners in higher order thinking and provide a constructive learning environment to help the learner actively build up their own knowledge and reflect on their interpretations.

1.2.1. Social Media in Education

It has been suggested that social media have enormous potential impact on e-learning and technology-enhanced learning, especially in the context of contemporary learning styles. Baird & Fisher (2006). Thus, today's education, according to Davis et al. (2012), has well-developed the use of social media strategies, and use a suite of social media tools for various purposes including internal and external communications, recruitment, sharing research findings, and highlighting exciting student initiatives.

Besides, a growing number of researchers (Ala-Mutka et al. 2009; Minocha, 2009) have explored the potentials of social media and reported benefits and also the drawbacks and challenges for its applications in educational settings. While, some authors (Christensen et al., 2008) consider that further development of social media tools and social web in general would eventually lead to disruptive innovations in education. Hence, the use of social media in education is about developing young people's critical and creative abilities; therefore, according to (Hasselbring et al., 1992) students can get involved with a problem, often through

visual media, which provide integrated contexts and help students comprehend new ideas more easily.

1.2.2. Types of Social Media

Social media is a phenomenon that has transformed the interaction and communication throughout the world. According to Kaplan & Haenlein (2010:61) social media is *"the various forms of media content that are publicly available and created by end-users"*. Whereas, for (Cohen, 2009; Hartshorn, 2010) social media is primarily used to transmit or share information with a broad audience. Moreover, social media has become daily practice in some users' lives including major social networking sites like; Facebook and Skype, etc.

Facebook, according to Boyd (2007), is a social networking website launched in February 2004; it was founded by Mark Zuckerberg and others when he was student at Harvard; though when the site was initially launched, it was restricted to Harvard students only. Later the privilege was extended to high school students and later to everyone. Additionally, Facebook users may create a personal profile; add other users as friends, and exchange messages, including automatic notifications, photos and comments when they update their profile.

On the other hand, Skype is a software application that uses voice over Internet Protocol (VoIP) technology *"which converts voice signals into data streams that are sent over the Internet and converted back to audio by the recipient's computer"* (Educause, 2007:2). According to Elia (2006:271), Skype facilitates language tandem exchange in which *"two people of different mother tongues collaborate in the learning of each other's language"*. As well as, (Blankenship, 2011; Foote, 2008, & Messner, 2009, 2010) claim that, Skype is a software application for online communication, has been used in classes at various levels, providing many possibilities for teaching and learning.

1.2.3. The Influence of Social Media on Education

Thoman & Jolls (2004) recognize media literacy as an integral part of 21st century education and have called for its inclusion. However, Ranjha (2010:14) explains that *"social media strongly supports the logic to keep both students and the institutions updated with the evolving needs and offerings, by allowing them to have a more direct and social level of relation"*. According to an annual survey of social media use by Higher Education Faculty done by Pearson Learning Solution (2013), shows that the use of social media in teaching has grown 21, 3% from 2012 (34%) to 2013 (41%). The same source indicates that the interactive nature of online and mobile technologies creates better learning environments and that digital communication has increased communication with students. In this respect, Reeves (1998: 1) points out that *''media and technology have been introduced into schools because it is believed that they can have positive effects on teaching and learning''*.

Generally speaking, social media can play an active role in revitalizing classes through helping students and teachers to feel interested in the subject matter, engaging students in the learning process, and giving students and teachers' access to the world outside the classroom (Gilroy, 1998:11). Moreover, it can provide opportunities that address individual student learning and meet the different learning styles of students, and hence sustains positive experiences in the classroom (Hollenbeck & Hollenbeck, 2004:3).

Indeed, English teaching nowadays is using a variety of techniques; a number of media technologies are used as a tool to encourage students to learn English for effective communication. According to Chartrand (2004:15), using social media in EFL teaching can encourage students to be more responsible for their EFL learning, increase their confidence, and motivate them by providing them with interesting materials. Besides, Lu and Liu (2011:3178) highlighted the effectiveness of using multimedia in teaching English as a second language. They pointed out that using multimedia networking technology in the instruction of the English language can make students the center of the learning process, help them to

learn actively instead of passively and encourage autonomous learning, and allow them to learn the language according to their abilities, needs, and preferences.

1.2.4. The Effects of Social Media on EFL Learners

Social media seem to positively impact the teaching and learning process (Hew & Brush, 2007:224). In fact, Crystal (1997) assumes that educational technologies may take a great role in EFL classrooms because of the current position of English as a global language. In addition, evidences have shown that students who conduct their learning with social media are better than students who work in traditional settings for the learning of a second language, in terms of their levels of anxiety and their needs for a gap of awareness in their language skills (Pichette, 2009). Studies have also shown that the use of technologies in teaching languages have increased advantages on the development of grammar, vocabulary, reading, writing, pronunciation, listening, and speaking skills (Levy, 2009). Hence, (Ilter, 2009; Wu et al., 2011) confirm that using social media, leads most of the time to increase motivation and to greater classroom participation.

Moreover, as this project is undertaken to evaluate the influence of social media in English language teaching, it is necessary to mention that learning input is very important and numerous EFL learners do not have the opportunity to go abroad and experience exposing to real language. So, social media at this level is considered as a helpful tool to be used to introduce the studied target language. Recently, many social media tools are widely used as a learning resource and many researchers (Yang et al., 2009) have paid attention to the use of these pedagogical tools, they concluded that using new social media in teaching language in comparison with text-based learning , is more motivating, challenging and useful.

According to Herron (1994), providing social media like videos, have the benefits of permitting students to see authentic linguistic and cultural interactions between native speakers, and they are like a medium with which students are very familiar. However, authentic videos show real life situations and it has been claimed to be the best kind of materials because they include the sights, sounds and gestures

of the target culture (Berwald, 1976; 1986 & Kramsh, 1983; cited in Guillory, 1998).

1.2.5. The Positive and Negative Sides of Social Media on Students

In recent years, the use of social media has grown tremendously especially among students. However, few of them recognize the scale of use, the purpose is how students use these social networking sites, and more specifically, whether these sites help or harm their academic progress (Miah, Omar and Golding, 2012). Indeed, social media is considered as a coin of two sides, that has both benefits and drawbacks on students.

Positive	Negative
• Social media, give the ability to students to receive feedback from teachers and peers, and give the opportunity to reflect on the exchanged messages (Ellis, 2001). • Students can develop their critical thinking skills as well as skills of self-reflection and co-construction of knowledge and meaning (Brindley et al., 2009). • Students can utilize social media for academic assistance and support (Lusk, 2010). • There are new web tools emerging all the time that are enhancing learning (Brydolf, 2007). • Students can recall what they learn from a computer, especially if they are rewarded. (Bracken & Lombard, 2004).	• Students and teachers identified mobile phone use as a distraction in classroom. (Burns & Lohenry, 2010). • Students, who spend more time on Facebook, resulted on lower performance (Haq & Chand, 2012). • Spending time on fun and social activities of Facebook will influence academic performance. (Rouis et al., 2011). • The use of social networking sites, also affect students' use of English and grammar. (Camelia, Ibrahim & Dalhatu, 2013). • Students use too short forms of writing words in their chat conversations; they forget and use the same in the classrooms. For example; they use things like: **4** in place of **For**, **U** in place of **You**, **D** in place of **The**, etc. (Camelia, Ibrahim & Dalhatu, 2013).

Table 1.1. Positive and Negative Sides of Social Media on Students

1.3. Speaking Skills

Speaking is one of two productive skills in a language teaching. It is defined as a process of building and sharing meaning through the use of verbal or oral form (Chaney, 1998:13 & Gebhard, 1996:169). Moreover, Nunan (2003:48) assumes that speaking consists of producing systematic verbal utterances to convey meaning. Indeed, Ramelan (1992: 13) says that, all human beings whenever they live always speak a language, although they do not have any writing system to record their language. From the statement above, it can be concluded that speaking is very important in mastering a foreign language as English for instance. Thus, speaking capability can be measured whether a foreign language learner is successful in learning or not. Furthermore, mastering speaking skills can be seen not only from the performance of learners in spoken, but also from their competence in using the language.

Speaking is a productive oral skill. However, speaking in another language rather than our own is quite a complex undertaking which involves using all the direct levels of language. Thus, at this level, teachers need to try several strategies that can be used to help language learners gain practice in speaking the target language (Nunan, 2003:64). To make it more clear, Nunan (2003:55, 56) proposes at least four principles for teaching speaking which are as follow:

- ➢ Give students practice with both fluency and accuracy.
- ➢ Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk.
- ➢ Plan speaking tasks that involve negotiation for meaning.
- ➢ Design classroom activities that involve guidance and practice in both transactional and interactional speaking.

1.3.1. Definition of Speaking Skills

The speaking skill is the art of communication and one of the productive skills that must be mastered in learning foreign languages. It is an interactive process of constructing meaning that involves producing, receiving and processing information (Brown, 1994; Burns & Joyce, 1997). In fact, according to Tarigan (1990:15) states that *"speaking is the competence to express, explain, and convey thinking, feeling, and idea".* Furthermore, according to Hedge (2000:261), speaking is *"a skill by which people they are judged while first impressions are being formed''*, that is to say speaking is an important skill which deserves more attention in both first and second languages, because it reflects people's thoughts and personalities.

On the other hand, speaking is closely related to listening as two interrelated ways of accomplishing communication. Every speaker is simultaneously a listener and every listener is at least potentially a speaker (Oprandy, 1994:153 & EL Menoufy, 1997: 9). According to Brown and Yule (1983:3), speaking can also serve one of two main functions; Transactional (transfer of information) and Interactional (maintenance of social relationships). In addition, speaking requires that learners understand when, why, and in what ways to produce language (sociolinguistic competence) (Burns & Joyce, 1997; Cohen, 1996).

1.3.2. Speaking in EFL Classrooms

Today, many second language learners give the speaking skills priority in their learning. However, the main question often given to EFL learners is 'do you speak English? 'rather than, 'do you write English?' which may mean that most of people consider speaking and knowing a language as synonyms. In this vein, Cele-Murcia (2001:103) argues that for most people *''the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication''.* Indeed, through speaking one can display the different functions of language. For instance, speaking can help students develop their

vocabulary and grammar then improving their personal feelings, opinions or ideas as; telling stories, inform or explain, request, converse, and discuss.

Developing speaking skills has a vital importance in EFL classrooms. Nunan (1999) and Burkart & Sheppard (2004) argue that success in learning a language is measured in terms of the ability to carry out a conversation in the target language. Therefore, speaking is probably a priority for most learners of English (Florez, 1999). In this vein, (Nunan, 1999 & Cele-Murcia, 2001) claim that if the right speaking activities are taught in the classroom, speaking can raise general learners' motivation and make the English language classroom a fun and dynamic place to be.

In the case of EFL learners, speaking is very important to be practiced outside of the classroom as well, in order to be updated with the language from one hand, and from the other hand, some companies and organizations look for EFL learners who speak English fluently for the purpose of communicating with foreigners. Thus, speakers of foreign languages as English, have more opportunities to obtain jobs in such companies. In this respect, Baker and Westrup (2003:05) claim that *''a student who can speak English well may have greater chance for further education of finding employment and gaining promotion.''*

1.3.3. Using Media in Teaching Speaking

In the 21st century, various innovative social media tools are being introduced to teach speaking skills in the classrooms, these social media tools have been regarded as ways of helping students to improve language skills such as speaking. Moreover, it gives learners a chance to be engaged in self-directed actions, opportunities for self-paced interactions, privacy, and a safe environment in which errors get corrected and specific feedback is given.

Nevertheless, every day teachers are getting access to some new social media, which join hand in hand with teaching speaking. As the conventional teaching methods of speaking such as ; the chalk and talk methods seems to be

outdated, the modern media tools can be used as a supplement to the classroom teaching method to have a lively atmosphere in the classroom. To improve teaching speaking, teachers can advise their students to use some social media networks like ; Facebook, Skype, Google talk and other applications where they could practice the language with friends, other classmates, teachers, and even native speakers of the target language outside of the classroom. Whereas, within the classroom, teachers may find a lot of materials, for instance, videos, radio, voice recordings, quizzes, etc. In this way, students get exposed to a great amount of target language and these help them not only to develop their speaking skills but also, they will be provided with correct forms of grammar, pronunciation and comprehension.

1.3.4. The Effects of Media on Teaching Speaking

Speaking is a crucial part of second language learning and teaching through which students can express themselves and learn how to follow the social and cultural rules appropriate in each communicative circumstance, and with the development of new social media tools, teaching speaking has become easier, faster and effective. However, these social media tools enable the students to:

1. Develop their grammar, vocabulary, reading, writing, pronunciation, listening, and speaking skills (Levy, 2009).

2. Oral digital diaries, give students the chance to practice the language more often, help them to break their hesitation, shyness, and anxiety, and thus affect their fluency level (Shumin, 2002).

3. Social media could be a helpful way for second language learning as it allows for a more personal and nuanced use of the language in a safe environment (Thomas, 2009).

4. Using video in teaching speaking is considered as an effective technique to improve students' speaking ability and motivation to join the speaking activity (Erben.T, Ban. R & Castaňeda. M, 2009:86).

5. The use of social media redistributes teachers and classmates' attentions so that less able students can become more active participants in the class (Hartman et al., 1995).

6. Students assume responsibility for their learning, and the teacher is a facilitator rather than a purveyor of knowledge (Lebow, 1993).

7. The use of multimedia projects, require students to analyze sources and think about evidence in new ways (Oblinger, 2005:72).

8. Require higher-order thinking and problem-solving skills (Oblinger, 2005:72).

9. The production of the voice files offers the students a *"command of the moment that is tempered with deliberation and increased self-awareness"* (Galmin, 2005:53).

10. Students can listen repeatedly to the recordings of their own efforts against the standard of the native speaker (Barr et al., 2005:76).

1.4. Conclusion

The effect of media on education in general and on the speaking skills in particular, is clearly noticeable with the on-going development of new social media tools that have given specific attention to the need of learners. Indeed, it could be said that the use of media in EFL classrooms, provides meaningful and interesting process in language learning and students can be more motivated with its inclusion in classrooms. The next chapter will be an attempt to reflect these theoretical findings into practice.

Chapter Two: Data Analysis and Interpretation

2.1. Introduction

Part I: Situation Description

2.2. ELT at Tlemcen University

2.3. Sample Population

2.3.1. Students' Profile

2.3.2. Teachers' Profile

2.4. Research Tools

2.4.1. Questionnaires

2.4.2. Classroom Observation

2.4.1.1. Students' Questionnaire

2.4.1.2. Teachers' Questionnaire

Part II: Data Analysis

2.1. Introduction

2.2. Data Analysis

2.3. Questionnaires Analysis

2.31. Students' Questionnaire Analysis

2.3.2. Teachers' Questionnaire Analysis

2.4. Classroom Observation Analysis

2.5. Data Interpretation

2.6. Conclusion

2.1. Introduction

This chapter is designed to reflect upon the teachers and students' opinions about the impact of media on education in general and on speaking skills in particular. Two main instruments are used: questionnaires, one addressed for teachers, and the other for students, in addition to classroom observation. Both of these instruments aim to discover whether the use of media facilitates the teachers' task of transmitting knowledge, and students' ability in speaking.

Part I: Situation Description

2.2. ELT at Tlemcen University

Tlemcen University is one of the famous universities in Algeria. The first department of foreign languages was founded before 24 years in this university; it consisted of only two sections; French and English. However, in 2010 Spanish and Translation sections were added to the first mentioned ones. Nowadays, this department consists of two systems; Classical and LMD Systems.

The LMD System is a new organizational framework for university courses which is currently implemented in Algeria in the academic year 2004/2005. LMD is the abbreviation of License/ Master/ Doctorate in French, or Bachelor's/ Master's/ Doctorate in English, its way of organization is as follow:

❖ General Bachelor's Degree (License General) is awarded after three years of initial higher education. This degree allows students to continue into Master's Degree.

❖ Master's Degree is awarded after two years of study.

❖ Doctorate Degree is awarded after three years of study.

2.3. Sample Population

First year EFL LMD students at Abou Bekr Belkaid University of Tlemcen and teachers of speaking skills were selected. Their profiles are displayed as follow:

2.3.1. Students' Profile

30 students were selected, they were asked to take a part in the questionnaire. They were chosen among the total number of (572) students probably in the English department. The age of these students was selected randomly; it varies from (19 to 25 years). They studied English for (7 to 8) years.

2.3.2. Teachers' Profile

The target sample consists of seven teachers, who were chosen to answer the questionnaire. The participant teachers are teaching different modules such as; Study Skills, Phonetics, including oral production.

2.4. Research Tools

The selected instruments to achieve this research are: questionnaires for both teachers and students, in addition to classroom observation which were taken from the attendance of some oral production sessions. The following section will deeply focus on describing the research tools used.

2.4.1. Questionnaires

Questionnaires are used as the most crucial instrument used in any research work. In this respect, Mulder (1989:12) regards questionnaire as a data collecting method in general as *"a powerful, structured set of questions that can be used to obtain the opinions of a large number of respondents in writing, without necessarily making contact with the target group"*. Whereas, Babbie (1990:377) refers to questionnaires as a document containing questions and other types of items designed to solicit information appropriate to the analysis. Hence, questionnaires

have been used to obtain different perspectives and opinions about the subject through students in English Department standpoint concerning using media in education in general and in EFL speaking classrooms in particular. They were designed in simple English words and distributed to seven teachers and thirty students.

2.4.2. Classroom Observation

Classroom observation can be seen as an important tool in raising standards through supporting practitioners in sharing and developing their skills and so improving outcomes for learners. In this vein, Lan (2001:161) states that *"classroom observation as a means to improve teaching quality among teachers is widely recognized"*. According to Johnson & Johnson (1998:41), classroom observation is *"a means of undertaking research into what occurs in classrooms by attempting systematically to observe and keep records of classroom events"*. Moreover, classroom observation has been used to observe the speaking of the target language of individual learners and for the purpose of making judgments about enhancing the speaking skills with the use of media.

2.4.1.1. Students' Questionnaire

Students' questionnaire consists of nine questions. They are either closed questions requiring from the students to choose Yes/No answers, or to pick up the appropriate answer from the number of options, or open questions in which they are free to answer in the appropriate way.

- ✓ Question one, is meant to know whether students are up dated with the use of media in their studies.

- ✓ Question two asks if students if they prefer the integration of the use of media in education.

- ✓ Question three is devoted to know if media enhances the students' motivation to learn better.

- ✓ Question four is concerned with knowing if the use of media tools is considered as a successful strategy in oral production session.
- ✓ Question five is designed to know whether media facilitates the task of teachers in transmitting knowledge.
- ✓ Question six is designed to know whether students enjoy much more the courses when they are developed by the use of media or traditional way.
- ✓ Question seven aims to know the best social media tools that ameliorate students' ability of the speaking skills, and the favorite one of each student.
- ✓ Question eight is asked to know the benefits from using media on EFL classrooms.
- ✓ Question nine is asked to know students' opinions about learning the language through the use of media.

2.4.1.2. Teachers' Questionnaire

Teachers' questionnaire consists of six questions. They are either closed questions requiring from teachers to choose Yes/No answers, or to pick up the appropriate answer from the number of options, or open questions in which they are free to answer.

- ✓ Question one is asked to know whether teachers provide their courses with the use of media.

- ✓ Question two is concerned to know whether they notice extra motivation in the classroom with the use of media or traditional instruction strategies.
- ✓ Question three is designed to know whether media facilitates for them the task of transmitting knowledge, and giving clarifications if yes.
- ✓ Question four is asked to know if they work with media tools during oral production sessions, and citing the tools that they work with in their courses.
- ✓ Question five aims to know their main purposes from explaining lessons with the use of media.

- ✓ Question six is designed to ask them to give advices for their students of some kinds of media to follow in order to improve their abilities in speaking skills.

Part II: Data Analysis

2.1. Introduction

This part is devoted to investigate the data collected from students' and teachers' questionnaires, in addition to classroom observation. Throughout the analysis of these instruments, it is supposed to discover the influence of the use of media in education in general, and in EFL speaking classrooms in particular.

2.2. Data Analysis

At this level, the results will be analyzed from two perspectives using; Qualitative and Quantitative Data Analysis. Indeed, qualitative data analysis is to uncover the emerging themes, patterns, concepts, insights, and understandings (Patton, 2002). Qualitative data analysis provides more emphasis on interpretation and providing the researcher with complete views, looking at contexts in a deep way. Corbin & Strauss (2008:1) define qualitative data analysis as *"a process of examining and interpreting data in order to elicit meaning, gain understanding, and develop empirical knowledge"*. On the other hand, quantitative data analysis presents the numerical representation and manipulation of observations for the purpose of describing and explaining the phenomenon that those observations reflect.

2.3. Questionnaires Analysis

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

2.3.1. Students' Questionnaire Analysis

In the first question, 30% of students claimed that they always use media in their studies, and 30% believed that they use it frequently, whereas, for 40% they strongly assumed that they use it sometimes. This may be presented in the following pie-chart:
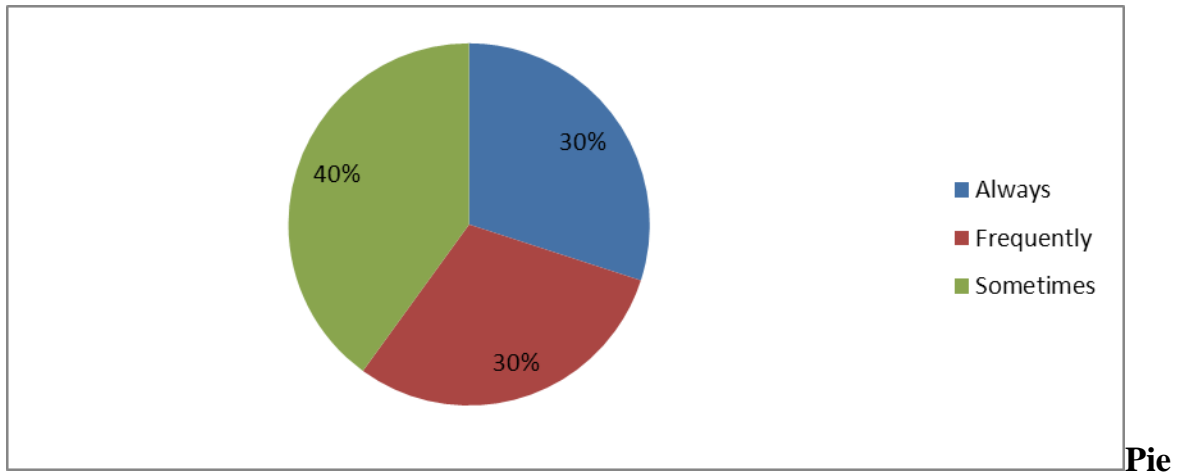
Pie -Chart 2.1. Students' Use of Media

Concerning the second question, 93, 33% of students believed that they prefer the method of integrating the use of media on education, while, 6, 66% of the participant students did not prefer this method as it is presented in the following pie-chart:
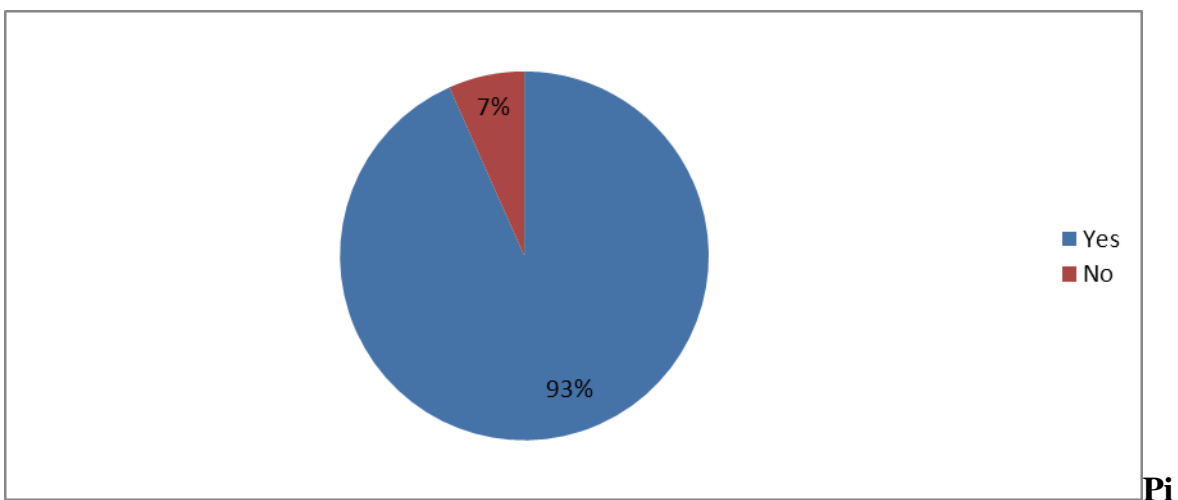
Pie Chart 2.2. Students' Choice of the Use of Media in Education

In the third question, 93, 33% of students believed that the use of media enhances their motivation to learn better and do more efforts, while, 6, 66% of them said that it does not enhance their motivation in learning. The following pie-chart will illustrate that:
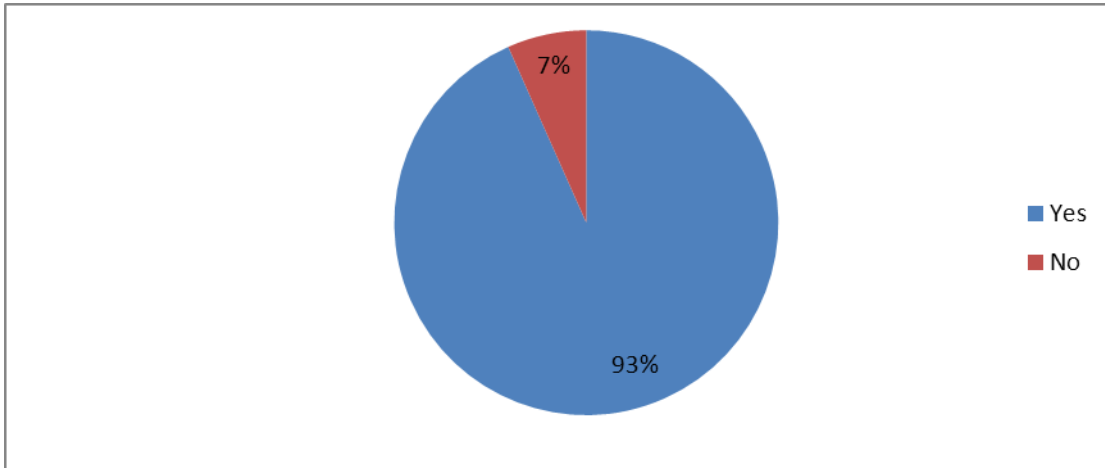
Pie-Chart 2.3. Students' Opinions about the Role of Media in Enhancing their Motivation of Learning

In the 4th question, 90% of students confirmed that the use of media tools are considered as a successful strategy in oral production sessions, however 10% of the informants assumed that these tools are not really successful to use them in oral production courses. This may be presented in the following pie-chart:
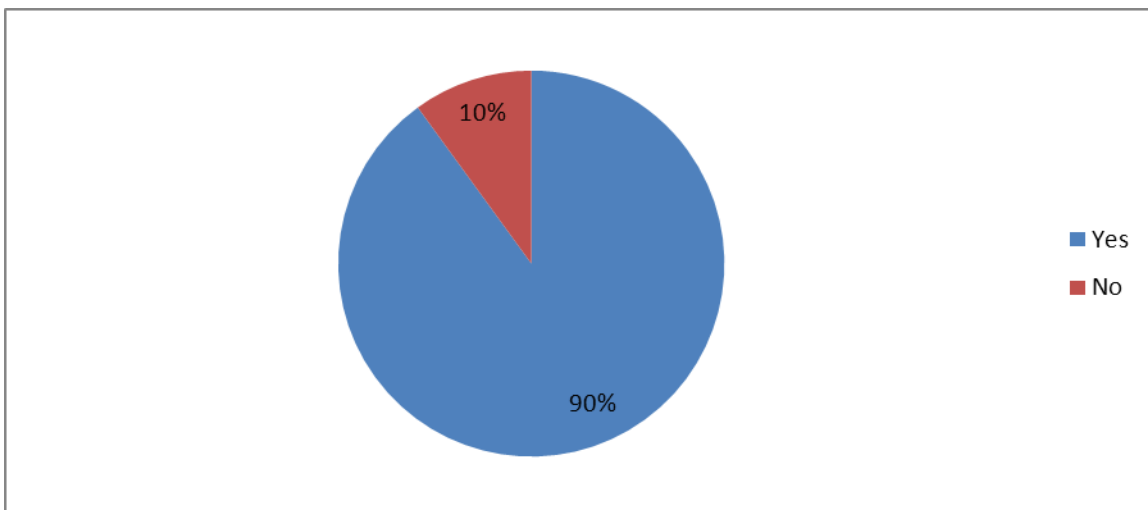
Pie Chart 2.4. Students' Agreements about the Use of Media in Oral Production Sessions

As for the 5th question, the majority of students 86, 66% claimed that the use of media facilitates for teachers the mission of transmitting knowledge, whereas, 13, 33% claimed negatively, i.e., media does not facilitate for teachers this task as it is demonstrated in the following pie-chart:
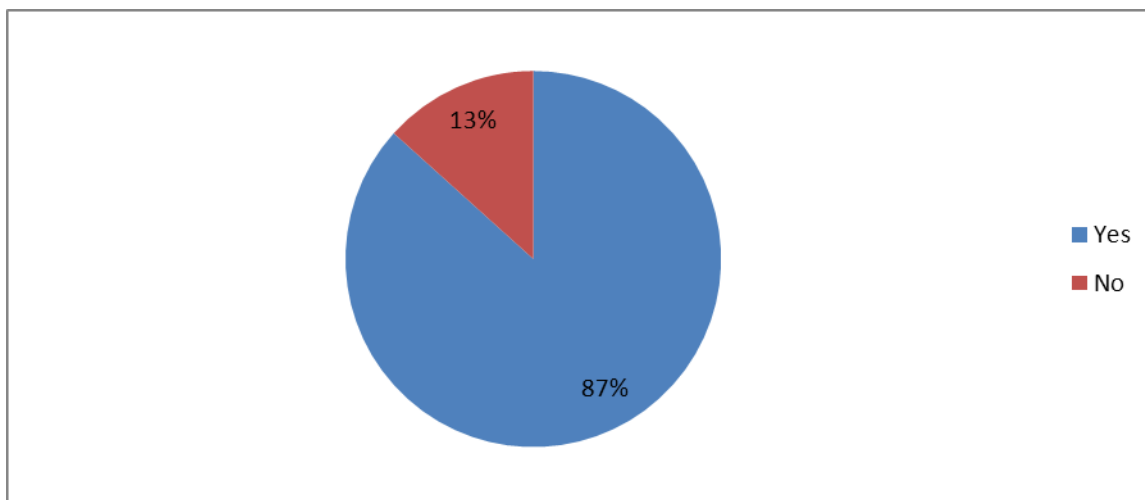
Pie Chart 2.5. Students' Opinions about the Use of Media in Facilitating the Teacher's Task of Transmitting Knowledge

Concerning the 6th question, 86, 66% of students strongly assumed that they enjoy learning with the use of media, while the remainder students 13, 33% preferred learning in a traditional way. The following pie-chart will present that:
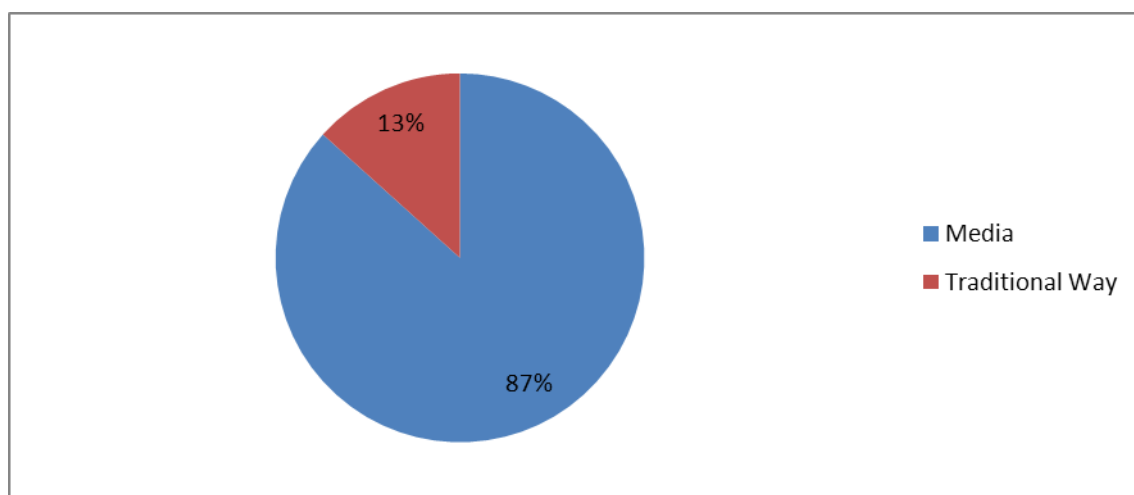
Pi e Chart 2.6. Students' Choices between Media and Traditional Way

In the 7th question, the informants mentioned different social media tools that have a crucial role in enhancing their ability of speaking as; Internet, Facebook,

Skype, Television, Radio, Messenger, Twitter. However, for the second part of the question concerning their favorite social media tool, answers vary including 46, 66% of students who prefer Facebook; 20% prefer TV; 3, 33% radio; 26, 66% chose internet as their favorite social media tool; whereas, for 3, 33% prefer computers. This may be presented in the following bar-graph:
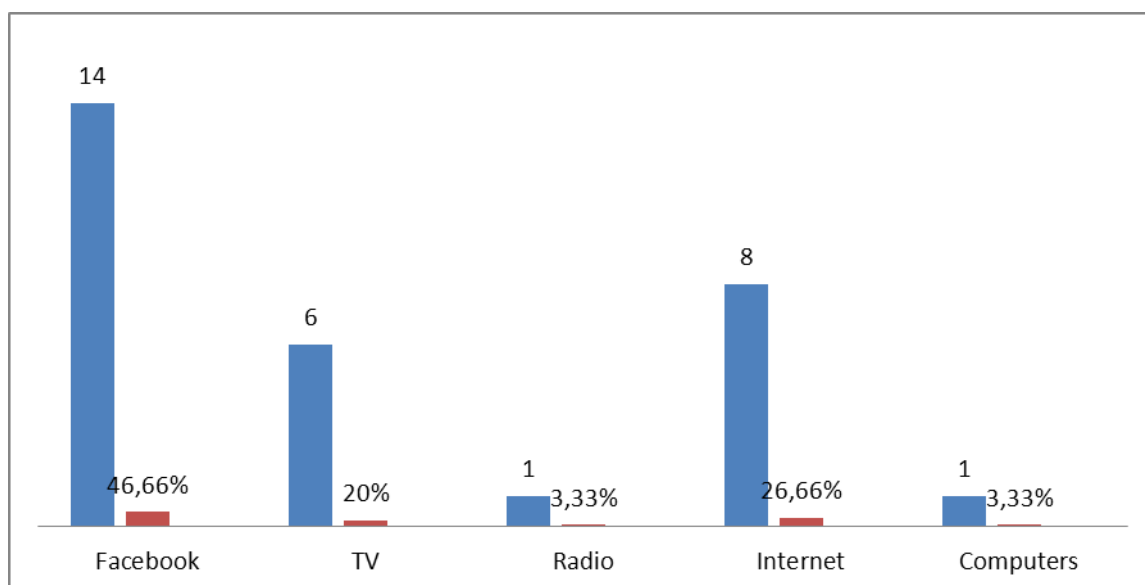
Bar-Graph 2.1. The Best Social Media Tool for each Student

Question eight reveals that students gave different advantages of media when it is used in EFL classrooms; they claimed that the use of media in an English classroom may:

➢ Explore their capacities in the English language.

➢ Improve the students' ability to learn and speak the English language.

➢ Help the students to be more motivated.

➢ Reduce anxiety in speaking the target language.

➢ Help the students to learn and understand faster

➢ Enhance cross-cultural awareness.

The participants answered the 9th question by giving different points of view, which are as follow:

➢ Media facilitates learning the language and its skills.

- ➢ Develops students' capacities and their knowledge.
- ➢ To get in contact with native speakers of the target language.
- ➢ Gives for students the ability to learn and speak in a correct manner.
- ➢ To be able to manage their times.

2.3.2. Teachers' Questionnaire Analysis

At this level, the researcher will analyze the questionnaire addressed to teachers:

In the first question, 42, 85% of teachers argued that they always prepare their lessons with the use of media tools; 14, 28% claimed that they use it frequently; 28, 57% claimed that they use it sometimes, whereas, for the rest 14, 28% claimed that only rarely when they provide their courses with media tools. This may be presented in the following pie-chart:
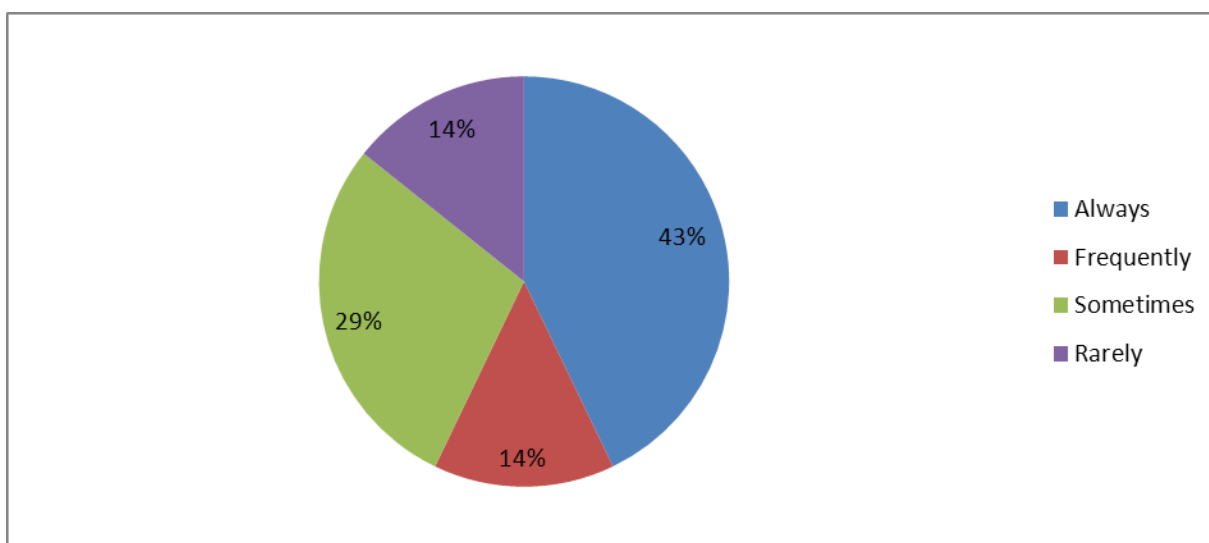
Pie Chart 2.7. Teachers' Use of Media

In the second question, all teachers (100%) agreed that media creates extra motivation in the classroom rather than traditional instruction strategies.

The third question reveals that, 71, 42 % of teachers assumed that media facilitates for them the task of transmitting knowledge, while 28, 57% said no by

justifying their answers that it depends on the module. This may be presented in the following pie-chart:
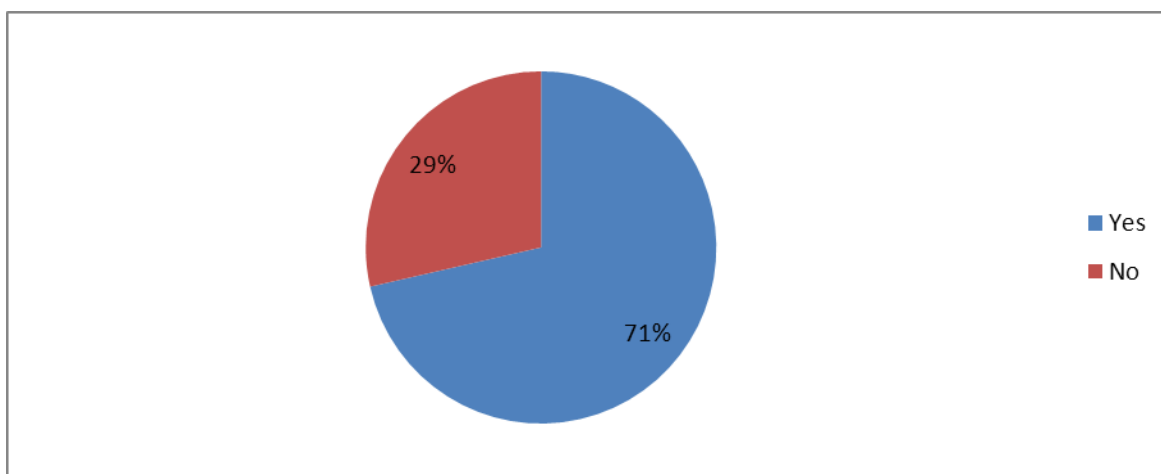
Pie Chart 2.8. Teachers' Opinions about the Use of Media in Facilitating the Transmission of Knowledge to their Students

Concerning the second part of this question, teachers who notice motivation in the classroom with the use of media believed that it:

➢ Motivates students to create a funny atmosphere for learning.

➢ Providing explanations through visual materials.

➢ Students are not bored while listening to native speakers.

➢ Render the task of transmitting ideas easier.

➢ Students are more attracted to media than to traditional classical lecturing.

In the 4th question, 51, 14% of teachers confirmed that they work with the use of media in teaching oral production sessions, whereas, 42, 85% said that they do not work with it as it is displayed in the following pie-chart:
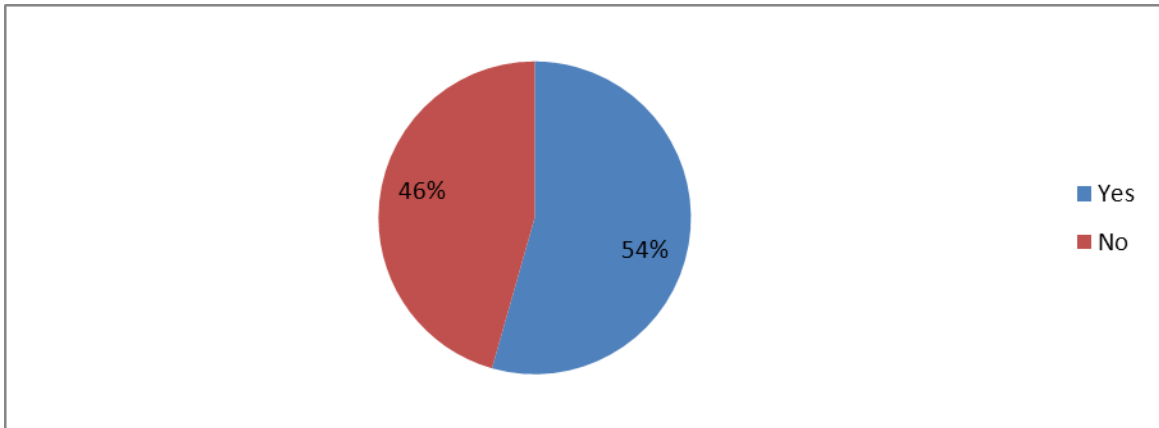
Pie Chart 2.9. The Use of Media Tools in Teaching Oral Production Sessions

Teachers who work with media tools argued that they use; data show, computers, speakers, and type recordings as major tools in teaching oral production courses.

In the 5th question, the participant teachers mentioned a set of purposes from providing their courses with the use of media, they claimed that it:

➢ Clarifies the lesson with an easier way.

➢ Makes the lesson more interesting.
➢ Gives a clear image about the topic.
➢ Helps the learners to understand and clarify difficult concepts.
➢ To motivate them and get their attention more than usual.

For the 6th question, teachers answered this question by giving different types of media that could enhance students' speaking skills, they suggested to:

➢ Watch films.

➢ Listening to native speakers.
➢ Listening to the TV.
➢ Computers with some digital programmes
➢ Recordings.
➢ Internet.
➢ Speaking to native speakers via web-cam using Skype.

2.4. Classroom Observation Analysis

When attending four lectures with first year English students in the module of oral production sessions with different teachers, several remarks have been observed that have a relation with the impact of media on teaching speaking; those remarks will be discussed in this section:

First of all, oral courses are not always provided by the use of media, however, it depends on the presentation of each student, since some students prefer to present their topics only as a free talk without the use of data show or slide projector, which may sometimes restrain their performance, especially students who have a lack of fluency in their pronunciation.

The second noticeable point is at the level of motivation degree and here, many remarks have been detected. Students are more attentive to the topics which are presented by the use of media from one hand and from the other hand, the participant students, are more confident and comfortable with the use of media, which facilitates for them the task of speaking and explaining their subjects in the same time through the use of data show. Whereas, not all of students succeed in using media tools, because some of them get some fear in speaking the target language which may turn them more stressed. Those students were noticed during their performances that they keep reading from the data show instead of speaking and negotiating their topics. Furthermore, some topics especially long ones do not attract the attention of the learners; this caused sometimes a disturbance in the classroom. However, the amazing thing which is also observed during attending the lectures is that after each presentation, students give their remarks about the presentation of their classmates.

The third noticeable point which is interested during these observations is that the use of media as the data show creates new topics and conversations better than usual traditional ways of teaching in oral production sessions; however, the use of power point with pictures creates new interesting debates that have a relation with the tackled topic.

2.5. Data Interpretation

After analyzing the results of the questionnaires and classroom observation, one can say that the use of media is a beneficial strategy in EFL classrooms; especially with the current position of English as a global language, however, it improves the students' ability to learn and speak the English language and facilitates the task for them of transmitting knowledge and creating new topics with the use of different materials rather than traditional instruction strategies, where all students are imposed and restricted on one topic. This may answer the first research question concerning the role of media in helping teaching EFL classrooms.

Although, the influence of media is also noticed at the level of the speaking skills, since most of the teachers and learners are well aware about the use of media tools in oral production courses which are considered as a successful method. Thus, it provides excellent opportunities for students to practice their English with flexibility, and for instructors to evaluate students' oral fluency. In addition, the use of some tools like recording, allow students to replay their voices as many times as they need, so they can make self-evaluation of themselves. Indeed, the aforementioned may answer the second research question about the influence of media in learners' speaking performance.

Furthermore, in the case of EFL learners speaking is considered as the core of the English language. In fact, it is very important to be practiced outside of the classroom as well and this is based on the fact of using authentic social media tools as; Facebook, Skype, movies, and digital programmes which are considered as an enjoyable source of entertainment and language acquisition that may help the learners to develop their speaking skills according to their own abilities. However, this may answer the third research question which aims to know the best strategy that may enhance students' speaking fluency.

The previous results obtained from the questionnaires and classroom observation, reveal that most of teachers and students support the use of media in education in general and in EFL classrooms in particular, they maintain that both of

media tools and social media networks (Facebook, Skype...) have a crucial role in developing the process of the speaking skills.

2.6. Conclusion

This chapter focused on data gathering and analysis, since it provides the analysis and interpretation of the collected data from questionnaires and classroom observation which are represented in pie-charts. Hence, all the results prove that the use of media in the education curriculum and in EFL classrooms more precisely creates a successful atmosphere for both students and teachers. Based on these results, the third chapter tackles some suggestions and recommendations that may play a principle role in enhancing the speaking skills in EFL classrooms through the use of media.

Chapter Three: Suggestions and Recommendations

3.1. Introduction

3.2. Techniques of Using Media in Teaching EFL Classrooms

3.2.1. Facebook Use in Developing Speaking

3.2.2. Skype Use in Developing Speaking

3.2.3. Mobiles Use in Developing Speaking

3.2.4. Digital Games Use in Developing Speaking

3.3. Social Media Tips for Enhancing Speaking Skills

3.3.1. Suggestions for Developing Speaking Skills

3.3.2. Video Techniques to Develop Students' Speaking Skills

3.3.3. Developing Students' Speaking Skills through Podcasts

3.4. Conclusion

3.1. Introduction

The third chapter will be the last part in this research work. It tries to provide some effective techniques of how to use media in EFL classrooms, and gives also some suggestions to better develop the speaking skills.

3.2. Techniques of Using Media in Teaching EFL Classrooms

Using various kinds of media in the EFL classrooms has always been a challenge, and how to bring these media in the classroom is more than a challenge. Indeed students and teachers should be able to use in their classrooms different media through different technologies. According to Warschauer & Whittaker (1997), teachers should carefully consider their goals and clarifying their course aim as an important first step toward the successful use of media in EFL classrooms. The next vital aspect of media-based instruction is integration, the teacher should think about how to integrate media-based activities into the syllabus. Also, he should be aware of all the complexities of using media in learning environment such as; cultural and structural difficulties. Moreover, Sanderson (2002:21), states some questions that teachers should bear in mind about the best methods of using media in an EFL classroom. These questions are as follows:

❖ Will my students find the materials interesting? If yes, they will raise students' motivation. If no, the students will be frustrated.

❖ Are the materials appropriate for their level of knowledge? If they are too difficult to be understood, students will be discouraged. Otherwise, their level of understanding will be good.

❖ Are the materials appropriate for the students in terms of language level? Here, teachers may choose more challenging materials where the language level is suited to the level of students; they may also choose tasks that can be done by students at a certain level.

❖ Lessons take time to prepare and the schedules of the teachers are periodically busy. Once they may find an interesting tool, they may use it over and over again.

Furthermore, Eriksson & Jacobsson (2001: 9) claim that students' experience may be increase if teachers give them more information on what method and material to use. In this respect, Evans & Hawkridge (2002:13) point out that *"to select media for education, you need to understand which media may be best for what forms of teaching and learning, but there are also questions of interests, values, power and social change involved"*. Similarly, Bates (1993:221) asserts that we need to pick out the medium which best suits the given mode of presentation and the main composition of the subject matter.

The following social networks and tools suggestions (Facebook, Skype, Mobiles, and Digital Games) are now used for various purposes, such tools are also used for the sake of learning to enhance language learning in general, and the oral communication skills in particular.

3.2.1. Facebook Use in Developing Speaking

Numerous researchers have investigated how Facebook can be used to learn English effectively in EFL contexts (Mazer et al., 2007; White, 2009; Ellison et al., 2011; Junco, 2011; Aubry, 2013). Therefore, it can also be used to develop the relationship among teachers and students (Mazer et al., 2007). Facebook was believed as an online environment to facilitate English learning; teachers or language instructors can integrate educational projects into Facebook platforms with intended meaningful learning objectives and outcomes (Kabilan et al., 2010).

In fact, students may express positive attitudes towards using Facebook as a language learning tool; however, it can facilitate students' academic performances by producing effective English learning with an online community of EFL learners. One of the helpful language learning activities on Facebook can be; Project-Based Learning (PBL) which was proposed by Chang (2014), this study showed that Facebook and its collaborative tools can help EFL learners to process and

reconstruct their knowledge during completing the assigned project. Facebook, with its interactional and collaborative features can be modified to facilitate language teaching and learning.

3.2.2. Skype Use in Developing Speaking

Skype in the classroom is a Website on which teachers worldwide can post ideas for Skype lessons, connect with other classrooms and come up with ways to collaborate via Skype (Waxman, 2012). Through Skype, students can learn from other students, unite with other civilizations, and spread out their knowledge in advanced ways. In addition, the use of Skype could improve students' English speaking skills; however, applying Skype to convey part in speaking activities may support learners to feel free take the risk of speaking English in the classroom. In other words, the use of Skype in the classroom could improve English speaking skills and increase English speaking confidence.

Skype is also used for tandem language learning either on a one-to-one basis or arranged by teachers for whole classes to bring them together with different classes in other countries or regions in order to practice the target languages (Jones, 2005; Elia, 2006; Mullen et al., 2009; Tuga & Sadler, 2009). Indeed, having access to native speakers of the target language around the world is one of the reasons for the popularity of Skype for language learning.

3.2.3. Mobiles Use in Developing Speaking

One of the most attractive technological devices is the mobile phone which represents a revolution in education. According to Sridhar (2006) the using of mobile phone technology has provided alternatives for students to learn without limits of time and space. Moreover, a project reported by Cooney & Keogh (2007) shows that the use of mobiles improves the oral assessment of students by giving them the opportunity to use familiar mobile devices of listening to questions during lectures and recording their answers.

In addition, mobile phones are used increasingly in language learning, with applications ranging from improving knowledge of vocabulary, idioms and grammar (Thornton & Houser, 2005). Whereas, according to Jeng et al. (2010) mobile technology can offer students multimedia interaction with their peers, like listening to each other and recording their spoken production. The use of mobiles, may offer for students a wide range of activities, particularly those that can make students interact with each other and share what they have learned.

Nevertheless, mobile phones have certain characteristics, they represent lasting records, and they can be collected, edited and recombined, and finally they sustain a set of practices that are very different from traditional teaching (Brophy, 2008:22). Sharma & Parrett (2007:40) claim that the use of mobiles may help English learners to record their dialogues and then play it back. Tough, learners are asked to evaluate their own utterances; they also have the chance to keep practicing and refining their attempts in order to improve their speaking fluency skills.

3.2.4. Digital Games Use in Developing Speaking

Students' exposure to digital games has become increasingly commonplace, especially online games via social media networks such as Facebook, has led gaming becoming a pervasive constituent of youth culture (Dovey & Kennedy, 2006; Selfe & Hawisher, 2007). In the field of education today, there is a considerable interest in using games to motivate and engage students' learning (Miller et al., 2011; Papastergiou, 2009). Games may serve as a way to put into practice language lessons, and at the same time the students' communicative competence can be improved, they also give students the opportunity to interact in the language that is being learned.

In fact, students who use digital games frequently, could well-develop their skills including enhanced visual perception. Indeed, Facer (2003) argue that habitual playing of video games results in the development of new cognitive abilities that translate into the key skills for our transformed world. He claims that video games may enhance students' ability to:

- ❖ Process information very quickly.
- ❖ Determine what is relevant or not relevant for them.
- ❖ The ability to process information in parallel, at the same time and from a range of different sources.
- ❖ A tendency to access information in the first instance through imagery and then use text to clarify, expand, and explore.
- ❖ Familiarity with non-geographically bounded networks of communication.

Besides, gaming presents unique opportunities to support the formative process, which is the process by which data about students' knowledge and skills are used to inform subsequent instruction (Heritage, 2010). In order that this formative assessment will be useful for instructors and learners, data must be valid. Thus, what is most unique about digital games as opposed to any other learning innovation is the combination of motivation, engagement, simulation, collaboration, and data collection that cannot be achieved at scale of any other way.

3.3. Social Media Tips for Enhancing Speaking Skills

Learning a foreign language is a really hard task for everyone. To be able to read, understand a language, speak it fluently and writing in it with no errors takes a lot of time. Indeed, social media tools have dramatically changed the way students reach information, because of this reason, schools and teachers need to be aware of improving their social media tools and skills to be able to catch the students' attention and interests. Wang (2005) argues that EFL students will be able to improve their language skills like; writing, reading, listening and speaking by the use of computers and Software programmes to check their works and correct themselves, improve their language skills with the use of Internet, e-mails to search information, publish their works, and communicate each other, etc.

According to a research done by Chiu et al. (2007) about how to improve speaking skills of EFL learners, there is a new computer-assisted language learning application called: Automatic Speech Recognition (ASR) for assisting learners to engage in meaningful speech interactions. According to Chiu et al. (2007), a web-

based conversation environment called: Candle Talk, which allows learners to seemingly talk with the computer, was developed to help EFL learners to receive explicit speech acts training that leads to a better oral competence.

Here are some of the best social media tips for developing speaking skills in EFL classrooms according to different researchers:

- The use of web based and chat room discussions which may help students to improve their language and communication skills (Yook, 1995; Sun & Chen, 1997; Poyrazli, 2001; Chikamatsu, 2003).

- Supplementary on-line learning environment that may enhance language learning and development (Kung & Chuo, 2002; Ware, 2004; Yuan, 2003; Hsu, 2010; Wang, 2005; Chiu et al., 2007; Xiaoqiong & Xianxing, 2008).

- Online oral diaries are a key component of learning a second language, as students are allowed for a more nuanced use of the language in a safe environment (Thomas, 2009).

- The use of podcasting may offer language education huge benefits, especially with regard of developing learners' speaking skills (Stanley, 2006; Pun, 2006).

3.3.1. Suggestions for Developing Speaking Skills

Teaching speaking skills has become increasingly important in English as a foreign language due to the large number of learners who want to use English spontaneously and freely for communicative purposes. Consequently, using social media-based programmes in traditional EFL classes has revealed to be a powerful teaching medium (Harstell & Yuen, 2006; Shephard, 2003).

Moreover, there are many different instructional social media tools that may help students to enhance their speaking fluency skills; here are some suggestions that may facilitate the learners' use of their target language:

- The use of online and offline videos that may help students to learn according to their own paces and abilities, however, students can stop,

rewind, pause and re-start the video according to their own needs (Brotherton & Abowd, 2004; Hermann, Hurst & Welte, 2006).

- Computer-assisted language learning (CALL) has been found to promote foreign language learning effectively. This application can give students flexibility to work independently, at their own pace in order to promote English language acquisition (Graham, 2006 & Singh, 2003).

- Digital storytelling, that has become a widely used new media activity. It is one of the educational technology tools used in the classroom for the sake of enhancing students' speaking skills (Ohler, 2007).

- Students who may be reluctant to speak up in class, could participate in book discussion blogs and write for real audiences by the use of new Web tools emerging all the time that enhance learning (Brydolf, 2007).

- The use of Internet technologies may propose a compelling shift in EFL speaking classrooms, however, learners move away from stimulated classroom-based context toward actual interaction with expert speakers of the language they are studying (Thorne, 2008:426).

- The use of Skype offers a role-playing for students; this strategy creates real-world situations and put learners into a topic related position. Indeed, learners can improve their oral language abilities in three ways: by testing how the language works, by reflecting and discussing the language, and by comparing their own production to the target language (Satar & Ozdene, 2008).

- Computer-Mediated Communication (CMC) provides students with authentic context for learning functional abilities, by providing EFL learners with opportunities to interact with native English speakers (Cifuentes & Shih, 2001).

3.3.2. Video Techniques to Develop Students' Speaking Skills

Video is an educational technology that has become available since the late 1970s. It is a relatively new option for the language teachers when compared with textbooks (Greg & Kearsley, 1994:5). Through video, students are encouraged to

practice the skill; however, it attracts students' attention and they become more enthusiastic in joining the discussion, and may help learners to become interested in developing their level in the English language, particularly speaking skills via the use of real discussion inside the classroom.

Consequently, videos bring language in the context of life in realistic settings to the classroom. They are also so closed to language reality-containing visual as well as audible cues. In addition, video offer foreign language learners a chance to improve their ability to understand comprehension input (Harmer, 2001). Indeed, the use of video gives students the opportunity to view and actively participate in lessons from their places, and helps them to get information by putting them in real-life context.

Nowadays, most of teachers prefer to use video rather than any other strategy because it helps to motivate their students to take a part in speaking and give their points of view, and engage them in the lesson. Indeed, Harmer (2001) mentions that there are many reasons why video can add a special /extra dimension to the learning experience. These reasons are as follow:

- **Seeing language in use**: from the advantages of the use of videos is that students do not just hear the language, they also see it too. So, it will be easy for any learner to understand the language and learn its spelling and pronunciation.
- **Cross-cultural awareness**: for example, the use of video in an EFL classroom may give students a clear image about the culture and habits of their target language (food, clothes, music, etc.).
- **The power of creation**: when students use video cameras, they are given the potential to create something memorable and enjoyable at the same time. Also, the student could evaluate and test his speaking performance by hearing it in a recorded video.

3.3.3. Developing Students' Speaking Skills through Podcasts

Podcasting was originally for conveying information and entertainment, but soon educators saw the huge potential it has for teaching and learning (Warlick, 2005; Adams, 2006). Podcasts are audio, sometimes video programmes on the Web which are usually updated at regular intervals. According to Holtz & Hobson (2007:7), podcasting is one of the recent fastest-growing technologies which are defined as an internet-based means of broadcasting information. It provides educators with a variety of teaching strategies to tackle the needs of the students.

In addition, Jowitt (2008:15) suggests that the advantages of podcasts include the mobility of the device and the flexibility of the content, which eases students' learning. Moreover, the use of podcasting may have numerous advantages in an EFL speaking context, it helps students to:

- Replay a downloaded podcast episode, revise and confirm content, allow for further reflection and gain language clarification for EFL learners (Laing et al., 2006; Shannon, 2006).
- Podcasting may also accommodate a wide variety of learning strategies for students. While some students learn most effectively by taking notes during a lecture and reviewing these in their own study time, others learn more effectively by active listening without taking notes (Boulos et al., 2006).
- It enables students to increase the number of hours of studying without necessarily having to remove something from their schedule (Bell et al., 2007).
- Podcasts can enhance the students' learning distance and improve their internal learning (Lee & Chan, 2007).
- It empowers students to manage their own time (Sharples, 2000).
- To be able to utilize media that is familiar to modern students (Traxler, 2008).

3.4. Conclusion

This chapter provided some suggestions and techniques for both students and teachers of the new-emerging social media tools that play a crucial role in enhancing students' speaking skills in learning and teaching EFL classrooms.

General Conclusion

General Conclusion

The overall findings of this research reveal that the use of media in education in general and EFL classrooms in particular may enhance the students' motivation to learn better and render the speaking task more interesting with the new interactive tools.

This work was based on many approaches and theories concerning first year English students, and how social media could influence the learning of their target language. Indeed, the findings of this investigation show that students prefer learning with the use of media that could enhance their speaking fluency; however, it provides creative ideas with different purposes. Besides, the use of some tools like data show and recordings during teaching oral production sessions, provide excellent opportunities for students to practice their English with flexibility.

Here, one can say that the most important results in this research was that students who are really affected by the use of media in learning the English language and developing their speaking skills with correct forms of grammar, pronunciation and comprehension. Whereas, the use of media can be considered as a coin of two sides, because it has positive and negative sides on its users. The positive points may provide students with a sense of novelty and creativity; they can use different materials for the sake of developing their ability of speaking, it enables students also to be self-confident and express themselves easily, etc. The negative points may be that students who spend more time using these social media tools may have lower results in their studies; it may also cause a distraction in the classroom during the lectures, etc.

This extended essay was just a step in this investigation, to check the influence of media in education. One can say that both of teachers and students have been well aware that the use of media tools in oral production sessions is considered as a successful strategy. According to the participant teachers' media provides explanations through visual materials that may help learners to understand and clarify difficult concepts. Finally, the researcher hopes that the present work may

help students to develop their speaking fluency through these new social media tools, wishing that this research may be useful for further researches.

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Appendices

Appendix [A] Students' Questionnaire

Learner's Questionnaire

Dear learner, the purpose for this questionnaire is for a master dissertation related to the impact of media on education in general and in speaking in particular. Tick the idea that best reflects your point of view:

1) Do you use media in your studies

   Always ☐   Frequently ☐   ☐ Sometimes   Rarely ☐

2) Do you prefer the method of integrating the use of media in education?

   Yes ☐   No ☐

3) Do you think that the use of media may enhance your motivation to learn better?

   Yes ☐   No ☐

4) Does it a successful strategy in oral production sessions to work with media tools?

   Yes ☐   No ☐

5) Do you think that the use of media facilitates the teacher's task for transmitting knowledge?

   Yes ☐   No ☐

6) Do you enjoy much more the courses when your teacher develops the lessons with the use of :

   Media ☐   Traditional way ☐

7) What are the best social media tools in your opinion that ameliorate your ability to speak? and what is your favorite one?

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8) What are the benefits from using media in EFL classrooms?

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9) As an English student, what do you think about learning the language through the use of media?

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Appendix [B] Teachers' Questionnaire

Teacher's Questionnaire

Dear Teacher, the purpose of this questionnaire is for a master's dissertation related to the impact of media on education in general and speaking in particular. You are kindly requested to answer these questions. Thank you.

1) Do you provide your courses with the use of media tools?

   Always☐   Frequently☐   Sometimes☐   Rarely☐

2) Do you notice extra motivation in the classroom with the use of:

   Media☐   Traditional instruction strategies☐

3) Do media facilitate for you the mission of transmitting knowledge to your students? If yes how?

   ☐ Yes   No☐

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4) Do you work with media tools in teaching oral production sessions? If yes what are the tools that you work with in your courses?

   Yes☐   No☐

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5) What is your main purpose from explaining a lesson with the use of media?

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6) As a professional teacher in this module, what kind of media do you advise your students to follow in order to improve their speaking fluency?

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Appendix [C] Classroom Observation

Grid of Observation

Use of Media in Class	Motivation	Creativity
How often teachers provide their lectures using media tools?	Degree of motivation on students while the courses are developed with the use of media.	Whether the use of media may create new topics and conversations more than traditional strategies.

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الملخص

يهدف هذا البحث إلى دراسة ميول طلبة السنة الأولى جامعي في تأثير وسائل التواصل الاجتماعي على مستوى طلاقة اللّغة اعتمادا على نظريات كمية و نوعية، كما تهدف هذه الدراسة إلى إثبات أن استعمال وسائل الاعلام الحديثة في دراسة اللغة الانجليزية تلعب دور مهم في تطوير مهارات التحدث لدا الطلاب تزامنا مع مرونة الوقت والمكان.

</div>

Résume

Cette recherche vise à connaitre l'impact des médias sur les étudiants d'anglais de première année au niveau de leur maitrise de parler en fonction de la quantité et de la qualité des théories, le but de cette étude démontrent que l'utilisation de ces nouveaux outils de médias d'émergence ont un rôle efficace dans le développement des compétences orales des étudiants avec la flexibilité du temps et de lieu.

Summary

This research aims to know the impact of media on the first year English students at the level of their speaking fluency depending on the quantity and quality of theories. The purpose of this study, demonstrates that the use of these new emergence media tools have an effective role in developing students' speaking skills with flexibility of time and place.