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American English Vs. British English: The Role of Audiovisual Media in

Acquiring the Vocabulary of the Language Varieties

Case Study of First Year Master Students, at the Department of Letters and English

Language, University of 8 mai 1945 –Guelma.

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DEDICATION

I dedicate this work to all members of my family, especially to my: mother, for her encouragement, since she taught me strength despite her weakness

To my father, who taught me that education is the crown a girl must wear

To my two brothers, who supported me throughout this journey without question

I would like to thank my supervisor Ms. SERHANI Meriem, she was the role model of supervision, I am so lucky for having the chance to be her student for the endless encouragement and support that she gives me.

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ABSTRACT

The present work attempts to investigate the impact of audiovisual products and tools on coming into a specific variety of English when learning the language as foreign. It explores this aim through the effectiveness of multimedia tools (computer, mobile, television) and audiovisual products (TV shows, series, and movies) on learning the vocabulary. Thus, we hypothesize that there could be a correlation between accessing audiovisual products and the acquisition of a language variety. To test the hypothesis, a qualitative comparative study is conducted on first year master students in the department of English at University 08 mai 1945, Guelma. Three data gathering tools are used. On one hand, students' test which is conducted to verify which variety of English is most opted for by the learners. On the other hand, a textbook analysis is carried out to check the English varieties use, which aims at tracing the possible source of the influence on learners' use of language varieties. Also, a questionnaire, as a follow-up tool, is needed for more clarifications. The findings reveal that audiovisual products have a great benefit on EFL learners' vocabulary development, consequently on the development of other aspects of the language, and on the choice of the English variety. The conclusion is based on the fact that the majority of students tend to use American English lexical items more than the British ones during the test, and tend to mostly access American audiovisual products as it is showed in the questionnaire. Therefore, audiovisual instructional materials are more influential than the traditional ones. Accordingly, it is recommended from EFL teachers to raise students' awareness about the effectiveness of using multimedia tool and audiovisual products to choose the variety, to integrate the use of audiovisual materials inside the classroom and to encourage their students towards self-learning outside the classroom using these materials, not only for vocabulary but for all other aspects of the language.

Key words: multimedia tools, audiovisual products, EFL learners, EFL teachers, vocabulary acquisition, English variety.

LIST OF ABBREVIATION

EFL: English as a Foreign Language

ENL: English as a Native Language

ESL: English as a Second Language

BE: British English

AE: American English

RP: Received Pronunciation

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GENERAL INTRODUCTION

Television and digital media providers, mainly computers and smartphones, make the primary sources for audiovisual products, they become the multimedia tools mostly used by people. There is almost no home without television or digital media providers. The fact that enables people to easily access audio and audiovisual products such as TV shows series, movies. Yet, multimedia tools and audio/visual products are not used for entertainment only, but also used by teachers as well as learners as a medium to facilitate the teaching and the learning process of the language.

In fact, vocabulary learning is considered an essential part in learning a foreign language, and it is a very difficult process for the majority of English and a foreign language learners. However, due to the development that has occurred in the field of technology and media especially with the emergence of and the easy access to television and internet providers, and via watching TV programs, series, movies, talk shows, etc., the acquisition of new vocabulary has become easier and more rapid.

Television and digital media providers (through the audiovisual products) have a great role in developing learner's vocabulary, since it is characterized by combining both verbal and non-verbal information, sound, images into the content to be learned by EFL learners.

Sorden (2016) claims that the cognitive theory of multimedia learning, introduced by Richard Mayer and other researchers in the cognitive field, shows that multimedia helps the human brain to learn more effectively and efficiently. They emphasize that the human being can learn better when they combine words and pictures more than words or pictures alone, which is known as multimedia principle (p.271). This is why television and digital media providers are considered as an effective tool for learning and teaching vocabulary. In addition,

they are considered to be of the preferable ways to achieve better and faster learning of different varieties of languages, especially the English language with its several varieties.

1. Statement of the Problem

Vocabulary learning is considered a challenge for the majority of EFL learners. However, the emergence of multimedia TV shows, movies, series and its use in the field of foreign languages teaching and learning have affected that process positively. These audiovisual media play a significant role in impacting students' vocabulary learning. Hence, students enhance and enrich their vocabulary.

However, English words come from the various world Englishes, which are geographically distributed varieties of English. English language learners can choose more than one variety of English. While it is observed that they usually choose among the inner circle of world Englishes, i.e., the varieties in which English is spoken as a first language, yet this circle is very diverse including American, Australian, British, and Canadian English. Furthermore, studies report a great tendency towards learning American and British Englishes, but why would the learners go for one dialect rather than the other?

2. Aim of the Study

Since early research on the role of audiovisual media (TV shows, movies, series, etc.) in vocabulary learning, its positive impact on vocabulary improving has been acknowledged. English language learners tend to use these media to help themselves enrich their lexical knowledge. However, the US media market represents a third of the global market, and the US media are the most accessed worldwide. Thus, the aim of this study is to investigate the role of TV shows, movies, series and the different audiovisual media in vocabulary learning, and consequently in influencing the choice of the variety of English to learn. The present study attempts to answer the following questions:

- Do TV shows, movies and series have a role in vocabulary learning/acquisition? If yes, would they play a role in adopting one variety and not the other?
- Do students have positive attitudes towards the role of audiovisual media tools and products on learning English as a foreign language?

3. Research Hypothesis

This study aims at investigating the role of TV shows, movies and series in the choice of the language variety. Hence, it is hypothesized that:

- If TV shows, movies and series have a role in vocabulary learning the learners would come into the American English rather than into the British English.
- If the English variety most opted for by learners is American English, then self-learning through audiovisual media would be more influential than the traditional classroom instruction.

4. The Research Methodology and Design

4.1. Research Methods and Data Gathering Tools

The current study follows an experimental study aiming at investigating and testing the research hypothesis which is the role of TV shows interests in the choice of the variety of English to learn. This would be conducted through administering a written test, and school textbooks analysis on one hand. The test will be designed to verify the variety of English they are developing by looking at their lexical repertoire. On the other hand, the test will be succeeded by a questionnaire as a follow up tool for further understanding of their attitudes towards and interests in a specific English-speaking community and culture's audiovisual products.

4.2. Population of the Study

The population of the study is a simple random sample. It consists of first year Master students at the Department of Letters and English Language, University of 8 mai 1945, Guelma. The sample is chosen randomly and it is composed of both sexes. This population is selected, because Master students are supposed to possess richer vocabulary repertoire, and enough awareness about using learning strategies, such as watching TV series, movies, and different shows, to improve their vocabulary learning and enrich their lexical repertoire.

5. The Structure of the Dissertation

This study consists of three chapters. The first two chapters are theoretical as they deal with the theoretical orientation of the research, while the last chapter is practical.

Each of the chapters starts with an introduction and ends with a conclusion. The first chapter provides the theoretical underpinning of audiovisual media accounting for its historical emergence, its definitions, its characteristics and tools, description of these tools, criteria for selecting those products and tools, and its impact on teaching and learning a foreign language, and in learning vocabulary.

The second chapter is devoted to the different varieties of English language. It exposes key concepts of language variation: dialect, accent. Moreover, it tackles the Varieties of English language, focusing on the most prominent ones: American and British English, accounting for their historical background, and the major differences between them at the level of pronunciation, grammar, spelling, and mostly vocabulary.

The last chapter is about the study and situation analysis that investigates the hypothesis. It describes the population under investigation. This chapter presents the data collected from three tools which are a test, school textbooks and a questionnaire. Then, it

discusses and analyzes the findings stored out from the aforementioned tools, along with a set of pedagogical implications and recommendations.

CHAPTER ONE: THE ROLE OF TV SHOWS, SERIES AND MOVIES IN FOREIGNLANGUAGE TEACHING AND LEARNING

Introduction

1.1. History of Audiovisual Media

1.2. Definitions of Key Concepts

1.2.1. Definition of Audiovisual Media

1.2.2. Definition of Multimedia

1.3. Characteristics of Audiovisual Media Tools

1.4. Multimedia Learning Theories

1.4.1. Cognitive Theory of Multimedia Learning

1.4.2. Dual Coding Theory of Multimedia Learning

1.4.3. Krashen's Second Language Acquisition Theory

1.5. The importance of Audiovisual Tools and Products in Teaching and Learning English as a Foreign Language

1.6. Criteria for Selecting Audiovisual Products for EFL Classroom Activities

1.7. Audiovisual Media and Vocabulary Development

Conclusion

Introduction

Learning and teaching a language is still a challenge for both teachers and learners. With the emergence of new technologies and audiovisual media tools and products including television, computer, mobile phones, movies, series and shows, the process of language teaching and learning is better enhanced and improved. Therefore, this chapter aims at analyzing the role of audiovisual media products namely movies, shows, and series on learners vocabulary acquisition. In this chapter, light will be shed on the general concepts of audiovisual media and its use in learning, focusing on definitions of both audiovisual media tools, and multimedia, a brief history of audiovisual learning, characteristics, principles, and importance of audiovisual media, also theories of multimedia learning, in addition to the relation between these audiovisual media tools and vocabulary development. At the end, the chapter will provide the impact and the role of audiovisual media tools and products in enhancing teaching and learning a foreign language.

1. A brief history of Audiovisual Media

Saettler (2014) states that history shows that pictures and images have been used for communicative purposes since the time of the creative men of upper Paleolithic in France and Italy, and it declined because of the Egyptian, Greek, and Roman time. Cicero and Seneca emphasize the use of visuals in education; however Quintilian and Saint Jerome emphasize on the value of objects when teaching the alphabets with the assistance of blocks. During the middle ages the church utilized visuals to teach its religious lessons.

Later, the visual sensory concept began to emerge, and a totally different and modern type appeared in contrast to the old ones, due to the flourishing of travel and discovery. Thus, the audiovisual communication movement emerged and liberated from the Italian renaissance time by making great achievements such as: multi-colored illustrations, radio and television.

Moreover, in the middle of this renaissance Johann Amos in his book *Orbus Pictus* in which he claims that the senses were the basis for all leaning, many great teachers joined him in his claim. Moreover, Johann Basdow claims that a liberal use of pictures, images, and objects should be integrated in the process of teaching and learning. On the other hand, Jean Jacques Rousseau emphasizes on the “object teaching” or the thing. This development helps in the appearance of different allied movements that assist in the birth of the audiovisual communicative movement (pp. 109-110)

The term “visual education” was used in 1967 when Eric Ashby identified four revolutions in education. The first revolution occurred when people started differentiating between the roles of adults and the nature of tasks employed in education that shift from parents to teachers and from home to school. The second revolution was the integration of written words as a tool of teaching and learning, and that writing must coexist with the spoken words in the teaching and learning process. The third revolution emerged with the invention of printing and the availability of books, the fourth and last revolution was the development of electronic devices such as: television, radio, and computers. Many behavioral scientists have joined this revolution and stress the importance of natural learning process that can be used in the teaching process by the use of different and huge resources (Sampath et al., 2007, p.30)

2. Definitions of key Concepts

2.1. Definitions of Audiovisual Media in Teaching and Learning

The term audiovisual media has been defined by many researchers and writers. According to Lucido and Borabo (1997) audiovisual media/technology/aids all these terms combine both senses of hearing and seeing. Audio-visual “media” emphasizes the use of media as a tool of communication. Audio-visual “aids” emphasize the integration of other tools in the learning and teaching process in order to aid and facilitate that process for both teachers as well as

learners. Audio-visual “technology” stresses to utilize these tools in designing, implementing, and assessing an instructional practice (p. 15).

Yoshitomi, Umino, and Negishi (2006) argue that audiovisual media is a term that is usually used to refer to tools of communication that combine both the sense of hearing and the sense of seeing via technologies (p. 227). Similarly, René Fassbender (2008, p.6) states that audiovisual media are transmission tools that transfer information via both sound and sight.

We conclude that these definitions of audiovisual media have a set of common features that audio visual media tools are those tools that combine both sound and image such as movies, series, and shows which assist teachers in the process of delivering information, as well as students in fostering their understanding and strengthening their remembering process.

2.2. Definitions of Multimedia

Anandaraja, Chandrakandan, and Ramasubramaniam (2008) point out that “Multimedia is made up of two words multi and media. Multi means many and media means the way by which we communicate. So multimedia can be said as collection of ways by which communication can be done” (p. 18). That is to say multimedia is a variety of means through which communication can take place. Also they argued that multimedia systems integrate different information sources into different applications (Anandaraja et al., 2008, p. 7). In other words, the multimedia system combines different information sources from different media types into different applications for instance computer applications.

3. Characteristics of Audiovisual Tools in the Teaching and Learning Process

Suresh (2016) argued that an audiovisual media tool should possess the following characteristics to be helpful during the teaching and learning process (p.299).

. **Meaningful and purposeful:** for an effective teaching and learning process an audiovisual media tool must be meaningful and purposeful. We should not measure an audiovisual tool according to its expensiveness or its attractability because it may not have a value until they are meaningful and purposeful for the teaching and learning process.

. **Motivate the learners:** an effective audiovisual tool must have the capacity to motivate the learners thus the learning process can be achieved faster and immediately. However, if an audiovisual media tool cannot motivate the learners, it is not considered good and effective.

. **Accurate in every aspect:** almost all audiovisual tools have different and unique characteristics that distinguish them from each other, and have a set of rules and principles that must be followed in preparing and utilizing them in the classroom. Hence, an audiovisual tool can be considered as effective and good if it contains all the essential characteristics which are accurate.

. **Simple and cheap:** simplicity and cost-effectiveness is considered as the most important characteristics of audiovisual tools. The simplicity of an audiovisual tool may achieve great popularity and adaptability among teachers as well as learners. Moreover, its acceptability and practicality could be enhanced due to its cost-effectiveness.

. **Appropriate size:** too large or too small audiovisual tools must not be used, because very large tools may make problems of handling, also very small tools may not develop learning because of a poor sense triggering ability.

. **Up to date:** science and technology is always in progress where things are everyday in change. The field of educational media as well is in progress, and teachers should always be aware of the new changes that occur in this field to make sure that those audiovisual tools are up-to-date to cope with the other fields. Hence, an audiovisual tool can be characterized

effective if it is up to date with the progress that occurs in technology and new set of rules and principles of using them.

. **Easily portable:** easy portability of an audiovisual tool is a criterion for effective and good tools. Hence, we can easily handle and transport them whenever we want, because the characteristic of portability reduces the easy access to those audiovisual tools, also decrease the probability of any damage that may happen when we handle or transport them where required.

. **Customized to the type of educational materials:** teachers must decide what is best suited to the content to be delivered. Hence teachers and educationalists must choose which type of audiovisual aid suits for the particular educational material so that the teaching and learning process will be promoted.

. **Suitable to the mental level of learners:** teachers when they decide about the tool to be used, they must consider the mental level of learners and their intellectual abilities. Thus, the goals set by the teacher can be achieved.

. **Variety:** providing various experiences to the learner is another characteristic for an effective and good audiovisual tool in order to make the learning process faster and easier.

To sum up, audiovisual media tools and products has many characteristics, which makes them very beneficial for learners as well as teachers. This is due to the fact that it has many advantages that assist the teaching and learning process. First benefit is that when the teachers appropriately select the audiovisual tool and product that suited the content to be learned by the learner. This will naturally lead to the achievement of the intended objectives of the lessons. Second benefit is that when the audiovisual products and tools has the capacity to catch the learners' interests, and pushes their motivation. Consequently, the teaching and learning process goes faster and better than the traditional ways of lecturing. Third characteristic is their appropriate size; since both learners and teachers most preferred multimedia tools are the

mobile and the computer due to their portability and connectivity, which will assist in the faster and better teaching and learning process. The last characteristic is that audiovisual tools and products can provide various kinds of contents that include different experiences suited to the learners' mental level and intellectual abilities.

4. Theories of Multimedia Learning

4.1. Cognitive Theory of Multimedia

Sorden (2016) claims that the cognitive theory of multimedia learning has been introduced by Richard Mayer and other researchers in the cognitive field. They claim that multimedia helps the human brain to learn more effectively and efficiently. Also emphasize that the human being can learn better when they combine words and pictures more than words or pictures alone, which is known as multimedia principle (p.271). Accordingly, multimedia researchers usually define the term multimedia as the learning from the combination of words and pictures, and that multimedia learning takes place when the human brain forms mental representation from these words and pictures, and that multimedia instructional design tries to work on combining words and pictures to enhance learning.

In fact, the cognitive theory of multimedia learning draws from many other cognitive theories including the dual coding theory by Paivio. The framework of cognitive science and the information processing model are the two larger ones that this cognitive theory of learning falls under. The information processing theory asserts that larger amount of information stores in the memory and it changes through a process from stimuli to information.

4.2. The Dual Coding Theory of Multimedia Learning

Keer (2009) claims that the dual coding theory by Paivio suggests that cognition involves two different subsystems the verbal and the non-verbal, and that the human brain process has

distinct information processing systems for both words and pictures. He also argues that according to the dual coding, a learner during his learning can be involved in three essential cognitive processes:

(1) Learner can mentally form representational connections by converting presented verbal materials into internal verbal representations. (2) Learners can mentally form representational connections by converting presented nonverbal material into internal nonverbal representations. (3) Learners can mentally form referential connections between verbal representation and nonverbal representations (p. 262).

The Dual Coding theory explains the reasons behind the idea that pictures are better and easier to remember than words. For instance, when an image of a dog is exposed to the learner he builds a nonverbal representation which is a mental image of the dog, and then builds a referential connection between both of them, so that when they come to remember they actually have two ways of remembering what they have already learned either through the verbal system or the nonverbal one. However, when the word dog is presented here the learner form a verbal representation only.

4.3. Stephen Krashens' Input Hypothesis

Smiley and Salsberry (2007) claim that according to Krashen, a central element of this hypothesis is that learners are acquiring, not learning language by the act of receiving comprehensible and understandable input. So, by comprehensible input Krashen means those understandable messages resulted from context, which includes other forms of linguistic information including gestures, pictures, background knowledge, and previous linguistic knowledge (p. 28)

5. The Importance of Audiovisual Materials in Learning and Teaching a Foreign Language

Audiovisual materials are very important for the teaching and learning process since they provide students with authentic and comprehensible inputs which are necessary to be obtained in a foreign language. According to Davar (2012, p. 75) audiovisual materials help teachers as well as learners to break away from the traditional methods of teaching such as lecturing, and assist in raising learners interests and motivation in the content to be learned. Moreover, an audiovisual material simplifies complex concepts and makes everything clear in the process of learning. For example, when the teacher selects a movie or a video which is suitable to the content that they are teaching in order to make it clearer, and to increase the learners understanding. Furthermore, it is considered useful for learners who find difficulties in understanding things rapidly especially those abstract concepts, since when teachers use them students understand those concepts and even remember them perfectly. Also it is useful for memory retention due to the fact that audiovisual materials make the concepts concrete. So, students start learning faster and remembering better and for an extended period of time. Another important thing offered when using audiovisual materials and products is that it builds relationships between the teacher and her/his students, as when the teacher for instance explains the lesson using a movie or any other audiovisual products s/he will create a friendly and enjoyable environment for learning. Moreover, using those audiovisual materials and products helps the teacher to obtain the intended objectives that s/he set at the very beginning of the lesson which are comprehension, motivation, and interests. Also audiovisual materials save time and effort spent by both teachers and students. In other words, audiovisual products and tools play a strong role in facilitating the teaching and learning process and environment. This due to the fact that it helps the teachers to catch the students' attention, and clarify ambiguity that students may face in a faster and better way, also to achieve the intended goals of the

lessons. Furthermore, it is helpful for the learners due to the fact that it combines both picture and words that assist them in the better remembering and faster memory retention.

In fact, The emergence of multimedia tools and devices like TV, computer, internet, and mobile phones which provide access to authentic products including movies, shows, and series that help facilitating the learning and teaching process, and assist in acquiring comprehensible input which are considered the ultimate goal of teaching and learning a foreign language. These tools have replaced television, and students have become able to watch TV content through their mobile phones and computers, anytime. This is due to the fact that both of these tools are characterized by their connectivity and portability, and this enables students as well as teachers to get easier and faster access to movies, series, and shows. Crabb (2005) claims that due to the emergence of technology, the possibility for teachers as well as students to use computers connected to the internet have been raised, and this enables them to get access to movies, series and shows. Moreover, mobile phones are widely used by teachers and students during the process of teaching and learning a foreign language as is stated by Mingah and Nizarat (2012). Mobile phones or mobile learning gives the learners the opportunity to learn anytime and everywhere due to its portability and connectivity. By connectivity, we mean that the mobile system has the ability of being connected to the internet websites to access whatever we want of movies, series, and shows effortlessly (p. 310).

Many writers and researchers emphasize the necessity of integrating movies, series, and shows during the teaching and learning process. Tefani (2009) points out that teachers must push and encourage students to watch as many movies, series, and shows as they can outside the classroom or by integrating short movies, series, and shows inside the classroom, since watching these products is a very helpful and useful way to increase students critical awareness and also to improve their vocabulary knowledge. Furthermore, a teacher may use them in different and distinctive ways. For example, teacher may prepare questions about the movie, or

the show to be watched by the learners, and then s/he gives the students the opportunity to discuss in pairs or in groups, after that s/he may ask them a few questions related to the content that the students have already watched and let them comment and express their ideas freely. In addition, the teacher may even stop the movie and make the students use their imagination about what is going to happen in the coming scene and even play the roles of the characters and make dialogues. Moreover, using movies as a teaching and learning tool may improve learners' language since the focus of attention is on many aspects of the language including the choice of word and variety of language aspects: accent, voice and many others. Thus, the comprehension is increased and more vocabulary is learned by the learner.

In fact, using movies, series, and shows as an aid during the teaching and learning process has a positive impact. Marvan (2013) claims that using movies is better for learning in that pictures and images can stimulate students' response rapidly and directly, due to the combination of words, sound, and images which contributes in better remembering of the mentioned aspects. Thus students are now more interested and motivated to learn more words, concepts, and aspects about the target language and culture (p.65).

Similarly, Goctu (2017), in a study he conducted, found out that movies, series, and shows are very useful media or materials for improving students' language because they provide genuine dialogues about real life and situations that may happen in the real world. Consequently, they add a little of entertainment to the content to be learned so that the learners get interested and more involved in contrast to the traditional ways of teaching including lecturing and dictating that made the student feel bored (p. 123)

6. Criteria for Selecting Audiovisual Products for EFL Classroom Activities

In fact, there are criteria to select the audiovisual product that would assist in the teaching and learning process. In this section a focus will be on the selection of movies, and videos.

Khan and Akbar (2008) state that a learner via watching movies can explore different events, processes, and experiences of people, also movies are more effective since they stimulate both eyes and ears. But the teacher must take into consideration many criteria while using movies in the classroom lesson. First criterion is that the movie must be related to the content to be delivered by the teacher. The second criterion is that the movie must be first watched by the teacher and if s/he sees that it suites the content then it will be watched by the learners. Third criterion is that the teacher should set the objectives of the movie at the very beginning and before watching it in order to watch it with high concentration and with purpose. The fourth criterion is that the teacher should verify that the film projector is working perfectly without any problem so that the students will not feel boring for wasting time in preparing those problems. The fifth criterion is that the teacher should give the opportunity to the students to discuss the theme of the movies and make a summary of what they have already watched in order to check their understanding. The sixth and last criterion of using a movie in teaching is that the teacher should evaluate if that movie has an impact on the learning or not (p. 39)

Stoller (1988) argues that when planning in selecting and sequencing a movie, it is very important to take into consideration many things including students' levels, needs, and the intended objectives of the curricular. A teacher can use different types of movies which are suitable to their students' capacities and instructional objectives, but this process of selecting the suitable type of the movie is very difficult, because each movie has different types of practices that may be relevant to a content to be learned and not relevant in the other. Hence the teacher must carefully preview the movie to be watched by the learner. In addition to that, Stoller emphasizes also the length of a movie, claiming that it is a very complex thing to fix the duration of a movie. The latter is due to many factors that include linguistic and non-linguistic information processing and remembering, attention span, memory, classroom scheduling, the availability of the materials, lessons goals, students' level. However, if a teacher wants to use

the movie for not just understanding and learning the language but for accomplishing other activities, it is better to use movies that are lengthy in order to have full time for pre-viewing and post-viewing activities. Stoller stresses that while using movies in the classroom we should do a pre-viewing, viewing, and post-viewing activities. Firstly, the pre-viewing activities has a goal in making students ready for the real viewing of the movie, since students comprehension is related to their previous knowledge or what is known as 'Schemata'. Secondly, the viewing activities, in which the students become more capable in dealing with specific issues, and become concentrating on the development of the plot and the characters of the movie. So this type of activity makes the process of viewing the movie easier. Thirdly, the post-viewing activities in this type of activity enables the students to discuss what they see while watching the movie by sharing their experiences and views with their classmates, and make a summary of the movie either in pairs or individually even with the teacher. It is very important to make these post viewing activities because they help students discover new concepts and ideas (pp. 6-13)

. Multimedia Tools and Vocabulary Development

Vocabulary is considered as the core component of language learning and acquisition, and a necessary language aspect to develop, since without knowing a large amount of words students may face difficulties in expressing their ideas and thoughts while using the four skills: listening, speaking, reading and writing. Yusu (2014) claims that "Vocabulary has always been the top priority in English teaching and learning. As it is said, without grammar, one cannot express many things, without words, one cannot express anything" (p.68). Students usually find themselves in difficult situations where they cannot express their ideas or understand the world around them, this is due to the lack of vocabulary which is the key for effective communication. McCarthy (1990) who asserts that "No matter how well the student learns grammar, no matter how successfully the sounds of L2 are mastered, without words to express

a wide range of meaning, communication in an L2 just cannot happen in any meaningful way”
(para. 1)

Vocabulary learning and acquisition is a challenge among EFL learners. The majority of EFL learners have a limited and poor vocabulary and this may be due to many factors. However, with the advancement that has occurred in the field of multimedia, the process of learning has changed, and students as well as teachers break up from the traditional modes of learning. Actually multimedia technology including TV, computers, mobiles, and the products they provide access to such as movies, series, and shows play a crucial role in the nutrition and the supply of the teaching and learning process with authentic materials which provide the necessary comprehensible input. These comprehensible inputs can be provided through movies as stated by Paivio in the dual coding theory when he claims that combining pictures and words is better and easier to memorizing than using words alone (cited in Keer, 2009, p. 262).

Another effective multimedia tool is the computer as it is indicated by Basoz (2014) in her investigation on the effectiveness of computer assisted instructions on students' vocabulary achievement. She finds out that computer assisted language learning instruction is considered as an effective aid for enhancing students' vocabulary learning and that the vocabulary can be absolutely developed no matter what is the type of the instruction. Hence teachers are encouraged to integrate such an application to enhance and assist developing students' vocabulary. (pp. 53-54). In addition to the benefit of applications that the computer provide to the learner to enhance their vocabulary, there is also the opportunity to get access to authentic materials such as movies, series and shows, and this can be done when their computers are connected to the internet and when they are not. Another multimedia tool that benefits students' vocabulary learning is the mobile as stated by Hu (2001) in his study. He found out that almost all learners prefer mobile phones in learning vocabulary, since it is characterized by its portability and connectivity. Moreover, mobile phones give the learners the opportunity of

learning vocabulary independently and autonomously when using text message as a reminder to learn new words without the help or the guidance of the teacher. It also gives the learners the chance to learn and memorize new words in the target language (p. 151). Thus, mobile phones and especially smart phones provide students with applications and other options to learn vocabulary, as well as giving them the opportunity to watch TV content from their phones and that occurs when this small device is connected to the internet which makes the access to those audiovisual products easier and faster.

Conclusion

Audiovisual media tools such Television, computer, mobile phones provide learners with authentic materials including videos, movies, shows, and series that help them learn in real world situations. This fact leads to enhancing their vocabulary acquisition, which is due to the fact that audiovisual products combine both sight and sounds to the content to be learned. Consequently, his capacity of remembering the words increased as well. Therefore, the integration of movies, series, and shows in EFL classroom may be of a great benefit for the learning and the teaching of a foreign language. We can conclude that teachers should break away from the traditional ways of teaching and try their best to implement movies, series and shows for enhancing comprehension and learning, since students are more interested and motivated in learning from materials that combine pictures and words because they enjoy learning through them.

CHAPTER TWO: ENGLISH LANGUAGE VARIETIES AND THE DIFFERENCE BETWEEN THEM

Introduction

2.1. Definitions of Key Concepts in Language Variation

2.1.1. Dialect

2.1.2. Types of Dialects (regional, social)

2.1.3. Accent

2.3. Models of English Language

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2.5.1. Vocabulary

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2.5.3. The Pronunciation Level

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Conclusion

Introduction

English language is still growing as the international language in the different walks of life, including the world's media. However, English language is not static, and varieties of the language exist through the different geographical zones where it is spoken. Hence, in this chapter, light will be shed on the theoretical aspect of language variation by providing definitions to some concepts, and providing models of English language. Moreover, it exposes the major differences between British English and American English and their historical backgrounds.

1. Definitions of Key Concepts

1.1. Dialect

Trudgill (1998) points out that dialectology are the study of dialects; which means the study of the different forms of language spoken by speakers. He views a dialect as some forms of language spoken in isolated parts of the world (p. 3). Stockwell (2002) explains that a dialect is the speakers' word, grammatical choices, and syntactic ordering. Any language has a number of dialects, for English language for instance, the oldest of dialects in Britain is UK Standard English which is a Southern dialect of English that was used in many print media, law and education and many others domains (p. 5). Similarly, Gregory of Corinth defines it as "a dialect is a special form of a language or a dialect is a form of speech which indicates the special character of place" (as cited in, Harrison, 2002, p. 153)

Another definition provided by Harrison (2002) claims that "in current speech a dialect is now seen as a form of language which can be given a specific geographic or social definition, and it exists only in spoken form in contrast to language which exist in both the written and spoken one" (p. 154). In other words, a dialect is a form of language spoken by a particular social group or in a particular region. Moreover, dialects differ at the levels of grammar,

vocabulary, and pronunciation. Therefore Standard British English and Standard American English are dialects of English language (Hughes, Trudguil, & Watt, 2012, p. 3).

1.2. Types of Dialects

Dialects are divided into two distinct types the regional and the social one. Wardhaugh (2010) claims that “a regional dialect is spoken in one particular area of a country” in contrast to regional dialects, a social dialect is “a variety of a language spoken by a particular group based on social characteristics other than geography” (p. 5). That is to say a regional dialect is a form of language spoken in a particular region. However, a social dialect is a form of language spoken by a specific group of people that share some common social characteristics. Another definition provided by Allen and Linn (1986), who claim that “just as regional are the result of regional geographical distance, social dialects are the results of social distance. Each social group, no matter how small, that identifies itself as a social group develops speech patterns that set it apart from other social unit” (p.237). In other words, dialects are particular forms of language spoken by a particular social class, or spoken in a particular geographical area or country types. This means that dialects are classified into two types, first is the regional dialects which is also known as “topolect” which is a form of language used by people in a particular geographical area and distinguishes them from the others. Second, social dialect refers to the forms of language used by people in order to communicate with a particular social class, or the form of language that distinguishes them from other social class or groups.

1.3. Accent

The term accent is defined by many writers and researchers such as Trudguil and Chambers (1998) who argue that “an accent refers to the way in which a speaker pronounces, and therefore refers to a variety which is phonetically or phonologically different from other varieties” (p. 5). Similarly, Mess and Collins (2000) state that “there may be several ways in

which the language can be pronounced, these are termed accents” (p. 2). Moreover, Trudgill (2003) claims that an accent is the ways in which speakers pronounce the sounds and the words. All people speak with an accent because they all possess phonetics and phonology aspects, and their accent is often related to their geographical origins such as American accent, London accent, or related to their social background for example an upper-class accent (p. 2)

In fact, every dialect has an accent as it is indicated by Tracy (2002) who argues that “a dialect involves three main features: (1) vocabulary, (2) grammar, and (3) pronunciation or accent” (p. 94). That is to say an accent is considered as one aspect of dialect.

To conclude, an accent is the way in which people pronounce words and sounds, and this accent is named according to the speakers’ geographical locations and their social background.

2. Models of English

English language, with its well-developed standard dialects, became global since it spread all over the world. It is developed to serve as the most useful variety that is used for communication, not just in the area of Britain but in many other countries where the groups of British people made colonies and settlements and spread their culture and language. (Holmes, 2013, p. 80)

Holmes (2013) states that both terms ‘World Englishes’ and ‘New English’ have been used to refer to the distinct varieties of English language that have emerged in the 19th century (p. 80). In fact, there are three models of English which are classified according to their relationship to three types of countries. First the nation-states in which people use English as their mother tongue (ENL), such as Australia, Canada, and Ireland. The varieties used there are known as “Inner Circle Englishes”. Second, in countries such as Poland, China and Brazil they use English as a foreign language (EFL), and it is referred to as “expanding circle Englishes”.

Where people do not use English as a native language but rather they speak it for another reason which is to communicate with foreigners. Third, there are countries in which people use English as a second language (ESL), and they are known as “Outer Circle Englishes” such as India, Pakistan, Nigeria, Kenya, and Singapore. In such countries, English is not spoken as their native language nor as a foreign language to communicate with foreigners, but they use it as a useful tool for communication, such as in the school system as a medium of education, and also in media. (Trudgill & Hannah, 2008, p.5)

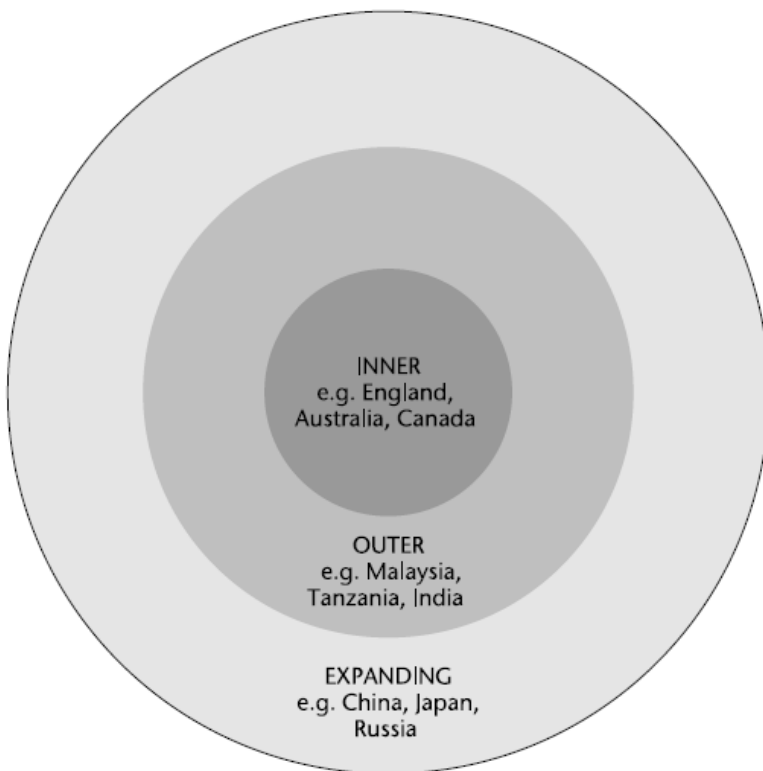


Figure01: Inner, Outer and expanding Circles of English, Adopted from Janet Holmes (2013, p. 81)

4. Historical background

4.1. A brief History of British English

The history of English language dates back to the 5th century with the settlement of three powerful tribes which descend from Germanic origins. These tribes includes the Angles, the Saxons, and the jutes, they crossed the North Sea from Denmark and Northern Germany areas (Serseg, p.13).

The Celtic language was the language spoken by the settlers of Great Britain at that time. However, the invaders pushed the Celtic speakers west and north more specifically into Wales, Scotland and Ireland. The name of the tribe Angles came from the word “Englaland” and their language called “Anglisc”, as a result the word England and English emerged. (Serseg, p.13)

Those Germanic tribes, that invaded Britain, spoke languages which are similar to each other; that they brought to the continent and which led to the production of modern German, Dutch, and Frisian. These relations between those different dialects of the Germanic tribes led to development of what is known as old English, in which many of the words of the modern English were stemmed from it (Rodrigues, p.3).

4.2 A Brief History of American English

American English originated in the 17-18th century, its history is related to the history of British English. After Columbus’ discovery of America, France, Spain, Britain and many other countries went to settle there. In 1607, the British London Company sent a group of British people via James River and established Jamestown. After that, the first colony was established by the British in North America, which is called Virginia colony where the British stayed for the first time spread their language and culture in the area. Next, in 1620 because of the storm

that was handed on the Plymouth, another group of British immigrants went to North America via the ship of “My flower”. Thus the Elizabethan was brought by them to North America which was the origin of the American English, and since this Elizabethan English began to emerge with the distinct socio-cultural and geographical environment. So, differences in vocabulary, grammar, pronunciation, and spelling appear between the two varieties of English language: the British English and the American English. Therefore, those immigrants’ culture played a significant role in creating the American English language (Gao and Sun, 2014, p. 3)

5. The Difference between British English and American English

American and British English are two different dialects of English spoken in different parts of the world. They share a lot of aspects but they differ in other such as vocabulary level, grammar level, pronunciation level and spelling level

5.1. Vocabulary

When we listen to British people and American people speak, we can notice that the most prominent difference between these two varieties of language is in the way they pronounce sounds, words, and string of words. But there is a hidden level which we may not notice which is the lexical or the vocabulary differences which lead us to treat these two varieties of English language as two different varieties. Sometimes the same thing is expressed by different words, such as the American word ‘railroad tie’ and the British one ‘railway sweeper’. We may also find two different words and their meaning is obvious, for instance for the American word ‘Luggage’ and the British word ‘Baggage’. Moreover, we may notice that some words that were used in British English are no longer used in American English such as ‘fortnight’ and ‘constable’, and other words which are dropped by British but are maintained in American English such as ‘mad’, ‘fall’ (Carlo, 2013, p.4). In fact, these lexical differences between British English and American English are found in different domains of everyday life

namely, building and household, food, clothes, school and education, entertainment, shopping, business and finance, road, traffic and transportation, accommodation and travel and many other.

The differences between British English and American English emerged after the settlement of North America by many English speaking colonies. They made English as a principal language of the small colonies which developed into the United State of America, the largest nation that spoke/speak English language. American citizens represent more than half of all native speakers of English. The variation occurred as a result of changing choices between competing forms of language that already existed at the time of the settlement. These changes occurred in an equal manner on both varieties, and we cannot say that one changed more than the other. The only difference is on pronunciation, where British English changed more than American English (Trask, pp. 106.129).

This table illustrates the differences between British English and American English at the level of vocabulary in various domains:

DOMAIN	BRITISH	AMERICAN
Building and household	ground floor	first floor
	lift	elevator
	point	socket
	tap	faucet
	flat	apartment
	cupboard	closet
	eiderdown	quilt/comforter
	flat(owned)	condominium
	cot	crib
	dustbin	trashcan
	garden	yard
	nappy	diaper

	drawing pin	thumbtack
	torch	flashlight
Food	tin	can
	sweets	candy
	chips	french fries
	crisps	chips
	porridge	oatmeal
	jam	jelly
	milk	cream
	biscuit	cookies
	candy floss	cotton candy
	corn flour	cornstarch
Clothes	dinner jackets	tuxedo
	trousers	pants/slacks
	underpants	undershorts
	vest	undershirts
	waistcoat	vest
	tights	pantyhose
School and education	lecturer	instructor
	senior lecturer	assistant professor
	main subject	major
	subsidiary subject	minor
	hall of residence	dormitory/residence hall
	mark	grade
	postgraduate	graduate
	secondary school	high school
	university	college/university
	maths	math
Entertainment	cloakroom	checkroom/coatroom

	booking office	ticket office
	film/movie	movie
	cinema	movie theater
	interval	intermission
Shopping	bill	check
	chemist	druggist
	queue	line
	hire purchase	installment plan
	shop assistant	sales clerk
	hoarding	billboard
	jumble sale	rummage/yard/garage sale
Business and finance	current account	checking account
	deposit account	saving account
	shares	stocks
	note	bill
	estate agent	realtor/real estate agent
Road, traffic, and transportation	car park	parking lot
	diversion	detour
	pavement	sidewalk
	motorway	freeway
	roundabout	traffic circle
	taxi/cab	cab/taxi
	traffic lights	stoplights
	underground	subway
	coach	bus
	tram	streetcar
	sledge	sled
Accommodation and travel	luggage	baggage
	page boy	bell hop

left luggage office	baggage room
receptionist	desk clerk
to book	to make reservations
timetable	schedule
toilet	restroom
return ticket	round trip ticket
single ticket	one way ticket

Table 01 *Lexical differences between British English and American English adapted from Zoltan Kovecses (2000, p. 144-146).*

5.2. Grammar

At the level of grammar, there are many differences between British English and American English, namely in the use of verbs, tenses, collective nouns, position of adverbs, and the use of prepositions.

Verbs

Verbs in the past simple can be regular or irregular, and what will be noticed in the table below is that regular forms are usually used in American English, but in the British English there is a tendency toward the use of the irregular forms. Darragh (2000, p. 16).

American English	British English
burned, burnt	burnt, burned
dived, dove	dived
dreamed, dreamt	dreamt, dreamed
knelt, kneeled	knelt
leaned	leaned, leant
learned	learned, learnt
smelled, smelt	smelt, smelled

spelled	spelt, spelled
spoiled, spoilt	spoilt, spoiled
woke, waked	Woke

Table 02: *verbs differences between BE and AE, adapted from Gleen Darragh (2000, p. 16)*

Will, Would, Shall, Should

In American English in order to express futurity and volition in the first person singular and plural, speakers use ‘will’, ‘would’. On the other hand British English use shall and should, and sometimes replace them by would and will. (Janicki, 1977, p. 86-87)

Examples:

American English	British English
I will do it if only I can will I see you tomorrow?	I shall do it if only I can shall I see you tomorrow?

Table 03: *The use of ‘will’ and ‘would’ ‘shall’ and ‘should’, adapted from (Janicki, 1977)*

Infinitive

In American English the use of the infinitive is with or without **to**, however in British English its use is with **to** only. For example, in American English, the following structure is used: let’s go meet her, while in British English, what is used is: let’s go to meet her. (Janicki, 1997, p.89)

Perfect Participle

In American English, the group to be is omitted from expressions of the form: to be + perfect participle, for example I order her replaced. In British English: she wanted a meeting to be held (Janicki, 1977, p.90)

The use of past simple and present perfect tenses

American English is characterized by the use of both tenses the past simple and the present perfect, however in British English only the present perfect is used. For example, when an action happens in the past and its results continue till now the present perfect is used. Other typical cases are with words like *just*, *already*, and *yet*, and with *ever* and *never* when referring to a period of time that continues until now. (Darragh, 2000, p. 17)

Examples:

American English	British English
I've lost my keys. Have you seen them?	I've lost my keys. Have you seen them?
Or I lost my keys. Did you see them?	

Table 04: *the use of past simple and present perfect tenses, adapted from Gleen Darragh, 2000, p. 17)*

Position of adverbs

In British English, when they tend to emphasize they put the mid- position adverbs before the auxiliary. However, in American English, adverbs are used before the auxiliary in normal and in emphatic speech (Darragh, 2000, p. 19).

American English	British English
She probably has arrived By now. (<i>normal</i>)	She has probably arrived by now. (<i>normal</i>) She probably has arrived by now. (<i>emphatic</i>)
It probably will lead to a vote (<i>normal</i>)	It will probably lead to a vote (<i>normal</i>)

Table 05: *adverbs positions' differences between BE and AE, adapted from Gleen Darragh, 2000, p. 19)*

Collective Nouns

In British English, collective nouns can take singular or plural verbs, however in American English it takes a singular verb only. For example

The government intends to cut taxes (American English) Vs. The government intend or intends to cut taxes (British English)

Prepositions

In adverbial expressions, the use of prepositions is different. The table below shows how the use of some prepositions differs in both varieties, when it is used in one and not in the other. The latter is indicated by (-). Darragh (2000, p. 20)

6. Pronunciation

American English	British English
It's twenty of twelve, I've got to go	It's twenty to twelve, I've got to go.
They arrived at ten after two.	They arrived at ten past two
What time is it? It's half past nine	What time is it? It's half (-) nine
His was different from (<i>or than</i>) mine	His was different from (<i>or-to</i>) mine
I'd like for you to go now.	I'd like (-) you to go now.
How many people were in the course	How many people were on the course?
I'll write (-) you as soon as I get back	I'll write to you as soon as I get back
She lives on the same street.	She lives in the same street.
He parked in back of the restaurant	He parked behind the restaurant
What do you do on the weekend (<i>or on weekends</i>)?	What do you do at the weekend (<i>or at weekends</i>)?

Table03: *preposition differences between AE and BE, adapted from Gleen Darragh (2000, p. 20)*

6. Pronunciation

There are many pronunciation differences between British English, which is also known as received pronunciation (RP), and American English which is called general American (GA). These differences occur at different levels, including vowels, diphthongs, and consonants.

Vowel level

There are some vowel differences pronunciation between RP and GA. This is explained in the following table:

Received pronunciation	General American	Examples	Received pronunciation	General American
/ɒ/	/ɑ: /	Box	/bɒks/	/bɑ:ks/
/ɑ: /	/æ/	Class	/klɑ:s/	/klæs/
/ɔ: /	/ɑ: /	Thought	/eɔ:t/	/eɑ:t/
/ ju: /	/u: /	Produce	/prə'dju:s/	/prə'du:s/
/ɑ: /	/æ/	Can't	/kɑ:nt/	/kæ(n)t/
ə	/ɑ: /	Pentagon	/'pentəgən/	/'pentəgɑ:n/

Table 07: APA vowel differences between RP and GA, adapted from Hosseinzadeh, et al. (2015, p.649-650).

Diphthongs level

There are some diphthongs differences between British English and American English that are illustrated in the following table.

RP	GA	Examples	RP	GA
/ɪə/	/ɪr/	near	/nɪə/	[nɪr]
/əʊ/	/ou/	go	/gəʊ/	[gou]
		home	/həʊm/	[houm]
/ɑ: /	/eɪ/	tomato	/te'mɑ:təʊ/	[te'mertou]
		vase	/vɑ:z/	[veɪz]
/eɪ/	/æ/	apricot	/'eɪprɪ,kɒt/	['æprɪ,kɑ:t]
		comrade	/kɒmreɪd/	[kɑ:mræd]
/ɪ/	/aɪ/	Idyll	/'ɪdɪl/	['aɪdl]
		advertisement	/əd'vɜ:tɪsmənt/	[ædvər'taɪmənt]

Table 08: *diphthongs differences between RP and GA, adapted from Hosseinzadeh, et al. (2015, p.650-651).*

Consonant differences

The British and American English consonant systems have few differences including

- British non-rhotic /r/ vs. American rhotic /r/;
- British /t/ vs. American flap/r/ between two vowels;
- British /ʃ/ vs. American/ʒ/;
- British /z/ vs. American /s/;
- British /s/ vs. American / ʃ/;

- British /ð/ vs. American /θ/.

The following table illustrates the aforementioned differences

RP	GA	Examples	RP	GA
/r/	/ɹ/	Force	/fɔ:s/	[fɔ:rs]
/t/	/ɾ/	Atom	/'ætəm/	['æɾəm]
/ʃ/	/ʒ/	Version	/'vɜ:ʃn/	['vɜ:rʒn]
/z/	/s/	Blouse	/blaʊz/	[blaʊs]
/s/	/ʃ/	Cassia	/'kasiə/	['kæʃə]
/ð/	/θ/	Booth	/bu:ð/	[bu:θ]

Table 09: *consonant differences between RP and GA, adapted from Hosseinzadeh, et al.*

(2015, p.652-653).

7. Spelling

There are many spelling differences between British English and American English that are exemplified in the following table

American English	British English
honor	honour
neighbor	neighbour
emphasize	emphasise
criticize	criticise
characterization	characterisation
theater	theatre
liter	litre
traveled	travelled

focused	focussed
fulfill	fulfil
skillful	skilful
defense	defence
tire	tyre
anemia	aneamia
encykiopedia	encyclopaedia
in quiry	en quiry
ax	axe
hello	hallo, hello
judgment	judgement
breakdown	break-down

Table 10: *spelling differences between BE and AE, adapted from Janicki Karol (1977, p.48-53)*

Conclusion

To sum up, British English and American English are two varieties of English language which have some differences, but more similarities, for which they are considered as two varieties of the same language. Hence, this chapter exposes the learners to the theoretical and practical aspects of English language variation, focusing on the two dialects known as American English and British English, at different levels including vocabulary, grammar, pronunciation, and spelling.

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Introduction

The purpose of this chapter is to discuss the different types of data that were gathered from comparative statistical analysis of students' test answers, findings of middle and secondary school textbooks. It sheds light on the role of audiovisual media tools and products in learning vocabulary, and in coming into one variety of the English language. And consequently, on the impact of (self-) learning through audiovisual media against the impact of the classroom learning. The study is succeeded by a questionnaire as a follow up tool. Its questions are analyzed seeking interpretations that would be linked to results from the test. At the end, this chapter includes a summary for the results and a general conclusion.

3.1. Population and Sample of the Study

The sample selected for this study is first year Master students at the department of Letters and English language, University of 8 mai 1945 (Guelma) that enrolled for the academic year 2018/2019. The sample was chosen because these students have spent over 3 years at university, in which they became more or less autonomous learners after developing enough awareness about strategies such as using audiovisual media in improving their language learning. The result is that they are aware about the importance of self-learning in enhancing their language skills and competences. The sample was chosen randomly, it is composed of three groups out of five (60 students) for both the test and the questionnaire. First, the test was administered to the three groups, and then the follow up tool which is the questionnaire was administered to the same three groups.

3.2. Students' Test

3.2.1 Description of Students' Test

The data of this study is gathered, first, by means of a test which contains 28 sentences. Some of them are taken from the Cambridge Online Dictionary. The participants were asked to

fill in the gaps with words according the context. Pictures were inserted to help the students to arrive at the required lexical item. All words chosen are simple ones, but most importantly is that they are paired items, the lexical item in American English has another equivalent in British English. This test aims at knowing the English language variety (language items) towards which the students have more tendencies.

3.2.2. Administration of Students' Test

The test was administered at the department of letters and English language, University of 8 mai 1945 (Guelma) to first year master students. It was distributed for two days in a row during normal classes. On the first day (April, 28th, 2019), the test was distributed to two groups that were given half an hour to answer it. On the next day (April, 29th, 2019), the test was distributed to a third group, which was given the same time for answering. The students who answered the test were 59 out of 81 students, one student refused to answer the test, a few students were absent, in addition to those who dropped out.

The test was anonymous, and it provided no information about the topic it investigates. The main reason for administering the test this way is to make students answer the test comfortably and spontaneously avoiding any influence that knowing the theme would create on their answers.

3.2.3. Analysis of Finding and Results from Students' Test and School Textbooks

English language is not static, it has several varieties that are distributed geographically, including Canadian English, Australian English, South African English, etc. Yet, only two, American English and British English, that are the most prominent and used ones by their native speakers and by the non-native speakers ones.

Kuehn (2019) claims that one of the problems that most learners face is learning American English and British English vocabulary, and how to deal with the differences

between them. In fact, Algerian learners of English are exposed to both varieties inside and outside the classroom, either via the school textbooks or via the multimedia tools and products.

3.2.3. The School Textbooks

American English and British English are two distinct varieties of English language which have a large common core. Yet, they have many differences at the different levels of grammar, pronunciation, and vocabulary which are considered the most striking and evident in daily interaction as well as in the teaching and learning process.

While scanning Algerian textbooks from middle school and high school, it is noticed that British English is the variety mostly used. Yet, American English is also but slightly present.

Illustrations of the findings are provided in the tables below.

Grammar

Aspect of difference	British English	American English
Telling time	It's half past two	/
	It's twenty five to three (p.107)	/
Prepositions	At weekends (p.98)	/
Verb use: infinitive	to go (p. 82)	/
	to learn (p. 54)	
	to buy (p.36)	
Present perfect tense	he has got toothache (p.90)	/
	I have lived (p.130)	
	How long have you worked as an ecologist? (p. 131)	
	Have done, has taken (p.29).	
Irregular verbs	Drove (p.54), eaten (p.62)	/
	wore (p.112), won (p.134)	/
Expression to be + past participle	to be followed, to be respected (p.102)	/
The use of adverb before auxiliary	I guess they will always do grandma (p. 55)	/

Table 11: Grammar differences used in school textbooks

Spelling

British English	American English
Travelled, Favourite (P.32)	Fulfilled (p. 32)
Coloured (p.74)	Encyclopedia (p.155)
Colour, Favourite (pp.155-156)	Emphasize (p.58)
Behaviour, Neighbour (pp.149-155),	
Flavour (pp.153-154)	
Enquire (2, p.137)	
Travelling (p.157)	
Appologise (p.27), Enquiries (p.28)	

Table12: Spelling differences used in school textbooks

Pronunciation

British English	American English
Car /kɑː /, horse /hɔː /, water /wɔːtə /, sock /sɒk /, the /ðə /, no /nəʊ /, go /gəʊ/ (p. 12)	leisure, pleasure, lesion /ɜ/ (p.124)

Table 13: Pronunciation differences used in School Textbooks Vocabulary

1st Year middle school textbook

British English	American English
Canteen (p.154)	Schedule (p.159)
Rubber (p.17)	
Maths (p.107), Full Stop (p.35)	

Table 14: Lexical items found in 1st year Secondary School Textbook

2nd year middle school:

British English	American English
Lift, Garden, handbag (p.153)	Bathrooms (p. 17)
Toilet (p.18)	Sweater (p. 27)
Trainers (p. 22)	Sneakers (p.28)
Jumpers, Pyjamas (p.27)	Candies (p. 93)
Milk (p. 51),	Fries (19, p.95)
Biscuits (p.60)	Cream (26, p.97)
Chips (p.78),	
Sweets (p. 93),	
Crisps (p.94),	
Holidays (p.128)	

Table15: Lexical items found in 2nd year Middle School Textbook

3rd year middle school:

British English	American English
Rubbish (p.157)	Test (p. 16)
Maths (p.16)	Cookies, Bathrooms (p.49)
Pupil (p. 29)	
primary school (p.45)	
Trousers (p.53)	
Gardens (p.73)	
Chips (p.88)	

Table16: Lexical items found in 3rd year Middle School Textbook

4th year middle school:

British English	American English
Chips (p.18), Milk (p.21)	French fries (p.36)
Cinema (p.45)	Elementary school, Grade (p. 77)
Exam (p.47), Pupil (p.61)	Schedule (p.85)
Primary school, Secondary school (p.77)	Movie (p. 122)
Canteen, Maths (p.113)	
Film (p.122)	
Single ticket, Return ticket (127)	
Flat (5, p.134), Garden (p, 155).	

Table17: Lexical items found in 4th year Middle School Textbook

1st year Secondary School

British English	American English
Rubbish, Garbage (p.166)	Eraser (p.18)
Gardens, Secondary school (pp.21-22)	Mail (p.33)
Milk (p.40),	
Flat (pp.51-58),	
Film (pp. 51-72),	
Pupils (p.91)	
Holliday (96),	
Lorry (p.97)	
Autumn (p.99)	
Train (p.131)	
Tin (p.159)	

Table18: Lexical items found in 1st year Secondary School Textbook

Results from School Textbooks

The results obtained from the school textbooks of the different levels reveal that, at the different levels including vocabulary, grammar, spelling, pronunciation, the use of verbs, infinitive, and prepositions, the British English is the variety mostly used one. However, American English is still slightly present.

3.2.4. Analysis of the test

All the answers of the questions will be analyzed on three possibilities: American English word, British English word, or a word that is missed for not being answered at all or for being wrongly provided.

Answers	Number	Percentage
American	26	44%
British	21	36%
Wrong/no answers	12	20%
Total	59	100%

Table 19: Filling in the gaps with Flat or apartment

The majority of the students respond with the word ‘apartment’. Despite the fact that, as already illustrated in the tables 17 and 18, it was the word ‘flat’ that is used in the Algeria’s textbooks. Yet, only 36% (21) of the students used the word to answer, while 44% (26) respond with its American equivalent ‘apartment’. This would be due to some self-learning, outside the classroom, in which multimedia products would play an important role.

Answers	Number	Percentage
American	23	39%
British	32	54%
Wrong/no answers	4	7%
Total	59	100%

Table 20: Filling in the gaps with candies or sweets

Students’ answers show that the majority of the students 54% (32) use the British English item ‘sweets’, whereas 39% (23) of the students answered with candies which is American English word. In table 15, we illustrated that learners were introduced to both words ‘sweets’ and ‘candies’ in the same page, yet it was the word ‘sweets’ that is opted for by the majority of the students in this test. This is due to the link between the noun ‘sweet’ and the adjective ‘sweet’ that describes the same taste, since language learners follow different strategies that facilitate the process of learning/memorizing lexical items.

Answers	Number	Percentage
American	40	68%
British	11	19%
Wrong/no answers	8	14%
Total	59	100%

Table 21: Filling in the gaps with closet or wardrobe

The majority of the students 68% (40) answered with the American English word ‘closet’, while 19% (11) filled in with the British English word ‘wardrobe’. Despite the fact that, the word ‘wardrobe’ is close the French word and the Algerian word borrowed from French ‘garde-robe’, yet it is the American word closet that was used by the majority of the students.

Answers	Number	Percentage
American	2	7%
British	53	90%
Wrong/no answers	4	3%
Total	59	100%

Table 22: Filling in the gaps with Garden or Yard

The majority of the students 90% (53) answer with the British word ‘Garden’ and 7% (2) of them answer with the American word ‘Yard’. This is due to the fact that the word was used in the textbooks of the different levels. Moreover, this word is close to the French word (also to the Algerian loanword) ‘jardin’. Lado’s contrastive analysis hypothesis proposes that elements of the target language which are similar to elements of the native language, and/or to a language that is already spoken by the learner are simple to learn/inculcate. The fact that a few students misspelled it as ‘jarden’, which is very close to the French spelling, supports our conclusion about the influence of the French word/Algerian loanword.

Answers	Number	Percentage
American	10	17%
British	46	78%
Wrong/no answers	3	5%
Total	59	100%

Table 23: Filling in the gaps with purse or handbag

For this question, the majority of the students 78% (46) answer with the word ‘Handbag’ which is British English, since they learnt it as ‘handbag’ in the textbooks; as it is illustrated in table 15. However, the other 17% (10) answer with ‘Purse’ which the American one. The use of British English word is not simply the result of the introduction of the word in the classroom, but it is also due to the structure of the word itself. The word is formed through compounding the two words ‘Hand’ and ‘bag’, which describes perfectly the object. The two words are basic and simple, which would make the compound word out of them easy to learn/memorize.

Answers	Number	Percentage
American	46	78%
British	4	7%
Wrong/no answers	9	15%
Total	59	100%

Table 24: Filling in the gaps with Crazy or Mad

Almost all students answer with the American word ‘Crazy’ 78% (46). This would be due to learners’ self-learning in which multimedia plays a role. However, the other 7% (4) answered with the British word ‘Mad’.

Answers	Number	Percentage
American	50	84.74%
British	0	0%
Wrong/no answers	9	15.25%
Total	59	100%

Table 25: Filling in the gaps with Mail or post

For this question , all the respondents who correctly answer the question, 85% (50), have a tendency toward the American word, since they used the word ‘Mail’. However, there is no answer with the British word ‘Post’. In fact, the reason for students’ answers with ‘mail’ is the general use of the word as webmaster/internet glossary in French and Algerian variety.

Answers	Number	Percentage
American	36	61%
British	13	22%
Wrong/no answers	10	17%
Total	59	100%

Table 26: Filling in the gaps with vacation or holidays

The majority of students, 61% (36), use the American English word ‘vacation’ .While, the 17% (10) answered with the British word ‘Holidays’. As it is illustrated in table 15, it was the word ‘holidays’, and not vacation, that it was introduced to the learners in the textbook. However, most students answer with the American word ‘vacation’. This is the result of self-learning which has its source mostly in outside the classroom tools, such as multimedia products. Furthermore, it is worth to mention that another reason for opting to the American word instead of its equivalent in the British one is the fact that ‘vacations’ is similar to the French word and the Algerian loanword ‘vacances’. As it is claimed by Lado in his contrastive analysis hypothesis, that elements of the target language which are similar to elements of the native language, and/or to a language that is already spoken by the learner are simple to learn.

Answers	Number	Percentage
American	31	53%
British	6	10%
Wrong/no answers	22	37%
Total	59	100%

Table 27: Filling in the gaps with one way ticket or single ticket

The table above shows that the majority of students, 53% (31), use the American English item ‘one way ticket’. However, the others 10% (6) respond with the British word ‘Single Ticket’.

In fact, it was the British item ‘single ticket’ that was introduced to the learners in the school textbook as it is illustrated in table 17. The use of lexical item ‘one way ticket’ would be the result of self-learning outside the classroom, in which multimedia products would play an important role.

Answers	Number	Percentage
American	15	25%
British	20	34%
Wrong/no answer	24	41%
Total	59	100%

Table 28: Filling in the gaps with period or full stop

The previous table shows that the majority of students 34% (20) prefer to use British English, since they answered with the word ‘full stop’. However, the others 25% (15) answer with the American word ‘period’. This is because they learnt the word ‘full stop’ from the textbooks; as it is illustrated in table 14. The word is formed through compounding of the two words ‘full’ and ‘stop’. The two words are basic and simple, which would make the compound word easy to learn/memorize.

Answers	Number	Percentage
American	18	30%
British	38	64%
Wrong/no answer	3	5%
Total	59	100%

Table 29: Filling in the gaps with biscuit or cookies

For this question, the majority of students 64% (38) have a tendency towards the British English, since they respond with the British word ‘biscuits. This is because they learnt it from the school textbooks, which present the British language in almost all the tasks, as illustrated in table 15. However, 30% (18) answered with the word ‘cookies’ which is the American one. Another factor that led the students opt for the British word is the fact that the word ‘biscuits’ is the same in French, a language that is already spoken by these learners. Any word in the target language that is similar to a word in the first language of the learners or in a language that they already speak is always the easiest and fast to memorize/inculcate.

Answers	Number	Percentage
American	40	68%
British	5	8%
Wrong/no answer	14	24%
Total	59	100%

Table 30: Filling in the gaps with gas or petrol

As it is shown in the previous table, almost all students 68% (40) answer with American English ‘Gas’. However the others 8% (5) answer with British English ‘petrol’. This would be due to self learning outside the classroom, in which multimedia products would play an

important role. We noticed that the word ‘gas’ is the same as in French and in the Algerian loanword. And this is what would facilitate the storage and retrieval of the word ‘gas.’

Answers	Number	Percentage
American	30	51%
British	11	19%
Wrong/no answers	18	30%
Total	59	100%

Table 31: Filling in the gaps with sidewalk or pavement

The majority of students, 51 % (30) use the American language since they answer with the word ‘sidewalk.’ This is would be the result of self-learning where multimedia products have a great role. Moreover, the word ‘sidewalk’, which is formed through compounding of the two words ‘side’ and ‘walk’. The two words are other basic and simple words, which would make the compound word out of them easy to learn/memorize. On the other hand, the 19% (11) others respond with the British word ‘pavement’.

Answers	Number	Percentage
American	4	6.77%
British	50	85%
Wrong/no answer	5	8%
Total	59	100%

Table 32: Filling in the gaps with marks or grade

The table shows that, the majority of students 85% (50) use British English, since they answer with the word ‘marks’. However the other 7% (4) use the word ‘grades’ which is the American one. The use of the word ‘mark’ is due to learning from the school textbooks, as it is illustrated in table 17.

Answers	Number	Percentage
American	47	80%
British	9	15%
Wrong/no answer	3	5%
Total	59	100%

Table 33: *Filling in the gaps with films or movies*

The table shows that the vast majority of students, 80% (47), answer with the American word ‘movie.’ However, the other 15% (9) respond with the British word ‘films’. As it is illustrated in table 18, both words were presented to them in the school textbooks. Despite the fact that the British word ‘film’ is similar to what they use in their first language (Algerian variety) and in French (a language that they already speak), yet the vast majority tends to use the American word ‘movies.’ Movies is a word describing one of the audiovisual products that they access the most (see table 55), in which the American movies are the ones watched the most as well (same table). This would very much support the view about the strong influence of audiovisual media in learning and inculcating lexical items of foreign language learning.

Answers	Number	Percentage
American	3	5%
British	55	93%
Wrong/no answers	1	2%
Total	59	100%

Table 34: *Filling in the gaps with cinema or movie theatre*

The majority of students prefer to use the British English 93% (55) since they answered with ‘Cinema’. This is because they learnt the word from the textbooks of middle and secondary school; as it is illustrated in table 18. Moreover, opting for ‘Cinema’ is due to the influence of French and Algerian because it’s the same word used in both. The fact that

matches the contrastive analysis hypothesis, in which it is claimed that element of the target language which is similar to elements of the native language, and/or to a language that is already spoken by the learner are easy to learn and memorise. Yet, there is 5% (3) of the students who answer with American English ‘movie theatre’.

Answers	Number	Percentage
American	43	73%
British	6	10%
Wrong/no answer	10	17%
Total	59	100%

Table 35: *Filling in the gaps with stoplight or trafficlight*

The table shows that 73% (43) of the students use the American English, since the majority of them answered with ‘stoplights’. However, the others 10% (6) answered with British English ‘Traffic lights’

Answers	Number	Percentage
American	17	29%
British	31	53%
Wrong/no answers	11	19%
Total	59	100%

Table 36: *Filling in the gaps with garbage or rubbish*

In this question, 53% (31) of students use the British word ‘rubbish’. The word is what they are learnt it from the textbooks of middle and secondary school, as it is illustrated in tables 16-18. However, the other 29% (17) use the American word ‘garbage’, which they learnt it from the school textbooks as well, as it is illustrated in table 18. A clear majority use the British

English word rather than the American one is due to the fact that the word ‘rubbish’ was introduced to them before the American one.

Answers	Number	Percentage
American	11	19%
British	27	46%
Wrong/no answers	21	36%
Total	59	100%

Table 37: Filling in the gaps with toilet or restroom

Between the two equivalents toilet and restroom, 46% (27) of the students use the British word ‘toilet’, as it is what was introduced to them in the school textbooks (table 15). However, the others 19% (11) use the American word ‘restroom’. Here, another reason that strengthens instructional learning inside the classroom, is the fact that the word ‘toilet’ is similar to the French and Algerian words. And it is this that facilitates storage and access of the British word rather than the American one.

Answers	Number	Percentage
American	28	47%
British	6	10%
Wrong/no answers	25	42%
Total	59	100%

Table 38: Filling in the gaps with can or tin

The table above shows that, the majority of students 47% (28) use the American word ‘can’, while the others 10% (6) use the British word ‘tin’. Despite the fact that the British word is what was introduced to them (see table 18), yet a clear majority opts for the American word which is due to self-learning where multimedia products play a strong role.

Answers	Number	Percentage
American	14	24%
British	15	25%
Wrong/no answers	30	51%
Total	59	100%

Table 39: *Filling in the gaps with pants or trousers*

The majority of the students could not understand the question and do not provide any right answer, 51% (30). The students who answer with the British English word ‘trousers’ make 25% (15) of the total, while 24% (14) of them answer with the American English one ‘pants.’ While the word ‘trousers’ is what was introduced to the students in the school textbooks (table 16), yet a very close proportion of students answer with American English word ‘pants.’ This would support the claim about the strong influence of self-learning outside the classroom through audiovisual media.

Answers	Number	Percentage
American	26	44%
British	18	30%
Wrong/no answer	15	25%
Total	59	100%

Table 40: *Filling in the gaps with eraser or rubber*

The previous table indicates that 44% (26) of the students use the American word ‘eraser’. However, the other proportion of 30% (18) use the British word ‘rubber’. This because the learners learn both of the lexical items from the school textbooks, which is illustrated in tables 14-18

Answers	Number	Percentage
American	31	53%
British	11	19%
Wrong/no answers	17	29%
Total	59	100%

Table 41: *Filling in the gaps with truck or lorry*

In answering question 23, the vast majority of students 53% (31) use the American English word ‘truck’, while only 19% (11) of the students fill in with the British word ‘lorry’, despite the fact that it is what they learnt from the school textbook (table 18). It is assumed that it is self-learning in which multimedia plays a significant role which was more influential.

Answers	Number	Percentage
American	3	5%
British	17	29%
Wrong/no answers	39	66%
Total	59	100%

Table 42: *Filling in the gaps with elementary school or primary school*

As it is represented in the previous table, 28% (17) of the students fill in with the British word ‘primary school’, while 5% (3) of the students answer with the American word ‘elementary school’. The use of the British word by the majority of the students is due to the fact that it is the word that they learnt from the school textbooks (table 17).

Answers	Number	Percentage
American	17	29%
British	2	3%
Wrong/no answers	40	68%
Total	59	100%

Table 43: *Filling in the gaps with lift or elevator*

Between the two paired items lift and elevator, only 3% (2) use the British word ‘lift’, despite that it is the word that was introduced to them in the school textbooks, as is illustrated in table 15. Whereas the majority of students 29% (17) use the word ‘elevator’, which is due to self-learning in which learners depend on multimedia products.

Answers	Number	Percentage
American	25	42%
British	22	37%
Wrong/no answers	12	20%
Total	59	100%

Table 44: *Filling in the gaps with fries or chips*

As it is indicated in the previous table, 42% (25) of the students use the American English word ‘fries’, French fries. However the other 37% (22) of them fill in with the British word ‘chips’. This is due to the fact that the school textbooks make use of both words; as it is illustrated in tables 15.

Answers	Number	Percentage
American	20	34%
British	1	2%
Wrong/no answers	38	64%
Total	59	100%

Table 45: *Filling in the gaps with sneakers or trainers*

The majority of students have a tendency towards the American English word here, since 34% (20) answer with the word ‘sneakers’. However, only 2% (1) of the students use the British word ‘trainers’. Table 15 shows that both words were introduced to the students in the school textbooks, while the vast majority comes into the American English word rather than the British one. The latter is the result of audiovisual media that support more the classroom instructional learning of the American English word.

Answers	Number	Percentage
American	11	19%
British	15	25%
Wrong/no answers	33	56%
Total	59	100%

Table 46: *Filling in the gaps with schedule or timetable*

The above table indicates that 19% (11) of the students use the American word ‘schedule’, while 25% (15) of them use the British word ‘timetable’. Tables 14 and 17 show that the American English item ‘schedule’ was introduced to these learners in school textbooks, yet, more students use the British one rather than the American. This is because of the nature of the word which is formed through compounding, of the two words ‘time’ and ‘table’. The two words are basic and simple, which would make the compound word out of them easy to learn/memorize

3.2.5. Results

Variety	Number	Percentage
American	17	61%
British	11	39%
Total	28	100%

During the test, some of the students did not understand the question, since some of them left the gaps empty or answered with a word that does not match the required meaning. This is due to the fact that their vocabulary knowledge is limited in either varieties of English, or maybe they could not recognize what is illustrated in the images.

In fact, the results of the students who answered the test reveal that, for many of words, 61% (17 words), students provided the American English lexical items and not the British English ones even for those that are used in the school textbooks of the different levels. In some of these cases 39% (11 word), it is the British English lexical items that are used by the test takers when answering the test questions and these words were introduced to them in the school textbooks. This, in general, is the result of self-learning and not leaning that takes place in the classroom. As it is indicated by Hu (2001) who claims that mobile phones give the learners the opportunity of learning vocabulary independently and autonomously when using text message as a reminder to learn new words without the help or the guidance of the teacher. It also gives the learners the chance to learn and memorize new words in the target language (p. 151)

In fact, for self-learning, language learners nowadays use many tools outside the classroom in order to learn new lexical items easily and rapidly. One of these tools: computer, phones, television, and of the multimedia products such as TV series, movies, and series, and others. Nation (2001) asserts that electronic vocabulary learning is the best method for assisting learners, and facilitating the process of reading an academic test in a foreign language.

Similarly, Wiemeyer (2003) states that multimedia learning is more effective than the traditional ways of learning (cited in, Jia, 1969, p. 37). This is due to the fact that audiovisual tools and products combine both words and pictures to the content to be learned, which makes it better and faster than the traditional instructional class. Sorden (2016) emphasizes the fact that the human being can learn better when they combine words and pictures more than words or pictures alone.

Moreover, during the analysis of the test, the results reveal that in some cases the British English word is the one was used but it is not the influence of the school textbook. Actually, it is due to the similarity between the word in English and the words in Algerian and French, their first language and a foreign language that they already speak, respectively. Many researchers investigate about the influence of the languages that the learners already speak when learning a new language. About this issue, Lado in his book *linguistics across cultures* (1957), proposes what he labeled “contrastive analysis hypothesis”, when he claims that ‘those element that are similar to his native language for him, and those elements that are different will be difficult’.

For two cases, the paired items in both varieties American and British English which are chips/fries, pants/trousers, the percentage of answers is very close. This latter is due to the fact that school textbooks introduce both equivalents of the American and British Englishes. This is due to the fact that the human brain has the capacity to master more than one language/variety when they are present in the same context and under the same circumstances, which is known as bilingual learning.

3.3. Students’ Questionnaire

3.3.1 Description of Students’ Questionnaire

In this study, the questionnaire is subsequently designed as a follow up data gathering tool. The aim was to prompt participants to express their attitudes towards the role of accessing

multimedia (audiovisual) products in enhancing their learning, to seek more information, and to support results from the students' test. The questionnaire is more restricted and closed because of the nature of the study, in which it investigates the role of multimedia products learning English as a foreign language, in coming into one of the English varieties and in enhancing their vocabulary, and how this is achieved through looking for their tendencies while watching TV series, movies, and shows. To reduce ambiguous answers, different types of closed-ended questions are provided such as dichotomous and multiple choices questions, and an open-ended question at the end to seek additional comments if the students want to offer. The aim of this last question is to provide more clarifications from students, or additions that they see relevant. The questionnaire consists of fifteen (15) questions categorized under five main sections.

The first section is entitled 'General information', it includes three questions about participants' age, gender and duration of learning English. The second section, from **Q4** to **Q8**, focuses on the participants' general attitudes towards vocabulary acquisition, in which the aim is to see which ways they prefer to learn vocabulary (tools and products). Then, the third section, from **Q9** to **Q11**, focuses on the participants' tendencies while watching TV shows, series, and movies. The participants were asked to name some movies, series, and shows that they are watching/watched. The aim is to investigate whether they have a tendency towards the American or the British products. This section also attempts to investigate how students think about topics tackled in such products, if they are related to real world or not, and how they affect learning a foreign language. The fourth section, from **Q12** to **Q13**, is about language varieties, and it aims to find out difficulties that participants have with listening comprehension when watching TV series, movies and shows, and which variety they find easier and better to understand. The fifth section, from **Q14** to **Q15**, questions learners' attitudes about the effectiveness of teaching using the aforementioned products.

3.3.2 Administration of Students' Questionnaire

The Questionnaire was administered at the department of Letters and English Language, University of 8 mai 1945 (Guelma), to first year Master students for two days May 20/21, 2019. The students were given more than 20 minutes to answer them. Also, it is worth mentioning that the researcher was present while students were answering to provide them with the explanation they needed to avoid any ambiguity.

3.3.3 Analysis of Findings of Students' Questionnaire

Section one: General background

Question one: what is your age?

Options	Number	Percentage
21	18	30%
22	24	40%
23	13	22%
24	4	7%
28	1	2%
Total	60	100%

Table 47: master one student's ages

The table shows that the sample is homogeneous, in which the vast majority of students' (92%) ages ranges from 21 to 23.

Question Two: how long have you been studying English?

Option	Number	Percentage
4	3	5%
11	54	90%
12	3	5%
Total	60%	100%

Table 48: Student's duration of learning English language

Students' responses show that the majority of them were studying English language for 11/12 years. There are 5% (3) students who respond that they were studying English for four years, they did not understand the question as they answer with the number of the years they were studying English in University.

Question Three: what is your gender?

Option	Number	Percentage
Male	7	12%
Female	53	88%
Total	60	100%

Table 49: Master one students' gender

The dominant gender of first year Master students is the female gender, in which 88% (53) of the participants are females, and only 12% (7) are males. Previous studies claim that females show more interest towards learning foreign languages.

Section Two: Learners' Attitudes about Vocabulary Acquisition

Question Four

What do you use to enrich your vocabulary in English?

Options		Number	Percentage
Book	1 st option	6	10%
	2 nd option	8	13%
	3 rd option	17	28%
	4 th option	29	48%
		60	100%
Dictionary	1 st option	11	18%
	2 nd option	9	15%
	3 rd option	26	43%
	4 th option	14	23%
		60	100%
Multimedia products	1 st option	31	52%
	2 nd option	14	23%
	3 rd option	7	12%
	4 th option	8	13%
		60	100%
Social media	1 st option	12	20%
	2 nd option	27	45%
	3 rd option	12	20%
	4 th option	9	15%
		60	100%

Table 50: Vocabulary learning outside the classroom

Considering students' answers, the ways used by students to learn vocabulary outside the classroom are ordered as follows: multimedia comes first with 52% (31) of the students, followed by social media second with 20% (12) of them. However, books and dictionaries are less likely to be used by the learners since only 10% (6) and 18% (11) of the students prefer

using books and dictionaries, respectively. This proves that EFL learners prefer using ICT tools in learning lexical items.

Question five

What kind of multimedia tools do you use?

Options		Number	Percentage
Computer	1 st option	4	7%
	2 nd option	41	68%
	3 rd option	15	25%
		60	100%
Mobile	1 st option	48	80%
	2 nd option	7	12%
	3 rd option	5	8%
		60	100%
Television	1 st option	8	13%
	2 nd option	13	22%
	3 rd option	39	65%
		60	100%

Table 51: The learners' preferences towards multimedia tools

The multimedia tool that is first preferred by students is the mobile, with the vast majority of the students, 80% (48), opting for it as a first option. The tools that follow were the television and the computer with 13% (8) and 7% (4), respectively. Most learners choose mobile due to its connectivity and portability, and the television due to its availability because there is no home without television.

Question six

What is the audiovisual product(s) you prefer watching?

Options		Number	Percentage
Movies	1 st option	27	45%
	2 nd option	29	48%
	3 rd option	4	7%
		60	100%
Series	1 st option	16	27%
	2 nd option	22	37%
	3 rd option	10	17%
		60	100%
Shows	1 st option	5	8%
	2 nd option	10	15%
	3 rd option	45	75%
		60	100%

Table 52: *The learners' favorite type of audiovisual products*

The multimedia product that is first preferred by students is the movies, with the vast majority of the students, 49% (27) opting for it as a first option. The products that follow were series and shows with 27% (16) and 8% (5), respectively. This is due to the fact that movies and series contain fictional stories that are so much related to real life situations, and they are vivid make the viewer enjoy while watching. However, shows are sometimes seen less entertaining for the topics they tackle.

Question seven

Do you think that watching English movies, series, and shows plays a role in learning English?

Options	Number	Percentage
Strongly agree	36	60%
Agree	22	37%
Neutral	2	3%
Disagree	00	00%
Strongly disagree	00	00%
Total	60	100%

Table 53: Learners' attitudes towards the role of watching movies, series, and shows in learning English.

The vast majority of the learners believe that watching TV shows, movies, and series play a role in learning lexical items, since 60% (36) of them strongly agree, and 37% (22) of them agree with this. These results indicate the learners' awareness about the positive impact of multimedia products on learning foreign languages and their different aspects including vocabulary, accent and all other aspects of the language and its varieties.

Question eight

Do you focus on learning new lexical items while watching audiovisual products?

Options	Number	Percentage
Yes	52	87%
No	8	13%
Total	60	100%

Table 54: learners' focus while watching audiovisual products

The previous table shows that the majority of learners are interested in grasping lexical items while they watch an audiovisual product, since 87% (52) respond with ‘yes’ and 13% (8) of them respond with ‘no’. Learners’ answers show that most of them work to improve their vocabulary while accessing audiovisual media, and are aware about how much its products facilitate such learning.

Question Nine

- a. Would you state to 3 English language TV series that you are watching now?
- b. Would you state the top 3 English language TV series that you have liked the most?
- c. Would you state the last three English language movies that you watched?
- d. Would state to three of the TV shows that you are watching/watched?

TV shows	Show’s language variety and percentage	
	American English	British English
Movies	68	2
	97%	3%
Series	34	4
	89%	11%
TV shows	21	1
	95%	5%

Table 55: learners’ tendencies in watching movies, shows, and series

The majority of the audiovisual products that the learners mostly watch are American ones, since 97% (68 out of 70) of the mentioned movies are American movies, 89% (34 out of 38) of the mentioned series are American, 95% (21 out of 22) of the mentioned shows are American. However, a few of the audiovisual products watched are British, 3% (2) are British movies, 11% (4) are British series, and 5% (1) are British shows. This indicates that most learners have a tendency towards the American audiovisual products more than the British, since it is easier and better to be understood. This is because American English is the most spread worldwide.

Question ten

Do you think that the topics tackled in movies, shows and series are related to real world situations?

Options	Number	Percentage
Most of them	39	65%
Some of them	20	33%
Few of them	1	2%
	60	100%

Table 56: Reasons for watching audiovisual products

The previous table shows that the majority of students 65% (39) consider that most topics tackled in movies, series, and shows are related to real world situations. 33% (20) responded with ‘some of them’ and only 2% (1) responded ‘few of them’. This explains the fact that students are attracted to movies, series, and shows because they are entertaining and vivid, which is helpful and useful in learning the language for real world situations uses.

Question eleven

According to you, movies, series, and shows:

Options	Number	Percentage
-Assist me to learn English language faster and easier than the traditional lecturing.	23	38%
-Enrich my vocabulary.	27	45%
-Raise my cultural awareness about the target language culture.	10	17%
	60	100%

Table 57: The benefits of movies, series, and shows for learners

The students were asked about any possible impact of watching English language shows on learning the language. As it is indicated in the previous table, a clear majority of 45% (27) claims that audiovisual products (movies, series, and shows) assist them in enriching their vocabulary, 28% (23) stated that it facilitates the learning of English language, and 17% (10) consider that audiovisual products raise their cultural awareness about the target language culture. The answers show that the students are aware about the positive impact that audiovisual products have on the process of learning, in general, at the different levels: the grammatical, the lexical and the cultural.

Question Twelve

What are the biggest difficulties you have with listening comprehension when watching English language TV series, movies and show?

Options		Number	Percentage
Unfamiliar	1 st option	24	40%
Vocabulary	2 nd option	22	37%
	3 rd option	10	17%
	4 th option	4	7%
		60	100%
Cultural	1 st option	4	7%
Differences	2 nd option	4	7%
	3 rd option	8	13%
	4 th option	44	73
		60	100%
Accent	1 st option	24	40%
	2 nd option	10	17%
	3 rd option	18	30%
	4 th option	8	13%
	60	100%	
Speed	1 st option	24	40%
	2 nd option	13	17%
	3 rd option	13	30%
	4 th option	10	13%
	60	100%	

Table 58: Learners' listening difficulties while watching audiovisual products

The students are asked about the difficulty that they consider the most serious they encounter while watching the different audiovisual products. The same proportion of the learners 40% (24) claimed that one of the three difficulties with listening comprehension when

watching English language audiovisual products: unfamiliar vocabulary, accent, or speed is the most problematic. However, only 7% (4) of them states that their difficulty is with the cultural differences. This implies that learners focus more on the lexical items, accent and the speed of performing them when watching these media rather than on the cultural differences. The fact that explains the influence of these audiovisual products on their vocabulary and their accent.

Question thirteen

If you find difficulty with listening comprehension because of accent, which variety of English do you find it easier to understand while you are watching an audiovisual product?

Options	Number	Percentage
American English	47	78%
British English	9	15%
Australian English	4	7%
Canadian English	00%	00%

Table 59: Learners' most preferred variety of English language

As it is stated in the above table, the vast majority of learners 78% (47) claim that they find the American English variety easier to understand. This is due to the fact that the American audiovisual products are the most widespread and easily accessed ones throughout the world. Hence, the learners' ears are trained on it, what explains why they find it easier. Whereas, only 15% (9) of the learners find the British easier, and only 7% (4) comprehend Australian English better.

Question Fourteen

While watching English language audiovisual products, and in order to learn vocabulary, students should:

Options	Number	Percentage
Pay attention when they are watching the audiovisual product	26	43%
Make a good combination between the images and the sounds	26	43%
Be familiar with the vocabulary	8	13%
	60	100%

Table 60: Learners' practices while watching audiovisual products

As it was assumed that the unfamiliar vocabulary would be one of the biggest difficulties that many language learners face, the students were asked about what to do in order to develop their vocabulary. Focusing on the language while watching and linking the words to the images were the strategies mostly used by the same proportion of the learners 43% (26). However, only few of them 13% (8) claims that they only understand and develop their vocabulary if they are familiar with it. This fact shows that learners follow different strategies to learn while watching audiovisual products for entertainment.

Question fifteen

Do you agree that teaching English using audiovisual products such as movies, series and shows is easier and faster?

Options	Number	Percentage
Yes	52	87%
No	8	13%
	60	100%

Table 61: Learners' opinions concerning the use of audiovisual products in teaching English as a foreign language

The vast majority of the learners 78% (52) views that using audiovisual products to teach English as a foreign language would facilitate the teaching process and enhance learning it. While only 13% (8) of them do not share this previously mentioned view.

Later, students who believe and not in the role of audiovisual media plays in the learning and the teaching of English as a foreign language were asked to explain such attitudes that they have. Here are some comments of the students who believe in the positive impact of audiovisual media:

- **Participant 1:** “In my opinion , it is useful because the receiver can get the whole picture by one way or another, and if his vocabulary knowledge is weak he can relate the image he sees to the topic, so he learn new words”
- **Participant 2:** “Because they enhance students’ vocabulary package, and makes him get close to more new words that he may not learn inside the classroom via the traditional ways of teaching”
- **Participant 3:** “Because they help to grasp and remember a large amount of vocabulary faster and easier”
- **Participant 4:** “Because using multimedia products is about acquiring more than learning, in which a learner can acquire language faster and unconsciously.”
- **Participant 5:** “Because it entertain and motivate the learners, evokes their interest, gets the watchers’ attention and makes him get out from the strict learning environment”
- **Participant 6:** “ it helps us in gaining more knowledge about others cultures, which is a very important element while learning English language”
- **Participant 7:** “because it is helpful and useful for learners, it allows them to learn the right pronunciation of the words, improving their listening skill and use the language fluently, improve their comprehension and learn new words. I prefer this method more than the traditional one, because nowadays we all prefer to use technology in our life.”

- **Participant 8:** “ because it is related to real life topics, and because the amount of vocabulary used in movies, series and shows is larger than what is taught in the classroom, also we can learn the accent easily from songs, series, and movies at an early age”

Here are some comments of the students who do not believe in the role of audiovisual media in facilitating English language teaching:

- **Participant 1:** “Because many difficulties may face the teaching process such as: the lack of materials and teaching aids”
- **Participant 2:** “I prefer reading or listening to songs with lyrics, so that if I find a difficulty with the accent I always can read the lyrics”
- **Participant 3:** “Because you have to master the language first, and enrich your vocabulary by working hard using dictionaries, however watching movies, series, and shows are extra tools for academic learning”
- **Participant 4:** “People are not concentrating with the language but with the story, it may help us to increase our vocabulary, gain knowledge about other culture but it cannot be a way of teaching’
- **Participant 5:** “They can be just one way of teaching English, they should not fully rely on them”

3.3.4 Discussion of results and findings from students’ Questionnaire

Concerning learners’ ways of learning English vocabulary. The analysis of section two reveals that the majority of students prefer to use multimedia products such as mobile, movies and series, since it is better and faster than the traditional ways of learning.

The analysis of section three reveals that most of the students think that topics tackled in movies are related to real world, and that they affect the process learning a foreign language in positive way. Also, this section reveals that the majority of the students have a tendency

towards American English more than the British, since the majority of movies, series and shows that they are watching/watched are American ones. The analysis of section four reveals that, most students 78% (47) prefer American English more because they used to it more than the other varieties of English, in which learners may face difficulties with understanding the accent, vocabulary, and speed.

Concerning section five, which is about the effectiveness of multimedia products and tools in learning vocabulary, the results reveal that learners show a positive attitude and considered that multimedia tools and products are very effective and assist students to develop their vocabulary faster and easier. This is because they combine words and sight to the content to be learned by the learner which helps in making them motivated and interested in learning more. In addition, it helps them raise their cultural background and knowledge. Hence, many of the students 87% (52) agree about the fact that teaching English via watching movies, series and shows is effective in learning English vocabulary, and that it must be implemented in the classroom for better and faster understanding of the learners.

Conclusion

The aim of this chapter is to investigate the learners' attitudes towards the effectiveness of using multimedia tools on their vocabulary acquisition, and their choice of the variety. As a first step, a test was provided to students of first year master, at the Department of Letters and English Language, University of 8 mai 1945, Guelma, to check which variety of English they preferred most. The results reveal that they mostly come into the American English more than the British, after the influence of audiovisual media. The follow-up tool which is the questionnaire, reveals that the majority of students have a positive attitude towards the effectiveness of using multimedia tools and products on learning vocabulary.

GENERAL CONCLUSIONS

The current study was conducted to explore the role of multimedia products on language learners' vocabulary development and in coming into one variety of English. The results of this research reveal that the majority of students prefer to enrich their vocabulary through using multimedia tools and products, and just a few of them prefer the traditional ways. In addition, it reveals that most of them have a tendency towards American English more than British English. This is because of the widespread of American products, since the US market represents a third of the global market, and the US media are the most accessed worldwide. (British library, p.1). Similarly Davies (2005) who claims that American English is grown to be a means of global communication, since all the websites of the internet and the media are dominated by American English (p. 240). Consequently, learners unconsciously come into one of the varieties of English language which is American English.

The analysis of school textbooks reveals that, they mostly use British English variety, while the American English is still slightly present. However, the analysis of the students' test reveals that most of them tend to use the American English lexical items more than the British English ones. It is due to self-learning that when the textbooks are mostly using British English, students' vocabulary is mostly American. The fact that supposes that the multimedia products are more influential than the classroom instructions, at least when it comes to language aspects such as lexical items.

The findings of this study are highly related; the results of the questionnaire analysis demonstrate that the majority of students are using audiovisual products and tools, in which the most accessed ones are the American. Consequently, the students' tendency towards American English variety, through one of its variation aspects which is the one of vocabulary, is clearly seen through the test of American and British English vocabulary. Despite the

British English dominance in the Algerian textbooks, the students came into the American English, involuntarily. This fact is claimed to be the result of self-learning (consciously or subconsciously), that has its source in a variety of ways including audiovisual products. The conclusion is that self-learning, outside the classroom, is more influential than the traditional classroom, and that audiovisual media and tools are more influential than the traditional materials represented in textbooks in this case.

Finally, it can be concluded that audiovisual products and tools are very important, since it has a positive role in developing learners' vocabulary, in addition to the other aspects of language which makes the language learner come into one variety of a language rather than the other. Thus, teachers are recommended to implement audiovisual products inside the classroom that includes contents on the target language aspect that they intend to deliver in order to have it learned, and rapidly and easily. Teachers are also recommended to use audiovisual media on the different varieties of English to achieve a balance between them, and a richer knowledge about the language English and its variation at the different levels of the language.

Pedagogical Implications

This study suggests that teachers may maximize learners' academic achievement by means of longitudinal studies to check the effectiveness of multimedia products not only the audiovisual ones, not only on vocabulary but on all aspects of English language learning, such as pronunciation, grammar, spelling, and the cultural ones. Hence, many implications could be suggested for further investigations.

First, extensive authentic multimedia materials should be provided by the teachers, in order to make the learners familiar with the different varieties of the English language, and with the different aspects related to learning language, linguistic and cultural.

Second, teachers of oral expression in particular and teachers of all courses in general must consider more the modern instructional materials such as multimedia ones, as well as materials in the different varieties of English, mainly the most prominent ones, the American and the British varieties, when designing and selecting the teaching materials in order to achieve richer balanced knowledge in these varieties. In oral expression course when doing role plays inside the classroom, for instance, the teachers should encourage their learners to perform with both varieties, British English or American English.

Third, teachers have to design up to date syllabi that include language and cultural aspects related to the different varieties of English, to help students master the language as a whole.

Limitation of the study

In fact, we have encountered some problems throughout the realization of this work which limited our research findings and prevent us from having a deep investigation of the present topic. We mention:

- First limitation is the lack of time, since students were on strikes for a long period of time, and this prevented our study from taking its full time.
- Second limitation is the lack of school textbooks for the textbook analysis, since students went into holidays and returned their borrowed textbooks back to the administration. Hence, we found a difficulty in finding the textbooks at the different levels of middle and high schools, for the analysis.

Third limitation is that the multimedia products and tools cannot be fully implemented inside EFL classrooms. This is because of the lack of audiovisual materials at the English department of Guelma University. Moreover, it wastes time due to the problems of handing and administrative procedures.

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APPENDICES

University of 08 Mai 1945

First year, Master

Group:

Test

Exercise: fill in the gaps with the right word.

1. Would you like to have an independent house orin a multi-unit



2. Children dress up in Halloween costumes and go from door to door collecting



3. Choose a sweater from my.....and let's get going.



4. Tommy cut down a tree in his.....



5. Can women manage going out without



6. She used to hear voices in her head and they all thought she was



7. My secretary usually opens my..... unless it is marked “private.”



8. We thought we'd go to France for our summer



9. Do you want a return ticket or



10. Make sure you putat the end of every sentence.



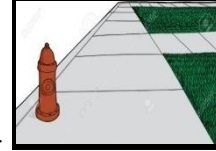
11. She dunked a in her tea?



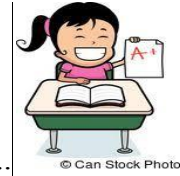
12. I'll stop and get some.....we are running low.



13. The car was parked awkwardly across the.....



14. Steve never studies but he always gets good



15. I like.....with a lot of action?



16. We are going toto watch Star Wars, do you want to come along.



17. The police pulled him over for failing to stop at a red.....



18. I will take theout before I leave tomorrow.



19. We need to find a public.....soon

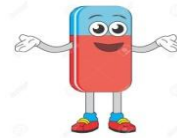




20. You will need aof tuna for this recipe



21. I need a new pair ofto go with this jacket.



22. My brothers' is green with a shape of cut.



23. The accident was clearly the driver's fault.

24.is a school for older children from grades 9-12.



25. I took theto her office on the fourteenth floor



26. My friend ate half a bag of

JACKS HIBO



27. I bought a pair of.....for my football match.



28. I looked up about the coming sessions in our new.....

The Students' Questionnaire

Dear Students,

This questionnaire aims at finding out the role of audiovisual media materials and audiovisual products in enhancing EFL learners' vocabulary of first year Master student at the department of English, University of 8 May 1945, Guelma. I appreciate your collaboration if you answer this questionnaire. Your answer is very important for the research and for making improvement in the teaching and learning process. Thank you!

Administered by:

Ms. HADJOUJDI Safa

Section One: General Information

Question One:

What is your Age?

.....

Question Two:

1. How long have you been studying English?

.....

Question three:

What is your gender?

a. Male

b. female

Section Two: Learners' Attitudes about Vocabulary Acquisition

Question Four:

What do you use to enrich your vocabulary in English? (Order them from the most preferred to the least preferred, do not number what do you not use)

a. Books

b. Dictionary

c. Multimedia

d. Social media

Question Five:

What kind of multimedia tools do you prefer to use? (order them from the most preferred to the least preferred, do not number what do you not use)

a. Computer

b. Mobile

c. Television

Question six: What is the most audiovisual product you prefer to watch? (Order them from the most preferred to the least preferred, do not number what do you not use)

a. Movies

b. Series

c. Shows

Question Seven:

Do you think that watching English Movies, Series, and shows has a role in learning English?

(Circle the right answer)

Strongly Agree Agree Neutral Disagree Strongly disagree

Question eight:

Do you focus on learning new lexical items while watching audiovisual products?

a. Yes

b. No

Section Three: Learners' tendencies while watching TV Series, movies, and shows.

Question nine:

Would you state to 3 English language TV series that you are watching now?

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

Would you state the top 3 English language TV series that you have liked the most?

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

Would you state the last three English language movies that you watched?

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

Would state to three of the TV shows that you are watching/watched?

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

Question ten:

Do you think that the topics tackled in movies, shows and series are related to real world situation?

a. Most of them

b. Some of them

c. A few of them

Question eleven:

According to you, movies, series, and shows:

A. Assist me to learn the foreign English language faster and easier than the traditional ways of lecturing.

B. Enhance my English vocabulary

C. Raise my cultural awareness about the target culture

Section Four: Language varieties

Question Twelve: What are the biggest difficulties you have with listening comprehension when watching English language TV series, movies and show?

a. Unfamiliar vocabulary

b. Cultural difference

c. Accent

d. Speed

Question thirteen:

If you find difficulty with listening comprehension because of accent, which variety of English do you find it easier to understand while you are watching an audiovisual product?

a. American English

b. British English

c. Australian English

d. Canadian English

Section Five: The effectiveness of watching English TV shows, movies, and series in learning English vocabulary

Question Fourteen:

While watching English language multimedia products, and in order to learn vocabulary, students should:

a. pay attention when they are watching the audiovisual product

b. makes a good combination between the images and the sounds

c. be familiar with the vocabulary

Question Fifteen:

Do you agree that teaching English via watching movies, series and shows is easier and faster?

a. Yes

b. No

Why?.....
.....
.....
.....
.....
.....

Thank you for your collaboration

المخلص

يهدف هذا البحث العلمي الى دراسة تأثير منتجات و ادوات الوسائط المتعددة على اكتساب المفردات عند متعلمي اللغة الانجليزية كلغة اجنبية، وفي الوصول إلى نوع واحد من مجموعة انواع اللغة الإنجليزية. وذلك من خلال استطلاع اراء المتعلمين تجاه فعالية أدوات الوسائط المتعددة (الكمبيوتر، الهاتف المحمول، التلفزيون) والمنتجات (العروض التلفزيونية، المسلسلات، والأفلام) على تعلم المفردات. بالتالي فإننا نفترض أنه قد يكون هناك ارتباط بين مشاهدة المسلسلات التلفزيونية والأفلام والعروض وميول المتعلم الى صنف معين من اصناف اللغة الانجليزية. لاختبار الفرضية ، يتم إجراء دراسة مقارنة نوعية على طلاب ماجستير السنة الأولى في قسم اللغة الإنجليزية في جامعة 08 مايو 1945 ، قالمة. يتم استخدام أداتين لجمع البيانات. أولاً، اختبار الطلاب الذي أجري للتحقق من نوع اللغة الإنجليزية الأكثر تفضيلاً من قبل المتعلمين بالإضافة الى تحليل الكتب المدرسية الخاصة بالتعليم المتوسط والثانوي للتحقق مما إذا كانت تستخدم العناصر المعجمية البريطانية أو العناصر المعجمية الأمريكية؛ وذلك لمعرفة من أين يأتي التأثير. ثانياً، هناك حاجة إلى استبيان، كأداة للمتابعة، للحصول على مزيد من الإيضاحات. تكشف النتائج أن أدوات ومنتجات الوسائط المتعددة لها فائدة كبيرة على مفردات متعلمي اللغة الإنجليزية كلغة أجنبية، واختيارهم لنوع واحد انواع من اللغة الإنجليزية، لأن غالبية الطلاب يميلون إلى استخدام اللغة الإنجليزية الأمريكية أكثر من اللغة مثل نطق لهجات مختلفة من اللغة الإنجليزية. اللغة الإنجليزية البريطانية. لذلك يوصى معلمو اللغة الإنجليزية كلغة أجنبية برفع وعي الطلاب بفعالية استخدام أداة الوسائط المتعددة والمنتجات داخل وخارج الفصل الدراسي، ليس فقط في المفردات ولكن على جوانب أخرى من تعلم.

الكلمات المفتاحية

ادوات الوسائط المتعددة - الوسائل السمعية البصرية - طلاب اللغة الأجنبية - اساتذة اللغات الاجنبية - اكتساب المفردات

- نوع اللغة الانجليزية