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Media Exposure Impact on EFL Learners

The case of Master degree students in Salhi Ahmed University Centre, Naama.

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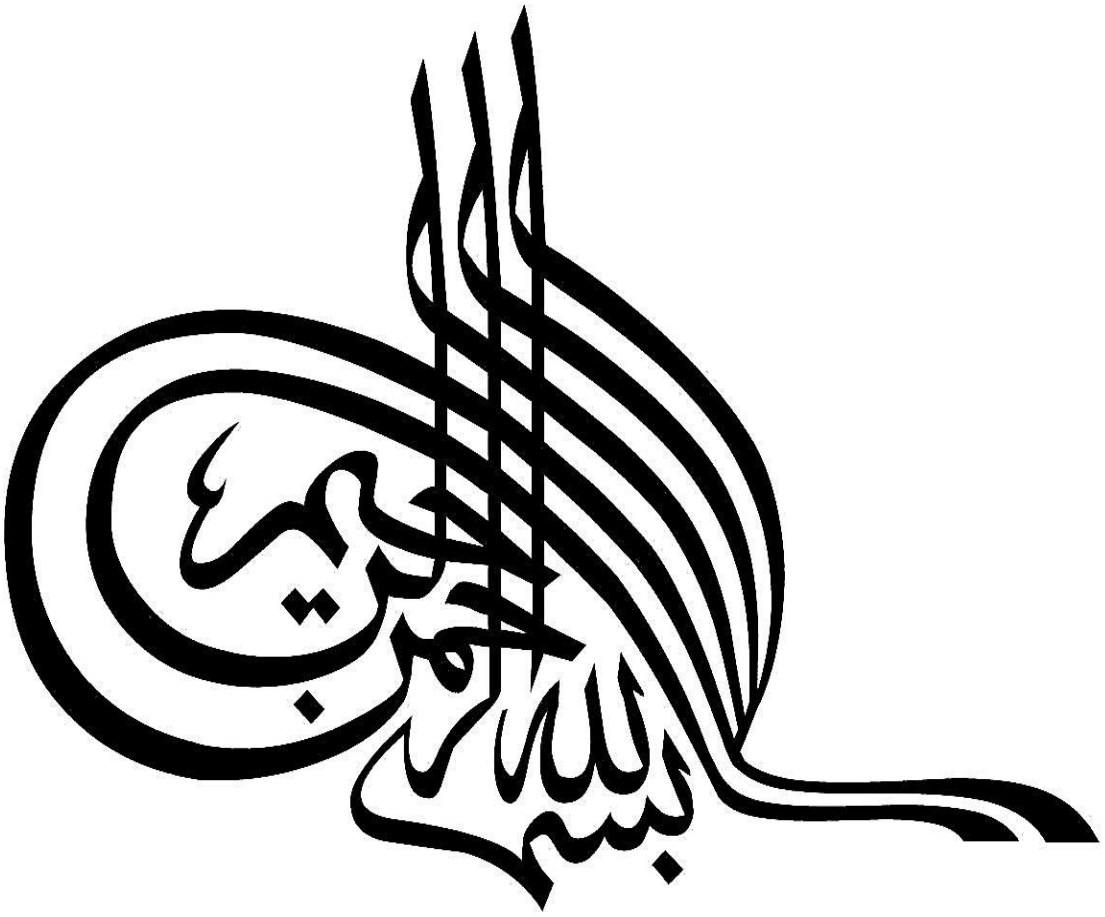
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In the name of Allah,
the Most Beneficent,
the Most Merciful

Dedication

To my parents, the bless Allah granted me with, in this life. To my brothers and sisters, the supporting hand that helped me during all these years. To all my family members, whose care and tenderness filled me with joy and confidence. And to all my precious friends with whom I shared the life's most memorable moments.

To all of you I dedicate this humble work.

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Abstract

This research is going to shed light on the present circumstances of our Algerian youth at the Willaya of Naama and their exposure to the English language through media, such as: social media sites, entertainment shows, songs, films, books, and journals. Thus, this research deals with the field of applied linguistics which combines two different disciplines in relation to language; Media studies and some areas of Linguistics. The research main goal is to answer the problematic: In which ways can the media exposure affect the EFL learners' competence? This will emphasize on a huge part of the learners' development that takes an important role in their way in mastering the target language. To study this exposure the researcher used a mixed methods approach in order to have complementary ideas about the use of media among the English language master students in Salhi Ahmed university centre, and also the effects of media on their language. Through questionnaires and interviews the researcher has collected the necessary data to draw some results which indicate that the daily use of media by the students and its development through time have given the learners the needed support for a gradual progression. The research has proved that long exposure to English content on media will affect the language of the learners on so many levels beyond the linguistic level; it develops the cultural and communicative competence of the learner. The research also shows that the advantages of media platforms can have a significant role in providing the student with the help he needs whatever his level is or the learning style he has.

Table of Contents

Dedication i

Acknowledgement ii

Abstract iii

Table of Contents iv

List of Acronyms vi

List of Tables vii

List of Charts and Graphs viii

List of Figures ix

General Introduction 1

CHAPTER ONE

I.1 Introduction 5

I.2 Media and Communication 5

I.2.1 An Overview on Communication and Media Development 6

I.2.2 Media Platforms Classification 8

I.2.3 Media Platforms Effects on Individuals' Cognition 9

I.3 Second Language Acquisition 11

I.3.1 SLA Models and Theories 12

I.3.1.1 Krashen's Five Hypotheses 13

I.3.1.2 Swain's Output Hypothesis 14

I.3.1.3 McLaughlin's Attention Processing Model 15

I.3.1.4 Implicit and Explicit Models 16

I.3.1.5 Long's Interaction Hypothesis 16

I.3.2 Learning Conditions 17

I.3.3 Individual Differences in SLA 19

I.3.3.1 Age and SLA 19

I.3.3.2 Learners' Aims and Purposes 19

I.3.3.3 Motivation 20

I.3.3.4 Personality 21

I.3.3.5 Learner's Aptitudes 22

I.3.4 Learners' Styles and Strategies 22

I.3.4.1 Learning Styles 23

I.3.4.2 Learning Strategies 24
I.4 Media Exposure and English Language Learning 25
I.4.1 ENGLISH AS A FOREIGN LANGUAGE IN ALGERIA 26
I.4.2 EXPOSURE IN EFL CONTEXT 26
I.4.3 WHAT CAN MEDIA PROVIDE FOR EFL LEARNERS? 27
I.4.4 SOCIO-CULTURAL AND SOCIOLINGUISTIC VIEWS ON MEDIA EXPOSURE 28
I.4.5 PREVIOUS STUDIES ON MEDIA IMPACT ON EFL LEARNERS 28
I.5 Conclusion 29

CHAPTER TWO:

II.1 Introduction 32
II.2 Defining the Research 32
II.3 The Research Approach 34
II.4 The Study Population and Sampling 35
II.5 Data Collection 35
II.5.1 RESEARCH INSTRUMENTS 36
II.5.1.1 Description of the questionnaire 36
II.5.1.2 Description of the Interview 38
II.5.2 DATA COLLECTION PROCEDURES 39
II.5.3 RESEARCH ETHICS 40
II.6 Data Analysis and Discussion 41
II.6.1 ANALYSIS OF THE QUESTIONNAIRE 41
II.6.1.1 The Results 41
II.6.1.2 Discussion of the Results 54
II.6.2 ANALYSIS OF THE INTERVIEW 55
II.6.2.1 The Results 55
II.6.2.2 Discussion of the Results 58
II.7 Interpretation of the Results 60
II.8 Study Limitations 62
II.9 Conclusion 63
General Conclusion 65
Bibliography 68
Appendices 71

List of Acronyms

EFL: English as a Foreign Language

SLA: Second Language Acquisition

L2: Second Language

UG: Universal Grammar

FI: Field Independence

FD: Field Dependence

List of Tables

TABLE 1 POSSIBLE SECOND LANGUAGE PERFORMANCE AS A FUNCTION OF INFORMATION-PROCESSING PROCEDURES AND ATTENTION TO FORMAL PROPERTIES OF LANGUAGE. (BROWN, 2007, P. 300)..... 15

TABLE 2 THREE VIEWS OF MOTIVATION (BROWN, 2007, P. 170) 20

TABLE 3 RELEVANT SITUATIONS FOR DIFFERENT RESEARCH METHODS (YIN, 2009)..... 33

TABLE 4 STUDENTS' PREFERENCES IN WATCHING ENGLISH FILMS AND SHOWS..... 46

List of Charts and Graphs

PIE-CHART 1 THE COMPOSITION OF THE SAMPLE BASED ON GENDER 41
PIE-CHART 2 THE SAMPLE COMPOSITION BASED ON THE AGE OF THE PARTICIPANTS.. 42
PIE-CHART 3 COMPOSITION OF THE SAMPLE BASING ON THE LEVEL OF THE STUDENTS 42
PIE-CHART 4 PARTICIPANTS' DURATION OF STUDYING ENGLISH. 43
PIE-CHART 5 ENGLISH LANGUAGE PROFICIENCY SELF-EVALUATION 43
PIE-CHART 6 PROFICIENCY IN THE FOUR SKILLS BASED ON THE SAMPLE SELF-EVALUATION 44
PIE-CHART 7 KINDS OF ENGLISH BOOKS READ BY THE STUDENTS 46
PIE-CHART 8 FREQUENCY OF STUDENTS' LISTENING TO ENGLISH MUSIC. 47
PIE-CHART 9 STUDENTS' REACTION WHEN NOT UNDERSTANDING LYRICS OF SONGS. . 47
PIE-CHART 10 STUDENTS' USE OF ENGLISH ON THE WEB 49
PIE-CHART 11 STUDENTS' INTERACTION WITH NATIVE SPEAKERS ON THE NET. 50
PIE-CHART 12 FREQUENT DIFFICULTIES FACED BY STUDENTS WHEN INTERACTING WITH NATIVE SPEAKERS 50
PIE-CHART 13 STUDENTS' LEVEL OF AGREEMENT ON THE FIRST STATEMENT 51
PIE-CHART 14 STUDENTS' LEVEL OF AGREEMENT ON THE SECOND STATEMENT 51
PIE-CHART 15 STUDENTS' LEVEL OF AGREEMENT ON THE THIRD STATEMENT 52
PIE-CHART 16 STUDENTS' LEVEL OF AGREEMENT ON THE FOURTH STATEMENT 52
PIE-CHART 17 THE BENEFITS THAT STUDENTS HAVE FROM USING MEDIA PLATFORMS 54

BAR GRAPH 1 FREQUENCY OF USING DIFFERENT MEDIA PLATFORMS 45
BAR GRAPH 2 STUDENTS' USE OF SOCIAL WEBSITES 48
BAR GRAPH 3 DIFFICULTIES USUALLY FACED BY STUDENTS WHEN EXPOSED TO ENGLISH CONTENT ON MEDIA 53
BAR GRAPH 4 MOST IMPORTANT FEATURES OF ENGLISH CONTENT ON MEDIA ACCORDING TO STUDENTS 53

SCHEME 1 THE SAMPLE'S EXPOSURE DEVELOPMENT BY TIME 59

List of Figures

FIGURE 1 MODEL OF SECOND LANGUAGE LEARNING (ADAPTED FROM BIALYSTOK 1978, P.71) (BROWN, 2007, P. 303) 16

GENERAL INTRODUCTION



General Introduction

Unlike the previous generations, the present one is lucky to find themselves in a time of instant ways of communication, where people from all parts of the world can have access to a great mass of information, several ways of communication and also many opportunities of learning new skills and gaining knowledge. The remarked phenomenon is that the English language has been more and more used in media; most of our youth like to watch English speaking movies and songs. Others have been more engaged with social media where the English language takes a great part. The users of such social media are usually confronted by a huge amount of input from different resources such as; their friends, some sites or pages they usually visit or shows and videos they watch.

This research is an attempt to explore the relationship between media and the language of EFL learners. Accordingly, this study will not deal with how learners behave and progress in classroom, but its main interest is what happens when EFL learners are exposed to input from different media sources they use outside classroom, where they are the ones responsible for their own progress. Thus, this study may give us some explanations on why some learners are progressing more than their peers in learning the English language.

The core of this research is to answer the main problematic, that is: in which ways can the media exposure affect the EFL learners' competence? Or in other words: on which levels can media exposure influence the EFL learners' language? Along the way to find the answer to this problematic, other questions must be answered also such as; a) what can students find in media that they cannot find in classroom? b) What kind of help do media platforms provide for EFL learners? c) And what are the possible explanations of that effect?

The hypothesis set by the researcher is that media exposure impact on EFL learners goes beyond the linguistic competence, those learners with more exposure are more socialized in the target language, more able to understand cultural aspects of the language and in some cases they acquire many features of the target language and culture. Other sub-hypotheses set by the researcher are; a) maybe the EFL learners find more suitable and real input in media than that of classroom. b) Media platforms can provide gradual and progressive challenges and a free-tension environment, in which, the learn-

er is the controller of the process and its focus too. c) Maybe the media exposure has such effects on the learners, because it has many advantages that are suitable for different styles of learning and supports the learner along the process. Since, this research deals with learning through media exposure, which means outside the formal educational settings, the researcher has chosen to make an exploratory case study using a mixed method approach, which will help us to shape a complementary understanding on the two facets of the phenomenon, the use of media among the sample population and also its effects on their language.

Therefore, this research will be divided into two chapters; the first chapter is concerned with literature review to give us a clear idea on the major concepts and also various information about the case in hand from different perspectives, while the second one is dedicated for the research design and findings.

This research can highlight another aspect of learning which takes a great part of present EFL learners' daily life. It will give the readers, teachers and learners as well a better understanding on how media can contribute greatly to the learners' progression, and how media exposure touches the learners' competence and even views and personality. Even though this contribution, this relation between media and learning is still not investigated as it should be, and once it has the attention it deserves it will open the doors for other ways of effective learning as it is happening in other places around the world

In this research, the reader will be confronted by some terms that will occur constantly. Thus, it is worth noting that the researcher has based his research on certain definitions to avoid the ambiguity and misconceptions. These terms are mainly; Media and Second Language. In this research, we consider the term Media as"…**communication channels, technologies, formats, genres, and products**." (Spitulnik, 1999, p. 148). Another problem arises when we talk about Media is: is it traditional or modern? Thus, the researcher has adopted the view of Dr. Jakubowicz who states that: "**All media are new-media-to-be: traditional media are being changed into digital, convergent media that can incorporate all forms of media existing so far"** (2009, p. 9)**.** Concerning the other term, Second Language is viewed from Stern's point of view that is***: "A second language is any language acquired (or to be acquired) later than the native language."*** (1983, p. 12)**.**

Chapter One

Literature Review on Media and Second Language Acquisition

TABLE OF CONTENTS

I.1 INTRODUCTION
I.2 MEDIA AND COMMUNICATION

I.2.1 An Overview on Communication and Media Development
I.2.2 Media Platforms Classification
I.2.3 Media Platforms Effects on Individuals' Cognition

I.3 SECOND LANGUAGE ACQUISITION

I.3.1 SLA Models and Theories
I.3.1.1 KRASHEN'S FIVE HYPOTHESES
I.3.1.2 SWAIN'S OUTPUT HYPOTHESIS
I.3.1.3 MCLAUGHLIN'S ATTENTION PROCESSING MODEL
I.3.1.4 IMPLICIT AND EXPLICIT MODELS
I.3.1.5 LONG'S INTERACTION HYPOTHESIS
I.3.2 Learning Conditions
I.3.3 Individual Differences in SLA
I.3.3.1 AGE AND SLA
I.3.3.2 LEARNERS' AIMS AND PURPOSES
I.3.3.3 MOTIVATION
I.3.3.4 PERSONALITY
I.3.3.5 LEARNER'S APTITUDES
I.3.4 Learners' Styles and Strategies
I.3.4.1 LEARNING STYLES
I.3.4.2 LEARNING STRATEGIES

I.4 MEDIA EXPOSURE AND ENGLISH LANGUAGE LEARNING

I.4.1 English as a Foreign Language in Algeria
I.4.2 Exposure in EFL Context
I.4.3 What Can Media Provide for EFL Learners?
I.4.4 Socio-cultural and Sociolinguistic Views on Media Exposure
I.4.5 Previous Studies on Media Impact on EFL Learners

I.5 CONCLUSION

I.1 Introduction

Media and learning are basically two separate disciplines, but share some common ground that can be crucial in the development of the English language learners. There is no doubt that people and youth, especially, are more engaged with media than ever before. Most of them spend a huge part of their daily life watching television, surfing on the internet, playing games or getting busy with their phones, therefore it would be a great possibility that they may encounter some situations which will contribute in their learning development.

In this chapter we will have a look at some theoretical concepts and theories in relation with the topic in hand. We will also come across some practical studies that have been carried out in the same vein. Thus, this chapter will be divided into three main titles which are: media and communication, second language learning, and media exposure and English language learning. The chapter is designed in a way that breaks down the key terms in the topic into small pieces and analyse them and then putting them together in order to have a good idea about the topic and to cover all the possible sides in it.

I.2 Media and Communication

Communication is a central human being need. From old ages, people from the same or from different societies tend to interact between each other in order to achieve certain social or communicative goals. By time, communication between people developed, which required new means to overcome some obstacles and barriers. Different communities at different points of time had maintained their communication through specific means; therefore, we can distinguish different means at different historical periods. These means are what we call media.

Media, as defined by Dr. Karol Jakubowicz, **"are instruments of mediated communication"** (2009, p. 9)**.** Media, also, can be understood as a channel or conduit for the transmission of some kind of communication... In media studies scholarship, the term is usually more far-reaching than in the above definitions. It encompasses communication channels, technologies, formats, genres, and products (Spitulnik, 1999, p. 148).

I.2.1 An Overview on Communication and Media Development

The history of this development can be traced back to the old ages even before writing systems were created. At that period, communication between people was oral, and that is why those cultures which held their communication orally were called '*Oral Cultures*' or '*Preliterate Cultures*'. Those cultures' communications were face to face and that lead to the emergence of specific social class responsible for passing knowledge and information. Usually, this class is constituted mainly from elders and storytellers whose main role is to pass their knowledge about history, traditions, customs and collective memory to the other members. Thus, this class was so important in keeping the society intimate and tied together (Baran, 2002, p. 39). Today, there are still some communities that depend mostly on oral communication only such as: some African tribes and the Eskimo.

Oral communication was the only medium used to convey people's thoughts and messages. But this situation changed since writing systems have been created. People discovered a new way of expressing themselves to others without the need to meet them face to face. In fact, writing systems were developed to overcome problems of communication faced by traders when they travelled to other far places. Then, it was also used by empires to establish a communication system between its regions and their governors. Later on, people started to figure out the importance of writing. Intellectuals and philosophers start to write down their knowledge to transmit it to others. A new era has begun; an era of literacy and the emergence of new power on the scene of several societies. Writing opened the door for normal people from all societal classes to look for information and gather knowledge. At that era a new elite class emerged, the writers, this class start to gain an important role in community as knowledge providers (Baran, 2002, p. 39).

The problem was that reading a book or a piece of writing was still a luxury for the majority of people, only the wealthy and powerful individuals were able to purchase books that were written by hand for its high cost and its rareness. But all that came to an end thanks to a man called Johannes Guttenberg of Mainz, the inventor of the printing press about 1450 (Briggs & Burke, 2009, p. 13). By the invention of the printing press, books became available for every body and with a much lower cost, thus education became also available for a greater portion of people. Knowledge has become essential in people's life, they started to develop a certain life style which takes education as a right

and not a luxury, reading books became a need and even a way of spending free times. Then, more needs were satisfied by printing such as providing information which led to creating journals and magazines that allowed people to know more about what is happening outside their houses, cities and even outside their countries. This situation developed especially during the industrial revolution, when people started to work in industries and get their children in schools, which resulted in raising a new generation that was keen on reading. Furthermore, the development in science and the new discoveries and inventions were giving more interest and attention to books and science in general as the new way of life in order to achieve individual and societal goals. During that time, all people were in a way or another dependent on information and knowledge. Thus, a mass audience grew and a mass communication grew with it too (Baran, 2002, p. 42).

This new mass communication required new media platforms different from the previous ones mentioned. By the technological development, new instruments for communication have been introduced to keep up with the global change in cultures and societal changes too. From newspapers, magazines that provided people with daily, weekly or monthly updates and entertainment to the radio invention that provides audio news and entertainment into houses, which enlarged the target audience to a wider population; both literate and illiterate people can have access to information and knowledge thanks to the radio (Baran, 2002, p. 44).

Later on, by the invention of television, an extra and more powerful device has been added to the media platforms. Now, people can have access to a vast amount of information and knowledge from their seats as if it was happening in front of them. Television found its way in all houses because of its simple use and powerful representation of news and events. The development of television is a fast one, in a few period of time, comparing to other media platforms, television programmes went from a local to a global broadcasting. A person from any place on earth can watch and follow a programme or a channel from another country or even another continent. Television has seen a revolution in many aspects such as the ways of broadcasting and the materials broadcasted (Baran, 2002, p. 46).

By the technological advancement, computers were available for people to purchase. Computer permits people to process information in a new way disregarding its symbol system. Its huge capacity and fast processing abilities made people use it for

several purposes to gain time and effort in handling complicated information processing tasks (Baran, 2002, p. 48).

There is no doubt that the major media platform of the time is the internet. Internet has become a commonly used platform between people, its huge services and vast easy reachable data base have touched all kinds of people from all backgrounds and ages. Distant communication now has been made easier and faster than ever. The true power of internet is its uncontrolled, instant, fast and open data for everybody (Baran, 2002).

Nowadays, there is a huge tendency towards social media for its power to gather people into virtual communities to communicate, chat, and discuss mutual interests and events of the time. Users of internet became aware of the fact that social media has a huge power that can not only facilitate their communication but also to have impact on the real life in all aspects.

I.2.2 Media Platforms Classification

Different media platforms can be categorised basing on three characteristics; their technology, their symbol system, and their processing capabilities. In his article entitled learning with media, Robert B. Kozma explains the technology of media platforms as

> **…the mechanical and electronic aspects that determine its function and to some extent its shape and other physical features. These are the characteristics that are commonly used to classify a medium as a "television," a "radio," and so on. (Kozma, 1991, p. 180)**

Whereas, the second characteristic, which is the symbol system, is obviously the system used to send the information to the audience or as Goodman (1976) describes it; '*modes of appearance'*, for instance, writing system in books, journals and every printed medium. Auditory information coding for audio records, radio… and visual information coding in pictures, television, videos, computers… But, of course one medium can have two or more symbol systems such as computers or televisions that can combine visual and auditory symbols or written and auditory symbols and even the three symbols blended together as in the case of subtitled videos or films.

However, processing capabilities is the way these media platforms information can be processed by people. A good example on that characteristic is that of the difference between watching a film on television and on computer, even though both are using the

same symbol system, but when using computer it is possible to pause or go back or forth to a specific moment in the film unlike television which is not controlled as such.

Alongside these three characteristics, there are other features that distinguish each media platform from the others. For instance, books are considered as stable and more detailed that encourages the learner's imagination. Television on the other hand is not controlled by the audience, it doesn't demand any imagination from the behalf of the audience and it is easy to use without effort. However, the computer for example is much more engaging, interactive, and easy to control and also it supports all symbol systems as audio, visuals and writing.

I.2.3 Media Platforms Effects on Individuals' Cognition

The media platforms do not just provide information but also it affects its users. According to Robert Kozma (1991), each platform influences its user differently depending on its characteristics. He reviewed many studies that have been done to look for how different media platforms affect cognition. The studies covered books, television, computer, and multimedia. Basing on constructivist principles, Kozma comes to conclude that media platforms are not just a vehicle of information, but it is much more important in shaping the mental representation and the understanding of the material delivered through the media platform (1991, p. 207). Kozma believes that when a person uses books his processing and comprehension of the information will be different from that of television or computer.

Concerning books, the readers will benefit from the stability of the information. consequently, they will:

> **..move along a line of text constructing a representation of the textbase. They build a mental model of the situation described with information from the textbase and schemata activated in long-term memory. They slow down to comprehend difficult or important points, stop or regress to retrieve the meaning of an unfamiliar word or a confusing clause or sentence. They may also use their knowledge of the domain along with highly developed strategies to read very selectively in service of a particular purpose they bring to the task. They use titles and abstracts to skip sections or entire articles, or to focus in on sections of interest. They read summaries, then overviews, reread portions, and move back and forth between texts. (Kozma, 1991, p. 188)**

This means that readers will build mental representations basing on the text and their prior knowledge, they might also regulate their pace of reading in order to better comprehend the text in hand, and they may also use some clues to grasp the idea of the text such as titles summary or even table of content.

Kozma also concludes that combining texts and pictures can be even more crucial in understanding the texts. He suggests that pictures will evoke certain knowledge related to the text for those who have prior knowledge about it, and if the reader doesn't have prior knowledge about the text pictures will help him in clarifying the ideas or elaborate a model of it (1991, p. 189).

However, television has been considered a more memorable for its visual symbol used and when combined with auditory symbols this will help in interpreting those visual symbols even better, but Kozma argues that to construct a good knowledge from viewing television the individuals must view it with a purpose or it will result in **"effortless processing which in turn will cause a shallow unelaborated representations of the information presented."** (1991, p. 196)

Another media platform reviewed by Kozma was computer. He finds that computer is the most influential platform because of its processing capabilities that allow individuals to transform and manipulate the symbol system as they wish. Or as Kozma puts it

> **The transformation capabilities of the computer connected the symbolic expressions of graphs to the real world phenomena they represent. Computers also have the capability of creating dynamic, symbolic representations of non-concrete, formal constructs that are frequently missing in the mental models of novices. More importantly, they are able to proceduralize the relationships between these objects. Learners can manipulate these representations within computer microworlds to work out differences between their incomplete, inaccurate mental models and the formal principles represented in the system. (Kozma, 1991, p. 201)**

Finally, Kozma reviews multimedia and their influence on individual's cognition. He finds that multimedia characteristics help the users "**to connect their knowledge to other domains"** (1991, p. 206). But, he believes that there is still a need for more research about that platform and its effects on cognition.

To sum up this part about media and communication, we can say that communication development through time has been always closely tied to the media platforms used

by people. The need for more effective communication between individuals made the invention of new ways and platforms only a matter of time. At our present time, communication between people reached its climax and that was made possible by the various means and media platforms offered to all people. Media now is more than just a tool for communication but also a way of learning and getting knowledge. The researches done on those platforms show that it has many benefits to offer for people. This led educators to design instruction materials using different platforms to facilitate the process of learning.

Many language learners and even teachers are relying on media resources to get information, support and also to create their own instruction materials. The importance of media platforms in learning new languages can be understood completely only when looking at both second language learning process, theories and characteristics on one hand, and the potentials that media platforms have and can provide on the other hand.

I.3 Second Language Acquisition

Second language acquisition (hereafter SLA) has been a debatable issue; many theories and ideas had been introduced in order to explain the process of learning and also to suggest methods for teaching second language (L2). The theories were based on philosophies of language, and were changed depending on the paradigm shift; from the behaviourist view to the nativist, cognitive, and then to the constructivist view.

According to the behaviourist view; language is viewed as a set of habits that individuals acquire. So, from that view language learning is considered as a habit formation process that can be achieved through mimicry, drilling, and memorising chunks of phrases and huge set of vocabulary (Pemberton, Fallahkhair, & Masthoff, 2004, p. 29). The habit formation can be controlled, according to behaviourists, by reinforcement .i.e. encouraging good language learning signs by positive reinforcement and discouraging bad or false language learning signs by negative reinforcement.

On the contrary, nativists view language as an innate faculty, which every human being is born with. Chomsky (1965) differentiated between language competence, the underlying knowledge of a system, event, or fact which is non-observable ability to do something, and performance; the overtly remarkable realization of competence (Brown,

2007, p. 35). This theory was set up to explain first language acquisition. Then, Chomsky introduced another theory which states that all languages have common sets and principles, these sets are what Chomsky called 'Universal Grammar' (UG) (Brown, 2007, p. 29). According to nativists, learning is just fitting the L2 knowledge encountered into the already existed UG faculty in the human mind. But, according to Lydia White (1991), since L2 learners had already acquired their first language, their UG will be altered and their L2 learning will encounter certain difficulties such as interference and overgeneralization[1].

However, another paradigm shift took place; the cognitivism philosophy of language. Cognitivists look at language differently. They view language as a knowledge that can be seen as schema or symbolic mental constructions. Thus, learning is just a change in learner's schemata (Oğuz & Çubukçu, 2014, p. 48). This change is due to the process of thinking. The learner is metaphorically compared to a computer which process, store, retrieve information, and solve problems.

The next paradigm shift introduced us to the constructivist view. According to constructivism; language is knowledge that is gathered and constructed by individuals. Hence, learning is the active process of constructing knowledge by reflecting on what learner has in mind and what he receives from his environment, in other words, learning is a change in learners' knowledge due to experience. The mechanism of learning is believed to be, in the constructivist view, an experience of the learner combined with the hypothesis of the environment (Oğuz & Çubukçu, 2014, p. 48), and then testing those hypotheses through social interaction and negotiation. Lev Vygotsky (1896-1934) is one of the famous figures in constructivism, his theory of *zone of proximal development*[2] (ZPD) is a good example of constructivist views about language learning process.

I.3.1 SLA Models and Theories

In order to explain SLA many theories and models had been proposed. The models had been grounded on different philosophies of language. Thus, every model has its advantages and shortcomings, which in turn led to proposing other models.

[1] Quoated in: Lightbown, P. M., & Spada, N. (2013). How Languages are Learned (Fourth ed.). New York: Oxford University Press. P,105

[2] The distance between learners' existing development state and their potential development with the assistance of more competent peers.

Now, we will have a look at major hypotheses and models in SLA. Our concern here will be mainly on: Krashen's five hypotheses, Swain's Output hypothesis, McLaughlin's Attention-Processing model, Implicit and Explicit models, and Long's Interaction hypothesis.

I.3.1.1 Krashen's Five Hypotheses

Stephen Krashen has introduced his hypothesis in different books (1977, 1981, 1982, 1985, 1992, and 1997). His hypothesis was based on the nativist view. Krashen first hypothesis is the acquisition-learning hypothesis, where he argues that there is a difference between language acquisition and language learning on the level of consciousness. According to Krashen (1982, p. 10):

> **Language acquisition is a subconscious process; language acquirers are not usually aware of the fact that they are acquiring language, but are only aware of the fact that they are using the language for communication.**

However, he describes learning as a conscious knowledge of L2 including all its rules, properties and principles. (Krashen, 1982, p. 10)

The second hypothesis Krashen introduces is the 'Natural Order' hypothesis. The natural order means that there is a certain sequence which language acquirers follow in picking up linguistic items and rules. But, for L2 learners, there are some differences comparing to first language acquisition. (1982, p. 12)

The 'Monitor' hypothesis is the next hypothesis introduced by Krashen. According to him, the acquired language and the learnt language play two distinct roles. The former is responsible for fluency in output; while the latter is responsible for monitoring the output (Krashen, 1982, p. 15) i.e. inspecting the output and correct it when mistakes happen. Krashen also suggests that in order to monitor our speech we need three necessary conditions: time, focus on communication, and knowing the rule (Krashen, 1982, p. 16). He also proposed three types of monitor users; the monitor over-users; who try to use their monitor all the time. Monitor under-users; who rely completely on the acquired language. And at last the optimal monitor users; those who use their monitor correctly and appropriately (Krashen, 1982, p. 19) and which Krashen believes that this kind of monitor users is the main goal that instructors should produce and encourage.

The fourth hypothesis is the famous 'Input' hypothesis, which is a central issue in our research in hand. Krashen believes that for acquisition or learning to occur, there

should be a '**comprehensible input** 'or what he symbolised as (i+1), where 'i' represents the current competence of the learner, or his present level, and 'i+1' is the input that is little bit above his level, or what is new but comprehensible for him (Krashen, 1982, p. 21). Thus, learning or acquisition occurs when there is a new challenging input which is within the learner's reach. Krashen also claims that the input is the central piece of language acquisition and the only causative variable in it (Krashen, 1986, p. 62).

The last hypothesis that Krashen introduces is the 'Affective filter'. In order that acquisition or learning takes place, the learner must overcome certain variables that prevent input to be internalised. Thus, the affective filter is what the learners may feel when getting input; Krashen has identified three categories of affective variables: the anxiety, self-confidence, and motivation (Krashen, 1982, p. 31). All these feelings will affect the learners' ability to absorb input encountered. Thus, Krashen came to conclude that when the learner has low affective filter there is a high possibility that learning will occur and the learner can comprehend the input provided, but when the affective filter is high then there will be a low possibility of learning. Hence, there will be a sort of block as Krashen argues (1982, p. 32).

I.3.1.2 Swain's Output Hypothesis

The input hypothesis suggested by Krashen has been faced by many critics. The most criticised part was the formula (i+1), since as critics point out, we cannot exactly identify the 'i' so how can we produce (i+1) (Brown, 2007, p. 297). The other criticism was the one concerning that only input is essential for acquisition or learning to occur. Merrill Swain was one of those who criticised that idea, and she introduced another hypothesis which is called the '*Output hypothesis'*. Swain claims that output has the same significance as input for learning and acquisition and maybe even more as she states:

> **It seems to me that the importance of output to learning could be that output pushes learner to process language more deeply- with more mental effort- than does input…students' meaningful production of language-output- would thus seem to have potentially significant role in language development. (Lantolf, 2000, p. 99)**

Swain (2000) also proposes three functions of output in SLA: noticing errors i.e. when learners produce language they will notice their errors which in turn will help in developing their language. The second function is trying out the learner's language,

when a learner is put in a situation that is hard for him he will try out his hypotheses about language to find out the right output to produce. The third function, which is obviously based on constructivist principle, is that output offers means for learners to reflect on language in interaction with peers (Brown, 2007, p. 299).

This hypothesis is also another essential part in our present research about the effects of media on English language learners, since; learners are also producing output when using some media platforms.

I.3.1.3 McLaughlin's Attention Processing Model

McLaughlin has criticised Krashen's use of the term consciousness in distinguishing between learning and acquisition (Brown, 2007, p. 296). McLaughlin (1978) proposes a model of processing that combines between attention and information processing i.e. the focus of one's attention on formal focal or peripheral properties of language in a combination with one's information processing skills in handling language related tasks. As a result, McLaughlin ends up with a four cells table. He divided the first column into two categories; focal and peripheral, and he also divided the first row into two categories of information processing; controlled and automatic; as it is demonstrated in the following table:

Table 1 Possible second language performance as a function of information-processing procedures and attention to formal properties of language. (Brown, 2007, p. 300)

Attention to Formal Language Properties	INFORMATION PROCESSING	
	Controlled	Automatic
Focal	(Cell A) Performance based on formal rule learning	(Cell B) Performance in a test situation
Peripheral	(Cell C) Performance based on implicit learning or analogic learning	(Cell D) Performance in communication situations

McLaughlin explains the controlled processing as 'capacity limited and temporary' i.e. the controlled processes are those processes that demands effort from the learner to do. And those processes, which are being done spontaneously by the learner, are called automatic processes (Brown, 2007, p. 300).

I.3.1.4 Implicit and Explicit Models

SLA has been viewed from different angles among which, there is a set of models based on implicit and explicit language processing. These models were based on the idea that language can be learned through two kinds of knowledge, explicit language knowledge and implicit language knowledge. H. Douglass Brown explains these two notions as follow:

> **Included in the explicit category are the facts that a person knows about language and the ability to articulate those facts in some way…Implicit knowledge is information that is automatically and spontaneously used in language tasks. (Brown, 2007, p. 302)**

Ellen Bialystok (1978) introduces a model based on the explicit and implicit notions. In this model, Bialystok presents L2 learning as a process of three stages. The first one is input, or language exposure. The second one is knowledge in which there are implicit and explicit knowledge alongside with 'other knowledge'. The third stage is output, which is either spontaneous or time-delayed (automatic or non-automatic) with a response after the automatic output or before the non-automatic output. In the model Bialystok connected the three stages with each other and also within each stage by strategies and processes as demonstrated in the following flowchart.

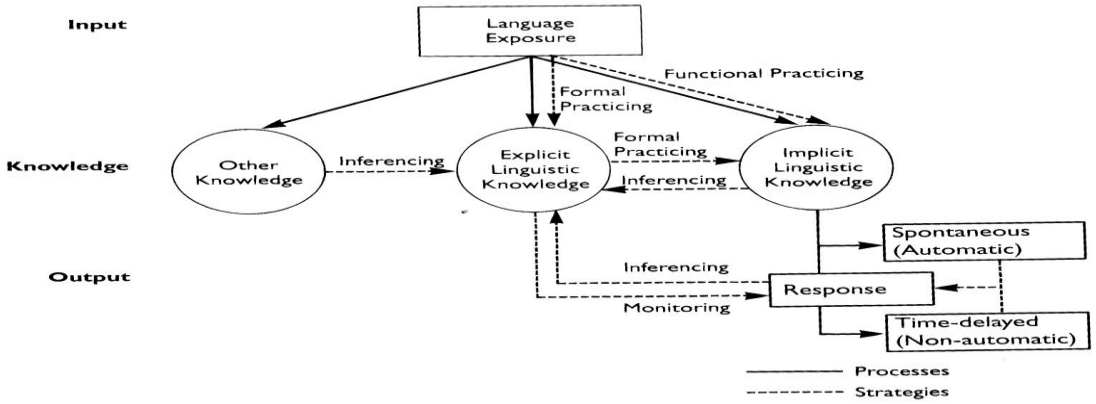


Figure 1 Model of second language learning (adapted from Bialystok 1978, p.71)[3]

I.3.1.5 Long's Interaction Hypothesis

Michael Long (1996, 1985) views the learning process from a social constructivist perspective. In his view, L2 learning process is maintained through interaction. He

[3] Taken from; Brown, H. D. (2007). *Principles of Language learning and Teaching* (Fifth ed.). New York: Pearson Longman. P. 303

agrees on the idea of comprehensible input but he suggests that comprehensible input comes from modified interaction between the learner and others (teacher, peers, other people and sources). Modified interaction is the central part in learning since, during interaction between the learner and others, the interlocutors may modify their speech in order to provide a comprehensible input for the other partner, or maybe the learner will ask for more clarifications which lead to the modification in input by the interlocutor. Thus, both learner and his partner will interact in a cooperative way to overcome mis-understanding or the lack of information (Brown, 2007, p. 305).

To sum up this part about SLA theories and models, we can clearly notice that almost all the models we looked at, give a significant role to input, in different degrees, and also give a great importance to the learners' output. Different models focused on different aspects of the learner, his exposure on L2, his cognitive processes when learning SL, and his surroundings that help him to develop his SL. But still, there are other aspects to look at when discussing L2 learning such as: individual differences, learning conditions, and learning styles and strategies.

I.3.2 Learning Conditions

A second language learner is not a universal notion or case, every learner has different situation from the others, even though not totally different but still there are some aspects of the learning process that are not the same for all learners. Thus, researchers tend to discover the different variables that take control over the learning process. Learning conditions are some variables responsible for the learner's L2 development. We can summarize these conditions in four main categories: freedom, time, feedback, and interaction.

When learning, a learner may find himself in an environment that imposes itself on his way of learning, such as classroom environment where the learner is obliged to speak and write (Lightbown & Spada, 2006, p. 32), sometimes even before he is ready to do so, which will raise anxiety, the feeling of discomfort and may have bad effects on the learner. On other occasions, the learner may have total freedom in practising his linguistic skills, perhaps in classroom or in informal settings that may lower the anxiety and raise the possibility of good comprehension and performance by the learner. Thus, freedom of the learner is considered as a crucial variable in learning a second language.

Second language learners are constrained by the factor of time. They may spend little time in learning second language especially when they are in an environment that does not provide enough input (such as EFL contexts). Some learners may get their input only in classroom, few hours a week. The little time dedicated to the target language will consequently affect the learner's language in quantity and quality, the output will be, in the ideal situations, equivalent to the input but in the real cases it is much fewer. Hence, the learner will not have the chance to explore the different discourses and situations the target language is used in (Lightbown & Spada, 2013, p. 39). But thanks to modern media it becomes possible to expand the time of exposure to the target language.

Along his language development, the learner will inevitably make errors in his output; these errors may appear on different levels of his language such as: syntax, semantics, or pragmatics. In order to correct these errors, the interlocutor may respond in different ways, he may correct it implicitly or explicitly or he may just let the learner discover his own errors. When the learner is at a communicative event, the case maybe little bit complicated, since the interlocutor may be concerned on the message and not the form for instance, or at other cases he may be confused whether the learner is not aware of the error he made or he is just being rude (Lightbown & Spada, 2006, p. 32), especially when making errors on the pragmatic level such as requesting or instructing... The feedback in these cases will affect the learner's development in either ways, positive i.e. when the feedback is done in a good way, or negative i.e. when it is done in harsh and rude way. So, feedback will not just correct the errors made by the learner but also it might pushes him forward or perhaps hold him back psychologically.

Interaction is a crucial condition for language learning, it allows the learner to practise his language competencies, test his hypotheses about the target language, and also developing new skills and strengthen the weaknesses he suffers from. An important part in the interaction is the interlocutor (Lightbown & Spada, 2013, p. 39); a good interlocutor is the one who gives good opportunities for the learner to improve his target language. Maybe the **comprehensible input,** or the result of what Long called the **'modified interaction',** is the most useful strategy that a good interlocutor can use to provide a good fruitful interaction experience to the learner.

Accordingly, a learner needs freedom in practising his language at a convenient pace with enough time to explore the target language, an appropriate feedback that

helps him overcoming the flaws in his output, and of course a good interaction experience allows him to gradually improve his language in all aspects.

I.3.3 Individual Differences in SLA

Every learner has different characteristics from another one. Thus, knowing these characteristics help in the educational process in general. For that purpose, many researches had been done, many suggestions had been proposed. The individual differences that most researchers focused their researches on are mainly those of: age, aims, motivation, personality, and aptitudes.

I.3.3.1 Age and SLA

It is known that children are better language learners than adults. The most common explanation for this phenomenon is the '**critical period'**. In researches about SLA, the critical period was a controversial issue. Many researchers are in favour of this theory; their evidence was based mainly on neurological studies that ensure that the lateralization of language in the left hemisphere is completed when reaching puberty (Brown, 2007, p. 59) i.e. all language functions, properties, and components are distributed on certain areas in the brain which makes it difficult for learners who reached the puberty to acquire the second language with high proficiency and fluency, especially the phonological features of the target language, or in rare occasions the learner will acquire a native-like proficiency in the target language, but still he will show a 'foreign accent'. This rare case has been named the Joseph Conrad phenomenon (Tarone & Swierzbin, 2013, p. 5), after the name of the famous writer Joseph Conrad who attained a very high proficiency that was described as better than most of English native speakers, yet he kept his polish accent for the rest of his life as pointed out by Scovel (1969).

I.3.3.2 Learners' Aims and Purposes

The language learner usually sets in his mind a goal or maybe many goals he wants to achieve behind learning a certain language. Thus, he will try to find a way to reach these goals. In most of the times, language skills are strongly tied to the learner's goal, for instance, a learner who wants to become a foreign language teacher or a translator may focus on all the four skills, another one will focus mainly on writing because he wants to become a writer or perhaps a journalist, where another one will focus on speaking and style because he wants to become maybe a singer. Sometimes, the learner

will stick to specific discourses and context because he wants to enrich his career or to meet some employment requirements.

The influence of learner's aims on skills preference can be seen clearly in a case stated by Mackay (1981)

> **… for example, one group of Spanish speakers who are undergraduates in veterinary medicine in Mexico City may only aim to learn reading skills in English as a Foreign Language (EFL) in order to be able to read technical material in their field; they may need no other English Language skills[4].**

Even in the same context, learners will acquire the language differently according to their aims, some learners aim at attaining native-like pronunciation; others may aim at learning as many vocabularies as they can, while other ones will want to master the grammar of the target language (Tarone & Swierzbin, 2013, p. 2). In this vein, Ellis differentiated between two types of learners: experiential learners and analytical learners. The former is the type of learners whose primary aim is communication or who is communication-oriented; the latter is the learner whose primary aim is accuracy or accuracy-oriented.

I.3.3.3 Motivation

Motivation in SLA is believed to be a significant factor in learner's development. Motivation has been seen differently according to the three different paradigms behaviourism, cognitivism, and constructivism. Brown had summarised these different views in the following table

Table 2 Three views of motivation (Brown, 2007, p. 170)

Behaviouristic	Cognitive	Constructivist
Anticipation of reward	Driven by basic human needs (exploration, manipulation, etc.)	Social context
Desire to receive positive reinforcement	Degree of effort expended	Community
External, individual forces in control	Internal, individual forces in control	Social status
		Security of group
		Internal, interactive forces in control

[4] Quated in: Tarone, E., & Swierzbin, B. (2013). *Exploring Learner langugage*. New York: Oxford University Press. P.2

Many researches had been carried out to identify what sort of motivation do L2 learners have. Among the famous researches is that of Robert Gardner and Wallace Lambert (1972). Their study was about how motivational factors influence the learners' success. They come to conclude that there are two orientations to motivation; '*instrumental motivation'* and *'integrative motivation'* (Tarone & Swierzbin, 2013, p. 3). The first refers to the kind of orientation a learner has to reach instrumental goals such as work requirements. The second one refers to the learner's orientation towards integrating in the target culture and community such as immigrants who wishes to become part of the new country they are in. But, those two kinds are just orientations not types of motivation as noted by Gardner (1991). These two orientations are related to the context in which the learner is. Another important factor related to motivation is the motivational intensity, whether the learner has instrumental or integrative orientation only the learner's motivational intensity will play a great role in his success.

Motivation also can be viewed from another angle, from where it comes i.e. extrinsically, or intrinsically. Extrinsic motivation is the motivation that comes from external factors or causes such as rewards. On the contrary, intrinsic motivation is the one that comes from within the learner himself such as self-satisfaction. There is a total agreement between researchers about motivation that the intrinsic motivations are more strong and permanent (Brown, 2007, p. 172).

I.3.3.4 Personality

Personality is a broad term which Pervin and John (2001) define as "**those characteristics of the person that account for consistent patterns of feeling, thinking, and behaving"**[5]. When we are looking at the learners' characteristics, we notice that each learner has special behaviour in classroom, for example some learners are more risk-taking, some of them are more anxious while others are quiet. These personality factors can affect the success of the learner either positively or negatively. Among the personality factors that most researchers consider as crucial to learning a second language, we can find: self-esteem, extroversion, introversion, empathy, willingness to communicate, risk-taking, tension, and inhibition.

The problem of researches about personality factors in L2 learning is the lack of empirical investigations, for example researchers usually investigate these kinds of fac-

[5] Quoted in: Dörnyei, Z.(2005). *The Psychology of the Language Learner Individual Differences in-Second Language Acquisition.* Mahwah, New Jersey. Lawrence Erlbaum Association, Inc. p, 11

tors through questionnaires, which give no clues if those factors are permanent or temporary as in the example given by Patsy M. L and Nina Spada

> **Students are assumed to be 'anxious' if they 'strongly agree' with statements such as 'I become nervous when I have to speak in second language classroom'. However, such questionnaire responses do not take account of the possibility that anxiety can be temporary and context specific. (2013, p. 61)**

I.3.3.5 Learner's Aptitudes

The learner's abilities play a great role in his success; a learner with good analytic skills, strong memory, intense concentration and observation, and good communicative skills is believed to achieve higher level of proficiency in L2 than those who have less skills. Aptitude components have been related to different information processing stages. According to Skehan (1998), phonemic coding ability could be related to input processing, language analytic ability can be related to central processing, and memory as retrieval can be related to output and fluency (Brown, 2007, p. 107). But there is still a disagreement about what components are the most important in L2 learning, for instance Nick Ellis (2001) believes that 'working memory' or what is called 'short-term memory' is the most important capacity in L2 learning success. However, Skehan thinks that success in L2 learning does not depend on being strong in all components, but maybe a learner can be strong in one component but average in others and still he can success in L2 (Lightbown & Spada, 2006, p. 58). Others suggested that the success in L2 depends on the extent to which the input is compatible with the learners' aptitudes as Marjorie Wesche (1981) concluded in his study (Dörnyei, 2005, p. 49). But Michael Erard (2012) has considered another characteristic of successful learners which is the engagement in hard work to achieve proficiency and using some ways that the majority of learners may consider as too boring.

I.3.4 Learners' Styles and Strategies

When learning L2, learners have some preferences in the way they learn. They may also use specific methods in order to overcome the obstacles they encounter in learning tasks. These two processes are what we call styles and strategies of learning. The difference between these two can be summarised as follow: learning styles are preferences within individuals, dominant patterns of one's thinking, and it differs from one person

to another. On the contrary, strategies are specific problem-solving methods, contextual, and vary within individual (Brown, 2007, p. 119).

Now, we will review some different types of learning styles and learning strategies.

I.3.4.1 Learning Styles

Learning styles are one's ways of thinking and preferring that he usually follows. In more accurate words, Reid (1995, p. viii) defined learning styles as: **"natural, habitual, and preferred way(s) of absorbing, processing, and retaining new information and skills".**

In determining learning styles types we can find two bases on which styles are described upon; the first one is the nature of input, and the second one is the learner's cognition.

Researchers have differentiated three different styles, on the basis of input nature; visual, auditory, and tactile. These three styles are also known as sensory or perceptual styles. The first type represents the learners who prefer learning through seeing information or input in front of them i.e. they prefer reading and getting graphic input. The second one refers to those who prefer listening and getting auditory input. While the third refers to learners who prefer manipulating and having physical involvement input such as role plays (Brown, 2007, p. 129).

On the other hand, on the basis of cognition, there are many styles that can be found in the literature. But the most known ones are those of: field independence (FI) and field dependence (FD), random and sequential, inductive and deductive, synthetic and analytic, concrete and abstract (Brown, 2007, p. 120).

When we have a look at FI and FD styles, we can say that FI are those students who are able to concentrate on subsets within certain task. Thus, they can analyse the variables separately from other related ones. On the contrary, FD style is the total dependency on the whole field and it may result in some sort of lack of perception of its parts. But, field dependent learners are better in viewing a clear unified whole (Brown, 2007, p. 121). However, random and sequential styles are styles which are different in the way the learner prefers the input, either random or linear i.e. in a form of map and plans. While inductive learners are those learners who prefer to get from specific information to the more general ones or from the parts to the whole. Conversely, inductive learners are the ones who prefer to get from the general to the specific or from whole to the parts (Tarone & Swierzbin, 2013, p. 5). Then, there are other learners, who are synthetic i.e.

looking more for similarities, integrate information, summarize, and identify key points. On the contrary of those learners, there are others who like to take things apart, notice grammar differences, and prefer constructive analysis, this kind of learners are called analytic learners. There are also other learners who are described as concrete learners. Those learners prefer to see the information in front of them and get real examples. However, the abstract learners are the ones who prefer to look for patterns in information and always tend to use imagination (Tarone & Swierzbin, 2013).

There are other types of learning styles introduced by many researchers in the field such as: left-and-right brain styles, ambiguity tolerance, global and particular, impulse and reflective… (Brown, 2007, p. 125)

Learning styles may affect the learners' acquisition of L2. It also may define in what skills the learner will be strong or weak, for example: visual learners may be strong in writing; however auditory learners may be more fluent in speaking. Another issue concerning learning styles is the adoption of teaching methods in classroom; many researchers believe that there is no single method that can cover all learning styles that may exist in classroom. Thus, some learners may fail in learning L2 even though they have huge capacities.

I.3.4.2 Learning Strategies

There is a close relationship between the learner's style and his strategies, for example a visual learner may associate new words with pictures in order to expand his vocabulary, and an auditory learner may repeat the word out loud for the same purpose. According to Brown strategies are

> **Those specific "attacks" that we make on a given problem, and that vary considerably within each individual. They are the moment-by-moment techniques that we employ to solve "problems" posed by second language input and output. (Brown, 2007, p. 132)**

Strategies are divided into two types; learning strategies and communicative strategies. In this study, we are interested only in learning strategies. According to a study done by O'Malley and Chamot and colleague (1985) who investigated the strategies used by learners of English as a second language in the United States, they distinguished three categories: Metacognitive, Cognitive, and Socio-affective strategies. (Brown, 2007, p. 134)

Metacognitive strategies are strategies that a learner uses to plan for his learning process, monitoring and evaluating of his production (Brown, 2007, p. 134). This category is characterised by the use of strategies like: self-management i.e. understanding the good conditions for one's learning and managing the learning process in the absence of those conditions, self-monitoring which means the correction of one's own output, directed attention i.e. attending to relevant learning tasks and ignore irrelevant ones, and functional planning which is the rehearsing of components that help in carrying out certain tasks. These are just few examples of the metacognition strategies not all of them.

Then, we have the cognitive strategies which are strategies that a learner uses directly on the learning material (Brown, 2007, p. 134). Among those strategies we have: repetition, translation, grouping, note taking, deduction, keywords, resourcing, inference, elaboration...

Finally, we have the socio-affective strategies which the learner uses while interacting with others, in other words it deals with communication between the learner and others by the means of L2 (Brown, 2007, p. 134). The learner may ask for clarifications when there is a gap or misunderstanding when interacting with others. The second strategy is cooperation; which is on the surface a group-work but it also involves getting feedback from peers and having conversations which may result in developing the learners' L2.

I.4 Media Exposure and English Language Learning

In this part we will look at what kinds of relationships does media exposure have with learning L2? Therefore, we will look at some studies done to uncover some of the relations. Since this study is about English language master degree students of Naama University Centre and the ways media exposure affect their English language. We will tackle some related media platforms that are believed to be the most used among them. Thus, we will take into consideration the following media platforms: books and printed press (printed or digital), television (programmes in English), social media, and the internet.

But first, we have to know more about exposure, and the characteristics that make it crucial in L2 development. Then, we will see what media can offer for EFL learners. After that, we will review some of the researches done on that topic and how this media

exposure is explained psychologically and sociologically. But before all of this, we should have an idea about the English language status in Algeria.

I.4.1 English as a Foreign Language in Algeria

What distinguishes a foreign language (FL) from a second language (L2) is mainly its presence in the society. L2 has obvious presence in society, hold a certain social status in it and can be even acquired without formal schooling. However, FL is only present in academic domains and taught in schools, it has no use in society. Arnbjörnsdóttir (2007) states that what tells an L2 from an FL is that an L2 is learned in the community where it is spoken but the FL is learned mainly by exposure in the classroom. That is, a L2 is characterized by a great amount of input or exposure while in a FL input or exposure is almost limited to the classroom (Ortega, 2011, p. 2).

In Algeria the English language is considered as a foreign language of course. It is not used in social interaction or at specific social domains, its only presence is in classrooms as a material and both a medium and material at university in English branches. In Algerian media, there is no English language newspapers or television or radio programmes. But thanks to foreign channels and the internet the English language has found a way into Algerians' houses.

I.4.2 Exposure in EFL Context

In EFL context, English language learners' biggest challenge is getting input and using their English language in real life contexts. Since the English language is not used at any domain in social interaction and it is only used in classrooms as a material and not as medium of instruction, this causes a serious problem in the development of the students' English language. Thus, exposure to the target language is much more important in learning. Exposure is defined not only as input but it is also "**the amount, duration and type of input that learners' experience"**. (Reinders & Loewen, 2011, p. 63)

Lubega (1976) argues that students with more exposure to the target language are expected to acquire greater familiarity with the target language. Language exposure is vital to language learning and the type and level of language proficiency that emanates from the language learning process is almost entirely determined by language exposure.

But since English is a foreign language in Algeria, learners' exposure can only happen in classroom or through media such as books, movies, songs, shows and also social network sites.

I.4.3 What Can Media Provide for EFL Learners?

Media platforms have huge amount of input to offer for English language learners, especially when we have a look at the internet. According to Internet World Stat website, about 26٪ of internet users used the English language[6] in 2015, which is the top language used in internet. This is only concerning the language used by users of the internet. However, according to statistics[7], 53.6٪ of the internet content is in English. Other media platforms have also huge amount of English language input, such as TV channels. In the 2014 report done by the Arab states Broadcasting Union (ASBU), it has been found that the English language is the second language most used after the Arabic language in the 1300 channels addressed to the Arab world[8].

The materials and situations provided by media are considered as authentic materials as Pemberton et al. (2004) points out "**The various types of audio-visual programs are considered to be authentic language materials which have the potential to provide the necessary language input for SLA in informal setting by indirectly involving the language learners in the language learning process**" Quoted in (Bahrani, Sim, & Nekoueizadeh, 2014, p. 1718)

Authentic language materials are essential in L2 learning since it gives the learners insights into how the target language is used in real contexts. In this vein, Gilmore (2007) describes authentic language input as the language conveying a real message which is produced by a real speaker or writer for a real audience (Bahrani T. , 2012, p. 11). Authentic input importance can be seen in the several models of language use provided to the learner which are also relevant for him and his needs; it also motivates the learner and develops his strategies. However, sometimes it can be very difficult to understand since it is not addressed for EFL learners, or maybe it is boring for the learner (Hyland, 2003, p. 94).

[6] *INTERNET WORLD USERS BY LANGUAGE: Top 10 Languages.* (2015, November 30). Retrieved April 22, 2016, from: Internet World Stats: http://www.internetworldstats.com/stats7.htm

[7] *Usage of Content Languages for Websites.* (2016, March 14). Retrieved April 22, 2016, from Web Technology Surveys: http://w3techs.com/technologies/overview/content_language/all

[8] *1300 Satellite TV Channels Shower the Arab Region.* (2014). Retrieved 22 April, 2016, from Arab States Broadcasting Union: http://www.asbu.net/article.php?lang=en&artid=1277

But in general media platforms offer many opportunities for the learner to develop both his comprehension and production skills through all the input provided and also the direct interaction with speakers of English either native or non-native.

I.4.4 Socio-cultural and Sociolinguistic Views on Media Exposure

According to sociocultural theory, language learning is acquiring not only linguistic items and skills but also providing opportunities to establish social relationships. A central idea in sociocultural theory is the socialization process. Second language learners' socialization, as defined by Duff. P is a process by which non-native speakers of a language seek competence in the language and the ability to participate in the target culture practices. She also argues that virtual communities mediated by digital communication technologies are a sort of socialization experiences that L2 learners can have (Duff, 2012, p. 564). In another article published in the Calico Journal, Sykes et al conclude that sociocultural aspects of L2 learning can evolve through new media which fray the boundaries separating study from play, student from player, and information consumer from knowledge producer (Sykes, AnaOskoz, & Thorne, 2008, p. 239). However, Margie Berns thinks that exposure to stereotypes (social and cultural) in the mass media will contribute to the development of stereotypical beliefs, attitudes, and behaviours, and that television plays an important part in the socialization process (Berns, 2007, p. 12).

Thus, media exposure is regarded as a second society that can shape the culture and identity of the learner and give him opportunities to be integrated into target culture and acquire target language proficiency.

Another issue is that language changes over different geographical and societal boundaries (language variation) and even through time (language change). Therefore, the learner should be aware of that fact, and also he should at least have language use updates if he is willing to reach a higher level of proficiency. Nowadays, English language undergoes a huge change in the forms, meanings, and even new varieties. The learner can easily get to know these changes and even be in direct contact with it and even experience it, especially through the internet which is the fastest medium so far.

I.4.5 Previous Studies on Media Impact on EFL Learners

The relation between media exposure and language learning has not been discussed as it should be. Maybe the influence of internet on language learners is the most investi-

gated subject and there is a tendency towards the inclusion of internet in the education system in certain countries. There are some research papers published constantly by researchers and professors interested in this topic. Other researchers have been interested in more specific subject as: Susan B Neuman and Paricia Koskinen (1992) study about "Captioned Television as Comprehensible Input". Cees M. Koolstra and Johannes W. J. Beentjes (1999) investigation on "the relationship between children's vocabulary acquisition in a foreign language and watching subtitled television programs at home". Lyn Pemberton, Sanaz Fallahkhair and Judith Masthoff (2005) study on "Centred Development of a Mobile and iTV Language Learning Support System". Those and other researchers always tried to explore the ways in which some media sources influence foreign language learners. The researches have been carried out on different focus group from different ages some studies have been done on middle school learners, and some on university students.

I.5 Conclusion

From all what we have looked at in this chapter, it is clear that learning English at the present time has been facilitated through what media provides for EFL learners. The media available can give a huge help for language learners especially in EFL environment. The intricate variables that are part of the L2 learning process such as individual differences, learning conditions and learning styles and strategies cannot be dealt with effectively in EFL classrooms. However, media resources can overcome such problem, simply because it is tension-free environment with adaptable forms of presenting the input and also it guarantees freedom in the pace and the way of learning. Thus, the EFL learner will find himself in front of input resource that is compatible with his learning style and strategies, non-threatening and non-demanding environment that can contribute to his development at the pace and way he can cope with. Besides, its ability to introduce him into real-life communicative event in the target language with native speakers or other English speakers, and it can also tackle all the competencies necessary for a good English language proficiency.

Chapter Two:

Research Design and Findings



Table of Contents

II.1 INTRODUCTION
II.2 DEFINING THE RESEARCH
II.3 THE RESEARCH APPROACH
II.4 THE STUDY POPULATION AND SAMPLING
II.5 DATA COLLECTION

II.5.1 Research Instruments

II.5.1.1 DESCRIPTION OF THE QUESTIONNAIRE

II.5.1.2 DESCRIPTION OF THE INTERVIEW

II.5.2 Data Collection Procedures

II.5.3 Research Ethics

II.6 DATA ANALYSIS AND DISCUSSION

II.6.1 Analysis of the Questionnaire

II.6.1.1 THE RESULTS

II.6.1.2 DISCUSSION OF THE RESULTS

II.6.2 Analysis of the Interview

II.6.2.1 THE RESULTS

II.6.2.2 DISCUSSION OF THE RESULTS

II.7 INTERPRETATION OF THE RESULTS
II.8 STUDY LIMITATIONS
II.9 CONCLUSION

II.1 Introduction

Learning and Media are two crucial issues in modern era because of their potentials and importance in shaping the world. The relationship between the two is not emphasized as it should be, especially, in non-structured contexts or informal settings. Therefore, the investigation in this domain is a need because of the possible huge potentials that it can bring into the foreign language learning and also for the field of linguistics and especially applied linguistics.

This current chapter is dedicated for the practical part of this research. Therefore, we will go through the research design, the sample studied, data collection procedures and tools, data results, analysis and interpretation, and at last we will draw our conclusion upon what we would have got from the results obtained. Besides, the choices made by the researcher concerning the research approach, sampling and data collection will be explained and justified to give the reader a complete description about the research in hand. Then, we will attempt to come at a satisfactory answer for the case study problematic which is; in which ways can the media exposure affect the EFL learners' competence?

II.2 Defining the Research

Every empirical research should be designed precisely in order to meet the academic standards and also to tackle the problematic issue appropriately. The research is a new subject which brings new knowledge and challenges for the researchers. So, choosing the right methodology and tools is a crucial part in the success of the research. The type of the study plays a great role in the way the research is carried out and also the instruments used in it. Researches have been categorized basing on three conditions; a) the type of research question, b) the extent of control an investigator has over actual behavioural event, c) and the degree of focus on contemporary as opposed to historical events (Yin, 2009, p. 8). These three conditions will result in defining the research methods as demonstrated in the next table:

Table 3 Relevant situations for different research methods (Yin, 2009)

METHOD	(1) Form of Research Question	(2) Requires Control of Behavioural Events?	(3) Focuses on Contemporary Events
Experiment	how, why?	yes	yes
Survey	who, what, where, how many, how much?	no	yes
Archival Analysis	who, what, where, how many, how much?	no	yes/no
History	how, why?	no	no
Case Study	how, why?	no	yes

So, basing on that distinction between these three categories we can clearly define the type of research in hand. Firstly, as stated before in the previous chapter, the problematic of the research is aiming at defining 'what and how' media exposure influences the EFL learners' competence. Secondly, the exposure to English language content on media cannot be controlled by the researcher in informal settings. And thirdly, the focus of the study is on contemporary events. Therefore, we can confidently say that the suitable research method for this research is the case study.

Yet, even case studies are divided into different categories, as stated by Yin (1984), there are three categories; exploratory, descriptive and explanatory case studies. quoted in (Zaidah, 2007, p. 3). The first one is set to explore any phenomenon in the data which serves as a point of interest to the researcher. The second type is set to describe the natural phenomena which occur within the data in question. However, the third type is set to examine the data closely both at a surface and deep level in order to explain the phenomena in the data (2007, p. 3). With that being said, the researcher opted for an exploratory case study to investigate the impact of media exposure on EFL learners, because it is the most suitable type of research to tackle this issue, which blends two disciplines together. Besides, the rareness of the researches done about this topic, especially in the Algerian university, made it inevitable to conduct an exploratory case study about the topic in hand.

The researcher's choice of this type of research is also due to the nature of the topic, which tackles the language learning development of EFL learners, as it is acknowledged by Mackey and Gass; "**case studies generally aim to provide a holistic description of language learning or use within a specific population and setting"** (2005, p. 171). Moreover, Zoltán Dörnyei states that: "…**the case study approach has been productive and highly influential in applied linguistics. In fact […] the foundations of the whole discipline were based on the results of the first wave of case studies of language learners in the 1970S and 1980s"**. (2007, p. 154)

Case studies are known for their advantages which allow the researcher to have insights into the complexities of the phenomena in their particular context (Mackey & Gass, 2005, p. 172) i.e. to obtain detailed data from phenomena in their real-life context without manipulating the environment or the situations that the phenomena are in. Thus, it keeps the natural settings intact.

For all these reasons mentioned before, the researcher has chosen the exploratory case study to investigate the media exposure impact on EFL learners within the English language Master students in Naama University centre Salhi Ahmed.

II.3 The Research Approach

In conducting an exploratory case study, the researcher is going to choose a research approach. Among the approaches used in educational researches we have; quantitative research approach, qualitative research approach, and mixed methods approach.

Quantitative research approach is an approach which emphasizes the numeral data i.e. analysing phenomena using measurable data in form of numbers. Zoltán Dörnyei defines it as a research that involves data collection procedures which give numerical data which in turn can be analysed through statistic methods.

Qualitative approach on the other hand, involves the collection of open-ended, non-numerical data which is later analysed through non-statistical methods.

However, the mixed methods approach is that which combines both quantitative and qualitative research, either on the level of data collection, or on the level of analysis methods. (2007, p. 24)

Basing on the nature of the topic, which is related to learning English as a foreign language through media exposure, the researcher decided to choose the mixed methods

approach. The use of this approach will permit the researcher to collect quantitative and qualitative data in order to shape an idea based on in-depth information which is supported by measurable facts.

II.4 The Study Population and Sampling

The population investigated in this case study is all the English language master students in Naama university centre. There are about 70 students in total between first and second year master at the university centre of Naama in the academic year 2015/2016. The researcher chose the master students specifically, because they are supposed to be the members with the greater exposure to English language in the department of foreign languages at Salhi Ahmed university centre, and also because they are more able to reflect on what they have been gone through along their experience in learning English language both in formal and informal settings.

In designing the sample of the study, the researcher chose the quota sampling strategy concerning the sample meant to answer the questionnaire, in order to guarantee the presence of all the possible components of the population studied, especially, the older members of the population. However, the sample concerned with the interview was selected by the researcher through the maximum variation sampling strategy, which aims at getting an in-depth qualitative data from markedly different experiences.

The sample of the study is composed of 24 respondents to the questionnaire and 8 respondents to the interview.

II.5 Data Collection

In order to cover the different sides of the issue in study, the researcher has chosen, as mentioned before, the mixed methods approach. Thus, the data collected will be both quantitative and qualitative in nature. The nature of the topic requires the gathering of measurable data and also precise and in-depth data about media use and also the learners' language development caused by it. Accordingly, the researcher has used certain

research instruments to collect the data with certain procedures and in respect of certain ethical considerations.

II.5.1 Research Instruments

The researcher used two instruments in this current investigation; a questionnaire for a sample of 24 members from both levels, and an interview with 8 members also from both levels.

II.5.1.1 Description of the questionnaire

The questionnaire set by the researcher is aimed at getting quantitative data about different aspects related to media exposure and EFL learners' language development.

In general, the questionnaire was divided into three parts. Each part aimed at gathering specific data. The ***Part One*** was set to collect information about the sample (such as age, gender, level…) and also their self-evaluation. The ***Part Two*** was set to measure the use of media platforms by the students and also what frequent difficulties they may encounter when using media platforms. ***Part Three*** was set to collect the students' opinions and attitudes about their experience in exposure to media. Now we will look at each part of the questionnaire in details.

Part one:

I.1/ Gender: This question is set to define the composition of the sample basing on gender. The aim is to verify the representativeness of the sample.

I.2/ Age: This question aims at defining another possible independent variable within the sample. It is also so important in defining the composition of the sample.

I.3/ Level: This question is set to ensure the participation of both levels in the questionnaire, besides it will give us an idea on the composition of the sample and its representativeness.

I.4/ This question is set to determine the students' duration of their learning English. It can give us an idea about the length of their exposure. It is also believed to be an independent variable in this study.

I.5/ This question is a self-evaluation question. It aims at knowing the level of proficiency of the sample basing on their own judgement. It also describes to some extent their satisfaction with their current level.

I.6/ This question is about the learners purpose behind studying English, but it aims implicitly at defining their orientations too.

I.7/ This question is more specific version of the question "I.5", it emphasizes the four skills of the learners and their self-evaluation. The results of these questions are believed to help us understanding the possible impacts of media exposure.

Part Two:

II.1/ This question is set to measure the frequency of the participants use of different media platforms with English content only. The media platforms are selected basing on different criteria such as availability (that is why radio was excluded here), different modalities (eg. books vs television), and different styles within same modality (books vs journals)

II.2/ Starting from this question, each media English-content is taken separately as a subject of question. In this question we attempt to have information about the kinds of books that students read, is it only for educational purposes or have different interests? This question aims at discovering to what extent students are exposed to different topics, styles, and consequently different vocabularies.

II.3/ This question is set to know if the students watch English speaking films and shows. It aims at discovering the amount of students exposed to English language through films and shows.

II.3.a/ This sub-question aims at defining what kind of support the participants usually use when watching English speaking films and shows.

II.4/ This question is set to have an idea about how frequent the participants listen to English music. Thus, it aims at shaping an idea about another kind of exposure which emphasizes the listening skills.

II.4.a/ This sub-question tackles the participants reaction when having problems in understanding the songs. It aims at discovering the strategies used to overcome this problem.

II.5/ This question measures the frequency of social sites usage by the participants. It aims at defining the extent to which the participants are engaged in such sites.

II.5.a/ This is an open question which gives the freedom to the participant to add the sites that he usually visit on the internet. It aims at having an idea about what other kinds of sites that the participants used to visit.

II.5.b/ In this question, we attempt to have an idea about the participants' use of their English language on the internet. It aims at detecting the frequency of their English production amount using this media platform.

II.5.c/ This question tackles the participants engagement in interaction with native speakers on the net. It aims at uncovering an important aspect in using social media and the internet in general by the participants, which may carry great benefits for them.

II.5.d/ This question is set to determine the difficulties that the participants have when interacting with native speakers. It aims at highlighting the disadvantages of interacting with native speakers.

II.5.e/ This is an open question set to discover any other difficulties that might not have been mentioned in the previous question.

Part Three:

III.1/ This question aims at discovering the attitudes of the participants towards the media English-content (sentences 1 and 2), the interaction with others through media and its psychological effects (sentence 3), and finally the focus of the participants when interacting via the net (sentence 4).

III.2/ The last question of the questionnaire tackles different aspects; the participants' opinion about the kinds of difficulties they faced (sentence 1), their opinion about the most important features in the media English-content (sentence 2), and the benefits that they think they had from using media platforms (sentence 3). It aims at discovering what participants think about the use of English content on media platforms in general.

II.5.1.2 Description of the Interview

The interview is composed of 8 questions; it aimed in general to have an in-depth qualitative data about the impact of media exposure on the participants.

1) The first question is an open question which aims at knowing how the participants feel and what they think about their English language learning process so far.
2) The second question is set to know what the first exposure was for each participant. It aims at knowing whether they share the same experience when they were beginners or not.

3) The third question is about the development of their exposure through time, which gives us an idea about the kind of development in the content of exposure, its form, its intensity, and also their strategies development through time.
4) The fourth question is set to have insights of the impact of that exposure, their perception to that impact and also the way it happened.
5) The fifth question is set to detect what are the features of English content on media that the participants found as advantages, and what disadvantages they suffered from. It aims at gaining different data about the advantages and disadvantages.
6) The sixth question is about whether the participants touched that media exposure has really contributed in their language development or not, in other words does it complement their English language learning in classroom and in what aspects.
7) The seventh question focuses more on the participants' way of using the media platforms, is it to learn, to communicate or just for having fun. This question implicitly defines the level of familiarity with the target language, the level of the participants and their focus when using English on media platforms.
8) The eighth question explicitly addresses the competencies that media exposure has developed in the participants' English language.

II.5.2 Data Collection Procedures

In collecting the data through the questionnaire, the researcher has found some difficulties due to the timing of the collection, especially for the second year master students, which made the researcher design of two forms for the same questionnaire; a printed one for the first year master students, and an electronic one for the second year master students. This happened because the second year master students had no studies in the second semester starting from January 2016. There was no opportunity to give them a printed form of the questionnaire.

The printed questionnaires were distributed on the members of the sample and gathered immediately after answering all the questions. The researcher was always ready to give any clarifications about the questions or the way to answer them. Concerning the electronic version of the questionnaire, it was a modification-restricted document. It was designed to make sure that no one can change the form or the content of the document. The participants could only choose among the available options or write in reserved

spaces for the open questions. Then, it was distributed on the member of the sample from the second year master English students through Face book.

Concerning the interview, the researcher interviewed the participants face to face, to guarantee the natural process of the interview and to give explanations when needed. The answers were written down immediately.

II.5.3 Research Ethics

In conducting the research, the participants were asked to participate voluntary i.e. no participant has given his answers unwillingly. Thus, the participants were given their right of deciding whether to participate or not.

When collecting the data through questionnaires, the participants were supplied with sufficient information about the topic of the study to limit their choices, and to make the questions clearer for them to guarantee the comprehension of the questions on the part of the participants. They were also ensured that their answers will be anonymous to comfort and encourage them to give sincere and honest answers. They were also reminded that their answers are not to be judged, but to be viewed as opinions which are crucial in the research.

The questions were formed in simple style with no vague or ambiguous words or terms, the researcher used some terms that are strongly related to the participants' field of study.

Concerning the interview, the participants were also given the choice to participate or not. They were also informed about the study and the topic which is tackled. The questions were all in simple style and were clarified when required.

In conclusion, the researcher tried as hard as possible to respect the ethical rules of the research, which are; voluntary participation, ensuring confidentiality, the suppliance of sufficient information, and the comprehension on the part of the participants.

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II.6 Data Analysis and Discussion

II.6.1 Analysis of the Questionnaire

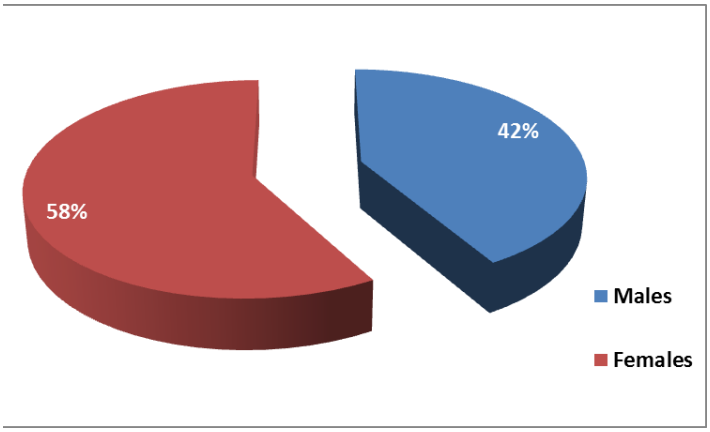
After collecting the data from the participants' answers on the questionnaire, the researcher has gathered an important amount of information to analyse. Thus, the information gathered about the sample will be presented in form of pie charts, tables and graphs to simplify it and make it more understandable.

II.6.1.1 The Results

Part One:

In this part the researcher has gained some general and more specific information about the members of the sample. This part, can give us an idea about the composition of the sample, its representativeness, and also some information about the participants history of learning English and their proficiency in general and in specific skills.

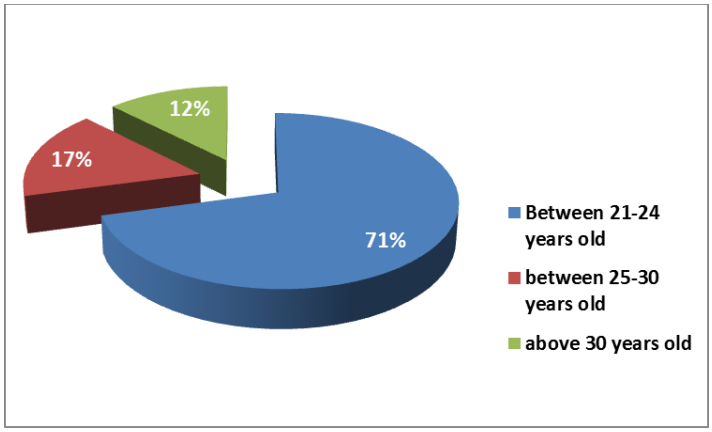
- The participants' gender:



Pie-chart 1 The composition of the sample based on gender

The sample studied contains 10 males and 14 females, which is a normal composition when looking at the whole population. The number of females is greater than the number of males in the population studied. Thus, we can say that this sample presents the whole population very well.

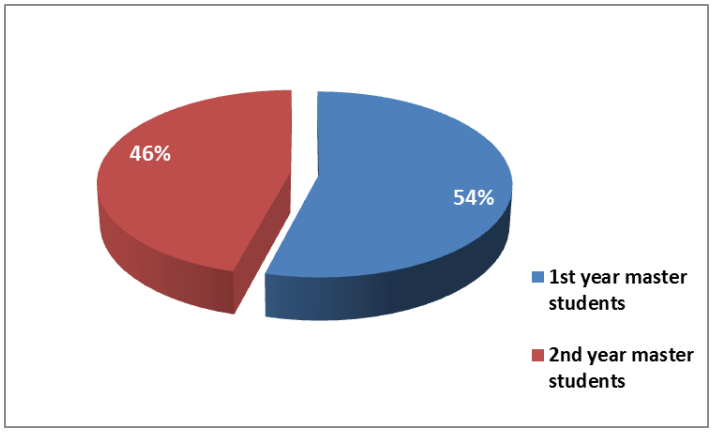
❖ Age of the participants:



Pie-chart 2 the sample composition based on the age of the participants

This pie-chart illustrates the diversity of the sample; it contains students from different ages which in turn represent the whole population. As it is demonstrated in the chart, the majority of the participants are young students between the age of 21 and 24 (71٪), while other participants are older (17٪ between 25 and 30 and 12٪ above 30). These percentages reflect also the composition of the population. Therefore, it is a kind of help when it comes to generalizing the results of this study..

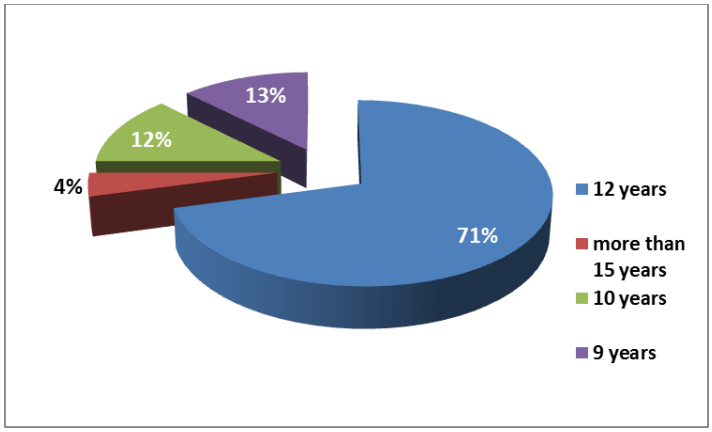
❖ The level of the participants:



Pie-chart 3 Composition of the sample basing on the level of the students

This sample is composed of students from both levels, but since the students of the first year master are greater in number than the students of the second year master (54٪ and 46٪ respectively), this sample is a good representation of the whole population.

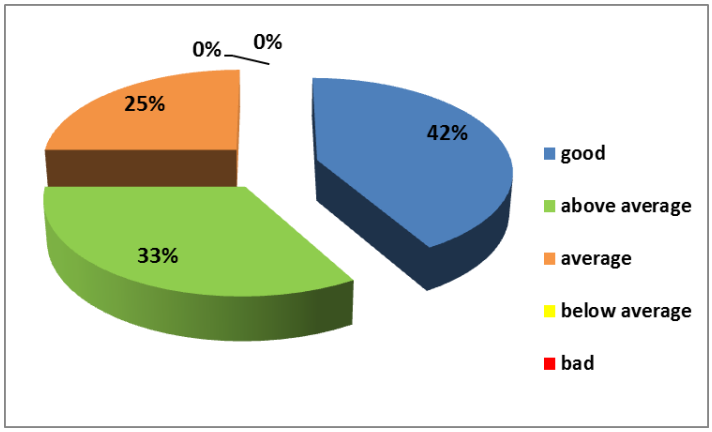
❖ Duration of studying English language



Pie-chart 4 participants' Duration of studying English.

This chart shows that the whole sample members have almost the same duration in studying English, only one case has a longer duration, but it is normal since the sample, and the population too, contains older members. This result indicates the possible huge exposure to English language from multiple sources.

❖ Self-evaluation of English language proficiency



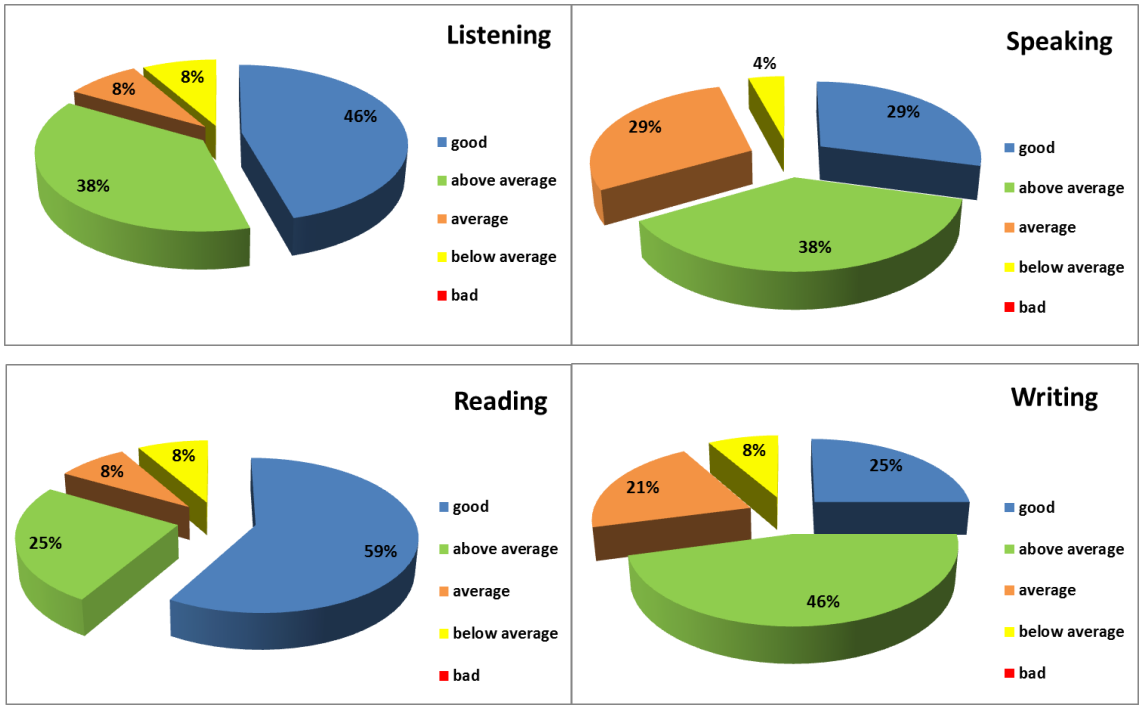
Pie-chart 5 English language proficiency self-evaluation

According to the participants' self-evaluation, the sample proficiency in English language ranges between average and good proficiency. As the chart illustrates 42٪ have good language proficiency, 33٪ above average, and 25٪ average proficiency. These results indicate again the diversity of the sample studied. If we wanted to describe the sample, then we would say that our sample have more than acceptable language proficiency.

❖ The participants' aim behind studying English.

This is an open question for all students, but the results obtained shows that there are mainly four categories in which we can label these aims. The first one is professional aims; with 8 participants who aim at becoming future teachers. The second one is personal interest in the language, in which another 8 participants who want to explore the language because they like it at first place. The third category is self-improvement in which 4 students declared that they study English to improve their skills, personality and capacities. The fourth category is those who study English to explore other cultures, 4 participants declared that they study English to explore other culture, and because it is the dominant language and culture in present time.

❖ Self-evaluation of the four skills



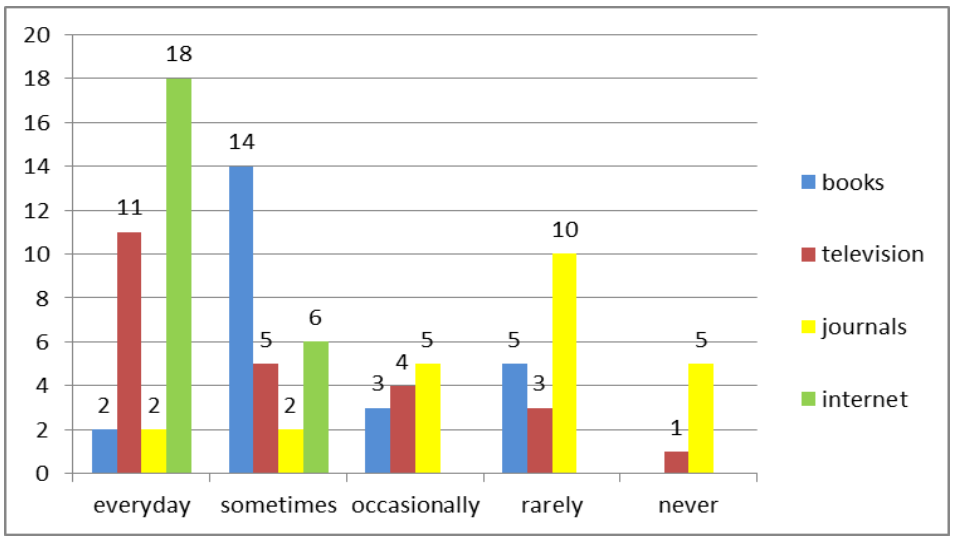
Pie-chart 6 proficiency in the four skills based on the sample self-evaluation

This is the participants' self-evaluation of their four skills, as it shows there is diversity in each skill evaluation, which indicates the variation of skills' proficiency among the sample. But, we can notice that the sample shows a better proficiency in the receptive skills comparing to the productive skills (when we take into consideration the sum of good and average proficiencies evaluation in all skills). Thus, we can say that

the sample studied is better in listening and reading comparing to speaking and writing skills.

Part Two

- II.1 how often do you use these media platforms?

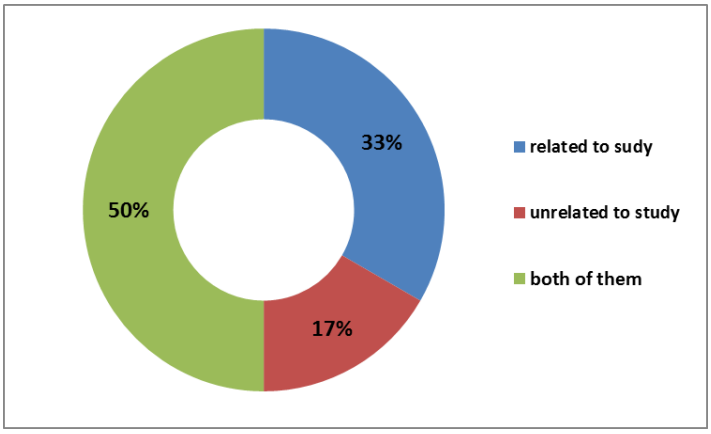


Bar Graph 1 Frequency of using different media platforms

This bar graph shows the different media platforms that are used by students and also the frequency of the usage. It can give us insights about what students usually use and can be related to other information gathered about the sample. We can say that according to these results; surfing on the internet is considered as a daily practice for the majority of the participants. Television also has an important space in the daily life of the students. However, reading books is a less usual practice in students' daily life. On the contrary, reading English journals is a rare event in the students' practices for the majority of the sample. Therefore, the sample's daily exposure to English content on media platforms can be described as dependent mostly on the Internet and, with less intensity, on television and books. It is necessary to note that these usages is based only on English content i.e. the students were asked to give their frequent use of media platforms that contains English language content

.

- II.2 what kind of printed or electronic English books do you usually read?



Pie-chart 7 Kinds of English books read by the students

This pie-chart shows the frequent kinds of books that the participants usually read. 50% of the students reported they read books both related and unrelated to their study, while 33% read only books that are related to their study, whereas 17% read only books unrelated to their study. It shows that there is diversity in subjects which the students read. The result of this question indicates that students are not stuck just to their field of study, but also they are interested in other subjects, which in turn develop other aspects of their English language.

- II.3 Do you watch English speaking films and shows?
- a/ if yes, how do you prefer to watch them?

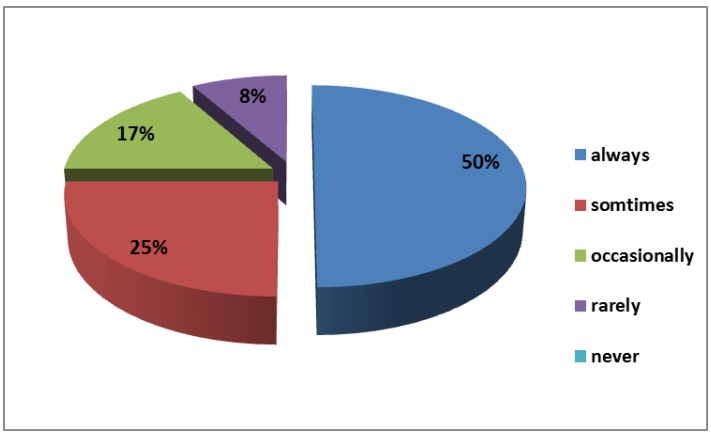
Table 4 Students' preferences in watching English films and shows.

Students' responses	English speaking films and shows			Total	percentages
	Arabic subtitles	English subtitles	without subtitles		
Yes	**4**	**10**	**7**	**21**	**87,5%**
NO	**3**			**3**	**12,5%**
total of students				**24**	**100%**

This table summarizes the results of both questions; it shows that the majority of the students watch English speaking programmes (87.5%) with different preferences. But the most of students prefer to watch these programmes with subtitles, and more specifically

English subtitles. Others prefer to watch it without subtitles, while a small proportion likes to watch these programmes with Arabic subtitles. This results show that students have access to different options that meet their preferences an also their needs. .

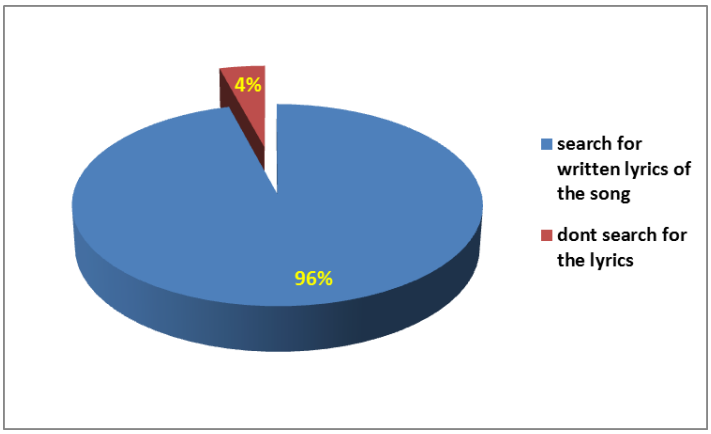
- II.4/ How often do you listen to English music?



Pie-chart 8 Frequency of students' listening to English music.

This chart shows that the majority of students listen to English music about 75% of the sample listen at least sometimes to music which is a huge percentage. But on the other hand it is normal to have such result, since English music, and American especially, has a great success outside its borders and it is known that English music industry has a great audience all over the world. This result can help us to define another kind of exposure to English language.

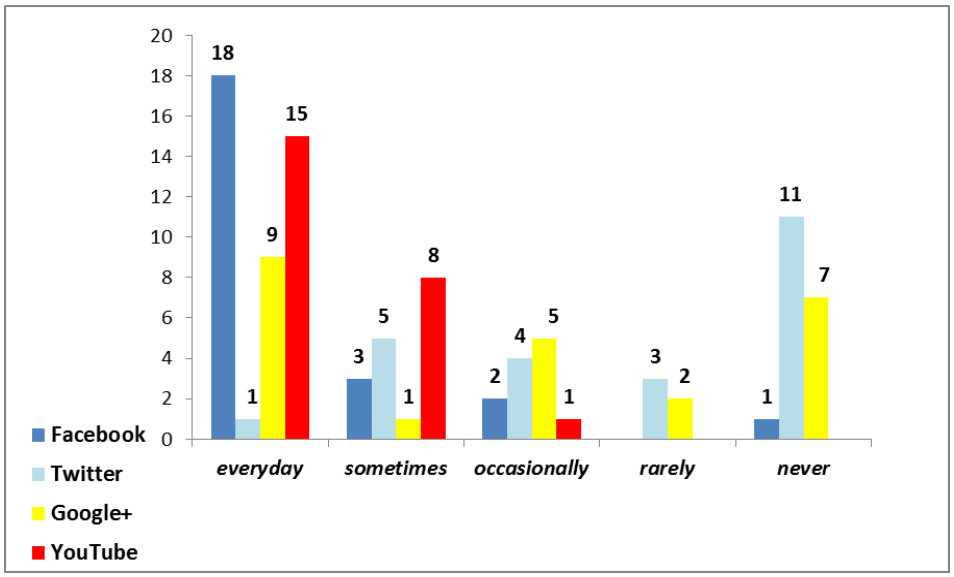
- II.4.a/ in case you found difficulties in understanding the lyrics, what do you usually do?



Pie-chart 9 Students' reaction when not understanding lyrics of songs.

This chart illustrates the reaction of students when they face difficulties in understanding the songs. It shows that the greater majority (96٪) look for a way to understand the songs and not just let it go without trying to understand. This result is an important illustration of the help that can be provided by media platforms. It also shows that students are interested and maybe even motivated to understand difficult and challenging input faced through exposure on media. .

- II.5 what websites do you usually visit?



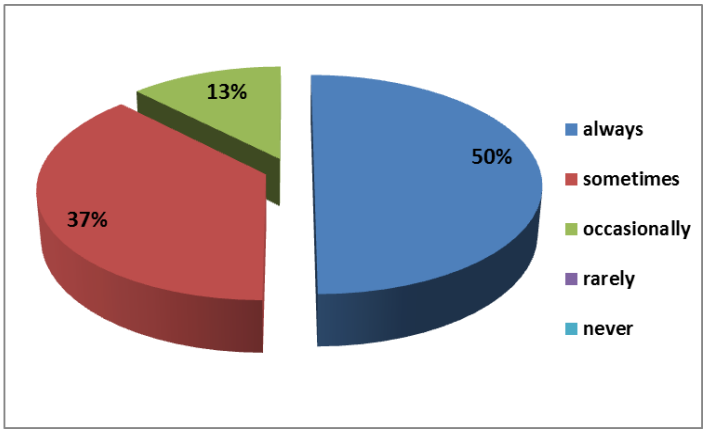
Bar Graph 2 students' use of social websites

This bar graph shows that the students are active users of social websites. As expected, Face book and YouTube are the most used social websites between the students, but the other two websites (Google + and Twitter) have some users among the sample but with smaller proportions. This indicates that there is a real engagement from the part of the participants in social websites. This active participation is also another key point in the study of media exposure, since it is not considered only as exposure to input from the internet, but also it is a way of acting and engaging in situations that may require from the students to produce English output. Thus, the importance of this result is to demonstrate that the sample has a great engagement in social sites that act both as source of input and a place of opportunities for producing output.

- II.5a/ if there are any other websites you usually visit please mention them.

This was an optional open question. Only few students answered it, but the answers were different, mainly the sites cited were other social sites such as Instagram, LinkedIn. Other sites are clearly related to the participants' interests such as: Google news, British council, Sound cloud, Rap genius, and Deviant. The remarkable thing is that these sites, especially those related to the participants interests, can give more complex and contextual English input that can contribute greatly in the students' language development.

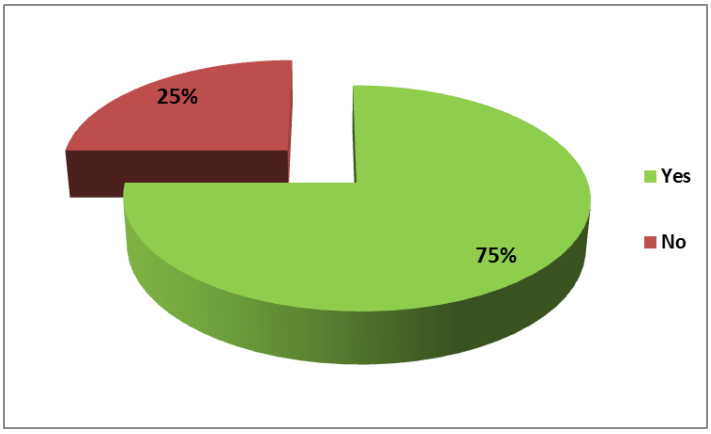
- II.5.b/ How often do you use English language when you are connecting to the web?



Pie-chart 10 Students' use of English on the web

This chart shows that all students use English language on the Internet with different frequencies, but the greater majority (50٪ of the participants) use it always, and 37٪ use it sometimes while 13٪ reported they use it occasionally. Another important remark is that no participant answered that he never uses English or at least he uses it rarely. This result proves that the students don't just receive input but they also produce actual output when surfing on the Internet.

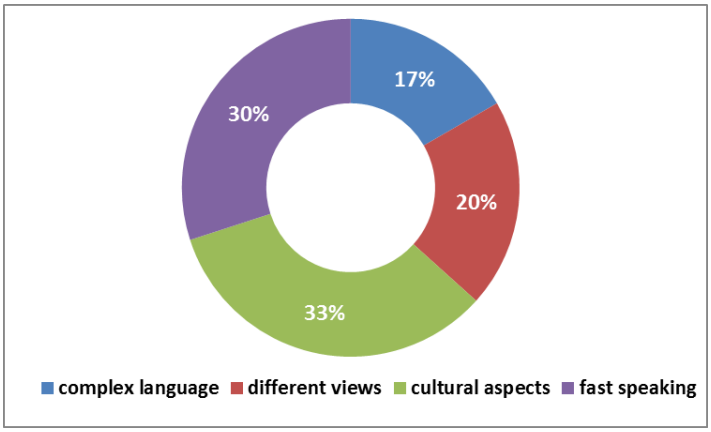
- II.5.c/ Do you interact with native speakers on the internet?



Pie-chart 11 students' interaction with native speakers on the Net.

The majority of students (75٪) declared that they interact with English native speakers. This result shows that there is a great possibility that the students can improve their language through direct interaction with native speakers.

II.5.d/ if yes, what difficulties do you face when interacting with them?



Pie-chart 12 Frequent difficulties faced by students when interacting with native speakers

This chart illustrates the difficulties that students have when interacting with the native speakers on the net; it shows that the cultural and phonological aspects (due to fast speech) are the major difficulties they face (with 33٪ and 30٪ respectively) then with relatively small proportions comes different views (20٪) and then complex language (17٪). It is worth noting that the participants had the ability to choose more than one answer among the four suggestions provided. Thus, there is some sort of equivalence between some difficulties, naturally because one student can have more than one difficulty when interacting with native speakers.

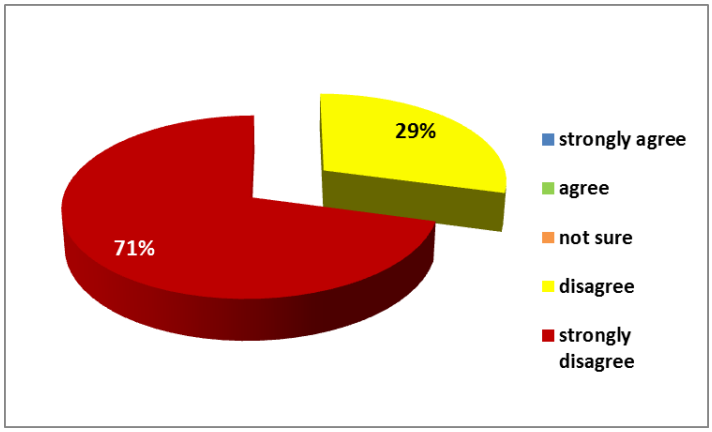
- II.5.e/ other difficulties

This was another optional open question which only few students responded to. But the results show that the other difficulties are mainly concerning other speech phenomena such as stress, weak forms, and informal speech. Also some students included the use of idioms by the native speakers which make the communication more difficult, another difficulty stated is the different world views which emerge when discussing events and subjects.

Part Three

III.1/ state to what extent you agree or disagree with the following statements

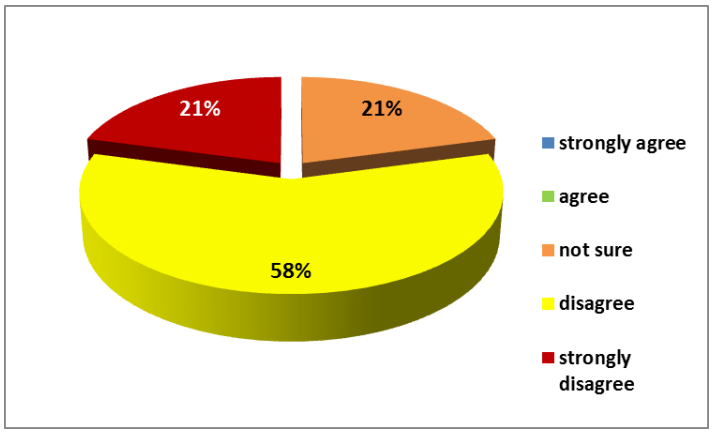
- Media English content does not bring something new to the learners' knowledge



Pie-chart 13 Students' level of agreement on the first statement

All the students disagree with that claim; (75٪ strongly disagree and 25٪ disagree), this result shows that the students have a good attitude towards the contribution of media English content in their learning process.

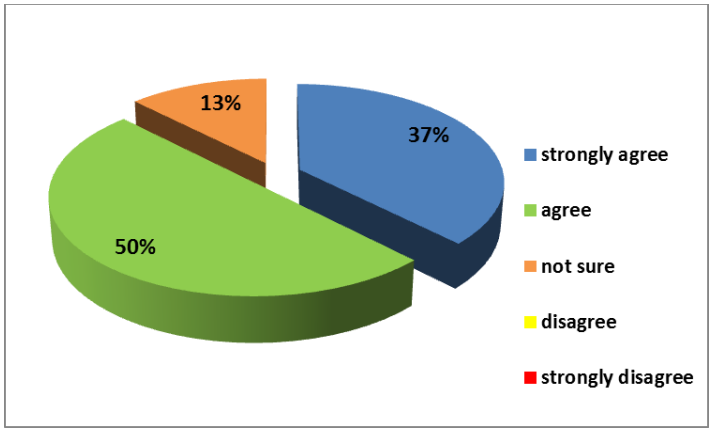
- Media content cannot be suitable for EFL learners, since it is too hard to understand.



Pie-chart 14 students' level of agreement on the second statement

The majority of students disagree (58٪ disagree and 21٪ strongly disagree) with that claim too, except for small proportion which has neutral response to it (21٪). This also proves another attitude of students towards English content on media.

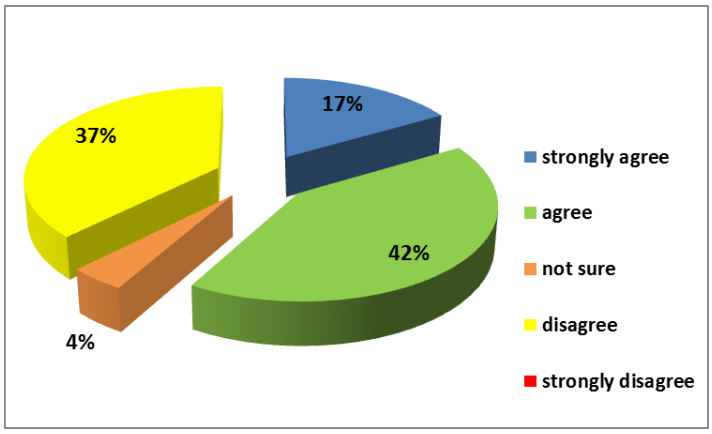
- The interaction with people through social sites using English is much more com-fortable



Pie-chart 15 students' level of agreement on the third statement

50% of the students agree and 37% strongly agree on the statement provided. Only 13% showed neutral response. Thus, we can say that the majority of the students feel more comfortable and relaxed when interacting through social sites using English.

- While interaction with people through internet the form is not important, the only important thing is the message and communication.

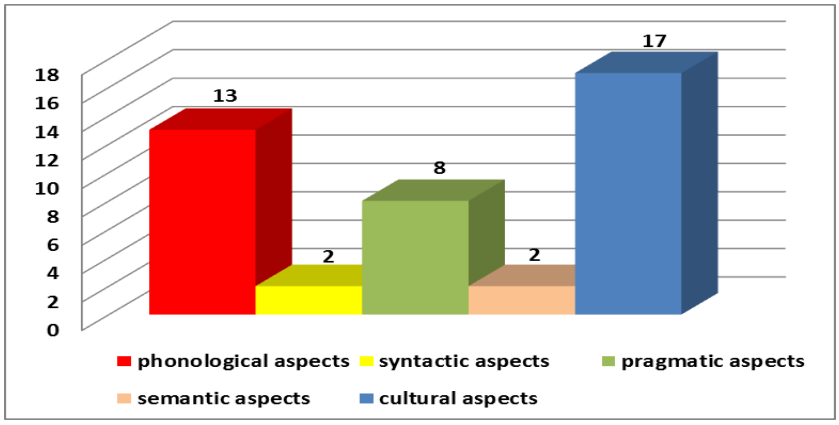


Pie-chart 16 students' level of agreement on the fourth statement

This result shows a kind of diversity in opinions since 42% of the students agree on the statement above, while another close proportion with 37% disagree with this claim; however, another 17% strongly agree (which makes the total of agreement on the state-ment about 59%) and only 4% gave neutral response.

❖ II.2/ choose an answer from the available options, you can also choose more than one answer if you want to.

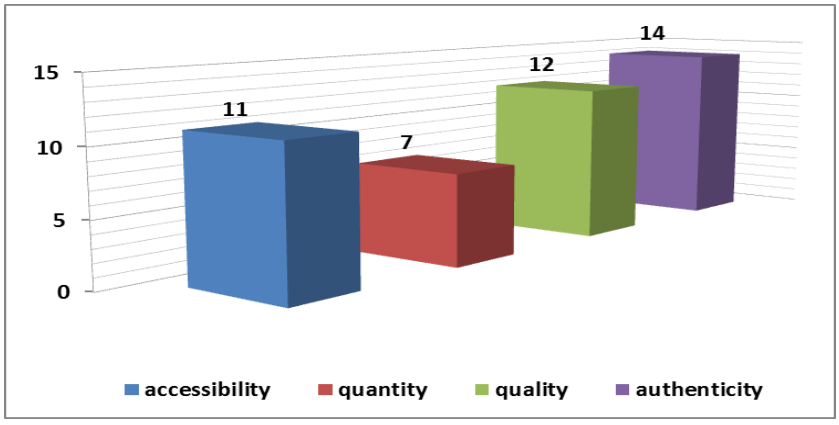
- When you are exposed to English content on media, the difficulties that usually encounter are due to



Bar Graph 3 difficulties usually faced by students when exposed to English content on media

This histogram graph shows that students face many difficulties when exposed to media. The most reported difficulty is the cultural aspects (17) of the English content, and then comes the phonological aspects (13). These two difficulties are indeed the most intricate aspects in the English language. Then, with smaller report rate comes the pragmatic aspects (8), followed by both syntactic and semantic aspects (2 for each)

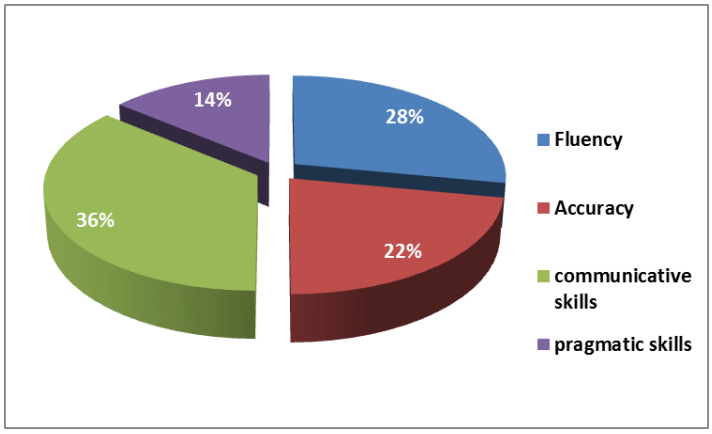
- What are the most important features in the English content on media?



Bar Graph 4 most important features of English content on media according to students

In this question the students could choose more than one answer, thus the graph shows that students think that English content on media has a lot of important features. The close frequencies between all features indicate that all students believe that English content on media is authentic, accessible, with diverse qualities and huge quantity. This opinion can give us a clear idea about the awareness of students of media content potentials.

- As an EFL learner, what are the benefits that you had from using media platforms?



Pie-chart 17 the benefits that students have from using media platforms

This is a direct question addresses the skills developed with the help of media platforms exposure. The results show that the skills developed by the exposure on media English content are different in nature. The communicative skills are the most reported skills (36٪) developed through exposure, then comes the fluency (28٪) and accuracy (22٪) with close proportions, and at last with relatively smaller proportion we have pragmatic skills (14٪). As the previous questions this question also gives the students the possibility to choose more than one item if he/she wants to do so.

II.6.1.2 Discussion of the Results

The results obtained from the questionnaire has been analysed quantitatively. The sample studied showed a number of interesting behaviours and attitudes toward the use of media platforms and learning by the help of these platforms. In order to create a fully understandable picture drawn from the results obtained, we will look at each part of the questionnaire separately. Thus, the results of the first part give us an idea about the sample, which is composed of students, both males and females, from different ages, but most of them are young. They have a long duration of studying and exposure to English. The sample above shows average and good proficiency in English with a better proficiency in receptive skills comparing to that of productive skills. The members of the sample have different aims in learning English.

The second part of the questionnaire gives us insights into the sample usual behaviours and also the usual difficulties when they use media platforms. Therefore, we can describe the students as usual users of internet, television and books also. Their use of books is not limited only for their field study but also to other topics. They are also interested in watching English films and TV shows, listening to music, surfing on internet

and mostly visiting social websites, and interact with English native speakers where they find some common difficulties such as cultural and phonological difficulties.

The third part introduces us into what students think about media platforms and its English content. The students showed their belief in the benefits of media exposure for them. They also looked at media platforms as suitable for them and more relaxing and less threatening environment of communication. However, the English content on media has put some challenges for them, mainly of cultural and phonological nature. Nonetheless, they acknowledged the different features of media content such as authenticity, quality and accessibility. They have also showed that this media English content has contributed in developing several aspects of their language such as: communicative skills, fluency, accuracy, and pragmatic skills.

Broadly speaking, the students showed positive attitudes towards the media exposure experience in general. They have shown also the great exposure experience they have through different media platforms and the frequent use of these platforms in their daily life. Which indicates that there is a huge possibility they have been influenced by this exposure in a way or another.

II.6.2 Analysis of the Interview

II.6.2.1 The Results

- First question: Can you give us an idea about your English language learning from the first day in class until today?

All the interviewees showed that their love for the language makes its learning easy and enjoyable experience, they also declared that they went through gradual progress. The multiple opinions obtained reveal the fact that their intrinsic motivation helped them in attaining a progressive and continuous learning experience.

- Second question: Concerning your exposure to English outside the classroom, what was the first contact with English outside classroom?

This question addresses the first exposure the students had when they were still novice learners of English. The results obtained show that the participants' first exposure was through English films and songs; others were exposed to English on Television

news and the chat sites on internet. These different sources of exposure are the main sources of input outside classroom in EFL context.

- Third question: Can you give us an overall view about your media exposure development through time?

The participants showed almost a common exposure development process. The most of the interviewees stated that their exposure started by watching English films with the help of Arabic subtitles, later then, they used English subtitles, and gradually they became independent from relying on subtitles. Concerning songs, the interviewees also showed the same patterns in development, they started by listening to songs and understanding them by the help of written lyrics, then by time they developed their listening skills so that they stopped relying on lyrics. Other developments reported were concerning the use of books, at the beginning it was done by the help of dictionary, a bilingual dictionary and then a monolingual one, then as their repertoire has well expended, the use of dictionaries started to decease by time. Other students reported another kind of development which is concerned with output on social sites and chatrooms, at the beginning the language used contained only few words in English, then it started to become more like a code-mixing, by time as students gained more proficiency they started to code switch between Arabic and English, or French and English in other cases.

- Fourth question: Do you think that this exposure influenced your English language positively or negatively? And how?

All the interviewees answered the same. Concerning the first part of the question; they all think that media exposure influenced their English language positively. However, the manner in which this happened was different from one participant to another, with some similarities such as enriching vocabulary and grammar. Concerning the distinct reported answers, we have: increasing target culture awareness, providing chances for gradual improvement, raises the familiarity with the English language, getting the right pronunciation of words, and helping in dealing with communicative situations. Only one negative side has been reported; it concerns the phonological and sometimes semantical influence. Since, when in school, the students were supposed to be taught and learn British English and use the Received Pronunciation (RP) however when ex-

posed to English on media the dominant English is the American one, and of course the American accent. Thus, the students might find themselves confused sometimes or maybe disadvantaged in some cases.

- Fifth question: What are the advantages of exposure to English through media that you benefited from? And what are the disadvantages you suffered from?

In answering this question the interviewees have all reported that they found many disadvantages in media platforms and only few disadvantages. The advantages that were reported can be summarized mainly in the following: the availability of real language, the huge quantity of input, the different kinds of topics and subjects available, the possibility to interact with English speakers both natives and non-natives, less stressing environment, available opportunities to develop the different skills, the motivational nature of the environment, and the ability to control the platforms

However, the disadvantages reported are: the difficult of the input at the beginning, and also the distraction that may be caused by the media platforms sometimes, and also the question of identity and cultural differences.

- Sixth question: Do you think that exposure to English through media has filled some gaps that have been emerged after learning in classroom? Can you cite some of them?

The first part of the question has been answered positively by the students, they all reported that there were some gaps in their language after learning in classroom, and later it was fulfilled by the exposure to media platforms.

Concerning the second part, the participants gave many responses. Almost all participants mentioned: Vocabulary, cultural aspects and pronunciation. Beside, these three previous answers there are others such as: giving real meaning to the language learnt and not just learning words and rules of grammar without knowing where and how to put them, helping in memorizing new words in different contexts, and fluency.

- Seventh question: When you are using media platforms, do you think about: learning English, communicating or having fun?

All the interviewees have reported that when they are using media platforms they usually think about communicating and having fun. Because, according to some of them, they have exceeded the phase of learning English directly through media platforms, their main concern now is communication using the language rather than learning it. However, they also reported that learning occurs sometimes without any planning from their part in situations when new information is presented.

- Eighth question: What are the competencies you think that media exposure has greatly contributed in developing them?

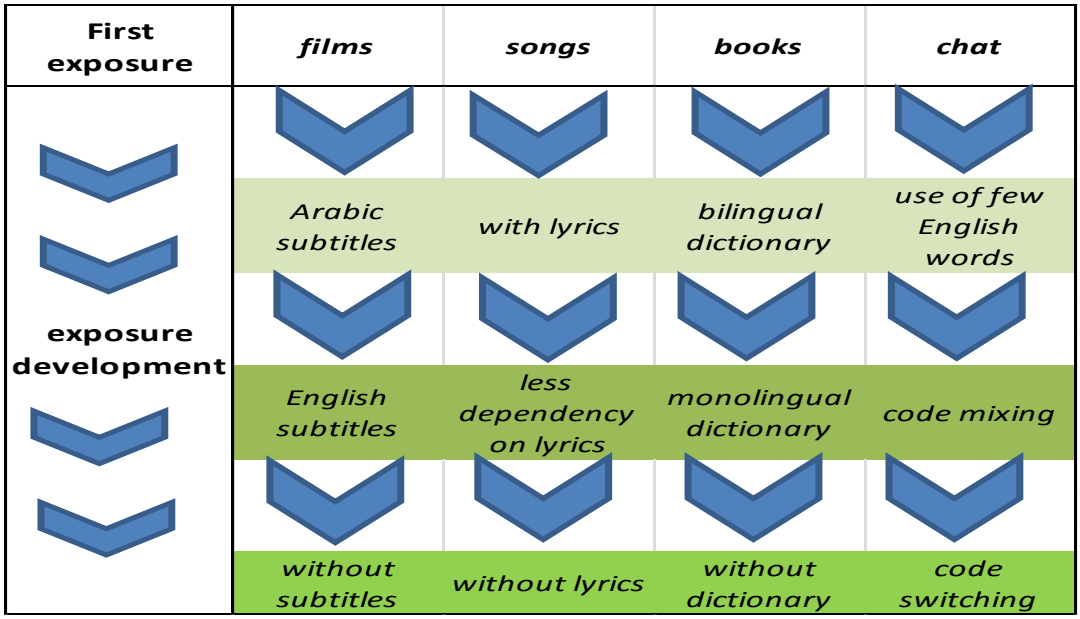
The participants have reported that the competencies that have been developed by the help of media exposure are mainly: the communicative competence, the cultural competence, the linguistic competence in all the four skills, and the pragmatic competence. Some of them; for example, reported that they knew some grammatical structures even before knowing their rules, and the language started to seem logical and familiar in a certain way even without having knowledge about the rules of correct use.

II.6.2.2 Discussion of the Results

The interview has been a valuable instrument of gathering in-depth information about the media exposure in the students' life. The data gathered showed different ways in which this exposure influenced and helped the learners to become better at English.

The information obtained have shown us the different ways in which students' exposure has been developed through time, its influence on their learning, the gaps it filled, and also the competencies developed through it. Therefore, we will describe the exposure of the students basing on the results obtained. The students have already a satisfaction about their learning experience so far as indicates the first question, this was helped by their interest in this language in the first place, so the intrinsic motivation is already there to maintain a long experience of learning. As EFL learners in EFL context, the students in their early stages of learning have access to English input outside the classroom through different media platforms, namely films, songs books and chat websites. These four categories are easy to find, use and control. However, the matter of use has been developed by time since the learners were getting better and looked for

more challenges. The development of use through time can be best demonstrated in the graph below.



Scheme 1 the sample's exposure development by time

The influence of media exposure has been a positive one since it allowed students to make a gradual improvement in many aspects such as lexis, syntax, phonological and cultural aspects. This was possible thanks to the advantages that media platforms have such as: availability of huge input both in quantity and quality, its authenticity, easy control over the platforms which also enhances the motivation of learners, besides the ability to have English conversations with other English speakers. Indeed, the materials provided by media has great potentials that can complement the learning experience in formal settings, since the Algerian student is in an EFL context, ha cannot have enough input and information about the target language in classroom that is why students have found what they lack from these source. The interview also revealed another important fact concerning the way the students now use this media platforms, it seems that they are more concerned about communication through English which indicates two things; the first one is that they are looking at the English language not as a purpose but as a medium of communication, while the second one is that their process of the language can be an implicit one i.e. even though their focus is on communication but they still give attention to the form. Finally, the different kinds of input, all the features that media platforms and the English content on it have, they all contributed in developing cer-

tain competencies that we have mentioned in the results section. The remarkable thing is that there are different competencies reported; this might be due to the kind of input that the learner is exposed to and his preferences also

II.7 Interpretation of the Results

The results obtained from the questionnaire and the interview have given us the opportunity to test the hypotheses set in the beginning of the research. Basing on what we have seen in the theoretical part and what we have got from the data collection instruments, the researcher will try to interpret the results and verify the hypotheses. As a start the researcher will focus on input from media exposure and the students output, the development of the exposure and its psychological effect, and at last the influence of the exposure on the English language learning.

As the *input hypothes*is states, in order for learning to occur; there must be a comprehensible input. According to the results obtained the students have control over the kind and amount of exposure. And since the learners are the most knowledgeable about their needs, the comprehensible input is controlled by them most of the times. And when difficulties occur the students will use other strategies to overcome them, such as the use of subtitles, lyrics, and dictionaries or maybe through modified interaction when interacting with others in English. Another important idea is the diversity of input provided by media platforms, as we have seen in the first chapter exposure is not only input but also type, amount and duration of input, these three features has been found in the exposure of the sample to media platforms, since they have access to different qualities of input. They spend a lot of time using different media platforms, and they have a long duration studying English and being exposed to it on media platforms. The input provided by media has many forms (visual, audio, and written texts) which suits different styles of learning that the students have, it also allows them to use their strategies easily since they have control over the platforms.

The students' output has not been verified but we have clues about the situations that the learners may find themselves in. As the *output theory* states, the output is essential part in language development, basing on that and the results that show the great use of English by the students and their interaction with other native speakers of English, we can say that the media platforms is of a great help for language development. The

students' use of English will lead them probably to notice their errors, try out their language and reflect on the English language itself.

Concerning the development of the exposure, it was obviously a gradual one; the shift from one phase to another is logical in terms of challenge and difficulty, at first phase when the students were still novices they depended on the mother tongue, or at least another language which they understand (like the case of books where students use English-French dictionary); then, by time the exposure developed to include more English and less dependency on the mother tongue, but still there is a kind of help needed. Then, by the expansion of the lexical repertoire and more exposure on the target language and culture the students start to depend totally on themselves in understanding the input, this development is best explained by the notion of scaffolding. By this process the learners start from their actual knowledge (at that time) and by the temporary support of subtitles, lyrics and mother-tongue, the students will reach higher levels of proficiency.

The importance of the media exposure is not only in what it provides but in the way it provides it too and its impact on the learners' psychology. The students have shown that they are more comfortable when using media platforms, and freer in controlling the input which makes them more relaxed and feel at ease, as the affective *filter hypothesis* states; learning will occur when the affective filter is low i.e. low anxiety and psychological obstacles. Therefore, media exposure influences the development of the learners by providing a better environment of learning and also better conditions.

At last, the competencies to be developed by the help of media platforms are, as mentioned before, divers in nature. The different qualities of input provided and the huge amount of interaction between the students and these platforms makes it possible and even inevitable to come at this result, since the primary materials for that are already there, all that it needs is the students' engagement. In our study we have come to conclude that the students have a daily use of media, and also they are frequent users of English or at least they are exposed to it frequently. That was possible thanks to the motivation that students have in learning English, as mentioned in the results before. The various aspects developed in the students' language can be explained by the nature of input and the engagement of the students in communication situations. Concerning the nature of input on media platforms, the most of it is real language produced by real native speaker in real situations, hence, authentic materials. This kind of input will contain

surely cultural connotations which the learner may or may not understand, but in both cases it may lead to develop his cultural competence. Since, if he didn't understand it he may search about it, especially when using the internet, as the case with the great proportion of students who reported that they usually search for lyrics of the songs when they don't understand it. Other media exposure can be more beneficial in certain skills and competencies, such as songs which emphasize the listening skills and books which emphasize the reading skills. However, the interaction with others will eventually result in developing both productive skills and communicative competence and maybe even pragmatic competence.

II.8 Study Limitations

The researcher has done his best to overcome certain obstacles such as: the novelty of the topic and also the few similar investigations about it, the ambiguous nature of the relation between the two disciplines; media studies and applied linguistics. Nonetheless, there are some limitations that have emerged along the research process.

This study has been carried out to explore the possible impact of media exposure on EFL learners, but since the subject studied takes place at informal settings, the researcher could not make observation on how students use media platforms. The observation could have been of a great help in this case, since it reveals much more facts about the phenomena and strengthen the validity of the research. Another limitation is the investigation of the relation between learning styles and strategies and the media exposure of the learners, since it is too complicated and time consuming task. Another limitation is that of the phonological impact of media exposure on learners. For the lack of resources about that topic and the limited proportion of students that attained to some extent a native-like accent, the researcher couldn't investigate this important and most remarkable aspect of the media exposure.

II.9 Conclusion

This chapter has demonstrated the empirical part of the current research; it has been formed to cover all the necessary information about how this research was carried out. All the choices made has been justified and clarified to give a better understanding about the research tools, sample, approach, and methods used in analysis.

The researcher has concluded that the media exposure impact has a great impact on the EFL students' English learning. Furthermore, other hypotheses have been confirmed, namely; the media platforms provide learners with relaxing environment, and also that media platform use goes hand in hand with the learner's language development. Other hypotheses that have been verified is that media content is suitable for EFL learners, and also that media platforms help learners not only to promote his receptive skills but also to promote his productive skills.

The researcher ends up by introducing some limitations that occurred while conducting the research, in order to shed light on the missing pieces in this research which might be completed in other future researches.

General Conclusion

General Conclusion

Media is an important part in the daily life, especially, for the youth. Its influence can be seen in many aspects of people's daily life and the whole society in general. The several forms and tools of media make it available for everyone. This was possible because of the huge development in technology and for other reasons such as globalization, and the need for new ways of effective communication to cover the mass audience demands and needs. But its contribution in learning a new language is not emphasized in second language acquisition research.

This research is an attempt by the researcher to shed light on this phenomenon that takes a great part in the students' learning process. Therefore, the research was divided into two chapters; the first one presents the main concepts such as; media, second language acquisition, and exposure. It contains also some theories of learning, other aspects of SLA, and also some ideas taken from other works that highlight the relationship between media and learning. However, the second chapter presents the empirical investigation of the research. It contains all the information about how was this research carried out; the sampling, the approach, the methods used in collecting and analysing data, and its interpretation.

This research is an exploratory case study which aims at exploring the phenomenon of media exposure and the learners' language development. The researcher has opted for mixed method approach in dealing with the case in hand, by using a quantitative data collection tool (questionnaire) and a qualitative data collecting tool (interview) in order to have a complementary view about the case.

Through this research, the researcher tried to look for a satisfactory answer to the main problematic which is: in which ways can the media exposure affect the EFL learners' competence? Other sub-questions have been introduced to cover other areas of this phenomenon, which are: a) what can students find in media that they cannot find in classroom? b) What kind of help do media platforms provide for EFL learners? c) And what are the possible explanations of that effect? The researcher has put some hypotheses for the main problematic and the sub-questions too. The main hypothesis is that: media exposure impact on EFL learners goes beyond the linguistic competence, those learners with more exposure are more socialized in the target language, more able to understand cultural aspects of the language and in some cases they acquire many fea-

tures of the target language and culture. Concerning the sub-hypotheses, the researcher set three possible answers which are: a) maybe the EFL learners find more suitable and real input in media than that of classroom. b) Media platforms can provide gradual and progressive challenges and a free-tension environment, in which he is the controller of the process and its focus too. c) Maybe the media exposure has such effects on the learners because it has many advantages that are suitable for different styles of learning and support the learner along the process.

After collecting, analysing and interpreting the data related to media exposure on EFL learners within master degree students of English in Salhi Ahmed University centre, the researcher has come to verify the hypotheses set before. The students have been exposed to English content on different media platforms for relatively long duration. This huge exposure has contributed in developing their language on many levels, mainly the linguistic competence (in the four skills), their communicative competence, and also their cultural competence in the target language. The reason for this contribution is that students find what they need in the media, which is the authentic material that is not provided in classrooms. The findings have shown us that students were developing their use of English content on media gradually and progressively, which indicates that they have found a supportive environment that allowed them to take control over their progress in parallel with their level and needs. This contribution was also possible because of the huge input provided in different qualities, difficulties and also modalities. Hence, the many advantages media platforms have can support the learner in developing his language progressively on so many levels.

These results, and the research in all, can be of great significance in understanding what happen when learners are the ones responsible for their own learning process in the presence of appropriate instruments and environment. It also can help us to understand the mechanisms of learning English in EFL contexts, and also to understand a life-long process of learning that can be developed by the new technologies and ways of communication.

This research is concerned only with the learning process in informal setting in which there are many things to investigate about. The researcher tried to explore the most important features of this exposure. The study of the relation between media and EFL learning can be investigated on so many levels, either from the part of the media used or from the part of the learners' use of it. This research can be considered as a first step towards more specific studies in this domain. It can open the door for further re-

searches in the future to explore more and more about what happened in this unusual learning process.

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Appendices

Appendix A: the fillable Questionnaire form.

Dear student, you are kindly requested to help us by answering the following questions concerning media exposure and EFL learning. This questionnaire is addressed only for master degree students of English in Naama University Centre Salhi Ahmed. Your responses will be completely anonymous. Please, be aware that there are no "right" or "wrong" answers, all that matters is your personal opinion. Your sincere answers will guarantee the success of the investigation.

Thank you very much for your time and help.

I. Part One:

I.1 Gender: Choisissez un élément.

I.2 Age:

I.3 Level: Choisissez un élément.

I.4 For how long have you been studying English? (since the first time you have studied English in classroom)

I.5 How do you describe your level in English? Choisissez un élément.

I.6 What is your purpose behind studying English?

I.7 How do you see your level in each skill?

Listening Choisissez un élément. Speaking Choisissez un élément.

Reading Choisissez un élément. Writing Choisissez un élément.

II. Part Two:

II.1 How often do you use these media platforms? (We are interested here with English content only)

Books. Choisissez un élément. Television. Choisissez un élément.

Journals. Choisissez un élément. Internet. Choisissez un élément.

II.2 What kind of printed or electronic English books do you usually read?

Choisissez un élément.

II.3 Do you watch English speaking films and shows?

○ yes ○ no

a) If yes, how do you prefer to watch them? Choisissez un élément.

II.4 How often do you listen to English music? Choisissez un élément.

a) In case you found difficulties in understanding the lyrics, what do you usually do?

Choisissez un élément.

II.5 What websites do you usually visit?

Facebook Choisissez un élément. Twitter Choisissez un élément.

Google+ Choisissez un élément. Youtube Choisissez un élément.

a) If there are any other websites you usually visit, please mention them below.

b) How often do you use English when you are connecting to the web?

Choisissez un élément.

c) Do you interact with native speakers on the internet? Choisissez un élément.

d) If yes, what difficulties do you face when interacting with them?

Their Complex language. Choisissez un élément. Different views. Choisissez un élément.

The cultural aspect of their speech Choisissez un élément. Their fast speaking. Choisissez un élément.

e) Other difficulties:

III. Part Three:

III.1 State to what extent do you agree or disagree with the following statements:

- Media English content does not bring something new to the learners' knowledge. Choisissez un élément.
- Media content cannot be suitable for EFL learners, since it is too hard to understand. Choisissez un élément.
- The interaction with people through social sites using English language is much more comfortable. Choisissez un élément.
- While interaction with people through internet the form is not important, the only important thing is the message and communication. Choisissez un élément.

III.2 Choose your answer from the available options. You can also choose more than one answer if you want to.

- When you are exposed to English content on media, the difficulties that you usually encounter are due to:

Phonological aspects Choisissez un élément. syntactic aspect Choisissez un élément. semantic aspects Choisissez un élément. Pragmatic aspects Choisissez un élément. cultural aspects Choisissez un élément.

- What are the most important features in the English content on media?

Accessibility Choisissez un élément. Quantity Choisissez un élément.

Quality Choisissez un élément. Authenticity Choisissez un élément.

- As an EFL learner, what are the benefits that you had from using media platforms?

Fluency Choisissez un élément. Accuracy Choisissez un élément.

Communicative skills Choisissez un élément. Pragmatic skills Choisissez un élément.

Appendix B: Printed form of the questionnaire

Dear student, you are kindly requested to help us by answering the following questions concerning media exposure and EFL learning. This questionnaire is addressed only for master degree students of English in Naama University Centre Salhi Ahmed. Your responses will be completely anonymous. Please, be aware that there are no "right" or "wrong" answers, all that matters is your personal opinion. Your sincere answers will guarantee the success of the investigation.

Thank you very much for your time and help.

I. Part One:

I.1 Gender: ☐Male ☐ Female

I.2 Age:_____

I.3 Level: ☐1st year Master ☐2nd year Master

I.4 For how long have you been studying English? (since the first time you have studied English in classroom)

I.5 How do you describe your level in English?

☐Good ☐above average ☐average ☐ below average ☐ bad

I.6 What is your purpose behind studying English?

I.7 How do you see your level in each skill? (please, circle your answer)

Listening: good above average average below average bad

Speaking: good above average average below average bad

Reading: good above average average below average bad

Writing: good above average average below average bad

II. Part Two:

II.1 How often do you use these media platforms? (We are interested here with English content only)

Books :	everyday	sometimes	occasionally	rarely	never
Television:	everyday	sometimes	occasionally	rarely	never
Journals:	everyday	sometimes	occasionally	rarely	never
Internet :	everyday	sometimes	occasionally	rarely	never

II.2 What kind of printed or electronic English books do you usually read?

☐Only those related to my study ☐only those unrelated to my study ☐both of them

II.3 Do you watch English speaking films and shows? ☐Yes ☐No

a) If yes, how do you prefer to watch them?

☐With Arabic subtitles ☐with English subtitles ☐without subtitles

II.4 How often do you listen to English music?

☐Always ☐sometimes ☐ occasionally ☐ rarely ☐never

a) In case you found difficulties in understanding the lyrics, what do you usually do?

☐Search for written lyrics of the song ☐don't bother myself looking for lyrics

II.5 What websites do you usually visit?

Facebook:	everyday	sometimes	occasionally	rarely	never
Twitter:	everyday	sometimes	occasionally	rarely	never
Google+ :	everyday	sometimes	occasionally	rarely	never
Youtube :	everyday	sometimes	occasionally	rarely	never

a) If there are any other websites you usually visit, please mention them below.

---

b) How often do you use English when you are connecting to the web?

☐Always ☐ sometimes ☐occasionally ☐rarely ☐ never

c) Do you interact with native speakers on the internet? ☐Yes ☐ No

d) If yes, what difficulties do you face when interacting with them?

☐Their Complex language. ☐Different views.

☐The cultural aspect of their speech ☐Their fast speaking.

e) Other difficulties:

III. Part Three:

III.1 State to what extent do you agree or disagree with the following statements:

- Media English content does not bring something new to the learners' knowledge.

☐Strongly agree ☐agree ☐not sure ☐disagree ☐strongly disagree

- Media content cannot be suitable for EFL learners, since it is too hard to understand.

☐Strongly agree ☐agree ☐not sure ☐disagree ☐strongly disagree

- The interaction with people through social sites using English language is much more comfortable.

☐Strongly agree ☐agree ☐not sure ☐disagree ☐strongly disagree

- While interaction with people through internet the form is not important, the only important thing is the message and communication.

☐Strongly agree ☐agree ☐not sure ☐disagree ☐strongly disagree

III.2 Choose your answer from the available options. You can also choose more than one answer if you want to.

- When you are exposed to English content on media, the difficulties that you usually encounter are due to:

☐Phonological aspects ☐syntactic aspect ☐semantic aspects

☐Pragmatic aspects ☐cultural aspects

- What are the most important features in the English content on media?

☐Accessibility ☐ Quantity ☐Quality ☐Authenticity

- As an EFL learner, what are the benefits that you had from using media platforms?

☐Fluency ☐Accuracy ☐ Communicative skills ☐Pragmatic skills

Appendix C: Interview with Students.

Interview

Full name:

Age:

Level:

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1. **Can you give us an idea about your English language learning from the first day in class until today?**

……
……

2. **Concerning your exposure to English outside the classroom, what was the first contact with English outside the classroom?**

……
……

3. **Can you give us an overall view about your exposure development through time?**

……
……
……

4. **Do you think that this exposure influenced your English language positively or negatively? And how?**

……
……

5. **What are the advantages of exposure to English through media that you benefited from? And what are the disadvantages you suffered from?**

……
……

6. **Do you think that exposure to English through media has filled some gaps that have been emerged after learning in classroom? Can you cite some of them?**

……
……

7. **When you are using media platforms, do you think about:**

learning English, communicating or having fun?

……
……

8. **Finally, what are the competencies you think that media exposure has greatly contributed in developing them?**

……
……

Summary

This research is about the media exposure and EFL learners' language development; it sheds light on the present circumstances of the youth in Willaya of Naama, and how they manage to develop their competence in English language through exposure to English content on different media platforms.

Key words: Exposure, Media, EFL learning.

الملخص:

رهان هذا البحث كان قائما حول استكشاف دور وسائل الاعلام في تطوير اللغة الانجليزية، و اتخذت طلاب المركز الجامعي بالنعامة انموذجا، نظرا لظروفهم البعيدة عن أي احتكاك مباشر بهذه اللغة. و بالرغم من ذلك استطاعوا تطويرها تدريجيا بفضل اطلاعهم على محتوى ثري باللغة الانجليزية على وسائط الاعلام المختلفة.

الكلمات الدلالية: التعرض لوسائل الاعلام, تعلم اللغة الانجليزية كلغة اجنبية

Résumé

Cette recherche porte sur l'exposition aux médias et le développement des apprenants EFL des langues; elle met en lumière les circonstances actuelles de la jeunesse dans Willaya de Naama, et comment ils parviennent à développer leurs compétences en langue anglaise par l'exposition au contenu anglais sur différentes plates-formes de medias.

Mot Clés : exposition, Media, EFL apprentissage.