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Investigating the Effect of Media on High School Learners' Performance

Case Study: Third Year Foreign Languages Class at Secondary School.

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Dedication

With all the love in my heart, I dedicate this work:

To my dear parents and my brothers, thank you for your unwavering love and warm encouragement throughout my research. Without your support, I wouldn't have been able to overcome my challenges and focus on my studies.

To all my friends, classmates, and family, thank you for your encouragement and support in completing this work.

Bouhaouchine Mohamed

Dedication

In the Name of Allah the Most Merciful and the Most Compassionate

I dedicate this modest work to

My parents, my brothers and sisters ,

whose unwavering support and encouragement have been my guiding light throughout this journey. Your love, sacrifices, and belief in me have fueled my determination to pursue excellence. This thesis is dedicated to you with heartfelt gratitude and appreciation.

Abdelkader....

Abstract

The impact of media on the scholastic achievement of high school students has garnered escalating attention and apprehension within educational inquiry. Given the ubiquitous existence of media in contemporary youth culture, there is an expanding necessity to grasp the effects of these mediums on pupils' educational results. This exploratory study delves into the effects of media and television on the academic performance of high school students. Given the widespread usage of media and television among students, there is a growing apprehension regarding its impact on educational outcomes. Through an exhaustive examination of existing literature and empirical studies, this research aims to clarify the correlation between media exposure and academic success. The research employed a questionnaire for data collection. The study targeted third year Foreign languages class in Mohamed Bougara high school, Ain Defla. A sample of 29 third year Foreign languages learners completed the questionnaire to offer a comprehensive understanding of the phenomenon. The outcomes of this study have the potential to guide educational strategies and interventions designed to enhance student achievement in high school environments.

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General

Introduction

General Introduction

The media assumes a crucial role in keeping everyone informed about the myriad events unfolding worldwide. Presently, the media becomes a profitable transaction and has emerged as a thriving sector globally. From television sets in households to newspapers in offices, radios in cars, and various social media platforms accessible via laptops and phones, media has permeated every aspect of daily life. Given its widespread reach, media exerts a profound influence on the lifestyles of populations across the globe. In the United States, major news outlets such as Fox News, CNN, MSNBC, The New York Times, and The Wall Street Journal dominate the dissemination of news, with only the most local and personal events being reported firsthand. Events spanning from local communities to states, countries, and the entire world are experienced through the lens of journalists and reporters.

In Algeria, as in other parts of the world, all sectors are interconnected through network connections. In the contemporary era, media, T.V and the internet play a significant role in the daily routines of individuals across various fields. Education has become integrated into this paradigm shift, with its relationship closely tied to the burgeoning concept of technological advancements. Media, T.V and the internet exert a profound influence on learners, particularly EFL students, who perceive them as enjoyable and effective tools for language acquisition. Through these platforms, students can expand their vocabulary and experience a sense of enjoyment in the learning process. **1-Statement of the Problem:**The influence of media on the academic achievements of high school students is a matter of considerable importance and curiosity. Despite the prevalent utilization of media by pupils, there is a dearth of thorough comprehension concerning their impact on academic results. Consequently, there exists a necessity to examine the effects of media on the academic performances of high school pupils, aiming to provide insights for educational strategies and interventions geared towards enhancing student success.**2- Research Hypotheses**This research discusses whether the impact of the media on third year high school learners' performance are positive. As a result, this study seeks to address the following inquiries :

- What are the effects of the media on high school learners' performance in Mohamed Bougara high school, Ain Defla?
- To what extent can the media enhance the performance of third year (Foreign Languages class) high school learners in Mohamed Bougara high school, Ain Defla?
- In the light of the research questions raised above, we formulate the following hypotheses:
 - The effects of the media on high school learners' performances are positive.
 - The performances of Learners of third year (Foreign Languages class) high school students can be enhanced through the use of the media .

3-Aims of the Study:

This research holds significance for students as it provides them with an enjoyable method for language acquisition through the utilization of media, T.V and the internet. Similarly, it is valuable for educators who endeavor to integrate the internet into the curriculum as a technological tool and innovative teaching approach to extend learning beyond traditional classroom settings. By encouraging students to stay connected and exchange ideas with them outside of class, teachers aim to enhance vocabulary and consequently improve language proficiency.

4-Significance of the study:

The objective of this study is to demonstrate the significance of employing the media , T.V and the internet to enhance language skills through observation of native speakers and to illuminate the impact of social media on the enhancement of EFL students.

5-Research context and population:

The selected participants for this research will be drawn from the entirety of third-year Foreign languages class in Mohamed Bougara high school, Ain Defla. The sample size comprises approximately 29pupils who are chosen at random.

6- Research method:

This study at our disposal utilizes a conducted case study in the high school of third year Foreign languages class in Mohamed Bougara high school, Ain Defla.

7-Research Gathering tools:

The initiator of the study utilizes a single instrument for data collection, outlined as follows:

*- A Questionnaire administered to third year Foreign languages class in Mohamed Bougara high school, Ain Defla.

8-Limitations of the study:

This study is restricted to a sample of 29pupils representing third-year (Foreign Languages class) high school learners. While we acknowledge that this sample size may appear limited, it is a more pragmatic approach. As for the research methodology employed, our focus is on utilizing a questionnaire with straightforward instructions that specifically addresses the impact of the media on high school learners' achievements, which forms the crux of our research. The questionnaire enabled us to quantitatively analyze the data, rendering them more comprehensible.

Time constraints imposed limitations on our research. We did not have sufficient time to employ other research instruments and because it was the end of the year and most of the learners left their schools. However, this does not undermine the credibility of our research. Indeed, it underscores the pupils' trust in responding to the questionnaire.

9-Structure of the study:

This study comprises three main chapters. The initial chapter provides a broad theoretical overview about media , structured into two sections. Firstly, the first section delves into the concept of media, presenting various definitions, highlighting its origin, discussing different types , mentioning different previous studies about the effect of media on high school learners' performance and exploring the enhancement

of the media which has been characterized by rapid technological advancements and evolving communication platforms. Secondly, the second section addresses the importance of learning English language through media , offering the consequences of utilizing the media and T.V on high school learners, , discussing the disadvantages of using the media and T.V inside the classrooms. Moving on to the second chapter, it focuses on the empirical investigation and delves into the methodological aspects of the study. It elaborates on the chosen research methodology, the target population, and the tools utilized for data collection. Lastly, the third chapter aims to elucidate the discussion and analysis of the data obtained from the questionnaire, along with the interpretation of the findings.

Chapter One

“Literature Review “

Section One: Theoretical Overview of Media

1.Introduction:

English language is the most spoken language in the world by a huge number of people. Nowadays, the media becomes the most important tool that is used by all the groups of society, especially teenagers. It makes students get access to languages especially English one and learning purposes too. Pupils had better have an awareness of being attached to the media in order to have pieces of information about what is turning around them about everything related to society. This can be applied by reading daily newspapers and electronic media for instance, television, radio and internet joined through mobile phone.

1.1 The Definition of the Media:

We have to mention that the term medium is the singular form of the word media. It goes back to all the communicative tools through which we get news and all the different pieces of information. It involves concrete and online newspapers and magazines, television, radio, telephone and internet.

It explains the variety methods in which we can be connected in a community, since it refers to all the means of communication. The word media can also be defined as anything we utilize if we decide to be in touch in an indirect way with people around the world better than being in touch personally or one-on-meeting.

We have to say that the term media is considered to be all the means of connection which have many endless purposes for instance, apprising, increasing awareness, learning, being familiar with the customs and traditions inside society and amusing. The important thing is that any person finds it easily to pass any pieces of information or data using the media.

1.2 Origin of word:

We have to acknowledge that the word "media" is conceived from the Latin word "medius" which means middle. Its origin goes back to an old district of Asia continent in the South-West of the Caspian Sea (today is Azerbaijan, North-Western Iran, and North-Eastern of Iraq). It was dwelled by the Medes. The district was defeated in 550 BC by Cyrus the Great of Persia.

As stated by the theorist Marshall McLuhan (1954): " The media are not toys; they should not be in the hands of Mother Goose and Peter Pan executives. They can be entrusted only to new artists, because they are art forms."

It is defined by the Oxford Dictionaries as " the main means of mass communication, broadcasting, publishing, and the internet regarded collectively."

As a conclusion, it has to be mentioned that the origin of media refers to the starting of people communication and the growth of humanity. Nowadays, the world is seen as a tiny village because of the media which has a vivid role in making all the world connected one to another and presenting the actual events.

1.3 Media development:

The media develops according to the changes occurred in the fields related to society. The best applicable way in passing the news is concerned with the development of technology. Technology plays an important role in developing the media and making the news and data more accessible and easily transmitted. The world has witnessed the development of media since it plays an essential role in keeping the democracy more powerful, economy more progressed, political issues are introduced and excellent governance.

Mobile phones are expanded around the world. As a result, media developers are

discovering new methods and techniques to reach their objectives. Their objectives involves giving helping hands to countries to yield a perfect quality and effective media.

1.4 Types of media:

Before moving to identify the different types of media, it is essential for us to give a full description or definition of media. Media is a combination of a variety of channels in order to transmit pieces of information. The different media grant people with the updated news. Their common goal is to make a communication with the audience throughout the world. Unlike today, in the past the news contributors found difficulties to deliver the data to the audience. Thanks to technology, it benefits the media to reach a great success.

The media consists of many patterns, involving print media (newspapers, magazines and books), television, video games, mobile phones and the internet. Each category of media includes both content and also a subject through which that content is conveyed.

1.4.1 Print Media:

Print media goes back to all the printed tools, such as books and magazines, that are consisted of words and pictures. This kind of news media utilized to be a single tool of conveying a message and data to the audience. It was the only one that could be used to make people having such an entertainment. Readers who read regularly print media know the value of them as they become more critical thinkers and politically operative. Now, books and newspapers are kept on the net which permit readers to download them and read them on any device. In spite of the fact that print media readers have vanished, a huge number of people still fond of reading daily newspapers in an ordinary way. The effect of print media is therefore notable.

1.4.1.1 The Different Types of Newspapers:

Newspapers are deemed to be print media that offer a growing number of readers with news and other data available everyday. They are famous for becoming one of the most trustful media for introducing actual, international and general news.

Broadsheets and Tabloids are types of newspapers. Each one of them has special features and characteristics that differ from each other. They get involved to one or two distinct groups. The " quality press" and " the Popular press".

1.4.1.2 Broadsheets (Quality Press):

Broadsheets are high-quality publications that contain extensive text, in-depth analysis, opinion pieces, and sparse illustrations.

Broadsheet newspaper first seemed in the 18th-century in Britain after the authority started taxing newspapers based on how many pages they had. In comparison to smaller publications with more pages, printing large-format papers with fewer pages was less expensive. Kath Bates(2020) claimed on Oxford Open Learning: " As few people could read to the standard required of those early broadsheet editions, they soon became associated with the aristocracy and more well-to-do business men. Even today, broadsheet papers tend to be linked with a higher-minded approach to news-gathering and delivery, with readers of such papers opting for in-depth articles and editorials."

1.4.1.3 Tabloids (Popular Press):

Newspapers known as tabloids have pages that are half the size of a conventional newspaper. They often have a popular style and focus heavily on headlines, pictures, and exciting content.

Tabloid is the normal decision for knowledge into continuous, assessment pieces,

and additional engaging articles. Although tabloids are less prestigious socially and are physically smaller than their broadsheet competitors, they are also tremendously well-liked by regular readers.

Tabloids contained consolidated adaptations of pivotal stories intended to suit ordinary perusers. Tabloids perusers customarily had a place with the lower common laborers, through, today, they are well-known among news fans overall from for all intents and purposes each class.

1.4.1.4 Electronic Newspaper:

Electronic newspapers are electronically distributed. They are characterized as online news coverage as the announcing of realities when created and conveyed by means of web. They can appear as typical print distributions distributed on the web, extra or free satisfied to print distributions distributed on-line, or unique distributions distributed solely on the internet. Numerous news associations expect membership to e-papers, very much like ordinary print-papers.

Numerous enormous and little distributions around the country. From public to neighborhood papers, praise their paper items with an on-line variant. These e-newspapers typically highlight every one of the accounts included in the paper, in addition to extra data that can be refreshed constantly for breaking stories. This ability of e-newspapers permits the sluggish course of print to make up for lost time to the speed of TV and internet news broadcasts. Numerous e-newspapers for huge distributions need a membership cost to see within the paper, typically just a little expense, however some remain free of charge.

"Networked Publics" offered the following definition: "Online journalism refers to news content produced and/or distributed via the Internet, particularly material created by journalists who work for mainstream market driven news organizations. While

blogs and other emerging forms of online news communication are widely acknowledged as significantly influencing mainstream news content both on and offline, they are considered here a distinct phenomenon and treated under the category of alternative media."

1.4.2. Broadcast Media:

Broadcast media are news reports broadcast by means of radio and TV. Television news is tremendously significant in the United States since a growing number of Americans get their report from television broadcasts than from some other source.

1.4.3 Radio:

Since the 20th century, radio has arisen as a significant power in broadcasting. Live radio is a radio organization where the hosts blend interviews in with individuals. Radio stations can give constant data, communicated 24 hours every day to give the latest updates to audience members. Stations can reach across borders and become a wellspring of data where dependable news is scant. At the point when admittance to the web is obstructed and telephone lines are cut, individuals can in any case scan the wireless transmissions for dependable sources. Indeed, even power isn't a need for battery worked and hand-turned radios.

As per UNESCO, it is "the mass medium that reaches the widest audience in the world."

1.4.4 Television:

Television is an electronic gadget which sends photo and ring. It is utilized for diversion, data and commercials. With the appearance of satellite and computerized advancements, there are limitless programs on television. Television consolidates the engaging elements of the films and radio and it is one of the most famous entertainment gadgets during the adolescence years. It may bait youngsters from

different types of play.

Television, as one of the types of media, assumes an unmistakable part in youngsters' life because of its boundless use and accessibility. In many houses, TV is viewed as an essential piece of the family action that keeps on taking a large portion of the youngsters' leisure time. Rodman (2006) claims that "TV remains the most time consuming activity, and it remains the main source of news and information. It is the medium through which politics is conducted and it is humanity's main form of entertainment, it is also the world's most powerful sales tool."

TV is an extremely incredible asset since it can break or make any general public because of the way that its medium can cause the watcher's to recreate activities they get presented to; either to some extent or entirely. For that reason, TV has turned into an exceptionally impressive vehicle for publicizing and other convincing correspondences.

1.4.5 Video games:

A video game or computer game is a technological game that can be associated with utilizing an info-gadget. It is created to help children to enhance specific talents.

Accessible since the mid-1980s, video games have just filled in prevalence among youth. The present games utilize progressed illustrations and processors to empower three layered game play highlighting exceptionally practical scenes and material science reenactment, and the capacity to contend with different players through internet. Current video games are vivid, invigorating and progressively intuitive. Players feel like they truly are in the circumstance due to the life-like illustrations and sound. Through video games, youth can broaden their imagine play, as they become troopers, outsiders, race vehicle drivers, road.....

1.4.6 Internet:

The internet is gradually changing the news media since additional Americans are depending on internet based wellsprings of information rather than conventional print and broadcast. Americans surf the locales of additional customary news sources, like NBC and CNN, yet additionally go to remarkable internet based news sources, for example, weblogs. Websites can give text, sound, and video data, each of the manners in which customary media are conveyed. The web likewise, considers a more intuitive methodology by permitting individuals to personally tailor the news they get by means of customized web-based interfaces, newsgroups, web recordings, and RSS channels. Keith and Ruskin (1998, p.1004) claim that the internet is a worldwide arrangements of interchanged organizations of PCs connecting various kinds of PCs from one side of the planet to the other.

Davis (2012) admits that "the difference between social media and social networking is that social media is a broader term, whereas social networking sites are one category of social media."

Social media, websites for instance, Facebook, messenger, YouTube, and Google chrome have become very famous among web clients who hope to distribute their thoughts, recordings, and different exercises online. Social media covers numerous computerized devices such as: Instagram, Facebook, twitter, and also email is one of the social media devices. (Dewing, 2012).

1.5 Previous Studies about the Effect of Media on High School Learners:

One study among a huge number of studies by (Öznacar, B & Dagli, G ,2016) who made an examination using observations, interviews, and surveys about the influence of mass media on high school students. Most students experienced positive effects

from mass media, although many also acknowledged both its advantages and disadvantages. Television and the Internet are the most frequently utilized mass media platforms by students, suggesting a link between their availability and use. Students who received formal education via mass media found it advantageous, though they only occasionally engaged with educational programs on radio and television. This sporadic use is because students sometimes perceive these tools as educational. Most students stressed the significance of using computers in education and were able to use mass media effectively in public life. Some students remarked that the general culture fostered by mass media can occasionally be beneficial in an educational setting. The majority favored using computers and the Internet over slides and movies and discovered more educational resources online. Improving internet and computer access, along with joint projects between school administrations, parent associations, and relevant ministries, could enhance educational quality by addressing infrastructure deficiencies.

Despite the ease and advancement of the modern media landscape, it influences an individual's performance, especially that of a student. This impact can manifest in a brief period or over an extended duration. Media and communication can have either a beneficial or detrimental effect on individuals based on the messages they convey and can also shape and define personalities based on the references they provide (Leung & Lee, 2012). Another study by (DEBBAS, C.S, 2018). It attempted to investigate the impact of media in EFL learning to enhance their insight for EFL students. To obtain enough pieces of information for this research, they depended on three tools of research: a students' questionnaire, a teachers' interview, and a video recorded participation of students. A questionnaire was given to EFL students to understand their views on media as a learning tool. The review is presented as a video,

showcasing students' opinions on which media and social media platforms are beneficial for enhancing learning. Data was also collected from teachers through interviews to gather information about the methods used to teach new vocabulary and their perspectives on using social media to improve EFL students' vocabulary skills. The results indicated that incorporating media and social media into learning and teaching is effective and very important in enhancing students' lexical knowledge. Therefore, it is recommended that EFL students engage with both the media and social media to learn new words and improve their vocabulary knowledge.

A different study done by (Anja.K, 2007) about the influence of media on the learning strategies of students in the first years of secondary school by tools of ‘subtexts’. To delve deeper into these effects, the author employed a specific method designed to gather "subtexts" (self-comments made by students during typical classroom sessions). These "subtexts" were collected during lessons in a 6th grade classroom and later analyzed using the documentary method (BOHNSACK, 2003). The analysis revealed that some of the "subtexts" were influenced by media prototypes, which in turn impacted in a positive way the learning strategies used by the students. It suggests also that the media plays an essential role in which it benefits their learning outcomes.

Conclusion:

In this segment, we provide a theoretical overview of the media in learning and teaching English. Our aim was to delineate the concept of the media by drawing upon insights from various researchers, emphasizing on its origins. Furthermore, we endeavored to elucidate how learning English language developed through the use of the media. Lastly, we outlined a range of types of the media in addition to the radio, television, video games and the internet. Ultimately, it is evident that students must

recognize the paramount importance of the media and the other categories mentioned as they serve as an optimal means to enhance learners' contributions.

Section two : The Impact of Media on Learners' Performance.

Introduction:

The influence of media on the academic achievement of high school students has become a topic of increasing importance and interest in educational discussions. Given the widespread access to and utilization of media platforms such as television, the internet, and social media, there is a necessity to comprehend how these channels impact students' educational outcomes. Thus, this chapter attempts to shed the light on the importance of learning English language through the media, the effects of using the media on high school learners and the drawbacks of using them inside the classroom.

1.2.1 Learning English Through media:

Studying a new language is deemed as a troublesome errand since it requires more practices in different abilities like listening, writing, reading and speaking. Media assumes the significant part in expanding the students' longing to advance by making the climate of tomfoolery. Learning models use media as it is considered to be an innovative communicative means to give more extensive access and open doors to high school students in constructing their own insight. The accessibility of media in education empowers teachers to organize and carry out imaginative and intuitive learning model.

Learning a different language targets working with the students to effortlessly compose and communicate in new language. The inspiration to learn assumes the significant part in further developing the language capability. Thus, growing experience needs a legitimate media to expand the student's craving to advance by

making the environment of tomfoolery.

Media is a tool that is utilized to convey messages or data from "resource" to "receiver".(Criticos, 1996). According to this definition, one might say that the educational procedure is a course of correspondence or let's say communication. The educational procedure consists of five parts of correspondence, educators(communicators), teaching tools, learning media, learners(communicants), and learning targets. Along these lines, teaching and learning media is all that can be utilized to convey messages (teaching materials), so it can animate consideration, care, contemplation and sensations of learners in learning exercises to accomplish learning objectives.

1.2.2 The Effects of Using Media on High School Learners:

Gerlach and Ely (2001) claimed that educational media assumes a vital part in the plan and utilization of orderly education. A medium, extensively considered, is any individual, tool, or occasion that lays out conditions which empower the student to procure information, abilities and behaviours. In this meaning, the educator, the coursebook, and the school climate are additionally media.

Media is a genuinely late phenomenon of the progress and culture. Media has benefited not just in making persons sociable, yet in addition to the general public, in the light of the fact that its assistance in human advancement is essential and obligatory.(Reddi, 1991). Being a sociable person happens much more within the use of media. Particularly, media is broadly utilized to transmit the data from the focal region of the country to the rest of the nation.

The media is an indispensable origin by which great talking can be studied. For all intents and purposes, all the TV programs or broadcast on radio are through discourse, many projects broadcast on the radio can effectively impact the oral abilities

of audience members. Radio and TV stations for instance British Broadcasting Service (BBC), Voice of America (VOA) and Digital Satellite Television (DSTV) could enhance learners speaking abilities because they practise the language listening to English speakers.

Learners are more participated in realizing their objective of education when they approach media in the realm of the classroom. Media can assist with representing an illustration by permitting learners to see genuine instances of sciences they are studying. Technological white boards and other intuitive media permit learners to touch any element on a screen and control it for illustrative reasons. Learners view media as an essential learning helps that make learning more agreeable and less dreary.

Learning is the most common way of getting new data. It requires difficult work and can baffle and exhaust learners to where they lose interest in an illustration. For this situation, integrating media into the instructing growing experience is important to catch students' consideration and make educating learning exercises seriously captivating and compelling. The joining of media into the instructing growing experience is the same old thing. Numerous educators know that the media can be favorable.

On the other hand, Hamalik(1985, P: 134) expressed that TV is an electronic movie with specialist sound; both photo and sound arrive at the eye and ear at the same time from a remote transmission. Television is a strong media in dispersing data at the same time, and has been demonstrated to have exceptionally viable capacities, so it tends to be utilized to communicate learning programs broadly(Warista, 2008,p:117).

Television series are programs that are critical to help learners' vocabulary and

introduce the right articulation. They likewise introduce contrasts in accents by depicting different ethnicities. Besides, television cast impersonates regular discussions and cooperations between individuals. These qualities makes it easy to concentrate on context oriented significance rather than exacting interpretation of word to word. Moreover, the greater part of television series plots covering contemporary issues friendly that can act as a beginning stage for conversation. Learners can encounter a basic way to deal with social and some other issues in television programs, and consequently expand their points of view.

Further help for the learning positives of TV's "blended message" can be discovered in Howard Gardner's theory of "multiple intelligence". Television's a few modes give numerous passage focuses into content and hence offer more prominent convenience to the numerous insights found in a different group of learners. In looking at a huge collection of exploration, a few myths about TV and learning are investigated and exposed. This exploration gives obvious proof that the sort of satisfied kids view might be a truer determinant of their future scholastic achievement that how much time they spend sitting in front of the TV. Hence, youngsters' review of instructive TV has been displayed to help huge and enduring learning profits, while a lot survey of different sorts of programming might be related with a need of scholarly accomplishment. Besides, good relationship has been found between youth seeing of instructive TV and mental performance at both preschooler and school level.

1.2.3 The Drawbacks of Using Media inside Classroom:

Most children are connected to gadgets like televisions, game control center, tablets, and cellphones a long time before they might in fact ride a bicycle.

Innovation is important for life. Furthermore, guardians can make innovation a solid piece of experience for children who are raised to use the effective media.

Preschoolers can get assist learning the letters on TV. Gradeschoolers enjoy playing using instructive applications and games, and adolescents can do their educational projects and homework on the web. But we have to acknowledge that the media and TV have many disadvantages.

A/The Obesity Link:

Kids who invest an excess of energy utilizing media are bound to be obese. Wellbeing specialists have long connected a lot of screen time to overabundance weight. While they are gazing at screens, kids are idle and will be more often than not nibble. They are additionally see loads of advertisements that urge them to eat unfortunate food sources like potato chips and drink void calorie sodas that frequently become most loved nibble food sources.

Some investigations display that diminishing the quantity of television watching for kids prompted less weight gain. Supplanting computer game time with outside game time is a one of more effective method for assisting messes with keeping a solid weight.

B/Watching Risky Behaviours:

Habits on television and in computer games frequently present unsafe ways of attitudes and behaviours for example, drinking liquor, utilizing medications, and smoking cigarettes as fun and energizing. At the point when these things appear to be satisfactory, children and adolescents may be enticed to attempt them. That could prompt substances misuse issues. Media can likewise open children to high-gamble with sexual actions, and research introduces that adolescents who watch loads of sexual substances are bound to begin sexual action early on.

C/Sleep, Mental Health, and other Problems:

Children who utilize media in their room frequently donot get sufficient rest around

evening time. Media use additionally can open children to cyberbullying, which has been connected to sadness and self-destruction.

Furthermore, media use can divert child from significant undertakings, slow down schoolwork time, and hurt school execution. It can restrict quality family time and cause children to feel desolate or confined.

D/Seeing Violence:

The typical American youngster will see 200.000 fierce follows up on television by age 18. A considerable lot of these are finished by the "heroes", whom children are educated to respect. Truth be told, frequently the legend wins by battling with or killing the "trouble makers". This can be fuddle kids as they attempt to figure out the contrast among good and bad.

Small children are handily scared by vicious pictures. Since they donot yet comprehend what is genuine and what is pretend, basically letting them know that savagery isn't genuine wont help conduct issues, bad dreams, and in convenience resting may occur after kids watch savagery on screens.

More learners can be terrified by vicious pictures as well. Speaking with them will encourage them , so it is essential to comfort them and make sense of what they see to assist with facilitating fears. However, it is stunningly better to not allow your children to see shows that could terrify them.

E/Too Many Commercials:

Learners donot comprehend that ads are for selling an item, and one in a while can not distinguish between the show and publicity. Considerably more students should be helped to remember the reason for publicizing. Computer games are particularly loaded with spring up advertisements with strain to purchase.

Make sense of that promotions are intended to make individuals need things they

likely donot require and accept the items will some way or another make them more joyful. Train children to be brilliant buyers. Ask them inquiries like:" what do you love about that?" or "Do you believe it's truly basically as great as it is appeared in that promotion?".

Attempt to restrict children's openness to advertisements. You can:

Let them look to public television slots, which seldom show advertisements highlighting items.

Record shows so you can quick forward through the ads.

Quiet the television during promotions to question your youngster inquiries about the show.

Stream their favourite programs, or buy or rent DVDs.

Conclusion:

In this section, our aim was to present a broad overview of the impact of the media on learners' achievements. We outlined the benefits of learning English language through media and T.V. Subsequently, we highlighted the results of utilizing the media and T.V on high school learners. Finally, we discussed the disadvantages or the negative side of using the media and T.V inside the realm of the classrooms.



Chapter Two

“The Empirical Study”

Introduction:

The practical portion of this chapter follows on from the theoretical portion of chapter one. This section will ultimately depict quantitatively the information that have been assembled through the questionnaire that was replied by high school learners. The collected data will cater answers to the following research questions: (1) What are the effects of the media on high school learners' performace in Mohamed Bougara high school, Ain Defla? (2)To what extent can the media enhance the performance of third year (Foreign Languages class) high school learners in Mohamed Bougara high school, Ain Defla?

This chapter will supply the research design, the target population of this study, the tools and the procedures implemented to gather data.

2.1 Research Design

This exploratory review utilized the quantitative methodology of examination plan to gather and investigate the collected experiences. This technique was applied to edify the quantitative data to show and offer a more noteworthy comprehension to the parts of the exploration that require additional clarification.

2.2 Population and Sampling

The sample picked for support in this examination is led in Mohamed Bougara high school, Ain Defla. Third year foreign Languages in Mohamed Bougara high school are considered as "key participants in the situation whose knowledge and opinions may provide important insights regarding the research questions" (Hancock & Algozzine, 2011, p.44). A representative group ofThird year foreign Languages learners in Mohamed Bougara high school is chosen at random to investigate the effects of media on high school learners. 29pupils responded to the questionnaire in this study. Each of the respondents supplies replies (100) and gave significant information to the review.

Data Collection Tools

2.3.1 Survey Questionnaire:

we utilized one poll and it was intended to third year students. It contained (20) close-ended questions. Most specialists concur that whatever is more than 4-6 pages in length and expects over half an hour to finish can be considered a lot of a burden (Dornyei, 2003, p.18). The reason for our questionnaire allowed us to accumulate bits of knowledge about the effect of media on high school learners.

2.3.1.1 Description of the questionnaire:

The questionnaire used comprised of (20) inquiries. The assertions were proposed to them shape all how much snippets of data that mentioned in the literature review. The language of the questionnaire was extremely basic English.

2.3.1.2 Procedures for administering the questionnaire:

A sample of third year Foreign Languages(Mohamed Bougara high school, Ain Defla)pupils were given to fill out. They did our entire examination. Before they were asked to complete the questionnaire, they were given complete instruction on how to complete it and and the reason it was designed and planned for after they agreed. We need to recognize that the pupils were given adequate chance to address cautiously each inquiry. Another reality is that the picked delegate were agreeable and gave us the fundamental information to make the social affair experiences process flourishing. In addition, the poll was administered at the end of the last term to affirm that the pupils has satisfactory pieces of information about the point.

Conclusion:

The purpose of this chapter is to explain how we gathered the responses to the questionnaire from the selected population. The pieces of data that were gathered advanced our particular subject of our review work. The purpose of the questionnaire is to get responses to the questions we asked at the start of our study. We built a questionnaire with the selected population in response to our concern, and they agreed to collaborate.



Chapter Three

“Findings and Implication”

Introduction:

This exploration endeavors is to research the effect of media on high school students. It led results produced quantitatively from the questionnaire. Additionally, it suggests additional research recommendations and implications.

3.1 Presentation of findings

This part discusses the outcomes acquired from the exploration tools utilized in this work: the students' questionnaire.

3.1.1. Data Analysis of the Questionnaire

Part one: students' Background Information

Item 1: Students' Gender.

Option	Participants	Percentage
Female	18	62%
male	11	38%
Total	29	100%

Table 1: The participant's Gender.

Evidently, the number of females are more than males. Female represents 18 with 62 % while males represents 11 with 38 % .

Item 2 :The most Preferable types of Media

option	Newspaper	Radio	T.V	Video Games	Internet	total
participant	0	0	10	02	17	29
percentage	0%	0 %	35 %	7 %	58 %	100%

Table 2: The most Preferable Types of Media

Learners tried to choose the most preferable type of media they get accustomed to use. The table above suggests that 58 % of students prefer using the internet and

35% prefer to use T.V. While, 7 % answered that video games is the most preferable one.

Part two:Investigating The Effects of Using the Media on High School Learners.

This section tackles Investigate The Effects of Using the Media on High School Learners.It is divided on 20 statements.

Item: The media is a communicative means in which we get news and data. It includes concrete and online newspapers and magazine, TV, radio, telephone and internet.

option	always	usually	sometimes	rarely	never	total
participants	27	0	02	0	0	29
percentages	93%	0 %	07 %	0 %	0 %	100%

Table 3 : The Role of Media in Disseminating News and Data

The above mentioned statement was given to pupils to see if they agreed that the media is a communicative tool and involved many items. The results suggested in the table that the majority of the participants with 93% said that the media always has a communicative role and it involves concrete and online items. Only 7%of them said that they sometimes consider that the media as a communicative tool in which we get news and data. None of the participants chose the “ usually”, “ rarely” and “ never” options.

Item:I believe that learning English using the best technological media like television and internet by high school learners is positive.

option	always	usually	sometimes	rarely	never	total
participants	15	07	03	04	0	29
percentages	52 %	24 %	10%	14%	0%	100%

Table 4:The Positive Impact of Utilizing Television and Internet for High School English Learning.

The second statement was about whether the impact of using the best technological media is positive or not. 52 % of the participants admitted that

learning English using the best media is always positive.24 % of them believed that learning English using the media is usually beneficial. 10% of the pupils agree that the effect of utilizing the media is sometimes positive while 14 % of them said that using the media to study English is positive.No one select the "never" option.

Item: The media use is considered to be a developed communicative means to open doors to high school students in building their own pieces of information.

option	always	usually	sometimes	rarely	never	total
Participants	15	08	03	0	03	29
Percentages	52 %	28 %	10 %	0 %	10 %	100%

Table 5:Utilizing Media as a Tool for High School Students' Information Acquisition.

(Table 5) reveals that most of high school pupils (52 %) always use the media as a source for getting a variety of pieces of information. 28 % of them usually use the media to build their own data.10 % of them sometimes use the media to acquire their own data while the other 10 % of the participants answered that using the media is never been a source for getting data. No one of them selects the "rarely" option.

Item:Using the social media is very essential for me to make updates to my news of the world.

Option	always	usually	sometimes	rarely	never	total
Participants	09	04	10	05	01	29
Percentages	31 %	14 %	35 %	17%	03 %	100%

Table 6: The Importance of the Social Media for Making Updates to the News in the World.

The consequences of this statement are merely positive. 31 % of the learners acknowledged that the social media is always very important to make updates to the news around the world whereas 14% of them decided that it is usually essential.35 % stated that the social media is sometimes effective for updating the latest news globally. 17 % of them rarely admitted with the importance of the social media to

give updates to the data . Only 3% of the learners believed that the social media is never been important to make updates to the current global news.

Item: Secondary School pupils have specific and favourite television programs that are viewed by them.

option	always	usually	sometimes	rarely	never	total
participants	4	10	02	05	08	29
percentages	14 %	34%	07 %	17%	28 %	100%

Table7 :Preferred Television Programming Among Secondary School pupils.

Results in table assumed that participants with 14%always prefer specific T.V programs. 34% of them usually prefer watching specific television programs. 7% of the respondents believe that they sometimes favour some T.V programs. 17% of them confessed that they rarely like to watch some television programs. The last rate with 28% of them. They never prefer any specific television programs.

Item:Print media readers have vanished, but many people still fond of reading newspapers.

Option	always	usually	sometimes	rarely	never	total
Participants	06	0	02	04	17	29
Percentages	21 %	0 %	07%	14%	58%	100%

Table 8: The Enduring Appeal of Newspapers Despite Declining Print Media Readership

The above table shows that44%of the participants always believed that although the print media have vanished , there are others who prefer to read them.The ‘‘usually’’ option was not chosen at all.7% of them agree that print media can sometimes read by many people. 14% of the participants said that newspapers are rarely loved by most of people. 58% of the learners selected the "never" option which means that people do not prefer the print media.

Item:I am enhanced when I take English courses through newspaper, television and internet.

option	always	usually	sometimes	rarely	never	total
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participants	06	09	10	02	02	29
percentages	21%	31%	34 %	7 %	7 %	100%

Table 9:Improving English Proficiency Through Newspaper, Television, and Internet Courses.

The first rate of the learners (21%) demonstrates that they are always improved taking English courses through the media while (31%) of them usually enhanced when they study English through the media.34 % of them responded that the media sometimes enhances the learners’ English language. 7% of the learners select The "rarely" option while the other 7 % chose the “never” option.

Item:One of the effect of media and TV is improving high school learner's performance.

Option	Always	usually	sometimes	rarely	never	total
Participants	12	09	07	0	1	29
Percentages	41%	32 %	24 %	0 %	3%	100%

Table 10:Enhancing High School Learner Performance Through Media and Television

From the above table, we can say that 41 % of the pupils answered that the use of the media always improves the high school learners’ performance whereas 32 % of them have a different answer, they believed that the media usually develop their performance. 24% of them thought that the media sometimes help them to be improved. The “Rarely” option was not selected. A small amount with 3% considered that the media never promoted their performance.

Item:Radio helps my listening and speaking skills like BBC channel.

Option	always	Usually	sometimes	rarely	never	total
participants	4	02	02	4	17	29
percentages	14%	7%	7 %	14 %	58 %	100%

Table11: Improving Listening and Speaking Skills Through Radio: The Case of BBC Channel.

14 % of the participants state that radio always helps their listening and speaking skills. However, one group of 7% of learners agree that radio usually enhances their speaking and listening abilities while the other group (7%) consider that radio is sometimes expected to an improved source. 14% believe that radio rarely helps them to speak and listen to English effectively. The last rate with (58 %) admitted that they never find radio as an effective source for their listening and speaking skills.

Item:I find a difficulty to learn English language without the use of media.

option	always	usually	sometimes	rarely	never	total
participants	03	07	9	5	5	29
percentages	10%	24 %	32 %	17 %	17 %	100%

Table 12: The Difficulty of Learning English Language without the Use of Media.

According to the results, 10% of the learners confirms that they always find a difficulty to learn English without the use of the media while 24% of them claimed that they usually expect a complexity to study English language if they do not use the media. 32% of participants select the ‘sometimes’ option. 17% of the respondents confess that they rarely suspect a complexity to study English without the utilize of the media with the other group(17%) of the learners never have a problem learning English language without the media.

Item:I enjoy and i am happy doing my homework with the help of the internet.

option	always	usually	sometimes	rarely	never	total
participants	20	02	05	02	0	29
percentages	69 %	7 %	17 %	7%	0 %	100%

Table 13: Finding Joy in Homework: Harnessing the Power of the Internet

It is clearly shown in the table above that 69 % of the learners are always feel happy doing their homework using the internet and 7 % of them usually enjoy doing their homework with the help of the internet. 17 % of the learners said that they sometimes like to do their assignments by accessing the internet. 7% of the pupils agree that

they rarely feel pleased to do their homework thanks to the internet. ‘‘Never’’ option was not selected.

Item: Readers who regularly read electronic newspapers become more critical thinkers and politically active.

option	always	usually	sometimes	rarely	never	total
participants	6	4	6	7	6	29
percentages	21 %	13%	21 %	24 %	21%	100%

Table 14: The Impact of Electronic Newspapers on Critical Thinking and Political Engagement.

From the above table, we notice that (21%) of the learners agree that readers of electronic newspapers always become more critical thinkers and politically active. (13%) supported that readers of online newspapers usually expected to have critical mind and politically engaged. 21 % of them supposed that readers sometimes get a critical thinking and political culture with the help of online newspapers. 24% of the high school students chose ‘‘rarely’’option. 21 % of them said the impact of electronic newspapers has never been positive.

Item: Television is an electronic device which transmits picture and sound. It is used for entertainment, information and commercials.

option	always	usually	sometimes	rarely	never	total
participants	13	10	3	1	2	29
percentages	45 %	35 %	10 %	3 %	7 %	100%

Table 15: Exploring Television: Entertainment, Information, and Advertising

It is noticeable from the results that a growing number of the respondents (45 %) always consider that T.V is always used for making enjoyment and advertising while 35 %of them are usually predict that television is an electronic means for entertainment, information and commercials. 10% of the respondents sometimes think that Television, an electronic apparatus, broadcasts both images and sound, serving purposes such as entertainment, dissemination of information, and advertisement.3%chose the " rarely" option . 7 % of the participants answered that T.V is never considered as an electronic tool that is used for amusement and getting data.

Item:The media and TV are bad because they show violence actions that influence negatively on pupils.

option	always	usually	sometimes	rarely	never	total
participants	02	04	7	12	4	29
percentages	7 %	14 %	24 %	41 %	14 %	100%

Table 16: Unveiling the Impact of Media Violence on Pupils Behavior

(Table 16) shows that 7% of the pupils said that the media and T.V are always bad because they expose brutality that affects negatively on learners . 14% of them admitted that The adverse influence of media and television usually stems from their portrayal of violent actions, which have a detrimental impact on students.24% of them answered that The negative influence of media and television is sometimes attributed to their depiction of violent acts, which adversely affect pupils.41% of the learners presume that Media and television's negative impact rarely lies in their portrayal of violent actions, which detrimentally affect students. The last rate (14%)never consider that the media and T.V are bad as they presents violence attitudes that affects on learners on a negative way.

Item:The students are confident and relaxed since their teachers use the best applicable teaching media.

option	always	Usually	sometimes	rarely	never	total
participants	11	10	5	3	0	29
percentages	38 %	35 %	17%	10%	0 %	100%

Table 17: Fostering Confidence and Relaxation: Optimal Teaching Media in Education.

From this table , we can say that the first rate (38%) of the participants assume that The pupils always feel assured and at ease due to their teachers' utilization of the most suitable teaching materials. However, 35 % of them answered that the pupils usually feel self-assured and calm because their teachers employ the most effective teaching media available. 17% of the participants suggested that the Students sometimes

exhibit confidence and relaxation as a result of their teachers' use of the most appropriate teaching media. 10% of the learners stated that the pupils' confidence and relaxation are rarely attributed to their teachers' adept use of suitable teaching media. "never" option was not selected.

Item: Teachers are responsible for creating a supportive environment that makes learning easy for learners.

option	always	Usually	sometimes	rarely	never	total
participants	8	7	9	2	3	29
percentages	28 %	24 %	31%	7 %	10 %	100%

Table 18: Creating a Supportive Learning Environment: The Teacher's Responsibility.

The results showed in the table indicated that 28 % of the participants said that teachers are always responsible for building an advocated atmosphere to facilitate learning for learners. 24 % of them said that teachers usually get the responsibility to make a supportive environment. 31 % of the participants respond that successful learning realm are sometimes made by responsible educators. 7 % of them chose rarely option while the other (10 % of the pupils) said that teachers have never established a creative learning atmosphere for learners.

Item: Some habits on television and in video games show dangerous behaviour like smoking cigarette that influences on learners' life in a bad way.

option	always	Usually	sometimes	rarely	never	total
participants	6	1	9	7	6	29
percentages	21 %	3 %	31%	24 %	21%	100%

Table 19: Negative Influences of Television and Video Games on Learners' Behavior

Concerning table (19), the results reveals that 21 % of the respondents acknowledged that some dangerous attitudes appeared on T.V and video games always impact on learners on a negative way. But, only (3% of the participants) mentioned that such bad behaviour shown in T.V and video games usually affect badly on learners. Another 31

% of the pupils chose sometimes option concerning the negative side of T.V and video games. 24 % of the high school learners said that T.V and video games rarely present bad actions. The rest of the pupils(21% of them) said that there had never been such bad actions appeared in T.V and video games.

Item: I find myself motivated when i learn English through video games because it is created to improve specific talents.

option	always	Usually	sometimes	rarely	never	total
participants	7	11	3	3	5	29
percentages	24 %	39 %	10%	10 %	17%	100%

Table 20:Enhancing English Skills Through Video Games: A Personal Motivational Perspective.

High school learners with 24% believed that studying English using video games always motivates them while 39% of them usually do so. 10 % of the participants are sometimes recognized that using video games makes them encouraged to learn English while the other (10 %) of them selected the ‘rarely’ option. 17% of the high school participants said that they never feel motivated when they use video games to learn English.

Item:Parents should help their children to differentiate between the fake and original goods when they look at them on the commercial advertisements.

option	always	Usually	sometimes	rarely	never	total
participants	18	3	5	0	3	29
percentages	63 %	10 %	17 %	0 %	10 %	100%

Table 21: Guiding Children: Differentiating Between Authentic and Counterfeit Products in Advertisements.

It is clearly shown in the table above that 63% of the learners accept that parental control always help them to make a difference between products. A considerable rate (10%) of the high school learners said that parental guidance usually support them to distinguish between counterfeit and genuine products when viewing commercial advertisements while 17% of them convinced us that the concentration of their

parents over the imitated and the authentic ones aid them to make a distinction. “Rarely” option was not selected by anyone of them. Only 10 % of the participants acknowledged that the control of their parents never aid their children in discerning between counterfeit and authentic items while observing commercial advertisements.

Item: One of the negatives of watching the media and television for a long time is they cause the illness of obesity.

option	always	Usually	sometimes	rarely	never	total
participants	1	12	7	4	5	29
percentages	3 %	42 %	24 %	14 %	17 %	100%

Table 22: The Impact of Prolonged Media and TV Exposure: Obesity Risk.

Despite the fact that 3% of the high school school learners said that the negative effect of watching media and T.V always cause obesity, the next group of them(42 %) answered that Extended exposure to media and television is usually associated with the development of obesity, highlighting one of its adverse effects. 24%of the pupils respond that An undesirable outcome of prolonged media and television consumption is sometimes caused the increased risk of obesity.14 %of the learners) said that an adverse consequence of excessive media and television viewing is rarely caused the onset of obesity. The last group (17%) of the pupils choose the “never” option.

3.2. Data Analysis and Discussion

Questionnaire Results’ Discussion:

The diverse responses provided by our students in this questionnaire shed light on the central aspects of our research. The findings indicate a mixed gender distribution among the respondents. According to the learners’ preferences of types of media, it suggests that learners have a stronger preference for accessing information and entertainment through internet platforms, television, and video games compared to traditional media sources such as radio and newspapers. Concerning the media as a communicative means and from the findings obtained, it is evident that the high school pupils recognize the media is a vital tool for accessing news and information. They acknowledge its diverse forms, including traditional sources like newspapers, magazines, television, and radio, as well as modern digital platforms like the internet

and smartphones. Regarding the positive views on Learning English through Technology, The respondents express a positive attitude towards using technological media such as television and the internet for learning English. This suggests an acknowledgment of the effectiveness of these tools in language acquisition. Concerning the media's Role in Information Acquisition, the high school learners perceive media usage as a means to gather information and knowledge. They view it as a valuable resource that aids in expanding their understanding of various subjects and topics. According to the improvement in academic performance, there is a belief among the pupils that media, particularly television, positively influences their academic performance. This indicates a perception that media exposure contributes to their educational success. Pertaining the challenges in Language Learning without Media, Some learners express difficulties in learning the English language without the aid of media. This underscores the perceived importance of media in language instruction and highlights its role in facilitating learning processes. The evidence suggests that the pupils attribute their confidence and sense of ease in the learning environment to the effective use of teaching media by their teachers. This suggests that appropriate media utilization contributes to a supportive and conducive learning atmosphere. Concerning the print media, the results indicates that there are still many individuals who enjoy reading newspapers.

Overall, these results emphasize on the significant role of media in high school education, both as a tool for information dissemination and as a facilitator of learning processes. They also highlight the importance of integrating technological media into educational practices to enhance pupils engagement and academic outcomes.

3.3. Recommendations:

Because of the adequacy of the questionnaire and the investigations of the outcomes, we suggest the accompanying focuses for additional examination:

- Pupils should be encouraged to use the media and the other technological types mentioned in the literature review in order to learn English effectively.
- They should utilize English language with their classmates inside and outside the classroom through the social media in order to make a discussion about the lessons, assignments and it is preferable for them to acquire the language.

- Teachers ought to use the best applicable and technological tools when they teach learners English language in order to enhance their proficiency.
- They had better communicate with their learners using different social media websites. This connection will advocate teaching and learning.
- It is advisable to give their pupils different activities and ask them to do them using the different technological tools in order to reduce learners' stress.
- Motivate the learners to learn new vocabulary from channels or through chatting with native speakers.

Conclusion:

This current section is planned to acquire a precise view on the useful practical piece of this work. It is managed to make analyses to the results gathered from this work's research tools: the questionnaire completed by students. Moreover, this part put a concentration to certain ramifications and recommendations for additional examination.

General Conclusion:

Pupils consistently engage with the realm of science, thus even a slight alteration in scientific knowledge can have a significant impact on them. All the media, T.V and internet represent one of the latest scientific advancements that serve as a prevalent connection point among pupils. Our research aims to investigate The Effect of Media on high school learners' Performance. Therefore, our research hypothesis is as follows: "If EFL learners learn English language through media, T.V and the internet, their performance will be enhanced."

In the first chapter, we provide a theoretical overview about media, dividing it into two sections. The initial section defines the word media and its origin, giving all the types of it in details: the print one, Broadcast, Radio, T.V and the internet. We define and explain each type supported with examples. We mention some previous studies about the effect of media on high school learners' performance. The final part in this section is related with the development of media rapidly around the world. In the second section, examine the impact of media on learners' performance. We elaborate

on acquiring English skills via media, discussing their effects on high school pupils and highlighting the downsides of media consumption for this demographic. Finally, we in the second chapter, focus on the methodology of our study, where we test our hypotheses by analyzing data from questionnaires administered to pupils. The questionnaire aimed to gather viewpoints on the effect of media on high school learners' performances.

The third chapter primarily presents practical findings from our questionnaire analysis, along with corresponding recommendations. Pupils expressed their interest in using the media as a tool for language acquisition yields beneficial outcomes.

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Appendix1

The Survey Questionnaire

General information :

1. Gender: Male Female

2. Which type of media do you prefer to use? New per Radio

Television

Video Games internet (social media: Facebook, Instagram ...etc)

Dear participant, this questionnaire attempts to “ **Investigate The Effects of Using the Media and TV on High School Learners**”, which aims to collect data for a research study. Your answers will be used only for research purposes and your identity will be kept confidential.

Instruction :

You are requested to fill in the questionnaire sincerely and to the best of your knowledge. Please take your time and provide honest and accurate information. Put a cross (x) in the case that you think matches your answer.

Thank you for your cooperation and help.

Note : A= Always, U=Usually, S=Sometimes, R=Rarely, and N=Never in this and all of the following tables.

	Questionnaire' questions	A	U	S	R	N
1	The media is a communicative means in which we get news and data. It includes concrete and online newspapers and magazine, TV, radio, telephone and internet.					
2	I believe that learning English using the best technological media like television and internet by high school learners is positive.					

3	The media use is considered to be a developed communicative means to open doors to high school students in building their own pieces of information.					
4	Using the social media is very essential for me to make updates to my news of the world.					
5	Secondary School students have specific and favourite television programs that are viewed by them.					
6	Print media readers have vanished, but many people still fond of reading newspapers.					
7	I am enhanced when I take English courses through newspaper, television and internet.					
8	One of the effect of media and TV is improving high school learner's performance.					
9	Radio helps my listening and speaking skills like BBC channel.					
10	I find a difficulty to learn English language without the use of media.					
11	I enjoy and i am happy doing my homework with the help of the internet.					
12	Readers who regularly read electronic newspapers become more critical thinkers and politically active.					
13	Television is an electronic device which transmits picture and sound. It is used for entertainment, information and commercials.					
14	The media and TV are bad because they show violence actions that influence negatively on pupils.					
15	The pupils are confident and relaxed since their teachers use the best applicable teaching media.					
16	Teachers are responsible for creating a supportive environment that makes learning easy for learners.					
17	Some habits on television and in video games show dangerous					

	behaviors like smoking cigarette that influences on learners' life in a bad way.					
18	I find myself motivated when i learn English through video games because it is created to improve specific talents.					
19	Parents should help their children to differentiate between the fake and original goods when they look at them on the commercial advertisements.					
20	One of the negatives of watching the media and television for a long time is they cause the illness of obesity.					

ملخص

تجلب تأثير وسائل الإعلام على الإنجاز الدراسي لطلاب المدارس الثانوية اهتمامًا متزايدًا وقلقًا داخل التحقيق التربوي. نظرًا للوجود المنتشر لوسائل الإعلام في ثقافة الشباب المعاصرة، فإن هناك حاجة متزايدة لفهم تأثيرات هذه الوسائط على نتائج تعليم الطلاب. يركز هذا البحث التجريبي في تأثيرات وسائل الإعلام والتلفزيون على الأداء الأكاديمي لطلاب المدارس الثانوية. نظرًا للإستخدام الشائع لوسائل الإعلام والتلفزيون بين الطلاب، هناك قلق متزايد بشأن تأثيرها على النتائج التعليمية. من خلال فحص شامل للأدبيات الحالية والدراسات التجريبية، يهدف هذا البحث إلى توضيح العلاقة بين التعرض لوسائل الإعلام والنجاح الأكاديمي. استخدم البحث استنباطًا لجمع البيانات. استهدفت الدراسة فصل اللغات الأجنبية في مدرسة محمد بوقرة الثانوية في عين الدفلى. أكمل عينة مكونة من 29 طالبًا في السنة الثالثة من تعلم اللغات الأجنبية الاستبيان لتقديم فهم شامل للظاهرة. لدى نتائج هذه الدراسة القدرة على توجيه استراتيجيات التعليم والتدخلات المصممة لتعزيز إنجاز الطلاب في بيئات المدارس الثانوية.