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**Multimedia Resources and their Influence on the Development  
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Case Study: Bridge Way World School of English in Tizi-Ouzou**

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# Dedication:

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*I dedicate this humble work to:*

To my sweet *Family*:

My father *AMAR*

My mother *DRIFA*

My brothers: *MUSTAPHA, AKLI, and MOURAD*

My sisters: *NACERA, SAMIRA* and her son *DAYAN*

To *KETEB Family*

To all my *FRIENDS*

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Thank You

# Abstract:

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*This study investigates the extent to which multimedia resources influence the English learners' speaking skill and the implications that those resources have on the English learners' cognitive functions. Also, It targets the participants' attitudes towards using such resources for teaching English and enhancing the learners' oral capacities in English. This investigation took place at Bridge Way World School of English in Tizi-Ouzou (B.W.W). It uses a descriptive method research, which consists of a mixed method research (Qualitative and Quantitative research). A questionnaire and structured interview are adopted for data collection and both statistical and content analysis for the analysis of this data. This study uses different cognitive theories related to multimedia and learning such as Mayer's 'Cognitive Multimedia Learning Theory' and 'The Cognitive Approach to Multimedia Learning'. The results indicate that using such resources for teaching and learning English especially the speaking skill, the majority of independent English users (80%) at (B.W.W) learn better from the Audio-visual resources (AVRs) than the other ones. Hence, thanks to (AVRs), independent English learners at (B.W.W) have the ability to improve their oral skill in terms of phonological production (32%); that is, accurate pronunciation and learning new vocabulary (18%). Add to this, the implications that multimedia resources have on the learners' achievements is that English learners do not learn only pronunciation and vocabulary, but also they have the ability to understand; remember, retain the information, as well as motivation and self-confidence in English language production (speaking).*

## **List of Abbreviations:**

B.W.W: Bridge Way World (School of English in Tizi-Ouzou)

NEG: New England Group

EFL/ English as a Foreign Language (English Language)

TL: Target Language (English Language)

CLT: Communicative Language Teaching

DM: Direct Method

CMLT: Cognitive Multimedia Learning Theory

AVRs: Audio-visual Resources

VRs: Visual Resources

ARs: Auditory Resources

SPSS: Statistical Package for Social Sciences

CA: Content Analysis

QCA: Qualitative Content Analysis

QAC: Quantitative Content Analysis

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# **General Introduction**

## **General Introduction**

### **Statement of the problem**

In the 21<sup>st</sup> century, language learning has known a great evolution and change in terms of methods of teaching, theories of learning and many technological innovations that help people to acquire a second or a foreign language. Multimedia forms one of these advanced technologies, which strongly affect education all over the world. Multimedia has exercised a change in teaching and learning in schools, which not only affects the quality of learning, but also influences the learning process either from the methodological or the didactical aspect by implementing special equipments into the classroom. Multimedia presents for the learners an authentic and real language used by its native users and exposes to the receivers the opportunity to improve their linguistic competence, as well as fostering their abilities of thinking and speaking in the target language. For this, Widdowson.H.G(1990) emphasizes the importance of presenting to learners an authentic language spoken by its natural users. That is, learners need to have a direct contact with the target language (TL) presented through its aspects of pronunciation. Multimedia learning develops the students' self-esteem by which they become autonomous learners outside the class, where they can manage and try to acquire foreign languages relying on themselves using multimedia resources such as audio and audio-visual aids. The possibility of learning beyond written texts gets people to have better understanding of concepts across a range of media. In other words, learning a second or a foreign language using several semiotic modes offer the opportunity to enhance the students' achievements in acquiring the English language and use it to communicate effectively.

Nowadays, English has a global status and its use is growing year after year. Thus, English is becoming more than a necessity for people to learn and use this target language to communicate in different spheres. Hence, Studying English as a foreign language (EFL)

presents a great challenge and efforts for learners, who want to have a command of that language for communication. For this reason, English learners need to master some competences that include; for instance, pronunciation, grammar rules, and formation of correct and meaningful sentences while using English in interactive environments relying on multimedia presentation of English language in the classroom. Bonett,M et al (1999:348) assert that language can be taught through selecting modes of representation by which the learner may grasp how photographs, moving images, text and sound can take role in constructing meaning-making. This type of learning offers the possibility to learn English beyond mono mode; consequently, all sensory aspects will take part in receiving and processing input. Those media influence the students' cognitive abilities and their sensory aspects in acquiring language, and give them the opportunity to be communicatively competent. Pea,R.D,(1991);Mayer,R(2001);Kim,D, and Gilman,D,A(2008) agree that teaching language with several media influences the learners' understanding and the way they receive knowledge. Most of them put emphasis on the use of multimedia resources in classrooms. They conclude that those resources are an effective strategy for immersing learners' capacities and making the teaching process conducted in a modern environment. All those authors discuss the positive role that multimedia resources exert on the students' language learning either in receiving information or in language production such as speaking.

The speaking skill involves the act of exchanging ideas with others through oral channel. Speaking is a communicative production achieved orally,(Widdowson,H.G,1994). It is characterized by the presence of interaction and communication among individuals. The speaking skill is one of the focal parts of a language that learners of English at Bridge Way World School of English need in order to function and communicate effectively. However, the speaking skill needs time to be improved by foreign language learners at Bridge Way World English School. In the context of English as a foreign language, learners encounter

hard difficulties to express their ideas, thoughts and feelings orally in the target language. Consequently, they fail to take part and be involved in discussions during the speaking sessions. This is due to different factors such as the methods and strategies that are used to teach English as a foreign language. Hence, Multimedia resources may provide the necessary means for those learners to suit their needs and improve their speaking skill. Therefore, our research attempts to investigate the influence of multimedia aids on the speaking skill among foreign learners at Bridge Way World English School in Tizi-Ouzou.

## **RESEARCH QUESTIONS AND HYPOTHESES**

Considering multimedia resources as a pertinent strategy for teaching and learning the English language, we have addressed the following questions:

1/ To what extent do multimedia resources influence the speaking skill of independent English learners at B.W.W School of English?

2/ What are the implications multimedia resources have on the development of independent English learners' cognitive functions?

3/ What are the participants' attitudes towards using multimedia resources in teaching and learning the English language?

## **Hypotheses**

To answer our research questions, we advance the following hypotheses:

**H1-** Multimedia resources influence independent English learners' speaking skill greatly.

**H2-** Multimedia presentations of information stimulate English learners' cognition to develop their speaking skill.

**H3-** Both English teachers and learners hold positive attitudes and motivation towards multimedia resources in relation to English teaching and learning.

## **AIMS OF THE RESEARCH**

Our research tries to find out the extent to which teaching and learning via multiple presentations of English language influences the learners' language production at the level of

Bridge Way World School of English in Tizi-Ouzou. In addition, our study seeks to provide an answer about the relevance and implications of using multimedia for enhancing English learners speaking skill. Finally, since multimedia resources are means handled by both English teachers and English learners, it is pertinent to investigate their attitudes and views towards teaching and learning English via different modes of presentations.

### **Tools and Methodology**

This research is conducted following a descriptive method that combines between qualitative and quantitative, and mixed method research for data collection. Therefore, in order to carry out this research, a descriptive survey method is adopted for gathering data; that is, two research tools that consist of a questionnaire for English learners and a structured interview conducted with English teachers at Bridge Way World School of English. Concerning the data analysis, two techniques are used, descriptive statistical data analysis (SPSS) for the quantitative data and qualitative content analysis for the qualitative ones.

### **THE STRUCTURE OF THE STUDY**

The structure of this dissertation adheres to the traditional simple model. It is divided into a general introduction, four chapters, and a general conclusion.

Each chapter consists of an introduction, a body and a conclusion. The general introduction presents the scope of the research and the procedure to follow in order to fulfill this study. Then, the first chapter consists of review of literature concerning the subject of the study and the concepts related to it, providing different definitions and mentioning several works made by different authors and researchers on this topic in order to better understand and having a good command of the topic. In addition, this chapter covers the theoretical framework, which is selected to conduct this research study

The second chapter is for the field work and methodology, which introduces details about the procedure of data collection and data analysis. The third chapter shows the results of the collected data from the two research tools, which are designed for both students and teachers at the level of the private school Bridge Way World in Tizi-Ouzou. The findings are and shown in a qualitative and quantitative features. The fourth chapter discusses the findings of the results gathered from the research techniques to find an answer for our research questions and hypotheses. Finally, a general conclusion makes end to this research.

**Chapter one**  
**Review Of Literature**

# **Literature Review**

## **Introduction**

This chapter is a review of literature on the use of multimedia resources in the field of language teaching and learning. Therefore, it aims to investigate the implication of multimedia resources on language acquisition mainly the speaking skill among English foreign language learners. The first section provides an overview of teaching and learning foreign languages in the past till the present time, referring to methods and strategies used to fulfill the task of the two processes. The second section accounts for the main approaches that discuss learning language via multimedia representations and their influence on the human mind. They form the basic theoretical framework for this investigation to find out the influence that multimedia aids have on English foreign language learners at (B. W. W) School of English. Finally, the third section deals with multimedia in relation to the speaking skill, providing some definitions and concepts introduced by different authors.

## **1/ Multimedia in Teaching and Learning Foreign Languages**

### **1-1-An Overview on Teaching and Learning Foreign Languages**

Teaching and learning are considered as two activities that complete each other.(Zampa.V,2008). That is, they cannot be separable, since where teaching is involved, learning occurs as a result of the previous task. Therefore, teaching and learning form the platform by which foreign language is successfully presented and received. Hence, Tomlinson,B(1998) refers to learning as a psychological occurrence that consists of retaining information relevant to foreign language acquisition. Murray,E.d, and Christison, M (2001) view learning as a process through which changes of knowledge are brought on the learner's cognitive construct resulted by assimilation and comprehension of information. In the past,

Teaching and learning foreign languages occur relying on different methods and approaches like the oral-situational, structural and natural approaches. Nevertheless, in the recent years, language teaching has been given a new impetus by providing different communicative approaches to enable the learners to communicate and speak in the target language (TL). These approaches put a great emphasis on the fact that foreign language learners should be taught by referring to the real world to make learning more meaningful and consistent.

Among those approaches, Communicative Language Teaching (CLT) calls for the need of authentic and real life means to be used in language teaching. For this, Brinton, M.D, (2001) supports the idea that language should be presented through authentic materials by stating that: *“Non native speakers (both inside the classroom and outside the classroom) make use of the here and now objects in the immediate environment.”* That is, the author emphasizes the importance of using real and authentic objects, which correspond to the present time. Therefore, authentic materials fall into various kinds and types that can promote learning, as well as teaching. Hence, multimedia resources are strategies for enhancing the learners’ oral achievements and facilitating the teachers’ role in the classroom.

### **1-2-Multimedia in Foreign Language Learning**

Instructional strategies take different forms and patterns through which foreign language is presented to the learners. Among the educational techniques and methods that can achieve the central goal of CLT is the utilization of technology such as films, videos, and computers. (Brown, H.D, 1993, cited in Chang, M.M., and Lehman, J.D, 2002:82). That is, implementing several technological media tools into the classroom for the sake of teaching and learning foreign language in order to correspond to the modern life.

### **1-3 Definitions of Multimedia**

Several definitions are provided in relation to multimedia and language learning and its influence on the learners' outcomes. The Longman Dictionary of Language and Applied Linguistics defines multimedia as the use of various media for a single objective. In other words, a video; for instance, includes, sound, and moving images, combined together to perform a targeted goal.(Richard,J.C. and Schmidt,R,2010). Moreover, Neo,M and Tan,G(2007:471) define multimedia as the “*combination of various digital media types such as text, images, sound and video, into an integrated, multi-sensory, interactive application or presentation, to convey a message or information to an audience.*” Furthermore, Lindstrom(1994) views multimedia and learning as the process through which people see and hear simultaneously. He accounts for the positive aspects that multimedia has on the learners' achievements by claiming that using such combination of media in the classroom offer the suitable means for rising the learners' attention, retention and improving their comprehension. Therefore, learning a foreign language across a range of integrated media seems to be crucial to suit the learners' need in foreign language acquisition.

#### **1-4-The Importance of Multimedia in Foreign Language Acquisition**

Teaching and learning foreign languages through multimedia present one of the techniques by which teachers get their students to develop and improve their language skills during the process of teaching and learning in EFL classes. This method of teaching language allows English students to have access to authentic, functional, interactive, and constructive language learning situations to overcome their anxiety, increase their motivation, as far as their self-confidence, self-esteem, and curiosity.(Boster,F.G., et al,2002). In addition, multimedia teaching makes English classes more vivid, interesting and lively, which can therefore stimulate students' motivation and interest in learning, improve their efficiency and achieve more satisfactory teaching results.(Reiners,P., et al,2005).

The Faculty of Teacher Education University of Zagreb-Researching Paradigms of Childhood and Education (2015) highlights that multimedia education is a helpful instrument for developing learners' achievements, since it is characterized by flexibility and integration of several modes of presentations that take into account the different background knowledge of the learners and increase their motivation. Conversely, Clark,R.E(1994), in his work entitled "Media will Never Influence Learning", has contrasted the idea that learning can be achieved via multimedia. This controversial assertion by Clark is a response to Kozma's conception (1991), which states that learning with multimedia stands as a complementary task in which learners' cognition processes new input and integrates it to the prior knowledge. Clark,R.E(1994) argues that media are only vehicles of instruction, but they do not influence learners' achievements. That is, multimedia can only present information, but it is cannot take part in the change of the learners' behaviour or background knowledge.

Thereby, multimedia aids play a great role and take part in developing and immersing learners' abilities and motivate them to be enthusiastic, active participants and give them the opportunity to grasp and understand abstract concepts.(Pea,R.D,1991). Hence, Kim,D and Gilman,D.A(2008) confirm that learning via multimedia leads to an effective and pertinent development of vocabulary in English language. Hence, the possibility to improve learner's achievements via different types of aids supports the idea that learning foreign languages can occur by using advanced technologies in the classroom.

### **1-5-Types of Multimedia Resources**

Multimedia resources fall into three main components that constitute a multimedia design that can be useful for learning language, especially English language: Visual, Audio, and audio-visual resources.

#### **1-5-1- Visual Resources (VRs)**

Visual resources refer to concrete objects that teachers may use in the classroom to explain a given concept for their students. Visuals fall into different types like text, pictures, graphics, maps, and drawings. Visuals are related to the act of seeing; that is, they stimulate the learners' visual sense and help them to have a good conceptualization of meaning and memorizing information easily. Using visuals in learning a language may empower the learners' conception and attention in classroom, as well as they become able to possess a good comprehension of the lessons. Kress,G., and Van Leeuwen,T(1996) assert that images are significant modes, which serve for meaning-making. They state that within images: “...depicted people, places and things are combined into a meaningful whole.” (Kress,G and Van Leeuwen,1996:1). That is, the two authors emphasize the fact that visuals communicate meaning and permit to individuals to interact with images to sort out the intended meaning, which is constructed in the images even when the linguistic format is absent. Hence, visuals are said to be an important component of language classes because of the fact that teachers avoid switching from one language to another, since ‘a picture is worth a thousand of words’.(English idiom).

### **1-5-2- Audio-Visual Resources (AVRs)**

Audio-visual (AV) formats are better understood under the term ‘video’ as they can refer to multi-sensory aids used to promote speaking, communication and disseminating information. Audio- visual presentations include several media at once, which take part in presenting input and motivating learners to stick to the process of instruction and allow them to promote their speaking skill in a multimodal environment. According to Sherman,J(2003) a video “*is any kind of programs that we can see directly on cinema, television or DVD, films, documentary, advertisement, and game show.*” Sherman,J(2003:1). For him, video is a mode, which can be used to learn English with a great interest. Thereby, Nazneen,N (2009) accounts for the positive changes that AVR bring to the learners' achievements and behavior. Among

them is the fact that AVR promote remembering by involving the senses of the learners and by arousing their curiosity towards learning. Add to this, those resources bring significant changes in the learners' behavior during classroom sessions.

### **1-5-3- Auditory Resources (ARs)**

Auditory means are tools used to promote listening, writing, and speaking skills in language teaching and learning classroom. They are related to the process of hearing. Students may be given an authentic conversation or a piece of music in the English language and then they try to listen via headphones to what is being said and try to understand the meaning. Auditory tools allow learners to acquire pronunciation and different manners of articulation of sound in order to foster their oral abilities. Middleton(2009:143) asserts that “*audio has the potential to promote the academic creativity in engaging students through media intervention.*” That is, audio tools have the capacity to improve students' achievements, as far as their cognitive flexibility in language acquisition.

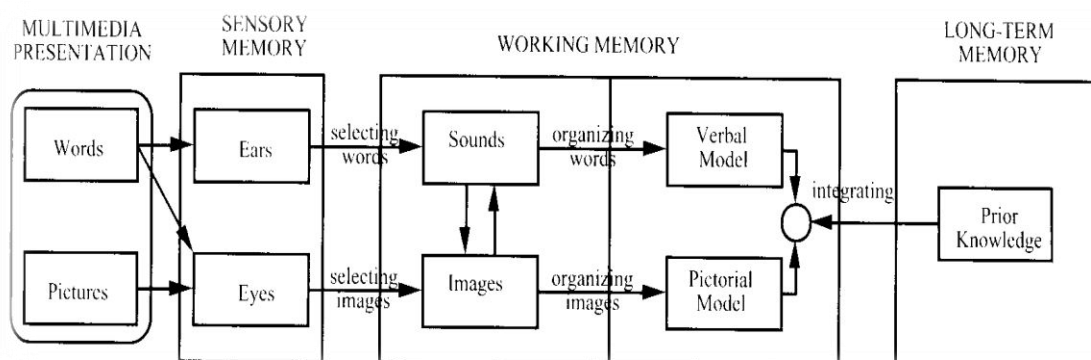
## **2/ Approaches to Multimedia and Language Acquisition**

Different perspectives have discussed the issue of multimedia presentation in relation to language teaching and learning. Their main focus is mainly on the way that the human mind and sensory aspects interact and respond to the input that is provided for learners of English Language in the classrooms.

### **2-1-Mayer's Cognitive Multimedia Learning Theory (CMLT)(2001)**

Cognitive Multimedia Learning Theory is a psychological approach to learning, which focuses on the principle called ‘the multimedia principle’, which states that people learn better from words and pictures; rather than from words alone. This theory stresses how the human mind works in relation to multimedia presentations; that is, it seeks to find out how sensory aspects and human psychology reacts, functions and construct knowledge with reference to

multimedia presentation. From this position, Mayer,R(2001) discusses the results of the study on multimedia by claiming the fact that multimedia has an impact on learning and on the educational process by presenting information through visual forms. Mayer insists on learning by using multiple media because the human mind interacts with those materials. Mayer(2001) puts insight on the manner by which multimedia learning is conducted by stating: “An educational multimedia includes communication through utilization of words and graphics that will promote the learning skill.”(Mayer,2001:21). Cognitive Multimedia Learning Theory is based on three core principles: **1/Dual channel** (auditory and visual) from which learners receive input through seeing and hearing, **2/limited capacity** of each channel, which characterized by limited amount of information that are received by the sensory channels, and **3/sensory, working, long-term memory**, in which humans process information to create a mental construct of knowledge. At this level, a change of knowledge will occur in the long term memory resulted from the learners’ understanding and assimilating of the information. Consequently the new information will be integrated with the prior one; therefore, the human mind can generate and construct and produce a meaningful knowledge.(Mayer,2002:91). The interaction of the human mind starting with the dual channel until the construction of new knowledge has been illustrated as follow:



**Figure1:** Cognitive Theory of Multimedia Learning by Mayer, R.E,(2002:92).

From this figure, the process of constructing new knowledge is made first by receiving words and images by the ears and eyes (dual channel). That is the learner can process information through selecting some words in the verbal channel, organize them into cause and effect chain, and then integrates them with visual material and prior knowledge. Besides, the learner can process information by selecting some images in the visual channel, organizes them into cause and effect chain, and integrates them with the verbal material and prior knowledge (limited capacity). At this level, the cognitive process of integrating occurs when pictorial and verbal representations stand in the learner's working memory. (ibid:93).

## **2-2-The Cognitive Approach to Multimedia Learning**

The relevance of multimedia resources in language acquisition has been headlined as a primary concern by different researchers belonging to the cognitive approach. Therefore, after many years of inquiry, they established three principles underlying the cognitive approach in relation to language learning via multimedia.

### **2-2-1- Stephen Krashen's 'The Importance of the Input' (1981)**

The first element of the cognitive approach insists on providing learners with relevant and intelligible information that students can learn. The input hypothesis, established by Krashen(1981), who emphasizes a simple exposure to comprehensible input. In other words, learners of Second Language Acquisition are provided with new information that goes beyond their level and competence in order to acquire new knowledge.(krashen,S,1985). Referring to language acquisition, Mayer,R(2001) reports: "*according to the information acquisition view, learning involves adding information to one's memory.*"(Mayer,R,2001:12). Therefore, using multimedia resources to present language to the receivers, the input can be understood easily by the learners. Those resources represent a kind of help and scaffolding for SLA/EFL students.

### **2-2-2- Allan Paivio's 'The Dual-Coding Theory' (1971)**

The dual-coding theory is concerned with how the brain processes the input (new information). Paivio,A (1991) claims that human cognition is constituted from two subsystems: a verbal system, which is related to linguistics and language in general, and a non-verbal system that deals with the non-linguistic items such as objects, events. These two systems take part in the language learning. Therefore, integrating different resources may assist learners' comprehension and promote the conceptualization of meaning.(Paivio,A, and Clark,R.E,1991).

### **2-2-3- Mark Johnson's 'The Image Schemas Theory' (1987)**

Another component developed by the cognitivists is the image schemas theory. The main assumption in this theory is that knowledge can be acquired through different patterns of human perception of things, information and objects. It is a "*dynamic analogical representations of spatial relations and movements in space and each one of them reflect aspect of visual, auditory and kinesthetic bodily experience.*"(Gibbs,R.W.,and Colston,H.L,2006:240). Therefore, acquiring a language via different modes of representation enables foreign language learners to perceive the new input in a comprehensible and in a multimodal presentation through which meaning is communicated via a range of modes.

### **2-3-Multimedia and Multimodal Communication**

In the past decades, teaching foreign languages consisted in providing input to the learners through a mono-mode of presentation. That is, texts were the main tool to teach and learn foreign and second languages. In the recent decades, around the 1990s' a new approach to communication has emerged by a group of scholars called: The New London Group (NLG,1990s') who explain how different semiotic resources stand for significant meaning. As an extension of Halliday's work on Social Semiotics (1978-1985), the theory of multimodality consists of the combination of modes or different aspects of communication like sounds, words, colors, pictures, and moving images to fulfill a communicative purpose and provide

meaning-making. Kress and Van Leeuwen(2001) explain the idea that communication occurs across a set of modes that are considered as the semiotic channel we use to compose a text; therefore, this forms a multimodal presentation of information and knowledge. thereby, “*the combination of different semiotic modes- for example language and music-in communicative artifact or event.*”(Van Leeuwen,T, 2005:281). Therefore, Multimedia consists in the diffusion of those modes to achieve communication and promote learning foreign languages. In the context of English language teaching and learning, various models are used to assist both teachers and learners. Hence, Modes of representation fall into two main categories: the linguistic mode, which refers mainly to the use of language; that is to say, using linguistic verbal signs and printed texts to show information to the learners. The second type is non-linguistic and involves the visual mode that consists in the use of meaningful resources like sounds, graphics, pictures and moving images to communicate meaningful messages.

### **2-3-1-Multimedia Representation and Multimodal Composition**

Multimedia and multimodal are two concepts, which are interrelated on the one hand, and relative on the other hand, when it comes to their function. Lauer,C(2009) explains the difference of multimodal and multimedia by referring to both modes and media. He writes that modes are semiotic resources for presenting and composing a text. In contrast, media are the tools and materials like books, audio-visual, and computers, which enable the diffusion and the dissemination of the text formed through semiotic modes. Therefore, this explanation shows that modes of communication such as sounds, moving images, and graphics cannot stand for making meaning, unless they are highlighted via media representation. Consequently, whereas modes and media differ in the function they fulfill, they are interdependent among each other.

Moreover, Anastopoulou,S et al(2001) made a clear distinction of the two terminologies, modality and medium in relation to communication act in the classroom. Thereby, modality refers to the perceptual experience of what is being presented via different modes of composition made by individuals; that is, a teacher; for example, can use gestures, drawing, and writing while he is explaining in the class. Nevertheless, medium refers to a means of disseminating the information to the individuals such as using a blackboard to explain an idea through drawing and writing. Hence, neuroscience research has proved that the incorporation of multiple representation of content like audio, video, and interactive elements into the classroom rise the quality of students' achievements in language learning.(Fadel,cites in Sankey,M et al,2010:853). Therefore, providing multimodal learning in the classroom allows English learners to acquire language through different aspects of representation, as well as developing their language skills and promote an effective use of language in an interactive situation.

### **3/ Multimedia and Language Skills**

The contribution of multimedia instruction has not only exerted changes on the method of teaching but also influences the learners' language skills mainly the speaking one. Therefore, the speaking skill is an important aspect, which deserves a great emphasis in multimedia English language instruction, since multimedia presentation promotes a better educational learning across a range of media that gives the opportunity to learn language for the sake of being communicative and speaking fluently as possible in the target language.(Brooks,C.D, Cited in Dolittle,P.E,2014:1).

#### **3-1- Speaking Skill**

##### **3-1-1-Overview of the Speaking Skill**

Speaking is a crucial element in second/foreign language teaching and learning. Its importance has been noticed from the earliest times, starting from the Audio-Lingual Method till the emergence of Communicative Language Teaching. Since the last two decades, speaking has been considered as a branch of teaching, learning, and testing.(Bygate,M, in Carter,R., and Nunan,D,2001). Therefore, different views define speaking in varieties of conceptions. According to the Oxford of Current English (2009:414) speaking is “*the action of conveying information or expressing ones’ thoughts and feelings in spoken language.*” That is, speaking involves the production of speech or a combination of sounds, which express meaningful utterances and comprehensible messages. Beside, Petrie, H(1987) views speaking as an activity that every body of us spend a lot of time in producing utterances rather than reading or writing. It is the ability to share ideas, thoughts, and take parts in conversation with individuals, who speak a particular language. Speaking is a productive skill that consists in generating utterances using specific language structures and non-verbal messages.(Chaney,1998). Referring to productive skills, Harmer,J(2001) states that “*the ability to speak fluently presupposes not only a knowledge of language features, but also the ability to process information and language ‘on the spot’.*”(Harmer.J,2001:269). The act of speaking does not only consist of having background knowledge of a given language; rather knowing how to use the language features in the right way and in a successful manner. In the English language context, speaking is viewed as an action that needs practice and mastery; that is, language mastery is measured on the degree that a person has command of that language in speaking production and English learners assess their progress in terms of their accomplishments and achievements in spoken communication.(Burkart,G.S,1998).

### **3-1-2- The Importance of Speaking**

In the traditional approaches, like in Grammar Translation Method (GTM), the speaking skill was not given great importance; rather the emphasis was on the other language skills like

reading and writing. Nevertheless, in the Communicative Language Teaching (CLT) approach, speaking language is viewed as a primary goal to achieve in teaching a foreign language, since communication is characterized by the presence of speech and oral interaction. Ur, P(1996:12) highlights that: *“of all the four skills listening, speaking, reading and writing, the speaking seems intuitively the most important.”* Besides, Celce-Murcia,(2001), mentions that having the ability to speak a language is similar with the knowledge that a person possesses on that language. That is, the speaking skill forms a half part in the acquisition of a second or a foreign language because it is a basic element in communication and interaction. Moreover, it is agreed that being able to speak and communicate with a language like English, a person may have more chances to function in different contexts. That is to say, *“a student who can speak English well may have a greater chance for further education, of finding employment and gaining promotion.”*(Baker,J and Westrup,H,2003:5). Therefore, speaking a foreign language is a difficult task for foreign language learners because of the degree of complexity of using the different aspects of speaking skill like knowledge of grammar, vocabulary, and pronunciation in a communicative production.(Bygate,2003).

### **3-1-2- Aspects of Speaking Skill**

To determine the success of English language learners in speaking English, accuracy and fluency are two important aspects that are taken into account. They form the major criteria that enable measuring a person’s ability and proficiency in using language to communicate.

#### **3-1-2-1-Accuracy**

Accuracy is an important way to be correct and accurate in using the target language. It refers to *“the ability to produce grammatically correct sentences.”* (Richard,J.C., et al:2002:204). Harmer,J(2001) highlights that accuracy involves the correct use of vocabulary,

grammar, and pronunciation, which are viewed by Thonbury,S(2003) as criteria for assessing the learners' command of the linguistic competence. Therefore, having such criteria, English language learners can express themselves in the target language and being accurate in speaking production.

### **3-1-2-1-1-Vocabulary**

Vocabulary refers to the lexis and its meaning that the speaker possesses to communicate. This vocabulary allows to perform several functions in different context situations, either formal or informal and having a contribution about various topics.(Douglas,H.B.2000:406). In addition, in order to contribute to different communicative events, learners should know how to select the appropriate words and expressions for the appropriate conversation context.

### **3-1-2-1-2-Grammatical Structure**

Grammar refers to the way that words, rules and tenses are combined together to form a meaningful composition. Based on twenty years of study and research, Ur,P reported in Askeland,E(2013:14) provides a broad explanation of grammar. Ur, P (2009) emphasizes the fact that grammar stands as an instrument, which allows to co-ordinate between ideas and sentences to construct a meaningful message. In addition, the author stresses that thanks to grammar, individuals can achieve different functions in speaking like being understood and holding a successful conversation with a language that adheres to the standard rules.

### **3-1-2-1-3-Pronunciation**

Speaking English consists of having an acceptable pronunciation. It is related to the sound production that speakers utter to convey a meaningful stretch of spoken language. Studies proved that speakers, whose pronunciation is accurate, are able to lead a successful conversation even with grammatical mistakes, better than speakers, whose grammar obeys all the rules,(Gilakjani,2012). Florez,(1999:2) define pronunciation as the “*the production of sounds, stress patters, rhythm structures and intonation of the language.*” Hence,

Gilakjani(2012) emphasizes the use of pronunciation activities because they do not only help students to become familiar with different sounds, but they give students the possibility to improve their speaking skill. Pronunciation is not only training, but an essential element of communication.

### **3-1-2-2-Fluency**

The second criterion of the measurement of speaking is fluency. Shehan,P as quoted in Thornbery,(2000:3), defines fluency as “*the capability to produce language in real time without undue pausing or hesitation.*” This implies the fact of using language spontaneously with few pauses, respecting tenses, and with a flow of the words easily. (Brown,D.H,2000:407) states that fluent speakers are those, who are “*able to use language and participate in any conversation with a high degree of fluency.*” That is, speech should not be broken with pauses and should be understood by other people mainly the native ones. Being fluent in speaking allows the individual to take part in discussion; therefore, this factor forms the most targeted aspect among EFL learners due to their lack of command of English even if they possess acceptable background knowledge and due to the important position that speaking has gained in the recent years.

### **Conclusion**

In this chapter, we have discussed three main elements related to our research topic, which are teaching and learning via multimedia aids, the different theories that focus on the interaction of the human mind with such materials and their role in improving learners’ educational achievements, and finally we dealt with the relation of multimedia and speaking by providing definitions and conceptual explanations about the criteria that English learners should possess to be competent speakers, as far as the importance of having command of the target language in the present time.

# **Chapter two**

## **Research Design**

# Research Design

## Introduction

This methodological chapter deals with the research design of the study about multimedia and English language learning. It is based on descriptive research method using mixed method research, which consists of both quantitative and qualitative research method. It describes the two research techniques used for the data collection, and the techniques of the data analysis in order to provide an answer to the research questions of this study. In addition, this chapter provides information about the place of investigation, in which the research took place; also it provides a description of the population, who participated in this work.

### 1/ Descriptive Research Method

Descriptive method is a technique devoted for gathering information about a given subject or variable for the purpose of description and interpretation.(Aggrawal,Y.P, cited in Salaria,N,2012). It is a method that allows collecting both quantitative and qualitative data. In fact, descriptive method does not consist in one type of research method; therefore, Jackson,S.L(2013:20) in his book entitled “*Research Methods*”, accounts for three types of methods: observational method, case study method, and survey method. The latter is the method we opt for in this present investigation.

#### 1-1-Descriptive Survey Method

Descriptive Survey Method involves asking questions to a particular group of individuals on a given subject, then analyzing and describing their answers.(Jackson,S.L,2013). It means, establishing a pre-determined set of questions and hand them to a sample of the targeted population. The main characteristics of survey method are: employing applications of scientific method, analyzing and interpreting data, then arriving to valid and reliable

results.(Salaria,N,2012). Finally, descriptive survey method is a way of gathering quantitative and qualitative information.

### **1-2-Qualitative, Quantitative, and Mixed Method**

Investigating a given research question about a given research topic related to social sciences needs to have data to analyze. Qualitative, quantitative, and mixed method are tools for the interpretation of the findings; that is, breaking down the raw data into specific categories. Research topics vary in the quality of the data collection. Some research topics can only have either qualitative or quantitative data, others combine both of them; consequently, the result will be a mixed method, (John,W.C,2012). In the case of the present research, we opted for mixed method research in the process of data collection in Bridge Way World School of English (B.W.W) in Tizi-Ouzou.

### **2/ Place of Investigation**

In order to answer the research questions and test the hypotheses related to the influence of multimedia resources on the oral skill within groups of different backgrounds, we have selected Bridge Way World (B.W.W) School of English in Tizi-Ouzou to be the setting for the investigation of this research. B.W.W School of English language has started working in September,2014 and it provides English lessons for three main categories of English learners: **a-Basic User**, which falls into (A1) beginners, and (A2) elementary users; **b-Independent User** that contains (B1) Intermediate, and (B2) upper-intermediate users; the last category is **c-Proficient User** that falls into (C1) advanced, and (C2) proficient English users. Each group has a limited number of learners that do not exceed twelve (12) learners per group. B.W.W provides two varieties of activities to English learners: **Classroom Activities** in which presentation and debates, game and simulation, and role play are given to be practiced and performed. The second type is **outside activities** such as trips, which are organized in relation

to social programmes for the sake of learning English. Statistics in that school showed that the number of English learners is nearly about two hundred (200) English learners combining the whole categories and levels. To reach the requirements of this study, we have chosen to work with the category of **Independent User** of English language at B.W.W School of English in Tizi-Ouzou.

## **2-1-Participants**

In order to gather our data, we have chosen to work with two different groups of participants: English learners (Independent User: B1 and B2) and teachers of English language at B.W.W School of English in order to know and investigate their stand points in relation to teaching and learning English via multimedia.

### **2-1-1-The Learners**

Among the whole English learners in B.W.W, we have selected a sample of fifty (50) students belonging to the second category named ‘Independent User of English). As we mentioned, this category contains two levels of English achievements: (B1) Intermediate English user, and (B2) Upper-intermediate English learners. Learners of English in (B1) are supposed to make conversation in English, write and understand simple written text, and understand a wider range of vocabulary and grammar. The second group English learners (B2) should be able to take part in extended conversation, write and understand most of texts, and they have the ability to understand the presentation given in the classroom. Therefore, we have divided the fifty participants belonging to ‘Independent User Level’ into two categories; that is to say, twenty five (25) learners from the category (B1) and the second half belongs to the category (B2). This division is made for the purpose to know to which extent that multimedia influences the learners’ achievements in a heterogeneous environment.

### **2-1-2-The Teachers**

The second group of participants is the teachers of English language at Bridge Way World School of English. Ten (10) teachers were involved in the present research. It should be remembered that those English teachers do not provide specific English courses, but they teach different types of English lessons such as speaking sessions, general English, and straightforward English, etc. the reason behind this choice is to find out whether multimedia resources are beneficial for the learners' English language production inside the classroom.

### **3/ Data Collection Tools**

To carry out this research, we opted to use a mixed method research, which consists of two research tools for the data collection. A questionnaire as a main tool is designed for the learners of English and a structured interview for the teachers of English at B.W.W School of English. The mixed method permits to have both quantitative and qualitative data. That is, qualitative research permits to give non statistical findings; rather it provides description about the situation like attitudes, opinions, and observation in which the researcher has been involved. However, quantitative research is more related to statistical and numerical presentation of the results, using computer software like SPSS to be analyzed and presented through figures, tables of percentages, and charts.

#### **3-1-Questionnaire**

Brace,I(2008:2) defines a questionnaire as a set of written questions that can *“be used in many different situations and with many different data gathering media.”* It means that the questionnaire is an important research tool that allows researchers to collect qualitative and quantitative data from different people. It can be handed to people or can be administered via mail when the participants are geographically distributed. Questionnaire provides the same items for all the participants within the research and allows the researcher to gather as much as possible of data in a short period of time.(Brace,I,2008).

##### **3-1-1- Questionnaire Addressed to English Learners**

As mentioned above, we have selected fifty English learners belonging to the category of ‘Independent User’ of English at B.W.W School of English in Tizi-Ouzou. Those participants were informed that their answers will be anonymous, confidential and will be not exploited for other interests except for the present research. The English learners’ questionnaire (see appendix 1) is divided into four sections: participant profile that targets some personal information about the learners; the second section covers linguistics achievements in which the learners were asked to reveal their degree and background in English language; the third section is mainly about the subject research on which the participants were given questions about the learning via multimedia tools in studying English. Finally, the last section targets the English learners’ attitudes towards the use of multimedia resources in the classroom to acquire language. In addition to the students’ questionnaire, we opted for a structured interview with the English teachers in B.W.W in Tizi-Ouzou for the purpose of having more information about the extent to which multimedia have influence on these learners.

### **3-2-The Structured Interview**

The structured interview is one type among other types of interview. It is also known as a standardized interview or a researcher-administered survey.(Lambert,M et al:2010). In other words, the structured interview is a survey that contains predetermined questions handed to participants to answer. This research tool targets limited participants with limited number of questions. Using this type of interview consists of asking pre-established questions keeping the same order and without interference.(United States Office of Personal Management,2008). The structured interview can include open-ended and close-ended questions. That is, the researcher can categorize his/her data into qualitative and quantitative one.

#### **3-2-1- Teachers’ Structured Interview**

For the purpose to get further information about our research, we opted for a structured interview (see appendix 2) for English teachers at B.W.W English School in Tizi-Ouzou. The

teachers were informed that this task is neither an evaluation of the quality of teaching in this school nor an assessment of their method of teaching English courses. Therefore, we handed ten (10) structured interviews for ten English teachers. The teachers were asked a set of established questions equally and in the same order without any change of the questions. The questions target some personal information; attitudes towards the extent multimedia resources take role in teaching and learning English and their influence on the students' achievements in speaking skill during the English lessons and speaking sessions.

#### **4/ Data Analysis Techniques**

##### **4-1- Statistical Data Analysis (SPSS, version 22)**

The close ended questions of both learners' questionnaire and teachers' structured interview provide quantitative data. Therefore, this type of data is analyzed basically following the statistical and numerical analysis of data. That is, the data is transformed into different forms such as tables of percentage, histograms and numbers relying on the Statistical Package of Social Sciences computer software (SPSS). "*it is a package of programs for manipulating, analyzing, and presenting data.*" (Landau,S & Everitt,B.S,2004:11). Therefore, in order to calculate the quantitative data, the software (SPSS) consists of two main steps: '**variable view**' in which parameters are adjusted by providing the necessary information about the statistical data. The second step is related to '**data view**' in which the information of each question is entered through numbers that are considered by the software as a code to process the analysis.

##### **4-2-Content Analysis**

Content analysis stands is a technique for data analysis. It covers different areas of communication such as interviews, discourses, observations, video tapes, and written

texts.(Mayring,2000). Hence, content analysis can be either qualitative or quantitative content analysis.

#### **4-2-1- Qualitative and Quantitative Content Analysis**

The data from both the questionnaire and the structured interview, which are related to the opinions and attitudes (open-ended questions) of both teachers and students, are analyzed relying on the content of participants' answers. That is, some respondents' answers are similar; therefore, those answers are analyzed by using **quantitative content analysis** shown via diagrams. However, the answers related to the other open-ended questions are interpreted inductively using **qualitative content analysis** of text to sort out the participants' intended meaning.

#### **Conclusion**

This chapter gave the general design on which our research is based. It starts by highlighting the type of the research, which is a descriptive research conducted with qualitative, quantitative and mixed method research, then it provided with the general information about the place of investigation and the participants, who took part in this study. In addition, it shed light on the research tools that we used in gathering data and the research, as well as the techniques for data analysis.

# **Chapter Three**

## **Presentation of the Findings**

## Presentation of the Findings:

### Introduction:

This chapter provides the empirical results of this research. It presents the findings of both students' questionnaire and teachers' structured interview. Therefore, the close-ended questions are shown via pie charts, histograms and tables of percentages. The open-ended questions of both research tools are presented by using both qualitative and quantitative content analysis for the interpretation of the participants' answers. The first part of this chapter presents the results of the questionnaires, and the second part provides the contents of the structured interview. Each section aims to determine the influence of multimedia resources on language acquisition and production of the English foreign language learners. Also it investigates the role that multimedia aids display in both teaching and learning processes. Finally, this chapter presents the participants' attitudes towards teaching and acquiring English language using multiple presentations of the input.

### 1/ Presentation of the Results of the Questionnaire:

#### -1-Results of the Section One: Participant Profile.

##### 1-1-1- Qh1: Sex

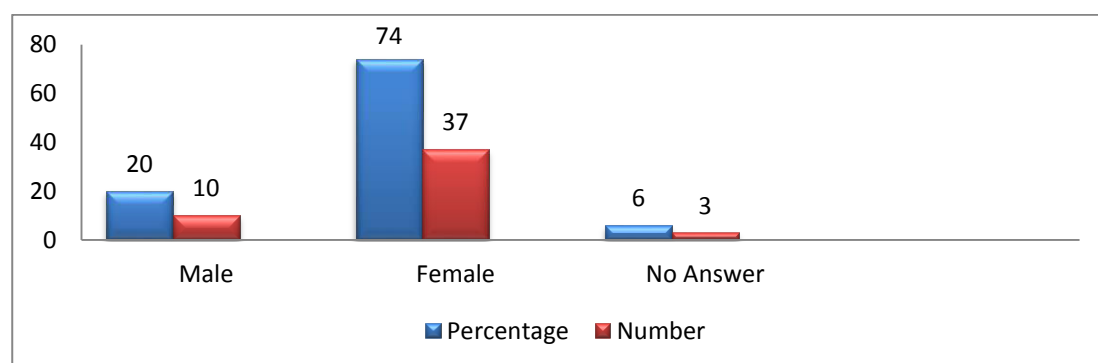
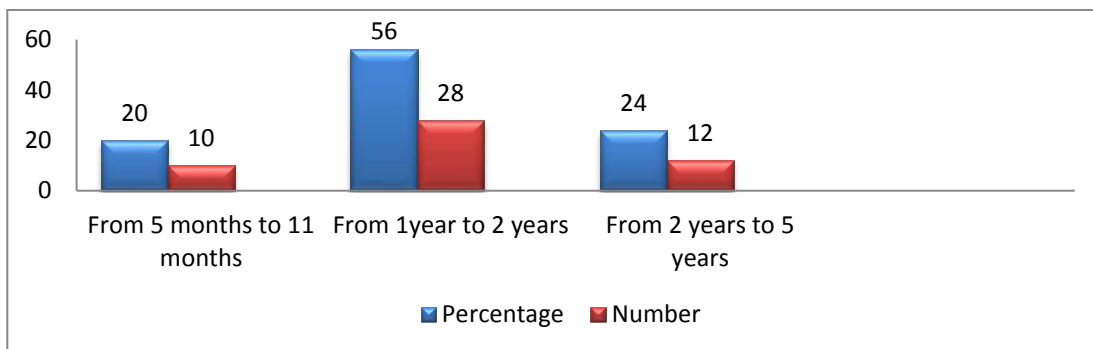


Diagram1: Participants' Sex.

As indicated in this diagram, females form the outnumber participants (74%), who take part in this research than males with only (20%).

**I-1-2-Qh2: How long have you been studying English?**

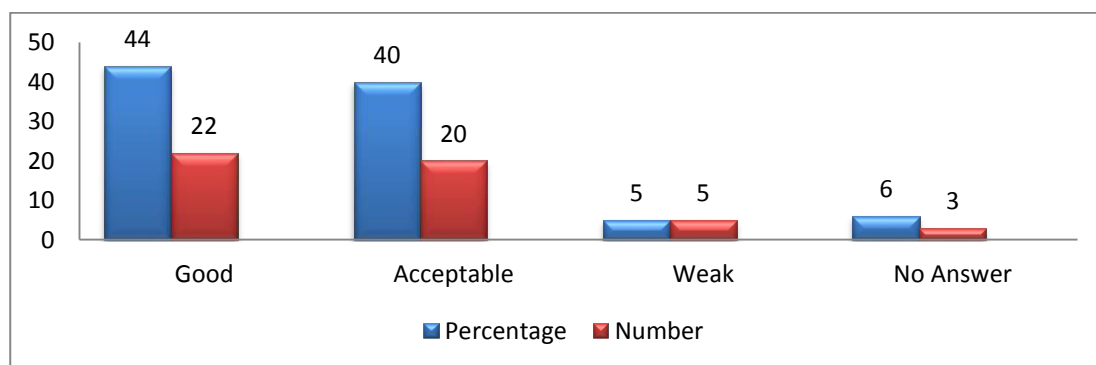


**Diagram2: Period of Learning English Language**

As shown in the histogram, the majority of English learners studied English from one year to two years in their English educational school life; that is, (56%) that stand for (28) participants. The rest of the two groups display a balance in terms of studying English, that is to say, only two participants making the difference.

**1-2- Results of the Section Two: Linguistics Achievements.**

**1-2-1-QH3- How do you evaluate your level in English?**

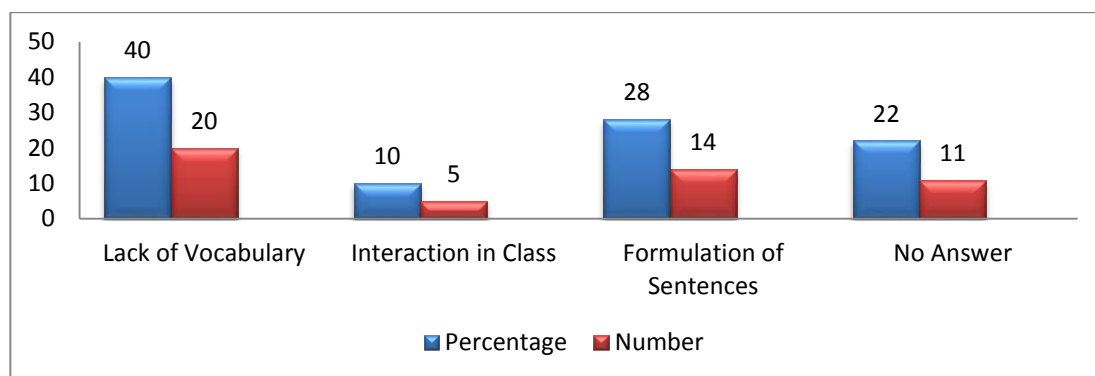


**Diagram3: Participants' Evaluation of their Level in English.**

While there is no one, who evaluates his/her level in English 'very good', (44%) of the participants (22) view that they have a good command and (40%) of the participants respond

that they have an acceptable level in English. However, only (5) respondents (10%) evaluate their achievements in English language as being weak.

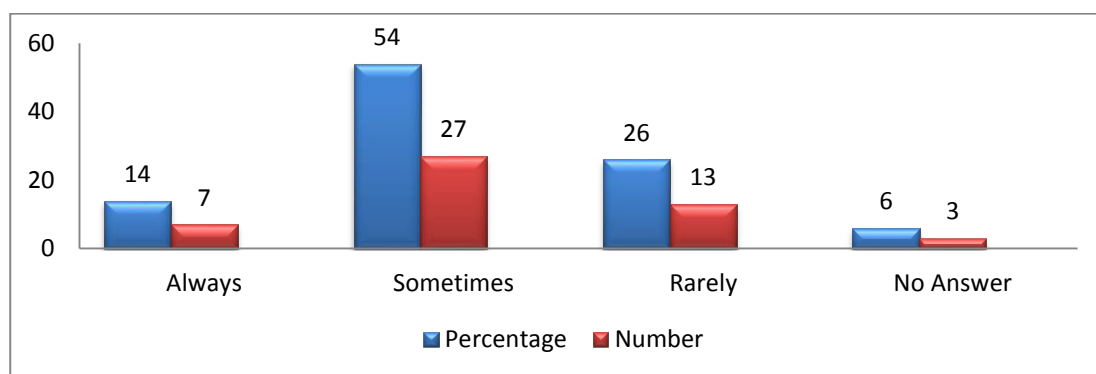
**1-2-2-Qh4- What are the difficulties do you find in speaking English?**



**Diagram4: Learners’ Difficulties in Speaking English.**

Diagram 4 shows that the majority (40%) of the respondents (20) possess poor vocabulary range in English. In contrast,(28%) of the participants (14) find difficulties in formulating correct and full sentences to convey their thoughts. The last group (22%) contends that they encounter difficulties in speaking and participating in the classroom.

**1-2-3-Qh5: How often do you speak English in the classroom?**



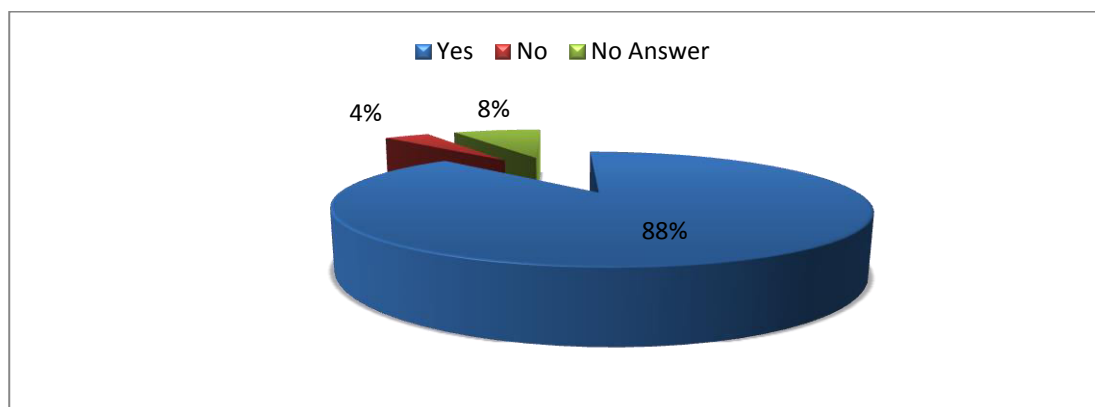
**Diagram5: Frequency of Speaking English in the Classroom.**

From diagram 5, we note that the learners’ oral production of English is poor because only (14%) that stand for (7) respondents have the habit to speak English frequently in the

classroom, whereas the majority (54%) of the learners practice English occasionally and the others ones (26%) speak English rarely in the classroom.

**I-3- Results of the Section three: Using Multimedia Resources to Learn English.**

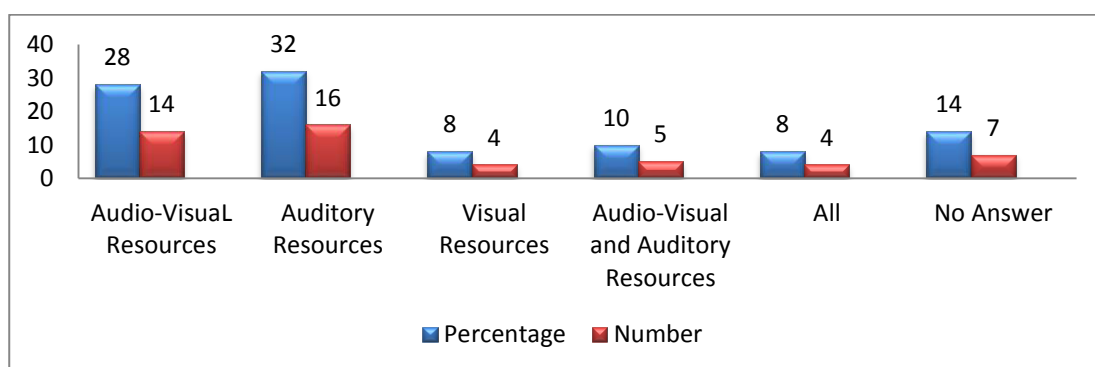
**I-3-1-Qh6: Do you use any materials in the classroom when you learn English?**



**Diagram6: Learning English via Different Resources.**

Almost all the respondents (88%) confirm that they use equipments in the classroom for the purpose of assisting and supporting learning English courses.

**1-3-2-Qh7: if ‘yes’ what kind of multimedia aids do you use in the class?**

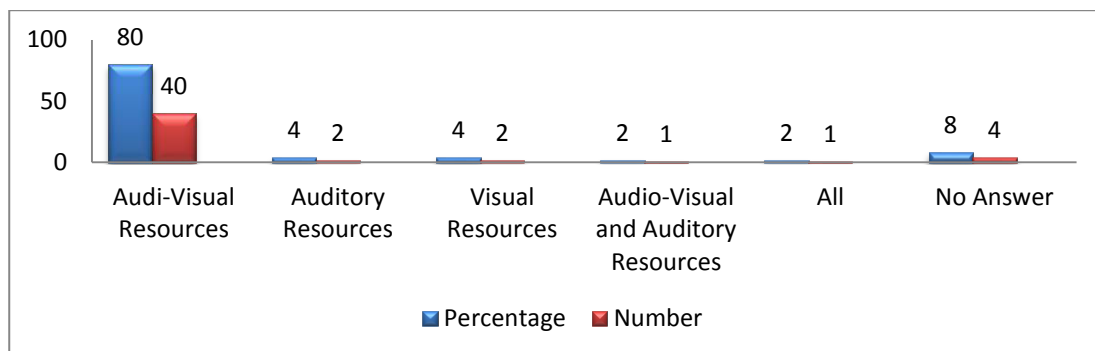


**Diagram7: Types of Multimedia Resources Used in English Classes.**

The results obtained from the question seven show that there are two main types of multimedia resources that are frequently used in the classroom: audio resources (32%) and

audio-visual resources (28%). Visual resources (8%) are occasionally used in the process of teaching and learning English.

**1-3-3-Qh8: Which type of multimedia aids do you prefer to learn with?**

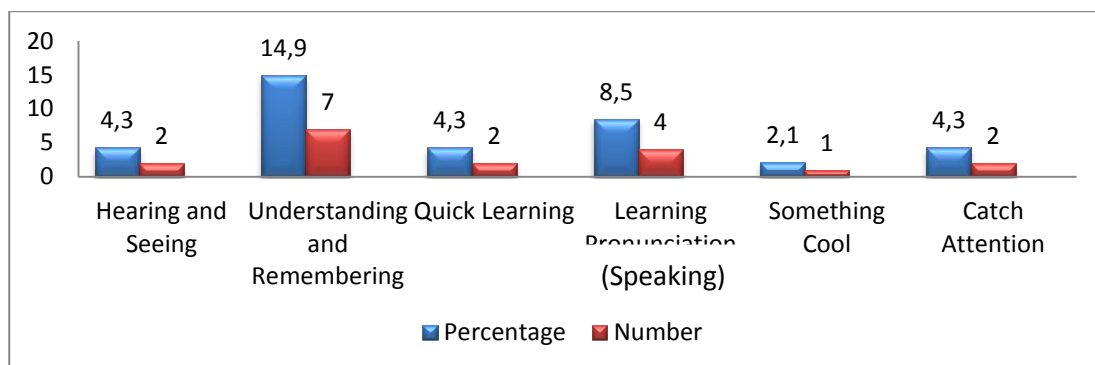


**Diagram8: English Learners and their Favorite Resources.**

The diagram eight highlights that most of the English learners (80%) prefer to learn with audio-visual resources than the other types.

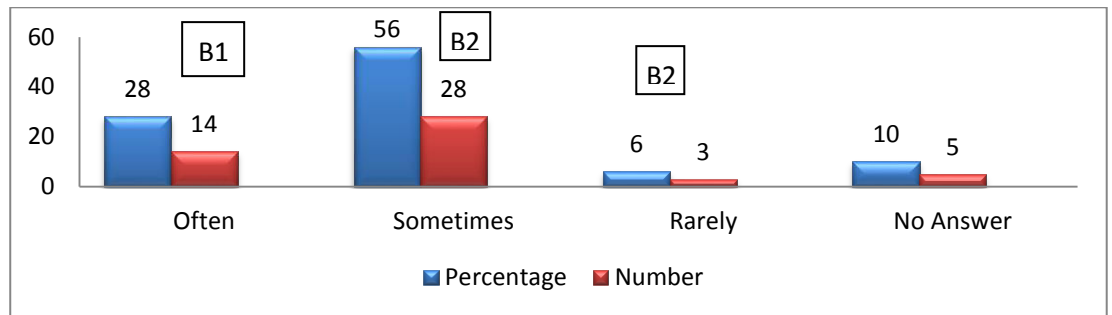
**I-3-3-Qh9: Why?**

The respondents argue that they prefer to learn English with multiple aids because of the fact that those resources are helpful, which allow them to acquire pronunciation, good understanding and remembering of the information and concepts. In addition, those resources stimulate their attention through the act of seeing and listening to English language. The table below illustrates the criteria why English learners prefer to study English via multimedia aids.



**Diagram9: Learners' Advanced Reasons about Preferring Multimedia Resources.**

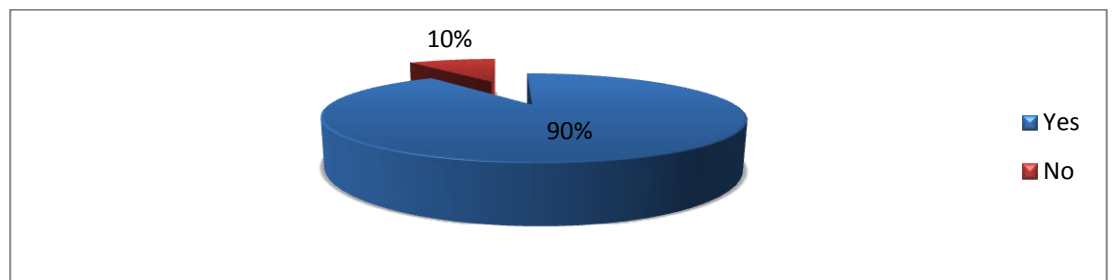
**1-3-3-Qh10: How often those materials are used to learn English in the classroom?**



**Diagram10: The Use of Multimedia Resources in the Classroom.**

More than half of the respondents of the category (B2) (56%) answer that multimedia resources are used only sometimes for learning. Nevertheless, (28%) of English learners (B1) assert that those materials are frequently presented in the classroom.

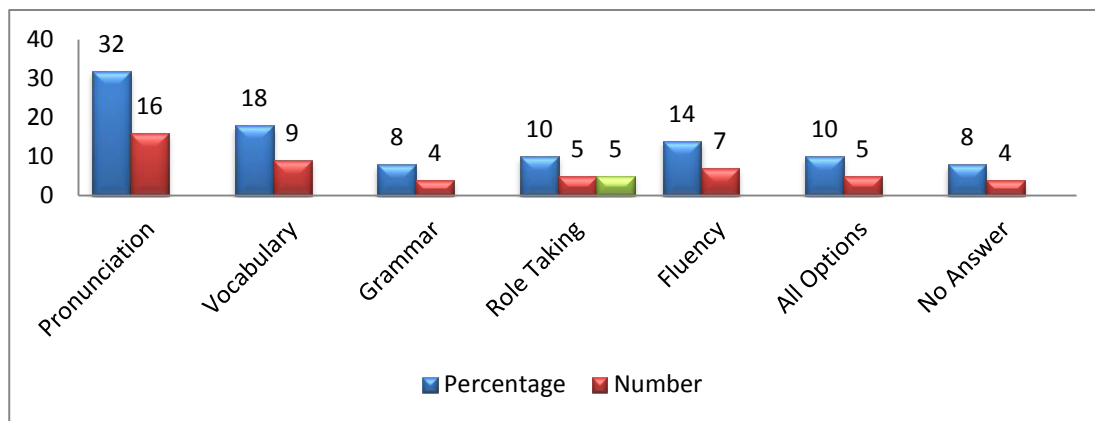
**I-3-3-Qh11: Do you find that multimedia aids useful to improve your speaking skill?**



**Diagram11: Using Multimedia Aids to Improve the Speaking Skill.**

As it is shown in the pie chart above, almost all the participants (90%) agree that using multimedia is a useful strategy to improve the oral skill among English foreign language learners.

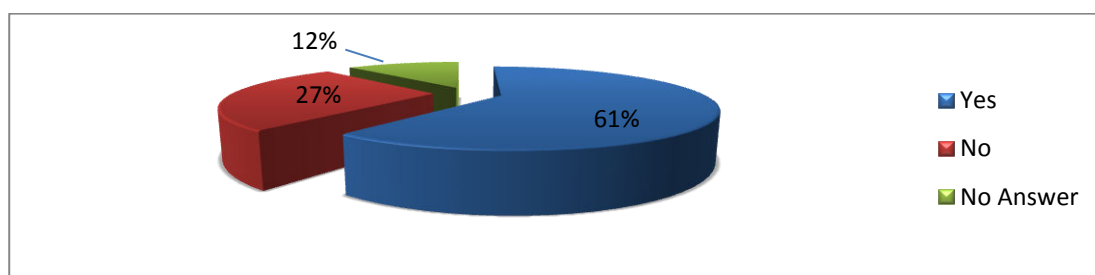
**I-3-3-Qh12: If 'Yes' do they help you to learn:**



**Diagram12: Multimedia Resources and Learners' Achievements.**

The diagram shows the characteristics that English learners manifest in the acquisition of English via multimedia means. Therefore, the aspect of 'Pronunciation' (32%) and 'vocabulary' (18%) are the first aspects that learners achieve in learning English. At the third rank, (14%) of the participants say that they are able to speak fluently in the target language using multimedia.

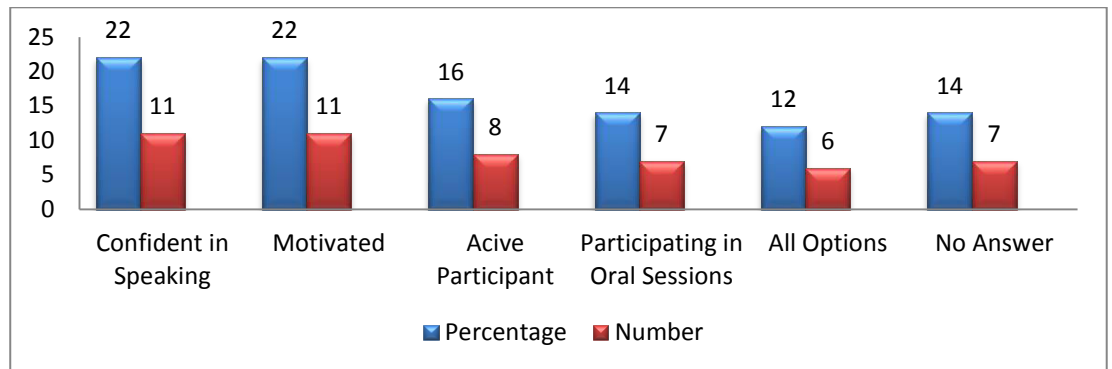
**1-3-3-Qh13: Do you learn English using those materials at home to improve your speaking?**



**Diagram13: Using Multimedia at Home to Foster the Oral Skill.**

The diagram above shows that more than half of the respondents that constitute (61%) use technological and advanced means at home for the purpose of refining their English qualities and abilities. However, (27%) of the respondents do not care about acquiring English language autonomously.

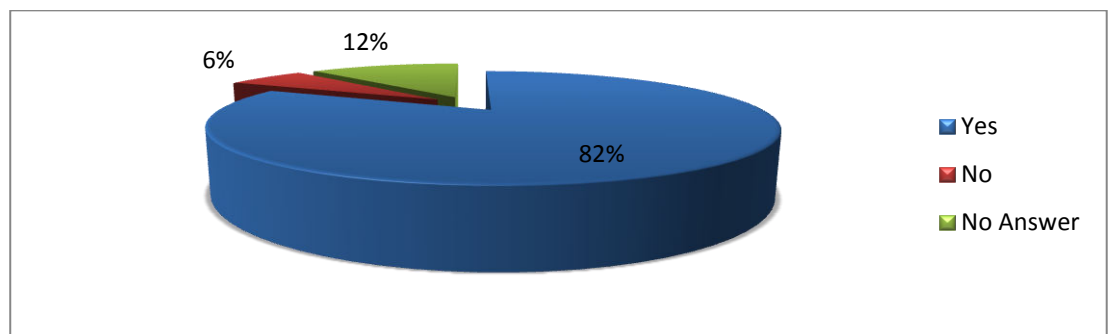
**1-3-3-Qh14: Using multimedia aids in learning English allow you to be:**



**Diagram14: Participants’ Performances Using Multimedia in Learning English**

The diagram14 shows the characteristics that English learners exhibit thanks to multimedia. ‘Confidence in speaking’ and ‘motivation’ take over the other variables with (22%) that correspond to (11) English learners for each variable. In contrast, the rest of the variables do not overhead among each other in terms of the degree of performance.

**1-3-3-Qh15: Do you understand your lessons using such materials?**

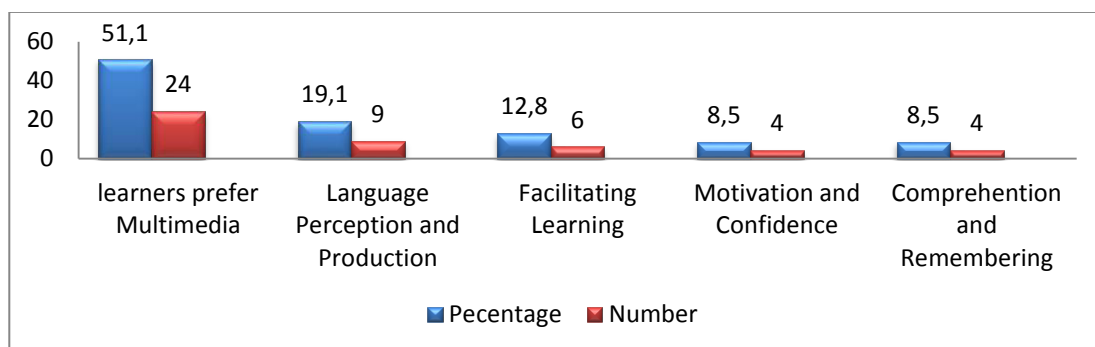


**Diagram15: Learners’ Comprehension of Lessons Using Multimedia Resources.**

The results of the pie chart above are related to the learners’ understanding of English lessons through using multimedia means. Therefore, the majority of the respondents (82%) pretend to have the ability and the opportunity to grasp the content of the English lessons provided by using multimedia representations in the classroom.

**1-4- Results of the Fourth Section: Learners’ Attitudes towards multimedia resources**

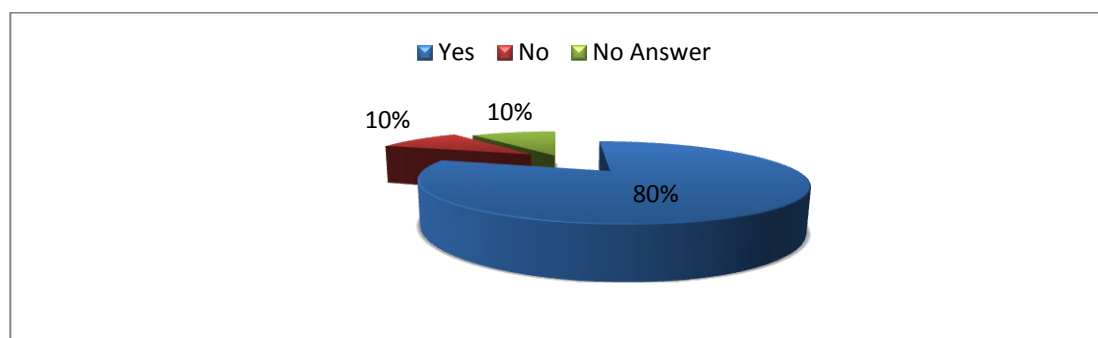
**1-4-1-Qh16: Do you prefer to learn English by using multimedia aids or do you prefer to study English without those materials? Explain Why?**



**Diagram16: Participants' Reasons about Learning English via Multimedia.**

As it is shown in the histogram above, most of the English learners prefer to learn English via a range of resources. This is due to many reasons that let learners favor studying English in such manner. They state that multimedia resources are useful and facilitate learning. Also, those materials allow them to receive (input) and produce language (output) in a successful way. Moreover, learning via multimedia gives the learners the opportunity to have a good conceptualization and remembering of information.

**1-4-2-Qh17: Do you enjoy listening to English spoken by its native speakers?**

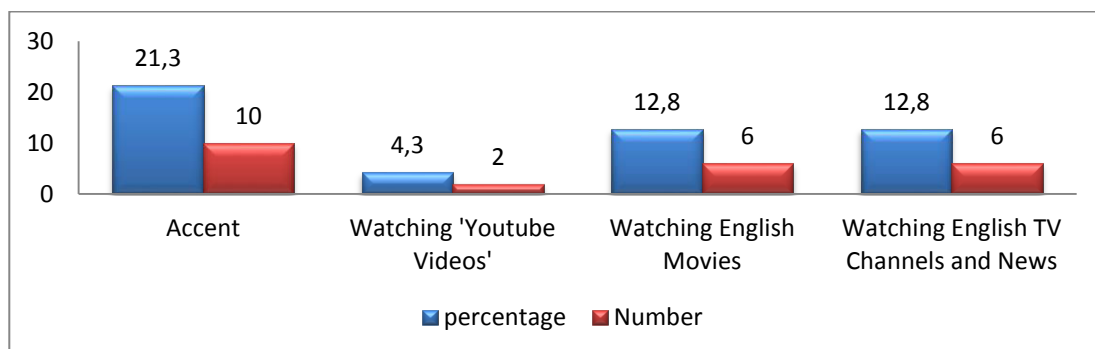


**Diagram17: Listening to Native Speakers of English.**

The pie chart above depicts that the overwhelming majority (80%) of the participants tend to listen to English spoken in its pronunciation relying on different technological and

everyday life tools that allow having access to spoken English language at any time. However, only (10%) stand as the minority of the respondents (B1) do not appreciate hearing English by native speakers for several personal arguments such as difficulties to understand what they are saying.

**1-4-3-Qh18: If ‘yes’ how?**



**Diagram18: Learners’ Arguments towards Listening English from Native Speakers.**

Diagram18 indicates clearly the reasons that let almost half of the learners enjoy listening to authentic English. Some of them stress on accent; that is, they state that English native speakers have a correct accent and pronunciation of English. Others emphasize on how they manage to have access to authentic English; that is, there are learners, who surf on the net to find out videos in English, there are participants, who have contact with English via watching English movies and English TV channels and news.

**1-4-4-Qh19: If ‘No’ Why?**

Only few participants (10%) have answered this question. All of them do not like listening to English from natives for two main reasons. That is, one of the recurrent reasons is that English learners have difficulties to grasp and rarely understand what is said in English because of the fact that it is done quickly; consequently, it hinders to grasp the meaning. Others prefer to listen to English from the teachers’ speech in the classroom.

**1-4-5-Q20: What do you think about learning English by using different multimedia aids in the classroom?**

Different opinions vary from one respondent to another on the position of using multimedia resources to learn English. Therefore, some state that multimedia aids give the opportunity to better learn English, since those means are considered as a strategy of conveying the message and making a good atmosphere inside the classroom. Other participants state that multimedia resources help them memorize information and get the learners' attention over the English lessons and active inside the classroom. Furthermore, one English language learners mention that using multimedia to learn English allows improving both productive and receptive skills of the learners and present a kind of scaffolding and help for both teachers and students. Beside, an acceptable number of participants (15%) write that they enjoy learning with such means and finding a great pleasure and interest to acquire English in the classroom.

In short, the findings of the students' questionnaire reveal different points about learning English via multiple representations of input. That is, the results show that English lessons in B.W.W in Tizi-Ouzou are conducted in a multimodal environment relying on different semiotic resources in teaching and learning English. Also, the findings show the influence of those resources on the English learners' achievements in terms of language perception, language comprehension, language retention, intrinsic motivation and self-confidence, and language production, as well as the influence that multimedia has on the learners' behaviour. Finally, it shows learners' attitudes towards the acquisition of English through multiple presentations.

## 2 – Results of the Teachers’ Structured Interview:

The results of the structured interview contain both quantitative and qualitative data. The quantitative data are presented through tables of percentages, while the qualitative ones are analyzed using qualitative content analysis. It should be highlighted that the tables of percentages are taken from the SPSS computer software of data analysis that contains valid variables, which, represent the basic items that are used for the calculation of the data. Frequency stands for the number of times that each variable is repeated. Valid percentage represents the actual percentage of each variable. The latter is cumulative percentage that is calculated by adding the previous valid percentage to the next one.

### 2-1-Qh1: what is the type of English do you teach?

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid General English	3	30,0	30,0	30,0
Straightforward English	1	10,0	10,0	40,0
General and Straightforward English	2	20,0	20,0	60,0
No Answer	4	40,0	40,0	100,0
Total	10	100,0	100,0	

**Table1: Types of English Language Teachers’ Specialties.**

This table shows that there are two main categories of English teachers: teachers of general English and straightforward English instructors. Three of them teach general English and the two others give lessons within straightforward English. However, only one teacher takes part in teaching both categories.

### 2-2-Qh2: During your speaking sessions, do you use any specific materials?

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Yes	6	60,0	60,0	60,0
	Not Answered	4	40,0	40,0	100,0
	Total	10	100,0	100,0	

**Table2: The Use of Resources to Provide English Lessons in the Classroom.**

The results obtained from question two show that only (60%) of the teachers, who have answered state that during instruction, they use materials to assist English learners.

**2-3-Qh3: If ‘yes’, Please cite them:**

60% of English teachers assert that during the process of instruction they use concrete objects like visuals (toys, terrestrial globe), Audio-visuals such as Picture Dictionary Projection, videos, and all the surrounding materials based on the real life objects and means such as English songs. All these items are used to transmit messages to English learners to acquire better and grasp different concepts. Those means assist the teachers in the classroom in terms of the way they manage to explain and illustrate with examples that correspond to the real life to clarify ambiguities for the English learners.

**2-4-Qh4: Do they help you in conducting the teaching process?**

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	yes	6	60,0	60,0	60,0
	Not Answered	4	40,0	40,0	100,0
	Total	10	100,0	100,0	

**Table3: Multimedia Aids in Teaching English Language.**

As it is shown in the table, more than half of the teachers (60%) respond that using such equipments to teach English in the classroom presents a useful and a successful way to provide instruction to English foreign language learners.

**2-5-Qh5: What is the learners' reaction when they are provided with such means?**

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid Motivated	3	30,0	30,0	30,0
Actively Engaged in Discussion	2	20,0	20,0	50,0
Motivated and Actively Engaged in Discussion	1	10,0	10,0	60,0
Not Answered	4	40,0	40,0	100,0
Total	10	100,0	100,0	

**Table4: Learners' Behaviour and multimedia presentations.**

The table above indicates the reaction of the English learners when they are studying with multiple presentation of information. That is, learners are more motivated and enthusiastic to acquire English via multimedia presentation and actively involved in interaction inside the classroom, where they show their understanding of the lessons.

**2-6-Qh6: Do those materials exert influence on the learners' achievements?**

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid Yes	6	60,0	60,0	60,0
Not Answered	4	40,0	40,0	100,0
Total	10	100,0	100,0	

**Table5: Multimedia and Learners' Language Achievements.**

Most of the teachers (60%) for whom the question five is asked confirm that multimedia presentation influences the learners outcomes in terms of their ability of receiving information and their capacity of producing language. the rest of the teachers (40%) have not provided an answer.

**2-7-Qh7: if 'yes', what characteristics do learners manifest in speaking English?**

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid	Comprehension	3	30,0	30,0	30,0
	Pronunciation	2	20,0	20,0	50,0
	Fluency	1	10,0	10,0	60,0
	Not Answered	4	40,0	40,0	100,0
	Total	10	100,0	100,0	

**Table6: The Influence of Multimedia on the Learners' Outcomes.**

As it is mentioned in the table, (30%) of the teachers notice that providing English learners with multiple presentation raise the quality of understanding of the information given. In the other hand two teachers (20%) assert that learners show certain ability in pronouncing the English words and phrases. Besides, only one teacher notes that learners speak fluently thanks to multimedia means.

**2-8-Qh8: Are multimedia resources useful for educational purposes?**

		Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valide	Yes	6	60,0	60,0	60,0
	Not Answered	4	40,0	40,0	100,0
	Total	10	100,0	100,0	

**Table7: Multimedia Resources and Educational Purposes.**

All the teachers who answered agree that bringing multimedia to instruction represents a useful strategy for conducting the teaching process and reach the learners' needs.

**II-9-Qh9: If 'yes', how?**

Teachers' answers are turning around the fact that multimedia presentation facilitates explanation of ideas and objects that seem difficult for the learners. Add to this, real materials attract learners' attention and manifest comprehension when they provide answers inside the

classroom. Another thing that is mentioned is that teaching with multiple presentation of language does not get the learners bored, but they motivate them to concentrate in order to understand what is mentioned and/or spoken.

**2-10-Qh10: If ‘No’ Why?** This question has not been tackled by teachers.

**2-11-Qh11: What types of resources do you use mainly in teaching English?**

	Frequency	Percentage	Valid Percentage	Cumulative Percentage
Valid Audio-Visual Resources	2	20,0	20,0	20,0
Visual Resources	1	10,0	10,0	30,0
Audio-Visual and Visual Resources	1	10,0	10,0	40,0
All	2	20,0	20,0	60,0
Not Answered	4	40,0	40,0	100,0
Total	10	100,0	100,0	

**Table8: Types of Resources that Teachers use in Classroom.**

The table above shows the types of resources used by the English teachers, but it differs from one instructor to another. That is to say, some teachers use both audio-visual means, other has to use audio and visual ones, and others use all of them during English courses.

**2-12-Qh12: what do you think about implementing such means to fulfill teaching and learning foreign language?**

Nowadays, teaching and learning are no longer conducted through a single strategy; rather it becomes a necessity to vary the methods by which information is provided. Multimedia resources are a good example to fulfill language teaching and learning. That is to say, bringing such materials into the educational environment will support the quality of teaching and learning outcomes. Besides, teachers at B.W.W view that teaching with such means

presents a great interest for both teachers and learners and facilitate the roles of both of them. It is a matter of concretizing things for learners to promote better understanding of the input.

To sum up, the second section of this chapter dealt with the teachers' answers and their attitudes towards learning via multimedia. Hence, it points out different aspects in relation to the research topic. As a result, this section highlights different aspects of the findings of the structured interview:

- English teachers assist their classrooms with several resources for promoting teaching English.

- Learners' reaction towards multiple presentations of English language and its influence on the learners' achievements

- The types of resources used in the English language instruction.

- Teachers' views about the implementation of such resources to education.

## **Conclusion**

The chapter has provided the results of both the questionnaire and the structured interview tackling the topic of the influence of multimedia resources on the learners' speaking production and the role that multimedia play in the process of teaching and learning English as a foreign language, as well as the participants' attitudes towards multiple presentation of language in the classroom. The results obtained have been presented through different forms in terms of qualitative and quantitative results. Therefore, the statistics highlight some positive aspects concerning language acquisition via multimedia means as being an effective and an important strategy for providing instruction. Thereby, a detailed information and interpretation of the findings are provided in the discussion chapter.

# **Chapter Four**

## **Discussion of the Findings**

## **Discussion of the Findings**

### **Introduction**

This chapter aims to discuss the main results obtained from the two research tools: the questionnaire and the structured interview. It aims to provide an answer to the research questions addressed previously in the general introduction on the extent to which using multimedia resources in English language instruction influences the speaking skill of English learners at B.W.W, and the implications of those resources on the English learners' cognitive functions. In addition to the participants' attitudes towards the relevance of using such resources for the purpose of teaching and learning the speaking skill. Therefore, the discussion is made up relying on the students and teachers' answers of the previous chapter and interprets them using the concepts tackled in the review of the literature.

### **1-Teaching and Learning English as a Target Language (TL) in B.W.W School of English**

#### **1-1- Multimedia as a Strategy for Teaching and Learning English in B.W.W**

The results obtained in the previous chapter show that multimedia resources are implemented and used as a part of English language instruction in Bridge Way World School of English in Tizi-Ouzou. Therefore, this fact highlights that English language classrooms are not conducted following the traditional methods, which focus only on the structure of the language and its grammar rules, rather by giving much priority to the Direct Method (DM) and the principles of Communicative Language Teaching (CLT), which focus on the use of authentic materials such as newspapers, videos, and pictures. This idea was addressed by Brown, H.D (1993), who highlights that *“among pedagogical techniques that can help accomplish the ultimate goal of communicative language teaching is the utilization of*

*technology such as films, videos, and computers.*”(Brown,H.D,1993, reported in Chang, M.M., and Lehman,J.D,2002:82).

Therefore, implementing such media tools into English classrooms at B.W.W presents to foreign English learners concrete and authentic language and allow instructors to contextualize and concretize the meaning of concepts to the learners; that is, English teachers have the possibility to provide explanations and illustrations easily to their learners. That is to say, using such equipments “...assist teachers in their jobs, bringing the outside world into the classroom.”(Brinton,M.D,2001:460). That is, (88%) of English learners and (60%) of English teachers assert that during English lessons, they use a range of materials and tools to assist them in the process of teaching and learning English like visuals, audio-visuals, auditory means, and other resources that allow to provide explanations by teachers and receive information by the learners. Showing and presenting language via authentic materials stands as an important issue in language learning in order to keep pace with the present time, as well as changes and evolution of the different aspects of life like technology and education.(Brinton,2001). Accordingly, teaching and learning English language at B.W.W reflect the present changes of modern learning.

### **1-2- Using Multimedia in English Language Teaching and Learning in B.W.W**

The findings revealed that English language classrooms at B.W.W are conducted relying on three main types of modes of presentation of information: visual mode, audio-visual mode, and auditory mode. The combination of different modes of presentation forms a multimedia design for teaching and learning English at B.W.W. Therefore, the usage of modes like sounds, pictures, and moving images form a multimodal combination of different aspects of communication for constructing meaning and communicating ideas.(Kress,G, and Van Leeuwen,T,2001).

### **1-2-1- Visual Mode**

Both teachers and learners assert that they use visuals like images and objects in the classroom. That is, teachers provide explanations and illustrations and learners get the meaning and understand the message easily. The reasons given by the participants are related to the fact that visual modes facilitate for the learners to understand and help the teachers to explain. Kress,G and Van Leeuwen,T (1996) state that images are significant and vehicle meaning to understand the things, objects, and individuals appeared in the image; that is, “...depicted people, places and things are combined into a meaningful whole.” (Kress,G and Van Leeuwen,T,1996:1). This implies that using only linguistic mode to convey and explain concepts for learners is not sufficient because including other modes like pictures can replace a whole linguistic text. Therefore, ‘*a picture is worth a thousand words.*’ (English idiom). It is related to the fact that visuals give more clarification of the input being taught and presented to the receivers and also help learners to study and function well by using their senses to learn, since some people possess a visual memory that permits them to learn effectively. In contrast, few participants (see diagram8) have the ability to learn from visuals, which implies that providing illustration from mono-mode like text without supporting it with other items does not suit the learners’ comprehension of the input, rather by selecting a range of modes to achieve communication. Consequently, communication is no longer achieved through a mono-mode, rather by “*the combination of different semiotic modes... in a communicative artifact.*”(Van Leeuwen,T, 2005:281).

### **1-2-2- Audio-Visual Mode**

Audio-visual techniques are considered as an important tool in the process of teaching and learning foreign languages. From the results, the majority of the English learners (88%) under investigation prefer to study English via audio-visual means. Hence, this suggests that

combining between more than one medium or one mode to show information helps the independent English learners at B.W.W to immerse in their foreign language learning. Therefore, incorporating multiple presentations into the classroom rises the quality of students' achievements in language learning.(Fadel,cites in Sankey,M et al,2010:853). That is, English learners are able to combines between both modes of presentation like sounds and images and process the input to reach and learn a meaningful knowledge resulted from the two actions of seeing and hearing. The reasons behind this choice is that audio-visual means make English learners more involved in the process of learning, since the combination of those semiotic resources help to make meaning and transmit various of meaningful messages to achieve communication and meaning.(Halliday,M.A.K,1978). Therefore, such combination of semiotic resources mediates between the input being presented and the learners' cognitive comprehension and their abilities to receive information.

### **1-2-3- Auditory Mode**

Auditory mode is reflected by the use of songs and English conversations for several tasks to teach and learn English like pronunciation, writing, and the ability to understand by listening to speech. Accordingly, English learners at B.W.W have the opportunity to be accurate in producing speech in terms of pronunciation using such tools. That is, auditory means help English learners to achieve some characteristics in producing the phonological English sound system. Hence, audio means assist English learners to enhance their speaking skill and being involved in an environment where authentic English speech is presented via media. Therefore, auditory resources have “*the potential to promote the academic creativity in engaging students through media intervention.*” (Middleton,A.,2009:143). That is, auditory mode is a learning strategy, which incorporates the diffusion of speech and sound by which English learners can learn different aspects of speaking such as accuracy and fluency.

### **1-2-3-1- Developing learners' Accuracy and Fluency in Speaking**

Independent English learners at B.W.W develop their accuracy in speaking through multimedia learning by showing the main aspects of English language speech: pronunciation and vocabulary. Therefore, as the results of the findings demonstrate, half of the participants (50%) are able to improve their accuracy in speaking in terms of acquiring the relevant pronunciation (32%) and possessing the suitable range of vocabulary (18%) to express their ideas in the target language thanks to multimedia presentation of English in the classroom. Therefore, being able to speak with an accurate pronunciation and selecting the suitable word choice, English learners can function effectively in the target language.(Thornbury,S.,2003). Consequently, accuracy is related to “*the ability to produce grammatically correct sentences.*” (Richard,J.C., et al:2002:204). That is, producing speech that adheres to the aspect of having good pronunciation, vocabulary, and grammar.

In the other hand, a minority of independent English learners (14%) are able to produce speech without interruption or hesitation in the flow of ideas. That is, being able to speak in the target language showing acceptable and accurate pronunciation that give them the possibility to take role in the classroom. Consequently, this category of English learners can express themselves, since they are placed and tend to be a fluent speakers, who are able to hold conversation and maintain the relation between the hearer and speaker.(Brown,D.H,2000).

### **1-2- The Importance of Multimedia in English Language Instruction**

The findings of the previous chapter showed that teaching and learning English using multiple presentations of input give the opportunity to the teachers to conduct English language lessons in a successful way, providing the necessary explanations about different concepts, in addition to the development of the learners' speaking skill in English in terms of

learning new vocabulary and pronunciation thanks to the combination of meaningful modes that facilitate the transmission of the message and the coordination between input. That is, (90%) of English learners state that using multimedia for learning English is a useful strategy for developing more competencies in pronunciation and acquisition of vocabulary, as well as the conceptualization of meaning. That is, using multimedia means stand as a pertinent technique to enhance learners' English vocabulary.(Kim, D and Gilman, D.A ,2008). Hence, from the results, we notice that multimedia stands as tool that underlies and assists foreign learners to improve their English. In other words, providing multimedia learning stimulates learners' abilities by involving their sensory perceptions, which help their cognitive aspects of learning to receive knowledge effectively.

Indeed, most of the respondents agree that multimedia is a means of instruction and tools for learning different aspects of English language. Thus, one of the participants states that *“using multimedia for learning English allow us to learn not only vocabulary but also pronunciation and the way of speaking”*. Consequently, English learners noticed by themselves that having in hand such resources assist them to learn and achieve different English language aspects such language production and attaining self-satisfaction in learning. The reasons that multiple presentations of information is beneficial is that they integrate and facilitate learning language for foreign language learners.(Brinton,2000).

## **2- Implications of Multimedia presentations on the Learners' Cognitive Functions**

This section discusses further implications that multiple presentations of information have on the English learners' competencies in terms of cognitive and personal achievements. Then, highlighting the process through which independent English learners at B.W.W learn new information through the combination of different semiotic resources.

### **2-1- Multimedia and Learners' Perception of Input**

The results obtained from the question (9) demonstrate that some English learners have the ability to receive information by using their sensory aspects like eyes and ears for receiving, learning, and understanding English lessons. That is, they pretend that when they hear and see the information, they learn better because the two actions complete each other and *“listening and seeing at the same time help us for more understanding and following in the classroom.”* From this, independent English learners in B.W.W are more engaged in learning English and able to understand input through the combination of modes like sounds and images. Hence, from Mayer’s point view ‘Cognitive Multimedia Learning Theory’ (2001), people learn better from words and pictures, rather from words alone. That is, learning happens through receiving information via dual channels, which is constituted from both words (auditory) and pictures (visual). In other words, when the learners are engaged in an environment, where the linguistic and the visual modes are combined together, individuals have more opportunity to perceive and assimilate the meaning of the message. Consequently, providing learners with a multimodal composition of a language that consists of multi-semiotics resources presents a kind of scaffolding and assist their cognitive functions towards the acquisition of that language because simply modalities and media complete and co-ordinate the diffusion of the intended messages for the audience. Therefore, as stated by (Fadel, in Sankey,M et al,2010), multiple presentations of content develops learners’ language achievements in terms of assimilating and understanding the input of the target language (TL). Thereby, the combination between the perceptual modalities made through modes of composition and media of presentation leads to an effective method for teaching and learning foreign language, since providing English learners with visuals and audio-visuals *“can help learning by establishing a setting, contributing to text's coherence and reinforcing the text.”* (Kidwai,K et al,2001:453). Accordingly, multimedia allow foreign language learners to have the possibility

to access to the context in which the new input is used; therefore, it reinforces and help to understand better and develop their English skills.

### **2-2- Multimedia and Learners' English Language Comprehension**

Another aspect that some interdependent English learners at B.W.W show is the ability to grasp the content of the English lessons using multimedia presentations in the classroom. That is, they state that learning English with such materials help them to have better understanding mainly when their teachers illustrate concepts using pictures and animation. Similarly, 'The Dual-Coding Theory' (1971) and 'The Image Schemas Theory'(1987) assert that visual resources and moving images take part in the dissemination of the information and get the individuals learn and grasp the meaning easily.

Moreover, from the multimodality approach, Kress and van Leeuwen(2001) assert that visuals vehicle meaning and get people understand the full message. That is, the English learners at B.W.W interact with the visuals and get the whole meaning through combining the visual mode and the linguistic one. As a result, exposing independent English learners at B.W.W to an intelligible input allow them to have access to a new knowledge and construct a mental store of information, which those individuals could use at any time and in different contexts. (Krashen,1985). Consequently, learning implies changes of the quality and the amount of knowledge in the individual's mind by the process of "...adding new information to one's memory." (Mayer,R,2001:12), where those information are learnt and retained.

### **2-3- Multimedia and Developing Learners' Long Term Memory**

Long term memory is related to the ability to retain information by independent English learners when they are provided by multiple presentations of input in English classes. That is, (14.9%) of English learners assert that they succeed to grasp and retain information when they are given input via multimodal composition in the classroom (see diagram9). Consequently,

using such combination of different modes of presentation in the classroom present a successful method for enhancing and developing learners' acquisition of knowledge, as well as their cognitive capacities in terms of attention, comprehension, and retention. (Lindstrom,1994).

Retention of information is bringing new knowledge to what has been learnt before by an individual; therefore, learning is a change that occurs at the level of the learner's cognition.(Murray,E.D., and Christison,M,2001). Add to this, learning with multimedia presents a complementary task in which learners' cognition processes new input and integrates it to the prior knowledge. (Kozma,1991).

Furthermore, as it is stated by Mayer(2002), retention of input implies concrete learning that happens at the level of the mind, where input is stored for a long period of time resulted from meaningful learning. In short, *"remembering involves retrieving relevant knowledge from long term memory."* (Mayer,R,2002:228). Thereby, providing independent English learners with information via dual channels helps them to construct mental knowledge, since the contact that occurs between multiple presentations of semiotic modes, human senses, and the brain form the staircase by which individuals succeed to retain information, resulted from the assimilation and accommodation of the new input. Accordingly, *"people learn more deeply from words and pictures than from words alone."* (Mayer,R,2001:31).

Add to this, Mayer,R., and Moreno,R (2002:93) explain the chronological steps through which changes of knowledge and new information are brought into the working, long-term memory. Hence, in the context of English language teaching and learning at B.W.W when the learners perceive and interact with the verbal and pictorial channel, they select the appropriate words for the appropriate pictures and vice versa, then integrating both presentations into their working memory; as a result new information is learnt and added to the individual's

background. Therefore, independent English learners at B.W.W conceive and retain more information through the process of dual channels, which permit them to integrate both verbal and pictorial messages into their working memory to learn new knowledge.

#### **2-4- Multimedia and Learners' Intrinsic Motivation and Self-Confidence**

The analysis of the learners' questionnaire and teachers' structured interview show that English learners demonstrate different characteristics inside the classroom while they are presented with multimedia learning. Among those characteristics, learners possess intrinsic motivation through which the independent English learners do not need external motivation, which stimulate them to learn English; that is they could motivate themselves. In addition to self-confidence by which English learners at B.W.W overcome different negative factors such anxiety that hinder their improvement. Thereby, as it is shown in the (diagram14), two groups of learners that constitute (22%) for each group highlight that using multiple compositions for the purpose of learning English permit them to be motivated and confident in conveying their thoughts. Consequently, possessing such characteristics, independent English language learners have the ability to be active participants and being spontaneous and fluent in expressing their ideas inside the classroom. Thus, as Boster,F.G., et al (2002) claim, teaching English language with multiple presentations in the classroom pave the way to the learners to reach different stages like having the ability to overcome their anxiety and achieve many personal satisfactory goals such as being interactive, motivated, self-confident, and self-esteem. Consequently, *“technology improves motivation, engagement and interest when students use multimedia programs and software designed to develop skills and knowledge.”*(Reiners,P et al,2005:3).

Modes of composition, which form a communicative and significant presentation of language exert positive influence on the independent English learners at B.W.W, since those

modes of communication are a meaningful toolkit for sending messages, communicating meaning, and disseminating input. Therefore, as it is explained by Kress and Van Leeuwen (2001), those semiotic modes form the channel by which individuals convey meaningful messages. It means, modes like pictures, sounds, and moving images are pertinent tools for conveying meaning and communicating messages. As a result, when English learners at B.W.W have contact and interact with those semiotic resources, they assimilate information, and then construct mental knowledge stored in the long term memory that enables them to construct, produce and send messages to other ones.

### **2-5- Multimedia Presentation and Learners' English Production**

The analysis of the findings obtained from the question four (04) diagram (04) shows that the majority of the learners have lack of vocabulary (40%) and difficulties in formulating meaningful sentences, and only few of them (54%) take part in the classroom (diagram5). This implies that having lack of vocabulary and being not able to formulate correct sentences prevent English learners to be active and productive participants, as they stand only as receivers. Nevertheless, thanks to multimedia presentation of English language input, independent English learners become able to produce speech with its different characteristics like accent and pronunciation, since those modes of composition vehicle authentic language that help learners to know how to produce “... *sounds, stress patters, rhythm structures and intonation of the language.*” (Florez,1999:2). Hence, providing activities to independent English learners give the learners the possibility to become familiar with different sounds and improving their speaking skill.(Gilakjani,2012).

In short, this level of English language output <sup>2</sup>is the result of the four previous aspects mentioned above. That is, language is perceived first of all through two main perceptual channels: verbal and pictorial; then the input is understood; and once the input is comprehend

and integrated into the working memory, the new information is retained at the level of the long term memory. Finally once knowledge is enough and available at the level of the brain, learners' motivation and confidence raise up; consequently, English learners could achieve communication and interaction with others using the right pronunciation with the suitable range of vocabulary to compose and express meaningful messages.

### **3- Participants' Attitudes towards Teaching and Learning English with Multimedia**

#### **3-1- Independent English Learners' Attitudes**

The findings of this research revealed that the majority of English learners at B.W.W assert that using multimedia resources for the purpose of studying English as an interesting strategy to develop their English skills like pronunciation, accent, and vocabulary using a range of modes of composition for highlighting information in different varieties of presentations. Consequently, learners' opinions differ in terms of the interests and the arguments that support their position towards learning English via multiple combinations of semiotic modes in the classroom at B.W.W. Therefore, independent English learners' position is explained through four main reasons.

The first reason is that many independent English learners at B.W.W view that learning English using multiple representations of information is something interesting and new strategy for instructional purposes. That is to say, they enjoy learning with new strategies and methods that breakdown the routine of the old techniques of teaching and learning using only books and mono-mode of presentation of input, which get the learners '*concentrating only on learning rules, so they feel bored*'. Additionally, some learners state that using such aids in learning English gives the opportunity to create a good atmosphere in the classroom, where learners feel at ease so that they can exchange ideas and interact between them. Hence, Reiners,P., et al (2005) claim that multimedia learning makes English classes more vivid and

interesting, which results in stimulating students to enjoy learning and foster their capacities and language achievements.

Second, learners of English agree that studying English via multimodal composition supports and helps them enhance their achievements in English language by developing both receptive and productive skills, which need a good ability of listening to the target language (TL) and the capacity to produce speech. Besides, multimedia learning is considered by the English learners as being a strong stimulus, which makes them enthusiastic towards studies. In other words, thanks to multimedia resources, learners are motivated and psychologically ready to receive new knowledge.

Finally, English learners consider that implementing such resources into the classroom is something good, interesting and new for learning, since those resources according to them are useful toolkit that facilitate learning of the English language and help both learners and teachers for contextualizing and concretizing matters in relation to the real life situations. Therefore, as it is stated by one of the English participants, who consider using multimedia for learning as being “*a necessity if not an obligation*”. Thus, this short phrase shows the extent that multiple presentations of input in the classroom influence learners’ acquisition, perception and comprehension of knowledge.

### **3-2- English Teachers’ Attitudes**

English language classrooms at B.W.W in Tizi-Ouzou are conducted using multimodal compositions of input for the English learners. As a result, English teachers notice that learners improve themselves in studying English through different semiotic resources, which are used to provide explanations and illustrations for the concepts that seem to be difficult to conceive by those receivers. Hence, (60%) of English teachers show positive attitude towards using such tools for teaching English. They agree that multiple presentations of information

make the process of teaching amazing for the learners because when they are given lessons via multimedia, they become curious to understand the message, as well as their attention rises up in order to succeed to catch the meaning of the text. Therefore, English learners have the ability to learn pronunciation and acquiring vocabulary, which they could use to speak and convey their personal thoughts in the target language (TL). Thereby, implementing such aids into the instructional environment is a further step for improving the educational system of teaching and learning foreign languages and to reach the learners' needs and overcome their lacks. In addition, teaching and learning via multimedia is a positive exploitation of the potential and the possibilities offered by the technological innovation, which permit people to function and fulfill different daily life actions such as accessing to social networks, sending and receiving messages, as far as using those resources in educational learning.

## **Conclusion**

In this chapter, we have discussed the main results of the analysis of the findings about multimedia learning and English learners' oral skill. Thus, we adopted a framework, which constituted from triadic approaches to multimedia and learning, which are tackled in the literature review; that is, Mayer's cognitive theory (2001), a cognitive approach to multimedia learning, and finally multimodality approach (2000s'). Hence, the analysis of the findings shows that multimedia aids have influence on the English learners' speaking skill. Therefore, these results confirm our hypothesis about the influence of multimedia resources on this English language skill through acquiring pronunciation to have a good production in speaking and learning vocabulary to produce meaningful messages. Thereby, our research highlights that learning English as foreign language is able to occur through using different methods and strategies to assist both English learners and instructors in the process of teaching and learning that target language (TL).

# **General Conclusion**

## **General Conclusion**

This present research has investigated the topic related to multimedia resources and their influence on the English learners' speaking skill at Bridge Way World School of English. It emphasized the way learning a foreign language happens via multiple presentations of input, as well as the manner English learners' cognition interacts with such presentations of information through a range of media. It has also determined the implications that multimedia resources have on the English learners' cognitive functions to develop their speaking capacities, as well as the attitudes of both learners and teachers about teaching and learning English relying on multimedia toolkits as a strategy of instruction in the classroom. Thereby, investigating such a topic is an important area to show that learning can occur via different methods and strategies of teaching and learning in the classroom.

Thus, view the difficulties that independent English language learners at B.W.W encounter in speaking and expressing their thoughts in English language, multimedia means may suit the learners' needs to enhance their oral proficiency in English. Therefore, the main objective of this study is to investigate the effect of using multiple presentations of information in B.W.W English classrooms on the learners' language production (speaking). That is, if the learners' achievements in speaking English can be enhanced via multimedia means in the classroom. Add to this, the effect, which those resources echo on the learners' mind for developing their speaking competences.

In order to investigate and answer the advanced questions, we opted for triadic approaches in chapter one in relation to multimedia and learning that combines between three theoretical frameworks, which share almost the same conceptions and explanations of the manner that learning occurs via multiple presentations of knowledge. Therefore, we adopted the approach of 'Cognitive Multimedia Learning Theory'; multimodality theory, and that of 'the Cognitive

Approach to Multimedia Learning'. All those approaches provided us by the necessary information to analyze and answer the research questions and hypotheses.

Therefore, a descriptive method that combines between both qualitative and quantitative method has been used for the purpose of answering both research questions and hypotheses. Thus, two research tools adopted for investigating this study; a questionnaire for English learners and a structured interview for English teachers at B.W.W in Tizi-Ouzou. For the data analysis, we used computer software (SPSS) for the analysis of the quantitative data and qualitative content analysis for non numerical data.

The analysis of data has revealed that teaching and learning English via multimedia resources presents a pertinent and a relevant strategy for enhancing the speaking skill among English foreign language learners at B.W.W in Tizi-Ouzou. That is, multimedia helps English learners to acquire accurate pronunciation and tend to learn new vocabulary to formulate correct sentences while speaking English. In addition to pronunciation and vocabulary, multimedia resources have further implications on the independent English learners at B.W.W. that is to say; thanks to multiple presentations of input, English learners have the ability to perceive the information by their sensory perception, comprehension of input, retention of information, and intrinsic motivation in the acquisition of new knowledge of the target language. Add to this, most of the independent English learners prefer to learn English using audio-visual resources for many reasons like having the opportunity to hear and see the input at the same time and understand the meaning deductively. Besides, the majority of the whole participants show positive attitudes towards teaching and learning in a multimodal environment, providing several personal suggestions and arguments that justify their answers and position in relation to multimedia and English language.

In short, this present study is about enhancing the speaking skill using multimedia composition. The results obtained are only appropriate for the case study in which this

research took place. Therefore, other investigations can be accomplished in the area of multimedia and English language teaching and learning. For instance, this research can be replicated using another methodological investigation like experimental design, participant observation to study more about learning foreign languages via multimedia presentations of information and how learners react to such environmental study. Or, investigating other topics like language comprehension and intrinsic motivation in relation to multimedia resources.

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# **Appendices**

## Appendix1

### Questionnaire Addressed to English Learners

Dear learners,

This is questionnaire aims to investigate **the influence of multimedia aids** on the **speaking skill** in the classroom. This is not a test and your answers will be anonymous and will not be used for other purposes beyond this study. Please, feel at ease when answering the questions. Thank you in advance for your collaboration.

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

**-Definition of Multimedia aids: they are materials like text, video, pictures, sound, and graphics, combined together to serve a particular goal such as teaching and learning language.**

#### Section one: Participants' information

Qh1- sex: a- Male  b- Female

Qh2- How long have you been studying English?

Years:.....

#### Section Two: Linguistics Achievements

QH3- How do you consider your level in English?

a- Very good.....   
b- Good.....   
c- Acceptable.....   
d- Weak.....

Qh4- What are the difficulties do you find in speaking English?

a- Lack of vocabulary.....

- b- Interacting in classroom.....
- c- Formulating sentences.....

Qh5- How often do you speak English language?

- a- Always.....
- b- Sometimes.....
- c- Rarely.....
- d- Never.....

**Section Three: Using multimedia to learn English**

Qh6- When you are learning English, do you use any materials in classrooms?

- Yes  b- No

Qh7- If 'yes' what kind of multimedia aids do you use in the classroom? You can select more than one answer.

- a- Audio-Visual aids( Listening and seeing).....
- b- Auditory aids(listening).....
- c- Visual aids(seeing).....

Qh8- Which type of multimedia aids do you prefer to learn with?

- d- Audio-Visual aids.....
- e- Auditory aids.....
- f- Visual aids.....

Qh9, Why:.....  
 .....  
 .....

Qh10- How often those materials are used to learn English in the classroom?

- a- Often.....
- b- Sometimes.....
-

- c- Rarely.....
- d- Never.....

Qh11- Do you find that multimedia aids useful to improve your speaking skill?

- a- Yes, they are useful.....
- b- No, they are not useful.....

Qh12- If 'yes,' Do they help you to learn: you may choose more than one item.

- a- Pronunciation.....
- b- Vocabulary .....
- c- Grammar.....
- d- Role taking in class.....
- e- Being fluent in speaking.....
- f- All.....

Qh13- Do you learn English using those aids at home to improve your speaking skill?

- a- Yes
- b- No

Qh14- Using multimedia aids allow you to be: You can choose more than one item.

- a- Confident in speaking.....
- b- Motivated .....
- c- Active learner in classroom .....
- d- Participating in oral sessions.....

Qh15- Do you understand your lessons using such materials?

- a- Yes
- b- No

**Section Four: Learners' Attitudes**

Qh16- Do you prefer to learn English by using multimedia aids or do you prefer to learn English without using those materials? Explain why?

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

Qh17- Do you enjoy listening to English spoken by its native speakers?

a- Yes

b- No

Qh18- If 'Yes' how?

.....  
.....

Qh19- If 'No' why?

.....  
.....

Qh20- What do you think about learning English by using different multimedia aids in the classrooms?

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

**Thank you**



Qh7- If 'yes', what characteristics do students manifest in speaking English?

- a- Comprehension.....
- b- Pronunciation.....
- c- Grammar .....
- d- Fluency.....

Qh8- Are multimedia resources useful for educational purposes?

- a- Yes
- b- No

Qh9- if 'yes' how?

.....

.....

Qh10- if 'no' why?

.....

.....

Qh11- What types of resources do you mainly use in teaching English?

- a- Audio-Visual Aids.....
- b- Auditory Means.....
- c- Visual Presentations.....

Qh12- what do you think about implementing such aids to fulfill teaching and learning language?

.....

.....

.....

.....

**Thank you**