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Department of English

**Investigating EFL Teachers' and Students' Attitudes towards
the Use, Effectiveness and Barriers of Videos in Higher
Education**

**Case Study: Teachers and Graduate Students of English in
Oran and Algiers**

This dissertation is submitted to the University of Oran 2 in partial
fulfilment of the requirements for the Degree of LMD Doctorate in
English -*Specialty of Languages-*

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DECLARATION

I hereby declare that the present thesis is my own work. No part nor section was used for qualification purposes in any institution. Equally, I certify that this study stems from my investigation and that no plagiarism is contained therein but what was recognized as quoted or paraphrased, and except where otherwise stated.

Zahira HAMMADI

24 March 2023

DEDICATION

To my parents, for being the best parents ever, to my dear mother, whose prayers and love helped me reach my goals, and to my dear father, for his support, may Allah keep them safe and bless them always.

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Abstract

The COVID-19 pandemic has accelerated technological advancements in education, leading to the evolution of a hybrid-learning model in higher education that combines in-person and online learning. In Algeria, the Ministry of Higher Education has adopted this innovative strategy to overcome the challenges of the 2020-2021 academic year due to the pandemic. Therefore, the proposed research study seeks to explore the perspectives and attitudes of English teachers and students, as well as to evaluate the effectiveness of incorporating videos in Algerian higher education within the blended learning model. The research aims also to provide practical recommendations for curriculum designers, educators, and policymakers. To this end, this research opted for an experimental comparative study design that incorporates both qualitative and quantitative methods for data collection. The used mixed-method approach includes semi-structured interviews, experimental study groups, and questionnaires to ensure comprehensive insights from the University of Oran 2 and the University of Algiers 3; thirteen teachers and 98 students were randomly assigned to participate in this significant study. The analysis of questionnaire responses indicated that majority of English students have positive attitudes towards videos that serve as a productive resource for enriching English repertoire and increasing comprehension. In addition, the data collected from the experiment were subject to a detailed statistical analysis of language proficiency level using SPSS version 25. The mean difference between the scores obtained by the experimental group in the pre and post-tests was significantly different at 0.05 level in favour of the online learning group in all four language skills. Thus, the null hypothesis was rejected, and the alternative hypothesis was confirmed. The results of the analysis showed statistically significant differences at 0.05 level in favour of the distance learning group in all four language skills. This study also suggested avenues for future inquiry about investigating teaching instructions regarding video use and learning experiences in integrating content into language instructions.

Keywords: *Authentic videos, Competency Based Approach, Distance Learning theories, Multimodal texts, online materials, Traditional classroom, YouTube videos*

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List of Abbreviations and Acronyms

ARPCE: Regulatory Agency for Post and Electronic Communications

CBA: Competency Based Approach

CBLT: Competency Based Language Teaching

CTML: Cognitive Theory of Multimedia Learning

EFL: English as Foreign Language

ELT: English Language Teaching

ICI: Information and Communication Infrastructure

ICT: Information and Communication Technology

IT: Information Technology

LMD: Licence Master Doctorate

LSWR: Listening, Speaking, Reading and Writing

MNE: Ministry of National Education

MPICI: Ministry of Promotion of Investment, Business Climate, and Industry

MPT: Ministry of Post, Telecommunications

MSAN: Multi-Service Access Node

OBG: Oxford Business Group

PNS: National Strategic Plan

SPSS: Statistical Package for Social Sciences

List of Abbreviations and Acronyms

TEFL: Teaching English as a Foreign Language

UCTV: University of California TV Channel

General

Introduction

General Introduction

The field of foreign language teaching has undergone various fluctuations and significant changes over the years due to globalisation. Based on research, linguists have confirmed that there is no singular best teaching method for all individuals in all contexts, nor is one method fundamentally superior to others. Thereby, Applied Linguistics has emerged as a vital discipline bridging theory and practice in language education. It brought new insights into teaching English as a foreign language; it established supporting teaching techniques for learners to develop those core skills, and one of the common techniques is teaching with multimedia. Accordingly, Mayer (2016) stated that communication could be conveyed with the application of any means, either paper-based communication or computer-based communication, in which words can be printed (printed text) or spoken (narration), and pictures can be static graphics (illustrations or photos) or dynamic ones (animation or video clips). Video methods have different mechanisms for supporting teachers' learning; for example, unlike written case studies, video case studies capture voice, body language, interactions, etc. In this manner, learning through multimedia is a cognitive theory of learning that has been developed by the work of Mayer and other cognitive researchers under the name of the Cognitive Theory of Multimedia Learning (CTML).

However, Clark & Mayer emphasise that E-learning should keep the focus on learning rather than technology (2016). Delivery of content through various technological formats must fit into the human capacity for learning and the cognitive hard wiring of the brain. Unlikely, Piaget and Vygotsky (1978) emphasised that learners construct their own

understanding and knowledge through experiences and reflecting on those experiences according to the circumstances. In fact, some teachers may develop effective means of teaching, where others may not. Therefore, it is our job as teachers to make a practicable change and provide our students with the best teaching resources, to achieve our teaching objectives and help learners to be more engaged and improve their target language. According to Pickard (1996), language skills (listening, speaking, reading, and writing) enable learners to use the language successfully, be it in spoken or written form. These skills can be divided into two categories: input skills (listening and reading) and output skills (speaking and writing). These fundamental competencies should be developed by users in any language in order to have a successful discourse, which is the case for an individual who is trying to learn a second/foreign language.

By the end of 2019, the world had witnessed the emergence of a deadly and highly contagious respiratory disease called Covid-19. In order to prevent the spread of the pandemic and reduce the number of consequences, many restrictions were ordered on individuals; all gatherings of more than ten people were prohibited to ensure social distancing. As a result, most schools and universities in both developed and developing countries were forced to lock down. The shift from traditional face-to-face classroom instruction to distance learning thus became inevitably applied to all education institutions. As a matter of fact, it seems that this shift was relatively easy-going for developed countries, such as the Netherlands, Denmark, the United States, Germany, the United Kingdom, and Norway that were already familiar with the implementation of distance and online learning in their institutions before the Covid-19 pandemic. In contrast, developing countries such as Algeria, which needed more strategic crisis

management plans, encountered challenges in effectively transitioning to distance learning. This was due to the inadequate incorporation of modern technologies within their higher education system.

As a result, there has been a lot of ongoing interest in developing the English language in Algeria to support its adherence to globalization with a set of objectives and procedures. Therefore, the Algerian government started investing in English as a means for future improvement and development in all domains (business and academic). In fact it was observed that English in Algeria has recently acquired a new status academically. However, teaching English in Algerian universities can be an extremely difficult and challenging errand for both students and teachers. Learners are not quite satisfied with how English is being taught by some teachers with the use of standard techniques. Whereas at the level of the universities, it is said that almost every teacher has their own teaching resources and techniques used in the classroom (Bouhadiba, 2006), which is still the same scenario nowadays.

To the researcher's best knowledge, at the national level, a very limited number of empirical studies have been conducted during recent years on the use of videos as a teaching and learning tool in foreign language learning, and no comparative experimental work has been done to examine the effectiveness of such innovations in improving students' language proficiency in an online context. They nevertheless point to potential supports and barriers to video use in class. Hence, this study needs to know more about teachers' video uses and, more broadly, from student experiences and their perception to assess whether they are optimal or need improvement and requirements using such

innovation in higher education. This was one of the main underlying motivations behind this research study.

In light of this discussion, this proposed research concentrates on trying to fill the gap in the current writing on educators' practices towards the use of videos in higher education in Algeria. Hence, to dissect the adequacy of videos in EFL classes for graduate students, this study sought to give answers to the following questions:

1. What are EFL teachers' and students' attitudes and feelings towards the use of videos in higher education in Algeria?
2. What are the perceived affordances/constraints that affect the use of videos in higher education in Algeria?
3. Does the implementation of videos in EFL classes affect the learning process in higher education in Algeria?
4. What suggestions could be made for the implementation of videos alongside the educational curricula in Algeria in the future?

As tentative answers to the above research questions, this study proposed the following hypotheses:

1. Algerian EFL teachers and students have positive attitudes towards the use of videos for enhancing engagement in language learning.
2. The perceived effectiveness of videos in TEFL depends on the educational affordances and methods.

3. Learning by using videos in teaching EFL may not have a significant effect on improving the students' language skills.

4. If the EFL students' needs were aligned with the appropriate materials and study program objectives within the implementation of videos, significant achievements may be developed.

Hence, to accomplish the general research aims, this survey was planned to investigate what EFL educators' and students' attitudes are about the use of videos as a teaching asset and what kind of problems and issues are raised in EFL teaching within the Algerian settings. Additionally, this current study aimed to recognize the apparent affordances and limitations that might influence the use of videos in EFL teaching in Algerian higher education.

To achieve the purpose of this study, the researcher has chosen to employ experimental methodology as a starting point for the analysis of questionnaires and interviews for both EFL teachers and first-year graduate students of the department of English in the University of Oran 2 and the University of Algiers 2. The participants in the present investigation were 98 students and 13 teachers of English. Both were asked to take part in online survey questionnaires and semi-structured interviews. The selection of the survey in the current study was only designed as the primary first-step method to identify the insights and competencies. Whereas, the selection of the experimental method was for the course delivery, evaluation, and assessment. The questionnaires and interviews were designed according to a conceptual model derived notably from the research questions and hypotheses. They were structured in a way that may allow the

collection of considerable data to answer the research questions. The analysis and results of the research instruments were operated with the triangulation process.

Therefore, a comparative experimental design was adopted because this model Robson (2011) is the most appropriate one for evaluating effectiveness from an objective and scientific standpoint. Subsequently, a comparison was made to measure achievement scores and language proficiency levels. However, only 30 students from the overall sample accepted to take part in the study. The sample of this experiment was divided into two groups: the traditional group (control group) and the online learning group (experimental group). Both were exposed to the same course content instructed by the same teacher but with different methods. The course was delivered online via the Zoom Meeting platform, where the control group was taught synchronously, using the conventional teaching method. And the experimental group was taught asynchronously online, with learning materials integrated with interactive video lasting approximately three minutes, equipped with subtitles and transcriptions. In the beginning, all participants completed pre-tests related to their initial language proficiency level. At the end of the experiment, all participants completed a quiz related to the course content that aimed at measuring the participants' language achievement and answered questions reflecting their attitudes and reactions towards the use of YouTube videos in learning English. The assessment revealed the experimental group's achievement between the pre-and post-tests using the Student's t-test, as a statistical validity tool.

The dissertation comprises four chapters. The first chapter discusses the ICT development in the education sector and its contribution to enhancing English learning,

which is discussed further for a better understanding of the TEFL world. In addition, a large part of it is dedicated to the different theoretical aspects pertaining to language online/distance learning. It presents definitions of key concepts and fundamental distance learning theories.

The second chapter explains how videos may function and sheds light on the various theories and approaches to their use and how they impact viewers' integration. Then, it provides an account of teaching English as a foreign language through viewing videos and their effect on the learning theories. Consecutively, the advantages that videos offer to EFL students in different contexts, whether be it online or face-to-face are discussed later. All the chapters above devote sections to what critics and scholars have said about the application of videos in EFL classes and how educators can use them as an authentic method to provide students with better learning methods.

The third Chapter, however, deals with methodology. It starts with a general discussion of the research context and the literature relevant to the language situation in Algeria. Then, a brief history of teaching the English language in Algeria and teaching English as a foreign language in higher education in Algeria is reviewed according to different scholars. Afterwards, the chapter presents the methodological framework that underlay the empirical phase of the investigation. Subsequently, a detailed portrayal and justification of the research methods, participants, and research instruments used in the study are accommodated for the purpose of collecting quantitative and qualitative data from the educators' and graduates' surveys and interviews within the experimental study. The findings are then examined and interpreted in the last chapter on data analysis.

The fourth chapter contains the analysis and main results of the EFL students' scores obtained in the diagnostic test from the experiment and the responses gathered from the students' questionnaires and the teachers' interviews. In addition, a critical discussion of the results within the three research questions, corresponding to the literature reviewed and concerning the hypothetical structure, was identified.

Finally, on the grounds of the outcomes obtained, the last chapter concentrates on summarising the findings. The last section of the chapter includes some identification of new knowledge, recommendations and suggestions that may help teachers benefit from the application of videos and use them effectively in their EFL classes.

Chapter One

Literature Review

Chapter One

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Chapter One: Literature Review

1.1 Introduction

During these past years, teaching English has known many changes in methodologies, approaches and techniques in order to achieve successful results. Therefore, different programs have been established in the educational system taking into consideration the student' needs in order to improve their performance of speaking and writing skills. A lot of studies reported that many developed countries in Europe, USA and Asia have carried out number of projects to create a link between education and ICT. The teaching of English as a Foreign Language (EFL) in Algeria has required the adoption of innovative teaching methods, as highlighted by many linguists and educational experts. These advocates call for a reassessment of instructional resources while emphasizing the need to improve all four essential language skills simultaneously. The rapid growth of Information and Communication Technology (ICT), particularly the use of YouTube videos in education, presents both opportunities and challenges for students and educators alike.

This chapter offers a more detailed portrait of this study background. The literature highlights the role of globalization, the development of ICT, and its use in the educational field within different approaches, especially in TEFL at both international and national levels. Then, for a better understanding, this part of the research presents an overview of previous studies on the effectiveness of technology and distance learning.

1.2 The place of ICT in Education

One can interpret the term ICT as information and communication technology or, alternately, technology for information and communication. In other words, ICT is used as an umbrella that includes two technologies, information technology and information and communication technology, as Sarkar (2012) defined it:

ICT can be divided into 2 components: Information and Communication Infrastructure (ICI) and Information Technology (IT). The former refers to physical telecommunications system and network (Cellular, voice, mail, radio and television) while the latter refers to hardware and software of information collection, storage, processing and presentation (p.30-31).

In other words, it is an acronym that can be defined as the use of technology, including computers, scanners, printers, projectors or cameras and all other technological and communicative tools. According to Ajayi (2008) it is defined as “a diverse set of technological tools and resources used to communicate, create, disseminate, store, and manage information” (p.15). In the same vein, Anderson 2010 (cited in Edumadze 2016) defined it:

A plural term which is defined as the use of all the technologies that facilitate communication pushed ICTs are basically information handling tools and very set of goods, applications and services that are used to produce, store, process, record, distributes and exchange information. (p.7)

Kelles-Viitanen (2003) also notes that developing countries have seen that ICT plays a significant role in politics, cultural integration, and economic and social growth. She asserts that information and communication technology (ICT) is quickly altering

how individuals accomplish daily tasks, such as conducting business, communicating, and receiving and sending information.

In this technology era, a new trend of using information and communication technologies (ICT) has emerged in these past years when ICT's product list identifying ICT goods and services was first developed in 2002 (OECD, 2002). ICT has changed the way people learn, teach, work and live (DEST, 2005, cited in Djelloul & Idri, 2020). Through years and years, it has gained a strong status of impact and influence in almost every field of human life. Barbeau (2010) stated that we are living in exponential times and information technology effects on society globally and on the individual level. Additionally, according to Kubota (2002), technology advancements have a direct impact on language instruction and learning as a result of globalization, which is a multidimensional phenomenon that affects society, economics, and politics. ICT infrastructure was therefore selected as a key area of action for inducing conditions for continuing growth following the New Partnership for Africa growth (NEPAD), a program that was started to study the difficulties facing African countries (NEPAD, 2005).

Therefore, the Algerian government has been encouraging and promoting the use of ICT to improve the development process through initiating collaborations with several worldwide agencies to advance ICT development in the country. Having started in 2003, Algeria launched a program aiming to provide full access to ICT by making computers available for every home initiative (Hamdy, 2007). However, ICT was described as a concept that includes any communication and information device or application, including television, radio, cellular phone, computer and network hardware

and software, satellite systems, as well as the different services related to them (Watson, 2006). According to the Regulatory Agency for Post and Electronic Communications (ARPCE) report, the total number of Internet users in Algeria, a population of over 38 million and 6 million representing an internet penetration rate of 49.2% in 2018, marked an improvement from 27.8% in 2015. By 2017, it was estimated that around 25.2 million people accessed the internet on a mobile device, with a penetration rate of 60.76% (ARPCE, 2017). This led the policymakers to integrate another new reform that proved its success in other countries.

According to the African Development Bank's 2016-2018 report on ICT, Algeria has made considerable efforts towards the expansion of its national optic fibre backbone, which is 70,700 km long, in 2015. In addition, the latest study results show that Algeria ranking was 8th out of 10 African top Internet countries users, according to the 2017 Internet World Stats report:

Table 1.1 Algerian Internet Usage and Population Growth¹

YEAR	Users	Population	% Pen.	Usage Source
2000	50,000	31,795,500	0.2 %	ITU
2005	1,920,000	33,033,546	5.8 %	ITU
2007	2,460,000	33,506,567	7.3 %	ITU

¹ Source: Internet World Stats 2017 report.

2008	3,500,000	33,769,669	10.4 %	ITU
2009	4,100,000	34,178,188	12.0 %	ITU
2010	4,700,000	34,586,184	13.6 %	ITU
2012	5,230,000	37,367,226	14.0 %	IWS
2013	6,404,264	38,813,722	16.5 %	ITU
2014	6,669,927	38,813,722	17.2 %	ITU
2015	11,000,000	39,542,166	27.8 %	IWS
2016	15,000,000	40,263,711	37.3 %	IWS
2017	18,580,000	41,063,753	45.2 %	IWS

However, recent data shows that Algeria's population increased by 719 thousand (+1.6 percent) between 2022 and 2023. Algeria was the home to 32.09 million internet users in Algeria at the start of 2023, when internet penetration stood at 70.9 percent². Currently, Algeria continues to strive for economic improvement by supporting the government in the preparation of the National Strategic Plan (PNS) "DIGITAL DZ 2020"³ through the e-Algeria Strategy Implementation Support Project. This strategy

² DataReportal. "Digital 2023: Algeria"

³ African Development Bank "Interim Country Strategy Paper 2016-2018"

serves as a road map for enacting policies that will encourage the use of digital technology and support the growth of information and communication technology across several industries. The Algerian Parliament passed regulation No. 18-04⁴, a significant regulation pertaining to postal and telecommunications services, in June of 2018. According to the Ministry of Post, Telecommunications, and Digital Technologies (MPTDT), Algeria has the longest fibre optic network in Africa; it was established in Algeria in 2017, with 7000 kilometres expected to connect the southern regions. Algérie Télécom continues to invest more in order to expand its national fibre infrastructure, around DZD207 billion (USD 1.74 billion) during 2018-2019. In addition, DZD184 billion was funded in order to improve the urban networks, expand residential fibre broadband access, complete the submarine cable connectivity projects and acquire satellite equipment.

The Algerian government pursues MSAN's (Multi-Service Access Node) programs to deliver broadband to towns with populations of between 1000 and 2000 all over the country. In July 2018, "UN E-Government Survey 2018" made by Oxford Business group (OBG) found that Algeria moved up 20 positions to 130th compared to 2016 in the e-government development index measuring online service, telecommunications infrastructure and human capital for the 193 UN member states. As reported by Ecofin Agency (2020):

⁴ The Law No. 18-04 of 10 May 2018 establishing the general rules relating to the post and electronic communications (Law 18-04).

The President of the Republic of Algeria, Abdelmadjid Tebboune, gave his approval to the Ministry of Microenterprise, Start-ups and the Knowledge Economy to implement the Initiative for Digital Transition. The project was presented on 22 March 2020 during the Council of Ministers. The Digital Transition Initiative will focus on the digitization of the central administration, documents and administrative forms.⁵

For many recent years, the development of Algeria's national connectivity has been encouraged; the level of ICT integration is still progressing and at an early stage and is being promoted by the government.

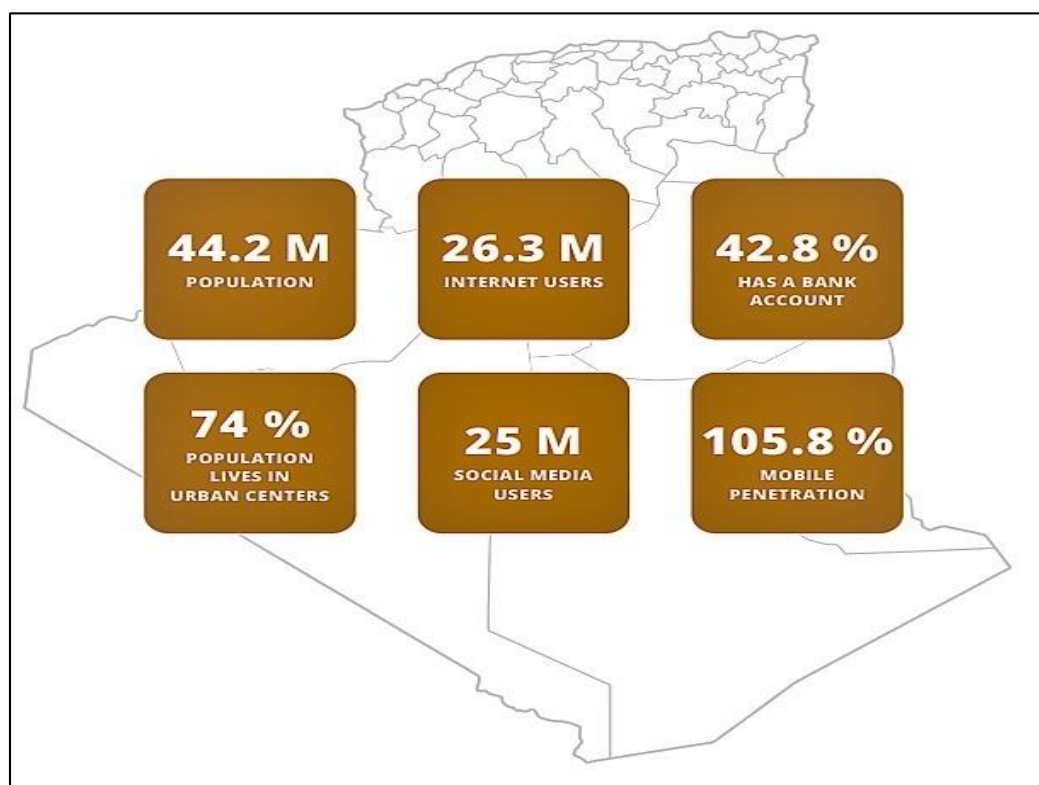
Table 1.2 Internet Users ' Statistics in Algeria 2020

AFRICA 2021 POPULATION AND INTERNET USERS' STATISTICS						
AF RI CA	Popula tion (2021 Est.)	Inter net Users 31- Dec- 2000	Internet Users 31-DEC- 20	Pene trati on (% Pop ulati on)	Inter net Gro wth % 2000 - 2021	Face book subs cribe rs 31- DEC - 2020
Al ger ia	44,61 6,624	50,0 00	25,428,1 59	57.0 %	50,7 56 %	25,1 40,0 00

⁵ Ecofin Agency 24/03/2020 "Algeria to speed up its digital e-government strategy".

As a result, noticeable advancements have been achieved thanks to the spread of Internet access and the availability of connectivity. Relatively, the table above shows the ongoing statistics for Internet Users in Algeria in 2020⁶. According to the latest reports, Algeria was ranked 6th as one of the African countries with the biggest number of Internet users worldwide (Statista, 2022).

Figure 1.1 Internet Users in Algeria 2020



⁶ Statista 2020 Report "Internet Users in Algeria in 2020".

Additionally, Oxford Business Group (OBG) reported other statistics recently; this latter identified that by 2018, 43% of Algerians used the internet, while there were 65.7 active mobile broadband subscriptions per 100 people. By 2020, Algeria had more than 25 million Internet users (Hootsuite, 2020). Based on the studies reviewed in the previous section, the stable relationship between the spread of technology and English as a global language is apparent (McCarthy, 2018). English is more often used when using various social media platforms on a daily basis since it is considered the universal language of the most popular social media sites for conversing and socializing, such as Facebook and Twitter (Jimma, 2017).

Figure 1.2 Social Media Statistics in Algeria⁷

SERVICE	LEADERS IN DZ		TRACTION
SEARCH	GOOGLE		16:10 MIN / DAY / USER
SOCIAL MEDIA	FACEBOOK		23 M USERS
COMMUNICATION	FB MESSENGER		14 M USERS
ENTERTAINMENT	YOUTUBE		18:03 MIN / DAY / USER
TRANSPORTATION	YASSIR		3 M DOWNLOADS
E-COMMERCE	OUED-KNISS		11:36 MIN / DAY / USER
JOBS	EMPLOITIC		1.2 M CANDIDATES
NEWS	ENNAHARONLINE		4:32 MIN / DAY / USER

⁷ Digitalarabia-network Report “Social Media Statistics in Algeria (2020)”.

The fact that Algerians, especially the younger ones, are among the African nations who use Facebook the most explains the possibility of English becoming widely used there. Due to their involvement in the labour market, particularly in fields like manufacturing, tourism, or any other area that depends on technology and requires the use of English, youth should be encouraged to participate in the dissemination of foreign languages across the nation (Cordel, 2014).

Moreover, thanks to great efforts made by the Communications Ministry of the Algerian government, such as the rise in the spread of the Internet and mobile technologies, it has also made it easier for young Algerians to access online resources and avenues for learning and using English. As Belmihoub (2017) stated:

The advent of such social media spaces as Facebook and YouTube offers a platform for Algerian youth to express themselves in English and become users of this language in an unprecedented fashion. (p. 210)

It is noteworthy that technology has an important role in people's life, especially for the new generation of young learners (Nnaekwe & Ugwu, 2019). Light (2010), in his case study, said that development in the field of information communication technology (ICT) has updated the notion of teaching and learning in terms of strategies, contexts and methods. ICTs enable students to investigate and construct new meanings. They can interact with a community of learners outside of the classroom thanks to technology (Krauss & Boss, 2013, p. 9). Thus, ICT is currently integrated into the teaching and learning process at educational institutions all around the world in order to provide students the knowledge and skills they need to tackle the demands of the classroom (Light, 2010).

Furthermore, the Ministry of National Education (MNE) has concentrated on integrating Information and Communication Technologies (ICTs) into schools and universities to support students in obtaining high-quality projects in order to facilitate Algerian students' integration into the global community and boost productivity and efficiency of the educational system (Adu, & Olatundun, 2013). Thus, the restructuring of the educational system and integration of ICT with a set structure was officially included in the country's formal ICT policy in June 2002, with a portion of three billion dinars as a first step (Hamdy 2007). Therefore, to put a focus on those technologies, the MNE (2006, pp. 9-10) confirms that ICTs:

- Give access to the Web to exchange ideas and opinions with all the people of the world through chatting and discussion forums.
- Help learners discover the world and its people, religions and cultures.
- Create an authentic context of communication with native English speakers and non-native speakers.
- Develop one's autonomy in reflection and action.
- Help learners to work within a motivating educational frame.
- Give access to various documentation for research.
- Encourage learners to use different software to shape their projects.
- Improve different technological skills...

Moreover, the Algerian government has signed some agreements with international organizations such as UNESCO and they are working hard to facilitate the ICT environment in education (Hamdy, 2007). Moreover, according to “The report: Algeria 2010” in 2005 the Algerian Ministry of Education equipped all schools with computer labs connected to the Internet through ADSL (2010, p. 216). In turn, Gherbi (2015) pointed out in his research that the statistics of the Algerian Ministry of Post, Information and Communication Technology (MPICI) revealed, “over 9000 schools of various levels (23% represent primary schools, 77% are middle schools, and 88% are secondary schools) are actually connected to the national internet network where teaching courses in schools are being digitized” (p. 6).

The goal of this initiative, which was run until 2020, is to provide over 8 million students with tactile digital tablets in lieu of traditional satchels in two stages. From 2014 to 2016, the procedure first affected 2.000 schools. In the second stage, 5.000 middle schools and 18,000 elementary schools were affected (Issaad, 2013, cited in Gherbi, 2015). In contrast, the Ministry of Higher Education made digital libraries available as well as computer laboratories and Internet access for faculty, students and administrators at all institutions in favour of improving and expediting the advancement of education. Mekhoukh (2012) made the case that ICT offers a wide range of multimedia resources, real materials, and a glimpse into the possibility of correct language acquisition in language labs. Moreover, Idri (2013) emphasized how technology may expand and improve students' learning. She contended that when applied appropriately, it might clarify complicated processes by using many examples and visuals from online simulations and animations, CDs, webpages, pictures, and data

tables. Relatively, this is what is going to be discussed further in detail in the next sections.

1.3 The Implemented Approaches of ICT in ELT

Information and communication technologies (ICT) have been identified as having a key influence in enhancing education systems in many nations throughout the world, including the United States, Singapore, Chile, Finland, and others, according to national goals and policies (Kozma & Anderson, 2002). For example, Volman (2005) noted that during the past 20 years, Western World schools have made significant investments in ICT infrastructures, and students were using computers more often and for a wider variety of purposes. Another research looked at the ratio of students to computers in schools across national boundaries in relation to ICT infrastructure (Law, Pelgrum & Plomp, 2006). The study found that “the student–computer ratios for lower secondary schools ranged from approximately 9 to 1 in Canada and 12 to 1 in Denmark and Singapore 23 to 1 in Slovenia and 35 to 1 in South Africa and 210 to 1 in Cyprus” (p.39).

In advanced economies, ICT has become one of the essential foundations of their society. Accordingly, in Sub-Saharan Africa, the findings of the survey made by (Ahmed, 2015) investigated the status of ICT infrastructure and innovative practices in Sudanese Secondary Schools in comparison to Slovenia and South Africa. The results showed that most of the schools in the sample lacked computers in their classrooms. Significantly, only 104 computers (out of 1300) (8%) were equipped with multimedia facilities. Thus, the availability of multimedia computers was very low in Khartoum (Sudan's capital), compared to Slovenia and South Africa (Ahmed, 2015). Similarly, in

an attempt for Algeria to fix the economic gap between Europe and the countries of North Africa and to try to improve both political and social conditions in the country, many reforms were introduced in the educational system. In the same vein, several scholars and teachers have recommended implementing different techniques and methods in order to adapt to the modernization era (Bouhadiba, 2006; Miliani, 2010; Boughandoura, 2012; Benadla, 2013; Mami, 2013; Kerroum, 2016; Djebbari, 2016; Mirza, 2017).

According to Bouguebs (2020), “ ICTs bring to surface new teaching/learning approaches such as e-learning courses, computer-mediated learning via e-mails, podcasts, computer facilitate for the educational system a safe shift from the traditional mode of learning to an online one” (p.1). Further, globalization supports communication with millions of people who come from entirely different cultures and connects teachers with experts and specialists who adopt different methodologies and use different materials; the benefit of this is undoubtedly massive (Alfehaid, 2014). In this regard, many scholars were interested in research related to ICT in educational contexts (Boucheфра & Baghoussi, 2017; Bouguebs, 2020; Drossel et al., 2017; Guerza,2015; Djelloul, 2020; Idri, 2013; Naima, 2017; Oussou, 2020; Saihi, 2020). Therefore, the use of computer networks in ELT and the online interaction between teachers and experts sound like an exciting experience. At this point, teachers need to consider the appropriateness of these materials and methodologies as well as the suitability of any kind of culture in ELT classrooms (Alfehaid, 2014).

1.3.1 TEFL Methods and Approaches

The field of foreign language teaching has undergone various fluctuations and significant changes over the years. Based on research, linguists have confirmed that there is no singular best teaching method for all individuals in all contexts, nor is one method fundamentally superior to others. In addition, it is ineffective for a teacher to use the same methodology with all students who have different learning objectives, settings and needs. According to Patel and Jain (2008), methodology is an organised way that helps and guides teachers to teach any subject, whereas method can be defined as the process of planning, selecting and grading language materials and techniques of teaching. In this vein, to explain what method is, Edward Anthony (1963) characterised three levels of conceptualization and organization, which he named tripartite distinction of Approach, Method and Technique:

- **Approach** is a set of assumptions dealing with the nature of language, learning and teaching. That is to say, it is axiomatic and describes the nature of the subject matter to be taught.
- **Method** is an overall plan for the systematic presentation of language based on a selected approach. In other words, it is procedural and describes how we teach something. Within one approach, there can be many methods.
- **Technique** is a specific activity manifested in the classroom that is consistent with method and, therefore, in harmony with an approach as well. That is to say, it is particular and used to accomplish an immediate objective (Anthony, 1963, p. 63). This difference was then elaborated and reformed by Richards and Rodgers (1985) as

Approach, Design and Procedure. He defined Approach as “an umbrella term for the specification and interrelation of theory and practice” (Richards and Rodgers, 1985, p. 16). Approach refers to the beliefs and theories about language, language learning and teaching that underlie a method. Design specifies how theories of language and learning are implemented in a syllabus model and teaching and learning activities and materials in the classroom. Procedure concerns the techniques and practices employed in the classroom as consequences of particular approaches and designs (Richards and Rodgers, 1985, p. 17).

In the field of foreign language learning, vocabulary is regarded as a crucial component of all four skills in the study of foreign languages. Rahmadhani (2018) stated that young learners should have been taught vocabulary early because it is an important item in the language learning stage. In the same vein, Syafrizal and Haerudin (2018) stated adults, unlike young learners, show more interest and eager enjoyment, become more energetic, getting easier engagement in particular circumstances, and interact effectively in motivational atmospheres. In other words, to teach any foreign language to young learners, specific skills should be required in order to develop mastery of grammar, pronunciation, and vocabulary during the language learning process. However, techniques employed by teachers depend on some factors, such as the content, time availability, and its value for the learners (Takač, 2008). It is noteworthy that in any language classroom context, both teachers and learners face many problems when implementing different methods. Rahmadhani (2018) stated that it is impossible to produce or comprehend language without some vocabulary knowledge. This indicates that expanding one's vocabulary is a necessary precondition for learning a language and

that expanding one's vocabulary can only occur when teachers use efficient vocabulary teaching methods. In the field of foreign language learning, vocabulary is regarded as a crucial component of all four skills in the study of foreign languages. However, the purpose of implementing the Communicative Approach, theoretically speaking, was to help pupils acquire a new competence that continues to exist not only in the classroom but also outside the school.

Naturally, learning vocabulary alone cannot be the sole focus of language acquisition. Still, one also cannot ignore the reality that “communication in L2 just cannot happen in any meaningful way, regardless of how well the student learns grammar or how successfully the sounds of L2 are mastered without words to express a wide range of meaning” (McCarthy, 1990). However, learning vocabulary is a multifaceted process that calls for work both inside and outside of the classroom. Qipan and Xu (2011) emphasized that academic comprehension will be improved if the learners know the meaning of words and phrases in order to develop the ability to communicate, interact, and participate in the classroom. Simply put, words are the building blocks of communication and when learners have a great vocabulary package, they can improve in all areas of communication.

In the case of Algeria, English vocabulary mastery has always been a difficult task for young EFL learners due to the fact that learners failed to communicate effectively via the stimulus-response teaching method. Laraba (1999, cited in Nadia 2011) stated in his survey that there is a big majority of Algerian students who are fairly poor manipulators of the English language, both oral and written; they regularly face communication and comprehension issues inside and outside the classroom and that is

due to the lack of vocabulary knowledge. In this regard, Slimani (2016) conducted a study to develop some aspects of incorporating English as a foreign language in the Algerian curriculums. He stated that even though students are supposed to have a significant grasp of the English language, exam results showed that most learners struggle to use the language correctly during their first years. As a result, teachers have to spend a lot of time in classes reviewing previously studied language skills due to the limited time allocated for teaching English. With only 2 hours per week for scientific classes and 3 hours for literary ones during their first year in secondary school, there is not enough time to adequately teach and reinforce English language skills. Therefore, the focus is on reactivating basic elements previously studied (p.38). In other words, to teach any foreign language to young learners, specific skills should be required in order to develop mastery of grammar, pronunciation, and vocabulary during the language learning process. As Whitcher (2015) stated

Our task now is to keep encouraging our students to become effective communicators and active participants in their language learning. This is going to involve adopting new approaches to language, often integrating what students are already engaging with and learning outside of the classroom (cited in Donaghy, 2019, p.10).

Therefore, teaching language components is a major part of the teachers' act, and students need to see words in context in order to see how they are actually used. Accuracy in teaching both grammar as well as vocabulary and pronunciation are regarded as crucial. For lexical competency, Nation (1990) identified three dimensions with nine components: form (spoken form, written form, and word parts); meaning (form and meaning, concept and referents, and connections); and use (grammatical

functions, collocations, and use restrictions). There are many different components and degrees of knowledge that define what it is to know a word; in which it is vital to understand that word knowledge is a multidimensional construct that includes both receptive and productive vocabulary knowledge in addition to the breadth and depth of vocabulary knowledge (Yamamoto, 2014). In addition, the functions of the mental lexicon and memory, together with the use of effective vocabulary teaching strategies and other supporting techniques, form a complex process that needs more attention and focus. Especially the teachers' talk itself is considered an influential source that introduces students to how to encounter new vocabulary inside the classroom. Therefore, teachers should use different methods strategies and exercises to teach English vocabulary in order to facilitate learners' comprehension and clarify any misunderstanding.

Accordingly, both teachers and applied linguists have been demanding the implementation of new methods and techniques in the Algerian EFL context so as to meet the quest for modernity and the development of learning. According to Choyimah (2011), teaching vocabulary consciously is presented in an unplanned teaching process or in impromptu moments. Thus, vocabulary is taught implicitly, i.e. vocabulary teaching is integrated into English teachers' skills. Therefore, teachers should find better techniques to teach language components, including vocabulary. They must also consider the fact that teaching English to young learners differs from teaching it to adults. Teachers must know the qualities of their students. Additionally, in order to achieve the goal of teaching languages, they must provide effective methods and pertinent content (Al Qahtani, 2015).

In Fact, the Algerian educational system has witnessed several changes, especially in the field of foreign language teaching (Idri & Outmoune, 2021). After the independence in 1962, the Algerian educational authorities adopted the Grammar-Translation method, and then the government shifted to the audio-lingual method. Where the former was relying on the principle of stimulus and response, and the learners were unable to communicate because they were just responding to their teacher's stimulus; they were treated as machines (Idri & Outmoune, 2021). For this purpose, Algeria conducted the communicated approach in the 1980s. However, this method failed to meet the requirements. The Algerian educational system recommended the introduction of new methods. Therefore, in order to overcome the challenges of the 21st-century needs and to help learners possess some skills like collaboration, creativity, critical thinking and communication, the government of education applied "Educational Reform"⁸ in 2003 (Mirza, 2017). With the help of that reform and the birth of the new approach, namely the Competency-Based Approach (CBA) a noticeable shift occurred. The competency-based approach was introduced in 2003 (Makkaoui, 2020), it focused more on the learner-centred approach rather than the teacher-centred approach (Bouhadiba, 2018).

1.3.1.1 Grammar-Translation Method

The Grammar Translation method was originally employed to teach classical languages like Greek and Latin, which eventually became the Classical Method.

⁸ Education Reform 2003: It involved reorganizing educational structure, teaching methods and school programs to improve learning quality.

The Grammar Translation method was initially used for the purpose of helping students read and appreciate literature written in foreign languages. It was also hoped that, through the study of the grammar of the target language, students would gain a better understanding of the grammar of their native language and that this familiarity would help them speak and write their native language better. Further, it was thought that forging language learning would help students develop their intellect; it was recognized that even though students would never use the target language, the mental exercise of learning would be beneficial (Larsen-Freeman, 2002). In Algeria, The Grammar Translation Method was adopted from the existing French syllabi, where ELT textbooks were French-designed. This method was criticised as it only focused on grammar rules and memorising words (Bouhadiba, 2006; Boughandoura, 2012; Kerroum, 2016).

1.3.1.2 Audio-Lingual Method

The audio-lingual method was inherited due to its behaviourist approach, based on the principle of stimulus-response (Richards and Rodgers, 2014). Based on Skinner's Behaviourism theory, it assumed that a human being can be trained using a system of reinforcement. Correct behaviour receives positive feedback, while errors receive negative feedback. This approach to learning is similar to the Direct Method in that the lesson takes place entirely in the target language. The Audio-lingual method, like the direct method, is also an oral approach. However, it is very different in that rather than emphasizing vocabulary acquisition through exposure to its use in situations, the Audio-lingual method drills students in the use of grammatical sentence patterns (Larsen-

Freeman, 2002). However, it was unsuccessful, as learners were treated as machines responding to the teacher's stimuli to learn (Mirza, 2017).

1.3.1.3 The Competency-Based Approach in English Language Learning

The content-based curricula paved the way for the competency-based one; it was embraced as a solution in order to promote learning and teaching processes. It aimed to provide learners with a certain amount of language to acquire an accepted level, enabling them to communicate competently using the four language skills in their daily lives (Mami, 2013). It is important to note that there are many definitions of CBA. The MNE in the national programme of English as a Second Foreign Language in the 1st year Middle school teachers' guide stated, "it's a know-how-to-act process which interacts and mobilizes a set of capacities, skills and an amount of knowledge, that will be used effectively in various problem situations or in circumstances that have never occurred before" (2003, p. 4). Relatively, Bouhadiba (2018) contended that several definitions examined in his study, which were based on the CBA, have influenced its implementation in the educational sector in Algeria:

CBA is learner-oriented (centred) and based essentially on progression in terms of the acquisition of specific knowledge and skills to perform different new tasks. The key concept is obviously the concept of "Competency" which boils down to a "know how-to-do" and a "know-how-to-act" combined together and acted out under specific conditions (p.90).

In other words, CBA is an approach that embraces all problems and adopts project-based teaching and learning, learner-centeredness, autonomy and some further

approaches (Soreda 2013). Thanks to that approach, both teachers' and learners' roles have changed. Learners are no longer passive; they become actively engaged and responsible for their learning development (Benadla, 2013). Additionally, in the same regard, Bouhadiba (2006) stated, "CBLT is a learner-centred approach having an essential basis on progression with regards to the acquisition of specific knowledge and skills to perform tasks" (p.6). Moreover, Good & Brophy (2003) defined the difference between the learner-centred approach and teacher-centred approach:

Learner-centred approach also known as child centred learning is a learning that mainly majors on the needs of the students other than those of other involved parties such as administrators and teachers in the education system. In this approach, the teacher is placed to facilitate the learning, focus on the interests, needs, and learning styles of the students. On the other hand, in the curriculum relies on the teacher to use their expertise in helping the learner understand and make connections where the students take in a receptive role in the learning. While the teacher acts as a knowledge transmitter, the student acts as the receiving end (as cited in Edwards, 2013, p.10).

Auerbach (1986, pp. 414- 415), identified eight key features that serve as a framework for the competency-based curriculum:

A focus on successful functioning in society: The competency-based curriculum aims to enable learners to function properly in society and to fulfil the demands of the world.

A focus on life skills: Language is taught as a function of communication. Only language forms/skills, which will be needed for a certain situation are taught.

Task- or performance-centred orientation: The emphasis is on what learners will be able to do with the language (overt behaviour), as a result of instruction and not on knowledge about language and skills.

Modularized instruction: Language learning is broken down into small chunks. That is, objectives are narrowed into sub-objectives. This way, both teachers and learners can have a clear sense of progress.

Outcomes: that are made explicit a priori: Learning outcomes are known before the teaching-learning process starts. They are specified in terms of “behavioural objectives”. Consequently, learners know exactly what behaviours are expected of them.

Continuous and ongoing assessment: Assessments are done in a continuous and ongoing way. Learners are pre-tested to determine what skills they lack and post-tested after being instructed in that skill.

Demonstrated mastery of performance objectives: Assessment is based on the ability to demonstrate pre-specified behaviours rather than on the traditional paper-pencil tests.

Individualized, student-centred instruction: Learning is individualized and learner-centred. That is, objectives are defined in terms of individual needs. In addition, learning is not time-based and learners have the freedom to move at their own pace. They can concentrate on the areas in which they lack competence.

Therefore, in the competency-based curriculum, language is viewed as a set of interacting competencies. The language curriculum is designed to cultivate students’

proficiency in all aspects of the English language: speaking, listening, reading, and writing. It places a strong emphasis on student-centred learning to effectively develop language skills. Mastery of the language means the learner can understand and produce it both accurately (correctly) and fluently (receiving and conveying messages with ease) (Ur, 1999, p.103). By aligning these skills with both in-school and out-of-school needs, the curriculum ensures that students are prepared to apply their language abilities in real-world scenarios. This integrated approach equips students to utilize their language skills in practical ways. Language competencies involve three basic competencies within CBA (Benabed, 2011, pp. 42-43):

Interactive competency: it is the ability to use language orally to interact with others in order to create social relations, express needs, understand and address the needs of others and have things accomplished. Engaging in a discussion is an example of using one's interactive competency.

Interpretive competency: Interpretive competency is the ability to understand written language through reading or spoken language through listening and to interpret it appropriately. Reading is the ability to understand and interpret written texts; listening is the ability to understand and interpret oral language. Reading and listening are thus addressed separately in the curriculum.

Productive competency: Productive competency is the ability to produce coherent, appropriate and relevant messages in writing and speaking. It is also the ability to effectively express ideas and organize thoughts appropriately. Productive competency is more often associated with writing because writing involves producing texts such as

letters or essays. Productive speaking competency is also the production of texts; it differs from interactive speaking competency in that it does not involve interaction with other speakers. Giving a lecture or a presentation are examples of using one's productive speaking competency.

In order to develop interactive, interpretive and productive competencies, language learners also need to develop supporting competencies: Linguistic competency includes the learning and mastery of grammar, pronunciation and the vocabulary needed in a given context. Moreover, Language Strategies are ways that help students to acquire, remember, organize and use information on an ongoing basis (Benabed, 2011).

In ELT, thought vocabulary is central to language and is critically important to typical language learning. Nevertheless, in fact, the teaching and learning of English vocabulary were undervalued until the 70s and 80s in the field of both TESOL & TEFL. According to Schmitt (2000), language learners must add 2, 000-word families to the carriage size in order to keep up a conversation and at least 10.000-word families in order to comprehend academic writings. However, according to Richards and Renandya (2002), vocabulary is a fundamental aspect of language proficiency and forms a large part of the foundation for how EFL learners communicate, listen, read, and write. In simpler terms, it has been deemed essential to the advancement of English proficiency. Adger (2002) also emphasizes the idea that learners should acquire both the knowledge of words and the sense of words, which help them to react and to use these words in real-world situations. Accordingly, Al Qahtani (2015) stated the relationship between vocabulary knowledge and language use as complementary relationship; in other words, knowledge of vocabulary enables

language use and, conversely, language use leads to an increase in vocabulary knowledge.

The aforementioned statements suggest that in order to develop both productive (writing and speaking) and receptive (listening and reading) skills, teaching and learning English vocabulary as a foreign language requires investigating various lexical knowledge aspects and having the combination of all parts of speech with their usage. Thus, the definition of vocabulary according to Neuman & Dwyer (2009) “words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)” (p.385). Consequently, a number of scholars have focused on vocabulary instruction and learning (Nation 1990, Pikulski & Templeton 2004, Schmitt 2000, and Nation 2001). Others have recognized that vocabulary development is crucial for the effective use of second and foreign languages, as it is crucial for the creation of coherent spoken and written texts (Richards et al., 2009, Seliger & Shohamy 2000, Milton 2008, Hiebert & Kamil 2005). According to Rahmadhani (2018), the primary component of language skills is vocabulary, which helps pupils acquire the four language abilities of speaking, listening, reading, and writing. Wilkins (1972) also stated that “nothing can be conveyed without vocabulary, and very little can be conveyed without grammar” (p.06).

According to a number of studies, teaching vocabulary may be difficult as many instructors lack confidence in the most effective methods for doing so and occasionally are unsure of how to start emphasizing word acquisition in the classroom (Berne & Blachowicz, 2008). Given that words are the foundation of all languages, teaching words is an essential part of learning a language (Thornbury, 2002). Without words,

learning a language is nearly impossible; in fact, words are the foundation of human communication. The development of vocabulary is a key component of teaching a language, according to both instructors and students (Walters, 2004).

Language can be broadly categorized into larger segments like functions, topics, situations, and notions, as well as smaller components such as grammar, vocabulary, and pronunciation. Engaging in task-based activities or problem-solving situations within any of these segments allows learners to become more deeply involved with the associated language (Nkwetisama, 2012). The competency-based model aims to master specific competencies and is learner-centred, employing techniques such as print and audio-visual simulation models. Additionally, teaching and learning pronunciation, vocabulary, and grammar are most effective when integrated into activities that use the target items for communicative purposes. In this matter, Nkwetisama developed in his research a CBA lesson plan. A CBA lesson plan calls for the following (2012, p.522):

Figure 1.3 Lesson Format Based on the Competency-Based Approach⁹

Stages	Intermediary Pedagogic Objectives	Teachers Activities	Learners Activities
1 Discovery (presentation of the problem solving situation)	-To clearly restate the problem	-Presents the problem solving situation through statements, drawing, questions, actions, mimed, etc. -Ensures that everybody understands the problem. -Gives instructions.	-Get acquainted with the situation by reading or by listening -Ask questions if any
2 Research (Individually or in groups seek solution(s) to problem) Hypotheses are put forth and analysed	-To posit and verify hypotheses	-Recalls the instruction so as to elicit the emission of hypotheses -Goes round the groups to help and encourage learners	-Give hypotheses -Work individually, and then in groups, compare their findings. -Call teachers attention in case of conflict
3 Comparison and validation of findings or results	-To present -To justify the results -To validate	-Recalls the instructions once more -Puts away wrong answers and retains justifiable answers which tie with the objectives	-Give the answers or solutions -Justify their answers or solutions -Get the final opinion or say of the teacher
4 Institutionalisation and formulating the new knowledge (generalisation)	-To formulate the new knowledge	-Generalizes one case -Identifies new knowledge -Introduce new vocabulary (concept)	-Use what they already know to come up with new knowledge
5 Consolidation (application)	-To use the new knowledge	-Gives exercises (written or oral) to verify if objectives have been attained	-Get used to new knowledge by using it accordingly
6 Partial integration activities	-To put together the new knowledge and know how to solve a complex problem situation	-Gives complex problem solving situations to verify the level of development of the skill.	-Get acquainted (more familiar) with the new leanings and use them in solving real life problems
7 Remediation activities	-To tackle cases of incomprehension	-Explains over and over that which was not understood.	-Discover their errors and rectify them.

1. Presentation of the problem-solving situation: This is the discovery phase and it contains new notions to be discovered by learners. The teacher presents it and gives instructions to learners.

2. Systematisation: After examining and bringing out the relationship between previously learned elements and elements found in the new problem-solving situation, learners come up with rules (hypothetical). This is done with the help of the teacher.

⁹ Nkwetisama, C, M. 2012 The Competency Based Approach to English Language Education and the Walls between the Classroom and the Society in Cameroon: Pulling Down the Walls. *Theory and Practice in Language Studies*, 2(3), pp. 516-523

3. Application: Here, the teacher gives tasks where learners apply the new knowledge.

4. Partial Integration Activities: The teacher presents a new complex situation that will necessitate the exercise of the skill to solve a problem, which is similar to the competence/skill the learners used at the beginning of the lesson. Note that this has to be a concrete real-life situation. It should be noted also that partial integration activities are not done systematically at the end.

Relatively, the significance of the competency-based approach in the EFL syllabus is illustrated in Bloom's taxonomy hierarchical model of cognitive thinking. This model emphasizes the gradual integration of knowledge and skills from level 1 to level 6 and their application to new learning situations. It also emphasizes the integration of new knowledge and skills, as well as the evaluation of the thinking process. This approach is essential for the acquisition of competency, known as '*savoir agir*' in the syllabus. For example, learners must first know a principle before they can understand it, and they must understand it before they can apply it. They should also be able to analyse it, relate it to other principles, summarize it, draw conclusions, and evaluate it. Bloom's taxonomy can be useful for teachers in designing lessons that consider the different phases learners go through to construct knowledge, leading to problem solving and creativity in new situations (Cheli, 2010).

1.3.1.3.1 The Role of Students and Teachers in CBA

The instruction of pronunciation, vocabulary, and grammar is precision-driven, while the broader categories of topics, situations, notions, and functions prioritise fluency

(Nkwetisama, 2012). Within the fluency-oriented approach, the emphasis lies in producing appropriate language in context, assigning equal importance to form and message. This principle extends to the acquisition of the four language skills—listening, speaking, reading, and writing—where accuracy is of less concern. As the programme is based on socio-constructivism, the learners are encouraged to engage in a reflective process, challenging their own convictions. This process prompts learners to reassess their existing knowledge, compare their perspectives with those of their peers, seek and validate information from diverse sources, and consult individuals possessing relevant expertise.

Learners employ cognitive, affective, and motivational strategies to harmonise existing knowledge with newly acquired information. Reflecting on their learning processes assists learners in ensuring the quality of their learning and enhancing retention. It is crucial to emphasize that negotiation plays a pivotal role in a constructivist classroom, aligning teachers and students in a shared pursuit. Another hallmark of a constructivist classroom is its interactive nature (Cheli, 2010). Therefore, it does not require teachers' subservience. As it is action-oriented, it requires teachers in action, teachers who will draw on their professional skills in subject matter, methodology, decision-making and in social skills to enable the learners to be achievers. This also requires a style based on reflection on what, why and how to teach, fixing objectives and adjusting teaching strategies to learning strategies. Teachers play a crucial role in facilitating language acquisition through methods such as hypothesis testing. They also take on the role of researchers in the classroom, actively observing, listening, and asking questions to gain insights into students' learning processes. As we

educate children, they, in turn, provide us with valuable insights into their learning approaches. By carefully observing and listening, teachers can develop lessons that are tailored to the students' experiences. This type of attentive observation and listening contributes to the implementation of a constructivist approach, which, in turn, enhances the teacher's ability to observe and listen effectively. This creates a continuous, circular process (Cheli, 2012).

1.3.1.4 Innovative Approaches in ELT

The shift change in language education and the rapid development of innovations have been a subject of interest for both teachers and researchers since the early days of English language teaching. Freeman (2007) offers a distinct perspective on the complexities of educational change by focusing on teacher thinking, learning, and identity throughout the change process. He emphasizes the critical importance of how the change process is framed, arguing that this framing is essential for both designing and implementing educational change projects as well as researching them. In this context, he explores three interrelated constructs: teacher thinking, professional learning, and professional identity (Freeman, 2002). He demonstrates how these constructs contribute to and are also constrained within the educational change process. All over the world, student-centered English language educators have increasingly acknowledged that the traditional model of teacher-dominated classrooms, in which students are predominantly passive, is no longer effective. There is a significant interest in re-evaluating and implementing essential educational goals. In response to this changing landscape, English language teachers are organizing a variety of conferences

and seminars to create platforms for discussion and to engage with contemporary ideologies in English Language Teaching (ELT). These initiatives also provide important opportunities for professional development and the advancement of their expertise. Larsen-Freeman (2007) argues that the fifth language skill enables individuals to use grammatical structures accurately and efficiently. Academic qualifications alone may not be sufficient for teachers to develop professionally; they must also stay updated with current practices. According to Richards (2014), creative teachers possess several key qualities: (1) they are knowledgeable; (2) they have confidence; (3) they are committed to helping their students succeed; (4) they are non-conformists; (5) they are familiar with a variety of strategies and techniques; (6) they are risk-takers; (7) they strive to create learner-centered lessons; and (8) they are reflective in their teaching practices.

In the contemporary digital landscape, the incorporation of technology into language education has become increasingly pertinent. There are several compelling reasons for this integration. Firstly, access to the internet is becoming more prevalent among learners. Furthermore, younger generations have grown up in a technology-rich environment, making it an inherent and essential aspect of their daily experiences. By employing a diverse range of Information and Communication Technology (ICT) tools, educators can provide learners with valuable exposure to and practice in the four primary language skills. Additionally, technology enables innovative approaches to language practice and performance assessment, and its growing mobility enhances these opportunities (Dudeney & Hockly, 2007, p. 8). Moreover, as stated by Songkhram (2013), innovation encompasses products, techniques, procedures, and knowledge that

are novel or have undergone significant revision and development, yielding beneficial results. Thus, in an innovative technological approach, the following psychological principles can enhance the effectiveness of foreign language instruction by fostering interest and motivation for learning the target language: 1. The effectiveness of teaching is influenced by the engagement, interest, and individual abilities of the students. These factors are particularly significant in learner-centered education. 2. The effectiveness of teaching is also reliant on the ability and professional competencies of the instructor. 3. The development of communicative competence is contingent upon the level of language knowledge and skills acquired as well as the extent of creative thinking. Additionally, the teacher's professional attributes, ability to connect with learners, intuition, and the capacity to manage and assess the teaching process are key factors that impact teaching outcomes.

According to Makhkamova et al. (2017), innovative techniques can be categorized into four main groups: 1) information-processing, 2) social, 3) personal, and 4) behavioural. The first category focuses on techniques designed to organize information processing and solve problems. One example is inductive reasoning, which involves analysing data to form concepts. The second category, known as social methods, encourages students to collaborate in groups to cultivate reflective, interactive, and decision-making abilities. The third category revolves around personal-directed methods, where the teacher's role is primarily to indirectly teach and bolster students' self-esteem, assisting them in setting and achieving their goals. The final category of innovative methods is behavioural, which employs strategies like mastery learning and direct instruction. In this approach, the teacher tracks students' progress and provides

feedback on their achievements. In accordance with this perspective, educators must develop strategies that promote student engagement and foster a sense of community. This can result in collaborative teaching, strengthen relationships, and enhance educator feedback while preparing students for independent networking and self-directed proactive learning (Garrison & Anderson, 2003).

1.3.2 ICTs' Teaching Approaches in Schools

Mastering ICT's basic skills and concepts is an important and mandatory part of the education system for both teachers and learners. Anderson (2010) argued the basics of the integration of ICT in education. In the late 1970s, computers were integrated into schools, followed by printers, scanners, and digital cameras. The term "IT", (Information Technology) was used to describe these devices. The internet brought computer networks, the World Wide Web, email, and search engines, leading to the term "ICT" (Information and Communication Technologies). ICT encompasses the technologies used to detect, interpret, and exchange information with others. It includes electronic tools for gathering, recording, storing, exchanging, and distributing information (Anderson, p.4).

Thus, considerable literature on ICT in education has been devoted to factors affecting the successful implementation of ICT in schools. Considerably, Anderson (2010) stated, "Although ICT offers the potential for new ways of learning; this potential is often limited because teachers do not modify their teaching approaches sufficiently" (p.30). He identified a model that represented the four stages of ICT integration in schools: emerging, applying, infusing, and transforming approaches.

1.3.2.1 Emerging Approach

This often involves teachers using ICT for personal purposes. While teachers may have limited knowledge about using various technological tools, such as data projectors for PowerPoint presentations or different web platforms in the classroom, the focus is mainly on learning basic ICT skills and identifying ICT components. The emphasis is more on learning to use a variety of tools and applications and becoming aware of the potential of ICT in their future teaching (Anderson, 2010). Moreover, according to Majumdar (2009), in the early stages of ICT development, schools are in the emerging phase. They have basic computing infrastructure provided by the school authority. Administrators and teachers are exploring how to integrate ICT into school management and the curriculum.

1.3.2.2 Applying Approach

It consists of the integration of ICT within the curriculum of every school, allowing teachers to benefit through using ICT tools for specific subjects, such as using videos and documentaries in order to provide clear explanations (Anderson, 2010). Accordingly, the curriculum should be adapted in order to increase the use of ICT in different subject areas, applying specific software tools in teaching. Accordingly, Majumdar (2009) claimed that in this stage, administrators and educators would use technology for managing schools and curriculum tasks. Educators will play a leading role in the learning environment. As schools progress, they will integrate technology across different subjects using specialized tools and software for various activities.

1.3.2.3 Infusing Approach

It has the same purpose. It refers to the use of ICT tools to develop the teachers' performance by exploring new ways and methods inside the classrooms in order to teach their students in an effective way (Anderson 2010). When almost all classrooms are equipped with computers, such as school offices and the library, and schools have Internet connections; teachers in all aspects of their professional career will improve their own teaching as well as the learning of their students. In other words, as Majumdar (2009) stated, this approach involves integrating or embedding ICT across the curriculum and is seen in those schools that now employ a range of computer-based technologies in laboratories, classrooms, and administrative offices. The curriculum begins to merge subject areas to reflect real-world applications. In the infusing approach, ICT infuses all aspects of teachers' professional lives in such ways as to improve student learning and the management of learning processes.

1.3.2.4 Transforming Approach

It is considered a natural part of the daily life of everyone in school, where administrators, students and teachers use different ICT tools to work, report or exchange information with each other (Anderson, 2010). In addition, Majumdar (2009) stated that in this stage, ICT is used to rethink and renew institutional organization in creative ways. Moreover, they are fully integrated with all regular classroom-learning activities.

In fact, these four qualitatively different approaches to ICT ranged from a teacher-focused to a student-focused view of teaching. These approaches were associated with particular combinations of intentions and strategies (Mayard, 2015). In

relation to this context, another recent study underlined many teaching approaches to information communication technology (ICT). Khan (2017) identified two strategies with five main approaches to ICT-enhanced teaching distributed along the teacher-focused and student-focused continuum, namely the teacher-focused strategy that comprises (1) information-oriented, (2) feedback-oriented and (3) practice-oriented approaches; and the student-focused strategy, consisting of (4) facilitation-oriented and (5) industry-oriented approaches.

- **Teacher-focused, information-oriented approach:** In this approach, the intention of using ICT is to enhance the effective delivery of content. Teachers, in this approach, are seen as subject matter experts who are the main source of disciplinary knowledge. Teachers manage lectures, deliver essential information using various strategies based on ICT-enhanced teaching approach tools, such as PowerPoint presentations, YouTube videos, search engines and shared drives to students. In contrast, students are perceived as relatively passive participants who mainly listen to teachers and follow their instructions (Khan, 2017, p.39).

- **Teacher-focused, feedback-oriented approach:** The intention of this approach is to achieve specific teaching and learning outcomes. The strategies used emphasize assessment and provision of immediate feedback to students regarding their level of understanding of the content recently taught. Similar to Approach A, Approach B involves the delivery of content or other necessary information using various ICT-based tools, such as PowerPoint, YouTube, learning management system (LMS), Google Docs and Dropbox. However, approach 2 is different from approach 1; students'

participation in the teaching-learning process is enhanced through teacher assessment and feedback (Khan, 2017, p.39).

- **Teacher-focused, practice-oriented approach:** It is similar to approaches 1 and 2, in terms of adoption of a teacher-focused strategy, but the intention shifts towards linking theoretical understanding with practical skills. The teaching strategies focus on the provision of necessary knowledge with related activities to ensure that students understand and can apply the subject content. However, the distinct feature of this approach is its explicit orientation towards students' capability to apply learned content (Khan, 2017, p.39).

- **Student-focused, facilitation-oriented approach:** The intention of this approach is to provide students with an environment that is conducive to active learning. The main focus is on student development, and ICT is perceived as an affordance offering an opportunity to create a supportive space that allows engaging students with more self-directed and autonomous learning. Overall, it differs from the previous approaches as it adopts student-focused, facilitation-oriented strategies that are manifested in students' engagement in shared activities and mutual support in the teaching-learning process (Khan, 2017, p.39).

- **Student-focused, industry-oriented approach:** Its intention is to develop students' knowledge, skills and other attributes related to industry needs. Similarly to Approach 4, this approach focuses on students' proactive engagement with learning. However, Approach 5 differs from Approach 4, as the nature of students' engagement and teachers' activities extend to the workplace. Approach E emphasizes the provision of an extended space that links student-centred learning activities with the professional

world. Students also are encouraged to conduct research and gain knowledge and skills that are needed for future employment (Khan, 2017. p, 39)

For many years, several studies of teaching and learning in schools around the world identify broad stages in the way that teachers and students learn about and gain confidence in the use of ICT (Pelgrum et al. 2001; Brown 2000; Kraus, 2010). In comparison, previous studies into Algerian EFL teachers' use of ICT have identified different factors for promoting ICT integration in different educational contexts (Sarkar, 2012; Guerza, 2015; Ugwu & Nnaekwe, 2019). Guemide and Benachaiba (2012), in their study about ICT and secondary school teachers 'professional development in Algeria, insisted that the teacher is the key to the effective integration of ICT in EFL classes. Indeed, their research findings demonstrated that in secondary schools, EFL teachers use different ICT tools. However, there is a lack of training on ICT integration, as most of those teachers learned how to use these tools on their own.

According to the general objectives assigned to the teaching of English in the Algerian Educational system, Chili (2012) emphasised that students should be proficient in using a diverse set of tools to interact adeptly with their surroundings. These tools encompass both physical resources such as information technology and socio-cultural skills like language proficiency. In an increasingly interconnected world, it is crucial for students to engage with individuals from diverse backgrounds and operate effectively within heterogeneous groups. Additionally, students should demonstrate the ability to take responsibility for managing their own lives, understand their roles within broader social contexts, and act autonomously (p.29). Therefore, The Algerian Ministry of National Education has made significant efforts to introduce technology into schools,

especially after the adoption of CBA (Bouhadiba, 2018). The e-Algérie plan was a successful program that aimed at modernizing all sectors, including education (Idri, 2013). Boukhatem (2015) highlighted that considering ICT as an instrument of modernity helped to enhance the quality of Algerian education.

Although Algerian schools are claimed to be equipped with various technological tools in order to improve teachers' performance. Providing schools with software and technologies was not sufficient since their effectiveness depended to a large extent on teachers' experiences and their understanding of how to use them (Webb, 2014). Regardless of the seminars, training sessions and workshops introduced by English inspectors to raise awareness of CBA theoretical suggestions, teachers still faced difficulties in applying it effectively in their classes (Benadla, 2013) and in the same context, Miliani (2010) argued that:

This new development at school level has generated uneasiness of teachers who are supposed to teach through it but know nearly nothing about it. Furthermore, the textbooks that have been designed along CBA characteristics are posing problems to teachers who return systematically to their old ways and practices. (p.10)

Yet, adequate training should support both the introduction and integration of ICT into school instruction. This is what Al-Bataineh and Brooks (2003) highlighted, "teachers must receive adequate ongoing training" (p.479). Consequently, it was mentioned in the Panafrican Research Agenda of Pedagogical Integration of ICT (2009) that there were ninety (90) Algerian teachers and school principals who were trained by the British Council. After all the changes that took place in the Algerian educational

system mentioned above, the integration of ICT was introduced in these recent years (Gherbi, 2015).

Based on what has been discussed above, there are many approaches when it comes to the use of ICT, and usually, each tool has its own criteria and specific usage in order to promote both teaching and learning processes. Thus, Teacher training programs need to effectively train their prospective teaching in using different ICT materials for lessons and to be able to direct and have learners effectively benefit from such materials (Osborne & Hennessy, 2003). This is what the following sections will introduce in more detail.

1.4 Different Educational Tools of ICT in ELT

The list of technologies that ICT encompasses has been updated daily as new technologies are invented or designed. Thus, we can say ICT is a generic term that refers to technologies that are used to collect information. The latter is described as all technical means that are used to handle information and aid communication, including both network and computer hardware (Educational Technology, 2015). Nevertheless, ICT in education is any educational technology that is applied in the educational process. It encompasses the Hardware approach, like the use of machines and materials such as computers; the Software approach, like the use of methodologies and strategies of teaching learning and the System approach that uses the management technology that deals with the systematic organization of the hardware and the software. (Watson, 2006). In other words, “CALL can refer to such practices as using a vocabulary Web site to engage in self-study of relevant vocabulary during a semester-long reading class”

(Chapelle, 2012, p. 1002). Most of the time, students consider their traditional chalk and talk classroom as monotonous, boring, and even frustrating. Learning English through computer applications and problem-solving techniques with the help of multimedia aids like pictures, sounds and animated graphics makes CALL more interesting (Warschauer, 1996).

Consequently, the quality of education has traditionally been associated with qualified teachers having higher degrees of personal contact with learners and skills; in today's era, learning is no longer encountered within the four walls of the classroom where the instructor is armed only with a textbook. Thus, nowadays, teachers can adapt computer programs that suit their students' needs and level of knowledge, unlike books that are produced in a single uniform (Korkut, 2007). With the development of technology, teaching is no longer a teacher-centred approach, and the focus has shifted more to the learner-centred approach. In other words, the focus was more on promoting learning through applying new methods and teaching techniques in order to meet the student's needs. The effective integration of ICT in the learning process yields the following: increases student motivation for learning, improves communication of learning goals, facilitates higher-order thinking skills, builds valuable skills that students will use in college and in the workplace, expands students' understanding from novice to mastery among others (Bingimlas, 2009). In other words, using ICT resources, especially computers, the internet, and other related technologies in the classroom better prepares the learners for the workplace where these equipment are used. Students who are able to use ICT effectively have a better chance of being absorbed in the current

globalizing job market. Consequently, many audio-visual aids can be used within a classroom context as new teaching material.

Richard (2001) stated that authentic materials, which are the use of various innovations like videos and sound-related guides that have been generally presented as one of the best teaching tools, play an effective function in the educational stage, which always flourishing to expand EFL student practice and boost teachers to build up their activities in the regular and clear way. Undoubtedly, authentic materials play a huge role in education, serving both the teacher and the student as a useful method of learning. Additionally, materials have radically changed the role of the teacher, where they were the only provider of information and knowledge. As House (2008) argued:

Authentic materials for the classroom have been promoted as a means by which teachers can link the formal, and to some extent artificial environments of the classroom with the real world in which we hope our students will eventually be using the language they are learning (p. 56-57).

Authentic Materials are oral or written materials designed for native speakers of English but not necessary for teaching (Nunan, 1997). Moreover, Oddone (2011) stated, “Authentic material usually proves to be particularly motivating as people find it interesting to understand real things” (p.105). According to (Alimemaj, 2010), these materials exist in the real world and are used by native speakers of the target language to communicate with real audiences for real purposes. However, (Kilickaya, 2004) defined authentic materials as materials that teachers can use in the classroom with students in which they provide instances of authentic language and can be fully exploited with the teacher’s control. Therefore, the most common tools used as teaching aids are overhead Projectors OHP, also called digital video projector, PowerPoint, and

video technology. (Murphy, 2008). For further details, each tool's definition will be presented below.

- **OHP:** It is a technological device connected to a laptop or a desktop computer to project the computer screen on a wall or a whiteboard. Law (2014) states that, “the technology of overhead projector started initially with the use of back part of projection television consoles, LCD projection system was tried in many various sizes of television, and it showed better image quality to a 60-inch television” (p.5). According to Jarrett (2017), putting educational technology front and centre in a classroom is one technique to obtain students' interest. It provides many benefits to both teachers and learners. Because it is easy to present information and different lectures with the aid of exposing the large slides with a mixture of written words and images in order to highlight the efficacy of the lesson presented and provide a better level of understanding.

- **PowerPoint:** An educational tool is used particularly in an instructive setting. According to (Jane, 2016), PowerPoint is considered, as computer even without the internet connection is also useful in the development of teaching aids. It helps a teacher to explain complex ideas in an interactive way using digital presentation software such as Microsoft PowerPoint or Apple Keynote. Such software allows teachers to prepare texts, images, movie clips and sounds to use during lessons. Unlike chalkboards, digital presentations are flexible allowing the teacher to let the learners view what they desire. (p.25). Teachers may use it to teach English by using new smart technologies and apps that facilitate the teaching process and help them increase their students' motivation so they can have fun while learning English. Castelli and Fiorentino (2008) states, “Microsoft PowerPoint aids teacher in the creation of presentation, and hand-out,

interactive animation, stand-alone knocks, task cards, and web pages to deliver information to students in a visually effective and high-speed fashion” (p. 46).

Moreover, both teachers and students can use PowerPoint in face to face/ online learning. Where, teachers explain concepts that are abstract so the learners can use them easily because, it is a tool that can motivate learners due to its novelty (MOEST, 2006). Additionally, English teachers can use PowerPoint to teach parts of speech, genres of oral literature or listening comprehension tasks using slides that can be saved for another lesson. It is noteworthy that language materials are one of the standards for language education and learning, and they are seen as a source of input for EFL students. As stated by Rodgers and Richard (2014), “materials allow learners to progress at their own rates of learning and use different styles of learning; they also provide opportunities for independent study and use, and to provide opportunities for self-evaluation and progress in learning” (p. 35). Moreover, Mayer (2005) defined multimedia instructional message as “a communication containing words and pictures intended to foster learning” (p. 32). Maddux, Johnson, and Willis (2001) explained that “Multimedia comprises a computer program that includes text along with at least one of the following: audio or sophisticated sound, music, video, photographs, 3-D graphics, animation, or high-resolution graphics” (as cited in Gilakjani and Ahmadi, 2011).

• **Video technology:** These kinds of technological tools are considered advanced instruments that can be used in teaching and learning English. Çakir (2006) stated, “It is a well-known fact that audio-visual materials are a great hope in stimulating and facilitating the learning of a foreign language” (p.67). The teacher uses several technologies to motivate their learners, help them in the learning process, and engage

them in classroom activities. Videos are one of the essential factors that bridge the gap between students and their language learning. They help to accomplish many purposes in EFL classes and they are suitable for all learning styles. Harmer (2001), on the other hand, indicated that the main benefit of videos is that students not only listen to the language, but they can also see it through video clues and gestures, which consequently allow students to go beyond what they listen to. They would be able to make connections between words and images, which would help them analyse the language. According to Cisco Networking Academy Systems summarized the impact of video by three key concepts:

Interactivity with content: the learner relates to visual content, whether verbally, by not taking or thinking, or by applying concepts.

Engagement: the learner connects to the visual content, becoming drawn and by video, whether on-demand or real-time.

Knowledge transfer and memory: the learner may remember and retain concepts better than with other instructional tools. (Cisco Systems Inc, 2012)

Numerous studies have focused on the use of videos in English classrooms and found that closed-captioned videos are superior to non-closed-captioned ones in terms of improving learning motivation and attitude, vocabulary development, oral fluency, overall listening comprehension, and comprehension skills in EFL students. According to Hovland, Lumsdaine, and Sheffield (1949), video strips were really used in language instruction as early as World War II. Videos have now grown to be an important technology tool in language learning. Studying the impact of multimedia annotations on

vocabulary learning, Chun and Pluss (1996) took into consideration the finding that “words associated with actual objects or imagery techniques are learned more easily. In their study, 160 German students participated by using a program that helped students guess the new words through videos in addition to pictures. Similarly, Perez, Peters, and Desmet’s (2017) study focuses on the effect of exposure to YouTube videos on L2 vocabulary acquisition.” (p. 96). In their research on vocabulary learning through video viewing, they reported that participants’ vocabulary size was directly related to the inferencing skills they developed by using the context. In the videos they were exposed to. However, many studies from different countries have been devoted to factors and barriers affecting the successful implementation of ICT in schools (Afshari et al.; Drossel et al., 2017; Idri 2021).

Algerian government tried hard in order to promote the development of content to address the educational needs of primary, secondary and tertiary institutions by providing affordable infrastructure and facilitating the dissemination of knowledge and skills through e-learning platforms and materials (Gherbi, 2015). However, the programme of ICT training has been limited to the necessary information with nearly every teacher receiving 30/60 hours of training. Although, 100% secondary teachers and 60% of middle school teachers received basic ICT training, this has to date very little impact on the quality of the delivery methods of education in classrooms (Hamdy, 2007). In addition, ICT challenges revealed in Hamdy’s research within the Algerian context are remarkable for the 21st century, where teachers were not able to use the equipment because it is either broken or barely working which also leads to students missing the opportunity of learning through authentic materials that can play a main role in their

language learning. He stated. “However, this experience is still in its beginning and faces important problems such as the low or the lack of the high-speed Internet connection, and the lack of Moodle training for most of teachers and students have impoverished the platform “(p.6). Moreover, several factors have been highlighted as barriers to ICT use and its integration into teaching, including lack of competence and ongoing support for ICT usage and many others. During the Covid-19 pandemic, social distancing became the norm, social contact in terms of physical one-to-one interaction had been reduced, and lock down measures were applied. Therefore, in order to maintain the learning process and ensure the continuity of the academic year during the crisis, it was inevitable to use a blended learning mode.

1.5 The Importance of ICT & Multimedia Motivation in Teaching & Learning

Past research has indicated that limited research has been conducted regarding the relationship between multimedia and learning in the educational environment (Plass & Jones 2005; Mayer 2002). Nonetheless, the positive results of the ACOT research (Apple Classroom Of Tomorrow) on the use of computer technology in education across public schools, universities, research agencies, and Apple Computer suggest that the introduction of technology in the classroom changed the role of the teacher from lecturer to mentor, increased cross-disciplinary collaboration, and heightened student interest (Sandholtz et al., 1997). The vast majority of educators are aware that students arrive in the classroom at varying levels of preparedness to learn. This readiness is called by researchers “Motivation”. Harmer (2001) defines motivation as, “Some kind of internal

drive that encourages somebody to pursue a course of action.” If we perceive a goal and that goal is sufficiently attractive, we will be strongly motivated to do whatever is necessary to reach that goal” (p.68).

Berns (2010) defines motivation as the combination of effort plus a desire to achieve the goal of learning the language plus favourable attitudes towards learning the language. In ‘*Emerging Reading and Writing Strategies Using Technology*’, Castellani and Jeffs (2001) claimed that, based on how each student responds to text-based material, educators are starting to grasp how to use a variety of media and digital tools for literacy teaching with students with impairments. They contend that a variety of media fosters the development of literacy by offering tasks that are inherently compelling, as well as cognitive supports for learning and representational literacy. In this same context, Verma’s research (2010), asserted the integration of ICT in education has been proven to yield multiple benefits. Firstly, it has been observed to boost learners’ motivation and engagement. Secondly, the various ICT resources available to educators can be leveraged to provide students with engaging and challenging content. Boster et al. (2002) cited research in which educators think that pupils are more motivated and retained when they watch videos because they are more interested and engaged. In a 2005 study, Jun Choi and Johnson examined how context-based video training affected students’ motivation and learning in online courses. They discovered that learners’ motivation and retention differed significantly from standard text-based instruction.

In a similar vein, Bravo, Amante, and Enache (2011) looked into how the School of Industrial and Aeronautical Engineering of Terrassa (ETSEIAT) used movies as a teaching tool to boost student enthusiasm. According to the study’s findings, students

thought that watching videos would be a more entertaining approach to deliver the material and a way to boost their motivation. Teacher motivation has also been investigated through research on personal and social viewpoints. The motivation for teachers to use technology itself is also extremely varied from internal-initiated (when the teacher makes the decision himself to use the technology) to external-initiated (when the decision to use the technology is made by others). Teachers have often expressed hesitation to accept new approaches (Reinders, 2018) and it is not surprising that this is also challenging when adopting technology with extensive training. Motivation is one of the major contributions of online material in general, and it applies to the context of this study, too. In addition, the videos clarified the course content and enabled user-friendly access to the new listening material prepared for the course (Balbay & Kilis, 2017).

However, Robb (2006) stated that for most teachers, gaining sufficient skills and using technology without training has proven to be difficult. Within the framework of enhancing the level of integration of ICT in education, the Algerian government supports the educational system with a number of initiatives focusing on teacher training programs. The Algerian government and Japanese government have provided funding totalling USD\$750,000 in order to promote the educational sector. According to Hamdy (2007), teachers were receiving almost 30 to 60 hours of training approximately, and the quality of the training was on the methods of the delivery of education in the classroom. The major training components are (Hamdy, 2007, p.14):

Basic ICT Training: basic operations, windows-based software, email and the Internet.

Intermediate Training: classroom applications, Internet for teaching, and email as a medium for communication and collaboration.

Advanced Training: development and creation of educational software, online classes, telecommunication, emailing, development of interactive websites, production of multimedia presentations, producing creative work.

Therefore, teacher motivation and technology integration are interrelated phenomena. According to Mbagwana and Tani (2008), when ICT resources are used in teaching, the learners become motivated; they go out and look for more information, information that they can easily access through ICT resources. Therefore, videos can positively influence education with the affordability they offer, where their access is very fast and easy, and the existence of cultural-based videos and language from around the world. In other words, teaching through YouTube can change the learning environment positively (Almurasih, 2016). The use of YouTube as a supportive teaching tool can make learning more interesting with its offer of the subject matter should be packed with the teacher's creativity. The results of Elyas & Kabooaha's study (2018) found that the majority of the students in the study strongly agreed that the use of YouTube in their classrooms for learning new vocabulary provided an attractive and interesting learning environment and that it motivated them to learn faster and better, and all the teachers also support this strongly.

Accordingly, many studies, such as the one by Alimemaj (2010), argued that YouTube motivates students who are intrinsically and extrinsically motivated because it is a technology that deals with contemporary popular culture. Another study by

Alwehaibi (2013) demonstrated that students are motivated to learn because of the fun and engaging environment that using videos in the classroom creates. Moreover, technology can provide opportunities to motivate learners but is unlikely to lead to autonomous learning. Unless appropriate pedagogies are applied within the affordances of the technologies and sufficient training is provided on how to use the technologies for language learning purposes (Reinders, 2018). In fact, both teachers and learners need to find the best way of providing training that suits the dynamics of that relationship, balancing teaching to learning often in the midst of the curriculum constraints. It is often assumed that using authentic materials such as videos in the classroom helps enhance students' motivation and support them during their learning process. As Mayora (2009) underscored the importance of using authentic resources to help learners understand classroom tasks. He stated:

YouTube videos help learners see real-life examples of language in use instead of abstracting the same. A teacher can formulate speaking tasks by telling the learners to comment on the video they have watched. Learners, in this case, express their ideas freely. This opens a chance for expressivity and fluency. (p.24)

However, one also should not forget that it is always important for EFL students to know about the culture in the first place and often listen attentively to the language L1 speakers present. As Alfehaid (2014) stated English learning and teaching are also related to culture since language provides teachers and learners with an insight into what is happening around them in other cultures. In addition, it is essential to learn how to distinguish ambiguity in L1 spoken language. Textbooks are unlikely to meet these needs. Hence, various researchers anticipated the application of YouTube in teaching to

improve language skills. Accordingly, the effectiveness of YouTube videos in enhancing the listening and speaking abilities of EFL learners was examined by Omer (2017). Data were gathered from a sample of thirty first-year graduate English students using a questionnaire. The findings demonstrated that YouTube enhanced students' listening and speaking abilities and encouraged them to communicate verbally in English. Additionally, YouTube introduced students to the culture of native English speakers, which further strengthened their command of the language.

1.6 Conclusion

To conclude, this chapter has introduced the line development of teaching methods within ICT implementation. After discussing the most valuable techniques and methods in language teaching, especially in foreign or second languages, one can say that teaching languages is a very complicated task to undertake, either as a second or as a foreign language, and when a language is taught, it becomes very important for the teacher to know how and what to teach students because there is always a difficulty in choosing the most suitable method or approach.

Current thinking is that there is no one 'good' method or approach, but that a competent teacher may integrate more than one method or approach in order to develop a suitable and appropriate "blend"; and such a practice is said to be "eclectic"; that may help EFL teachers to teach English effectively. This process of integration of two or more methods or approaches in the classroom is also referred to as 'principled eclecticism', which is not holding to one method but applying elements of a variety of methods to each particular case in order to deliver the most appropriate, and effective,

means of teaching and learning. Thus, an overview of TEFL status and the recent methods adopted in the university educational system in Algeria will be further introduced in the following chapter.

Chapter Two

The Application of

Videos in EFL

Classrooms

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Chapter Two: The Application of Videos in EFL Classrooms

2.1 Introduction

In recent years, there has been a significant movement among educators and applied linguists to strategically incorporate innovative technological tools aimed at enhancing the learning experience. This paradigm shift in educational methodologies seeks to revitalize traditional pedagogical approaches, making the learning environment more interactive and engaging. By leveraging modern technologies, educators strive to address the evolving demands of contemporary students and society, thereby fostering an educational landscape conducive to both cognitive development and personal growth. This commitment to integrating technological advancements reflects a broader objective of ensuring that learners acquire the essential skills necessary for success in a rapidly changing global context.

Hence, many scholars have highlighted the important role of video resources in education, especially in classroom environments. The integrative approach to Computer-Assisted Language Learning (CALL) focuses on combining various language skills—listening, speaking, reading, and writing—while also incorporating technology more deeply into the framework of language education. Therefore, the main concern of the second chapter of the present research paper is to cover the relevant aspects in the area of blended/distance language learning in terms of history, evolution, theories, and the advantages they may offer to teachers and students. It aims to highlight the potential of teaching and learning with video-based methods and their significant importance in

developing those processes. Besides, it emphasizes the teacher's role in encouraging his/her learners to use a variety of technological strategies and techniques to develop their language skills, taking into consideration learners' needs, too.

2.2 Distance Education

The term 'Education' in the English language originates from two Latin roots: 'Educare' meaning 'to train' or 'to mold', and 'Educere' meaning 'to draw out' or 'to lead out'. Despite their distinct meanings, both are encompassed within the concept of 'Education'. 'Educare' involves the preservation and transmission of knowledge, preparing the youth to assimilate into existing circumstances, and regarding learners as recipients or consumers of knowledge. Conversely, 'Educere' involves preparing new generations for forthcoming changes, equipping them to innovate solutions for unforeseen problems, and regarding learners as creators or producers of knowledge. As Sahu (2002) defined it:

Education is a process of learning and development... It is the acquisition and accumulation of knowledge, construction and reconstruction of experiences for living life... Education is a functional process of the development of the whole being of the individual. It is a process of all-round growth and development physical, mental, social, emotional, moral and spiritual. (2002, p.7)

At the beginning of the twentieth century, the world witnessed a scientific revolution in almost all fields of science. In the domain of technology, the advancement of research enabled the emergence of a brand new way of communication possibilities. These innovations not only optimised the analysis and results of the research but also gave academics the opportunity to gain more time to be dedicated to the language teaching and learning development process.

Figure 2.1 Warschauer's Three Stages of CALL (Warschauer, 1996)

Stage	1970s–1980s: Structural/Behaviouristic CALL	1980s–1990s: Communicative CALL	21st Century: Integrative CALL
Technology	Mainframe	PCs	Multimedia and Internet
English-Teaching Paradigm	Grammar-Translation and Audio-Lingual	Communicate Language Teaching	Content-Based, ESP/EAP
View of Language	Structural (a formal structural system)	Cognitive (a mentally constructed system)	Socio-cognitive (developed in social interaction)
Principal Use of Computers	Drill and Practice	Communicative Exercises	Authentic Discourse
Principal Objective	Accuracy	And Fluency	And Agency

Warschauer (1996) emphasised that moving forward toward a new phase does not necessarily mean a total rejection of the programmes and methods of the preceding phase. Like any innovation, each phase gained slow and gradual acceptance. It is noteworthy that the pandemic deeply affected the state of English teaching and learning, and there was a shift where most teachers conduct virtual and blended learning as a result of using more online applications and videos (Syafiq, et al, 2021). Proponents of this shift have become more affirmative in their demands in the wake of the COVID-19 pandemic and its huge challenges, forcing a global shift in the teaching-learning paradigm towards online/distance learning (Almahasees et al., 2021; Haider and Al-Salman, 2020b). In the

same line, Haider and Al-Salman stated that it has revolutionized and reshaped the educational paradigm internationally (Al-Salman and Haider, 2021b).

Contrary to popular assumption, distance education is not a new phenomenon. It has been around in the field of education for at least a hundred years. Its evolution and progression run parallel with innovations in communications technology. Scholars argued that the concept of distance education has evolved through a number of successive waves called generations. Distance Learning, Correspondence Education, Open Education, Online Education, or E-learning are all terms that are often used interchangeably to refer to Distance Education. As Moore (2012, as cited in Miner & Stefaniak 2018) stated, it is a form of education different from the one used in the traditional classes, where the learner may not always be physically present in the educational institution. It is a way of learning remotely; the learning process takes place in a distant space and/or time without requiring face-to-face contact between the teacher and the learner. Moreover, the concept of distance education implies consistent non-contiguous communication between the educational institution and its students (Holmberg, 1995). This communication according to Holmberg can be of two kinds:

One-way traffic: It refers to a simulated communication in the form of an expository teaching method through which the pre-produced course materials are dispatched from the educational institution and involving students in interaction with texts or other educational technology supports without receiving any feedback.

Two-way traffic: it refers to real communication between students and the education institution through emails, telephone interactions, IM (Instant Messaging) or

video conferencing. Two-way communication enables students' access to personal tutoring and counselling.

Along the same vein, Keegan (2013, p.44) proposed an analytic, comprehensive and modern definition of distance education that includes the following five basic key characteristics:

- The quasi-permanent separation of the teachers and learner throughout the length of the learning process. (This characteristic distinguishes distance learning from the traditional face-to-face approach).
- The influence of an educational organization in both the planning and preparation of learning materials and in the provision of student support services. (This characteristic distinguishes distance learning from private and self-study programmes).
- The predominant use of -technical media, print, audio, video or computer- to unite teacher and learner and carry the content of the course.
- The provision of two-way communication –between student and teacher or between students themselves- so that the student may benefit from or even initiate dialogue. (This characteristic distinguishes distance learning from other uses of technology in education.)
- The quasi-permanent absence of the learning group throughout the length of the learning process so that people are usually taught as individuals and not in groups, with the possibility of occasional meetings for both didactic and socialization purposes.

2.2.1 Theories of Distance Education

Keegan (1993) in his prominent book '*Theoretical Principles of Distance Education*' introduced distance education theories into three main groups: theories of independence and autonomy, theories of industrialization of teaching, and theories of interaction and communication. Each of these theories will be explained below.

2.2.1.1 Theories of independence and Autonomy

The theory of Independence encompass two versions: the American version embracing ideas advanced by Charles Wedemeyer (1981) and the European one led by Michael Moore (1991).

2.2.1.1.1 Wedemeyer's Theory (1981)

Wedemeyer's theory of Independence study hypothesised that the main focus of distance education is to help students become more independent. In 1981, Wedemeyer criticized the outdated teaching methods and suggested using new technologies to give students more freedom. He believed students could become more independent by using different methods, including being able to learn at any time and in any place. According Wedemeyer (1981) the instructional system should do the following:

1. Be capable of operation anyplace where there are students or even only one student, whether or not there are teachers at the same place at the same time;
2. Place greater responsibility for learning on the student;

3. Free faculty members from custodial-type duties so that more time can be given to truly educational tasks;
4. Offer students and adults wider choices (more opportunities) in courses, formats, and methodologies;
5. Use, as appropriate, all the teaching media and methods that have been proved effective;
6. Mix media and methods so that each subject or unit within a subject is taught in the best way known;
7. Cause the redesign and development of courses to fit into an “articulated media program”;
8. Preserve and enhance opportunities for adaptation to individual differences;
9. Evaluate students’ achievement simply, not by raising barriers concerned with the place, rate, method, or sequence of their study; and
10. Permit students to start, stop, and learn at their own pace.

(Wedemeyr, 1981, as cited in Holmberg, 1995, p. 8)

2.2.1.1.2 Moore’s Theory (1973)

The transactional distance theory, first formulated by Moore in 1973, aims to explain the learning relationship between the teacher and the students in a distance-learning situation. Transactional distance encompasses not only the physical or temporal separation but also includes a psychological and communication gap that may lead to misunderstanding between the instructor's input and the learners' comprehension (Moore, 1993).

In Moore's theory, three variables control the extent of transactional distance: Dialogue, Structure, and Learner Autonomy. Structure refers to the rigidity or flexibility of the instructional methods and strategies, while dialogue refers to the interaction between the instructor and the learners during a distance learning experience. The third variable controlling the theory is Learner Autonomy. It refers to,

The extent to which in the teaching/learning relationship it is the learner rather than the teacher who determines the goals, the learning experiences, and the evaluation decisions of the learning programme. (Moore, 1993, as cited in Keegan, 1993, p.28)

2.2.1.2 The Theory of Industrialisation of Teaching

Otto Peters developed the theory of Industrialisation of teaching in 1993 after an extensive distance education survey he had done during the 1960s. Peters perceived distance education as an industrialized form of teaching and learning with a structure based on the same rules and principles that governs the industrial process for producing goods. He emphasised that the application of industrial techniques for the delivery of instruction needs to be implemented for a distance education program to be successful (1993). His comparison between distance education and the industrialization process showed the following prominent similarities:

1. The development of distance study courses is just as important as the preparatory work prior to the production process.
2. The effectiveness of the teaching-learning process is particularly dependent on very careful planning and adequate organization.

3. The function of the teacher is split up into several sub-functions and performed by specialists, for instance, in the production process at an assembly line.
4. Distance education can only be economical if the number of students is great: mass education corresponds to mass production.
5. As is the case with the production process, distance education needs capital investments, a concentration of available resources, and a qualified centralized administration. (Peter, 1993, as cited in Keegan, 1993, p.36)

2.2.1.3 The Theory of Interaction and Communication

Börje Holmberg's Theory of interaction and communication, which he originally termed 'guided didactic conversation' theory, was reported for the first time in English in 1983. While Peter and Moore emphasise the analysis of the structure of distance education, Holmberg concentrates rather on the inter-personalisation of the teaching process at a distance. For him, learner autonomy is the ideal, and the aim of distance education is therefore, to assist students in achieving complete autonomy.

2.2.2 Synchronous VS Asynchronous Distance Education

Synchronous distance education refers to virtual learning in which the teaching and the learning process happen simultaneously but from different locations. The teacher and learners need to be both online at a specific time to communicate directly with each other in real-time using IM, live streaming, or audio and video conferencing technologies. Whereas, in asynchronous distance education, instructions and learning happen not only in different locations but also at different times. The courses can even be carried out when the teacher or the student is offline through the use of stored digital objects consisting of

digital documents, presentations, images, graphics, audio files, videos and even full-length movies such as educational documentaries

Synchronous and asynchronous distance education both have their advantages. According to McVay Lynch (2004), each mode of instruction offers four significant benefits. Synchronous mode motivates online learners by encouraging interaction with peers and group work. It fosters quick feedback, decision-making, and discipline in learning. On the other hand, asynchronous mode provides students with flexibility in accessing lessons, time for reflection and preparation, easy integration of course material, and cost-effective technology requirements, using only a minimum internet speed and a low-end personal computer to operate. Raja and Nagasubramani (2018) also addressed the advantages of integrating contemporary technology into the classroom. They claim that one benefit of technology is that it provides improved computers, digital cameras, PowerPoint presentations, and other devices that are being used extensively in education as teaching and learning tools by teachers to help students grasp concepts more rapidly. Students also experience a fun, engaging, and dynamic learning environment thanks to the visual explanation, which encourages them to participate more in class activities.

2.3 Background of the Video Use in English Teaching

According to Pickard (1996), language skills (listening, speaking, reading, and writing) enable an individual to use the language successfully, be it in spoken or written form. These skills can be divided into two categories: input skills, listening and reading, and output skills, speaking and writing. These fundamental competencies should be

developed by users in any language in order to have a successful discourse, which is the case for an individual who is trying to learn a second/foreign language.

The world of teaching and learning a second/foreign language should provide appropriate teaching techniques for learners to develop those core skills, and one of the common techniques is teaching with multimedia (Hwang et al., 2016). Accordingly, Mayer (2016) stated that communication could be conveyed with the application of any means, either paper-based communication or computer-based communication, in which words can be printed words (printed text) or spoken words (narration), and pictures can be static graphics (illustrations or photos) or dynamic graphics (animation or video clips).

The application of videos, therefore, is considered as one type of multimedia in the world of teaching English as a second/foreign language. Video methods have different mechanisms for supporting teachers' learning; for example, unlike written case studies, video case studies capture voices, body language, and interactions. Based on the numerous advantages reviewed previously in various studies (Arya et al., 2017; Donaghy, 2019; Alshraideh, 2021). According to these studies, there are different benefits associated with each of the video methods used in teacher development. For example, combining video self-reflections, video case studies, and video reflections with peers can result in deeper and broader content knowledge about teaching. However, Colvin Clark & Mayer (2016) stress that e-learning should keep the focus on learning rather than technology. Content delivery through various technological formats, like videos, must fit into the human capacity for learning and the cognitive hard wiring of the brain (Sweller, 1994, cited in Mayer, 2016). Most of the time, the most effective

learning strategies are not always those that one would intuitively think they are (Carey, 2014; Foer, 2011).

Furthermore, based on several scholars' observations, educational and instructional videos have changed the way education is perceived. Moreover, it has become one of the greatest sources of learning (Klobas et al., 2018). Relatively, this study aims to explore the different uses of educational videos and, more precisely, focus their potential on the learning process in higher education. A recent TechSmith Newsletter study (2019) reported that there are many types of instructional videos. However, they are classified as the most common ones. There are also Micro videos that are considered as short videos split into chunks, also known as Tutorial videos. Teachers use them when they need to focus on a single, narrowed topic or to explain more complex concepts. This strategy offers learners better engagement and allows teachers to have more control over learning and the teaching process. Moreover, training videos usually cover interpersonal topics; most teachers use them during language lectures, conversation, and oral activities such as quizzing tasks. On the other hand, screencasts are the type of formative videos that teach someone to perform a task or to share information; sometimes, teachers can use them quickly to answer a question or to clear up problematic concepts. Additionally, videos can be used to present lectures, they might be in the form of simple recordings of PowerPoint slides created by the instructor or other teachers. Usually, they tend to be longer than the other types of videos; the aim of their use is to present declarative knowledge and formative procedural learning. In other words, they are used to help the teacher present a lecture (TechSmith, 2019).

Moreover, Harmer (2001) mentioned that there are three basic types of video that can be used in class: “Off-air” programmes, “real-world” videos, and language learning videos.

Off-air programmes: Programmes which are recorded from a television channel are called off-air programme. Some of them are extremely difficult for students to understand, especially where different accents are used.

Real-world video: According to Harmer (2001) there is no reason why teachers and students should not separately publish videotape material such as feature films or wildlife documentaries, etc.

Language learning videos: Harmer (2001) remarked that the main advantage of language learning videos is that they have been designed for student with potential abilities. However, the danger of language learning video is that they fail the quality test because the production is poor, and the situation and the language are inauthentic. The teacher’s choice, therefore, has to be limited to those sequences which the students will accept and enjoy.

One can easily note the rationale for implementing this medium instead of traditional teaching techniques. For the purpose of this research project, the focus is on TEFL with the use of educational videos within the Algerian university sector and their potential that can “provide meaningful input, facilitate meaningful interaction with the target language, and elicit meaningful output” (Plass and Jones, 2005, p.06).

2.4 Research Findings on Good Practice in the Use of Educational Videos

Relatively to the discussion above, various past studies showed that video use can improve teacher education outcomes and that integrating multiple video methods over time yields better teacher outcomes (Kay, 2012; Arya et al., 2017; Donaghy, 2019; Alshraideh, 2021). Further studies show that different video methods facilitate different kinds of outcomes—e.g., self-reflection might help a teacher identify a problem, and reflecting on the video with peers might help to generate a solution (Arya, Christ, & Chiu, 2017; Gilakjani & Sabour, 2017; Pattier, 2021).

Furthermore, research shows that video use in teacher education provides multiple sources of information with which to create a rich shared experience, focus attention on specific sequences of behaviours for analysis and discussion, and thereby identify practical ways to improve teaching practices. Franklin-Landi (2017) explored the use of audio-visual for fiction (FASP: Fiction à Substrat Professionnel) at Nice University Medical Faculty in France. A total of 59 students answered the introductory needs-analysis questionnaire and 38 of them participated in the FASP experiment. By watching episode 4 of Grey's Anatomy (Season 11) for five minutes twice, it was observed that students developed their critical abilities as well as their cultural and scientific/professional awareness. Relatively, another Algerian study findings revealed that both teachers and learners regarded the use of videos (Films) in teaching English as a foreign language in Algeria as a very effective teaching technique regardless of the constraints that were found. Teachers view the application of videos as authentic

material that can help learners in different ways to improve their English language, if it is applied through appropriate procedures and staged activities that will keep students engaged and watching with the purpose of learning.

However, these previous studies have not specifically focused on current video use in higher education; they nevertheless point to potential supports or some barriers to video use, such as: (internet connection, technological support, and training, etc.), that this study empirically aims to explore. In the Algerian context, we do not know the extent to which teacher educators are using educational videos and whether they are using them in effective ways, such as integrating multiple methods. We are aware of only one study that has described how videos are perceived by Algerian teachers in education, and it is limited to practices in only the use of films/movies (Bouzenoun, 2019), so it cannot be accounted for possible differences in various practices of videos in higher education. Although for example, global research has demonstrated that technology and videos are viewed as an instructional medium that enhances the learning process and significantly impacts students' academic performance. In particular, online videos have been shown to be highly efficacious in the field of education (Apuke & Iyendo, 2018).

According to research conducted in Indonesia, using films as instructional materials can help students learn English more successfully, particularly when it comes to speaking (Syafiq et al., 2021). This is also consistent with research by Meinawati et al. (2020), which found that teaching speaking classes using videos is beneficial during pandemics. In this instance, videos combine spoken language with visual context to help students enjoy and comprehend English lectures, making them more content and more

eager to acquire English. Additionally, the successful use of instructional videos improved the speaking abilities of students and the atmosphere in the classroom during online learning (Pratama et al., 2020). Numerous studies have been conducted regarding the use of videos to improve language skills (Arya, Christ, & Chiu, 2017; Pattier, 2021). These studies have brought enormous benefits to the field of teaching in general and EFL classes in particular. In contrast, several scholars anticipated the application of all forms of electronic technology to improve the learning process. (Arya et al., 2017; Donaghy, 2019; Alshraideh, 2021; Al-Salman and Haider, 2021b). Based on what was given and discussed above, we can say that the potential use of videos in language learning has been researched and proved in several countries. As mentioned earlier for example, Iran (Akbari and Razavi, 2016; Mufidah; 2017), Indonesia (Meinawati et al., 2020; Pratama et al., 2020; Tristiana and Swondo, 2020), Saudi Arabia (Almurashi, 2016; Dhawan, 2020; Handi, et al., 2022), Sudan (Omer, 2017), Morocco (Kably & Bitari, 2021) and Algeria (Djahida, 2017; Bouzenoun, 2019).

2.5 Teaching Strategies and Techniques of Video Use in English

Teaching

In teaching languages, it is necessary to be aware materials can serve different purposes in language learning. They can be instructional by providing information about the language, experimental by exposing learners to the language in use, elucidative by encouraging language use, or exploratory by facilitating discoveries about language use (Tomlinson, 2011).

Accordingly, from a teaching perspective, the most critical inquiry that most English teachers consider as a big challenge is how to use this tool in a fundamental English course appropriately to achieve learning goals (Berk, 2009). Teachers can prepare for using videos by previewing suitable content first, establishing clear purposes for the presented view, and deciding what selections will be best as a support to engage learners actively. In relation to this context, Duncan, Yawood-Ross & Haigh (2013) explained the significant importance of video-sharing sites and argued that YouTube videos are valuable to practical, medical, and clinical science education and research.

Therefore, several theoretical perspectives and different models were applied in order to explain the process of both learning and teaching with the use of YouTube videos and its approaches. Accordingly, Berk (2009) has suggested a list of guidelines and steps for teachers and educators that explain the criteria for selecting the appropriate structure of the video in order to meet the standards of educational and instructional use:

- ✓ Length- as short as possible to make the point, edit unmercifully to a maximum of three minutes unless the learning outcome requires a lengthier extract;
- ✓ Context- authentic everyday language unless purpose relates to language;
- ✓ Actions/visual cues- action should relate directly to purpose, eliminate anything extraneous, and
- ✓ Number of characters- limit numbers to only those few needed to make the point; too many can be confusing or distracting. (p.08)

2.5.1 Video Viewing Techniques

Audio-visual aids are very important in teaching languages to students especially to non-native speakers. Video are one kind of aids that are used by teachers. According to Wilson (2000), “being able to see the speakers, their context and body language is a huge advantage to listeners” (p.48). Harmer (2001) mentioned a number of teaching techniques that can be used in video-based lessons. All of those techniques are designed to rise the students’ curiosity, through prediction activities so that when they finish watching all the video sequences, they will finally have some expectations about it.

Fast Forward: When the teacher presses the 'play' button, the video fast-forwards, showing the sequence quickly and silently in just a few seconds. Afterwards, the teacher can ask the students to discuss what the extract was about and guess what the characters were saying. According to a study by Austin & Haley (2004), scenes where speech was accompanied by actions and body language were easier for students to understand.

Silent Viewing (for language): The teacher plays a tape without sound at normal speed, and the students have to guess what the characters are saying. After they make their guesses, the teacher plays the tape again with sound so the students can check if they guessed correctly. According to Baltova (1994), students who used video and sound were more consistent in their understanding of the story compared to students who only listened to the audio. This means that difficult and easy passages formed a pattern for the students who used video and sound (cited in Haley & Austin, 2004. p.61).

Silent Viewing (for music): The same technique can be used with music as well. In this approach, the teacher shows a sequence of visuals without any accompanying sound and asks the students to imagine what kind of music they would put behind it and explain why they chose that particular music. After this initial step, the sequence is shown again, but this time with the sound. At this point, the students can then evaluate whether the music they chose matches the intentions of the director or composer who originally created the sequence.

Freeze Frame: During a video sequence, the teacher has the ability to pause the video at any point, effectively freezing the frame and stopping the participants' actions. This feature is particularly valuable as it allows the teacher to engage the students by prompting them to share their predictions about what might happen next in the video or what the characters might say.

Partial viewing: One way to stimulate students' curiosity is to show them only a partial view of pictures on the screen. This can be done by covering most of the screen with pieces of card and then gradually removing them to reveal the full image. Another approach is to use a large divider placed at right angles to the screen so that half the class can only see one half of the screen, while the other half can only see the other half. Then, students can discuss what they think the people on the other side saw.

2.5.2 Listening and Mixed Techniques

Listening routines, based on the same principles as those for viewing, are similarly designed to provoke engagement and expectations.

• **Pictureless listening (language):** The teacher covers the screen, turns the monitor away from the students, or turns the brightness control down. The students then listen to the dialogue and have to guess where it is taking place and who the speakers are. They may also guess, for example, their age, and what the speakers think and how they actually look. In contrast, sometimes teachers can turn the pictures off only, and just use the sound and present what is on screen in order to maximize the functions of the brain, such as developing critical thinking, enhancing memory abilities, imagination and prediction (Berk, 2009).

• **Pictureless listening (sound effect):** In a scene without dialogue, students can listen to the sounds to guess the scene. For example, they might hear the lighting of a gas stove, eggs being broken and fried, coffee being poured and the milk and sugar stirred in. They tell “the story” they think they have just heard. Herron, Hanley, and Cole (1995) suggested that visual support like descriptive pictures significantly improved comprehension scores with language videos for English-speaking students who were learning French.

• **Picture or speech:** Teachers can divide the class into two so that half of the class faces the screen, and the other half faces away. The students who can see the screen have to describe what is happening to the students who cannot. This forces them to be immediately fluent while the non-watching students struggle to understand what is going on, and this is an effective way of mixing reception and production in spoken English. Halfway through an excerpt, the students can change round. Sarah and Patricia (2009) stated that the imagery and sound of film have the power to capture attention and spur

thinking in a way that words do not; viewing an entire film is necessary to explore several issues such as cultural proficiency.

On the other hand, Duffy (2008) also recommended that video teaching should not be passive, and he suggested some guidelines that are related to the use of videos in classrooms in order to promote active viewing and maximize learning to summarize. It is necessary to use videos in short segments to give students the opportunity to focus and think at the same time while watching. He also added that videos are useful for creating note-taking potential. However, to do so, teachers should give their students enough time to take notes through the essential view and afterwards replay for them until they can check their notes. Therefore, using pause is a good way to give the students the necessary time to guess the content or to recall the information that they have received from the video. Then, switching the sound off could be a useful technique that allows the teacher to interact with students during the activity and helps students to concentrate more and pay attention to the teacher's notes and instructions (Duffy,2008).

The application of videos has been used in education since the 1920s (Donaghy, 2015), and even during that time, videos were applied by following staged activities. Allan (1985) suggested how teachers used to prepare their lesson plans with the application of videos with the following three stages (before viewing, playing the programme, and following-up).

1. Stage one: Before viewing

- Present the topic and keywords.

- Ask two general questions to draw out the main content of the programme.
- Provide at least one question that concentrates on information present visually.

2. Stage two: Play the programme

Keep in mind that it is not a good idea to ask students to do some activities while watching as their heads will be down and they will miss some visual information.

3. Stage three: Follow-up

It is all about the time a teacher may have to follow up the programme with a discussion. Note that it is very difficult to do so if this has to wait until the next session. As an alternative to that, teachers can set ‘a post-viewing writing task’ for homework (Allan, 1985, p. 36).

One might conclude that staged activities are not a new procedure, but have been in use since the 1980s when teachers applied videos in a pedagogically sound mode by setting clear pedagogical objectives. Researchers who have been interested in exploring the application of videos in EFL classes have then developed the three-stage approach with different activities for each stage.

2.5.3 Strategies for Preparing Videos in Classroom Courses (face to face)

According to Donaghy (2019), successful implementation of such effective teaching resources into the language learning syllabus through using pedagogical ways in order to engage learners requires the following components: careful selection of topic and

content, clear goals, thoughtful preparation, staged activities for before, during and after viewing. Consequently, many authentic videos have been adapted and used for language teaching and learning, and many academic institutions use YouTube to record and present course modules for classes. Derry (2010) suggests several strategies for the students in order to benefit well from the video as fieldwork.

1. Conduct fieldwork strategically (planned the fieldwork): It is important for students to have a plan for their fieldwork and be responsive to what they find. Furthermore, the fieldwork plan should be related to their research questions as the fieldwork unfolds in real-time as events are recorded and also in the context of the local history of events when analysing the progress of the study. For instance, Ishihara and Chi (2004) shared their experiences of teaching adult beginners listening and speaking strategies using the film ‘What about Bob’. They divided the film into ten segments of approximately 10 minutes each and played each segment in a language lab or in the regular classroom. They provided the learners with hand-outs containing tasks related to the specific scene and language use, as well as cassette tapes and tape players for assessing individual pupils’ speaking skills while carrying out specific tasks.

The researchers planned pre-viewing, while-viewing, and post-viewing activities carefully. Pre-viewing activities included introducing new vocabulary and having the learners read comprehension questions on the hand-out and predict the answers. These activities stimulated learners’ imagination, piqued their interests, and helped them understand the segment to be shown. During viewing, learners were advised to focus on the main idea of the content and watch carefully so as not to miss important visual cues.

If necessary, the researchers played the segment or parts of it more than once to ensure the learners' understanding. Post-viewing activities included reviewing the answers to the comprehension questions, predicting future occurrences, and engaging learners in language practice through role-play and summaries (p. 30).

2. Treat yourself as a recording device: The process of fieldwork for students involves two key practical aspects when recording video. First, it is crucial for students to accurately capture the events as they unfold, ensuring that the recording effectively represents what is happening in the field. Second, students should create a comprehensive index of these recordings. This index will serve as a valuable tool for later analysis, enabling them to easily locate specific events or utterances within the growing collection of recordings. It's important to emphasize that the value of the students' fieldwork experiences lies not only in the initial recording process but also in the clarity and comprehensiveness of the documented material. Without clear documentation, the potential for meaningful analysis and understanding of the experiences becomes limited, both for the students and their teachers.

3. Separate observations from inferences: The video recorded by the student serves as valuable data for providing information to classmates and the teacher. It is essential for students to differentiate between their observations and how events unfolded (both candidates for observational notes) on the one hand, and to analyse why things happened in a particular way or what they signify (both candidates for analytic notes) on the other. Additionally, the student who recorded the video must possess the ability to remember what was seen or heard, considering the overwhelming volume of

information encountered in the field. It is also important for the student to treat their field notes as an archive, distinguishing between analytic and observational notes.

4. Build students' analysis: It represents the final analysis or the phenomena described or explained in that analysis. According to Derry (2010), the student, while recording the video of fieldwork, experiences a sense of being a mechanical recording device, yet remains open and adaptive to discovering unexpected aspects that were not initially envisaged during the research planning. This paradox is inherent to fieldwork. What eventually emerges as the most significant for your analysis may not become apparent during fieldwork, but might instead become apparent later, as you fill in the gaps in your field notes and in the content logs of audio or video recordings.

2.5.4 Strategies of Using Videos for Online English Courses

Since the pandemic and its enormous obstacles have occurred, advocates of this shift have been more assertive in their demands, which has forced a global change in the teaching-learning paradigm towards blended learning and the use of videos (Almahasees et al., 2021; Haider and Al-Salman, 2020b). Furthermore, Salman Khan's 'flipped classroom' incorporates videos into lectures that are used for academic online learning, while videos are used inside the classroom (Webley, 2012, cited in DeWitt et al. 2013). However, Colvin Clark & Mayer emphasize that E-learning should keep the focus on learning rather than technology (2011). Delivery of content through various technological formats must fit into the human capacity for learning and the cognitive hard wiring of the brain (Sweller, 1994). Often, the most effective ways of learning are not always what one would intuitively think they are (Carey, 2014; Foer, 2011).

Moreover, online courses not only require educators to integrate pedagogical and technological knowledge but also afford the uses of videos and other electronic or multimedia resources (Christ et al., 2017). Johnson et al. (2015) claimed that it is important to be competent with various digital tools for varied educational purposes or as an indicator of having the ability to critically evaluate resources available on the web (p. 24). Woolfitt (2015) identified several principles that give guidelines on how to arrange and present E-learning materials effectively:

- ✓ Words should be placed next to the graphics and spoken words should be synchronised with the relevant graphic (contiguity principle).
- ✓ Words should be presented as audio rather than on the screen as text (modality principle).
- ✓ Visuals should be explained with words or text, but not both and graphics should support rather than distract from the content (redundancy principle).
- ✓ Unnecessary audio should be avoided since it can distract from learning (coherence 24 principle).
- ✓ Lesson content should be carefully planned and segmented into more manageable sections. This segmentation, also known as ‘Chunking’, can lead to better understanding and retention (p, 23).

The VideoAktiv Project (2004) classified different techniques according to different approaches, and the table below clarifies those techniques.

Table 2.2 Choosing the Approach that Best suits your Goal “Video Techniques”¹⁰

What do you want to do?	Technique	Description
Show an action that cannot be physically brought into the classroom	Realism	<p>An outdoor event, a performance, wildlife, and a medical operation, an action that takes place far away or in the past...</p> <p>These phenomena can still be observed, analysed, interpreted, and discussed by your students through audio-visual work.</p> <p>Check for existing material.</p> <p>If you want something more specific, make your own production.</p>

¹⁰ The VideoAktiv Project, 2004, Choosing the approach that best suits your goal “video techniques” (p.22-23). www.videoaktiv.org

Show an action that cannot be physically observed	Simulation	<p>A situation is staged to resemble the actual event. Reasons to choose for simulation rather than a real life recording:</p> <ul style="list-style-type: none"> • Safety • The action took place in the past • Rare situations (hard or expensive to shoot in real life) • You want to show alternative versions: a good and bad example <p>Check for existing material before making your own.</p>
Demonstrate a concrete procedure	Instructional	The video is made chronological and shows the different stages in a specific process
Give examples of the subject matter	Illustration	Concrete situations that illustrate the subject matter make it easier for the students to understand and memories.
Record a lecture or presentation	Talking head	The subject speaks directly to the camera.

		The point of view is that of the audience. When looking at the tape, it feels as if the speaker is addressing the viewer.
Record somebody's reflections/ reactions /describing their reflections	Think aloud Video diary Interview	Video diary: subject talks before the camera alone Interview: reflections triggered by another person
Record an event to observe and analyse later	Fly on the wall	The camera is fixed at one point and registers. You can use this technique when there's no script prepared. The subject does not change place too much nor needs different focuses (detail – overview). Afterwards, you will be able to play back and discuss.
Record an event to archive and consult later	Archive	Depending on your possibilities, the quality you want to obtain and how complicated your

		seminar/workshop/ conference is, you can use several camera angles and/or use personnel for moving cameras. The event can be edited by direct mixing, or the rushes can be organized later in an editing program.
Make students observe their own behaviour	Role playing	The video serves here as a mirror for the students to watch themselves in their professional situation. Through simulation of the work environment, students can experiment with different roles and behaviours. Record and play back. Now the students can analyse and discuss with fellow students what is better. If possible, this can also be recorded in a real life situation.

In the table above videoAktiv Project (2004) was noticed the different techniques in order to use videos in teaching, those techniques classified according to different approaches in the learning and teaching process. Relatively, a recent TechSmith

Newsletter study (2019) reported that there are many types of instructional videos. However, they classified the most common ones. There are micro videos, which are considered short videos split into chunks. Teachers use them when they need to focus on a single narrowed topic or for explaining concepts that are more complex; this strategy offers learners better engagement and allows teachers to have more control over learning and the teaching process. Second, tutorial videos are sometimes used when completing a task by following some specific instructional steps and guidance. They are commonly longer than the other types of videos, and they take between two to ten minutes. Moreover, training videos usually cover interpersonal topics; most teachers use them during language lectures and conversation and oral activities such as quizzing tasks. Moreover, screencasts are the type of formative videos that teach someone to perform a task, or to share information sometimes, teachers can use it quickly to answer a question or in order to clear up problematic concepts.

Finally, short videos in presenting lectures might be used in the form of simple recordings of PowerPoint slides. Usually, they tend to be longer than the other types of videos; the aim of their use is to present declarative knowledge and formative procedural learning. In other words, they are used to help the teacher present a lecture (TechSmith, 2019). Relatively, there are many studies have been done looking for using YouTube for instruction in various academic fields, such as teaching medicine (Koya, 2012); his study results showed that YouTube is a critical resource of information for clinicians and the lay public in Medicine. Studies also covered the field of architecture (Ham & Schnabel, 2011. Cited in Dorothy et al. 2013, p.1120). According to the study, social multi-model

networking sites like YouTube can be effectively incorporated into learning activities that convey learning objectives, share learning resources, generate knowledge and unique ideas, offer feedback, and ultimately line up with learning outcome assessment (Ham & Schnabel, 2011). Consequently, it has been discovered that YouTube is a useful tool for disseminating medical information regarding male urethral catheterization (Nason et al., 2015). However, the teacher has a very important role in monitoring the access to choose the appropriate and suitable type of educational videos used in the classroom in order to present academic subjects, taking into account the diversity of students' learning styles and needs (Dixson, 2010). In order to optimize student motivation and engagement, it is imperative to consider both the content and context of the videos

According to the cognitive theory of multimedia learning, videos, face-to-face classes, and videoconferences could all maximise the use of cognitive infrastructure (Mayer, 2008). Similarly, another study by Nomura & al (2021) has proved the same results. Their finding indicates that medical school faculties can improve their well-being by using FOAMed resources effectively to optimize the educational workload. Their study argues that existing YouTube videos in medical school can be as effective as newly created screencast videos by medical school faculties in providing the necessary knowledge about CPR to preclinical medical students. The use of YouTube CPR videos can be an alternative instructional methodology during the COVID-19 pandemic (Nomura & al, 2021). Similarly, in a study involving African Americans, Talley & Scherer (2013) offer empirical proof of enhanced performance by psychology

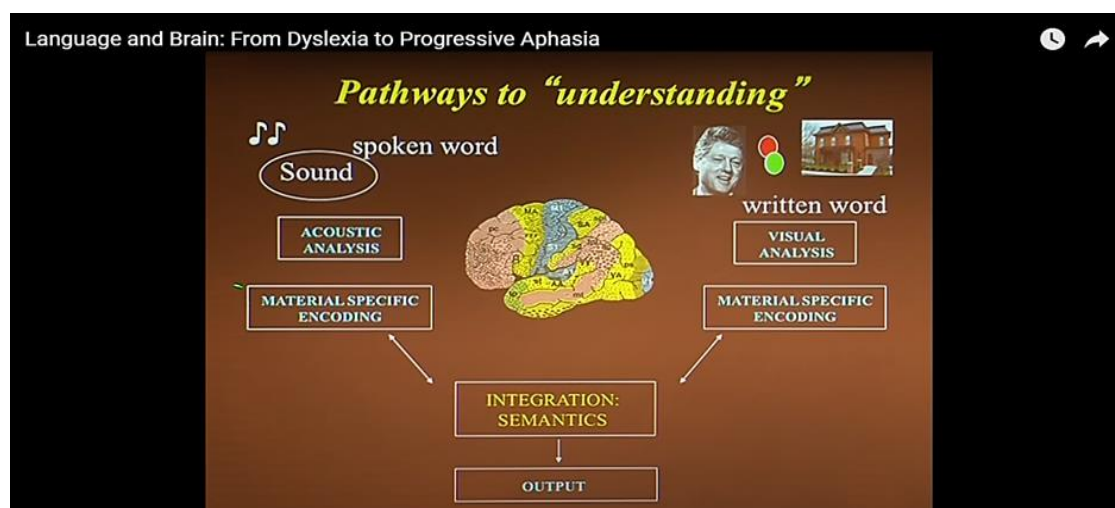
students exposed to web videos to self-explain learning topics using their own words. Their study details the application of self-explanatory and practice-testing learning strategies in a hybrid flipped classroom paradigm. The results showed that by using those techniques, Students spent more time engaging the course content in order to produce a summary of the biological process in their own words and using their own illustrations (Talley & Scherer, 2013).

2.6 The Effect of Videos Use on Learning English

When it comes to scientific facts, a recent neurological study in UCSF (University of California San Francisco) conducted in 2016 has pointed out that it is absolutely true that some brain functions occur in one or the other side of the brain; language tends to be on the left side whereas the right side is in charge of visual skills. UCSF (2016)¹¹ explained:

The angular gyrus allows us to associate multiple types of language-related information whether auditory, visual or sensory. It is located in close proximity to other critical brain regions such as the parietal lobe which processes tactile sensation, the occipital lobe which is involved in visual analyses and the temporal lobe which processes sounds. The angular gyrus allows us to associate a perceived word with different images, sensations and ideas.

¹¹ UCTV “Language & Brain: From Dyslexia to Progressive Aphasia” 2016



For instance, Jaffar's study (2012) reports that 98% of students used YouTube videos as an online information resource while 86% of students asserted that the platform maximizes their learning autonomy submission loaded work. The results demonstrated that these kinds of videos generated by uploaders' choices have simple small world characteristics that are easy to be understood by everyone. There are a number of ways in which videos can make noticeable changes in teaching and learning of higher education. During teaching a foreign language, explaining a medical procedure or presenting a lecture on ancient history or literature, different decisions and choices should be taken when designing an educational video in order to establish students' engagement (Bonk 2008, Berk 2009). The case study conducted by Taslibeyaz et al. (2017, cited in Michael et al. 2018) in a medical, educational context from 2000 to 2014, showed that watching videos was very useful for students. It helps them gain clinical skills, change their attitudes towards scientific courses, in addition, they become more motivated in acquiring cognitive learning and retaining knowledge. Mayer (2001) elucidated that a thoughtfully crafted multimedia instructional message can stimulate

students' active cognitive processing, even in cases where they present as behaviourally passive.

Moreover, one of the positive impacts of learning language from videos is improving such skills especially listening comprehension. Herron et al., (1992, as cited in Mekheimer, 2011), explained that video is lauded for contextualizing language and depicting the foreign culture more effectively than other instructional materials. Videotapes allow students to hear native speakers interacting in everyday conversational situations and to practice important linguistic structures. Unlike audiocassettes, video's visual dimension is thought to reduce ambiguities present in native speakers' voices and to motivate students to want to learn a foreign language. In the same vein, numerous studies have shown that YouTube is an effective teaching tool that improves learning both inside and outside of the classroom. It offers a multi-media platform that enhances students' vocabulary across many fields and cultural contexts while fostering all language learning abilities, including speaking and listening (Jati et al., 2019; Martin et al., 2020; Nasution, 2019; Pratama et al., 2020; Riswandi, 2016; Syafiq et al., 2021).

2.6.1 Videos and listening comprehension skills

Foreign language learning implies training the four skills: listening, speaking, reading, and writing. Videos can help the development of these skills, as well as promote vocabulary growth. According to Baltova (1994), one significant benefit of teaching comprehension with video is that it helps to maintain students' attention. For instance, showing longer video segments (as opposed to just audio) can improve students'

concentration because the visuals provide a focal point while they are listening. Baltova (1994) stated that “Videotapes mirror realistic discourse, while audiotapes contain language which is verbally more explicit than is typical of most real-life encounters in order to compensate for the lack of visual clues” (p.510). Thus, videos provide visual, contextual, and non-verbal input, offering foreign language learners simultaneous visual and aural stimuli to compensate for potential comprehension gaps resulting from listening alone. Ismaili (2013) also claimed that visual images in videos stimulate pupils’ perceptions directly, while written words can do this indirectly. He added “Movies are more sensory experience than reading – besides verbal language, there is also colour, movement, and sound” (p.128).

In addition, Herron et al. (2006) claimed that classes using video-based instruction achieve significantly higher scores in overall listening comprehension compared to classes using traditional, text-based methods without accompanying video. In 2006, Herron et al. conducted a classroom experiment with intermediate-level college students studying French. They compared the effectiveness of a teacher-managed story-based video instructional package centred on a French feature-length film, with a text-based program. The study aimed to explore how each approach enhanced the listening and grammar performance of intermediate-level French students. The results indicated that while a text-based instructional program improved students’ foreign language grammar skills, a story-based, episodic video-based program improved both grammar and listening skills for the students.

Furthermore, Safarali and Hamidi (2012) investigated the impact of using videos presenting speakers' gestures and facial expression clues on Iranian EFL learners' listening comprehension proficiency in relation to the influence of paralinguistic features, such as facial expression and gestures, on students' listening comprehension. Sixty advanced female learners, ages 17 to 30, participated in the quasi-experimental study, which was conducted with randomly allocated participants. They were split into two groups: the control group used solely the audio technique, and the experimental group used an audio-visual listening strategy. The learners in the audio-visual group outperformed the learners in the audio-only group, according to the found data. This study revealed that using movies with visual cues might be beneficial for foreign language education, particularly for adult English learners. It can be inferred that although learners often employ both their eyes and hearing, their eyes are fundamental to learning.

2.6.2 Videos and speaking skills

Videos can be used to develop speaking skills in several ways. For instance, discussions about films can effectively promote speaking. Additionally, the teacher can instruct students to watch a specific film scene with the sound muted and create their own version of the dialogue. It is important to note that films are a valuable tool for enhancing learners' pronunciation and intonation. In their project called 'The Film Circle', the use of pre-, while- and post-viewing activities successfully served as scaffolding and motivated students to speak, which was their main objective. 'The Film Circle' was a structured group project involving five high school students who were assigned different

roles based on their abilities and interests. Each student analysed a film from a unique perspective and presented their conclusions. After watching the film, the students worked in their groups, taking turns to present the information they gathered and engaged in a discussion about the film.

The discussions were basic, involving simple questions and answers and reading out their observations. The conclusion drawn by Stephens et al. (2012) after conducting the project was that students could meet their teachers' high expectations and improve their English when teachers set achievable communicative goals and design motivating interactional activities with sufficient support, i.e., scaffolding. Therefore, considering that teaching speaking involves more than just pronunciation and intonation it also includes important aspects such as pragmatic language use, so videos can be valuable resources in language teaching.

Similarly, YouTube videos have been shown in a recent study by Syafiq et al. (2021) to have a considerable positive impact on students' speaking abilities as well as other aspects of English language competency, such as vocabulary, fluency, grammar, and content. As a result, YouTube is one of the most popular websites worldwide; as such, it may be used in EFL classrooms to help students become more fluent in English, particularly in speaking and listening. This could bring something fresh to an environment that is both more stimulating and productive in the classroom (Alkathiri, 2019). Since it is considered very effective as videos use both hemispheres of the brain, the logical, creative, due to the combination of verbal and visual materials (Burke et al.,

2008). The huge number of English-speaking videos can give students fruitful opportunities to be closely familiar with the language (Alkathiri, 2019).

2.6.3 Videos and reading skills

The use of videos has been found to be advantageous in enhancing students' reading skills, particularly when subtitles are employed. Zoreda and Vivaldo-Lima (2008) have reported positive outcomes from the integration of simplified novels and their film adaptations in EFL classrooms, supporting learners' linguistic and intercultural goals. This pedagogical approach is rooted in Krashen's input hypothesis, which emphasizes the importance of meaningful, comprehensible input in language acquisition. Moreover, Muller (2006) recommended that teachers should use film as literature to assist struggling readers and foster critical-thinking skills. Unlike literature, film has the capacity to employ lighting, music and camera angles to engage and aid struggling readers.

2.6.4 Videos and writing skills

When watching films, the post-viewing phase can be particularly useful for improving learners' writing skills. Webb (2010) claimed that "Movies can offer the same potential for vocabulary learning as written texts through repeated encounters with unknown words" (p.497). The findings from Webb's research suggested that the act of watching a single film has minimal impact on the process of learning vocabulary. However, consistent and frequent exposure to films over an extended period of time holds significant potential for enhancing one's vocabulary. In a study by Marsh and Millard

(2004), it is proposed that students' interest in soap operas can serve as a valuable resource for facilitating writing activities within the classroom. As a result, educators are encouraged to prompt their students to maintain media diaries as a means of providing commentary on the content they have viewed or to compose their own critiques of films.

2.7 The Advantages of Videos Use in Teaching and Learning English

Although the number of educational videos of various quality, content and type is wide, and it depends on particular learners' preferences and what type they spontaneously choose depending on the abundance of teaching strategies they are used with, they can appeal to students who have an infinite number of individual differences from one another. Therefore, the implementation of audio-visual materials in presenting a lesson plan can improve the learners' understanding and provide a sense of enjoyment of learning as Mullen & Wedwick (2008) stated that modern technology, for instance, Web 2.0 technology, should be implemented into the classroom learning process in order to develop students' language skills. Recently, the emergence of new digital media technologies, such as the Internet, PowerPoint, and other audio-visuals, continued to stretch the theoretical frameworks in order to fit technologies appropriately to pedagogy. Hence, this rapid development was spread worldwide in Asia, Europe and the USA as a result, as its approaches played a noticeable successful role in improving both the learning and teaching process. Audio-visual materials play a great role in EFL classrooms since, nowadays, most students are more accustomed to technology.

According to Good (2009) dictionary of education defined: “Audio-visuals are anything by means of which learning process may be encouraged or carried on through the sense of hearing or sense of the sight” (p.3). McKean and Roberts (2000) added that “Audio-visuals are supplementary devices by which the teacher, through the utilization of more than one sensory channel, is able to clarify, establish and correlate concepts, interpretations and appreciation” (cited in Rather, 2000, p.3). As a result, a number of studies have looked into how teachers and students use YouTube videos. According to Jaffar (2012), the usage of YouTube and other video streaming platforms in the classroom should be taken into consideration as an alternate teaching strategy to increase student involvement. In another study, Roodt and Peier (2013) examined how Net Generation students were engaged in a university second-year graduate course through the usage of YouTube in the classroom. Through their questionnaire results, they found that YouTube videos had a positive effect on students’ engagement. According to Axelso & Flick (2011), student engagement refers to “How involved or interested students appear to be in their learning and how connected they are to their classes, their institutions, and each other” (p.8).

In fact, today’s generation, with the affordability and variety of technology considers videos as an important learning resource in and beyond the classroom. They are seen as perceptive digital tool users because they spend a lot of their time communicating and streaming, learning or playing games using their digital devices. Yagci (2014), in his article, refers to this feature by adding that YouTube is also a ubiquitous portal that is accessible anytime and anywhere. That is, students can access videos very cheaply and

easily. Similarly, another study results reported the majority of the students benefited to a large extent from the videos on the playlists of this specifically-designed supplementary material YouTube channel. (Balbay & Kilis, 2017) agreed with the general overview of the ‘digital generation’ whose resource for learning is primarily online websites such as YouTube. Due to its high affordability, YouTube is the most popular social media platform that hosts a variety of videos, which includes educational videos, documentaries, video clips and live streams from media corporations. Moreover, with the opportunities it provides, it is now being tapped to transform education (Wawuda, 2019). Additionally, YouTube has a high rate of adoption and use of videos compared to other online video services such as Vimeo, Hulu host or similar online video streaming platforms. This was studied in the table below.

Table 2.3 YouTube Users ¹²

Year	Users
2012	0.8 billion
2013	1 billion
2014	1.1 billion
2015	1.2 billion
2016	1.4 billion

¹² Statista Report 2021 “YouTube Users”

2017	1.5 billion
2018	1.8 billion
2019	2 billion
2020	2.3 billion

According to the Pew Research Centre (PRC) report (2019), the average length of videos was approximately 12 minutes, though the duration of videos posted during this period varied widely. Some 3% of the videos lasted longer than 60 minutes; probably the secret behind this popularity is based on its facilitation of user-created video content. Moreover, a recent study on YouTube videos showed that educational videos have all most YouTube watch-page as their playback location (playback location refers to the pages or the websites on which the videos are being viewed) (Saurabh & Gautam 2018). Streaming videos also have a great potential role in supporting EFL learning and teaching processes. Teachers can select any video from YouTube and expose it through a PowerPoint presentation to show it to their students (Burke and Snyder, 2008, cited in Shaheen et al. 2011, p.21). Therefore, the most popular channel for educational videos is <http://www.youtube.com/edu> and it contains more than 10,262,196 followers; it has helped many teachers and researchers with their work through its various lectures and free access (YouTube, 2015).

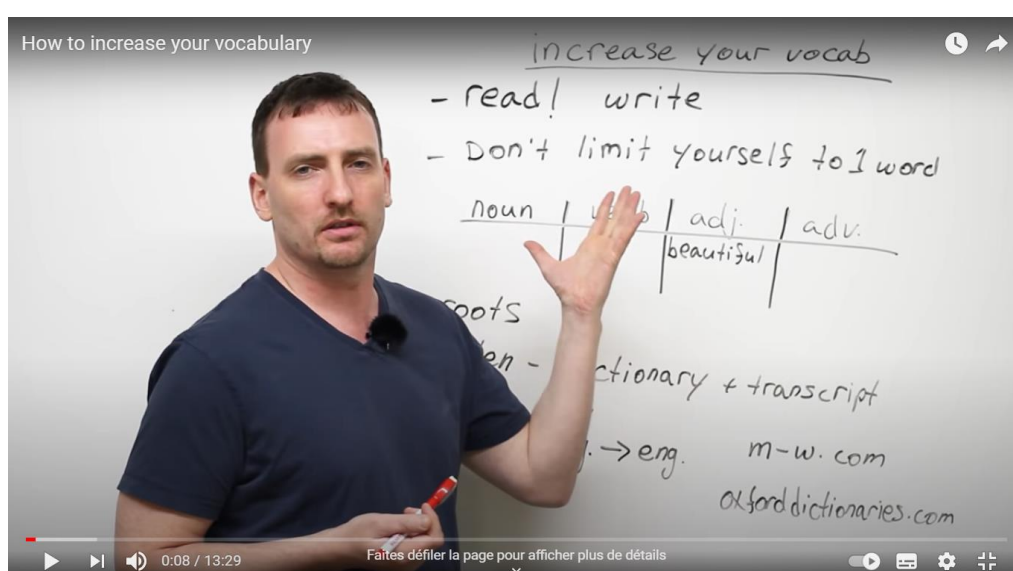
In this context, three different dimensions of student engagement were discussed by Fredricks & al (2004), namely behavioural, emotional, and cognitive engagement. The

Behavioural engagement entails positive conduct, involvement, effort and participation (Cole, 2009). Additionally, behavioural engagement is an action on the part of the student that can be observed (Fredricks & al., 2004). The Emotional engagement refers to students' affective reactions, such as interest, enjoyment or a sense of belonging or comfort (Finn & Zimmer, 2014). Moreover, cognitive engagement stresses investment in learning and involves self-regulation and being strategic (Finn & Zimmer, 2014). In other words, cognitive engagement occurs when students go beyond the minimal requirements; it can be used to facilitate learning of complex material. Going beyond the minimal requirements includes getting clarification for concepts by asking questions, persisting with difficult tasks, and reading extra material over and above the prescribed material (Finn & Zimmer, 2014).

Relatively, several studies verified the educational values that existed with YouTube videos because they engage learners and increase their learning (Fernandez et al., 2011; Jaffar, 2012; Marks, 2013; Stohlmann, 2012). Kelsen (2009) used a survey of two sophomore classrooms to look into the use of YouTube videos as extra material with EFL students in Taiwan. Because YouTube videos are engaging, pertinent, and helpful, he discovered that pupils prefer using them to study English. The results of a review of 188 peer-reviewed journal publications and conference papers with the word "YouTube" in the title that were released between 2006 and 2009 are presented in a common article by Snelson (2011). According to his essay, there is academic interest in the subject of online video sharing and content, particularly YouTube. Future research and exploration into YouTube's instructional potential are also possible. According to Kaboocha & Elyas

(2015), there are several advantages to using YouTube in the classroom, including vocabulary development, making learning engaging and enjoyable and increasing student motivation.

Figure 2.2 Illustration of one of the videos used to facilitate academic speaking skills¹³



On the other hand, Duncan, Yarwood-Ross & Haigh (2013) report that videos on YouTube may be used in ways to stimulate student engagement to avoid the lack of interest often reported in traditional teaching methods. However, the teacher needs to choose a manner that suites his/her learners' learning styles in the classroom. Cheng, Liu & Dale (2013) defined YouTube videos on channels as entertainment-based. Though

¹³ Illustration of one of the videos used to facilitate academic speaking skills
<https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=video&cd=&cad=rja&uact=8&ved=2ahUKEwifuca61ZKIAxUVgv0HHc9oHusQtwJ6BAgKEAI&url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3D53SIKuCuHv0&usg=AOvVaw2RQtBwblCiMjvHrG-L1fzb&opi=89978449>

other researchers categorize the YouTube platform as broadly based with potential for education and life-long learning, there is a need to improve knowledge by focusing on the effect of YouTube videos on users and devise strategies to integrate them best into learning. Kay (2012) moreover calls for future research to focus on introducing new empirical evidence on the impact of online video and new media as well as the need to improve the understanding of users' experiences in learning and teaching. Portugal, Arruda, and Meneghello (2018) likewise claim that "interest" is the main component of teaching and learning on YouTube but that this platform differs from other structured learning environments in that both the student and the "informal teacher" demonstrate their freedom to enter the learning environment. Additionally, the "informal teacher" in the movie speaks with a tone and facial expressions that are similar to what they teach; if not, there would be no reason for them to do this.

Consequently, YouTube differs from schools in that it does not provide both teachers and students with a choice on the curriculum that needs to be taught or mastered. As a result, YouTube offers every choice for what to learn and teach, as well as when, when, and how to do it. The difference between YouTube and classroom knowledge is that the former is predetermined, i.e., beforehand, while the latter is free and depends on the learner's desired understanding. In order to improve the effectiveness of the learning process, Ebied et al. (2016) advise teachers to receive training in managing YouTube videos. As a teaching objective, institutions must also launch websites and post videos on YouTube. Through an instructional channel for the subject and content videos, the interaction between teachers and students should be established. Duffy (2008)

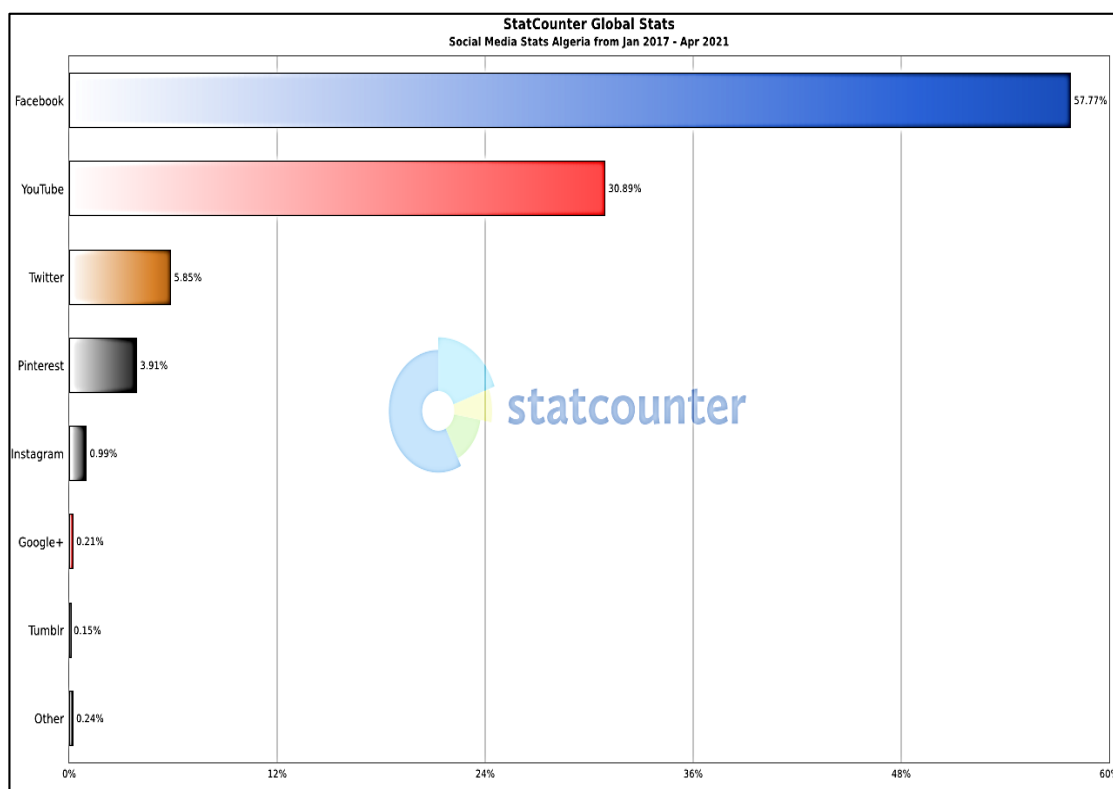
emphasizes the evolving role of students as stakeholders in his study, which looks at how teachers might use YouTube-like tools in the evolving pedagogical paradigm. Duffy defines students today as ‘absorbing information quickly’, even at ‘twitch speed’. However, it is appreciated as being one of the suitable techniques that improve students’ skills (speaking, writing, reading and listening) and this is where mainly the job of the teacher comes first. Thus, one of the most interesting and more common technologies that emerged in the last few years is streaming video technology.

Moreover, several studies have focused on the relationship between using videos as educational tools and English skills (Albahlal, 2019; Arroyyani, 2018; Pratama et al., 2020; Setiawan and Wiedarti, 2020; Tristiana and Swondo, 2020). Therefore, using YouTube videos as supplemental material and a cognitive tool in English classes will give students a solid understanding and knowledge of their lectures. It will also probably boost student engagement, which will increase student participation in the classroom (Beaudoin, 2013). When YouTube videos are used as a teaching tool for listening comprehension, they offer students a wealth of knowledge from real-world listening experiences that they may use in their own lives. In the same situation, a study by Liang (2013) on the effect of audio-visual materials on listening comprehension found that if the sound messages are closely correlated with the visual ones, people’s cognitive schema can be stimulated and enriched, which will give concrete and vivid clues to their treatment of the sound materials and improve their level of listening comprehension.

Another study by Almurashi (2016) looked into the use of YouTube as a medium for teaching language skills. The study found that YouTube videos are useful teaching

tools that can be included in English language learning because they can help students understand the material, perform better, simplify difficult concepts, and make learning engaging. They can also help students retain the information they have learned because the website has a collection of real-life clips that show authentic scenarios that may help them see language being used in different contexts. Furthermore, it gives students opportunities to memorize their lessons more easily. Many scholars (Albahlal, 2019; Arroyyani, 2018; Pratama et al., 2020; Setiawan and Wiedarti, 2020; Tristiana and Swondo, 2020) have revealed comparable results about the efficacy of YouTube videos in enhancing students' speaking abilities. Furthermore, using YouTube content has significantly enhanced students' speaking abilities in three areas: fluency, accuracy, and overall performance, according to research results published in 2019 by Jati et al. Today, with all the technological advances and free-access services like YouTube, the person does not need to travel abroad to be exposed to a foreign language and have a connection with native speakers.

Relatively, recent statistics showed that YouTube' use base in the world was increased; it had reached approximately 2,240.0 million users by 2021 users, ranking in the 1st place of all social media with a percentage of 44.12%. The same rise in development was noticed in Algeria, and these statistics are presented in the figure below.

Figure 2.3 Social Media Stats in Algeria-April 2021¹⁴

In Algeria, YouTube is ranked in the 2nd position, as the mostly used platform after Facebook. Even though YouTube as a learning tool has many advantages, there are some measures that should be taken to keep young users having free access to all sites because there are still possibilities of confronting inappropriate content, such as those deemed offensive and violent. Therefore, educators should work hand in hand with parents to ensure appropriate selectivity of video created into consideration subject matter and interesting content in order to have successful learning. A few technological problems

¹⁴ StatCounter (2021) “Social Media Stats in Algeria-April 2021”

when it comes to playing a YouTube video are revealed by Bonk (2008). On YouTube, videos can occasionally be removed without warning or limitation on where they can be seen. Instructors ought to download these videos so they may watch them offline. Furthermore, since YouTube regulations vary from school board to school board and are complex, confusing, and difficult to comprehend, educators should be aware of them. These policies include copyright and online content procedures (Wilson, 2000).

Additionally, due to its very high penetration into society and the academic sphere, YouTube can be potentially harmful if wrong, misleading, or not useful information is disseminated on the platform (Almurashi, 2016). The challenge of using YouTube videos in learning is finding the right materials/information among a massive amount of content addressing the searched topic (Al-Bataineh, 2003). Despite the fact that YouTube uses the powerful search engine of Google, the search results often reveal many options that can be confusing for teachers who intend to incorporate proper videos into their lectures. Accordingly, Kadagidze (2011) conducted a study on the Pros & Cons of YouTube as a teaching tool. The results argued that assets and shortcomings of using YouTube in the classroom depend on the discipline to be taught, students' creativity and critical thinking skills, teachers' technical literacy, their acceptance and readiness of current or potential use of the site, their perceptions of the benefits and adequacy and appropriateness of their selected material and activities to their goals.

Modern technology makes learning English easier by providing rich exposure to native speakers of English for EFL students. As Othmane & Bouyakoub (2020) stated in their research on the Algerian educational context:

It is becoming evident that globalization has become a challenge for education and a debatable issue in modern research, especially the theme of globalization's impact on culture. It is worth mentioning that, in the current paper, we precisely tackled the influence of globalization on culture; (English teaching, learning, and assessment (p.90).

However, in the case of Algeria, teaching English courses might be a very complex task since the Algerian linguistic profile was troubled after the decision to integrate English in education. Sahraoui (2020) stated that:

Urgent reforms were necessary to try to fix the flaws of the educational system, which was quite an intricate task, simply because it required the adoption of adequate methods in phase with the linguistic and historical reality of the country, which was not the case. Thus, with the English language joining the linguistic landscape of the country, and the already complicated issues with the educational system, authorities introduced many reforms throughout the years to try to mend the mistakes committed. (p.91)

Noticeably, Algerian EFL students were unlikely familiar with the English language in their natural communicative environment. As a result, they tend to face difficulties with learning and acquiring a new foreign language. Regardless of how much English they hear, speak, read or write in their schools, to a very large extent, English is absent in their daily lives (Slimani, 2016). Furthermore, many scholars tend to make a distinction between second language acquisition and foreign language learning. Fäke (2014) maintained that learning a language by doing as instructed and by following rules indicates that the language was learnt rather than acquired; in other words, the learner was under some kind of duress to acquire the language in a manner that differed from a typical acquisition. In contrast, Murphy (2003) claimed that a multilingual learner experiences a

distinct learning process when picking up a second language, making the cross-linguistic effect more difficult when dealing with multiple languages as opposed to only two. Examining all the factors already present in the cross-linguistic influence and their impact on the learning of a second language is one method for defining these distinctions.

Numerous characteristics unique to multilingual acquisition contribute to its complexity and affect the multilingual person's cognitive and psycholinguistic processes in different ways (Sahraoui, 2020). Adding another language to the nation's already complex linguistic situation can be challenging, she continued, in order to overcome the difficulties and barriers of teaching and learning, it all depends on how it is used and taken advantage of. In this regard, (Benadla, 2012) stated:

Various problems harmed the spread of the language, the teachers who had the chance to be trained abroad, followed a program that was different from the one promoted by the Algerian Ministry of Education. As a result, Algerian students could not benefit from high-quality English preparation, and their language skills and level of fluency remained insufficient to be applied beyond the classroom. (p.97)

Therefore, the Algerian government tried to provide a solution to this linguistic issue by passing new laws to improve the educational system with the main intent to enable students to, at least, fully master two foreign languages with better teaching methods than the Standard Arabic language (Benadla, 2012). On the other hand, the rapid spread of English in media and social networks as a means of communication gives learners the opportunity to gain more knowledge about English. Along with the increasing popularity of the communicative approach, videos began to be used in teaching a foreign language

more often than previously. In fact, the arrival of videos for educational purposes at the beginning of the 1980s caused the videocassette revolution in language teaching (Howatt 2004). Thus, the use of video in ELT took its start already in the early 1980s.

Accordingly, Belmihoub (2017) affirmed that Internet and mobile technology have also facilitated access to online resources and platforms for English learning and use, thereby driving up the number of Algerian youths using English. In addition, by using YouTube videos in teaching, students can gain a considerable number of advantages that make the learning process easier, and it may offer teachers a chance to overcome several negative concerns and challenges. Numerous studies have been conducted regarding the use of videos to improve language skills. These studies have brought enormous benefits to the field of teaching in general and EFL classes in particular. They claimed that a wide variety of helpful content is available on YouTube for teaching English. Students' inhibitions about learning a second language are diminished, and they are stimulated by engaging in enjoyable interactions. Teachers have a great opportunity to support their students' success and advancement with this method. YouTube videos are more thorough, useful, and realistic than traditional instructional techniques (Almurashi, 2016; Akbari and Razavi, 2016; Omer, 2017; Djahida, 2017; Meinawati et al., 2020; Pratama et al., 2020; Tristiana and Swondo, 2020; Arroyani, 2018; Dhawan, 2020).

Furthermore, one should keep in mind that the use of YouTube videos can make learning become fun by facilitating teaching also, which is as packed with creativity as possible. Without any doubt, audio-visual materials are considered beneficial resources in teaching foreign languages. However, teaching young learners is completely different

from teaching adults. As Rahmadhani (2018) explained to be successful in teaching children in a second and foreign language, it requires specific skills and intuitions that are different from those appropriate for teaching adults (p.9). Teachers who use videos in the English language teaching process must match the video content to the subject matter in accordance with the learner's ability and needs besides their learning styles (Nasution, 2019). In Algeria, English is taught starting from the 7th grade at the age of 12, and during this period, young learners develop a specific vocabulary that seems interesting to them and start to develop more mastery of grammar, pronunciation, and other aspects of language (Belmihoub, 2017). Though they are completely unfamiliar with the new language during the process of their language learning and acquisition, young learners have various ways of learning, such as understanding the meaning based on their experience and exploring it and trying something new because it has a great curiosity.

Many channels on Algerian television have begun airing programming in English recently, whether they be documentaries or entertainment-focused, like music and movies. This is due to the English language's global rise in popularity. These programs were particularly well-liked by younger people, and they increased their motivation to pick up the language (Labeled, 2015). Therefore, it is noteworthy that the Algerian government has made significant efforts over the years that have led to the expansion of the university network and the technological training of hundreds of thousands of executives (Khelloul & Benmaghrouzi, 2020). Therefore, many studies have been conducted to investigate the use of videos, and their results have shown that most teachers and learners have strongly supported adopting such new forms of technology as an educational tool, in which videos

can help facilitate English learning and develop language skills (Amrani 2018, Bouzenoun 2019, Ghounane 2022).

Thus, teachers should know more about the factors that hinder the teaching process and try to find other solutions, such as applying new methods, strategies, techniques and materials that can be used especially in teaching English to young learners, which can highly increase their interest in learning. Moreover, other studies findings showed that according to the educator responses, there are other problems regarding e-teaching and blended learning, including the use of videos (Khelloul & Benmaghrouzi, 2020).

On the other hand, it was found that many Algerian teachers faced a number of challenges in implementing videos in teaching due to different reasons and factors such as: internet connection, lack of technological training and equipment support (Bouzenoun, 2019). Relatively, the findings of a recent study research, in which it was evident in the data that teachers who did not have any teacher training in regards to videos in teaching struggle a lot to come up with the appropriate approach as well as suitable activities (Djebbari, 2020). In the same vein, another study showed that the majority of sources, all Algerian universities, switched to using asynchronous online learning during the pandemic by uploading lecture recordings and hand-outs to Moodle. They continued by saying that because there is no interaction between the teacher and the students, this kind of online learning has an impact on the learning process. The second issue is that because teachers are not well-trained to prepare online lectures and assignments, the majority of

students have negative attitudes regarding asynchronous online courses (Ghounane, 2022).

2.8 Challenges in Implementing Technological Tools into Educational Practices

However, only a few studies, to the best of the researchers' knowledge, have been conducted regarding the use of videos as a source of learning and teaching in Higher education in the Algerian context. Therefore, we should investigate the variables that influence teachers' and students' usage of instructional videos in addition to the videos themselves. As previously indicated, research has revealed both broad supports and obstacles to the use of technology in education. On the other hand, video usage is a particular subset of technology use, just as university instructors are a particular subgroup of educators. Therefore, the obstacles and resources for student and teacher usage of videos may be different from those for educators' use of technology more broadly. The higher education setting in Algeria can benefit from interventions aimed at improving and developing video practices, if this former is understood.

According to Harmer (2001), without an extensive vocabulary and strategies for acquiring new vocabulary learners often achieve less than their potential and lose many opportunities for successful language learning. Most Algerian teachers do not focus on teaching all language elements as an essential part of their lectures due to the limited time devoted to each language class, which is related to the curriculum design issue (Djebbari, 2016). Hence, in these past years, both teachers and applied language have recommended

developing new teaching methods, such as integrating technological tools in order to facilitate the teaching process and so as to the quest for achievement and development of the Algerian educational system (Miliani, 2010; Nadia, 2011; Benadla, 2013; Mami, 2013; Kerroum, 2016; Djebbari, 2016; Belmihoub, 2018).

However, the new implementation of ICT technology is not an easy task. Teachers faced different barriers to achieving a successful teaching process related to the lack of effective training. Teachers need to develop their skills, knowledge and attitudes because these help them integrate technology into the process of teaching and learning (Bingilmas, 2009). Therefore, the lack of technical assistance and technical support can prevent teachers from integrating ICT successfully into the lessons. In the same vein, a study Baghoussi (2017) investigated EFL university teachers' attitudes towards the implementation of technological tools in the classroom. Although the results showed a great positive attitude, there also were a number of barriers. One of the overarching issues is the absence of effective ICT training, despite the fact that around 58% of informants stated that their training is insufficient. Most of the time, the training is technical and does not serve its primary purpose which is to help teachers incorporate educational technologies into their practices (Baghoussi, 2017).

Additionally, the English department lacks even the basic forms of technology in the image of a permanent internet connection and a sufficient number of data projectors, needless to talk about language laboratories without which no Computer-Assisted Language Learning incorporation can take place. It is crucial to remember that simply providing ICT equipment and technical training to teachers is not sufficient for the

effective implementation of CALL. In order to achieve the desired positive impact, it is essential to make significant changes at all levels, including teaching methods, stakeholders' roles, and, most importantly, mind-sets and mentalities (Baghoussi, 2017).

Thus, the following table provides teachers and schools with some implications that may help them to be successful in its integration into the educational system.

**Table 2.4 Possible Implications for Schools and Teachers for the Integration of
ICT into Education (Bingilmas, 2009)**

Barriers	Implementation	
	For schools	For teachers
Lack of access	- Providing ICT resources including hardware and software.	-Taking advantage of resources offered at schools. - Access to ICT resources at home.
Resistance to change	- Training in new pedagogical approaches.	- Being open minded towards new ways of teaching.

Lack of time	<ul style="list-style-type: none"> - Providing sufficient time: reducing the number of teacher lessons or increasing the daily lesson time. 	<ul style="list-style-type: none"> - Acquiring skills of self-organization and time managements.
Lack of training	<ul style="list-style-type: none"> - Providing training courses in dealing with the new devices, modern technologies, and new pedagogical approaches. 	<ul style="list-style-type: none"> -Preparing themselves (pre-service) by self-training. - Taking up opportunities for training offered at schools. - Knowing how to access to resources.
Lack of technical support	<ul style="list-style-type: none"> - Providing continued technical support. 	<ul style="list-style-type: none"> - Relying on themselves to be able to solve problems in their use of ICT.

		- Accessing available support.
--	--	--------------------------------

Overall, teachers and lecturers in the Algerian educational context may benefit from the use of different ICT materials, more precisely using YouTube videos in the classroom, unless by setting clear pedagogical approaches and staged activities. Despite the potential benefits of the use of YouTube videos in the classroom as a teaching tool, it also has some disadvantages and problems if teachers take the wrong approach or they lack appropriate training.

2.8.1 Challenges and Barriers to the Use of Videos in Higher Education

However, the Algerian educational system does not seem ready for a rapid change towards blended teaching, although the integration of technology in the classroom is not novel. The challenges faced by the majority of teachers have a remedy since it is a matter of experience, familiarity, and motivation (Chelghoum, 2020). Therefore, higher education needs to ensure that it is forward-looking and not left behind. This involves coaching and supporting the students in developing online and video learning approaches (Woolfitt, 2015).

Therefore, this proposed study aims to identify current challenges in higher education in using videos and thus highlight future suggestions for policymakers and syllabi designers in terms of the implementation of technology in TEFL. From the same

point of view, evidence drawn from a recent study in Algeria shows the necessity for innovations to be planned cautiously and the planning should take into consideration all factors which may influence teachers' successful implementations. Therefore, teachers' beliefs might also play a crucial role in determining teachers' rejection or adoption of innovations (Gherzouli, 2019). Moreover, other studies findings showed that according to the educator responses, there are many unexpected ICT challenges that both Algerian teachers and students face, which are considered the main potential problems that may affect the use of videos in EFL classes in Algeria. Participants stated that they face some frequent technical problems with the existing ICT equipment as well as the lack of some facilities. Internet connectivity and live classes are another problem stated by the respondents (Bouzenoun, 2019). It is a fact that a lack of support for technology integration can also reduce technology use in teaching, and it can be the biggest obstacle teachers all over the world are struggling with (Kably & Bitari, 2021).

Another point that is related to the objectives of this proposed study is barriers and obstacles to the use of videos in higher education. Blended learning causes many problems, such as miscommunication between teacher and students and other challenging issues because of the following obstacles: lack of technological instruments, no teacher training, as well as lack of awareness of both teachers and learners (Abidah et al., 2020). However, another study results also showed that videos have contributed significantly to enhancing not only the students' speaking skills but also other English proficiency components, including grammatical structures, lexicon, fluency, and content during and after the pandemic (Syafiq, et al, 2021). Moreover, educators, curriculum designers and

experts in EFL pedagogy argued to cope with this sweeping wave of change in educational technology. They have been cognizant of the pressing need for a parallel shift in teaching, and testing strategies at all levels of education (Syafiq, et al., 2021); which is the same call of this research study in order to overcome the same challenges in the future of the Higher Education sector.

Different scholars reported similar findings related to the Algerian Context. In 2022, the study results showed that as a result of the pandemic, 77.94% of the participants considered audio-visual materials as the most effective technological materials that could foster ESP learners' knowledge (Abdaoui, 2022). As a result of this shift, this study is interested in investigating the current practices of teachers and students in using videos in higher education in Algeria.

2.9 Conclusion

By the end of this chapter. The discussion aimed to highlight the effective use of videos as a supportive tool within several teaching methods and strategies that can be used in different instructional settings to satisfy the learners' expectations. Additionally, it can also be used to enhance their progression and motivate them in order to achieve effective language learning. It also highlighted the practical effect on students' LSWR skills, language growth and proficiency. However, it is noteworthy that each material has its Pros and Cons. The lack of knowledge about the use of these kinds of tools could be one of the main obstacles that hinder the accomplishment of teaching and learning objectives.

Therefore, this chapter introduced various barriers and suggested some solutions and implications to overcome all the possible obstacles.

Therefore, it is expected that the present study will help bridge this gap by investigating the effect of using videos in improving outcomes for Algerian university students. Furthermore, the need to conduct such a study in the Algerian context has become so pressing due to the shift to the online teaching-learning model brought about by the COVID-19 pandemic. For this purpose, this study aimed to provide an in-depth understanding of the issues and factors related to the use of videos as a tool for learning and teaching English among EFL students and EFL teachers and offer some future suggestions and recommendations in the Algerian university context.

Chapter Three:
Empirical Study,
Research Questions,
and Methodology

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Chapter Three: Empirical Study, Research Questions, and Methodology

3.1 Introduction

This chapter deals with the research context, presents an overview of TEFL within the LMD system in Algeria, and shows how English courses might be best applied to realize the new education system objectives. Additionally, it aims to articulate and describe in detail the research design process and methodology applied in this current study. This research aims to investigate EFL learners and EFL teachers' usage of videos as a learning and teaching instrument of English and to explore the related opportunities and challenges. It also intends to identify the way in which these instruments have affected any learner or teacher and how they feel about it, as will be reported by them in this study. Furthermore, the research objectives and questions are addressed, and then before embarking on the empirical aspects of this research study, a detailed investigation of quantitative, qualitative, and mixed-method designs was undertaken to shed light on several research questions that address the experiences and practices that EFL learners and EFL teachers have about difference digital technologies, including videos in higher education. Furthermore, this chapter discusses the research design and methodology, the population and sample size and the procedures that were applied to this study.

3.2 Research Context

3.2.1 The Status of Languages in Algeria

Algeria has been known as a multilingual country because of its rich history of being colonized for quite a long time by numerous colonizers, from the Romans to the Phoenicians to the French and others. Benrabah (2014) expressed that the two main ones that have a significant impact on Algeria's language profile are the Arabs and the French. The Arab invasion, which lasted from the 7th to the 11th hundred years, was the most critical before that of the French, and it left the main social follows on the populace and was the fundamental reason that Tamazight progressively lost its status as the sole national language. (p. 42). According to Gellner (1973), “right from the beginning of the Arab invasion, the Arabic language came to be strongly associated with Islam in North Africa” (cited in Benrabah, 2014, p. 43).

Benrabah (2014) expressed additionally that a lot more Berbers changed their primary language totally to become Arabophones, presumably due to the connection between Arabic and religion because it is the language of the Quran, the holy book of Islam (Bentahila,1983). While The French were the transcendent colonizer in Algeria, which went on for quite some time, they embraced a nationalizing method to force their language on individuals by executing a merciless strategy of complete concealment of Arabic and obliterating the Arabic school system and supplanting it with the French ideology. Zerroug (2011) stated “Only the French norms were implemented while the Quranic schools were banished, preventing the Algerians from learning and studying the Quran” (p.30). Therefore, the French trusted that the most proficient way to rule Algeria

totally was to make French the sole language used in all domains. Thus, that has enormously affected the communicated language in the nation and the French language was laid out for quite a while as an authority language in Algeria. After the independence, however, the government laid out Arabic as the public and official language of the country where the arrangement of Arabization was set on 16 January 1991 regulation. It is one of the last regulations, and it bars the utilization and practice of the French from policy implementation, schooling, medical clinics, and monetary areas. This regulation forces the utilization of the Arabic language and thinks about French as a foreign dialect (Miliiani, 2003). However, French has a profound verifiable association with the country. Up to now, it is spoken by a major segment of the population, with an authority status that is used in several authority settings.

As per a report distributed in 2018 by the Worldwide Association of the Francophone, 33% of Algerians talk fluently, read and compose French, with much seriously grasping the language (as their first language). Meanwhile, the mid-half of the population speaks standard Arabic, and just 27% still speak Berber - Tamazight (cited in Leclerc, 2017, p.18). Nonetheless, English arose in Algeria as a contending foreign language after the 1980s. Algeria's policymakers, in connection, contended that the French should be supplanted by a language that is more remarkable and persuasive than French on the planet as a means of progression. In this way, Algeria has composed the norms of the Bologna process set in Europe in 1999 as a preliminary to empower Algerian colleges to answer the new changes of globalization and adjust with the headway of Science and Innovation (Reguig, 2014). This demonstrates its prevalence over French and the justifications for why it is critical to permit English to fill in Algeria, as it has a useful

worth in numerous domains (Cordel, 2014). Notwithstanding English, other foreign languages like German, Spanish, and Russian obviously existed in Algeria during that period, yet their presentation has not been just about as significant as English (Belmihoub, 2012). More data connected with ELT and the situation with the English language in Algeria and its set of experiences will be discussed in the following section.

3.2.2 Brief History of Teaching English in Algeria

There are many countries around the world, including Algeria, that encourage learning additional languages for economic reasons. Since English and globalisation are strongly linked, international trade became particularly important for developing countries, which explains the need to learn additional languages that can facilitate trade and open access to the international market (Baker, 2006). Due to the dominance of English in most domains internationally, it has become essential to learn and teach it at early stages in schools to enable the country to improve its economy by making deals with powerful countries and getting access to the different technologies that are dominated by English-speaking countries.

There are numerous nations all over the world, including Algeria, that energize learning extra dialects for monetary reasons. Since English and globalisation are unequivocally, connected, worldwide exchange has turned out to be especially significant for developing nations, which clarifies the requirement to gain proficiency with extra dialects that can work with exchange and open admittance to the global market (Cook, 2006). Due to the strength of English in many domains globally, it has become fundamental to learn and show it at the beginning phases in schools, to empower the

country to work on its economy by making deals with strong nations and gain admittance to the various advancements that are overwhelmed by the English-speaking nations. As Djebbari (2016) claimed that English secured a significant place as an international language in Algeria in order to allow the country to stay on track with the developed countries. Benrabah (2014) also clarified that replacement English for French was made quickly after independence. In the same vein, Miliani (2001) reported:

In a situation where the French language has lost much of its ground in the sociocultural and educational environments of the country, the introduction of English is being heralded as the magic solution to all possible ills-including economic, technological and education ones (p. 13).

Although the English language teaching in Algeria has acquired an observable improvement since independence (1962), Algeria has attempted to work on her instructive strategy to fit with the rising requests of the globalised period because of the absence of skillful educators in English as an unknown dialect securing process (EFL) (Benadla, 2012). Two headliners denoted this period in Algerian schools. In 1969, the overall inspectorate of English was introduced; later, in 1972, the heads of the school system chose to "Algerianize" the different English course books and the showing strategies for that time. There was a tremendous absence of educators during that period; the Ministry of Education needed to depend on instructors from everywhere in the world and began selecting Algerian educators who had very restricted to no conventional preparation to make up for this deficit in Algerian schools (Bellalem, 2008).

In this way, extraordinary endeavours were made from that point forward, and the Algerian government attempted to advance English by preparing Algerian educators. The

Ministry of Education agreed with both the American government and the British Council to work fair and square in teaching English and increase its expectations by preparing instructors and examiners abroad (Benrabah,2014). In addition, the Algerian Ministry supported numerous English-language organizations; the Linguaphone Organization is an illustration of one of these establishments that are putting resources into Algeria. An instructional hub with exceptional preparation rooms has worked, since its initiation in the country, a standing of conveying the English language expertly and effectively. Beginning around 2007, around 1000 students were prepared (Benrabah, 2014). In this manner, in 1993, the English language was presented as the principal foreign language in a few elementary schools, supplanting French (Bellalem, 2008). As the Ministry of National Education (MNE) pointed out:

The goal of teaching English is to allow Algerians to exchange scientific and cultural ideas and experiences with speakers of English. Critical analysis, national values, universal values, tolerance, respect, and openness to the world should be promoted. ELT objectives should include linguistic and communicative ones, such as acquiring syntax and pronunciation, and being able to use the language to pursue higher education in English. Methodological and technological objectives include being able to analyse, synthesize, evaluate, reflect, develop computer literacy, use the Internet, and do research. Socio-cultural and socio-professional objectives comprise integrating inter-disciplinary knowledge, encouraging curiosity about various Anglophone cultures, and transition to the 'real' world. (2006, cited in Belmihoub, 2018, p.17)

The policymakers thought about a way to improve the teaching of foreign languages starting from an early age and applied a new method, through a special acquisition process to form competent English speakers, which is a preliminary level in the educational program (Benadla, 2012). The first stage was to give pupils of primary

school the right to choose between French and English as a mandatory foreign language in the 4th grade, when learners were at the age of 10. Moreover, some Algerian educators criticized this as it was challenging for learners, especially at that early age, while it could be very hard for them to communicate with an acceptable proficiency (Nadia, 2011). However, Harmer (2007) stated that:

Adolescents are often seen as problem students. Adolescents are the most exciting students because they have greater ability for abstract thoughts and their passionate commitment to what they are doing once they are engaged. Most of the adolescents understand the need for learning and with the right goals can be responsible enough to do what is asked of them. Adolescents is bound up, after all, with a pronounce search for identity and the need of for self-esteem; adolescents need to feel good about themselves and value. Teenage learners often have an acute need for peer approval too. (p.7)

Unfortunately, this new process did not last for a long time because pupils' parents desired French and obliged their children to choose it instead of English (Nadia, 2011). In 1995, the public authorities summed up the education of English throughout the country. Yet, soon, this would likewise be changed, as the public authority decided later to delay the educating of English to the center school level and once again introduce French in the 4th grade in elementary schools. Miliani (2001), accordingly, stated that the introduction of English in primary schools was not a success because it was a political decision rather than an educational one. Currently, the Algerian school system consists of three cycles which were redesigned, from 6-3-3 to 5-4-3 (primary, middle, and secondary school), at the beginning of the academic year 2002/2003, which was the

utilization of the new educational policy with the application of the Competency-Based Approach (CBA) (Djebbari, 2016).

The educational system is composed of three levels. The first, known as "basic education", are obligatory, while the third one is discretionary (Bellalem, 2008). Before the children are signed up for grade school, they enter the nursery at five years old. There are two cycles in elementary school, the first goes on for quite some time. Toward the finish of the second cycle, children who are generally eleven-twelve years of age, go through a public assessment known as the Primary School Examination (PSE) (Bellalem, 2008). The individuals who finish the assessment move to cycle three called "Middle school". English is taught to students beginning from the main year of Middle school, notwithstanding other subjects of the educational program (Bellalem, 2008). Since the instructive change of 2003, it has changed from three to four years. A public assessment toward the finish of cycle 3, which was recently called " Basic Education Certificate" (BEF), and starting around 2003, it is known as a "Middle School Certificate" (BEM), on the off chance that they pass, students will advance to secondary school (Bellalem, 2008).

Secondary school, additionally called "*Lycée*", comprises three years cycle of study. The principal year is an establishment course comprising a combination of various streams, from literary to scientific, that students can continue in the subsequent years (Bellalem, 2008). After that, in the subsequent year, students are allowed to pick between two branches: languages and social studies or sciences and technology. Toward the end of the third year, students take the Baccalaureate assessment (BAC), which they should

pass to gain admittance to advanced education, which will be chosen according to the degrees they will obtain (Bellalem, 2008).

3.2.3 Teaching English as a Foreign Language in Higher

Education

The higher education area has known many changes because of outer and inward factors that constrained Algeria to move towards embracing the LMD framework, for example, globalizing the higher education area and the need to adjust the higher education area to the work market (Gacem, 2018). The LMD framework is divided into three essential stages: Licence Degree (three years), Master's Degree (two years), and Doctorate (three years). After getting the Licence degree, Algerian colleges offer a set of study programs for bachelor students to accomplish post-graduation in college studies, beginning with a Master's Degree. Within the LMD, there are new components, such as Semestrialization (S) and Educational Units (EU). Since studies are coordinated into semesters to foster the organization of training programs, students are supposed to attend close to 400 hours in a 16-week time frame (i.e. 25 hours per week). Classes are assembled into educational units, specifically, fundamental, methodological, discovery, and transversal (Mellouk, 2013, p. 85).

Table 3.1 English curriculum Educational Units and Modules within the LMD system (Third-year License degree)

Units	Definition	Modules/ subjects	Hours week	per
Fundamental	It includes core subjects for a particular discipline.	Oral Expression Written Expression Linguistics TEFL Civilization Literature	03 03 03 03 03 03	
Transversal	Students are exposed to other languages, social sciences and technical communication.	Theme & version ESP Psychology	1 :30 1 :30 1 :30	
Discovery	It is anticipated all along the lessons of training materials relevant to other specialties	Foreign language (Italian language) Statistics	1 :30 1 :30	
Methodology	This gathers the subjects taught methodological tools aimed at helping the learner to accomplish his training course;	Research Methodology	1 :30	

Therefore, the Algerian government applied many reforms and changes during that period in different areas, such as, economics, politics, and education. At that time, political pluralism was permitted concerning the economy, confidential organizations were empowered, and a tourism strategy was presented, which implied an expanded requirement for speakers of foreign languages. Thus, by 2000 the Algerian government advanced English as an obligatory second foreign language notwithstanding French in the Algerian educational system all through middle and secondary schools as well as at the university level (Mami, 2013). Algeria became mindful of the significance of teaching English; it has been viewed as a crucial medium for correspondence with different nations and for working with the admittance to present new sciences and advancements to acquire new business sectors in the world. In addition, ultimately, the Algerian economy grew, particularly in areas where English is irreplaceable, mostly with resources that work in foreign companies from the oil and gas industry, which are Algeria's principal lavishness (Cordel, 2014). As a result, the educational government shifted the focus more on teaching the English language after the rapid development of ICT to meet the basic needs and promote a new, affordable infrastructure for learning and teaching processes.

According to the Minister of Education Boubakeur Benbouzid (2005), Algerians ought to view English as more than just a foreign language taught in schools; rather, they should view it as a significant chance for advancement and development (cited in Cordel, 2014, p.07). Similarly, previous research about the use of English by Algerian University students and teachers majoring in the technological sciences and engineering showed that English was perceived as a means of academic and professional success by the students and by the teachers as well (Outemzabet, 2012). Many universities have built more

foreign language departments in order to train inspectors and teachers in the English language (Othmane & Bouyakoub, 2020). Furthermore, as reported by the French publication *Le Monde* and the Algerian publication *Echorouk*, Tayeb Bouzid, the Minister of Scientific Research and Higher Education, presented a plan to encourage the use of English as the official language of instruction and administration in the nation's universities and research facilities (Echoroukonline, 2019). Establishing an effective, high-quality system of training and research is the primary goal of the reforms in higher education and scientific research. Other goals include ensuring that Algerian qualifications are recognized internationally, improving their overall quality, and making it easier for graduates to find employment (Khelloul & Benmaghrouzi, 2022). On the other side, this sudden establishment concerns especially the corresponding needs in terms of the professional development of teachers and technological training (Gasem, 2019).

3.3 Research Rationale

There has been a great deal of recent interest in English language teaching in Algeria. In this sense, Algerians have become aware of the importance of English as a world language. Therefore, the Algerian government started investing in the English language as a tool for the future (business and academic). As a result, policymakers, alongside the Algerian President announced on 19th September 2022 the decision to make English part of the official curriculum at all levels of education and apply it as an official Language in the administration of the private sector.

On the other side, this concerns especially the corresponding needs in terms of the professional development of teachers and researchers by offering scholarships to English-speaking countries for MA and PhD programs in favour of would-be promising English status and future in Algeria. Besides, the different exchange programs are jointly organized by the Algerian government, the British Council, and the U.S. Embassy. This collaboration aims to promote the field of educational technologies in Algeria. Commenting on the partnership, Mr Lotfi Ghazi, Founder and General Manager of Education Tech, said:

We want to broaden the horizons of learners and to ensure that none of them is forgotten, we are implementing all the tools that technology offers to education. The teacher remains at the heart of learning and, these solutions will give a chance to all those who wish to learn without constraints. (Pearson, 2022, p.03)

Furthermore, policymakers now place more emphasis on teacher development and technology training as a result of school reforms. Therefore, a number of studies contend that some educational innovations brought about significant elements that might cause a discrepancy between the theoretical goals of the curriculum and the actual classroom experiences. At a seminar on education, Mohamed Chérif Belkacem, the director general of the Algiers Graduate School of Management, clarified that teachers are not involved in the planning process for changes in Algeria (Le Monde, 2019). There may not be a sense of ownership as a result of this marginalization. Thus, a number of academics have argued that curricular changes must be connected to teacher preparation programs and continuing professional development (Belmihoub 2018, Gherzouli 2019, Djebbari 2020, Bouabdesselam 2022).

In light of this discussion, this proposed research study seeks to fill the gap in the existing literature on the use of technology in higher education and teachers' practices and feelings in Algeria by exploring the current uses of videos implemented by EFL Algerian teachers of Higher Education. It also aims to investigate both EFL teachers' and students' practices and perceptions towards the use of videos as a means of English language teaching in higher education. Moreover, it focuses on exploring how videos affect the learning and teaching modes and what are the barriers and challenges encountered alongside the educational process. Finally, by spotting the light on reality, this research aims to offer suggestions that will be of interest to teachers, curriculum developers and policymakers in the future.

3.4 Research Questions and Hypotheses

The following research questions are posed based on suggestions highlighted in the literature review above. Therefore, using both qualitative and quantitative methods, this experimental study seeks answers to the following research questions:

1. What are EFL teachers' and students' attitudes and feelings towards the use of videos in higher education in Algeria?

This question sought to identify the Algerian English language students' and teachers' perspectives and feelings towards the use of videos as a teaching technique - whether or not they think that it can help learners improve their skills and create more opportunities for them to use and learn the English language as if they are in an English society.

2. What are the perceived affordances/constraints that can affect the use of videos in higher education in Algeria?

As mentioned in the literature review, while this teaching resource can help students learn English to some extent, it cannot be denied that it also has some disadvantages at the same time. Therefore, this question is used to explore both potential benefits and problems that have an effect on the use of videos in EFL classrooms in Algeria. In addition, the study wishes to examine how Algerian English teachers can make the best use of this technique in their classrooms and solve or avoid those problems, such as the selection of the video content that meets with the teaching objectives, lesson planning requires time investment, and ICT facilities.

3. Does the implementation of videos in EFL classes affect the learning process in higher education in Algeria?

This question identifies the current practices of the Algerian English language teachers of videos as a teaching technique, seeking to investigate whether or not it has a perceived beneficial impact either on teaching mode or on learning English.

4. What suggestions could be made for the implementation of videos alongside with the educational course design in the future in Algeria?

The aim of this question is to offer requirements and suggestions by educators for the sake of the development of technology use in higher education in Algeria. This will be of interest to future researchers, teachers, curriculum developers and policymakers in the future Regarding the need to improve the higher education system by encouraging

and promoting evidence-based practice in the selection of the interventions specifically policies and reforms and strategies best suited to the students and educators regarding the educational supports and circumstances in Higher Education.

As tentative answers to the above research questions, this study proposed the following hypotheses:

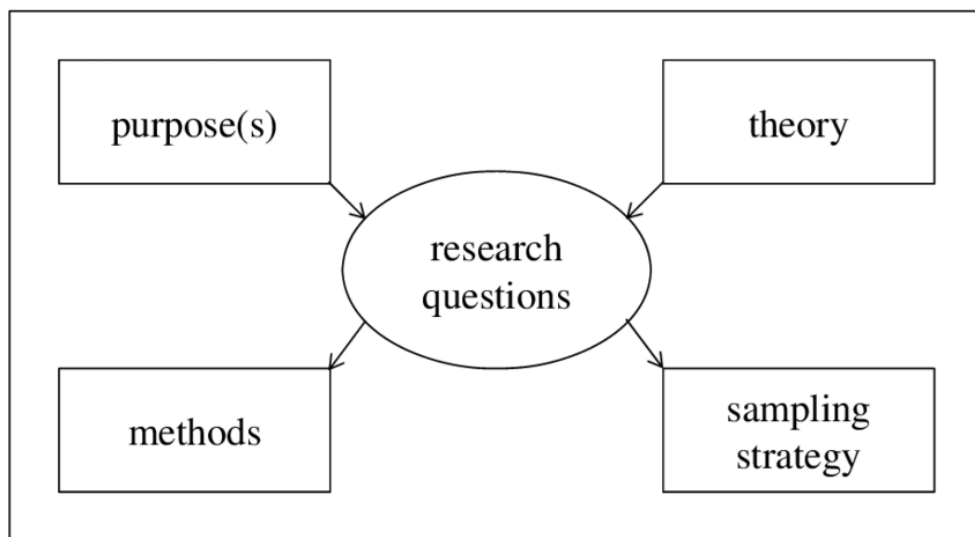
1. Algerian EFL teachers and students have positive attitudes towards the use of videos for enhancing engagement in language learning.
2. The perceived effectiveness of videos in TEFL depends on the educational affordances and methods.
3. Learning by using videos in teaching EFL may not have a significant effect in improving the students' language skills.
4. If the EFL students' needs were aligned with the appropriate materials and study program objectives within the implementation of videos, significant achievements may be developed.

3.5 Research Design

This section presents each of the different components of the research design for this study, which is based on transforming the research questions into projects (Robson, 2011). So many models have been put forward when carrying out a research project, but this study is based on the model suggested by Robson (2011). This model consists of five interrelated and balanced components: purposes (rationale), conceptual (theoretical)

framework, research questions, methods, and sampling strategies (procedures) (Robson, 2011, p. 71). Each component explains a different element of the framework altogether, and the following sections are divided identically with Robson's (2011) components of the research design, as mentioned above.

Figure 3.2 Research Design Framework (Robson, 2011)



Robson (2011) argued all the aspects above need to be connected, related, and balanced with each other. He also explained that the diagram puts forward some directionality in the whole operation. The research purposes and theoretical framework cohere and help in identifying the research questions and achieving the objectives of the project. Once one knows what he/she wants to be answered in his/her research questions, and then he/she will have the ability to make decisions concerning the methods and the strategies to be used when sampling (Robson, 2011). This diagram's components are essentially the same as those seen in many other study designs. For instance, Maxwell

(2012) developed an interactive model for research design for qualitative research, where the components are mutually informing and shaping each other.

However, qualitative research is characterized by flexible rather than rigid designs, which is another characteristic of research design description, which is one of the reasons why Robson's (2011) model was selected in this current research. This choice was, therefore, because of the way the components work in an interrelated and balanced way that fits with this exploratory, descriptive research study. Borrowing Kaplan's definition (1964, cited in Maxwell, 2011, p. 3), the difference between research's "constructed/reconstructed logic" and "logic-in-use." As part of the design process or when analysing the design of a finished study, this model may be used to illustrate the "design-in-use" of a study, which is the link between the actual components of the research and the intended (or reconstructed) design. Exploratory research in social sciences can be defined in different ways. However, its core should consist of an attempt to discover something new and interesting (Swedberg, 2020).

Therefore, the purpose of this study was identified and aimed to be achieved. Then, the selection of the conceptual (theoretical) framework, where the theory explains how EFL learners can learn and how EFL teachers can teach with the implementation of videos in university EFL classrooms in Algeria. After realizing these two latter components, research questions were then developed. In addition to that, methods and procedures were selected, which are questionnaires ,semi-structured interviews, and an online experiment in order to collect all data, then these data will be analysed. Finally, sampling procedures

will be identified, including who the participants are that are sought data from and when and where it took place.

3.6 Theoretical Framework

According to (Pickard, 1996), language skills (listening, speaking, reading, and writing) enable an individual to use the language successfully, be it in spoken or written form. These skills can be divided into two categories: input skills (listening and reading), and output skills (speaking and writing) (Plass and Jones, 2005). These fundamental competencies should be developed by users in any language in order to have a successful discourse, which is the case for an individual who is trying to learn a second/foreign language. The world of teaching and learning a second/foreign language should provide appropriate teaching techniques for learners to develop those core skills, and one of the common techniques is teaching with multimedia (Hwang et al., 2016). Mayer (2011) stated that communication could be conveyed with the application of any means, either paper-based communication or computer-based communication, in which words can be printed words (printed text) or spoken words (narration), and pictures can be static graphics (illustrations or photos) or dynamic graphics (animation or video clips).

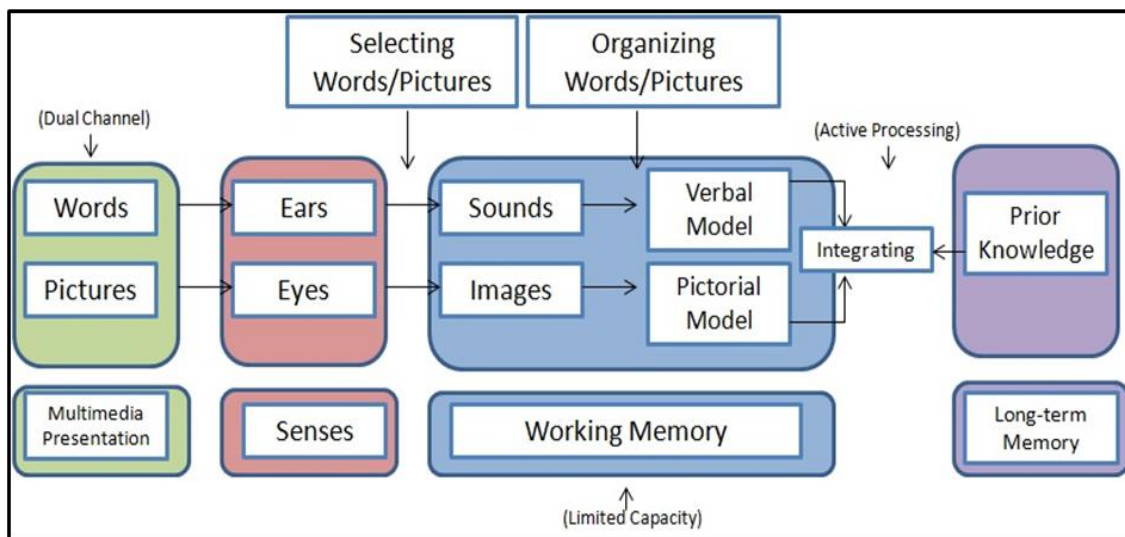
Therefore, many studies were conducted in order to provide instructions and descriptive or experimental evidence of the effectiveness of the video application in teaching. Accordingly, the way that people process information should be considered in the creation of instructional and instructive videos. Based on the cognitive load theory, the Cognitive Theory of Multimedia Learning (CTML) offers hypotheses and empirical

evidence with the goal of directing multimedia design from the standpoint of how the learner processes new information (Mayer, 2008).

3.6.1 Mayer's Cognitive Theory of Multimedia Learning

Learning through multimedia is a cognitive theory of learning that was developed by Richard E. Mayer and other cognitive researchers under the name of the Cognitive Theory of Multimedia Learning (CTML). He declared that instructional multimedia helps the way the human brain learns and that people learn better from words and pictures rather than from words only (Sorden, 2012).

Figure 3.3 Mayer's Cognitive Theory of Multimedia (2008)



However, simply adding words to pictures is not an effective way to achieve multimedia learning. The goal is to use instructional media in light of how the human mind works. This is the basis for Mayer's cognitive theory of multimedia learning (Mayer, 2008). According to Mayer, the CTML is based on three main assumptions obtained from

cognitive science about how the human mind works: information is processed through two distinct dual channels—visual and auditory—with a finite capacity. Learning is a dynamic process that involves sorting, filtering, arranging, and integrating data.

3.6.1.1 Dual-Channel Assumption

The first assumption is that learners possess separate information-processing channels for visually represented material and auditory represented material. The dual-channel assumption is integrated into the cognitive theory of multimedia learning, which lies in the proposal that the learner information-processing system comprises an auditory/verbal channel and a visual/pictorial channel. In other words, when information is presented to the eyes (illustrations, animations, video, or on-screen text), learners start by dealing with that information in the visual channel; when information is presented to the ears (narration or nonverbal sounds), learners start by treating that information in the auditory channel. Mayer (2008) argued that the idea of separate information processing channels is not new but has existed in the history of cognitive psychology. Moreover, he stated that it is similar to Paivio's dual-coding theory (1986) and Baddeley's model of working memory (1986, 1999) (cited in Mayer, 2005).

3.6.1.2 Limited Capacity Assumption

The second assumption is that learners are very limited in the amount of information that can be dealt with in each channel at one time. He explained that each working human's memory has two channels; one refers to the verbal system that processes the linguistic information and the other one refers to the image system that processes the perceptual

information. However, a dual channel has limited capacity, but using both channels and working memory's capacity could be maximized in order to facilitate an active process for memorizing information through the integration of new knowledge into existing cognitive structure. That is to say, when a video is given, learners can only grasp a few images in working memory at any one time. They may be able to concentrate on only creating a mental image of the key elements of the process instead of the whole thing. Mayer (2005) clarified that learners assimilate only portions of the given material rather than digesting the complete image.

3.6.1.3 Active Processing Assumption

The third assumption is that meaningful learning takes place when learners actively engage in cognitive processing in order to create a coherent mental representation of their experiences. As Mayer (2005) stated that active learning is based on three fundamental processes, which are selecting relevant material, organizing selected material and integrating selected material with existing knowledge (p. 37). Thus, it is important to design appropriate strategies that manage the cognitive load for both channels in multimedia learning materials in the teaching process. In order to relate the multimedia theory to the current study, it can be said that as multimedia fosters deeper, more meaningful learning than rote memorization, including films in EFL lessons can improve both the language learning process and the proficiency of the students. Videos aid in improved student learning and this is explained well by the cognitive theory of multimedia learning. According to the notion, teaching through video format is more

successful than teaching through only one of the senses alone since it engages the visual and aural senses (Mayer, 2010).

3.6.2 Three Memory Stores in Multimedia Learning

Humans actively construct mental representations to make sense of the information they are exposed to, as they are limited in the quantity of information they can process at once in a given channel (Mayer, 2008). Mayer also addresses the function of the three memory stores: working (where humans actively process information to develop mental structures, or "schema"), long-term (the storehouse of all learned knowledge), and sensory (which takes in inputs and retains them for a very little period of time). According to Mayer's cognitive theory of multimedia learning, the brain selects and arranges these components dynamically to create logical mental constructs rather than interpreting a multimedia presentation of words, images, and auditory information in a way that is mutually exclusive. Moreover, Mayer emphasizes the significance of education (based upon the testing of content and demonstrating the successful transfer of knowledge) when new information is integrated with prior knowledge. Moreover, Sweller defined (2005)

Sensory memory as the cognitive structure that permits us to perceive new information, working memory as the cognitive structure in which we consciously process information, and long-term memory as the cognitive structure that stores our knowledge base (as cited in Sorden, 2012, p. 156).

Mayer (2005) explained the function of this model when learners are presented with multimedia learning. He provided a very good example: in reading this sentence, one may be able to actively focus on only several words at one time or looking at the

model (figure 3.2), one may be able to grasp the images of only several boxes and arrows in his/her mind at one time. This type of processing, therefore, happens in working memory. The left side of working memory signifies the raw material that enters into working memory (visual images of pictures and sound images of words) which is built upon two sensory modalities that Mayer calls visual and auditory. The right side of working memory, on the other hand, signifies the knowledge constructed in working memory (pictorial and verbal models and links between them) which is built upon representation approaches that he called pictorial and verbal. Mayer (2005) claimed that his use of the word pictorial model contains spatial representations. The arrow from sounds to images embodies the mental transformation of a sound (like the spoken word: plane) into a visual image (like an image of a plane).

In other words, when the learner hears the word “plane” he/she might also create a mental image of a plane. The arrow from images to sounds embodies the mental transformation of a visual image (like a mental picture of a plane) into a sound (like the sound of the word “plane”). In other words, the learner mentally hears the word “plane” when he/she sees a picture of one. Finally, yet importantly, the long-term memory box represents the learners’ storehouse of prior knowledge. Design principles, including providing coherent verbal and pictorial information, guiding the learners to select relevant words and images, reducing the load for a single processing channel etc., can be entailed from this theory. Mayer (2005, p 61) emphasised that the main cognitive processing required for successful multimedia learning is characterised by these arrows labelled:

- Selecting images where the learners select relevant images for processing in visual working memory; that is, learners pay attention to relevant pictures in a multimedia message to create images in working memory

- Selecting words where learners select relevant words for processing in verbal working memory; that is, learners pay attention to relevant words in a multimedia message to create sounds in working memory.

- Organizing images is where learners organize selected images into a pictorial model; that is, learners build connections among selected images to create a coherent pictorial model in working memory.

- Organizing words is where learners organize selected words into a verbal model, that is, learners build connections among selected words to create a coherent verbal model in working memory.

- Integrating where learners integrate the verbal and pictorial representations with each other and with existing knowledge, that is, learners build connections between verbal and pictorial models and with prior knowledge. He also stressed that even though these five processes are presented as a list, they do not have to happen in a chronological order, which means learners might move from process to process in many different ways.

However, the three processes of selecting, organizing, and integrating commonly do take place in an interactive way by having an effect on each other. In the opinion of the cognitive theory of multimedia learning, meaningful learning is based on all three processes taking place in the visual and verbal representations (Gilakjani, 2012).

3.6.3 Critics of the Cognitive Theory of Multimedia Learning (CTML)

There are some criticisms of the theory that have been raised by some researchers; Ballantyne (2008), for example, has criticised the narrowness of some of the Cognitive Theory of Multimedia Learning studies and questioned if the principles derived from CTML research can be applied in more realistic settings. Ballantyne (2008) perceptively pointed out that the validity of the CTML studies as subject specific applications could be better if they were clearly connected with concepts, frameworks and findings from the wider learning technology literature. Moreover, striking at the heart of the cognitive theory of multimedia learning, Rasch and Schnotz (2009) could not show that learners really learned better from text and pictures rather than text alone, which raises a big question about the multimedia principle. However, this view somewhat overlooks the multimedia principle that has been significantly successful in all fields especially in teaching languages according to several researchers (Berk, 2009; Idri, 2013; Hwang et al., 2016). This again could be related to the nature of the materials that Rasch and Schnotz used in their study that failed to show the improvements of students. Overall, the field of research for the cognitive theory of multimedia learning is developing: new studies, researches, dissertations and literature are being added every year, as well as Richard Mayer and other theorists continue to publish research and books in order to support their theories.

The application of videos, therefore, is considered one type of multimedia in the world of teaching English as a second/foreign language. Based on the numerous

advantages reviewed previously in the literature section, one can easily note the rationale for implementing this medium instead of traditional teaching techniques. For the purpose of this research project, the focus is on TEFL with the use of videos within the Algerian university sector that can “provide meaningful input, facilitate meaningful interaction with the target language, and elicit meaningful output” (Plass and Jones, 2005). In relation, Higher Education needs to ensure it is forward-looking and not left behind. This involves coaching and supporting the students in developing approaches to learning online and through video (Woolfitt, 2015). For this purpose, this study aims to provide an in-depth understanding of the issues and factors related to the use of videos as a tool for learning and teaching English among EFL students and EFL teachers and offer some future suggestions and recommendations in the Algerian university context.

The use of video is supported by numerous research and pedagogical principles that we can find throughout the history of education. Among them, we can highlight two main theories which explain the relation between videos and the teaching of English and examine the supports and barriers to technology use in higher education. The sociocultural theory of Vygotsky (1978), where the videos would be part of social interaction in the cognitive development of the students, along with the empowerment of scaffolding in the Zone of Proximal Development (ZPD) and how artefacts mediate learning, explains some ways of learning occurs during professional development with the uses of videos. Likewise, factors that affect technology use can be related to social interactions, such as support provided for using technology, or artefacts, such as access to videos, which support or hinder technology use. These principles have favoured the

construction of a curriculum that takes into account constructivist currents, where video can play a fundamental role (Wawuda, 2019).

Moreover, videos can help teachers construct discussion activities for the learners. This encourages collaborative learning. Constructivism focuses on the learner and the experiences that the learner engages in the learning process. For this reason, the implementation of the video generates new learning contexts that shape and transform the mental processes promoted by teaching (Chi et al., 2018). Furthermore, Moore and Smith (2012 cited in Miner & Stefaniak 2018) also concluded that future studies should be developed that included a focus on cognitive skills separately from psychomotor skills and that compiled student attitudes regarding learning problem-solving skills from videos. In addition, Hattie (2009) argued, “Constructivism is not a theory of teaching, but a theory of knowing and knowledge and it is important to understand the role of building constructions of understanding” (p. 26).

Therefore, understanding human cognitive architecture is essential when designing education, which incorporates technology and the importance of guidance during student instruction, has been outlined (Clark & Mayer, 2011). In other words, any examination of the effectiveness of the didactic implementation of video should consider the degree to which students are actively involved in the learning process. The theory of cognitive overload suggests that we learn through the acquisition of schema and automation and that this should be taken into consideration as part of the process of instructional design (De Boer, 2013). According to Mayer et al. (2020), the content and

context of the viewing are both crucial elements for engaging students as active learners.

Content should be age- and skill-appropriate.

Past studies show that video use can improve teacher education outcomes and that integrating multiple video methods over time yields better teacher outcomes (Kay, 2012; Arya et al., 2015; Donaghy, 2019; Alshraideh, 2021). Further studies show that different video methods facilitate different kinds of outcomes—e.g., self-reflection might help a teacher identify a problem, and reflecting on the video with peers might help to generate a solution (Arya, Christ, & Chiu, 2017; Gilakjani & Sabouri, 2017; Pattier, 2021). Furthermore, research shows that video use in teacher education provides multiple sources of information with which to create a rich shared experience, focus attention on specific sequences of behaviours for analysis and discussion, and thereby identify practical ways to improve teaching practices. However, these previous studies have not focused specifically on video use in teacher education; they nevertheless point to potential supports and barriers to video use that this study empirically aims to explore.

According to Mayer's theory, learners can learn better from multimedia presentations in which learners' affective filters can be adaptable in terms of motivation, engagement, relaxation, and self-confidence. That is to say, the more motivated learners are with low anxiety and high self-confidence, the more effective the acquisition of the target language is, but the less motivated learners are with high anxiety and low self-confidence, the more mental blocks there are that prevent the acquisition of the target language. Videos, then applied in teaching, can create a comfortable atmosphere for learners and can boost their motivation to a good extent. However, many studies showed

that some lecturers lack adequate knowledge, support, guidance, and training to integrate this technology into their teaching, either at a practical, technical level or at a didactic teaching level (Stover & Veres, 2013).

In relation, some studies results show that several factors can influence technology use. These include institutional structure, discipline area, course characteristics, educator characteristics, and support factors. For example, studies in Taiwan and the United Kingdom have shown that educators are more likely to integrate technology into their courses if they have dedicated staff to help with multimedia and graphics software. Alternatively, a number of educators who successfully used committed, supportive and encouraging technology tools in their courses asserted their reliability and validity (Raja & Nagasubramani, 2018; Christ et al., 2016; Gilakjani & Sabour, 2017).

In relation to the Algerian Context, many studies showed that most teachers' factors that hinder their use of technology and, more precisely, the use of videos is related mainly to the lack of support for technology integration, which can also reduce technology use in teaching. Although institutions want educators to use more technology, they often lack support units and technical specialists, which makes it difficult for educators to upgrade their technological skills (Benadla, 2013; Bouzenoun, 2019). Alongside pedagogical challenges, such as unclear institutional policies related to curriculum design and teaching practices, are also considered as hindrances to technology integration in educators' teaching. For example, the lack of (a) a guiding policy or training on blended learning, (b) appropriate rules for using e-learning, or (c) a strategic vision

(Ahmadpour & Mirdamadi, 2010; Tshabalala, et al, 2014). This has been shown in studies mentioned above in Iran, Australia, and South Africa. In this regard, this study wants to explore these teaching issues, including the practices, attitudes, and feelings towards the use of videos in higher education.

3.7 Validity and Reliability

The degree of consistency in a person's scores after taking the same test several times is known as reliability. An instrument's dependability increases with its degree of consistency. A scale or test is considered dependable if it produces consistent findings when measured again under the same circumstances (Mugenda, 2003). In other words, research reliability is the evaluation of both internal and external coherency and consistency. Thus, research questions should elicit information that would be replicated if the same questionnaire was reused within an analogous context and community (Cooper and Schindler, 2006). As ambiguous questions are inherently antithetical to the reliability of any questionnaire, all individual items should be devised using direct and unambiguous language in order to simplify instructions and minimize participant misunderstandings or misinterpretations (Oppenheim, 1992). Accurate planning and a logical, sequential question structure also help to avoid unnecessary confusion (Saunders et al. 2003).

Therefore, validity refers to the clarity and precision of all questions or statements contained in a questionnaire (Saunders et al., 2003). Such validity is best established by a systematic review of all items to safeguard against any content, sentence construction,

or mode of expression that could inadvertently influence the questionnaire variables and skew the results to render any findings invalid or unreliable. In other words, in order to fulfil the purpose of the questionnaire, the researcher must be mindful of composing all questions in the most objective and unbiased manner possible (Kumar, 2010).

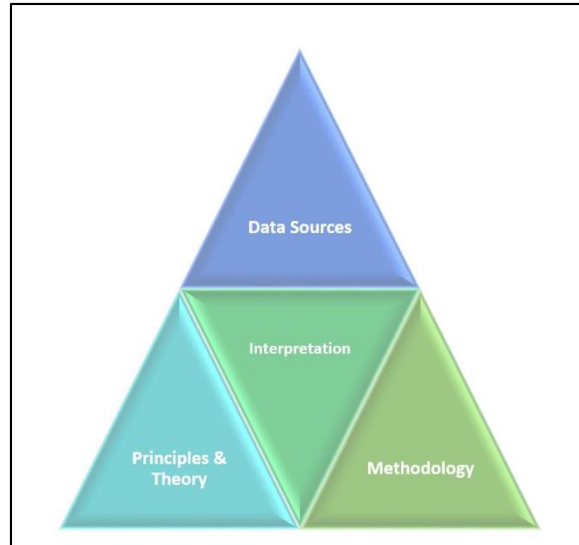
Moreover, the production of valid and reliable data in respect of the correlation between the research question and the data collection processes and instruments (Opie 2004, p. 71) is the shared goal of all research (Merriam 2009, p. 209). This aim can be realized by ensuring that data is collected, analysed, and interpreted with the utmost diligence and integrity (Merriam 2009, p. 210). The aim of this research was to provide an in-depth understanding of the issues related to the use of videos as a tool for learning and teaching English among EFL students and EFL teachers in the Algerian university context. To this end, I devised a range of recognized research paradigms to establish validity and maintain reliability throughout the study. In the first instance, the triangulation of multiple methodologies was used to elicit comprehensive and authoritative support for the data set, which encompassed the participation of both EFL teachers and learners (Johnson and Christensen, 2004, p. 254; Creswell 2004, p. 197). Secondly, in order to further improve the transparency, dependability, and generalizability of the research and enable future researchers to replicate and apply the current study template, all data collection procedures were fully elucidated and illustrated (Burns 2000, p.475).

Among many notable commentators, Blaiki (1991) and Adams (2006) contend that triangulation is the preferred means of collating reliable and meaningful data. While

a qualitative approach is conventionally yoked to a phenomenologist paradigm, and quantitative research is usually linked to a positivist hypothesis (Saunders, et al., 2003), when used in tandem, each complements and supports the other in terms of overall academic rigour and assured research empiricism (Teddle and Reynolds, 2000). Therefore, a combination of quantitative and qualitative research methods was deemed feasible and appropriate to the aims of this study.

3.8 Research Methods

As the questions are posed above, this research project is seeking their answers by undertaking several methods of data collection with the aim of gathering strong research findings and achieving the research objectives. This is generally named mixed-methods research (Maxwell, 2012), which is defined by Creswell (2014) as an approach to research in the social, behavioural, and health sciences where the research utilises both quantitative and qualitative methods to gather data. The methods that were applied in this research project are questionnaires and semi-structured interviews. The strategy of using multiple methods could reduce the risk of being limited to one source and method, help in gaining a precise and solid understanding of the problems being investigated, and afford the conclusions far more credibility (Maxwell, 2012). That is called the triangulation approach (Fielding, 1986, cited in Maxwell, 2012, p. 102).

Figure 3.4 Triangulation Approach by Maxwell (2012)

Therefore, the study used a mixed methods online survey design as a means first to avoid any research limitations in order to reach as many participants as possible. Many scholars argue that the key advantages of online qualitative surveys, which most social researchers use, are openness and flexibility to address a wide range of research questions. They also facilitate affordable and often quite easy access to large geographically dispersed populations (Braun & Clarke, 2006). Qualitative research can also be described as an effective model that occurs in a natural setting that enables the researcher to develop a level of detail from being highly involved in the actual experiences (Creswell, 2003). He also defines quantitative research as research that employs strategies of inquiry such as experimental and surveys and collects data on predetermined instruments that yield statistical data. Quantitative research also involves data collection that is typically numeric, and the researcher tends to maintain the assumption of an empiricist paradigm as the methodology model of data analysis (Creswell, 2003, cited in Williams, 2007, p. 18).

Another purpose for the use of multiple methods is to gain information about different aspects of the phenomenon studied in this research, which is the use of videos in EFL classes in Algeria. Thus, the survey was designed to explore what their views and attitudes are about the use of videos as a teaching resource and identify the perceived affordances and constraints that may affect the use of videos in the EFL classrooms of Algerian higher education. In addition, to know what are both teachers' and learners' attitudes and feelings towards this latter. Based on what was studied in the literature review section, problems and issues are raised in EFL teaching within Algerian settings. This research focus is on the use of videos in EFL classes, while acknowledging the potential problems and challenges that may occur in using such techniques.

A number of questions were developed to guide the research project and identify how the use of videos can be an effective teaching resource to help both teachers achieve their teaching goals and learners improve their target language skills. In order to collect the primary findings of this research project, questionnaires were distributed online to both Algerian English teachers and Algerian English learners from several universities in a preliminary way. After gathering the primary research findings from questionnaires, interviews took place to understand in depth the perspectives of the EFL teachers on using videos as a teaching resource regarding their experiences and teaching methods. Therefore, research participants were based in a real-world life setting rather than in a lab as scientific research. This research project is then focused on a constructivist approach, which is also known as 'interpretive' rather than the "positivist" one (Robson, 2002). The interpretivist/constructivist research tends to rely upon the "participants' views of the

situation being studied” (Creswell, 2003, cited in Mackenzie, et al, 2006, p.8) and recognises the impact on the research of their own background and experiences. Here is a brief overview of the differences between the two main researches approaches is as follows:

Positivism : The positivist approach is historically connected to the 19th-century French philosophy, Auguste Comte, who, according to Beck (1979), was the first to establish the term for philosophical position and who was the origin of resulting sociology as a different field (cited in Cohen, Manion, and Morrison, 2011, p. 7). Oldroyd (1986) said regarding Comte’s study of the history of philosophy and methodology of science that “social phenomena could be researched in ways similar to natural, physical phenomena” (cited in Cohen, Manion, and Morrison, 2011, p. 7). In other words, although theories and laws pertaining to social phenomena might be developed and tested empirically, the goal of the study is to identify the rules governing human behaviour, just like scientists have identified the rules governing the physical world (Thompson, 2015). Robson (2011) argued that positivist research is one that should attempt to be objective in which the researcher has little or no influence. It prefers quantitative methods which allow for the researcher to remain detached from the respondents. However, in this view, Lin (1998) pointed out that the positivist approach does not give “an understanding of the causal mechanism”, in which “it does not explain why the link exists” (p. 167).

Moreover, the dissatisfaction with the positivist approach in social science became widespread amongst various critics. They challenged the positivist assumption that human behaviour is controlled by “general laws and characterized by underlying

regularities” (Cohen, Manion, and Morrison, 2011, p. 15). Therefore, social science was seen as not susceptible to the claimed objective approach of the hard sciences and a new approach was developed that could be seen as appropriate in social science, which is called interpretivism.

Interpretivism: The interpretivist/constructivist paradigm emerged from the phenomenological philosophy of Edmund Husserl and the study of interpretative understanding, or hermeneutics, by Wilhelm Dilthey and other German philosophers (Mertens, 2005, cited in Eichelberger, 1989, p.12). Research methodologies that are interpretivist/constructivist aim to comprehend "the world of human experience" (Cohen & Manion, 1994, p. 36) and propose "reality is socially constructed" (Mertens, 2005, cited in Eichelberger, 1989, p. 12). The interpretivist approach that is referred to as constructionism designates a belief that ‘social properties are contrasted through interactions between people, rather than having a separate existence’ (Robson, 2011, p. 24). Robson (2011) stated that this approach also pays particular attention to the individual instead of the group and how individuals build and structure their world. The interpretive paradigm is recognized by its interest in the individuals and how they comprehend the subjective world of human experience (Cohen, Manion, and Morrison, 2011).

The main point of the research is to gain an in-depth insight into the real lives of respondents and to have an empathetic understanding of why they act in the way they do (Thompson, 2015). Schwandt (2007) declared that this approach looks at the world of experience “as it is lived, felt, and undergone by people acting in social situations” (cited

in Robson, 2011, p. 24). Researchers, in this vein, consider that they need to know the multiple social constructions of meaning and knowledge where they tend to use different methods of data collection, mainly qualitative methods, ethnography (interviews and observation) for instance, which allow for close interactions with the respondents and therefore permit them to gather various perspectives (Thompson, 2015).

3.8.1 Target Population and Sample of the Study

This study seeks to identify the state of English teaching practices within most known Algerian higher education institutions, which will allow us to have wider access to research samples and several perspectives and insights. Therefore, the study aims to have a wide range of a target population. According to Cohen (2007) and Dorneyei (2003), a population is the entire group of individuals, things, or events that are relevant to a research study and from which a sample is drawn. A research study's idea of a population to be surveyed is important since it denotes the full group of persons about whom the researcher needs to gather particular information (Lynn, 2002). Any research study should take into account two different sorts of populations: the target group and the wider community. The target population, which is a subset of the broader population, is the group of individuals the researchers use to generalize their findings, whereas the wider population refers to the huge group of people who share the phenomena to be examined and explored. (Gay & Airasian, 2003; Bell, 2005; Larson-Hall, 2010).

Sampling in any educational research refers to the process of selecting a sample as a small group of people or a subset from a defined population for the purpose of

representing a particular population (Kothari, 2008). Therefore, in order to cater to the representativeness of the study's sample, students and teachers were purposefully selected from two different universities in Algeria (Algiers and Oran) with maximum variation in students' gender, age, specialty, etc., and in teachers' academic rank, gender, and teaching experience. Both teachers and students are aged over 18; we will have around 100 graduate EFL students and 20 EFL teachers between males and females from different English Language Departments in University of Oran 2 and University of Algiers 2. This is the estimated number of samples that this study will need. However, we aim to include as many participants as possible. Larson-Hall (2010) defines the sample size as "the number of participants in a study" (p.401). It is generally recommended that large samples would be more representative and would give more reliability in relation to research results. There are almost more than 10 EFL teachers in each English department within 28 universities all over Algeria. They have almost the same responsibilities and subjects to teach under the LMD system, for instance, grammar, phonetics and phonology, linguistics, TEFL and ESP, English literature and civilization, pragmatics, semantics, research methodology, written and oral expression, and others. They have a wide teaching experience at different higher education institutions in and outside the country. Besides, they all have high training and teaching expertise, as well as a very interesting list of biographies and research.

This research study uses a "probability sampling" technique since its goal is to examine a particular group of language learners "(Leedy, 1997, p. 204; Cohen et al., 2011, p. 153). Probability sampling, which uses a random sample, and non-probability sampling,

which uses a non-random or purposeful sample, are the two primary sampling techniques in this context. With probability sampling, each member of the population has an equal chance of being chosen as the study subject from a certain population. However, with non-probability sampling, the population's chances of being chosen for the research are not equal. Rather, the investigator consciously chooses whether or not to incorporate a certain subset of the population. (Gay & Airasian, 2003; Cohen et al., 2007; Bryman, 2008; Gray, 2014).

This study is based on convenience and rationale sampling of the participants. It is worth mentioning that compared to the graduate level, the graduate level is very focused on theory and fundamental research. It is based much more on structured course modules taught through lectures, seminars, laboratory work or distance learning. Its main components are research, dissertation writing, teaching, etc. It offers postgraduate students a complementary specialized formation that broadens their knowledge and their future career prospects (Ghemid, 2017). This latter was chosen simply because it is one of the classes where EFL teachers should teach with the use of authentic materials in a language lab or online with the use of all the ICT equipment needed as the curriculum required. According to Cohen et al. (2011), while choosing a sample strategy, consideration should be given to the goals of the study, its timeframes and restrictions, its design, its data gathering techniques, and its methodology (p. 163).

Five major parameters were taken into account when selecting the sampling approach for the current investigation. The mixed methods research paradigm, the qualitative and quantitative design of the research, the sample size, the sample relevance

to the population, and sample availability come first. The target participants in this research study were chosen from university-level students and teachers using a variety of sampling techniques. The study's participants shared similar ethnic and cultural backgrounds, which is essential for a high-quality sample (Cohen et al., 2011). As mentioned by Dornyei (2010), a good sample mostly consists of students who are comparable in terms of their educational attainment, age, and ethnic background, social and socioeconomic backgrounds. Furthermore, a number of other variables, including the nature and scope of the study, the size and makeup of the population, may also affect the sample size and the techniques selected for data processing (Gay & Airasian, 2003; Cohen et al., 2000). Time, cost, and accessibility are, therefore important issues that have been carefully taken into account while choosing the sample size in this research study. The possibility that some individuals may opt not to engage in the study or may elect to leave the study at any point has also been taken into account.

The researcher also considered that some respondents might fail to fill out the online survey (Questionnaires), and that this may lead to various biases (e.g., missing out items, putting two ticks in a row of choices instead of only one) (Cohen et al. 2011, p. 148). For all of the aforementioned reasons, it was decided to sample a large number of respondents, representing approximately 100 students and teachers for this study.

3.8.2 Research Instruments and Procedure

Selecting a suitable strategy or multiple strategies for data collection is based on what type of data is to be sought, who the research participants are and under what conditions

the project will be undertaken. Such a task should be decided at an early stage in a fixed design research project, which was the case of this study (Robson, 2002, p. 23). A mixed method was undertaken based on qualitative and quantitative descriptive approaches. We selected online survey questionnaires and semi structured interviews, and online experiments to collect data on the nature and various uses of videos in higher education, in addition to EFL students' and teachers' perceptions towards using videos and the challenges of their implementation in teaching. Therefore, the following section provides definitions of each instrument, its advantages, and disadvantages.

3.8.2.1 Questionnaires

Qualitative surveys, such as questionnaires, consist of a series of open-ended questions designed by a researcher and centred on a particular topic (Braun & Clarke, 2006). Robson (2011) stated that questionnaires are very common and widely used in social research methods to collect data from and about people. Gillham (2008) defined them as one of the key strategies to collect data from research participants. The aim of using a questionnaire in this research project was to set the background and the profile of English teaching and learning in various Algerian universities. In addition, to identify what are the teachers' and learners' perspectives and feelings towards the use of videos. Students' questionnaires will be self-completed in an online form by the participants who were teachers of English, and a group of graduate students will be involved as well in the project. The reason behind the selection of the teachers for interviews was simply that they are the ones who are responsible for introducing language skills to learners and

helping them to learn how to achieve that by using different teaching techniques in language labs, which are full of instruments (computers, headphones, and projectors).

3.8.2.1.1 The Advantages and Disadvantages of Questionnaires

Gillham (2008) argued that questionnaires could be advantageous and disadvantageous at the same time. They can be, for instance, so easy to do quickly and badly, in a way where respondents are careless. He pointed to the pros and cons of the questionnaire as follows.

3.8.2.1.1.1 Questionnaires Advantages

Questionnaires are an economical and efficient tool for researchers to collect information from and about research participants. By allowing respondents to answer questions at their convenience, questionnaires offer flexibility to get data from and about research participants rapidly. The straightforward data analysis for closed questions simplifies the research process. Additionally, respondents are not pressured to provide immediate responses, and their anonymity is preserved. The standardization of questions also ensures that researchers do not display a bias towards any particular answer. Furthermore, questionnaires can offer valuable insights, making them an essential tool for testing hypotheses (Gillham, 2008, p. 5-14). On the other hand, he stated the questionnaire's weaknesses as follows.

3.8.2.1.1.2 Questionnaires Disadvantages

The response rate for 'impersonal' questionnaires typically hovers around 30%, barring captive samples. This can be attributed to the lack of strong motivation among respondents, often stemming from the length and complexity of the questions, answers based on misunderstandings cannot be amended, underscoring widespread deficiencies in questionnaire development. Furthermore, the lack of control over the sequence of responding to questions, coupled with the potential impact of question wording on responses, presents additional challenges. These issues are compounded by literacy concerns among respondents and the prevalent struggle with writing as opposed to verbal communication. Lastly, apprehensions regarding the treatment of data often result in a lack of sincerity and openness in respondents' answers (Gillham, 2008, p. 5-14).

Despite the reservations, the descriptive data from the questionnaire could be very useful in conjunction with the data from interviews and observations. For example, it may be that some of the variables in the questionnaire –gender and age – are linked in some way to attitudes expressed in the interviews or behaviours evident in the observation. One also should not ignore the use of a questionnaire after realising its disadvantages, as Gillham pointed out that “in research, we have to balance the gains and losses in anything we choose to do” (Gillham, 2008, p. 5).

3.8.2.1.1.3 Students’ and Teachers Questionnaires

The selection of the use of questionnaires in this current study was not designed as the primary method, but it was used to generate initial data to find out what the teachers and

learners believed, thought, and felt about the use of videos. However, the use of the questionnaire in this study was very important and the findings that will be collected are not the final ones, but they will be boosted and reinforced by the data that will be gathered with the use of another method: semi-structured interviews with teachers. Therefore, the students' questionnaire aims to determine their attitudes and perceptions towards the use of videos. It is divided into two sections. Section 'A' contained the personal information of the respondents such as name of faculty, level, and gender. Section 'B' contains items on attitudes, preferences, and perceptions towards the use of videos. The researcher used the five-point Likert scale ranging from 1= Strongly Disagree, 2= Disagree, 3=Neutral, 4= Agree, and 5= Strongly Agree to set the range of the responses and quantify the data. The questionnaire required closed-ended answers from the participants. Moreover, it provides areas of focus for the subsequent data in the semi-structured interviews.

3.8.2.2 Interviews

Interviewing as a research method usually requires the researcher to ask people questions with the hope of receiving some answers from them (Robson, 2002). Beck and Manuel (2008) argued that if you want to understand how people perceive their world and explore their lives or experiences, your question is best answered in prose rather than with numbers. Berg (2009) defines interviewing as “a conversation with a purpose” (p, 101). Therefore, an interview is one of the methods that helps a researcher achieve such an aim for data gathering. Beck and Manuel (2008, pp. 95-96) break down interviewing as a research method into a series of steps:

1. You should identify participants. Once participants are known to you, make sure you build enough time into the project to schedule the interviews. Meeting everyone's needs can be time-consuming.
2. Decide on the type of interview (in person, telephone, etc.).
3. Decide on the facilities in which to conduct the interviews. This may be out of your control if you decide to meet the participants on their own turf. If you do travel to meet participants, be mindful of the potential risk involved. Ensure someone knows where you are and consider developing a fieldwork policy if your organization does not have one.
4. Check and test your equipment. The last thing you need is a voice recorder with dead batteries.
5. Design an interview schedule that is well-paced and includes topics to explore.
6. Obtain formal signed consent.
7. Pace the interview, giving adequate time for each question and response.
8. Follow proper protocol which is usually determined prior to beginning the research at the ethics approval stage.

However, the interview can be integrated with other research strategies in a research project (Cohen, Manion, and Morrison, 2011), which is the case of this research study. The interview in this research project was used in conjunction with the information that was collected from the questionnaire in order to check and prove its accuracy or to pursue the results that were not regarded as likely to happen. According to Gray (2014), interviews have various categories and types, and this includes structured interviews, semi-structured interviews, non-directive interviews, focused interviews, informal conversational interviews, and problem-centred interviews.

3.8.2.2.1 Types of Interviews

According to Robson (2011), a difference is made in the level of structure and standardization of the interview:

- **Fully structured interview:** it has questions that are established and organized in advance with fixed wording, commonly in a pre-set order. The use of so many open-response questions is the only thing that makes a difference from an interview-based survey questionnaire.

- **Semi-structured interview:** this type has a guide that serves as a list of topics required to be covered. The wording and order are usually edited based on the process of the interview; it may also contain some casual questions depending on the flow of the interview and to carry on what the interviewee replies.

- **Unstructured interview:** it could be entirely informal. The interviewer here has a general area of interest but allows the conversation to be developed in this area (Robson, 2011, p. 279-280).

Despite the fact that the roles of the interviewer and interviewee in each type mentioned above are varied, there is something mutual in each situation, which is asking questions and trying to receive answers (Cohen, Manion, and Morrison, 2011). However, among these types of interviews, the purpose of choosing the semi-structured interview for this study as a special research strategy is to gather in-depth data, which allows for more flexibility in communication. It involves having a set of guiding questions that will keep the interview on track. However, the researcher can follow topics of interest during

the interview without having to adhere to a structured set of questions (Wilson, 2000). It allows the participants to answer in any manner they see fit and suitable regarding their perspective, letting them express their thoughts and ideas in their own manner (Gass and Mackey, 2007, p. 151). Therefore, according to Robson (2011), the interview schedule for semi-structured interviews will be supposed to cover the following “-Introductory comments (probably a verbatim script). - List of topic headings and possibly key questions to ask under these headings. - Set of associated prompts and closing comments” (p. 285).

The interviewer here should take notes, even if it is being recorded, as a backup in case there is a recording problem (Robson, 2011), as well as he/she should listen carefully to the answers and observe the respondents. Overall, despite the challenges that may raise during conducting interviews, such a method can be a very useful one for collecting data that will follow up with questionnaire data and even the ones that may not be covered. It only requires a well-organized plan in advance with the appropriate time and location, material needed, and suitable settings (Wilson, 2000).

3.8.2.2.2 Advantages and Disadvantages of Interviews

Interviews can be conducted in person, over the telephone, or online. However, the advantage of being face-to-face is the ability to see facial expressions and body language (Wilson, 2000). Robson (2011) argued that the interview is an adaptable means to discover things that are questionable in the first place. The human use of language draws irresistibly attention “both as a behaviour in its own right and for the virtually unique

window that it opens on what lies behind our actions” (Robson, 2011, p. 280). Interviews provide chances to edit one’s line of enquiry, identify through interesting responses and investigate motives in a technique that questionnaires cannot. Gestures, facial expressions, or body language hints may provide the interviewer with messages that help them understand the verbal responses. He pointed out that the observation of the behaviour is obviously a beneficial research strategy but asking people in a frank way about what is going on is clearly a shortcut for a researcher who is looking for answers to research questions (Robson, 2011).

However, some problems may occur, such as the lack of standardization that raises issues about reliability and biases that are very difficult to control. According to Robson (2011), face-to-face interviews are a huge investment of time. Each interview session could differ in time; any session under half an hour is doubtful to be worthwhile and over an hour can be a problem in making unjustified demands on busy interviewees. Therefore, it may create a problem of trying to decrease the number of people who volunteered. Moreover, interviewing participants has its drawbacks, including time difficulties; they may also feel anxious and uncomfortable or sometimes they give extra responses more than they are asked for; therefore, the researcher will not be able to get the answers he/she is seeking within the limited time of the interview (Cohen, 2007).

Conversely, Wilson (2000) argues that some interview participants may be shy or uncomfortable with a face-to-face conversation. Therefore, using online interviews could be a great strategy in order to avoid any biases. First, it is cost-effective and may provide

a certain level of comfort to participants. Using an online survey rather than phone interviews or postal mail surveys helps the researcher to (Fowler, 2014, pp. 95, 70):

- Reduce social desirability bias,
- Enable complex question branching/skip patterns that would be potentially confusing during phone interviews or paper surveys,
- Reduce financial costs as compared to mailings,
- Reduce effort compared to phone interviews,

These factors must be weighed carefully in order to choose the best method of conducting the interviews. (Robson, 2011). Robson (2011) concluded that all interviews need careful preparation, arranging, confirming arrangements, organizing good schedules, and rescheduling extra appointments to cover the absences, notes to be written, voice-recorders are time consuming unless the researcher is highly skilled; one-hour voice-record may take ten hours to transcribe.

The planning of the semi-structured interview in this current research project was structured according to the seven stages of an interview investigation that Kvale (1996) suggested for planning this method of research, which are as follows: thematizing, designing, interviewing, transcribing, analysing, verifying, and reporting.

Thematizing: this stage of the interview was the introductory one in which the purpose of this research was decided, then formulating the conceptual basis of the study before the interviews started, such as its extensive objectives, practical values, and the reasons why the interview method was chosen in the first place.

Designing: at this stage, the semi-structured interview schedule was planned by translating the objectives of the study into questions that were seeking answers that were sought to be answered, which formed the body of the design. The format of questions like open and/or closed questions, direct and/or indirect questions, and the response mode were selected at this stage.

Interviewing: the interview was conducted based on the semi-structured interview schedule with a shopping list of questions that were formed to find out answers to the current research. Before that, however, the conduct of the interview was explained; like how it is going to happen, how responses are going to be recorded by asking for the participants' permission which was stated clearly to them that everything will remain completely anonymous and no records of the interview will be kept with their names. In addition, the order of the questions was not followed in each interview; it was edited according to the flow of the interviewee's responses with some additional unplanned questions, and that is why the semi-structured interview type was selected in the first place.

Transcribing: this was the crucial step in interviewing, as Cohen, Manion, and Morrison (2011) pointed out. Kvale (1996) as well argued that by ignoring the problems and challenges of transcription, "the interview researcher's road to hell becomes paved with transcripts" (p. 166). This stage is where massive data loss, deformation, and complexity reduction could occur (Cohen, Manion, and Morrison 2011). Therefore, the suitable interview materials for this research were prepared for transcribing data gathered in a

transformation way, as Kvale (1996) remarked, from “one narrative mode-oral discourse-into another narrative mode-written discourse” (p. 166).

Analysing: after the transcription of data collected from the interview, they were then analysed and interpreted with the use of the appropriate approaches. A separate section of data analysis is covered, further down, explaining how the interview data is analysed and what type of approaches are used in this current research project.

Verifying: at this stage, the generalizability, reliability, and validity of the interview findings were checked (Kvale, 1996; Cohen, Manion, and Morrison, 2011). It was ascertained that the results were consistent and convenient at the level of reliability and validity, which covered whether or not the interview study examined what was supposed to be examined. Kvale (1996) made it very clear that validity has to take place at the level of all of the seven stages of the interview-based examination.

Reporting: in this research, the quality of the reports was planned to some extent according to the quality of the interviews, which was word-based reporting. As Cohen, Manion, and Morrison (2011) stated, “a qualitative, word-based, open-ended interview will yield word-based accounts that take up considerably more space” (p. 431). In addition to that, interview reports were structured based on the elements that Kvale (1996, p.88) suggested;

- An introduction that states the general purpose of the study.
- An outline described all of the methods used from designing, interviewing, transcribing, to analysing.

- Reporting results in a well-organized form that provides the general idea of the main findings.
- A discussion that includes the relationship between the findings and research questions, the theoretical and practical implications of the findings.

The interview in this study was reported in numbers and words where there were figures and tables for numerical reports and presenting particular quotations for the non-numerical reports while taking the guidelines for reporting interview quotes that Kvale (1996) suggested into consideration, (1) the quotes should be related to the general text. (2) The quotes should be contextualized. (3) The quotes should be interpreted. (4) There should be a balance between quotes and text. (5) The quotes should be short (Kvale, 1996, p. 266). Overall, despite the challenges that may arise during conducting interviews, such a method can be a very useful one for collecting data that will follow up with the questionnaire data and even the ones that may not be covered. It only requires a well-organized plan in advance with the appropriate time and location, material needed, and suitable settings.

3.8.2.2.3 Teachers' Interviews

In light of the discussion above, online semi-structured interviews were chosen to be conducted as the second research instrument for this project study. For the structure of the interviews, 15 open-ended questions were developed from the study rationale (e.g., barriers to using technology and videos more precisely, impacts and factors, Professional development training...). Moreover, the main purpose of using teachers' interviews was, as mentioned previously, that these will offer opportunities for respondents to provide

extensive insights into their pedagogical practices of digital technologies and videos, whether in the classroom or online, for educational or any other purpose, through self-reporting. These questions were designed for about 30 EFL teachers from Oran and Algiers. However, only 13 agreed to take part in this project.

Through these interviews, the researcher was trying to explore in more depth the important areas to be focused on from the questionnaires alongside any emergent issues. This quantitative data helped in providing an overview of the core of this research which is perspectives and relations between variables (implementation, effectiveness, and difficulties) of the use of videos as an approach to teaching and learning English in higher education in Algeria. All the interviews were held online through an online application (Zoom Meeting) and were recorded using the Voice Recorder Application; as mentioned above, the face-to-face interviews were not conducted due to the limitations of the research study.

3.8.2.3 Experimental Study

In order to achieve the aims of the study, three quantitative instruments were utilised for data collection: pre-test, post-test and semi-structured interviews. The reason behind choosing quantitative research instruments is the fact that these instruments provide numerical data that can easily be analysed through statistical means, which makes the results obtained be more objective and accurate.

3.8.2.3.1 Course Design

Several parameters and elements were taken into account in both the design and delivery of the current course study. Some considerations, such as linguistic and cultural elements and material evaluation and preparation, were addressed during the needs analysis for constructing the course. Other parameters, including technology and assessment, were considered to ensure the successful delivery of the experimental study. It is important to note that the duration of the intervention limited the study. Due to the complexity and nature of the activities and platform limitations, some courses were delivered in a single session while others required two sessions. Most sessions lasted 50 minutes, as required by the platform (Google Meet), and the courses were scheduled in due time after consulting the concerned participating students.

3.8.2.3.2 The Pre-Test

Thirty graduate 1st year English students were randomly selected to partake in this study, in which; they were divided into two groups: traditional group (control group), online learning group (experimental group). Subsequently, they were exposed to the same content instructed by the same teacher but with different methods. The control group was taught using the conventional method of teaching. The experimental group was taught asynchronously at an online course with a learning materials integrated with interactive video equipped with subtitles and transcriptions, and lasting approximately three minutes. At the beginning, all participants completed pre-tests related to their initial language proficiency level. Assessments were therefore based on evaluating LSRW language skills.

The post-test had the same parts and similar types of questions for both groups as the pre-test, but the content was different. Students' oral responses were recorded for later analysis.

Several security measures and ethical considerations were taken into account in response to the challenges associated with online methods. First, there is a possibility that participants in the experimental group could share the documents or what they learned they gained with their classmates in the other group. Therefore, only the email addresses provided during the registration process were uploaded to Google Meet platform. Another concern was the potential for cheating on tests. Participants in the experimental group could use messaging apps to share answers for the pre-test and post-test. They might also share answers from the post-test with the other group. To address these issues, the course designer emphasized the importance of academic integrity and made it clear that such practices are unethical and that the courses were intended solely for academic research.

3.8.2.3.2 The Post-Test

At the end of the treatment, all participants completed a quiz related to the course content that aimed at measuring the participants' language achievement. They also answered questions in semi-structured interviews reflecting their attitudes and reactions towards the use of YouTube videos in learning English. Questions focused more on evaluating students' language assimilation in relation to the content of the course received through videos. Each one was asked to answer seven interview questions. Following these interviews, the responses and observations were systematically recorded for analysis.

Therefore, all feedback and comments were meticulously documented. However, during the class observation, the teacher (the course designer), encountered various challenges and difficulties. When noticing especially the issue of French-like pronunciation, the teacher explained the phenomenon of cross-linguistic influence to the students. They were encouraged to eliminate this negative transfer and concentrate more on the correct pronunciation of words. The teacher provided specific rules regarding received pronunciation and different vowel sounds. Additionally, the teacher increased both the amount of time dedicated to reading and the number of participants involved in reading.

In addition to the historical background of the first-year English students, the teacher offered further explanations about different types of sentences and clauses, with a focus on adverbial clauses. These explanations were provided during the same session, where students were also informed about the potential opportunities that learning English could present in their future career, particularly at the international level.

3.9 Data Analysis

After completing the collection of the data stage with the use of different strategies that were chosen, the next step, according to Bloomberg and Volpe (2012), is “to manage, organize, and make sense of all of the separate pieces of accumulated information” (p. 134). Data in this research project was qualitative and derived from semi-structured interviews. Quantitative data was also collected by way of questionnaires with the aim of setting a profile of EFL classes in higher education in Algeria. All of these data are named ‘raw data’, simply because they are not touched or affected by researchers (Bloomberg

and Volpe, 2012). Additionally, the task is to turn them into meaningful findings by analysing them and making sense of them. Qualitative data analysis entails “organizing, accounting for and explaining the data” (Cohen, Manion & Morrison, 2011, p. 537). In other words, it is to make data sound logical and comprehensible with respect to the research participants’ statements of the situation that is being under investigation. In the same vein, Bloomberg and Volpe (2012) stated that data analysis involves “Making sense of the large amounts of data collected includes reducing raw data, identifying what is significant, and constructing a framework for communicating the essence of what the data reveal” (p. 9).

Further, it is a challenge for qualitative researchers even with a clear purpose and a strong appropriate design. The importance of analysing data in the research project can be seen in what Walliman (2005) stated, “Little sense can be made of a huge collection of data; therefore, an essential part of research is the analysis of the data” (p. 301). In addition, qualitative data could be derived from many sources; they originated from interviews, which were selected as a method. Interview data can be transcribed or not for analysis; transcriptions may come up with important features and a word-for-word record of the interview, but they exclude the non-verbal details. Moreover, it could be a laborious task to do, which takes time and patience (Cohen, Manion & Morrison, 2011). As a feasible alternative to transcription, they suggested that it could be a very useful idea if researchers “write the analysis of the data directly from the video or audio recording” (Cohen, Manion & Morrison, 2011, p. 537).

Therefore, selecting and focusing only on the important aspects of the original text could help not lose the bigger picture of the situation that is under investigation, which will be the case in this current research project concerning the semi-structured interviews. There are several reasons why researchers need to analyse data, which are the same reasons they conduct research, according to Walliman (2005). In a similar idea, Cohen, Manion, and Morrison (2011) described these reasons by the principle of fitness for purpose that one should adhere to in order to be clear about what he/she desires the data analysis to do, which will firmly decide the type of analysis that is undertaken. These main reasons are as follows: To describe; To measure; To summarize; To make comparisons; To interpret; To examine the application and operation of the same issues in different contexts; To discover patterns; To forecast; To test hypotheses; To raise issues; To explain and seek causality; To explore (Walliman, 2005, p. 301; Cohen, Manion, and Morrison 2011, p. 538)

Therefore, in order to execute these actions in qualitative analysis, numerous methods and approaches need to be applied. Robson (2011) stated that there are three different approaches to qualitative analysis: Quasi-statistical approaches, the thematic coding approach, and the grounded theory approach. The different features between the three approaches are as follows:

Quasi-statistical Approaches: These approaches count on the idea of transforming the qualitative data into a quantitative format. Relying on the use of repeated words and phrases, as well as the relationships and connections between variables, is a

key method of setting the relative importance of concepts. And it is characterized by content analysis.

Thematic Coding Approach: A general method does not have to be related to a specific or any theoretical perspective. All of the data are identified and classified to present the possible interest (coded) and then grouping the same codes as a theme. They can be discovered inductively from reviewing the data, or related to research questions and research literature. Therefore, themes contribute as a foundation for further data analysis and interpretation. It makes the essential elements of the labelled themes, complemented by matrices, network, maps, flow charts, and diagrams. It also can be applied to a descriptive or exploratory standard.

Grounded Theory Approach: A form of thematic coding approach that relies on the definition of codes arising from interaction with the data. Codes are derived from the researcher's interpretation of chunks of the text. It is employed to improve the grounded theory in the data. In addition, it can be used in a prescriptive manner, followed by the rules that the founders of the approach made (Robson, 2011, p. 467).

Among the three approaches mentioned in detail above, the data analysis in this research project was analysed with the use of the thematic coding approach. A number of reasons why this approach was chosen in the first place. One of the significant reasons is it can be used either as a realist strategy or as a constructionist one. Realist, where it describes "experiences, meanings, and the reality of participants"; Constructionist, where it "investigated the ways in which events, realities, meanings and experiences are the effects of a range of discourses operating within society" (Robson, 2011, p. 474).

3.9.1 Codes and Coding

According to Gibbs (2007, p 38), the process of recognizing and cataloguing one or more text passages or other data objects, such as the sections of photos, that, in some way, exhibit the same theoretical or descriptive notion is known as coding. Coding helps you define the subject matter of the data you are analysing. Typically, a number of passages are noted, and they are connected by a term for that concept—the code. Therefore, any sentence and so forth that refers to or illustrates the same concept is coded under the same name. Similarly, Robson (2011) emphasized that coding in qualitative analysis has a fundamental role. Based on these statements, one can conclude that coding is very important in analysing qualitative data; it is a strategy that helps the researcher look for what the data is about, what the major themes are, and what unusual issues are. Miles and Huberman (1984) mentioned two levels of coding “first- and second-level. First-level coding is concerned with attaching labels to groups of words. Second-level coding groups the initial codes into a smaller number of themes” (cited in Robson, 2011, p. 475).

The process of developing themes is a task that should be done during the coding. The researcher has to figure out ‘what seems to go with what’, examining and investigating those intuitions. One can start with a small number of themes, editing and adding to them chunks during the analysis and organizing them from the most important to the least important ones. In the end, the researcher will be left with a small number one time more “as various runners are disconfirmed by the data” (Robson, 2011, p. 475). However, some researchers who are new to coding strategy may find it a bit challenging to identify chunks of text and interpret them into codes in theoretical and analytic ways.

According to Gibbs (2007), as a preparatory solution, this requires accurate and precise reading of the text and determining what it is about, which he referred to as “intensive reading” when coding (p. 41). Moreover, Charmaz (2003) provided researchers who are new to coding some questions to ask while using the intensive reading: - What is going on? - What are people doing? - What is the person saying? - What do these actions and statements take for granted? - How do structure and context serve to support, maintain, impede or change these actions and statements? (Cited in Gibbs, 2007, p. 42).

In addition to the stages of coding and the development of thematic analysis, researchers should be aware of the overload of the data during the practical level. Miles and Huberman (1984) advised researchers to start writing and analysing data as soon as the first data are collected instead of leaving everything until the collection of the data is over (cited in Cohen, Manion, and Morrison, 2011, p. 539). As another potential solution to the overload of data, Kelle (1995) suggested that computer packages are very beneficial in dealing with the unexpected issue of data overload and recuperation in qualitative research. It is argued that computers allow researchers “to use codes, memos, hypertext systems, selective retrieval, co-occurring codes, and to perform quantitative counts of qualitative data types” (quoted in Cohen, Manion, and Morrison, 2011, p. 543). Kelle and Laurie (1995) suggested that computer-aided packages can improve: validity (by managing the samples), and reliability (by the retrieval of all of the data on a given topic), without losing contextual factors (cited in Cohen, Manion, and Morrison, 2011, p. 543). Moreover, a very important characteristic that researchers should take into consideration is “the speed of organized and systematic data collation and retrieval” (Cohen, Manion,

and Morrison, 2011, p. 543), as long as the process of data is laborious, something that is very useful with the use of those computer-aided packages is the ability to process data quickly.

Although there are many software packages that are available for researchers to use in qualitative data, Gibbs (2007) directed researchers' attention to only three of them: Nvivo, MAXqda, and Atlas.ti. According to him (p. 107), these three packages have some characteristics in common that enable researchers to

- To transfer and present rich texts.
- To code text into nodes and organize them into hierarchies and groups.
- To arrange, integrate and restore text with the use of various combinations.
- To work with original documents.
- To add notes and comments to existing data files.

Overall, in order to save time and effort from the overload of data during the collection stage, a computer-based approach was used during the data analysis of this current research. Concerning the software, NVivo was used in data analysis, as it was very powerful compared to other computer packages (Gibbs, 2007). This research study followed the procedures of the thematic network analysis that are outlined by Attride-Stirling (2001) in which the themes are organised into three main levels:

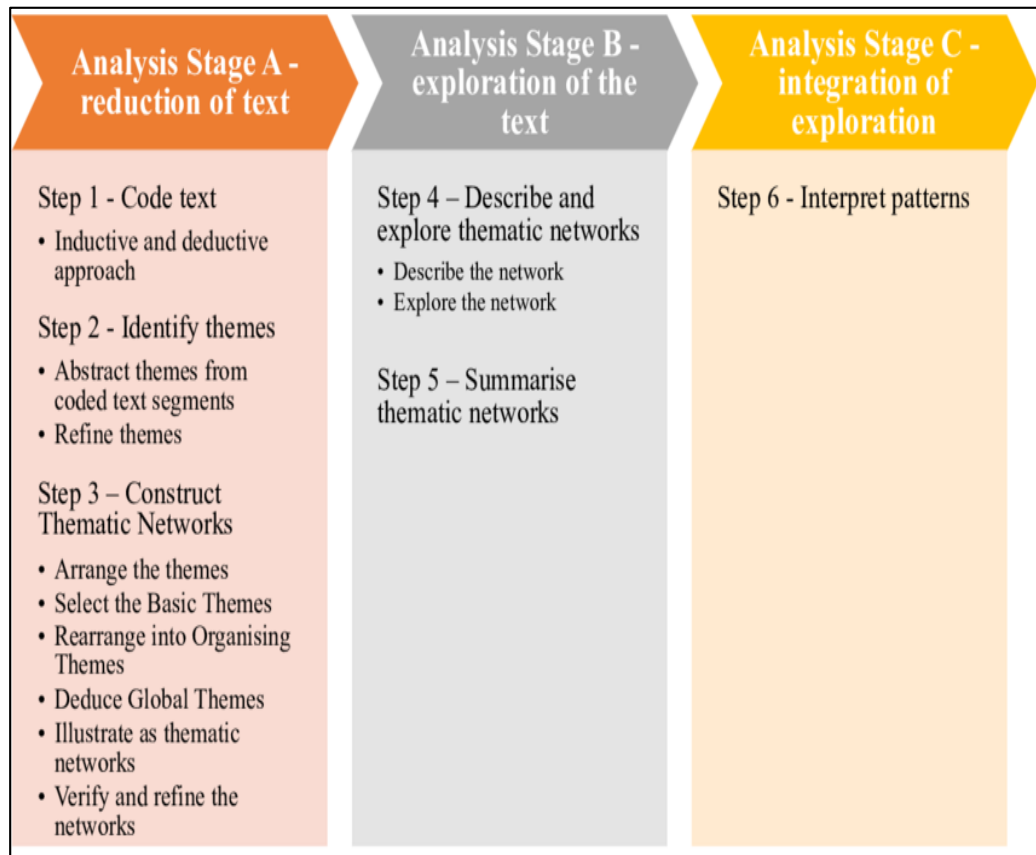
Basic Theme: this is the lowest-order statement that can be found in the interview data transcripts. These themes do not say much about the whole text, but they can be more

reasonable when each basic theme is taken within the context of other basic themes, and only all together, they embody an organising theme.

Organising theme: this is the middle-order statement that establishes the basic themes into groups of similar topics, which are significations that give a brief summary of the main norms of a cluster of basic themes. Therefore, they are more abstract of what is going on in the texts. A cluster of organising themes creates a global theme.

Global theme: these are super-ordinate statements that cover the principal metaphors in the data as a whole and that conclude everything. Global themes are shaped by organising themes that together present a belief or a statement about a given situation. They are macro themes that form groups of basic themes abstracted from and supported by the data. Each global theme is fundamental to a thematic network; consequently, an analysis may result in more than one thematic network.

According to Attride-Stirling (2001), thematic networks are presented in a graphic as web-like nets to eliminate any concept of hierarchy, giving flexibility to the themes and underlining the interconnectivity throughout the network. She also emphasized, “The networks are only a tool in analysis, not the analysis itself” (p. 389). The following figure summarises the whole process of analysis applying thematic networks by Attride-Stirling (2011, p. 391).

Figure 3.5 The Process of Analyses Applying Thematic Networks (Attride-Stirling (2001)

Therefore, it is a tool for the researcher to organise and interpret his/her data so as to make sense to the audience. The following section will provide all the process and the basic steps a researcher needs to go through from the moment of coding the transcripts to interpreting the patterns. These fundamental phases of the analytical process may be broken down into three broad categories, all of which include interpretation: (a) text breakdown, (b) text exploration, and (c) text integration. Notably, these are not the only processes in qualitative assessments; they may also be quite prevalent. There are several more methods and approaches, but they all rely on the researcher's tastes and choices as well as dependability.

3.10 Ethics

The term ethics in research is defined by Wiles (2013), “as the branch of philosophy which addresses questions about morality” (p. 4), she also stated that the two terms ‘ethics and morals’ are often alike in meaning and they can be used in an exchangeable manner. She also described that “research ethics are concerned with moral behaviour in research contexts” (Wiles, 2013, p. 4). The British Psychological Society (2009) defined it as “the science of morals or rules of behaviour also defines ethics” (p. 6). So clearly, research ethics mainly deals with the impacts that research may have on people, especially those who are taking part as potential research participants. In addition to that, researchers are responsible for estimating what might happen to the participants who are involved in their research (Walliman, 2005).

Ethics in research is a very important issue as long as the topic under investigation has to deal with people's behaviour or to observe their interactions. Therefore, ethics provide the potential research participants respect, trust and safety with researchers. In this research project, the EFL teachers and EFL Algerian students were treated according to ethical considerations, “both on their own part and on the part of the information they provided” (Walliman, 2005, p. 344). The potential participants were not coerced to take part in this research project, not even to reply to a questionnaire. One of the important aspects of the research was that the participants needed to make the decision whether to be involved in the research or not, and that decision was based on what information they received about the research project, which was their right to know and that is called ‘informed consent’ (Walliman, 2005, p. 346).

3.10.1 Informed Consent

Wiles (2013) defined the term as, “a central concept in ethical research practice and it is one of the key principles underpinning professional guidelines for social scientists” (p. 25). It is also defined by Diener and Crandall (1978) as, “the procedures in which individuals choose whether to participate in an investigation after being informed of facts that would be likely to influence their decisions”(cited in Cohen, Manion, and Morrison, 2011, p. 78). Based on the definitions, one can notice that the provision of information to the research participant is necessary and any researcher needs to consider it before he/she starts collecting data. However, researchers have to know how much information to give the participants, when to present it and how often they need to repeat it (Wiles, 2013). Ruane (2005) argued about the same question of how much information is enough; according to her, it could be unknown and not prevented on purpose. She also raised the issue that providing information to the research participants may cause the results to lose integrity by biasing them, which could confuse the respondents, too (cited in Cohen, Manion, and Morrison, 2011, p. 78).

Nevertheless, the answers to the following main questions need to be provided to the potential research participants: - Who is doing the research? - What the research is about? - What are its aims and objectives? - What the participant is being asked to do and why? - What will happen to the results and how will they be disseminated? - What steps are being taken to ensure confidentiality and anonymity? (Walliman, 2005, p. 346; Wiles, 2013, p. 25). Therefore, it is very important to provide research participants with enough

information about the project and make sure that they all understand what taking part in research might entail (Wiles, 2013).

The research participants of this current study answered all of the above questions before data collection started. Enough information was provided if they needed to know about the research project apart from the questions that were raised above with the idea of not causing any loss of integrity to the results. It was also very clear to them at the beginning that they were not obliged to be involved in the research project and that they could withdraw from participation in the study at any time if they changed their mind later. Before collecting data started, an informed consent form (see Appendix E), as well as participant information sheet (see Appendices F) were given to the potential research participants to read and understand the whole research project especially procedures regarding confidentiality and anonymity. Only after that did they have the right to decide whether to take part in the study or not.

3.11 Conclusion

This chapter aimed first to highlight the context of the research. Then, the conceptual (theoretical) framework, as mentioned above, was selected, where the theory explains how EFL learners can learn and how EFL teachers can teach with the implementation of videos their classrooms in Algeria. Moreover, as the questions are posed above, this research project seeks their answers by undertaking several methods of data collection with the aim of gathering strong research findings and achieving the research objectives.

Another purpose of using multiple methods is to gain information about the different aspects of the phenomenon studied in this research, which is the use of videos in EFL classes in Algeria. Thus, the survey was designed to explore both teachers' and learners' views and attitudes about the use of videos as a teaching resource, and to identify the perceived affordances and constraints that may affect the use of videos in the EFL classrooms of Algerian higher education.

Chapter Four

Data Analysis and Interpretation

Chapter Four

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Chapter 4: Data Analysis and Interpretation

4.1 Introduction

The Fourth Chapter dealt with Data Analysis of all the research instruments. After defining our main objectives, the research aims to address the questions posed by identifying and examining hypotheses. The goal is to draw meaningful conclusions using appropriate data collection methods. The chapter focused on data analysis procedures, as it outlines the comprehensive phases of the research process and details the steps taken to address the central issue. The data collected in this current research project were through questionnaires and semi-structured interviews.

As stated in the methodology section, they are underpinned by the participants' attitudes as a result of their experience in the teaching and learning process of EFL in Algeria. Online questionnaires were delivered to both teachers and learners (different questionnaires) who agreed to sign the consent form to take part in the research project, in addition to a semi-structured interview. The abovementioned methods collected both quantitative and qualitative data that are discussed in the following sections.

4.2 Pilot Study

After finishing the initial design of the questionnaires and questions of the semi-structured interviews, a pilot study was carried out on a small sample in order to ensure the reliability of the aforementioned research design methods. As Baker (1994, p. 182) stated, "It is often used to pre-test or try out a research instrument". It is also defined as "a small-scale

version or trial run in preparation for a major study” (Polit, Beck, and Hungler, 2001, p. 467).

Although this research project requires both students and teachers to be participants, the pilot study participants were only five teachers who are lecturers of English in higher education. The main research study relies on two different research tools for data collection, namely, teachers' and learners' questionnaires and interviews. However, the teachers' questionnaire was the only pilot instrument in this study in order to enhance and test the questions and determine whether or not they are appropriate to have the anticipated results about the problem that is under investigation. The number of participants in a pilot study can be in fact, quite important, where 10-20% of the participants compared to the number of the sample number of the main study is deemed acceptable to carry out a pilot study (Baker, 1994). Despite the fact that conducting a pilot study does not mean success is guaranteed in the main research, its value should mean better prospects of successful data collection.

Therefore, the main concern of conducting a pilot study is to ascertain if the research instruments can provide effective questions in order to obtain the kind of results that are expected. However, teachers gave very fruitful feedback that could help in improving the quality of the questions included in the questionnaire for this current research study. Some changes were made to the questionnaire based on the teachers' suggestions and feedback. These changes are as follows:

- In the first section, it was suggested by the teachers to omit the third question concerning 'Learners Age/Level', since this should be answered by students.

- Question four in the same section was about the employment status of teachers, whether they are permanent or temporary, but according to the feedback, this question was not relevant to the research and so it was omitted.

- Other changes were made to some questions covering statements about the use of videos and their types to see how strongly teachers would agree with each of them. Based on the feedback received, all of the options were positive; therefore, some never/rarely options were added regarding the application of videos in EFL classes.

Overall, the aim of conducting this pilot study was to enhance the questionnaire questions and test them if they were effective enough to obtain the anticipated results about the problem that is being under investigation. Teachers' feedback helped strengthen the questions in order to go further with the main research and the anticipated results. Their ideas, comments, and suggestions were highly fruitful and some questions were edited effectively before starting the data collection for the main study.

4.3 Data Analysis

4.3.2 Results of Questionnaires

4.3.1.1 Results of the Students' Questionnaire

The designed questionnaire (see Appendix A) was addressed to Algerian graduate English language learners. It was answered by 98 students, derived from different classes and taught by different teachers after they signed the consent form. Learners were of mixed gender and were between 20 and 40 years old. This questionnaire consisted of twenty 20 questions in an order from general information to specific questions that target

the objectives of the research project, which are about the techniques used in EFL classes and their perspectives towards the use of videos as a teaching and learning resource. Different types of questions were used: single-response, Likert scale, and multi-response questions. Questions from 1 to 6 were designated for Background.

Question 7: How do you feel when studying in your ordinary English class (where technology is not used)?

The purpose of this question is to find out the extent of satisfaction of English language learners with traditional teaching methods where no technological techniques are used. According to the learners' responses, 39 students chose the answer to be Neutral, whereas 20 students were satisfied and only seven 7 were very dissatisfied. Additionally, about 18 students answered moderately satisfied, and only 14 responded moderately dissatisfied. The following table presents the numeric results:

Table 4.1 Students Learning Satisfaction

Statements	Frequency	Percentage
Very satisfied	20	21%
Moderately satisfied	18	18%
Neutral	39	40%
Moderately dissatisfied	14	14%
Very dissatisfied	7	7%

Question 8: Do you prefer studying with different techniques mainly with the use of Technology?

This question was seeking to find out whether students prefer to study English classes with or without the use of different technological techniques, as nowadays, the generation is considered very open to technology and the internet. The majority of the students (91) asserted that they prefer to study with the use of technology. However, only seven students declared that they prefer to study English without the use of technology. Results are numerically shown in the following table:

Table 4.2 Learners' Studying Preferences

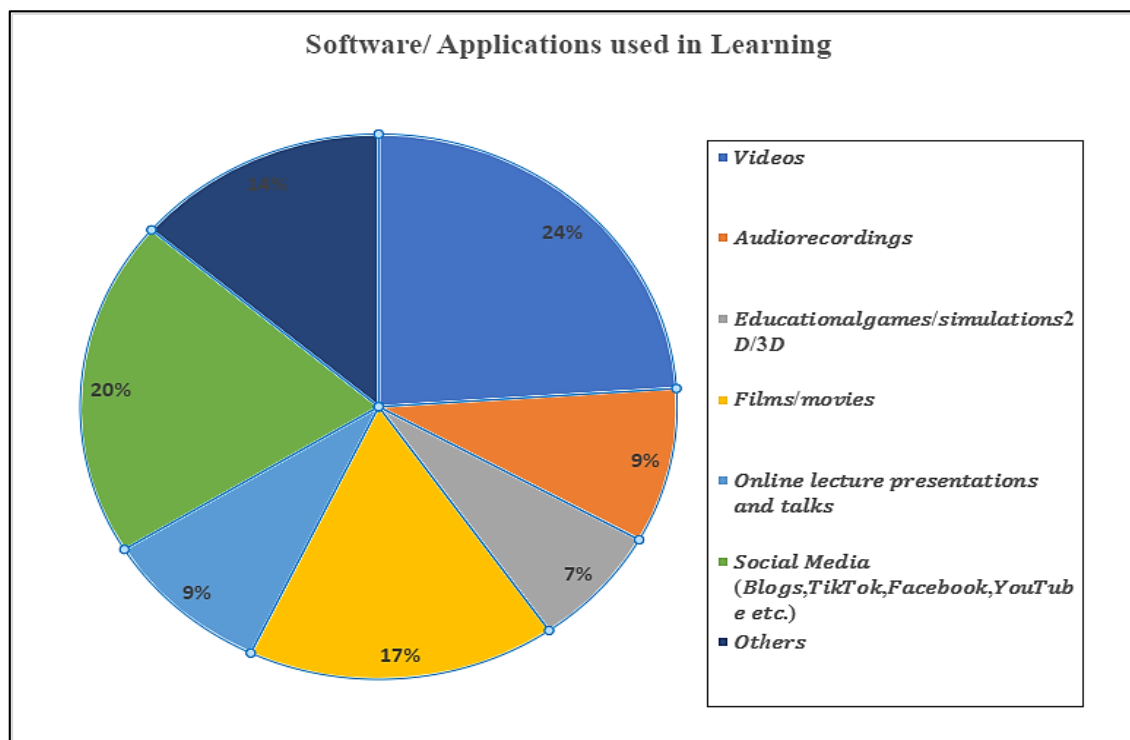
Statements	Frequency	Percentage
Yes	91	93%
No	7	7%

Question 9: Have you ever used any software or application to help you in your studies?

The aim behind this question is to find out what types of software or applications students use to help them improve in their studies. 73 students revealed that videos are mostly used to improve their English language, whereas 62 students stated that social media could help them learn better. However, a few students 22 chose educational games, and only 28 students thought that audio recordings could help improve their English.

According to the answers, half of the students (51) declared that films/movies could be very helpful to learn from; also, 28 students stated that online lecture presentations and talks could be a great source of knowledge. A large proportion of students (42) think that there are other sources that can help them learn better. The results are shown numerically below:

Figure 4.1 Distribution of the Types of Software/ Applications Learners used



Question 10. If you have ticked one/several software or applications in the previous question. Please specify their use frequency in your studies?

At this stage of the investigation, students were asked how often they use those applications in their studies. In fact, only a few students (14) rarely use educational games in his/her studies. Whereas, 21 of the students stated that they often watch films/movies, also another 22 students replied that they sometimes use some audio recordings/podcasts.

Meanwhile, the rest of students nearly the half revealed that they always watch English videos to study. These findings are shown in the following tables

This question seeks to find out the students' perceptions towards using videos in EFL classes by ticking to what extent they strongly agree or disagree with some statements that deal with the usefulness of using videos as a teaching technique. It consists of ten statements from A to I.

A. Learning through videos helps me to enhance my communication skills.

From the students' responses to the questions, it is revealed that most of the students (48) strongly agreed with this statement, while almost half of the students (35) agreed that learning with videos helps to enhance communication skills. However, fifteen students neither agreed nor disagreed with the statements, but only 3 disagreed.

Table 4.3 Benefits of Videos in Enhancing Students' Communication Skills

Statement A	Frequency	Percentage %
Strongly agree	48	48%
Agree	35	34.7%
Neutral	14	14.3%
Disagree	3	3.1%

Strongly disagree	0	0%
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B. Integrating videos regularly in EFL classes can help us as learners to develop our language skills.

This statement was about finding out the learners' perspectives towards integrating the videos as a part of the curriculum in English language teaching and learning in Algeria. According to the questionnaire, most students are very positive with this statement and their answers are between agreed and strongly agreed. Their responses asserted that the majority of them are in favour of the idea. 45 students strongly agreed, whereas 32 of them agreed that videos should be an integral part of English language teaching and learning within the Algerian curriculum, in which this can help them improve their listening and speaking skills. However, the rest were between neutral and disagreeable, but only two (2) strongly disagreed. The table below presents the numeric results:

Table 4.4 Benefits of Videos in Enhancing Students' Language Skills

Statement B	Frequency	Percentage %
Strongly agree	45	44.9%
Agree	32	31.6%
Neutral	17	17.3%

Disagree	4	4.1%
Strongly disagree	2	2%

C. The use of videos facilitates my reflection, analysis, and critical thinking skills in class.

Once again, students were asked whether they think that the use of videos can help them enhance their analysis and critical thinking skills, and their responses revealed that only four students replied with disagreed and strongly disagreed with this statement, while 22 students' answers were neutral about it. On the other hand, the majority of the students were in favour of this statement; 38 agreed and 36 strongly agreed that the use of videos in EFL classes can help them enhance their analysis and critical thinking skills.

Table 4.5 Benefits of Videos in Enhancing Students' Analysis and Critical Skills

Statement B	Frequency	Percentage %
Strongly agree	36	36.7%
Agree	38	37.8%
Neutral	22	22.4%
Disagree	2	2%
Strongly disagree	2	2%

D. Videos are an encouraging and motivating source of learning.

All students are in favour of this statement; a large proportion of students 49 strongly agreed with it, whereas thirty-one students 31 agreed that learning English language with the implementation of videos can be a great source of motivation. However, fifteen of the students were neutral about it. However, only six students (6) disagreed and strongly disagreed. The results are presented numerically in the table below:

Table 4.6 Benefit of Videos in Increasing Students' Motivation

Statement B	Frequency	Percentage %
Strongly agree	48	48%
Agree	31	30.6%
Neutral	15	14.3%
Disagree	3	3.1%
Strongly disagree	3	3.1%

E. Watching videos gave me a better understanding of the lesson.

According to the results, almost all students (46) strongly agreed with this statement, whereas 36 students agreed that videos could be a great source of learning since they help to enhance the comprehension and understanding of students. Thirteen students replied

with a neutral response, while only four disagreed, and just one strongly disagreed. The table below presents the results:

Table 4.7 Benefit of Videos in Increasing Students' Understanding

Statement B	Frequency	Percentage %
Strongly agree	46	45.9%
Agree	36	35.7%
Neutral	13	12.2%
Disagree	4	1%
Strongly disagree	1	5.1%

F. Watching videos in class sparks my imagination and gives me more creative ideas.

From the students' responses to the questions, it is revealed that thirty-eight (38) students agreed with this statement, while almost half of the students (33) strongly agreed that videos help in increasing learners' creative skills, whereas only fifteen (15) were neutral towards the statement. However, ten (10) disagreed, and just four (4) strongly disagreed.

Table 4.8 Benefit of Videos in Increasing Students' Understanding

Statement B	Frequency	Percentage %
Strongly agree	38	37.8%
Agree	33	32.7%
Neutral	15	15.3%
Disagree	10	10.2%
Strongly disagree	4	4.1%

G. Using videos helps me to complete my homework faster.

More than half of the students (41) strongly agreed with this statement, and other 32 students agreed that the integration use of videos could help them in their homework. Whereas 20 students were neutral about it. Moreover, three disagreed, while just four strongly disagreed with the statement.

Table 4.9 Benefit of Videos in Facilitating Students' Homework

Statement B	Frequency	Percentage %
Strongly agree	41	40.8%
Agree	32	31.6%

Neutral	20	20.4%
Disagree	3	3.1%
Strongly disagree	4	4.1%

H. Watching online videos helps me better memorising everything that was taught in class.

From the students' responses to the questions, it is found that 33 students agreed with this statement, while almost half of the students (42) strongly agreed that online videos increase their memorisation capacity. However, only 20 stated that they are neutral about it. The other two disagreed, and four strongly disagreed.

Table 4.10 Benefit of Videos in Increasing Students' Memorisation Capacity

Statement B	Frequency	Percentage %
Strongly agree	42	41.8%
Agree	33	32.7%
Neutral	20	19.4%
Disagree	2	2%
Strongly disagree	4	4.1%

I. I think using videos in class is time-consuming.

This statement was basically negative to know what the students think about the use of video consumption time. Therefore, 22 agreed with the statement, and the same number strongly agreed with it. However, the majority of students were neutral about the statement. Seventeen strongly disagreed, and nine disagreed.

Table 4.11 Students' Perceptions of Videos Consumption Time

Statement B	Frequency	Percentage %
Strongly agree	22	22.4%
Agree	22	22.4%
Neutral	30	29.6%
Disagree	9	9.2%
Strongly disagree	17	16.3%

J. I always feel uncomfortable learning through videos because that makes me confused and disturbed during the lesson.

This last statement was about finding out the learners' perspectives and feelings towards integrating the videos as a part of the course. Their responses asserted that the majority

of them strongly disagreed with the idea and nine disagreed, since they saw that videos are very useful and helpful tools in learning. However, 21 students strongly agreed with the statement, while eighteen agreed, and twenty-one students neither agreed nor disagreed. The table below presents the numeric results:

Table 4.12 Students' Perceptions and Feelings towards Videos

Statement B	Frequency	Percentage %
Strongly agree	21	20.4%
Agree	18	18.4%
Neutral	21	21.4%
Disagree	9	9.2%
Strongly disagree	31	30.6%

Question 11. Did any of these above software/applications were used in your class before?

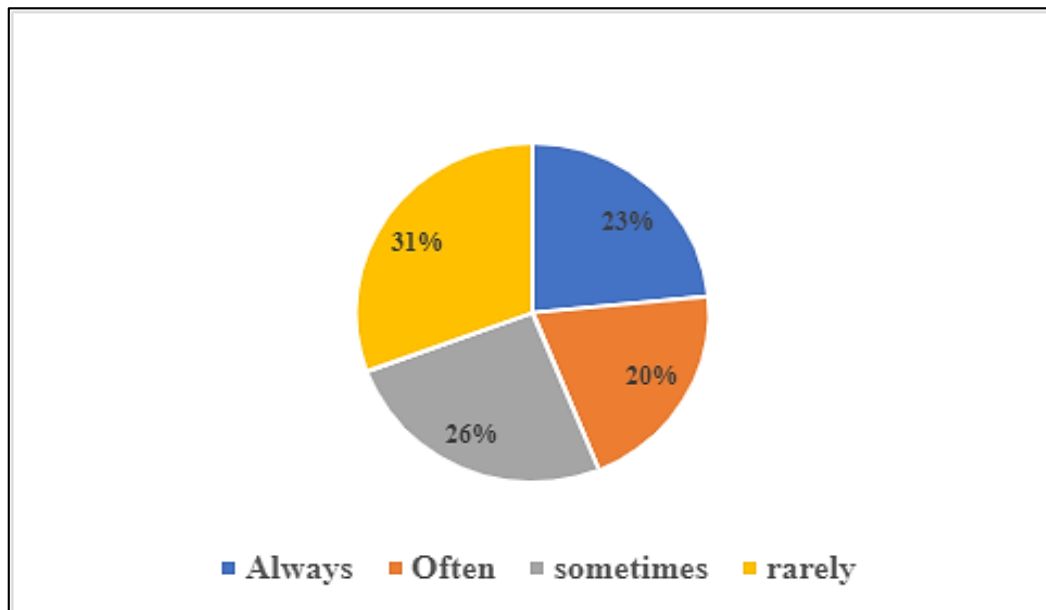
According to the questionnaire, all of the students (64) replied that their teachers had used the abovementioned applications (teaching approach) and videos in their classes. Only a few students (34) replied that they did not. The aim of this question is to discover the difference between learners' and teachers' use of several types of technological applications. The following table presents the results numerically:

Table 4.13 Times Teachers Use Technological Software/Application

Statements	Frequency	Percentage
Yes	64	65%
No	34	35%

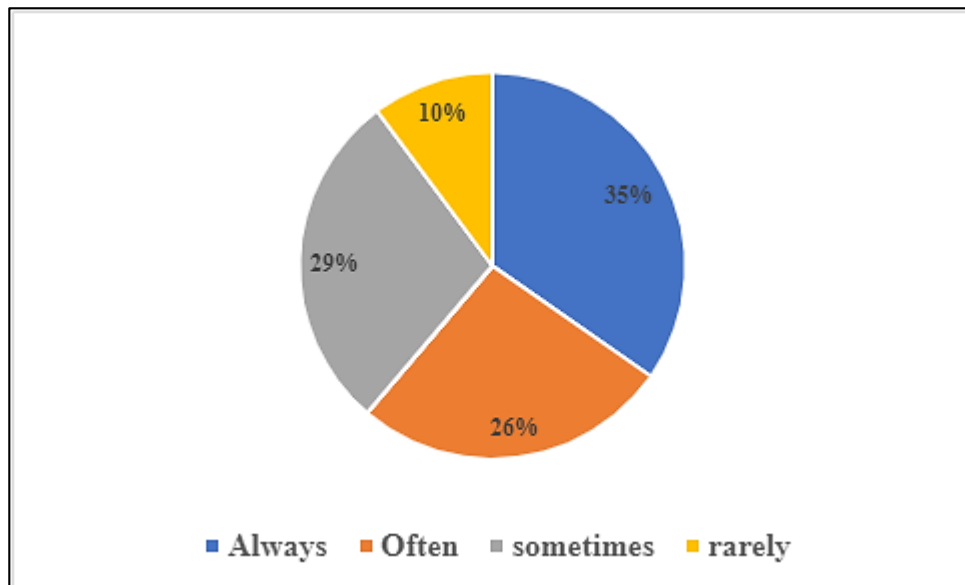
Question 11. To what extent are the videos used in your class compared to the other application?

This question aims to understand teacher video use better, so we wanted to examine the frequency counts from our raw data. Only 25 say that their teachers sometimes use videos rather than other tools. Meanwhile, 23 students replied that their teachers always use videos in class. 20 other people stated that videos are used more often than other tools. However, thirty (30) students said that their teachers rarely use videos in class. The results are presented numerically.

Figure 4.3 The Frequency of Videos Usage in EFL Class

Question 12. How often do you watch videos in your free time to help you in your studies?

The aim of this question is to see whether students watch videos in their free time as a resource at home to improve their English language. Only one student who rarely watches English films in his/her free time. Only seven of the students stated that they sometimes watch films. The following graph shows the results numerically:

Figure 4.4 Times of Students watch Video in their Free Time

Question 13. Do you feel like videos are very helpful each time you use them for your studies?

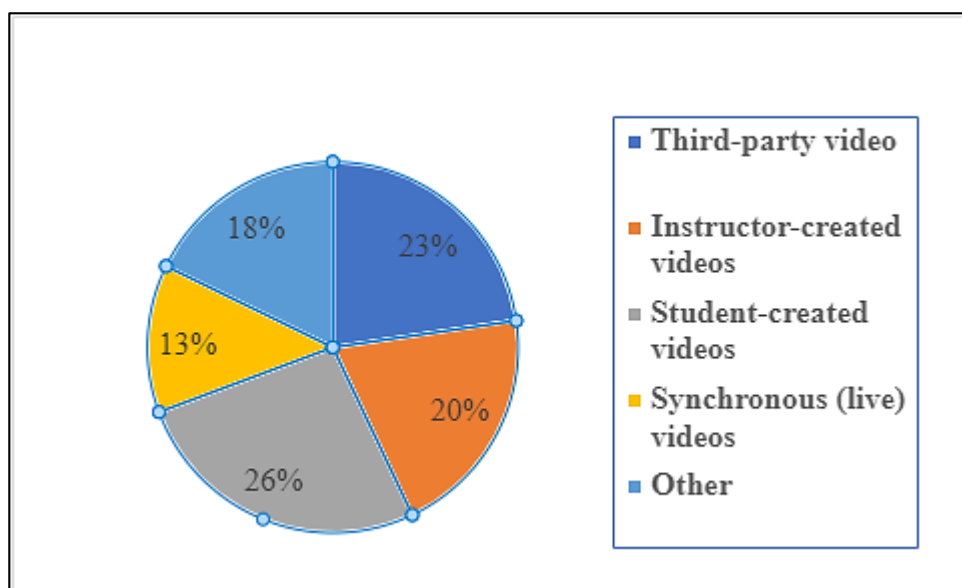
The purpose of this question is to know whether or not students benefit from using English videos to improve their learning. There were only a few (11) who did not agree with the statement. While most of the students (87) stated that they felt like using videos helped them, the majority of the students (87) stated that, indeed, they felt like using videos helped them improve their level, thus helping them succeed in their studies. The table below shows the numeric results:

Table4.14 Benefits of Videos Use for Learners

Statements	Frequency	Percentage
Yes	87	89%
No	11	11%

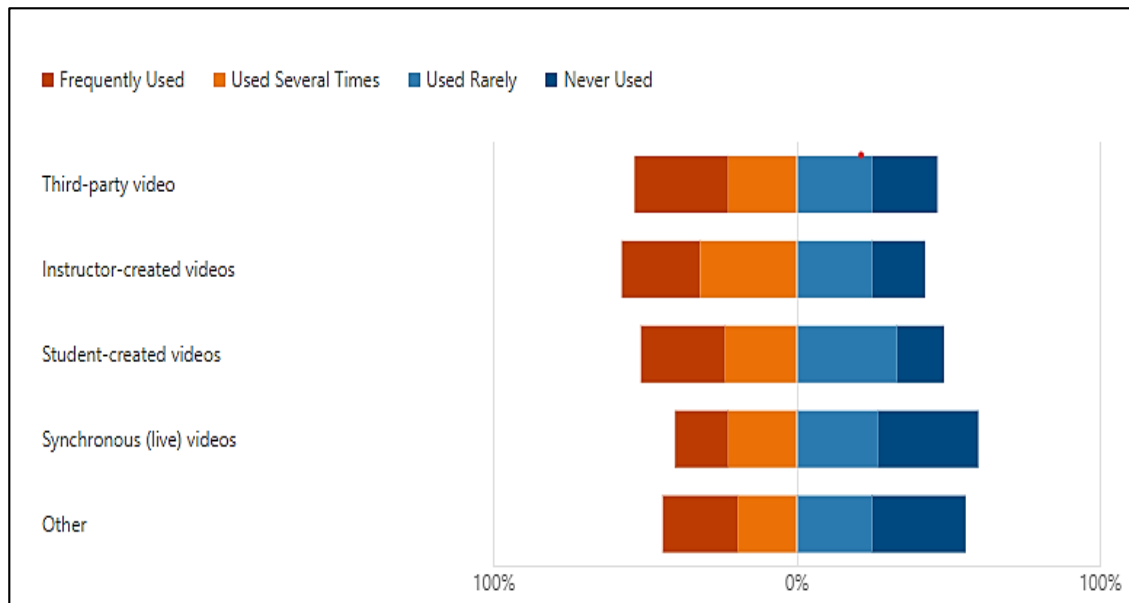
Question 14. Which of the following types of videos have been used in your class mostly?

The aim behind this question is to find out what types of videos were mostly used. According to the students' answers (43), the videos created by the students were mostly used in class. However, only (21) students revealed that Live videos were less used, whereas almost half of the students (37) stated that third party videos are frequently used compared to instructor-created videos (33). Those who stated that other types of videos have been used are estimated to be twenty-nine (29) students. The chart below presents the results numerically:

Table 4.5 The Number of Types used in EFL Classes

Question 15. Please indicate the frequency in which you have used each type of the videos below

The aim behind this question is to identify the frequency of each video that learner used in their studies. According to 15% of learners, student-created videos are often disregarded because the learners are unsatisfied with the content, finding it to be somewhat artificial and not meeting their educational needs. It is also the same case with the use of Synchronous videos and other types of videos; only 26% of learners responded that they are often used in their studies. However, almost all learners, 32%, ticked and stated that they used instructor-created videos several times from YouTube and online lecture presentations. Almost half of the students 31% ticked that they frequently use third-party videos. These results are presented in the following table:

Figure 4.6 The Frequency of Use of Each Type of Videos**Question 16. What are the types of videos that help you most in your studies?**

The aim behind this question is to find out what types of videos students think help them more in their studies. The answers of the students revealed that almost all of them (89) use online videos such as tutorials and instructor created videos, or they watch talks, online lectures and presentations. While, the rest (11) answered that they use videos only for gaining some motivation, tips or entertainment. The following question will specify the purpose of using these types of videos. The table below presents the numeric results:

Table 4.15 Types of Videos help Most in Learners' Studies

Types of videos	Frequency	Percentage%
Online Educational Videos	89	89%
Motivational Videos	11	11%

Question 17. What is your primary purpose for using these videos?

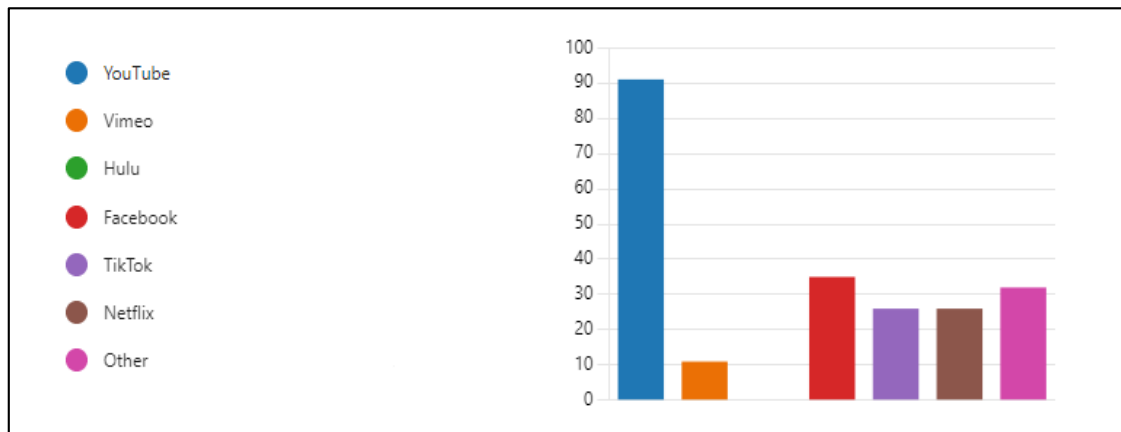
The aim behind this question is to find out the purpose of using or watching videos. According to students' answers, there are different reasons. However, we can say almost all of them (92) answered the same thing. Videos can help them to improve their language skills, and to enhance their critical thinking. It helps to focus more and facilitate the memorisation of the comprehension of lectures. It can be a great source of knowledge since it can provide easy access to information, as some student researchers need to collect information and learn approaches and strategies to deal with the research. The rest of the students (8) replied that videos can help to improve other skills one needs not only for studies but in everyday life too, such as gaining confidence and motivation, being more competitive and engaged, having more cultural awareness and being open-minded. The table presents the results numerically:

Table 4.16 the Purpose of Learners Videos Usage

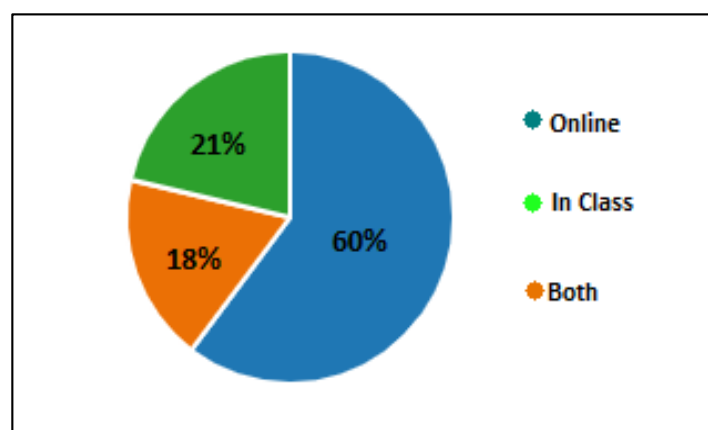
General Purposes	Frequency	Percentage%
Communication skills enhancement Obtaining Personal Skills Cultural awareness Critical thinking	92	92%
Source of motivation & entertainment	8	8%

Question 18. Which of the following video platforms do you rely on most to help you in your studies?

This question aims to find out what types of video platforms students rely on to study with. According to the answers, a large proportion of students (91) answered that YouTube is the best application that can help them in their studies. Almost half of the students (35) also selected Facebook, TikTok and other Social Media applications as they provide easy access to information. However, (26) others mentioned Netflix films as a motivation and entertainment source, and each of the (11) students suggested Vimeo as another useful platform that provides many types of videos, such as animation, classical, and documentary. But unfortunately, the Hulu application was not selected by any of the students. The following table presents the results numerically:

Figure 4.7 The Videos Platforms that Students use to study**Question 19. Please indicate the setting where this kind of video is mostly used**

According to the questionnaire, all of the students (79) stated that videos are used mostly online. Others (24) stated that they are used in class. However, (28) some of them also stated that they are used in both settings. The chart below shows the results found:

Figure 4.8 the Setting of Videos' Use

4.3.2 Analysis of Teachers Interviews

This section deals with the process of making sense of raw data, which includes combining, interpreting and discussing what the interviewees said and what the researcher noted and observed. The aim of this research project is to explore the perceived effectiveness and barriers to the use of videos in TEFL in Algeria and to examine both the Algerian teachers' and learners' perspectives towards the use of such innovation in EFL classes. The interview data of this current research project are related to the perspectives, feelings, opinions, and educational experiences of teachers. Teachers' interview data are presented individually as there are only thirteen of fifteen participants, while a thematic analysis (coding) approach is carried out in order to permit the strongest and main themes of the entire interviews data.

The interviews were carried out with thirteen teachers of English. The participants teach different subjects at different levels in the English language department. The whole group of participants volunteered to take part in the project and were interviewed using signed consent forms. The interview was conducted by the researcher of this current research project, and all of the participants signed their consent forms for the interview to be recorded anonymously. Confidentiality was assured as the interviews' records were sorted anonymously in the researcher's personal laptop with an encrypted password to prevent unauthorised access. A semi-structured English-language interview schedule was used. Seven to twelve minutes were allotted for the interview with each teacher. From the original audio recordings, each interview was then transcribed.

4.3.2.1 Results of the Teachers' Interview

Once again, the designed interview (see Appendix C) was addressed to teachers of English from Oran and Algiers, who took part voluntarily in this investigation. The interviews were carried out online only with 13 teachers of the English language department during the end of the last semester of the academic year 2022-2023. As was said in the previous chapter, this semi-structured interview is comprised of 12 main questions, some of which contain sub-questions. They are all structured to collect the potential data concerning the use of videos in TEFL in Higher Education, and their viewpoints on the implementation of this technique as a teaching resource.

As a matter of fact, interpretations are derived from the pivotal assertions, after which a comprehensive categorization was carried out. The approved process made sure the code was sent to a reviewer so they could compare it with the original and verify the validity and integrity of the data. Some of the original statements from further qualitative analysis informed the formulation of meanings.

Table 4.17 Original Statements Informing the Formulated Meaning

Original statements	Formulated meanings
<u>Teacher 1:</u> 'All learners should be exposed to different authentic materials such as videos. And this technique is a great source	The application of videos in EFL classes can help learners enhance their English language to a great extent, as they will be exposed to see how L1

<p>of authentic language and that is why learners need to be exposed to it in order to get the chance to interact with L1 speakers in real life, so they can produce correct language and understand what they are saying.’</p>	<p>speakers communicate, learners can also easily learn about the culture of the target language. They can also help learners improve their four language skills.</p>
<p><u>Teacher 2</u>: “Yes, I do use videos as a teaching resource. I found them very useful, especially as an energiser tool for warming up; as icebreakers they are excellent. Videos are very effective in our teaching process. Yes!”</p>	<p>Videos are an effective tool in teaching; they can be a great source of motivation for learners.</p>
<p><u>Teacher 3</u>: “Speaking of the procedures and making different activities as you mentioned [...] I would say I am in favour of this because it will make the whole process more organised and</p>	<p>The best way to videos application in EFL classes more often is with a well-prepared lesson plan and staged activities (before, while, and after viewing) in order to achieve the lesson</p>

guide us as teachers, as well as students”	objectives, which will make the process very organised and effective.
<u>Teacher 4</u> : “According to me and my teaching experience the main barrier when using this technique, is working with very big group of students. Each one has his/her own character and preferences. This sometimes makes the teaching process less active, a bit chaotic and lack organization”.	Accordingly, teachers feel frustrated sometimes because their learners face challenges concerning language complexity, lack of speaking skills, and shyness in participating in class.
<u>Teacher 5</u> : “However, it is a bit tricky; sometimes you choose a short clip with a lot of new content to a point students cannot keep up anymore, which makes them frustrated, confused, bored, and stop interacting’	Selection of suitable authentic material in terms of content, language complexity and time plays a very important role here in teaching with videos. Teachers should be very careful with classroom and pedagogical conditions.

<p><u>Teacher 6:</u>“Language labs have everything, but there are many technical problems where they partly work, especially recently, and nobody is doing anything about it ...; there is one projector, shared by all the teachers, and therefore they may need it at the same time.”</p>	<p>Accordingly, teachers are frustrated by many challenges due to the lack of supportive tools and various issues related to ICT may affect the teaching process, as well as affect video use efficacy.</p>
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The teachers’ interview data are analysed with the use of thematic analysis that is “a method for identifying, analysing and reporting patterns (themes) within data” (Braun and Clarke 2006, p. 79). This technique helps reveal the most important data set by describing it in detail. Therefore, it is all based on the themes that emerged from the data, but what should be counted as a theme? According to Braun and Clarke (2006), a theme represents important things in the data which refer to the research questions and characterises some level of patterned response or meaning within the data set. There will also be many examples of themes during the process, but this does not certainly mean that every theme is significant for the analysis (Braun and Clarke, 2006). They also explained that as long as “it is qualitative analysis, there is no hard-and-soft answer to the question of what proportion of your data set is needed to display evidence of the theme for it to be considered a theme” (Braun and Clarke, 2006, p. 82).

A researcher needs to bear in mind that it is not as if the theme occurred in fifty percent of one's interview data; it would be considered as a theme, while if it occurred only in forty-seven percent (47%), then it would not be a theme. Similarly, a theme is instead of focusing on a topic, the majority of the interview data just pays passing attention to one or two sentences. Put differently, a topic may be heavily represented in certain interview data and hardly mentioned or absent in others, or it could be present in only a small portion of the data set. Therefore, according to Braun and Clarke (2006, p. 82), "researcher judgement is necessary to determine what a theme is". In order to determine these themes for this research project, the researcher tried to find connections between the central nature of a possible theme and other potential ones of the research questions. Thematic analysis features flexibility, which permits researchers to determine themes in many different ways, but one has to be very consistent within any particular analysis (Braun and Clarke 2006).

These developed themes during the analysis process are constructed into a thematic network (Attride-Stirling, 2001) that aims to examine the understanding of an issue or the meaning of an idea, rather than to resolve conflicting definitions of a problem. Thematic networks are a technique for categorising a thematic analysis of qualitative data with the purpose of uncovering the prominent themes in data sets at different levels (Attride-Stirling, 2001). Interview transcripts were coded at this stage, and 28 codes were identified from the transcripts. The coding process was built based on the research questions and the interview questions, which concentrated on particular words and topics that tackle specific issues in this current research study.

The coding framework in this research project is the first step in analysing the interview data, where the researcher had to identify meaningful themes from coded raw data and remove unwanted elements. After that, the thematic network was created, as explained in the data analysis section in Chapter 4, the identified themes then, were selected, starting with basic themes to form organising themes that helped in realising the global theme for every particular issue. In addition to that, the thematic network was described and explored; then everything was summarised and interpreted as the last step of the process. The following two tables show the emerged codes, issues discussed and the themes identified from basic to organising to global themes:

Table 4.18 From Codes to Themes Codes

Codes (step 1) Themes	Issues Discussed	Themes Identified (step 2)
<ul style="list-style-type: none"> - Enjoyment - Satisfaction - Passion - Willingness - Hard work - Drives - Needs - Preferences - Favourite language - Perspectives 	<ul style="list-style-type: none"> - Feelings - Emotions - Experience - Self-fulfilling - Practice - Aims - Thoughts - Choices - The English language - Behaviours 	<ul style="list-style-type: none"> - Engagement - Self-satisfaction - Chasing dreams - Seeking knowledge - Expectations - Personal development - Better future - Better careers - Learning foreign languages
<ul style="list-style-type: none"> - Standards - Personal reasons 	<ul style="list-style-type: none"> - Students' level - Free will 	<ul style="list-style-type: none"> - Some learners do not meet the required standards - Some learners lack participation and interaction - Some learners lack confidence - Anxiety - Fears to speak in front of others

		- Some learners lack language skills
- Most used techniques	- Oral expression - Films - Debatable topics - Group discussion - Presentations - YouTube videos	- Favourite subject - Engaging techniques - Effective activities - More chances to speak - Subject helps in improving language skills - Unique subject - Flexible and convenient teaching resources
- Problems in using Videos - Carefulness in using Videos - Conditions in using Videos - Challenges in using Videos - Classroom Environment	- Language type - Language level - Theme - Content - Length - Conservativeness - Lack of experience	- YouTube Videos may contain difficult language - Fast language - Content sometimes is difficult - Whole film is too much - Poor level of some students - Inappropriate content - Lack of ICT equipment - Insufficient resources - Frequent technical problems
- Effectiveness of using Instructional Videos - Self-development - Learning language by Tutorial Videos - Acquiring language by Online Videos	- Language improvement - Development - Approaching the world	- Communication skills enhancement - Being competitive - Cultural awareness - Critical thinking - Source of motivation - Chances to learn even at home
- Preparedness - Flexibility - Adaptability	- Planning - Expect the unexpected	- Careful selection of topic and content - Clear pedagogical goals

		<ul style="list-style-type: none"> - Thoughtful preparation - Staged activities
-Teachers' perspectives	<ul style="list-style-type: none"> - Attributes - Features - Thoughts - Support - Recommendations 	<ul style="list-style-type: none"> - Highly satisfied - Online Videos are helpful and supportive - Provide active learning - Provide clearer explanation - Use of Videos is highly Recommended - Teachers should apply it carefully and more often - Teachers should consider students with poor level

Table 4.19 From Basic to Organising to Global Themes

Basic Themes	Organising Themes	Global Themes
<ul style="list-style-type: none"> - Engagement - Self-satisfaction - Seeking knowledge - Expectations - Personal development - Better future - Better careers - Learning foreign languages 	<ul style="list-style-type: none"> - Intrinsic Motivation - Extrinsic Motivation 	<ul style="list-style-type: none"> - Students' Motivation
<ul style="list-style-type: none"> - Some learners do not meet the required standards 	<ul style="list-style-type: none"> - Personal problems 	

- Some learners lack participation and interaction		-Students 'Attributes
- Some learners lack confidence - Anxiety - Fears to speak in front of others - Some learners lack language skills	- General problems	
- Favourite subject - Engaging techniques - Good activities - More chances to speak - Subject helps in improving language skills - Unique subject - Flexible techniques - Convenient teaching resources	- More learning opportunities - Effective teaching resources	-EFL Teaching Subjects
- Videos may contain difficult language - Fast language - Content sometimes is difficult - Whole film is too much - Poor level of some	-Pedagogical challenges - ICT challenges	- Inadequacy

Students - Inappropriate content - Lack of ICT equipment - Insufficient resources - Frequent technical problems		
- Communication skills enhancement - Being competitive - Cultural awareness - Critical thinking - Source of motivation - Chances to learn even at home	- Language development -Personal self-skill development	- Effectiveness of Videos
- Careful selection of topic - Careful selection of content - Careful selection of language - Clear pedagogical goals - Thoughtful preparation - Staged activities - Clear enunciated speech	- Classroom conditions - Pedagogical conditions	- Conditions

4.3.2.1.1 Global Theme: Students' Motivation

The first global theme in the thematic networks is “students’ motivation” consists of two organising themes, intrinsic motivation and extrinsic motivation, and nine basic themes: engagement, self-satisfaction, chasing dreams, seeking knowledge, expectations, personal development, getting a good job, better future, better careers, and learning foreign languages. This network shows an investigation of the learners’ motivation to learn English through the use of videos in higher education. According to EFL teachers, two types of students’ motivation have been identified as organising themes from the basic themes. According to Tomalin, intrinsic motivation in this research discusses students who are motivated because studying English as an alternative course is itself a success and an achievement. Extrinsic motivation, however, points out that learners who are motivated to study English because it is their childhood dream want to improve themselves in English by working hard and practising thus getting good grades and getting better opportunities for their future careers (1986, p. 9).

4.3.2.1.1.1 Organising Theme: Intrinsic Motivation

This organising theme is related to the students’ conceptualisation of the reason why they are motivated and engaged in studying English with the use of videos. According to the data, perhaps surprisingly, most learners came from a scientific background where they wanted to study something else but they did not meet the required standards of those courses. Therefore, they ended up choosing the English language as an alternative choice to specialise in something new, which was quite challenging for them as their level was not as good as of those who came from literature and foreign language backgrounds.

According to EFL teachers, learning something advanced at this level, which they did not see before, is enjoyable and challenging for them as they experience a sense of achievement in what they are doing. Therefore, they are satisfied and motivated to learn English. The other organising theme pertains to the students' reasons for being motivated to take the course in English, which was a childhood dream for them that would give them better chances in the future. These learners dreamt of being teachers of English or getting a job that requires mastering English. Therefore, they are very motivated to learn and improve themselves to a great level, work hard and do whatever it takes to enhance their language skills. Even if they do not like a particular subject, they have to achieve good grades; thus, it will not affect their grades in the end.

Examples from Data

Teacher 1: The majority of participants in the test group feel motivated and interested in exploring and engaging in English academic writing.

Teacher 2: Participants are familiar with the viral nature of video and digital media culture for entertainment and social purposes.

Teacher 3: A good number of members recognise the value of English in the future

Teacher 5: Most students feel the need to adapt to the wave of globalisation; they are always excited to learn something new that will help them in their future career.

4.3.2.1.2 Global Theme: Students' Attributes

The second global theme in the thematic networks is “students’ attributes” as shown in figure 4.19, which consists of two organising themes: personal and general problems. Moreover, six global themes: Some learners do not meet the required standards, some learners lack participation and interaction, some learners lack confidence, anxiety, and fear of speaking in front of others, and some learners lack language skills.

4.3.2.1.2.1 Organising Theme: Personal Problems

This organising theme deals with the personal problems that learners with low levels in the English language suffer from, and these problems actually affect them while they do not feel like they are making progress in terms of learning. Yet, they are trying their best to overcome these problems but it is not working for them.

Examples from Data:

Teacher 7: My students have high learning ability. However, they suffer sometimes to express their ideas in front of the public.

Teacher 8: To be frank with you, we find many troubles in the classroom; interaction, for instance, is the major one.

4.3.2.1.2.2 Organising Theme: General Problems

This organising theme deals with the general problems that are very common among learners whose level in English is poor, which causes them frustration while learning as

they try harder than others to improve their level. In addition, they feel unsatisfied with teaching methods, and they feel the need for encouragement from their teachers.

Examples from Data:

Teacher 6: Nowadays, the generation uses technology in everyday life, which is why they are interested in learning English with the use of different methods.

Teacher 9: Most of the learners still struggle with the basics of the language. I believe this is due to the low quality that characterises the teaching process of EFL in middle and secondary school.

Teacher 10: Some learners lack listening skills, and they need to improve other language skills.

4.3.2.1.3 Global Theme: EFL Teaching Subjects

The third global theme in the thematic networks comprises two organising themes: more opportunities and useful teaching resources, and eight basic themes: favourite subject, engaging methods, good activities, more chances to speak, the course helps in improving language skills, unique course, flexible methods, and useful teaching resources. Moreover, the teacher uses methods to make learning as authentic as possible with the help of ICT materials in the language lab, unlike other classes.

4.3.2.1.3.1 Organising Theme: More Learning Opportunities

Getting more opportunities to improve the English language could be the goal of every English language learner. According to the data set, English classes provide

learners with endless opportunities to master English in all ways as well as it is a very enjoyable subject compared to other ones because it lets students be more engaged and active. Learners stated how important this subject is to them, as well as it being their favourite one.

Examples from Data:

Teacher 11: Personally, I think using video is a very useful resource, it actually makes students feel the connection between the language and its culture.

Teacher 12: The use of such resources will make them feel the moment and observe how L1 speakers are using those words and expressions, and it will make them grasp the language easily.

4.3.2.1.3.2 Organising Theme: Effective Teaching Resources

Every English learner would learn better when the class is provided with useful teaching resources. This theme emerged based on the way teachers showed their perspectives towards the teaching resources used in their classes and how they see them as useful in improving their learners' language skills.

Examples from Data:

Teacher 14: Sure, introducing something fresh, distinctive, and well-liked that sets a special teaching and learning atmosphere apart from the norm. It entertains, engages pupils in a foreign setting, and motivates them to study more.

Teacher 13: It helps increase learners' motivation a lot, and you can tell by the way students are interacted compared to other videos that I sometimes or once in a blue moon tend to use, which turned out to be a bit artificial.

4.3.2.1.4 Global Theme: Effectiveness of Videos

The fourth global theme in the thematic networks is “effectiveness of films” as shown in Figure 4.19; this covers two organising themes, language development and self-development, and six basic themes: communication skills enhancement, being competitive, cultural awareness, critical thinking, source of motivation, and chances to learn even at home.

4.3.2.1.4.1 Organising Theme: Language development

Learners showed their satisfaction towards the methods used by their teachers in EFL classes. Although their teachers use various methods every time, according to the data, learners noticeably showed great satisfaction with the application of films and videos in their classes and how these two are helping them to enhance their English language in all ways.

Examples from the data:

Teacher 11: It improves learners' communication and language skills.

Teacher 12: Using videos in our class is very effective and useful; they help learners to improve their English language, especially speaking and listening, and learning new vocabulary and expressions.

4.3.2.1.4.2 Organising Theme: self-development

Teachers also expressed their perspectives towards the application of videos in their EFL classes and how it can help their learners develop not only the language but themselves by being exposed to the target culture and knowing about its traditions. Thus, in case one has the chance to travel abroad, then he or she will be able to cope with the real world and learn to accept others' cultures and avoid culture shocks.

Examples from Data:

Teacher 11: Using videos motivates them and keeps them focused on learning English

Teacher 13: The use of films enriches the learners' awareness of the target culture.

4.3.2.1.5 Global Theme: Inadequacy

The fifth global theme is divided into two organizing themes (ICT challenges and pedagogical challenges) and nine basic themes (fast language, difficult content, sometimes difficult content, too much of the entire film, some students' low proficiency, inappropriate content, lack of ICT equipment, inadequate resources, and frequent technical issues).

4.3.2.1.5.1 Organising Theme: Pedagogical Challenges

Regardless of the kind and nature of the class, challenges might arise in every approach employed. This overarching subject explores the possible pedagogical difficulties

associated with using movies in instruction. The research shows that learners have identified language, topic, and time-related obstacles while using videos for learning.

Examples from Data:

Teacher 1: Using films can be an effective technique if they are carefully selected by teachers...

Teacher 12: The teacher has to choose the right type of film that learners will benefit from.

4.3.2.1.5.2 Organising Theme: ICT challenges

Even with all the materials, there can be regular technical issues, and some of them will always be in shortage. As per the instructors' results, this organizing topic addresses the ICT issues that both learners and teachers encounter. The university uses approximately 30 language laboratories for EFL programs. Each lab has a desktop computer that serves as a server to govern access to a central resource, and the teacher's computer controls this computer. Although teachers have complained to the department about these laboratories' regular technological issues, no one has yet resolved them, according to the data. These labs do not have a single data set as an alternative when there are technical issues with computers. A couple of labs are said to be useless because the server is not connected with the network of the lab.

Examples from Data:

Teacher 6: I do my own research and create my own class materials; I have not been given anything from our department, unfortunately.

Teacher 7: Language labs are fully functional, but as of late, there have been several technical issues that prevent them from functioning fully, and no one is taking any action to address them.

4.3.2.1.6 Global Theme: Conditions

The sixth global theme in the thematic networks is “Conditions” consists of two organising themes, classroom conditions and pedagogical conditions, and seven basic themes: careful selection of film topic, careful selection of content, careful selection of language, clear pedagogical goals, thoughtful preparation, staged activities, clear enunciated speech.

4.3.2.1.6.1 Organising Theme: Classroom Conditions

This organising theme deals with the conditions that should take place in the classroom during the application of short film clips in EFL classes. Film themes and content are very important aspects that should be carefully selected by the teacher to consider the society culture where students come from and live.

Examples from Data:

Teacher 10: ... teachers should be very careful in choosing the theme and content of the video.

Teacher 11: teachers should try to be careful in selecting the language level of the content, as students with a low level of language proficiency sometimes feel frustrated.

4.3.2.1.6.2 Organising Theme: Pedagogical Conditions

Every class has been built based on teaching goals to be achieved at the end of the class. These teaching goals need a lesson plan which helps the teacher to achieve them. The same thing applies to the use of short film clips in EFL classes. They require careful and intensive preparation, planning, and staged activities (before, while, and after-viewing) to make the use of this method pedagogically sound.

Examples from Data:

Teacher 10: ...it will be better if teachers prepare good activities with the use of films to make everyone participate.

Teacher 11: ...applying listening comprehension activities is not always sufficient; learners want more different activities to understand more.

4.3.2.1.7 Global Theme: Teachers' Perspectives

The seventh global theme consists of two organising themes, personal views and recommendations, and eight basic themes: highly satisfied, teachers of EFL are helpful and supportive, provide active learning, provide a clearer explanation, use of Videos is highly recommended, learning is taking place, teachers should apply it carefully and more often, and teachers should consider students with poor level.

4.3.2.1.7.1 Organising Theme: Personal Views

This organising theme deals with the personal views, comments, satisfaction, and challenges of learners about the use of videos in EFL classes. They stated how satisfied their learners are to learn English with the use of videos, as they are very helpful and supportive. Learners also agreed that their teachers provide active learning by using a variety of methods.

Examples from Data:

Teacher 5: I think using videos as a teaching technique will be of great help to learners to improve their English language, especially listening and speaking skills.

Teacher 6: the idea of integrating such a technique into EFL classes will be a great idea from a learner's perspective.

4.3.2.1.7.2 Organising Theme: Recommendations

This organising theme deals with the recommendations of teachers that show their preferences and desires in building a good atmosphere to teach English better. Based on the data, teachers suggested some ideas in terms of using videos in their classes and how often they want this teaching resource, as they perceive it to be very effective for them if it is used carefully and with the use of good procedures by teachers.

Examples from Data:

Teacher 7: I would highly recommend the use of videos to teachers in order to help learners be motivated to learn and improve their language skills.

Teacher 8: I think films are an integral part of students' life, so it makes sense to integrate them into EFL class with the use of the right procedures and activities, as it will make learning English more entertaining.

According to the discussion above, the findings revealed that both teachers and students strongly agree that the application of videos is a useful, effective, and powerful teaching resource that can help learners improve their English language to a great extent in different ways if it is applied successfully and in pedagogically sound ways. Results showed that the majority of teachers often use videos in their classes because they believe that they can help learners to a great extent as they vary the teaching and motivation of students regardless of the challenges they face. Teachers also expressed their disappointment in not having teacher training in video education, which would be a good opportunity for them to confidently apply different types of videos in their classes by using them according to structured procedures and staged activities (pre-, while, and after-viewing activities).

Results also showed that both teachers and students have positive attitudes towards the use of videos; they can also help them build a wide range of advanced vocabulary and idiomatic expressions that are used daily by L1 speakers as well as to enhance their cultural awareness. All teachers stated that the main teaching objectives they seek to achieve in their EFL classes are improving students' four skills, but mainly listening and speaking, as well as getting learners exposed to the real language from advanced vocabulary and idiomatic expression (This result, in part, confirms our first hypothesis which states that teachers and students have positive attitudes towards the implementation of videos in higher education). On the other hand, they all expressed their

frustration at not having a common curriculum at the level of the Department of English, because of which they have to prepare everything, which is time-consuming. This, on the other hand, could be a good opportunity for teachers to have freedom in applying a variety of teaching resources in their classes, as they are not restricted to anything. However, teachers wish to have a standardised curriculum, at least at the level of their department as well as to integrate videos and use them more often in their classes.

According to the results, affordances were hard to find compared to the fundamental constraints, but the willingness and motivation of the teachers themselves was considered as the main affordance that could overcome the constraints. Findings also showed that the biggest challenges that make teachers hesitate to use videos in their classes are lack of time, teacher training, ICT, and difficulty finding suitable themes for the class. Based on the results, the second hypothesis was confirmed. The mixed-ability is one of the challenges as well that makes the application of videos a bit difficult; teachers revealed that it is hard to find suitable language for everyone as the classes have such a range of English language abilities.

4.3.3 Analysis of the Pre-Test and Post-Test Results

For the sake of quantitative analysis, data collected from the pre and post-tests of 30 first-year graduate students were analysed using SPSS version 25. The sample of this experiment was divided into two groups: traditional group (control group), online learning group (experimental group). Subsequently, they were exposed to the same content instructed by the same teacher but with different methods. The control group was taught using the conventional method of teaching. The experimental group was taught

asynchronously at an online course with learning materials integrated with interactive video equipped with subtitles and transcriptions, and lasting approximately three minutes. At the beginning, all participants completed pre-tests related to their initial language proficiency level. In the end of the treatment, all participants completed a quiz related to the course content that aimed at measuring the participants' language achievement as well as answered questions reflecting their attitudes and reactions towards the use of YouTube videos in learning English. The outcomes of this analysis are encapsulated in the ensuing chart below.

4.3.3.1 Statistical Data Analysis with SPSS

In order to test the third hypothesis of the present study, a deep statistical analysis was conducted using the SPSS software version 25. The data gained from the pre-test and post-test evaluation were analysed and then compared. The statistical comparison between the groups in terms of students' achievement scores was done using the t-test in order to compare the means between them. At the beginning of the experiment, we are going to make sure that students from both study groups have nearly the same English learning level.

Table 4.20 Pre-test Mean Scores and Standard Deviation

Group Statistics					
	Group	N	Mean	Std. Deviation	Std. Error Mean
Pre Test	Traditional group	15	7,6000	2,32379	,60000
	Online Learning group	15	7,7780	1,20405	,31089

Table 4.20 shows the results of the pre-test mean achievement scores for both groups: Traditional and Online Learning groups. As one can notice, these means appear to be close to each other. However, we will compare the calculated significance level (sig) using the SPSS program with our established significance level of 0.05. If (Sig) is less than or equal to the significance level of 0.05, then the relationship between the variables is statistically significant.

Table 4.21 Pre-test Results of t-test

Group	F	sig	T	Df	Mean	Std. Deviation
Traditional group	0.659	0.424	-9.273	28	6.34	1.02
Online Learning group			-9.273		9.18	0.62
Note: * The mean difference is significant at the 0.05 level. Df: Degree of freedom F : Analysis of Variance or F-test Sig. : Significance						

According to the results of the t-test analysis in table 4.21., it is evident from the analysis table of the independent samples t-test (the two groups and the variable of teaching methodology) that $t = -0.9273$, which is not statistically significant since the Sig value = 0.42, which is more than the significance level ($\text{sig} = 0.42 > 0.05$) that we adopted in the research. This indicates that there are no statistically significant differences between the pre-test scores of both groups. Therefore, we can confirm that before the intervention, both groups were homogeneous in their achievements, which means that all participants had the same level of English as the two groups.

Table 4.22 T-Test Post-test Results

Group Statistics					
	Group	N	Mean	Std. Deviation	Std. Error Mean
Post Test	Traditional group	15	6,3267	1,02013	,26340
	Online learning group	15	9,1787	,61508	,15881

After the intervention, a noticeable difference in the mean scores of both groups was perceived. The Traditional group and the Online learning group got a mean score of 6.32 and 9.17, respectively (see table 4.22).

Table 4.23 T-Test Post Test Results

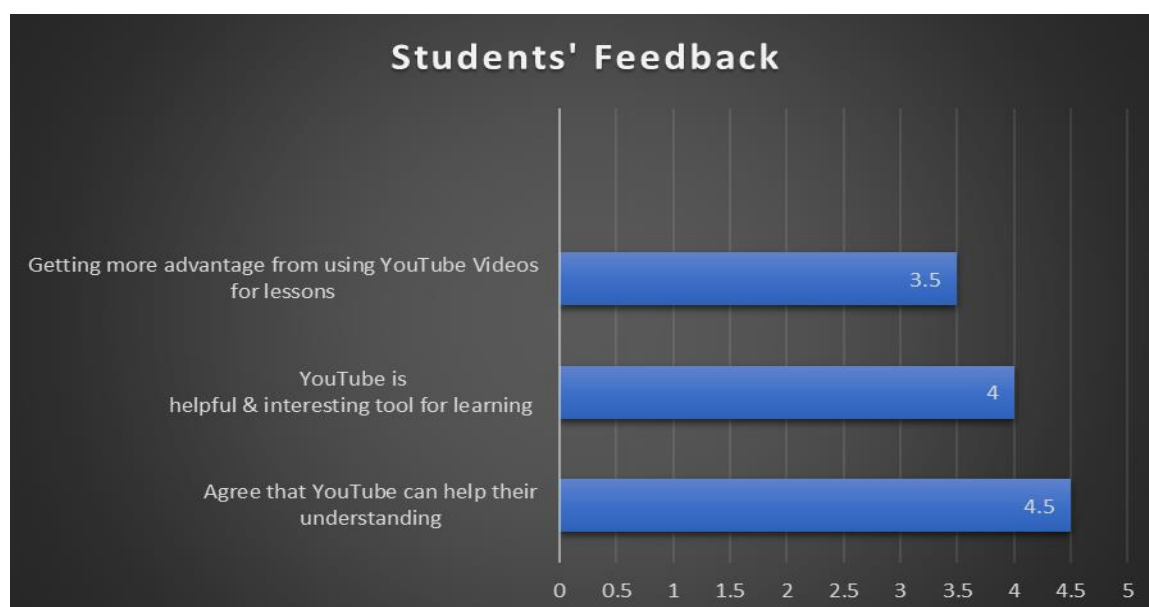
Independent Sample Test										
		Levene's Test for Equality of Variances		t-Test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95 % Confidence Interval of the Difference	
									Lower	Upper
Post Test	Equal Variances assumed	18,185	,000	-,263	28	,794	-,17800	,67576	-1,56223	1,20623
	Equal Variances not assumed			-,263	21,012	,795	-,17800	,67576	-1,58327	1,22727

According to the table 4.23 above, it is noticed that the average results of the second group are higher than the average results of the first group, and this is due to the nature of the selection of the teaching method sample in each group. It is evident from the analysis table of the independent samples t-test (the two groups and the pre-test variable) that $T=-0.263$, which is not statistically significant since the Sig value is 0.000, which is less than the significance level (0.05) that we adopted in the research. This indicates the presence of statistically significant differences between the two groups and the pre-test variable after the intervention. Under these conditions, the null hypothesis (H_3) claiming that: “Learning by using videos in teaching EFL may not have a significant effect in improving the students’ language skills” is therefore rejected and the hypothesis (H_4) claiming that: “If the EFL students’ needs were aligned with the appropriate materials and study program objectives within the implementation of videos, significant achievements may be developed” is accepted.

4.3.3.2 Analysis of Students Feedback

At the end of the experiment, online interviews was administered to the participants in order to obtain more insights into their opinions, attitudes, and preference towards the implemented. These findings are presented in the chart below.

Figure 4.20 Learners' Views and Reactions towards the Use of YouTube Videos in Learning English



According to the feedback from the survey, it was revealed that an overwhelming majority, exceeding 85 percent of the participants, concurred that YouTube videos significantly bolstered their comprehension and increased their language proficiency level. These study results are in line with other research findings that emphasize how crucial it is to use real YouTube videos to improve learning outcomes (Almurashi 2016).

4.4 Limitations of the Study

It is worth remembering that the present experimental study aims at investigating the effectiveness of videos on students' achievement as well as measuring their attitudes towards the implemented methods. This study acknowledges that it is not without imperfections. Similar to any other research, it is accompanied by several limitations that

should be acknowledged. While generalization is an important aspect of the research process, it may not be applicable in this study. The qualitative findings of this study were obtained from two universities (Oran and Algiers) and may have broader relevance to other universities in Algeria. However, it is important to note that not all universities may face the same issues identified here, and they could differ in either a positive or negative way. Therefore, generalisation is not taken for granted.

The main limitation of this study is the size sample. The study aimed to have a wide range of populations. So, this will allow us to have wider access to research samples and several insights. However, in this research study, we have observed vital factors such as time and accessibility that affected the sample size and research instrument data. Some respondents withdrew to take part in the study, they failed to fill out the online survey (Questionnaires), and this led to various biases (e.g., missing out items, putting two ticks in a row of choices instead of only one...). However, this limitation does not undermine the presented finding, because the overall total sample size was large enough to enable reaching a statistical significance.

Another limitation is related to the research instruments. The research is further limited by timing and the duration of the intervention. It is worth mentioning that the experiment was held online. The Traditional and the Online Learning groups were part of a previous experiment conducted through questionnaires. Nonetheless, not all groups were treated at the same point in time. It was not possible to apply random assignment to the entire sample. Therefore, further experimental research with a larger sample size and a longer treatment period are required in order to reach the generalisation of the findings to the overall EFL population.

4.5 General Recommendations and Pedagogical Implications

Students' English language ability level is very important to effectively apply videos in EFL classes. This, however, does not mean students need to be excellent, but at least they should join a university with an acceptable level which helps teachers to use different techniques more freely and make it more challenging to everyone, thus leading to learning taking place through the engaging activities that should accompany teaching with videos. Therefore, the policy of universities at the point of entry should be changed and be based on particular entry requirements that students need to meet to be accepted for taking English language courses. The number of students in classes in Algeria more than 30 at least, and it is considered as a large class compared to the European setting. For that reason, there will be differences between learners that should be taken into consideration so all students benefit from the best possible learning opportunity.

Therefore, some teachers may not accept the idea of differentiation in classrooms as it could be seen as time-consuming in terms of planning and preparation, but it actually is different work, not more work, by which all students will be able to maximise their gains regardless of the differences they have. Some substitute ways in which teachers can apply differentiation during the application of videos with the use of activities are as follows: (a) it could be a good idea if teachers set different tasks for learners of different abilities. On the other hand, teachers may resist applying this suggestion as it could require more time for planning and considering the implications that may be created among learners. Then again, another possible technique is the use of a single worksheet that contains tasks from the easiest to the most difficult level in which all learners will be

engaged depending on their varied proficiency; (b) in the employment of group-work and role-playing, it can be a good solution if teachers select small and mixed-ability groups in order to allow shy students benefit from peer support, and to participate more confidently in class while the more advanced students have the chance to express their ideas and thoughts for the profit of the whole group which is known as peer modelling; and (c) during the explanation of something such as new vocabulary or idiomatic expressions, the role of the teacher here is highlighted as s/he plays a critical role where he/she needs to classify who are the learners that need detailed explanation in simple language and examples and those who can still get engaged in the exchange of ideas at a high level of complexity.

Differentiation in the classroom with the use of videos could be a great strategy to reduce the potential problems that may occur because of students' mixed abilities; teachers must keep in mind that classes are made of diverse learners and adjust their teaching objectives to guarantee that learning is taking place among all of them. This, however, does not mean students need to be excellent, but at least they should join a university with a decent level, which helps teachers to use videos more freely and make it more challenging to everyone; thus, learning takes place through the engaging activities that should be accompanied with videos. This research attempted to set the following possible solutions to overcome this issue: the policy of universities at the point of entry should be changed and be based on particular entry requirements that students need to meet in order to be accepted for taking English language courses. If that would be hard to change by the policymakers, then differentiation in the classroom could be an alternative solution here that can be applied by teachers.

Having a standardized curriculum at the level of the English language department for every level that has the same teaching objectives, should be achieved by all teachers at all levels. Teachers stated as follows: ‘Unfortunately, we do not have the opportunity of having a standardised curriculum’ (Teacher 1). ‘We have no curriculum to follow, so the teacher has to play the role of the analyst’ (Teacher 2). ‘No syllabus whatsoever has been given by our department, which is very shocking’ (Teacher 3). ‘I have been in charge of everything, and I am responsible for my lessons from the beginning to the end of the academic year, but I have asked some experienced teachers for assistance and they were very helpful (Teacher 4). ‘I do my own research and create my own class materials, I have not been given by anything from our department unfortunately’ (Teacher 5). One, therefore, can summarise that this issue puts teachers in a very difficult and stressful situation where they have to prepare everything for the whole academic year, which is time-consuming. More importantly, this could affect the application of videos in EFL classes, where some teachers may use them while others may not. Even those teachers who would use videos in their classes would use it differently from others as they have no curriculum to follow or shared teaching objectives to be achieved by standardised activities at the end of the lesson. For that reason, as indicated above in terms of teachers’ views, all of the teachers of the English language department would benefit from meeting and trying to plan a yearly curriculum for each level that can be amended every year.

Teachers of EFL classes, on the other hand, should also discuss their ideas together and find out the best approach to be applied with videos in their classes, as well as to prepare lessons with appropriate video themes and suitable staged activities (before, while, and after-viewing). That can motivate students to watch with the purpose of

learning and making the best use of the application of videos. On the other hand, teachers meet students with different natural abilities, different needs, different understandings, different language skills, different levels of motivation, and different learning styles in their classes (Sparapani and Perez, 2015). Further, the lack of a standardised curriculum at the level of the English language department could actually provide freedom for teachers who are interested in using videos in their classes that could meet with a variety of students. Osman (2013) stated that the positive side of academic freedom in the classroom is where teachers have the opportunity to choose the content and pedagogical approach, which could actually lead to the attraction of better teachers who are motivated enough by their instructional freedom to come up with new ideas and new teaching resources like the application of videos in EFL classes just to increase students' engagement and make sure that learning is taking place.

Therefore, one of the implications of the present research is that teachers may use videos in ELT for scaffolding the process of L2 acquisition in class. However, this process is efficient only when the videos shown in class correspond to the learners' age, level of language knowledge and interests. The use of different pre-, while- and post-viewing activities can facilitate learners' understanding of the video. Pre-viewing activities, such as class discussions about the video to be shown, are particularly important for pupils to be introduced to and become engaged in the video; otherwise, they may not understand the video and hence become bored. On the other hand, decontextualized vocabulary pre-teaching may be less effective than vocabulary acquisition in context. Moreover, subtitles in the language of the video seem to contribute to students' overall understanding of the video, i.e. its plot and language, as well as L2 acquisition on the whole. Given the results

of the research, videos in English lessons can be particularly useful in the development of students' communicative skills, both oral and written. The post-viewing phase is mostly favourable for written tasks while speaking skills can be practised effectively at all the three stages of viewing: pre-, while- and post-viewing. As the research has showed, feature films can be an appropriate tool to address the aims of the English curriculum, whose main areas are language learning, communication and culture, society and literature. In addition, videos can supplement texts in textbooks and approach the curriculum topics via a different medium.

It would also be great if the teachers provided verbal support and encouragement when learners participate and take part, as it is likely to have a profound effect on success among all students regardless of their mixed abilities. Concerning the ICT challenges that both teachers and students face every day, which cause them frustration, the Ministry of Higher Education and Scientific Research should provide universities with enough facilities to make learning easier and more fun. However, none of that is provided in the majority of the universities in Algeria. Thus, the authorities need to take this issue into consideration and solve it as soon as possible, at least by providing languages departments with fully facilitated language labs, that is, shaded rooms, video projectors, adequate loudspeakers for good sonority, and microphones for the teachers. Thus, teachers would find it less challenging to apply videos confidently in their classes and help learners learn through such authentic material. This could provide them with different approaches to using videos in EFL that can be used to make teaching effective, how to prepare lessons based on a particular feature video clip, and how to form the three staged activities that

will keep students engaged and motivated as well as to provide active learning instead of passive learning.

Lack of teacher training as far as the successful application of videos in EFL classes is concerned, it is important for teachers to follow appropriate procedures: choice of the video theme, clear teaching objectives, thoughtful preparation, and staged activities (Donaghy, 2015; Wang and Zhang, 2012). These arguments fit with the findings of this research, in which it was evident in the data that teachers who did not have any teacher training with regards to videos in teaching struggle a lot to come up with the appropriate approach as well as suitable activities. Teachers, therefore, required that the English language department practitioners should organise workshops or training for teachers regarding the effective ways of teaching English classes, or training in general that may help teachers confidently apply videos or any type of media in education in their classes. Some teachers stated that they played the whole video, and paused it repeatedly to ask questions, as they could notice that the majority of students were not happy about it as they felt distracted every time.

The application of videos can afford numerous types of activities for teachers to use in their classes, which enable learners to improve their listening and speaking; ‘I think using videos as a teaching technique will be of great help to us as learners to improve our English language especially listening and speaking skills’ (Teacher 6). Participant teachers gave many types of activities that have been used in their classes and showed how learning is taking place significantly among their learners, such as: arranging debates about the theme of the video, writing video reviews, discussions, listening comprehension questions, and gaps-filling. Therefore, this can be a great advantage for teachers to use

engaging activities with the use of such techniques in order to keep students bearing in mind that they are not watching the video for fun, nor is it an entertainment class. But they are watching with the purpose of learning, and while they are watching, they are looking for answers and getting ready to engage with the after-viewing activities. Teachers can choose to focus on at least two skills each time they apply videos, and it is preferable that listening and speaking skills are isolated from reading and writing. This way, students will not feel overloaded with so many types of activities.

Therefore, teachers suggested that a solution to this could be to use videos in EFL classrooms to expose students to semi-authentic English in as many accents as possible. Videos can be used in EFL classes in a variety of dialects, cultures, and content, which could be very enjoyable for learners. Therefore, the application of videos can be influential in providing solutions to this issue by providing learners with a variety of semi-authentic English language. Accordingly, videos can provide the EFL classes in Algeria with a great learning environment if they are applied appropriately by following suitable procedures and overcoming constraints.

4.6 Conclusion

This chapter was devoted to the discussion and interpretation of the findings regarding the application of videos in teaching English as a foreign language in Algeria. The results revealed that both teachers and students strongly agree that such a material can be very beneficial in learning English. They also revealed an interest in implementing videos more often in EFL classes, because the material can be a great source for authentic learning. Learners also perceived that the use of videos in their EFL classes could help

them to a great extent improve their English language by developing their listening and speaking skills, and their pronunciation, by building a wide range of vocabulary and idiomatic expressions, and by enriching their cultural awareness and their critical thinking.

In addition, both the Algerian teachers' and students' attitudes, demands, interests, habits, and backgrounds prove that they are being activated during the implementation of short video clips in their classes. Altogether, the present findings confirm that multimedia language teaching and learning is effective to a great extent. From a cognitive point of view, teachers' responsibility is not to pour that much knowledge in the students' brains to avoid cognitive overload but rather to stimulate learners' interests, motivation, engagement, and desires to learn. However, the perceived affordances and constraints that emerged in this project will be an eye-opener to the policymakers at the level of higher education and scientific research to take them into consideration by focusing more on solving the problems and affording a decent environment for teachers and learners as well as for learning, to take place by appreciating the effectiveness that can be brought into the Algerian classroom by the use of such innovative teaching technique. Finally, one can conclude that the teachers, in Algeria as well as in other international contexts, should take advantage of the effectiveness of videos in teaching English as a foreign language and give an opportunity for learners to learn better with such authentic materials that can afford real chunks of the English language used by L1 speakers in a real context. Taking into account those results, this last chapter attempted to provide a summary of findings, recommendations and suggestions for further research.

General Conclusion

General Conclusion

Today, English has become the language of science and technology. Physicians, biologists, computer programmers, and engineers all have to be competent in English in order to keep up with the latest developments in their field of specialisation. At the beginning of the present research, it was revealed that several factors and parameters played a role in building a problematic situation of English teaching in Algeria, mainly in higher education. Algeria adopted the LMD system with academic and professional objectives, making the university a ground to achieve several goals. Additionally, it seeks to adapt the study programs to the socio-economic sector and research field's requirements and to boost innovation outside the university. Finally, the LMD system implies developing teaching and learning processes by technology within higher education institutions. Therefore, the main purpose of the present study was to find out the attitudes of Algerian teachers and students towards the application of videos and their pedagogical potential as a teaching resource in their classes. In addition to that, this research project attempted to provide teachers who have an interest in using such techniques with a clear understanding of how to apply it effectively and meet the students' needs accordingly.

Additionally, this study highlights some important aspects of the process of foreign language teaching/learning. Through this research, it was hypothesized that if we are going to improve the students' language skills, we should provide them with more opportunities to achieve the practice they need to use the language and prepare the right atmosphere by giving them the real situation since we use video technique. As the literature suggests, the present application of video techniques to the field of language

learning is essential for developing communication because it creates a situation where learners are expected to help one another, discuss, argue and assess their knowledge and pronunciation while they are listening to the native speakers and observing their reaction and cultures.

This experimental study aimed to seek answers to four research questions. These questions put forward the following hypotheses. For the first research question, it was hypothesized that Algerian EFL teachers and students have positive attitudes towards the use of videos for enhancing engagement in language learning. For the second research question, it was hypothesized that the perceived effectiveness of videos in TEFL depends on the educational affordances and methods. As for the third research question, it was predicted that learning by using videos in teaching EFL may not have a significant effect in improving the students' language skills. Then, as to the fourth research question, it was supposed that if the EFL students' needs were aligned with the appropriate materials and study program objectives within the implementation of videos, significant achievements may be developed. These above hypotheses should be confirmed or refuted.

The present study contained four chapters and six appendixes. Two chapters provided theoretical background through a continuum from English language teaching to video use teaching. The third chapter was the principal portal to determining a descriptive method and a mixed-method paradigm as an elementary phase to determine the EFL students' needs. The instruments used for students were the diagnostic test to uncover their areas of improvement and a questionnaire to be aware of their interests, preferences, desires, etc. The semi-structured teachers' interviews were used as a research tool for eliciting English teacher's opinions and recommendations. The data collected from the

questionnaires and interviews were tested for reliability. The fourth chapter finalized the building blocks of the study program: the interpretation, discussion of results, and the evaluation and assessment of the experiment.

The obtained results offered valuable insights into the present investigation. The main result is testing the fourth hypothesis, where there were statistically significant differences ($t = -0.263$) between the mean scores of diagnostic of the pre-test variables and post-test ones in favour of the two groups after the intervention. Consequently, the third research hypothesis predicting “learning by using videos in teaching EFL may not have a significant effect in improving the students’ language skills” was rejected, and the fourth hypothesis claiming that: “if the EFL students’ needs were aligned with the appropriate materials and study program objectives within the implementation of videos, significant achievements may be developed” was confirmed. Additionally, the analysis of the questionnaires results validated the first hypothesis claiming that “Algerian EFL teachers and students have positive attitudes towards the use of videos for enhancing engagement in language learning”. According to the findings, the majority of teachers and students strongly agreed with the regular use of videos in their classes as an effective resource. They all strongly agreed that the application of videos is a useful, effective, and powerful teaching technique that can help learners improve their English language to a great extent in different ways. The second hypothesis, claiming that “the perceived effectiveness of videos in TEFL depends on the educational affordances and methods”, was confirmed through the analysis of teachers’ interviews. The results showed so many fundamental constraints and affordances. However, there are no affordances perceived, only pedagogical and professional reasons underpinning the teachers’ positive attitudes towards the use of videos.

The findings are discussed in terms of the four research questions in relation to the literature reviewed and with respect to the theoretical framework. The first question raised is what are EFL teachers' and students' perceptions and feelings towards the use of videos in higher education in Algeria? The results of the questionnaires and interviews highlighted many points that show the students' and teachers' perspectives towards the effectiveness of video applications in their EFL classes. It has been found that the majority of teachers and students (80%) strongly agreed with the regular use of videos in their classes as an effective resource that can be used for different purposes. They all strongly agreed that the application of videos is a useful, effective, and powerful teaching technique that can help learners improve their English language to a great extent in different ways. According to the interviews results, teachers showed their point of view based on their experience in using videos often in EFL classes as follows: videos are very important, especially for EFL learners inside the classroom. Simply because they are at the starting point of being exposed to learning input, learners also became really engaged with videos as authentic material, which helps them learn English better from the source directly; the application of videos in EFL classes can help learners enhance their English language to a great extent, as they are exposed to and learn about the culture of the target language.

The application of videos is a very useful resource as it actually makes students feel the connection between the language and the culture; videos can also bring real outside situations of an English-speaking country into the classroom. In addition, teachers stated that traditional materials formerly used, such as grammar videos and audio-recorded conversations, in class sound very artificial, and so does the used English language. Therefore, it could be a good way for students to be exposed to authentic

materials where they can come across a variety of things to learn, such as accents; learners will easily be able to pick the right pronunciation and feel very comfortable understanding words, phrasal verbs, and idiomatic expressions after a certain period of time.

Teachers also expressed their disappointment in not having any teacher training regarding the use of video in English language teaching, which would be a good opportunity for them to confidently apply videos in their classes. Having such training can help teachers use videos in EFL classes effectively and make positive results in terms of learning the English language; it also means that teachers will be able to use videos according to the structured procedures (pre, during, and post-viewing). All teachers strongly agreed with this point as they know the importance of such training because they found it hard to find out what suitable approaches and activities are to use and what exactly the best steps are to follow in the application of videos according to the class settings.

Teachers who took part in this study were a small sample of Algerian English language teachers who lacked teacher training in how to teach English with the use of videos. Teachers would like to know the effective steps in using videos in their classes, but they would only know if they have spent years trying different approaches. Therefore, in order not to waste their or their learners' time, teacher training in teaching English with videos is very important and highly required by teachers for policymakers to start organising them at least once in every university in Algeria. Teachers hope that with such training, every teacher will be very confident in applying videos in their classes, knowing that the positive results are there and also knowing how to avoid potential problems.

Results also showed that all teachers strongly agreed that the use of videos can help learners improve their listening and speaking skills; they can also help them build a wide range of advanced vocabulary and idiomatic expressions that are used daily by L1 speakers as well as enhance their cultural awareness about the rest of the world. Based on the findings, all teachers showed interest in using videos, as they often implement them in their classes in order to engage students and learn effectively. However, they stated that not all teachers follow the same approaches or steps in applying videos, whereas some can be better but harder to apply than others, yet the objectives among them are similar, which are to help learners as much as possible to learn in a better atmosphere and improve their target language as much as possible.

The second question posed is what are the perceived affordances and constraints that affect the use of videos in higher education in Algeria? The findings from questionnaires and interviews revealed some interesting points with respect to the second research question. The results showed so many fundamental constraints that the affordances were hard to identify. However, the main affordance was the teachers' willingness and motivation, which could overcome the constraints. What follows, therefore, are essentially the reasons provided by the teachers that contributed to their motivation and enthusiasm for using videos in EFL classes. There are no perceived affordances but pedagogical and professional reasons underpinning the teachers' positive attitudes towards the use of videos instead.

The results reported some constraints related to both pedagogical and ICT challenges that were related to the application of videos in EFL classes in Algeria. In discussing other factors that may influence the application of videos in the literature, not

all teachers do have a standardised curriculum to follow within the Algerian university sector. As far as technology use is concerned, the findings revealed teachers' frustration about not having a curriculum from the English language department to follow through the academic year, which forces them to teach independently and what they think is beneficial to learners' needs. One can understand that these differences in how to use videos among teachers are simply because teachers are free to use any teaching technique they think is workable; according to responses from the University of Algiers 2, there are no specific guidelines at the level of the department to follow in terms of the technology use and to know how to teach and what to achieve by the end of the academic year.

This, therefore, is in line with what has been reviewed in the literature and from anecdotal evidence that almost every teacher has his/her own teaching sources and methods used in the classroom. Teachers, on the other hand, find themselves as organisers, creators, and researchers at the same time in order to come up with what is good to deliver in the class for learners, how to deliver it, what materials to use, and what activities to use to assess whether the learning is taking place or not. Not having a standardized curriculum in the English language department created many issues for teachers in terms of how to deliver their classes, especially for inexperienced ones. Experienced teachers have higher chances of planning the lesson for students and delivering it effectively with suitable teaching materials regardless of the issues they may face with this matter, whereas new teachers may find it very difficult to prepare adequate lessons for the whole academic year with the most convenient teaching materials. Therefore, teachers expressed the wish that one day, all the responsible teachers at the level of the department would meet and discuss this problem and try to find solutions.

It is concluded from the findings of this current study that this can be another main constraint that can affect the use of videos in EFL classes in Algeria, which both teachers and students conveyed on how few learners meet the required standards at the university. Participants disclosed that some students still struggle with the basics of language use, while others can be competent and fluent; As far as students' level is concerned, sometimes, no matter what the teacher provides in terms of very engaging techniques or activities, he/she would have very little feedback. Therefore, the use of videos will be limited to fewer options to not cause enough frustration among students whose level is deficient. Data revealed that teachers could also be put in a very conflicting situation by minimising the options they have to use and trying to please both advanced and low-level students, like not using videos with advanced language since some students would be switched off. Also, using videos with easy language may not be challenging to advanced students at all. All in all, the students' level is very important to apply videos effectively in EFL classes.

In symmetry, the data uncovered some unexpected ICT challenges that both Algerian teachers and students face, and which are considered as the main potential problems that may affect the use of videos in EFL classes in Algeria. Participants stated that they face some frequent technical difficulties with the existing ICT equipment as well as the lack of some facilities. However, the ICT challenges revealed in this research within the Algerian context are remarkable for the 21st century, which is the technology revolution, especially due to the impact of the pandemic. There are many reasons behind these obstacles; teachers are not able to use the equipment because it is either broken or barely working, which also leads to students missing the opportunity to learn through authentic materials that can play a main role in their language learning. However, they

find themselves surprised by a technical problem that will cost the whole lesson preparation causing both teachers and students frustration. Teachers also stated that they only have one projector at the level of the department shared by all teachers, which is a disquieting feeling.

The third research question was asked to know how teachers use/implement videos in EFL classes in Higher Education in Algeria. And how does it affect the learning and teaching modes? The findings shed light on the effectiveness of different techniques EFL teachers rely on in the application of videos in their classes. Learners consider these kinds of activities as a must for learning to take place and for the use of videos to be a beneficial teaching resource. They also view that integrating videos regularly in English classes can help them improve their listening and speaking skills; the use of a variety of activities by teachers can eventually help them enhance their skills by being exposed to real English chunks, as well as enhancing their vocabulary and idiomatic expressions, and their cultural awareness. Clearly, the learners felt the difference since their teachers have started using videos in their classes, as they feel very satisfied and passionate about this teaching technique. They also showed their view on how videos can help them develop not only the language but also themselves by being exposed to the target culture. This is an interesting point, especially for students who have the chance to travel abroad; learning the target language is not enough. If one student has the chance to travel to the United Kingdom, for example, speaking English and knowing nothing about their culture is actually a serious matter, so in order to avoid cultural shocks, videos can be a rich source of getting students to be exposed to the outside world and see how native people live their daily life.

Finally, yet importantly, learners' perspectives towards the use of videos in their EFL classes seem to be very positive as they feel that learning is taking place and that both language development and self-development are gradually increasing every day as they are being exposed to videos in their classes. Findings showed that the level of the language is a very important aspect, and comprehension can be obstructed by videos that contain the following: 1, a lot of dialogue and relatively little action; 2, more than one character speaking at the same time; 3 very loud soundtracks, which make the dialogue difficult to understand; 4, dialects and strong regional accents; and 5, complex storylines. After the appropriate selection of the material based on the above requirements, teachers have to set the teaching objectives they want to achieve by the end of the session through videos, for example: using video clip to introduce or raise awareness of a topic at the beginning of a class, to give the learners a chance to see a language point in a 'real life' conversation in a scene, to use the material as a prompt for written or oral communication.

The Ministry of Higher Education and Scientific Research has expressed a great interest in promoting the integration of modern technologies in teaching. Though, the results obtained proved helpful, it still calls for continuous updates to fit the coming learners' needs across Algeria. Several pedagogical implications and recommendations ensued, including the English language teaching status, the course design process, and the EFL teacher's role, duties, and rights. The study also provided further research implications that were felt valuable but uncovered for the continuous development of EFL course design in Algeria. Policymakers and teachers need to take those benefits into consideration and try to assign an instructional and didactic role for the application of different innovations in order to enhance students' level in higher education.

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Appendices

APPENDIX A: Questionnaires

1.1 Questionnaire for Students:

<https://forms.office.com/r/KCzPj1amQx>

This questionnaire is a part of a research study for a doctorate degree which aim to explore the perceptions of EFL University students (Graduates) on the use of videos in higher education. Your participation in this study and honest response to the questionnaire items are highly appreciated. Your contribution will provide a picture about teaching practices in the Algerian context and would pave the way to global scale. Thank you in advance for your kind collaboration.

Please be assured that your information will remain strictly confidential, and your responses will be anonymous and will be used solely for the purpose of this research.

And please note that by completing and answering this questionnaire, you consent to participate in the study, with the understanding that the data (including any personal data) you submit will be processed accordingly. ☐

● **Section A: Background Information**

Gender:

Age:

Level/Class:

Town/ region:

● **Section B : Students' Practices**

The questionnaire below is directed to the EFL learners to gather information about their/and their teachers' practices in higher education regarding the use of videos. Please carefully read the following statements then tick the right answer according to your point of view and kindly do not skip any statements to the best of your ability

1. How do you feel in your ordinary English class (where technology is not used)?

Very satisfied – Moderately satisfied – Neutral - Moderately Dissatisfied -
Very dissatisfied

2. Do you prefer studying with different techniques mainly with the use of Technology?

-Yes

-No

3. Have you ever used any software or application to help you in your study? (If yes, please tick all that apply)

- All Clear
- Videos
- Audio recordings
- Educational games/ simulations 2D/3D
- Films/movies
- Online lecture presentations and talks
- Social Media (Blogs, TikTok, YouTube etc.)
- Other (please specify)
.....

4. If you have ticked one/several software or applications in the previous question. Please specify their use frequency in your studies?

- All Clear

Always – Often – Sometimes – Rarely

- Videos

Always – Often – Sometimes – Rarely

- Audio recordings

Always – Often – Sometimes – Rarely

- Educational games/ simulations 2D/3D

Always – Often – Sometimes – Rarely

- Films/movies

Always – Often – Sometimes – Rarely

- Online lecture presentations and talks

Always – Often – Sometimes – Rarely

- Social Media (Blogs, TikTok, YouTube etc.)

Always – Often – Sometimes – Rarely

- Other (please specify)

Always – Often – Sometimes – Rarely

5. Did any of these above software/applications were used in your class before?

- No

- If yes, please precise?

.....

- Other (please specify)

.....

6. VIDEOS Part:

6.1 To what extent videos are used in your class comparing to the other tools?

Always – Often – Sometimes – Rarely

6.2 How often do you watch videos in your free time to help you in your studies?

Always – Often – Sometimes – Rarely

6.3 Do you feel like you improve your English language skills each time by studying with videos?

-Yes

-No

7. **Types of Videos Used**

This section of the questionnaire is focused on the types of videos used and their different usage context and techniques based on the following categories: third party videos, Instructor-created videos, student-created videos, and synchronous video. The definition of each type of video as it relates to this study are provided below.

Third-party videos: Videos created by individuals or organizations outside of the course (e.g., TED talks, Lynda.com, Atomic Learning, movies/films, TV shows, etc.)

Instructor-created videos: created by (or of) you the instructor of the course (e.g., self-recording, recorded lectures, interviews, Online Courses, screencasts/demonstrations, etc.)

Student-created videos: created by students (e.g., self-recording, recorded skits, interviews, screencasts, etc.)

Synchronous: Videos that required live real-time interactions between members (e.g., Skype chats, Google Hangout, Webinar events, etc.)

7.1 Which of the following types of videos you have used mostly? (Please tick all that apply)

-Third-party video

-Instructor-created videos

-Student-created videos

- Synchronous (live) videos

-Other

Please specify:

7.2 Please indicate the frequency in which you have used each type of videos below.

-Third-party Videos:

Frequently used -Used several times -Used once or twice -Never used

-Instructor-created Videos:

Frequently used -Used several times -Used once or twice -Never used

-Student-created Videos:

Frequently used -Used several times -Used once or twice -Never used

-Synchronous Videos:

Frequently used -Used several times -Used once or twice -Never used

-Other

Please specify.....

7.3 What types of Videos help you most to improve your English language skills?

Please

Comment.....

7.4 What is your primary purpose of using these videos?

Please

Comment.....

7.5 Which of the following videos platforms do you rely most to help you in your studies? (Please tick all that apply)

- YouTube

- Vimeo

-Atomic Learning

- Netflix

- Hulu

- Facebook

-TikTok

-Other

Please specify

• Section C: Students' Perceptions

This section of the questionnaire is based on the feelings and perceptions towards the use of videos in Higher Education.

Please carefully read the following statements and tick the relevant box closest to your opinion.

		Strongly Agree	Agree	Neutral	Disagree	
	-Videos help me to enhance my communication skills.					

	<p>- Integrating videos regularly in EFL classes can help us as learners to develop our language skills.</p>					
	<p>- The use of videos facilitates my reflection, analysis, and critical thinking skills in class.</p>					
	<p>- Videos are encouraging and motivating source of learning.</p>					
	<p>- Watching videos gave me better understanding of the lesson.</p>					

	- Watching videos in class sparks my imagination and gives me more creative ideas.					
	- Watching videos help me complete my homework faster.					
	- Watching videos help me better remember the topic was taught in class. memorasing					
	- I think videos in class are time consuming.					
	-I always feel uncomfortable in					

	learning through videos because that makes me confused and disturbed during the lesson.					
--	---	--	--	--	--	--

APPENDIX B: Teachers' Questionnaire

<https://forms.office.com/r/FLa799U81u>

This questionnaire is a part of a research for a doctorate degree which attempts to explore the perceptions of EFL University Teachers on the use of videos in higher education. It also reflects teaching practices and mirrors out the teachers' methods and techniques, in relation to their profession and teaching skills. Your participation in this study and honest response to the questionnaire items are highly appreciated. Your contribution will provide a picture about teaching practices in the Algerian context and would pave the way to global scale. Thank you in advance for your kind collaboration.

Please be assured that your information will remain strictly confidential and will be used solely for the purpose of this research.

And please note that by completing and answering this questionnaire, you consent to participate in the study, with the understanding that the data (including any personal data) you submit will be processed accordingly. ☐

- **Section A: Background Information**

Gender:

Age:

Town/Region:

Teaching Experience/Specialty:

Learners Age/Level:

● **Section B: Teachers' Practices**

The questionnaire below is directed to the EFL teachers to gather information about their uses of videos. (For example: Online Course videos, Films/movies, Lecture presentation tools (computers projection systems, SMART boards), social media (Streaming blogs, wikis, YouTube etc.).

Please read the following statements then thick the right answer and kindly do not skip any statements to the best of your ability:

1- How do you consider the English Language level of student at the current time at university?

Excellent - Above Average – Acceptable Average - Below Average - Very Poor

2- Do you think applying technology as a teaching technique can help learners to improve their English language level?

-YES

-NO

3- Does the English language department provide you with specific curriculum' instructions to follow in teaching EFL classes?

-YES

-NO

4- Have you received training/or attend any workshops in the following?

-NO

-If Yes (please tick all that apply)

- Audio Visual techniques.

- Media Education.

- Communicative techniques

- Other

(Please specify)

5- Which techniques do you use to teach your lessons?

(Please tick all that apply)

- All

- Videos

- Audio recordings
- Educational games/ simulations 2D/3D
- Films/movies
- Online lecture presentations and talks
- Social Media (Blogs, TikTok, YouTube etc.)
- Other (please specify)

6- If you have ticked one/several techniques in the previous question.

Please specify how often do you use them in your lessons?

- All

Always – Often – Sometimes – Rarely

- Videos

Always – Often – Sometimes – Rarely

- Audio recordings

Always – Often – Sometimes – Rarely

- Educational games/ simulations 2D/3D

Always – Often – Sometimes – Rarely

- Films/movies

Always – Often – Sometimes – Rarely

- Online lecture presentations and talks

Always – Often – Sometimes – Rarely

- Social Media (Blogs, TikTok, YouTube etc.)

Always – Often – Sometimes – Rarely

- Other (please specify)

Always – Often – Sometimes – Rarely

7 Videos Section:

7.1 Please indicate the frequency to what extent you use videos in your class comparing to the other tools

Always used -Frequently used – Used Several Times-Used once or twice a week -Never used-

-Other

Comments.....

7.2 Do you often use different videos sources/types in your EFL teaching?

-No

-Yes

7.3 Types of Videos Used

This section of the questionnaire is focused on the types of videos used and their different usage contexts and techniques based on the following categories: third party videos, Instructor-created videos, student-created videos, and synchronous video. The definition of each type of video are provided below.

Third-party videos: Videos created by individuals or organizations outside of the course (e.g., TED talks, Lynda.com, Atomic Learning, movies/films, TV shows, etc.)

Instructor-created videos: created by (or of) you the instructor of the course (e.g., self-recording, recorded lectures, interviews, Online Courses, screencasts/demonstrations, etc.)

Student-created videos: created by students (e.g., self-recording, recorded skits, interviews, screencasts, etc.)

Synchronous: Videos that required live real-time interactions between members (e.g., Skype chats, Google Hangout, Webinar events, etc.)

7.4 Which of the following types of videos you have been regularly using in your classes? (Please tick all that apply)

- Third-party video
- Instructor-created video
- Student-created video
- Synchronous (live) video
- Other

Please specify:

7.5 Please indicate the frequency in which you have used each type of videos below

-Third-party Videos:

Frequently used -Used several times -Used once or twice -Never used

-Instructor-created Videos:

Frequently used -Used several times -Used once or twice -Never used

-Student-created Videos:

Frequently used -Used several times -Used once or twice -Never used

-Synchronous Videos:

Frequently used -Used several times -Used once or twice -Never used

-Other

Please

Specify:

.....

**7.6 Please indicate how you include the video used in your course
(including all types of videos: instructor-created, third-party, student-
created, or synchronous video and other)**

(Please tick all that apply)

- I linked to videos on other sites (YouTube, Lynda.com, Vimeo, etc.)

- I embedded videos from video sources (YouTube, Vimeo, etc.) into Canvas

- I uploaded videos directly to course management system (Canvas)

-Other

Please

comment.....

7.7 How you apply videos in your course?

- Mini lecture
- Full lecture
- Screen recording
- Short videos segment
- Full video segment
- Other

Please specify.....

7.8 What is the main purpose of videos use in your course?

- Course introduction
- Introduction to assignments or specific tasks
- Student feedback
- Class peer/group discussions
- Inspiration/Motivation/Entertainment

-Other

Please

comment

.....

7.9 In your course, what is the approximate average time length of the videos?

-Less than 3 minutes

-3 to 5 minutes

- 5 to 10 minutes

-10 to 15 minutes

-More than 15 minutes

-More than 30 minutes

-More than 60 minutes

-Other

Please specify

7.10 Which of the following videos platforms did you use to share or embed videos for your course? (Please tick all that apply)

- YouTube
- Vimeo
- Atomic Learning
- Netflix
- Hulu
- Facebook
- TikTok
- Canvas built-in video feature
- Other

Please specify

● **Section C: Teachers' Perceptions**

This section of the questionnaire is based on the feelings and perceptions towards the use of videos.

Please read the following statements then thick the right answer and kindly do not skip any statement to the best of your ability:

		Str ong ly Agr ee	A g r e e	Neu tral	Disa gree	Stro ngly Disa gree
	- I believe the use of videos can be a useful, an effective and a powerful teaching resource in the EFL classroom.					

	<p>- In teaching, I think that the use of videos can be very useful for the lesson's timing and management.</p>					
	<p>-I believe that most students feel motivated once Videos are used in class more than any other tools.</p>					
	<p>- I believe that the use of videos in class help to increase student engagement in the course.</p>					
	<p>-I think that the use of videos during EFL classes is very efficient for most students, in</p>					

	terms of improving their language skills.					
	-I think that the use of videos in classes can help students to focus more attentively on the topic discussed.					
	-I don't use videos. Because I have lack of training in digital teaching.					
	-I think using videos as teaching materials requires time which I do not have.					
	-I think it is difficult to put the subject-matter content effectively using videos only.					

	<p>-I believe that students are less likely to remain serious and committed to their studies while using videos in lessons.</p>					
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APPENDIX C: Teachers Interviews' Questions

Q1- Tell me a little bit about your teaching experience during these few past years?

Q2- Did the pandemic factors impact your teaching experience?

Q3- How have the recent changes applied to education sector caused by Covid-19 impacted on your use of technology?

Q4- What are the main techniques did you use to achieve your teaching objectives?

- Are there are some techniques given in the curriculum that you should work with? Or do you choose your own techniques?

-What student learning and behavioural difficulties have affected your use of these techniques?

-What are the challenges you face as a teacher of EFL in higher education?

(Consider curriculum, techniques, training, access of tools and equipment ...)

Q5- Talking about teaching techniques, have you ever used videos as a teaching resource?

Q6- What are your teaching approaches you use during incorporating videos in your lessons?

- Which types of videos you regularly have been using?

Q7- Thinking of the gap in the way the English language is taught during these past years. What do you think of the use of videos as a teaching resource in EFL classes according to your teaching experience?

Q8- How do you think videos can help learners improve their English language?

Q9-To what extent you see its effectiveness in helping learners improving their English language in their expertise.

Q10- According to your teaching experience with the use of such technique, what are the best ways and instructions to make the best use of videos in EFL classes?

Q11-What are the main factors and barriers that have influenced your use of this kind of teaching technique?

Q13- Final views, according to your perspective and based on your teaching experience, what suggestions could be made for the implementation of videos for EFL classes in Higher Education alongside with the educational curricula in the future?

APPENDIX D: Pre- Tests & Post-Tests

The Pre-Test 1

Speaking

- Complete the dialogue below. Share the information with a colleague

1-Hello, my name is

What's your name?

What's your date, of birth?

2-I am going to ask some questions, please answer in full sentences:

3-Can you spell (your name)?

4-Where do you come from?

5-Are you married?

6-Tell me about your best

friend.

7-What is your favourite

drink?

8-What time do you usually get up in the

morning?

9-What do you usually do in the
afternoon?

10-Tell me about your
hobbies? Thank you
very much. It's been a pleasure talking to you

Written Expression

➤ Arrange the words to make affirmative sentences. Place time expressions
at the end

of the sentences. Example: go / now / home / will / I → I will go home now.

give / the present / tomorrow / we / him / will →
.....

your / work / does / father / where →

by / comes / to / bus / school / she →
.....

grade / are / in / you / which →

father / in / works / a / bank / her →
.....

Grammar Focus

➤ Choose the right word to complete the sentences

1. Last week, Louise *met*meet*meeting* some friends at her new school.
2. She *invite* invited*invites* all of them to dinner at her house on Saturday evening.
3. Louise wrote the things she needed to buy for the meal on a *pieces*a piece*few* of paper.
4. She was *hungry* busy*happy* on Saturday morning so she went shopping in the afternoon.
5. When the meal was *cook* ready*cooking* everyone sat down to eat.

Pre-Test 2

Speaking

- Choose the country that each meal is typically from. Talk about it in peer work

1. ****Paella****

- a) France
- b) Spain
- c) Mexico

2. ****Biryani****

- a) Turkey
- b) India
- c) Switzerland

3. ****Moussaka****

- a) Greece
- b) Italy
- c) England

4. ****Tacos****

- a) Spain
- b) Turkey
- c) Mexico

5. ****Croissant****

- a) France
- b) Switzerland
- c) America

6. ****Rösti****

- a) Switzerland
- b) India
- c) Greece

7. ****Shepherd's Pie****

- a) Italy
- b) England
- c) Turkey

8. ****Fondue****

- a) America
- b) France
- c) Switzerland

Writing Expression

← BREAKFAST AROUND THE WORLD →		
		
THE UNITED STATES	JAPAN	COSTA RICA
☐ cereal with milk ☐ fresh fruit ☐ orange juice ☐ coffee ☐ pastries	☐ fish ☐ rice ☐ soup ☐ pickles ☐ green tea	☐ rice and beans ☐ eggs ☐ red peppers ☐ bananas ☐ coffee with milk

What do you have for breakfast? Check (✓) the foods and drinks.
What else do you have for breakfast?

Post-Test 1

Reading Comprehension

IN SEARCH OF GOOD ENGLISH FOOD

1. How come it is so difficult to find English food in England? In Greece you eat Greek food, in France French food, in Italy Italian food, but in England, in any High Street in the land, it is easier to find Indian and Chinese restaurants than English ones. In London you can eat Thai, Portuguese, Turkish, Lebanese, Japanese, Russian, Polish, Swiss, Swedish, Spanish, and Italian - but where are the English restaurants?

2. It is not only in restaurants that foreign dishes are replacing traditional British food. In every supermarket, sales of pasta, pizza and poppadoms are booming. Why has this happened? What is wrong with the cooks of Britain that they prefer cooking pasta to potatoes? Why do the British choose to eat lasagne instead of shepherd's pie? Why do they now like cooking in wine and olive oil? But perhaps it is a good thing. After all, this is the end of the 20th century and we can get ingredients from all over the world in just a few hours. Anyway, wasn't English food always disgusting and tasteless? Wasn't it always boiled to death and swimming in fat? The answer to these questions is a resounding 'No', but to understand this, we have to go back to before World War II.

3. The British have in fact always imported food from abroad. From the time of the Roman invasion foreign trade was a major influence on British cooking. English kitchens, like the English language, absorbed ingredients from all over the world - chickens, rabbits, apples, and tea. All of these and more were successfully incorporated into British dishes*. Another important influence on British cooking was of course the weather. The good old British rain gives us rich soil and green grass, and means that we are able to produce some of the finest varieties of meat, fruit and vegetables, which don't need fancy sauces or complicated recipes to disguise their taste.

4. However, World War II changed everything. War time women had to forget 600 years of British cooking, learn to do without foreign imports, and ration their use of home-grown food.

The Ministry of Food published cheap, boring recipes. The joke of the war was a dish called Woolton Pie (named after the Minister for Food!). This consisted of a mixture of boiled vegetables covered in white sauce with mashed potato on the top. Britain never managed to recover from the wartime attitude to food. We were left with a loss of confidence in our cooking skills and after years of Ministry recipes we began to believe that British food was boring, and we searched the world for sophisticated, new dishes which gave hope of a better future.

The British people became tourists at their own dining tables and in the restaurants of their land!

This is a tragedy! Surely food is as much a part of our culture as our landscape, our language, and our literature. Nowadays, cooking British food is like speaking a dead language. It is almost as bizarre as having a conversation in Anglo-Saxon English!

5. However, there is still one small ray of hope. British pubs are often the best places to eat well and cheaply in Britain, and they also increasingly try to serve tasty British food. Can we recommend to you our two favourite places to eat in Britain? The Shepherds Inn in

Melmerby, Cumbria, and the Dolphin Inn in Kingston, Devon. Their steak and mushroom pie, Lancashire hotpot, and bread and butter pudding are three of the gastronomic wonders of the world!

TASK 1. Match parts (1-5) with a summary below.

- A** Historical and climatic influences on British cooking.
- B** There's everything except an English restaurant
- C** The legacy of World War II.
- D** Where there is hope for the future.
- E** The British love affair with international cooking.

1	2	3	4	5

TASK 2. Choose the best answer (A, B, or C) to the following statements (1-6).

1. The writers believe that British cooking

- A has always been very bad.
- B was good until World War II.
- C is good because it is so international.

2. They say that the British

- A eat only traditional British food in their homes.
- B don't like cooking with foreign ingredients.
- C buy lots of foreign ingredients.

3. It is considered that the British weather

- A enables the British to produce good quality food.
- B often ruins fruit and vegetables.
- C does not influence British food as much as trade.

4. World War II had a great influence on British cooking because

- A afterwards the British produced good cheap recipes.
- B people had limitless supplies of home-grown food.
- C people discovered different kinds of food from around the world.

Grammar Focus

Adverbs of frequency

always usually often sometimes eat breakfast. hardly ever never Sometimes I eat breakfast.	Do you ever have fish for breakfast? Yes, I always do. Sometimes I do. No, I never do.	100% 0%	always usually often sometimes hardly ever never
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GRAMMAR PLUS see page 140

A Put the adverbs in the correct places. Then practice with a partner.

usually

A: Do you ^{usually} have a big breakfast? (usually)

B: Well, on Sunday I have a big breakfast with my friends. (always)

A: Do you eat breakfast at work on weekdays? (ever)

B: Yes, I have breakfast at the office restaurant. (sometimes)

A: Do you eat breakfast at your desk? (often)

B: No, I eat breakfast at my desk. (hardly ever)



B Unscramble the sentences.

1. I / have / hardly ever / beef / for lunch I hardly ever have beef for lunch.
2. when I watch TV / I / snacks / eat / never _____
3. eat / for / eggs / breakfast / sometimes / I _____
4. have / I / dinner / with / usually / family / my _____

C Rewrite the sentences from part B with your own information.

Then compare with a partner.

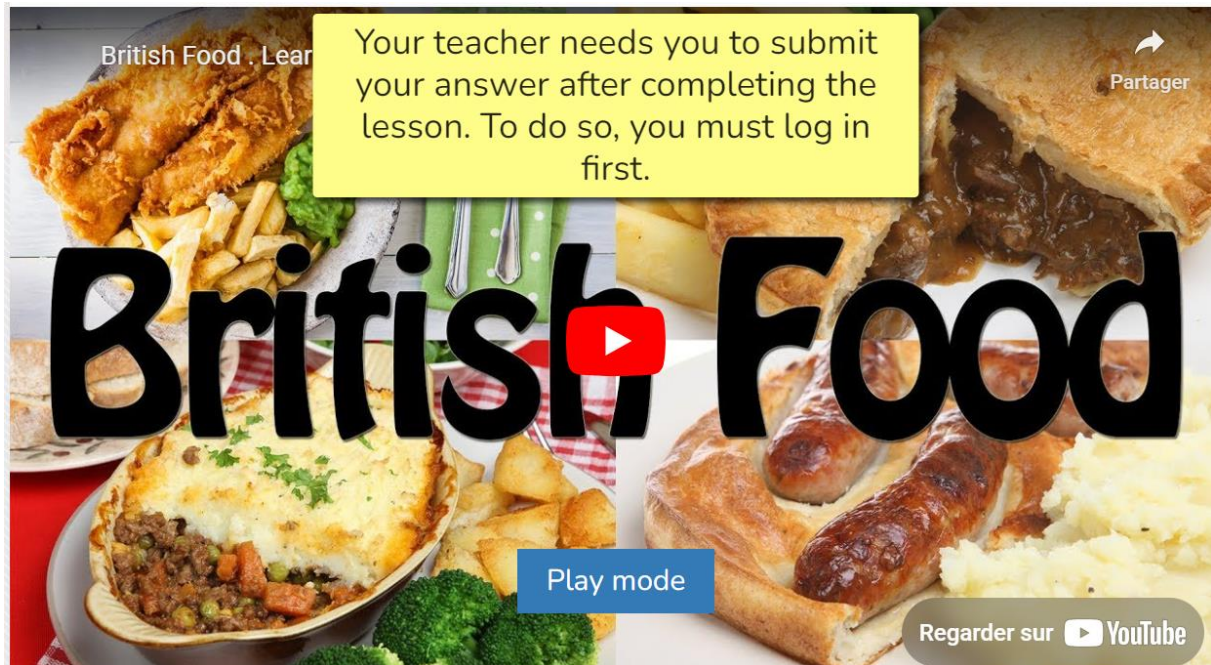
A: I usually have beef or chicken for lunch.

B: I never have beef. I don't like it. I often have fish and a salad for lunch.

Post-Test 2

Task Description

The students are asked to watch the video and answer a variety of questions that focus primarily on comprehension (listening and reading), and secondly on visual stimuli. The quiz will be held in an interactive way (the teacher will pause the video when necessary)



Video details

Scene summary

This video raises the cultural awareness of the students by introducing the main dishes in the British cuisine. <https://en.islcollective.com/english-esl-video-lessons/vocabulary-practice/general-vocabulary-practice/present-simple-tense/traditional-british-cuisine/49499?video-code=t40vlebReP>

1. Guess the end.

What is a common belief for British food all over the world?

2. Choose the correct options.

If food is bland, it is...

tasty

tasteless

unhealthy

3. Fill the gap.

In the UK you can find restaurants that serve cuisine.

4. Choose the correct options.

English breakfast doesn't taste good, but is very healthy.

True

False

5. Choose the correct options.

Which of the following is not included in the English breakfast?

tomatoes

butter

cheese

6. Choose the correct options.

What does the word "convenient" mean in this context? (more than 1 answer correct)

easy

useless

timesaving

tasty

7. Guess the end.

What does the name BLT mean?

8. Guess the end.

Where does the sandwich takes its name from?

9. Guess the end.

Do you like tea?

10. Choose the correct options.

The English people only drink their tea strong.

True

False

11. Guess the end.

Why do the French people call the English people "Rosbif"?

12. Choose the correct options.

The Fish and chips dish is served with raw peas.

True

False

13. Fill the gap.

The cottage pie is made of

APPENDIX E: Consent Form

ETHICAL CONSENT FORM

I, the undersigned, declare that I am willing to take part in research for the project entitled **“Investigating EFL Teachers’ and Students’ Attitudes towards the Use, Effectiveness and Barriers of Videos in Higher Education”**.

- I declare that I have been fully briefed on the nature of this study and my role in it and have been given the opportunity to ask questions before agreeing to participate.
- The nature of my participation has been explained to me, and I have full knowledge of how the information collected will be used.
- I am aware that my participation in this study will be audio/video recorded and I agree to this. However, should I feel uncomfortable at any time, I can request that the recording software be switched off.
- I am aware that such information may also be used in future academic presentations and publications about this study.
- I fully understand that there is no obligation on me to participate in this study.
- I fully understand that I am free to withdraw my participation without having to explain or give a reason, up to a period of two weeks after the data collection is completed.
- I know that I have been asked not to discuss the content of the other participants, or the identity of its participants with anyone.
- I acknowledge that while the researcher has asked all participants to maintain confidentiality in the above manner, the researcher cannot guarantee that individual participants will adhere to this request.
- I acknowledge that the researcher does guarantee that they will not use my name or any other information that would identify me in any outputs of the research.
- I declare that I have read and fully understand the contents of the Research Privacy Notice.

Signature of participant

Date

Signature of Investigator



Date **20/03/20**

Consent to Contact about Similar Future Research

Yes No

I explicitly consent to the University contacting me as part of current or similar future research and holding my contact details on its database for the purpose of contacting me.

☐☐

APPENDIX F: Information Letter

INFORMATION LETTER (Questionnaires & Interviews)

Dear Teachers & Students,

My name is Zahira Hammadi, and I am currently studying for a PhD in TESOL at the School of Modern Languages and Applied Linguistics. As part of my studies, I am carrying out a research project entitled **“Investigating EFL Teachers’ and Students’ Attitudes towards the Use, Effectiveness and Barriers of Videos in Higher Education”**.

What’s the study?

The aim of the study is to investigate both EFL teachers’ and EFL students’ perspectives and attitudes towards the use of different technologies and more precisely the use of Videos for language teaching, including the use, the effectiveness and the challenges encountered in higher education.

What will I be expected to do?

As a participant, you will be asked to be involved in semi-structure interviews, which is the second stage after completing an online questionnaire. These interviews will be hold Online, in which we aim getting extensive discussion further about some points included in the questionnaires. This will be recorded (audio only). Finally, an audio recording will be made of a naturally occurring casual conversation between you and the researcher. The topic of conversation should be kept work-related but on your own terms.

When and where?

The semi-structured interviews will be recorded at a time that is convenient for you and the researcher for up to a maximum of 10 minutes, it will be hold Online through MS Teams/Zoom Meeting on a date of your choosing.

Can I withdraw participation?

Yes. You have the right to withdraw your consent either before the study commences or up to 14 days after data collection is complete. Simply contact me and I will see that your data is

destroyed. You also have the right to view the anonymised transcripts of the recordings and to have any part of your own personal discourse removed.

What about my right to anonymity and confidentiality?

The findings from the study will be written in my PhD dissertation and may be published in academic journals/books and used in conference papers in the future. However, your personal identity will still be always remained anonymous. I will ensure that no clues to your identity, that of your colleagues or your institution appear in the thesis. Any extracts from what you say will be anonymised, i.e., names of persons and institutions will be either omitted or changed entirely (e.g., Teacher 1, Teacher 2 etc.), as appropriate. Neither will the audio recordings be used in the dissemination of the research; they will serve only to allow the researcher to transcribe the spoken data accurately. While I cannot guarantee that another member of your department colleagues may not disclose details of those discussions. However, I would request that members respect the anonymity and confidentiality of all participants.

What will happen to the data?

All data will be password-protected and securely stored on my personal computer and external hard drive. Cloud-based storage will not be used. The audio files will be destroyed once I have transcribed and anonymised them.

What are the possible disadvantages of taking part?

I don't envisage any negative consequences for you in taking part. On the contrary, I hope to provide some interesting insights into our professional identity as university language teachers. In addition, it is hoped that this study will simultaneously inform debates and policy decisions on how we can ensure that both EFL teachers and EFL learners have the skills, knowledge, and attitudes necessary to benefit from the opportunities presented by technology in the future.

Best Wishes,

If you have any queries or would like more information about the project, please contact:

Principal Investigator:

Zahira Hammadi

Zahira10hmd@gmail.com

ملخص

الهدف من هذه الدراسة هو التحقيق في وجهات النظر والمواقف كل من اساتذة وطلاب اللغة الإنجليزية تجاه استخدام مقاطع الفيديو والتحديات التي تواجههم في التعليم العالي. السياق المحدد الذي يتم فيه إجراء هذا البحث هو تدريس اللغة الإنجليزية كلغة أجنبية على مستوى الاول، وتحديدًا في قسم اللغة الإنجليزية كلية اللغات الأجنبية في جامعة محمد بن أحمد وهران 2، وجامعة الجزائر 3. استخدم هذا البحث نماذج مختلفة لتصميم التجربة بناءً على احتياجات الطلاب وكفاءاتهم. أظهر التقييم أن استخدام برنامج أشرطة الفيديو يشتمل على بعض التحديات التي تمت معالجتها ثم تم اقتراح طرق للتغلب عليها. يُعتقد أن هذه الأطروحة تساهم في فهم وضعية تدريس اللغة الإنجليزية ضمن استخدام التكنولوجيا في سياق التعليم العالي في الجزائر. كما يقدم رؤى حول احتياجات طلاب وأساتذة اللغة الإنجليزية وما قد يتوافق مع أهداف نظام ل.م.د.

الكلمات المفتاحية: مقاطع فيديو موثوقة؛ منهج القائم على الكفاءة؛ نظريات التعلم عن بعد؛ النصوص المتعددة الوسائط؛ الأجهزة الإلكترونية؛ أقسام الدراسة التقليدية؛ فيديوهات يوتيوب

Investigating EFL Teachers and Students' Attitudes towards the Use, Effectiveness and Barriers of Videos in Higher Education

Summary

The aim of this study is to investigate the perspectives and attitudes of both EFL teachers and EFL students towards the use of videos, their effectiveness, and the challenges encountered in higher education. The specific context within which this research is conducted is English as a Foreign Language teaching at the graduate level, specifically at the Department of English, in the Faculty of Foreign Languages, in the University of Mohammed Ben Ahmed Oran 2, and in the University of Algiers 3. This research employed various paradigms and designs to tailor the experiment to students' needs and competencies. The evaluation showed that the use of videos addressed some challenges, and then methods were suggested to overcome them. This dissertation is believed to contribute to understand the English teaching situation within technology use in the EFL context of Algeria. It also offers insights into the needs of EFL students and teachers, as well as what might align with the objectives of the LMD system.

Keywords: Authentic videos; Competency-based approach; Distance learning theories; Multimodal texts; online materials; Traditional classrooms; YouTube videos

Étudier les attitudes des enseignants et des étudiants de l'EFL à l'égard de l'utilisation, de l'efficacité et des obstacles des vidéos dans les établissements d'enseignement supérieur

Résumé

Le but de l'étude est d'examiner les perspectives et les attitudes des enseignants et des étudiants en EFL à l'égard de l'utilisation de vidéos, de l'efficacité et des défis rencontrés dans l'enseignement supérieur. Le contexte spécifique dans lequel cette recherche est menée est l'enseignement de l'anglais comme langue étrangère au niveau du premier cycle, plus précisément au département d'anglais, faculté des langues étrangères, Université Mohammed Ben Ahmed Oran 2, et l'Université d'Alger 3. Cette recherche a utilisé différents paradigmes et conceptions pour concevoir l'expérience en fonction des besoins et des compétences des étudiants. L'évaluation a montré que le programme de vidéos comportait certains défis abordés et des méthodes suggérées pour les surmonter. Cette thèse est censée contribuer à comprendre la situation de l'enseignement de l'anglais dans le contexte de l'utilisation des technologies en EFL en Algérie. Il donne également un aperçu des besoins des étudiants et des enseignants de l'EFL, ainsi que de ce qui pourrait être conforme aux objectifs du système de LMD.

Mots-clés : Vidéos authentiques; CBA; Théories de l'apprentissage à distance; Textes multimodaux; Matériel en ligne; Salles des classes traditionnelles; Vidéos de YouTube