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**The Benefits of Using Videos as a Motivational Element  
in Learning English Language.**  
**Case of : Fourth Grade Primary School Pupils in  
Belaiba**

**Dissertation Submitted to the Department of English in Partial Fulfilment of the  
Requirements for the Degree of Master in Linguistics**

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## **Dedication**

*Whoever says: "I am hers" (gets her), and I am hers. If she refused, against her will, I brought her. I will get her, and today I embrace great glory. It was a difficult road, but I made it, thank God. I dedicate this study to God Almighty, our Creator, our strong pillar, our inspiration, our wisdom, our knowledge, and our understanding. He has been our source of strength throughout this study and it is only on his wings that we fly. We also dedicate this work to Who strive to enjoy comfort and luxury and do not skimp on what they have to push us on the path to success, who taught us to climb the stairs of life with wisdom and patience, to my dear father and mother, whose love runs through my veins, and my heart always remembers them, to my brothers and sisters.*

*To the one who taught us letters of gold and words of jewels, among the most sublime and sweetest sentences in all knowledge. Who simply reformulated their knowledge for us, and whose ideas are a beacon that guides us on the path of knowledge and success, to our esteemed teachers and professors.*

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## **Abstract**

*Videos became a useful tool in the field of teaching English as a foreign language, especially when dealing with young learners who had no previous exposure to the language. The current study was conducted to investigate the effectiveness of using video clips in teaching English to young learners. The hypothesis in this study was adapted to the use of video clips. The tool used in this work was a set of questions asked to a group of participants using a questionnaire to collect the necessary data. The process was conducted in several schools, where 10 teachers were selected. The data collected showed at the end of the process that there was a significant difference between the results with the use of videos and without them, highlighting the effectiveness of using video clips in teaching English to pupils. These results suggest positive effects on the use of videos in teaching English to young learners; These observations may or may not be conclusive considering that the design used in this research is a questionnaire design*

*Keywords : pupils, EFL Teachers, Videos*

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# **General Introduction**

## **Introduction**

These videos provide a rich and stimulating learning environment that contributes to enhancing students' understanding of the language and developing their language skills. Video is a powerful tool to capture students' attention and increase their motivation to learn. It can be integrated into lessons to showcase content, start discussions, and provide live examples that enhance the learning experience. In the next chapter, we will learn about both videos and motivation, as well as the types of each.

### **1. Background of the Study**

Ever-changing technological advancements present new openings for preceptors to incorporate online accoutrements and videos into traditional classroom situations, allowing both learning and tutoring to become more intriguing and meaningful. A great advantage of video accoutrements is that they provide original and authentic input, as they are produced primarily for native speakers. Examples include films, different television programs, and songs.

Videos can be used in a variety of educational and tutoring settings in the classroom, serving as a way of presenting content, initiating discussion, providing illustrations for certain topics, and facilitating self-study and evaluation situations. Since the 1970s and 1990s up until the recent period, video has been widely used as a tutoring device. EFL researchers and preceptors, such as McGovern (1983), Lonergan (1984), Secules et al. (1992), Swaffar and Vlatten (1997), and Pan and Yang (2010), have emphasized the significance of integrating video as an educational aid in the English classroom.

Using videos became prevalent in the early twentieth century because scholars began spending more time with audiovisual aids than using handbooks. In this regard, the employment of videos in the process of English learning has long been the focus of numerous studies (Balbay

and Kilis, 2017). Former scholars believe that exposing learners to videos can offer cultural surroundings for the target language (Mekheimer, 2011). Additionally, learners become more motivated to learn when videos are used in the class (Altman, 1989; Swaffar and Vlatten, 1997).

Video systems highlight the advancement of ICT use in academic institutions (Huang, 2015). Preceptors should make the content relevant to the student's needs in the process of incorporating ICT into their assignments to increase students' motivation to learn. The educational value of video lies in relating knowledge and improving understanding (Huang, 2015). Mekheimer (2011) also stated the significant role of video in instruction, as shown in the results of his study. According to him, videos have an effective role in developing students' language skills, including listening, speaking, writing, and reading.

However, while video can aid language learning, it is not necessarily a requirement. The effectiveness depends on how videos are used and how well the teacher integrates them into their teaching. Li and Hart (1996) highlight the Internet, with its multimedia capabilities and interactive functions, as an attractive medium for conducting instruction. Meloni (1998) cites increased student motivation, authentic language, and global awareness as reasons for its use in language learning.

According to Paulsen (2001), the effective use of online materials may provide positive outcomes for learners, much like immersion in the language and culture while studying abroad. Two important reasons cited for such positive performance are authenticity and motivation. Paulsen suggests that the question is no longer whether to take advantage of electronic technologies in foreign language instruction, but how to harness and guide students in their use (p. 10-14). Chuo and Kung (2002) report positive results using a variety of EFL/ESL websites with supplementary material with college students. Beatty (2003) presents a clear overview of

the increasingly important role of computers in language learning and points out how computer-supported language learning (CALL) is continually evolving with new technologies. Campbell (2004 & 2007) describes how blogs and Flickr (photo sharing) may be used to enhance learning potential in EFL classrooms.

In sum, when considering the broader scope of research in this area, including studies conducted by various researchers, the overarching goal remains to evaluate the effectiveness of using videos and integrating them into foreign language instruction. Collectively, these studies demonstrate a consensus regarding the high efficacy of video-based teaching methods in enhancing language learning outcomes.

## **2. Statement of the problem**

This paper explores the benefits of videos and their integration into English language classrooms. It highlights the use of educational films, interviews, and advertisements created globally to convey ideas and beliefs. The study advocates for the strategic use of videos to build a strong English vocabulary foundation for learners. It aims to show how videos can improve students' English performance and motivate them to acquire the language.

## **3. Research Questions**

- What is the impact of using educational videos on academic achievement for primary school pupils in Belaiba village ?
- How can videos be developed as a tool to motivate learners to acquire the English language?

#### **4. The Significance of the Study**

Video makes the meaning clearer through clarification Everything in a way that is not possible with Words that indicate the famous saying “ A picture is worth a thousand words.” According to Tomalin (1981) Language teachers' research Like video because it motivates and attracts learners The real world in the classroom, It naturally contextualizes and empowers language Learners to experience authentic language.

The significance of this research lies in the growing popularity of video technology among both students and teachers. For students, video technology helps address negative behaviors and attitudes like shyness, fear of public speaking, and classroom distractions. It also ignites their curiosity about educational videos and speaking activities, motivating them to explore innovative methods of language learning.

#### **5. Research Methodology**

This research is conducted on the basis of a specific research methodology in order to Achieving desired goals. In order to verify the hypothesis, the researchers chose a questionnaire based on the quantitative descriptive approach in the investigation process to collect data that may help answer the research questions.

The sample of this study is a group of 10 teachers in the fourth grade of primary education.

A random sample of English teachers who taught fourth-year primary school students. The reason for this choice is that it is more academic. A questionnaire distributed to teachers. This questionnaire helped us analyze and determine the usefulness of using videos as a means of motivation in the process of learning and acquiring the English language.

## **6. Study Structure**

This study is divided into three main chapters. The first chapter presents and focuses on teaching English specifically designed for children by incorporating educational videos as a motivational tool.

The second chapter is Methodology And Research Design, the last chapter deals with the practical aspects of the study and is also divided into two sections. The first section presents the study methodology and provides a comprehensive overview of the field work procedures represented in analyzing the questionnaire results. The second section focuses as a whole on integrating video technology into educational curricula.

# Chapter One: Literature Review

## Introduction

Educational videos are a powerful resource for learners, offering an engaging and interactive way to enhance their educational experience. By combining visual and auditory elements, these videos cater to different learning styles and help simplify complex concepts, making them easier to understand and retain. Educational videos also provide access to a vast array of information and resources, broadening learners' horizons and deepening their knowledge. They can introduce new perspectives, demonstrate practical applications, and offer immersive experiences that enhance the overall learning process. By leveraging the power of video, learners can engage more deeply with the content, fostering a greater curiosity and enthusiasm for their studies..

## Section one : Videos

### 1. Definition of Videos

Video technology was first developed for television systems, but it has been further developed in many formats to allow different consumers for video recordings. Generally speaking, there are two main types of video: analog video and digital video. Videos effectively capture both visual and audio information, storing it in various formats (Pera Nurfathiyah et al., 2011). Compared to other multimedia elements, videos are among the most dynamic and realistic (Siti Hajar and Rageni, 2019). They combine graphic, audio, and visual elements within a specific timeframe, allowing the content to be watched repeatedly (Afizal & Ahmad Fauzi, 2015). Canning-Wilson

(2000) defines video as the strategic selection and arrangement of messages within an audio-visual context. By contextualizing knowledge within real-life scenarios, video techniques facilitate learners in comprehending and retaining information effectively.

## **2. Types of Videos**

In general, there are two types of videos namely analog and digital videos. Digital video is represented as a sequence of digital images and according to ‘ John Watkinson’ in his book titled (The Art of Digital Video Fourth Edition) this type uses a third sampling process whereby a continuous line is replaced by a row of picture elements or pixels. Such a system was first proposed by Ayrton and Perry as early as 1880, a century before it could widely be adopted. Analog video is a video signal represented by one or more analog signals. Its color signals include luminance, brightness (Y), and chrominance (C). It can be carried in separate channels. It is used in both consumer and professional television production applications. Video effectively captures both visual and audio information, storing it in various formats (Pera Nurfathiyah et al., 2011). Compared to other multimedia elements, video is one of the most dynamic and realistic (Siti Hajar and Rageni, 2019). It combines graphic, audio, and visual elements within a specific timeframe, and the result can be viewed repeatedly (Afizal & Ahmad Fauzi, 2015).

## **3. The Goals of Teaching English with Video Materials**

The impact of using video materials to teach English often does not align well with the efforts made by teachers and learners because teachers may lack clear objectives for classroom activities. It is essential for language teachers to have clear goals when using video materials in the classroom. They need to prepare and implement their teaching plans effectively to achieve these goals. Generally, language teachers can establish three primary objectives for their instruction with video materials.

The primary goal is to develop EFL learners' language skills, particularly their listening and speaking abilities. Video materials serve as visual aids for the listening exercises EFL learners engage with. Learners often struggle to maintain attention during long conversations or passages without visual aids. Videos provide additional information and help keep learners focused on the auditory material. Moreover, authentic video materials create a more realistic language learning environment, stimulate learners' interest in English, and enhance their overall linguistic competence. Language learning theories suggest that the process of language learning comprises three key components: language input (reading and listening), assimilation (internal processing and memorization), and language output (speaking, writing, and translation).

## **Section Two : Motivation**

### **1. Definition of Motivation**

Motivation is the driving force that initiates, guides, and sustains goal-oriented behaviors. It is usually defined as an internal state that arouses, directs, and maintains behavior(Woolfolk, 2005). Motivation, in the context of psychology and education, refers to the processes that initiate, guide, and maintain goal-oriented behavior. It is the internal or external drive that compels individuals to take action, persist in their efforts, and achieve desired outcomes. Here are a few citations that define motivation: According to Ryan and Deci (2000), motivation is "the energization and direction of behavior." In the book "Motivation and Learning Strategies for College Success" by Myron H. Dembo (2001), motivation is described as "the willingness to exert effort to achieve goals." The American Psychological Association's Dictionary of Psychology defines motivation as "the process that initiates, guides, and maintains goal-oriented behaviors." In the context of

education, Ames (1992) defines motivation as "the psychological process that gives behavior purpose and direction."

These definitions collectively emphasize the dynamic nature of motivation, encompassing factors such as energy, persistence, goal orientation, and the psychological processes underlying behavior.

## **2. Types of Motivation**

There are several types of motivation linked to psychology and education. The first type is "intrinsic motivation," which comes from within an individual, driven by personal enjoyment, interest, or satisfaction derived from the task itself (Deci & Ryan, 1985; Vallerand, 1997). The second type is "extrinsic motivation," involving engagement in behavior to earn rewards or avoid punishment, rather than for the inherent enjoyment of the activity (Deci, Koestner, & Ryan, 1999; Lepper & Henderlong, 2000). The third type is explained by "self-determination theory" (SDT), which distinguishes between different types of motivation based on the degree of autonomy and internalization of goals (Ryan & Deci, 2000; Deci & Ryan, 2002).

## **3. Relationship between Motivation and videos in Teaching English**

Motivation is a part of education that teachers must master, along with having methods, Models, strategies, scoring, foundations of education, educational psychology and curricula. So, the motivation is an important element that must be achieved on the basis of Algerian education systems. Regarding learning media, some research has proven that video can enhance students' learning ability. Video offers some chances that can be used as a motivator in class, without difficulties. When seeing a reenacted visual scene, video gives visual cues such as the environment, which can lead to and produce prediction, speculation, and the opportunity to

activate background schemata. It might be argued that video language can assist nonnative speakers in comprehending stress patterns. Through the use of authentic language and speech speed in diverse settings, videos allow the learner to see body rhythm and speech rhythm in second language discourse. Contextual clues can be provided through videos. Furthermore, video can pique and maintain a student's interest. Some researchers emphasized the importance of considering the relevance as an accompanying factor to design lesson planning based on multimedia (Hung et al., 2018; Rodgers & Webb, 2017).

#### **4. The Advantages of Video Materials in English Teaching**

The use of video materials offers numerous advantages, such as stimulating students' autonomy and proactivity. When teachers incorporate video materials into their English classrooms, students can directly gain extensive cultural background information and emotional insights related to the learning materials. This enables them to exercise autonomy in their language learning. Additionally, while watching the videos, students can immerse themselves in the vivid atmosphere created by the content and grasp the pragmatic aspects of the language used by the characters. Compared to traditional English teaching methods, courses that incorporate video materials effectively implement student-centered teaching strategies. Videos can be more motivating than other forms of authentic material because they are often entertaining. According to Christopher and Ho (1996, p. 86), the inclusion of music and various setting elements can make learning enjoyable. Additionally, video movies offer topics and ideas that learners can discuss. Maneekul (2002) conducted a study on using authentic materials and tasks to enhance listening skills in undergraduate students majoring in English. The results showed that students' listening skills significantly improved when using authentic materials and tasks after watching videos of native speakers. Videos enhance oral comprehension, stimulate interaction and communication among

classmates, promote cross-cultural awareness, and are adaptable for students at any level of English language proficiency. Tomalin (1992) posits that “video”conveys meaning better than anything else media”. The benefit of this technology almost universally recognized proponents of using video in teaching english as a foreign language maintain that it can be used successfully for teaching culture we agree that videos motivate pupils to acquire the target culture as well language. According to Tomalin (1992) the concept of culture has given rise to many... . Controversy in the literature of many definitions functional behavioral cognitive symbolic Psychosocial Anthropology The last two are of paramount importance teacher of english as a foreign language.

### **Section Three : Theories**

#### **1. Social Constructivism**

**1.1 Theory :** Social constructivism, primarily developed by Lev Vygotsky, emphasizes the importance of social interactions and cultural context in learning. According to this theory, learning occurs through collaborative interactions with others, where knowledge is co-constructed.

**1.2 Application to Videos :** Using videos in English language learning can facilitate social constructivism by providing a shared context for discussion and collaboration. For example, students can watch a video together and then engage in group discussions, role-plays, or collaborative projects based on the video's content. This interaction enhances motivation by making learning a social and engaging activity, allowing students to learn from each other and the media they consume.

## **2. Cognitive Constructivism**

**2.1 Theory:** Cognitive constructivism, associated with Jean Piaget, focuses on the individual's internal processes and how they construct knowledge through experiences. Learning is seen as an active process where learners build new ideas or concepts based on their current/past knowledge.

**2.2 Application to Videos:** Videos can serve as rich sources of information and context that stimulate learners' cognitive processes. By integrating videos that are relevant and engaging, pupils can connect new language concepts to their existing knowledge. For example, videos with contextual storytelling or real-life scenarios can help students visualize and understand abstract language concepts, making learning more meaningful and motivating.

## **3. Situated Learning Theory**

**3.1 Theory:** Situated learning, proposed by Jean Lave and Etienne Wenger, suggests that learning is most effective when it occurs in the same context in which it is applied. This theory emphasizes the importance of context and authentic activities in the learning process.

**3.2 Application to Videos:** Videos can create immersive and authentic learning environments that closely mimic real-life situations where English is used. For instance, videos depicting everyday conversations, cultural events, or professional scenarios can provide students with contextually rich and realistic examples of language use. This authenticity makes learning more relevant and motivating, as students can see the practical applications of what they are learning and are more likely to engage with the content.

## **Conclusion**

The first section of the literature review dealt with teaching English using video. I started by defining video clips and mentioning their types. As is the case with motivation and its types, in addition to introducing the objectives of using video in teaching the English language and presenting some of them. The benefits of using this technology and integrating it in teaching this language to children. A strong association between educational videos and motivation during the learning process was also observed. Finally, this was achieved by giving the advantages of using videos as a motivational tool in teaching English and presenting theories that support our topic in this paper Using these constructivist theories, videos can be strategically implemented to enhance motivation and engagement in English language learning by providing social interaction, meaningful contexts, and authentic experiences.

# **CHAPTER TWO :**

## **METHODOLOGY AND RESEARCH DESIGN**

### **Introduction**

This research focuses on uncovering the advantages of integrating videos into the education of fourth-grade primary school students, aiming to understand their impact on learning outcomes. The upcoming chapter delves into the methodology employed for this investigation, outlining how the study population was identified, the sample was selected, and data collection methods were determined for subsequent analysis. Additionally, it elaborates on the design of the questionnaire tailored for teachers participating in the study.

### **Section One : Research Design and Methodolgy**

#### **1.1 Research Design**

The research aims to investigate "The Benefits of Using Videos as a Motivational Element in Learning English Language" through a mixed methods approach. Targeting a group of 10 primary school teachers, the study will utilize a questionnaire as the primary data collection method. This questionnaire will feature a blend of closed-ended questions, providing quantitative insights into the frequency of video usage, perceived benefits, and attitudes towards video integration, and open-ended questions, aiming to gather qualitative data on teachers' experiences, challenges, and success stories related to using videos. The data collected will be analyzed using statistical methods for quantitative data, such as descriptive statistics, and thematic analysis for qualitative data. By triangulating these findings, the research aims to offer a comprehensive understanding of how videos can serve as a motivational tool in English language learning, while also adhering to ethical

guidelines regarding participant consent, confidentiality, and data privacy throughout the research process.

## **1.2 Choice of the Method**

To achieve the goal of our study, we need to rely on a method defined by Cohen-Manion and Marrison (2005) as “a set of methods used in educational research to collect data that will be used as a basis for inference and interpretation for interpretation and prediction (p. 44), that is, the method is techniques and procedures used to collect data. Since our goal is to identify the benefits of using videos in learning the English language, we chose the descriptive approach for its suitability to conduct our study. This method is also used to describe current and real life situations that link the phenomenon to its social context (We are studying how to use videos as a motivational tool in order to better acquire and learn the English language for learners.) This method will help us develop future recommendations to achieve better results in the teaching and learning process.

To conduct our research, we need a research strategy. Bigham (2008) described it as “where you describe how you intend to carry out your research study, that is, the strategy you intend to adopt to complete your empirical study” (p. 82). This research strategy is a case study, which Bigham (2008) defined as “a study of one example of a specific type” (p. 83). In our case, fourth-year students in all elementary schools in the municipality of Belaiba.

## **1.3 Sample**

The sample of this study consists of 10 primary school teachers who are actively involved in teaching English subjects. The selection of these teachers will be purposeful to ensure diversity in levels of teaching experience, educational backgrounds, and school environments. The sample may include teachers with varying years of experience, relatively new teachers with less than 5 years of teaching experience. It will also include teachers working in different types of primary

schools, including mainstream schools, to capture a wide range of perspectives and experiences regarding the use of videos as a motivational element in learning English.

## **Section Two : Research instruments**

### **1.1 Data Collection procedure**

Data collected through a teacher questionnaire. Prior to finalizing this tool, we used a preliminary version, which was reviewed by the supervising professor to ensure the validity of the questions. This was done to accurately investigate our research topic: the benefits of using videos as a motivational tool for primary school pupils. This final version was then distributed to all schools in the municipality of Belaiba to gather comprehensive information. Our goal was to analyze whether the use of videos as a motivational element positively affects the learning and acquisition of the English language. According to Brown (2001, p. 6), questionnaires are defined as "any written instruments" that present respondents with a series of questions and statements, to which they respond by either writing down their answers or selecting from the provided options (as cited in Al-Ghadhban, 2010, pp. 90-91).

### **1.2 Limitation of questionnaire**

Despite its limitations, such as lacking non-verbal cues and personal interaction, which can influence responses, and the possibility of incomplete or unreturned questionnaires, the questionnaire remains the most suitable tool for conducting this study..

### **1.3 Questionnaire Design**

Questionnaire design is a complex task that requires careful attention to ensure relevance, appropriateness, accuracy and lack of bias in the questions. Multiple drafts were necessary before arriving at the final version of the questionnaire. Closed and open questions were used in the questionnaire design process. Closed-ended questions were chosen because they are easy

to complete and quick to fill out, although they require more time to develop than open-ended questions, which are simpler in design but more difficult to analyse. Open-ended questions may be difficult for some participants, as they may feel pressured to provide socially desirable answers or portray themselves favorably.

## **Conclusion**

To summarize, this chapter has outlined the research design, including the data collection tools and the participants involved in our study. Specifically, it has described the methodologies employed to ensure accurate and reliable data collection, such as the selection and justification of the chosen tools. Additionally, it has provided a detailed description of the teachers' questionnaire, highlighting the key components and types of questions included to elicit comprehensive responses from the participants. This chapter also discusses the demographic and professional characteristics of the participating teachers, offering insight into the diverse perspectives they bring to the study. The analysis of the data collected through this questionnaire will be thoroughly examined in the subsequent chapter, where the findings will be interpreted and discussed in relation to the research objectives and existing literature.

# CHAPTER THREE :

## DATA ANALYSIS AND INTERPRETATION

### Introduction:

This chapter presents in detail our research results obtained from teacher questionnaires. The aim is to answer all the questions raised in our study and investigate further our hypothesis.

### Analysis of Teachers' Questionnaire

#### Section one : Gender & Experience

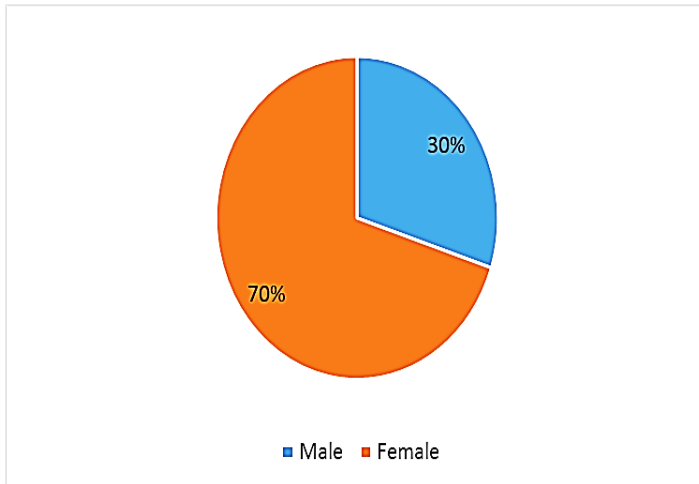
The sample was distributed as follows 7 teachers were females, the remaining 3 were male teachers, 100% of whom had less than 5 years of work experience in the field of teaching the English language in Algerian public schools.

**Table 01 :** *Teachers' gender*

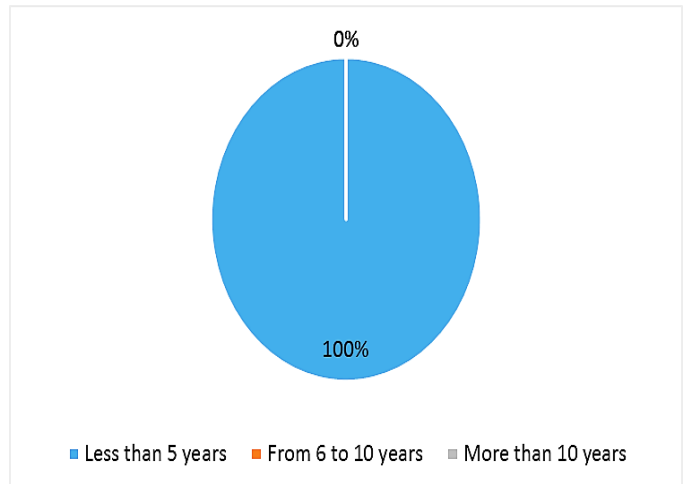
	Frequency	Percent
<b>Male</b>	3	30%
<b>Female</b>	7	70%
<b>Total</b>	10	100%

**Table 02 :** *Teachers' experience*

	Frequency	Percent
<b>Less than 5 years</b>	10	100%
<b>From 6 to 10 years</b>	0	0%
<b>More than 10 years</b>	0	0%
<b>total</b>	10	100%



**Graph 01 : Gender**



**Graph 02 : Experience**

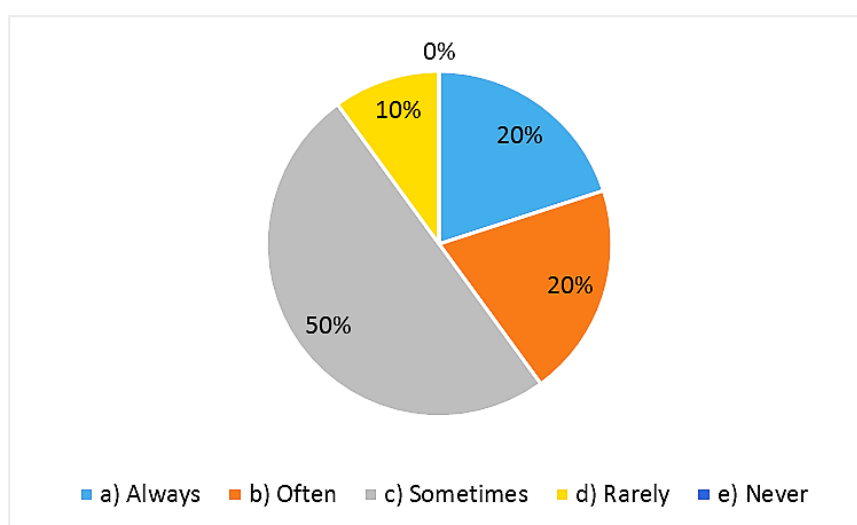
## Section two : Usage and Benefits of Videos

The questions varied in this chapter, as 7 questions were asked, Some suggestions have also been provided for each question and the answers obtained were as follows :

First of all, the rate of use of video clips in classrooms was monitored, as only one teacher out of ten told us that he rarely relies on video clips in his educational lessons, which represents 10% of the entire sample. Two other teachers said exactly the opposite, which is that they always rely on videos while presenting their lessons, at a rate of 20% of the total percentage of the sample. In contrast to them, the largest group in this study tended to choose the third option, which is sometimes, which means that they rely on video clips from time to time without completely abandoning them or relying on them completely, as this group of 5 teachers represented 50 % of the sample. As for the remaining group, which represents 20% of the sample, they resorted to the second option, which is that they often use video clips during their classes..

**Table 03 :** *How often do you use videos in your classes?*

	Frequency	Percent
<b>a) Always</b>	2	20%
<b>b) Often</b>	2	20%
<b>c) Sometimes</b>	5	50%
<b>d) Rarely</b>	1	10%
<b>e) Never</b>	0	0%
<b>total</b>	10	100%



**Graph 03 :** *Using videos during class*

Second, six options were presented in this regard, with the option to add any opinions that the teacher might consider including in this regard. Each option was chosen more than once by the same sample, and from it we extracted the following results, as we see that the two most voted on options were as follows: improving students’ understanding and self-learning in addition to enhancing communication and interaction in the English language by varying percentages estimated at 30% and 35% . As for the two choices with the least votes, they fell on the third and fourth choices, which represent developing students’ skills in using technology in addition to educational analytics, at rates estimated at 10% and 15%. As for the rest of the choices, they fell on the fifth option, which is

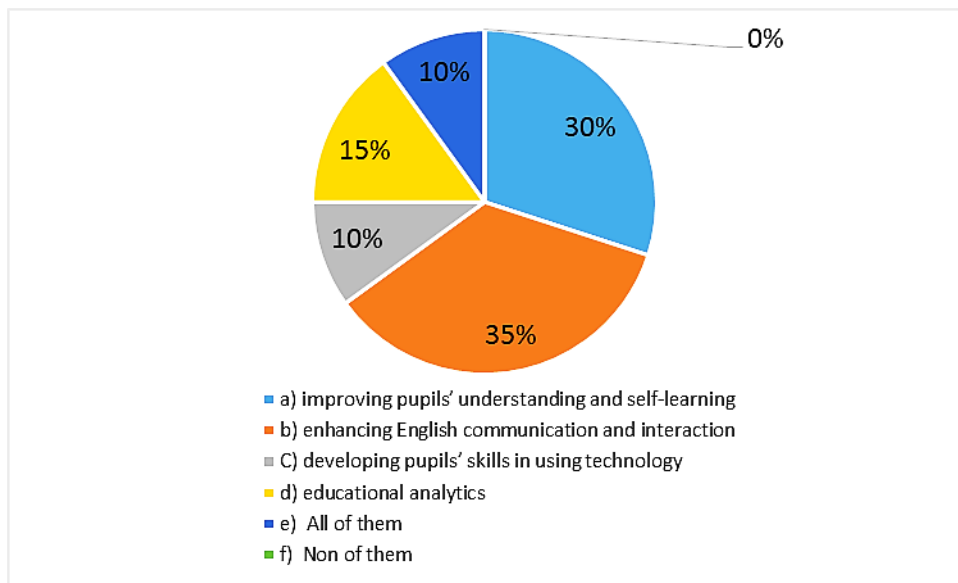
choosing all of the above. These are the same samples that repeatedly voted on multiple options, and the percentage of this option was estimated at 10%. While no one resorted to the last option. Some professors also kindly added some opinions that may be related to this topic, as follows

1- The activity shows young learners full of energy, and videos and songs are valuable tools that must be carefully chosen to serve the educational process.

2- Creating an enjoyable learning environment and developing the learner's skills.

**Table 04 :** *Goals to be achieved by using videos*

	Frequency	Percent
<b>Improving pupils' understanding and self-learning</b>	6	30%
<b>Enhancing English communication and interaction</b>	7	35%
<b>Developing pupils' skills in using technology</b>	2	10%
<b>Educational analytics</b>	3	15%
<b>All of them</b>	2	10%
<b>Non of them</b>	0	0%
<b>total</b>	20	100%



**Graph 04 :** *Goals achieved by using videos*

## 1. Favorite kind of videos

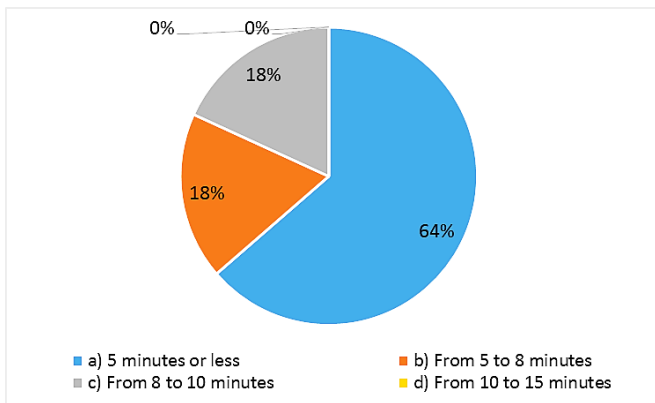
This question relates to the preferences of the sample group and what they find appropriate, which can have a significant and positive impact on a group of pupils. Some options were chosen multiple times by the same sample group. The first option received the most votes at 82%, with most teachers deciding that music videos were the most useful type due to their combination of sound, movement, images, and simultaneous pronunciation of lyrics. Other teachers chose the third option, which were animated videos, at a rate of 18%. They believe that these create an enjoyable environment, help pupils to engage more in the lesson, alleviate their fears, and encourage them to express their opinions more, thus enhancing the content of the lesson as much as possible. The majority of them, 64%, indicated that the ideal duration of videos is less than 5 minutes, and the rest, 36%, said that the ideal video duration should not be from 5 to 10 minutes, given the limited time specified in the video. The Ministry of Education curriculum, which does not exceed 45 minutes per class.

**Table 05 :** *Favorite length of videos*

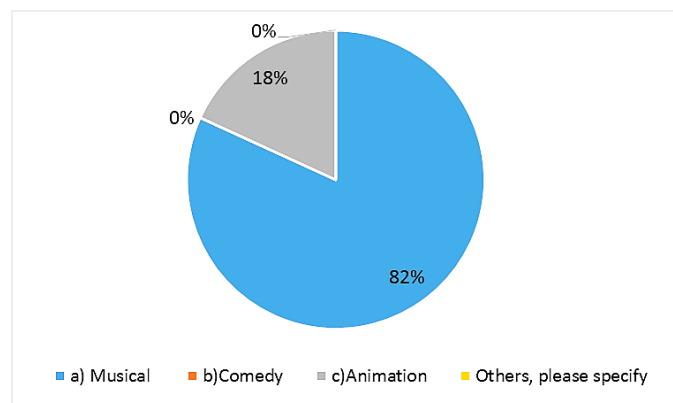
	<b>Frequency</b>	<b>Percent</b>
<b>a) 5 minutes or less</b>	7	64%
<b>b) From 5 to 8 minutes</b>	2	18%
<b>c) From 8 to 10 minutes</b>	2	18%
<b>d) From 10 to 15 minutes</b>	0	0%
<b>e) More than 15 minutes</b>	0	0%
<b>total</b>	11	100%

**Table 06 : Favorite type of videos**

	Frequency	Percent
<b>a) Musical</b>	9	82%
<b>b)Comedy</b>	0	0%
<b>c)Animation</b>	2	18%
<b>Others, please specify</b>	0	0%
<b>total</b>	11	100%



**Graph 05 : Favorite length of videos**



**Graph 06 : Favorite type of videos**

## 2. Importance of motivational videos on pupils' concentration

Research suggests that motivational videos can significantly impact pupils' concentration by providing a stimulating and enjoyable learning experience. As for the samples, their opinions differed on this topic, which forced us to add four options that represent the percentage of importance in relation to the degree of importance of the videos, as we found that the largest group of teachers, which represents 90%, tended to choose the two options. Important, and very important, based on the following benefits: Videos create a real educational environment that provides a more enjoyable atmosphere for studying, in addition to that the learning process is facilitated for both teachers and students through the use of video clips, in accordance with this research. This research expresses the importance of video clips in enhancing students' focus in

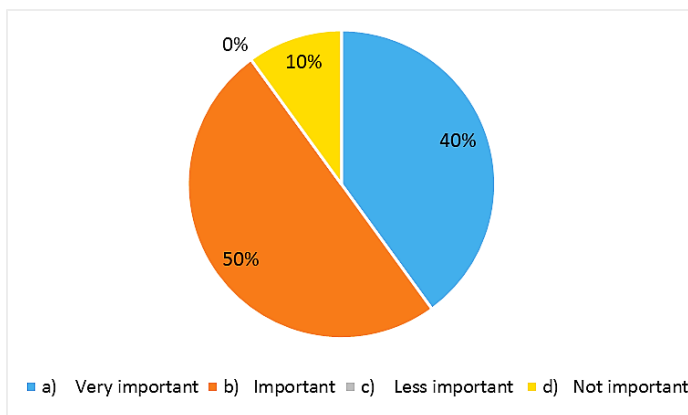
the classroom, as video clips create a real educational environment that provides a more enjoyable atmosphere for studying in addition to facilitating the process of learning the English language. As for the remaining 10%, they expressed the error of this research, choosing the fourth box, which is not important, and that video clips do not have that great importance in helping students focus.

**Table 07 :** *videos degree of importance in teaching and learning English.*

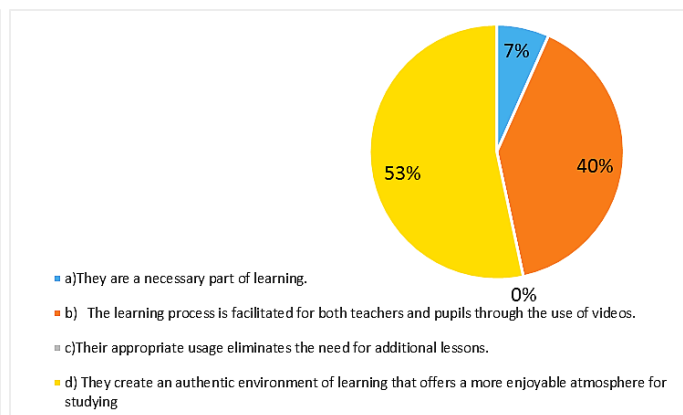
	<b>Frequency</b>	<b>Percent</b>
<b>a) Very important</b>	4	40%
<b>b) Important</b>	5	50%
<b>c) Less important</b>	0	0%
<b>d) Not important</b>	1	10%
<b>total</b>	10	100%

**Table 08 :** *How are videos important in learning English*

<b>a)They are a necessary part of learning.</b>	<b>1</b>	<b>7%</b>
<b>b) The learning process is facilitated for both teachers and pupils through the use of videos.</b>	6	40%
<b>c)Their appropriate usage eliminates the need for additional lessons.</b>	0	0%
<b>d) They create an authentic environment of learning that offers a more enjoyable atmosphere for studying</b>	8	53%
<b>total</b>	15	100%



**Graph 07 : Importance of videos**



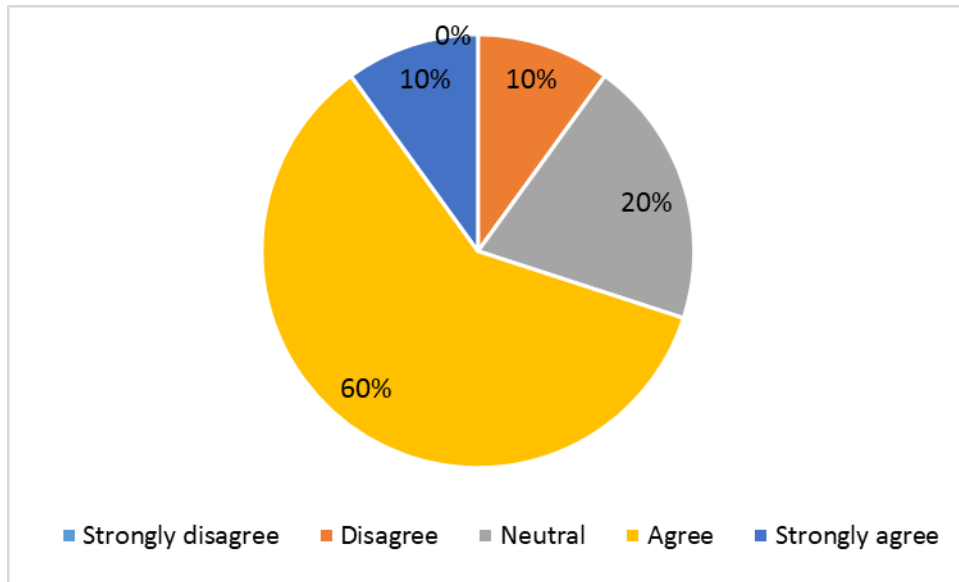
**Graph 08 : The ways videos are important**

### 3. Objectives of using videos within the class

First of all, here we can notice that “Agree” is the most chosen answer on this expression so, teachers are in agreement with a percentage of 60% of the sample. While other choices were different as “Disagree” and “Strongly agree” were 10% for each one of them. The last number of the sample selected “Neutral” as 20% .

**Table 09 : Agree or Disagree**

Videos have a greater effective role than traditional methods in conveying information correctly to pupils.	Frequency	Percent
<b>Strongly disagree</b>	0	0%
<b>Disagree</b>	1	10%
<b>Neutral</b>	2	20%
<b>Agree</b>	6	60%
<b>Strongly agree</b>	1	10%
<b>total</b>	10	100%

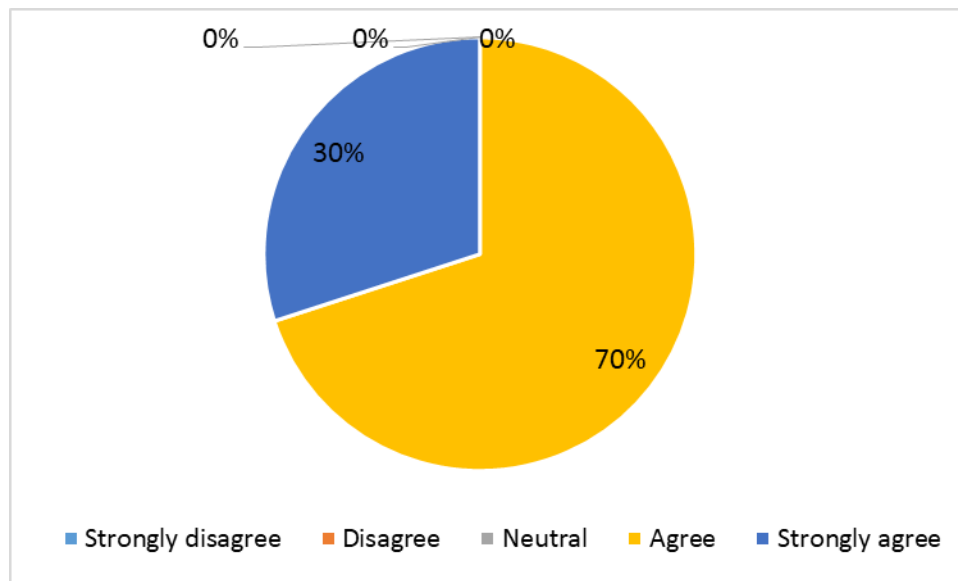


**Graph 09 : Degree of agreement**

Secondly, we observe that "Agree" was the most frequently selected response, with 70% of the teachers choosing this option. In contrast, 30% of the participants selected "Strongly agree."

**Table 10 : Agree or Disagree**

. Pupils are motivated to learn English through the use of videos in classrooms.	Frequency	Percent
<b>Strongly disagree</b>	0	0%
<b>Disagree</b>	0	0%
<b>Neutral</b>	0	0%
<b>Agree</b>	7	70%
<b>Strongly agree</b>	3	30%
<b>total</b>	10	100%

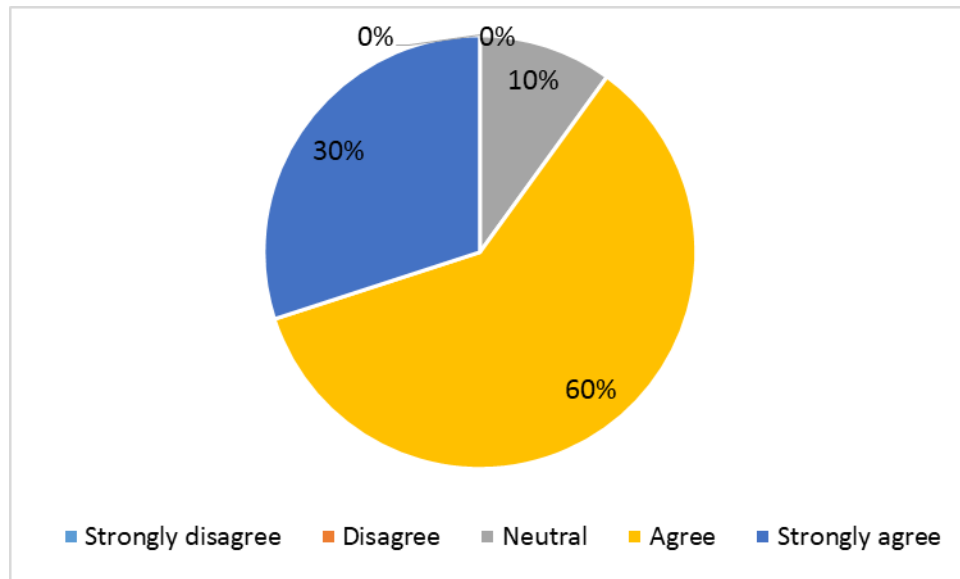


**Graph10 : Degree of Agreement**

Third, it is evident that "Agree" was the predominant choice, with 60% of teachers selecting this response. Meanwhile, 10% opted for " Neutral," and another 30% chose "Strongly agree."

Table 11 : Agree or Disagree

The use of videos in classrooms exposes pupils to an authentic language.	Frequency	Percent
<b>Strongly disagree</b>	0	0%
<b>Disagree</b>	0	0%
<b>Neutral</b>	1	10%
<b>Agree</b>	6	60%
<b>Strongly agree</b>	3	30%
<b>total</b>	10	100%

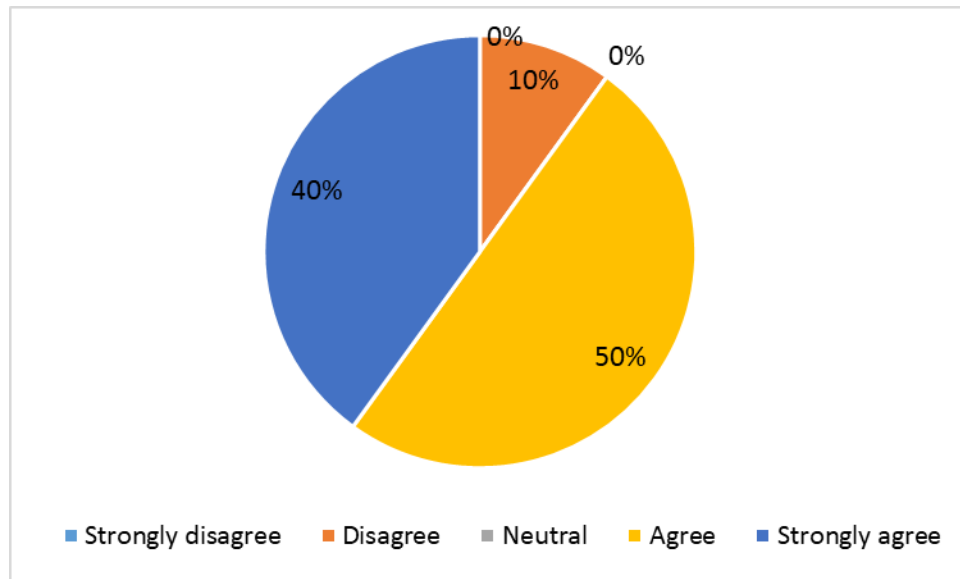


**Graf 11 : Degree of agreement**

Forth, it can be seen that "Agree" was the most popular response, chosen by 50% of the teachers. On the other hand, "Strongly agree" was selected by 40% of the participants. The remaining 10% of the sample chose "Disagree".

**Table 12 : Agree or Disagree**

<b>Pupils can better acquire vocabulary by watching English videos.</b>	<b>Frequency</b>	<b>Percent</b>
<b>Strongly disagree</b>	0	0%
<b>Disagree</b>	1	10%
<b>Neutral</b>	0	0%
<b>Agree</b>	5	50%
<b>Strongly agree</b>	4	40%
<b>total</b>	10	100%

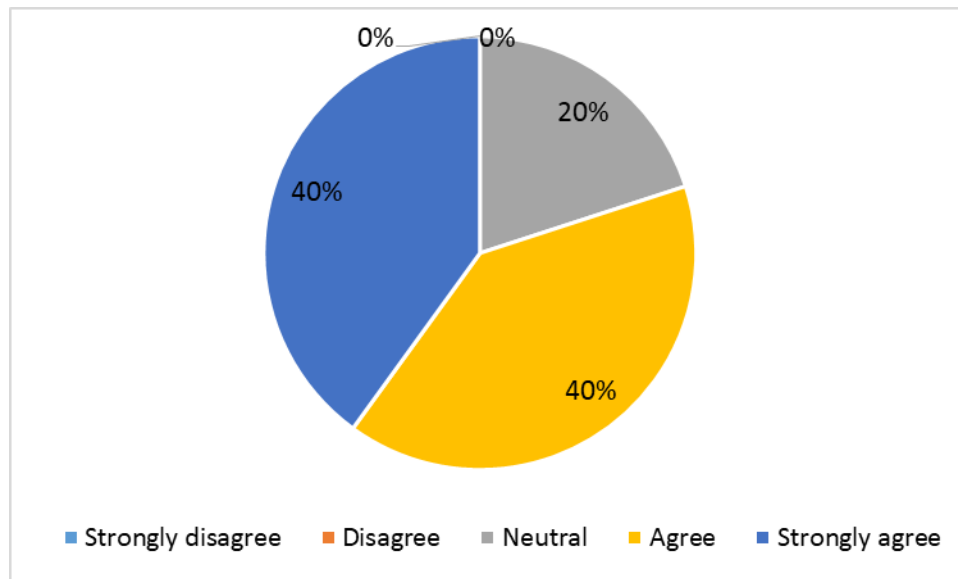


**Graf 12 : Degree of agreement**

Fifth, “Agree” and “strongly agree” were chosen by 40% each, while the remaining 20% chose “neutral”.

**Table 13 : Agree or Disagree**

<b>The use of videos in classrooms enhances pupils' communication and speaking skills.</b>	<b>Frequency</b>	<b>Percent</b>
<b>Strongly disagree</b>	0	0%
<b>Disagree</b>	0	0%
<b>Neutral</b>	2	20%
<b>Agree</b>	4	40%
<b>Strongly agree</b>	4	40%
<b>total</b>	10	100%

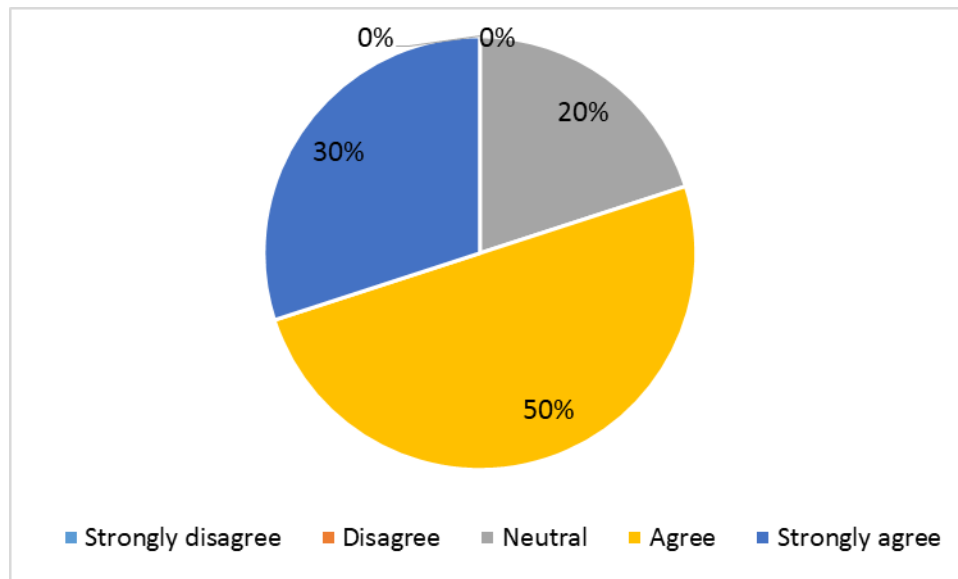


**Graf 13 : Degree of agreement**

Sixth, we can see that 50% of teachers selected "Agree" as their response, making it the most common choice. Conversely, 30% chose "Strongly agree". The remaining 20% of respondents opted for "Neutral."

**Table 14 : Agree or Disagree**

<b>Video use helps pupils to retain attention in classrooms.</b>	<b>Frequency</b>	<b>Percent</b>
<b>Strongly disagree</b>	0	0%
<b>Disagree</b>	0	0%
<b>Neutral</b>	2	20%
<b>Agree</b>	5	50%
<b>Strongly agree</b>	3	30%
<b>total</b>	10	100%

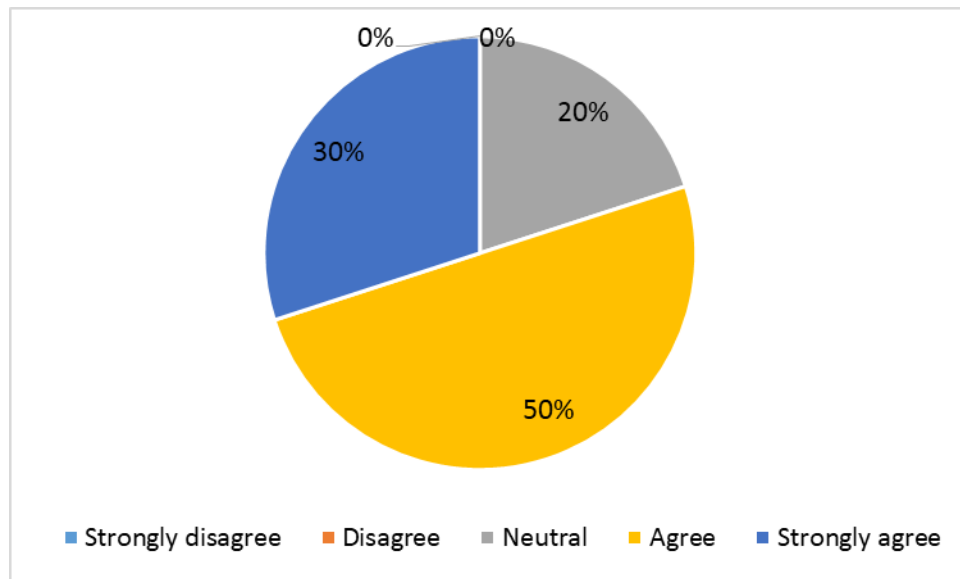


**Graf 14 : Degree of agreement**

Seventh, it is evident that "Agree" was the most frequently chosen response, with 50% of teachers selecting it. In contrast, 30% of teachers opted for "Strongly agree," and the remaining 20% chose "Neutral."

**Table 15 : Agree or Disagree**

<b>Pupils learn English faster and better by using videos.</b>	<b>Frequency</b>	<b>Percent</b>
<b>Strongly disagree</b>	0	0%
<b>Disagree</b>	0	0%
<b>Neutral</b>	2	20%
<b>Agree</b>	5	50%
<b>Strongly agree</b>	3	30%
<b>total</b>	10	100%

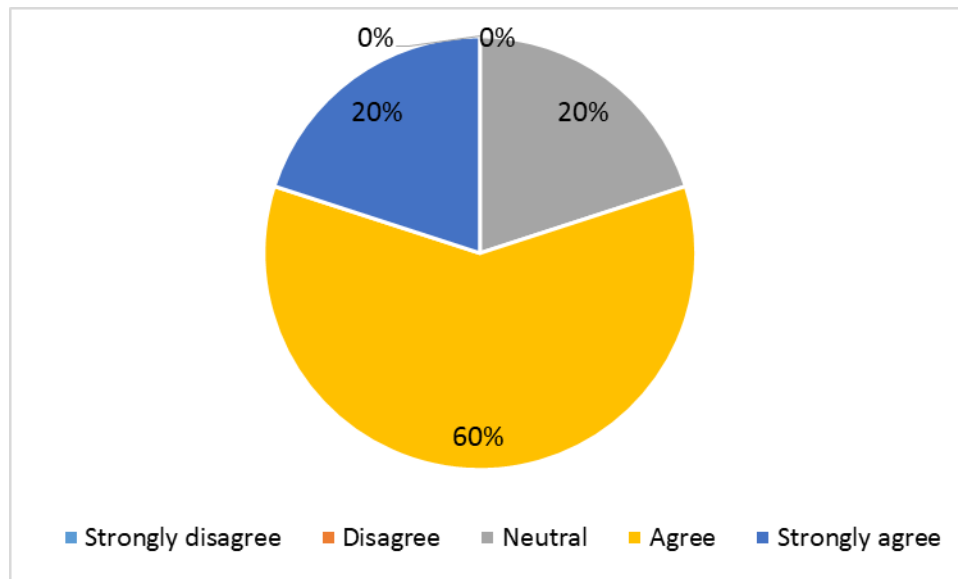


**Graf 15 : Degree of agreement**

Finally, The data shows that "Agree" was the most common response, selected by 60% of teachers. 20% chose "Strongly agree," and another 20% opted for "Neutral."

**Table 16 : Agree or Disagree**

Videos encourage pupils to ask and answer questions in the classroom.	Frequency	Percent
<b>Strongly disagree</b>	0	0%
<b>Disagree</b>	0	0%
<b>Neutral</b>	2	20%
<b>Agree</b>	6	60%
<b>Strongly agree</b>	2	20%
<b>total</b>	10	100%



**Graf 16 : Degree of agreement**

### **Section three : Open-ended questions**

In this section, we asked 3 questions to the samples, each question searching for its own topic related to the use of videos within classes. With the first question, we wanted to find out some of the methods used by English language teachers in primary schools, and a group estimated at 80% answered it completely. As for the second question, the purpose of it was to know the teachers' opinions about how they use videos in order to facilitate the understanding process for their pupils and The response rate to this question was 100%, and their opinions were all constructive and useful to our research. In the last question, we wanted to extract the benefits resulting from the use of videos in relation to pupils' performance and it was answered by 80% of the sample.

#### **1. Ways to deliver information to pupils by videos**

##### **1.1 - Good and detailed explanation using short and clear videos**

To explain video content effectively to primary school pupils, start by providing a brief overview of the video's main goal or message. This helps set the context and prepares students for

what they are about to learn. Next, break down the main points covered in the video, presenting them in a logical sequence. This structured approach ensures that students can follow along easily and understand the flow of information. Describe any visual aids used in the video, such as diagrams, animations, or charts, as these can enhance comprehension by providing visual representation of the concepts being taught. When dealing with complex concepts, break them down into smaller, manageable parts. Use analogies or relatable examples to illustrate these concepts, making them easier for young learners to grasp. Highlight important details throughout the explanation to draw attention to key points. Conclude with a summary of the most important points covered in the video. This reinforces what pupils have learned and helps solidify their understanding. Encourage questions and participation from students to promote deeper understanding and retention of the information provided. Engaging students in this way makes the learning process more interactive and effective, ensuring they are actively involved in their own learning journey.

## **1.2 - Repetition**

Repeating loudly after chants and songs with clear lyrics can significantly reinforce understanding and retention of content for primary school pupils. This method engages both auditory and vocal learning pathways, which enhances memory recall and comprehension. The clarity of the lyrics ensures that learners grasp the intended message or information effectively, making it easier to internalize and recall later.

In educational settings, repetition and auditory reinforcement play vital roles in the learning process. By echoing these chants or songs, pupils can better retain key concepts or information,

benefiting their overall academic performance. This approach not only aids in learning but also makes the process more interactive and enjoyable for young learners.

### **1.3 - Encouraging students to provide their own opinions**

Creating the ideal environment for pupils to listen and freely express their ideas involves several key elements. Firstly, ensure a comfortable and welcoming physical space that is conducive to learning, with appropriate lighting, seating arrangements, and minimal distractions. This physical setup helps students feel at ease and ready to learn. Encourage active listening through engaging activities, discussions, or multimedia presentations that capture their interest. This approach keeps students engaged and more likely to participate in the learning process. Foster a culture of respect and open communication, where pupils feel valued and encouraged to share their thoughts without fear of judgment. This respectful atmosphere makes students more willing to express their ideas. Implement group activities and collaborative projects that promote teamwork and the exchange of ideas, allowing each pupil to contribute and learn from one another. These activities build a sense of community and enhance learning through peer interaction. Lastly, provide opportunities for self-expression through creative outlets such as art, writing, or presentations. This empowers pupils to showcase their unique perspectives and talents, further enriching the learning experience.

## **2. Videos and understanding process for pupils**

### **2.1 – Different kind of videos encourages understanding process effectively :**

To engage and educate pupils effectively, teachers should carefully select a variety of videos, including humorous ones, that align with the lesson's objectives and cater to different learning styles. Funny videos can captivate students' attention and create a positive learning atmosphere,

making the session enjoyable while reinforcing key concepts. Additionally, using a mix of instructional, documentary, and interactive videos adds depth to the learning experience, catering to visual, auditory, and kinesthetic learners. Integrating videos seamlessly into the lesson by providing context and facilitating discussions ensures comprehension and critical thinking. By incorporating diverse video content, teachers can create dynamic and engaging lessons that resonate with their pupils, fostering a deeper understanding of the subject matter. This approach not only enhances learning but also makes the classroom environment more interactive and enjoyable for students.

## **2.2 – The more they use their senses, the better they understand :**

Engaging multiple senses during the learning process enhances students' understanding of the material. The multisensory approach—incorporating sight, hearing, touch, and movement—creates more comprehensive and meaningful learning experiences. When students connect abstract ideas with tangible experiences, they grasp concepts more deeply. For instance, combining visual aids, verbal explanations, and hands-on activities enables young learners to perceive and process information in diverse ways. This approach enhances comprehension by stimulating different senses. Educators can foster a richer, more immersive learning environment and promote better understanding and retention of knowledge by employing this multisensory strategy.

## **2.3 – Improving the learner skills :**

Using videos during a session is crucial for enhancing learners' skills, particularly in language acquisition. Videos serve as valuable tools for improving pronunciation and expanding vocabulary. They offer both auditory and visual examples of language use, enabling pupils to hear accurate

pronunciations and observe contextual usage of words. This multimedia approach not only enhances listening skills but also reinforces learning through repetition and varied exposure. Furthermore, videos present language in diverse contexts, ranging from everyday conversations to formal presentations. This exposure helps learners understand how vocabulary and pronunciation vary across different scenarios, contributing to a more comprehensive language learning experience. By integrating videos into lessons, teachers create a dynamic and engaging learning environment that supports language acquisition and skill development. Videos provide a rich resource for students to practice and refine their language abilities, ultimately leading to improved proficiency and confidence in using the language.

### **3. Videos' benefits on pupils' performance**

#### **3.1 – Facilitating the communication process :**

Videos play a vital role in facilitating English communication skills by providing clear examples of spoken language in diverse contexts. This visual and auditory medium aids learners in understanding pronunciation, intonation, and conversational flow, making it easier to communicate effectively in English. The following points further highlight the benefits of using videos:

**3.1.1 Visual and Auditory Cues :** Videos offer visual cues and context that enhance comprehension, helping learners grasp the nuances of English communication.

**3.1.2 Exposure to Diversity :** Watching videos exposes pupils to different accents, speech patterns, and cultural references, broadening their understanding and ability to communicate effectively across various contexts.

**3.1.3 Skill Development** : Regular engagement with English videos helps improve listening skills, expand vocabulary, and build confidence in speaking abilities.

### **3.2 – The opportunity to correct errors :**

Videos offer a unique opportunity for learners to focus on the smallest speech units in spoken words, enabling them to identify and correct errors more effectively. By closely observing and listening to how native speakers articulate sounds, stress syllables, and use intonation, pupils can enhance their pronunciation skills and become more attuned to subtle nuances in spoken language.

This focused attention on speech details aids learners in detecting and rectifying their mistakes, leading to more accurate and fluent communication. Moreover, the flexibility to pause, replay, and slow down video content provides repeated practice and reinforcement, which further contributes to mastering the finer points of speech. Overall, videos serve as valuable tools for honing pronunciation skills and improving overall language proficiency.

## **4. Other views or explanations**

In addition to the last three questions, this part contains more clarifications and ideas from the teachers to whom we presented this questionnaire, and the answer to it was optional, as 40% of the sample was kind enough to answer it, which helped us obtain the following information .

### **4.1 Videos need to be precise**

Shorter, concise videos are more effective for lessons than long, boring ones. Maintaining student engagement and effectively conveying information requires videos that get straight to the point. These videos help keep pupils' attention and ensure that key concepts are communicated clearly and efficiently. By focusing on essential content and presenting it in an engaging manner,

concise videos enhance the learning experience and prevent young learners from becoming distracted or losing interest.

#### **4.2 Most effective way to teach English to young learners**

Using videos during the session is the most effective way to teach English to young learners, as they provide engaging and interactive content that captures students' attention and enhances their understanding. Videos combine visual and auditory elements, making it easier for young learners to grasp new vocabulary, correct pronunciation, and language patterns in context. The dynamic nature of videos keeps young learners interested and motivated, while the diverse content can cater to different learning styles, making lessons more inclusive and effective.

#### **Section four : Findings discussion**

The results of our research, obtained from teacher questionnaires, provide significant insights into the use of videos in teaching English to primary school pupils. This section will discuss these findings in detail, addressing the research questions and examining our hypotheses.

The sample consisted of 10 teachers, with 70% female and 30% male. All teachers had less than 5 years of experience in teaching English in Algerian public schools, indicating a relatively young and possibly adaptable teaching cohort. Teachers reported varying frequencies of video usage in their classes, from always using videos to rarely incorporating them. This suggests a general acceptance of videos as a teaching tool, although the extent of use varies. The primary goals achieved through the use of videos include improving pupils' understanding and self-learning, enhancing English communication and interaction, developing pupils' skills in using technology, and contributing to educational analytics. These goals highlight the multifaceted benefits of videos in education. Musical videos are overwhelmingly preferred by teachers, likely

due to their engaging nature. Short videos (5 minutes or less) are favored, aligning with attention spans and class time constraints. A vast majority of teachers believe motivational videos are important or very important for enhancing concentration and creating an enjoyable learning environment. This underscores the value placed on videos that motivate students. Teachers generally agree that videos are more effective compared to traditional teaching methods, especially in motivating students to learn English, exposing them to authentic language, aiding in vocabulary acquisition, enhancing communication skills, retaining attention, facilitating faster and better learning, and encouraging questions. In response to open-ended questions, teachers provided detailed methods for using videos effectively. They emphasized the importance of short, clear videos with relevant visual aids and encouraged student participation and questions for deeper understanding. Repetition, especially through chants and songs, was highlighted as a powerful reinforcement tool. Creating an environment where students feel comfortable expressing their opinions was also deemed crucial. Teachers use a variety of video types, including humorous and engaging ones, to cater to different learning styles. Videos that incorporate visual, auditory, and kinesthetic elements enhance understanding. Videos are particularly effective in improving pronunciation and vocabulary acquisition. Videos facilitate communication by providing clear examples of spoken language. They also allow detailed focus on speech units, helping with error correction. Teachers appreciate short and precise videos for maintaining student engagement. Videos are seen as highly effective for young learners due to their engaging nature. However, challenges such as pronunciation, grammar, vocabulary, and student confidence were identified as obstacles in learning English. The findings confirm that videos are a valuable tool in teaching English, offering various benefits such as improved communication, enhanced understanding, and increased motivation. Teachers generally favor short, engaging videos that align with lesson

objectives and cater to different learning styles. These insights can guide the integration of video content in educational settings to maximize learning outcomes.

### **General conclusion**

Using videos as a motivational element in learning the English language can significantly enhance pupil engagement and interest. Videos provide dynamic and relatable content that can make learning more enjoyable and accessible. They cater to various learning styles, offering visual and auditory stimuli that can aid in comprehension and retention. By incorporating videos into language learning, educators can create a more interactive and stimulating environment that motivates pupils to actively participate and improve their English language skills.

Firstly, videos can transform a traditional classroom into a vibrant and engaging learning space. The combination of moving images, sounds, and storytelling can capture students' attention more effectively than static text or lectures. This engagement is particularly beneficial for young learners who may have shorter attention spans and need frequent changes in stimuli to maintain focus. For example, animated videos or cartoons can simplify complex language concepts and make them more digestible, while music videos can introduce new vocabulary and grammar structures in an enjoyable format. Moreover, videos offer authentic language exposure, presenting real-life situations and dialogues that are often missing from textbooks. This exposure helps pupils understand the practical application of language skills, such as conversational English, cultural nuances, and proper pronunciation. Watching native speakers in various contexts—whether in documentaries, interviews, or daily interactions—allows students to observe and mimic accurate language use, improving their fluency and listening skills. Videos also support differentiated learning, accommodating diverse learning preferences within a classroom. Visual learners benefit from seeing images and actions that correspond with words, auditory learners gain from listening

to dialogues and songs, and kinesthetic learners can engage with interactive video activities. This multimodal approach ensures that all students, regardless of their preferred learning style, can benefit from the lesson. For instance, a video that includes subtitles can help visual learners connect spoken and written language, while interactive video quizzes can reinforce learning for those who need active participation. Furthermore, the use of videos in language learning can foster a more collaborative and inclusive classroom environment. Group activities, such as watching a video clip and then discussing it or creating a group project based on its content, encourage teamwork and communication among students. These activities not only build language skills but also social and cooperative abilities, essential for overall personal development. Teachers can use videos to prompt discussions, debates, and role-playing exercises, which enhance speaking and listening skills through peer interaction. Additionally, videos can be a source of inspiration and creativity in the classroom. They can introduce new topics, spark curiosity, and encourage students to explore further. For example, a video about a specific cultural festival or historical event can lead to projects where students research and present their findings, thus integrating language learning with content knowledge. This not only makes the learning process more meaningful but also helps students develop critical thinking and research skills. Lastly, videos can provide immediate and impactful feedback. By replaying and reviewing specific sections, teachers can highlight key language points, correct mistakes, and provide examples of good practice. This iterative learning process helps reinforce correct language use and builds confidence among students. For instance, by watching and analyzing their own recorded presentations or dialogues, students can self-assess and improve their language skills continuously. In conclusion, using videos as a motivational element in learning the English language offers a multitude of benefits. They enhance engagement, provide authentic language exposure, support differentiated learning,

foster collaboration, inspire creativity, and offer immediate feedback. By integrating videos into their teaching strategies, educators can create a dynamic and effective learning environment that motivates students and significantly improves their English language proficiency.

## **Limitations Of The Study**

### **1. Small Sample Size**

The study's sample size was limited to only 10 teachers, which may not be representative of the broader population of English language teachers in Algerian public schools. This small sample size can affect the generalizability of the results.

### **2. Self-Reported Data**

The study relied on self-reported data from questionnaires, which can be subject to biases such as social desirability bias or inaccurate self-assessment. Teachers may have reported what they believed to be the most acceptable answers rather than their actual practices.

### **3. Technological Limitations**

The study did not explore the potential technological limitations faced by teachers, such as lack of access to proper equipment or reliable internet connections, which could hinder the effective use of videos in the classroom.

## **Recommendations To Teachers**

### **1. Integrate Videos into Lesson Plans**

Rather than using videos as standalone tools, integrate them seamlessly into your lesson plans. Use them to introduce new topics, explain complex concepts, or reinforce what has already been taught.

## **2. Facilitate Discussions**

After watching a video, hold class discussions to encourage students to express their thoughts, ask questions, and reflect on what they learned. This can help deepen their understanding and critical thinking skills.

## **3. Professional Development**

Take advantage of professional development opportunities to learn more about effectively integrating videos into your teaching. Attend workshops, webinars, and training sessions focused on educational technology.

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أصبحت مقاطع الفيديو أداة مفيدة في مجال تدريس اللغة الإنجليزية كلغة أجنبية، خاصة عند التعامل مع المتعلمين الصغار الذين لم يسبق لهم التعرض للغة. أجريت الدراسة الحالية لمعرفة مدى فاعلية استخدام مقاطع الفيديو في تدريس اللغة الإنجليزية للمتعلمين الصغار. تم تكيف الفرضية في هذه الدراسة لاستخدام مقاطع الفيديو. الأداة المستخدمة في هذا العمل هي مجموعة من الأسئلة التي يتم طرحها على مجموعة من المشاركين باستخدام استبيان لجمع البيانات اللازمة. وقد تمت العملية في عدة مدارس، حيث تم اختيار 10 معلمين. وأظهرت البيانات التي تم جمعها في نهاية العملية وجود اختلاف كبير بين النتائج مع استخدام مقاطع الفيديو وبدونها. من خلال إبراز فاعلية استخدام مقاطع الفيديو في تعليم اللغة الإنجليزية للتلاميذ. تشير هذه النتائج إلى وجود تأثيرات إيجابية على استخدام مقاطع الفيديو في تدريس اللغة الإنجليزية للمتعلمين الصغار؛ هذه الملاحظات قد تكون أو لا تكون قاطعة بالنظر إلى أن التصميم المستخدم في هذا البحث هو تصميم الاستبيان.

## The questionnaire

In the context of preparing for the graduation thesis, which falls within the requirements for obtaining an academic master's degree in the Department of English Language, specializing in linguistics, entitled *"The Benefits of Using Videos as a Motivational Element in Learning English Language: A Case of Fourth Grade Primary School Pupils at.....School in Belaiba"*, we are pleased to place in your hands this questionnaire for the purpose of collecting the required information. On the aforementioned topic, we hope that your answers to the questions asked will be objective, ensuring that the information provided will be used for the purpose of scientific research only.

We thank you in advance for your cooperation and approval to take part in this questionnaire.

### Section One: Background Information

1. Gender : Male  Female
2. Teaching experience: Less than 5 years  From 6 to 10 years  More than 10 years

### Section Two: Usage and Benefits of Videos

1. How often do you use videos in your classes?

- a) Always  b) Often  c) Sometimes  d) Rarely  e) Never

2. Do you use videos for:

- |  |                          |
|--|--------------------------|
| a) improving pupils' understanding and self-learning | <input type="checkbox"/> |
| b) enhancing English communication and interaction   | <input type="checkbox"/> |
| c) developing pupils' skills in using technology     | <input type="checkbox"/> |
| d) educational analytics                             | <input type="checkbox"/> |
| e) All of them                                       | <input type="checkbox"/> |
| f) Non of them                                       | <input type="checkbox"/> |

Others:

.....

.....

.....

3. Which kind of videos do you prefer to use in English class?

- a) Musical
- b) Comedy
- c) Animation
- d) Others, please specify:.....

**4. It is preferable that the length of the videos is:**

- a- 5 minutes or less
- b- From 5 to 8 minutes
- c- From 8 to 10 minutes
- d- From 10 to 15 minutes
- e- More than 15 minutes

**5. Do you think that videos play an important role in enhancing pupils' motivation and their concentration on English learning?**

- a) Very important     b) Important     c) Less important     d) Not important

**6. Are videos important because:**

- a) They are a necessary part of learning.
- b) The learning process is facilitated for both teachers and pupils through the use of videos.
- c) Their appropriate usage eliminates the need for additional lessons.
- d) They create an authentic environment of learning that offers a more enjoyable atmosphere for studying.

**Other reason(s), please specify:**

.....

.....

.....

**7. Please indicate with a tick (✓) the response that applies to you.**

<b>Items</b>	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly agree</b>
1. Videos have a greater effective role than traditional methods in conveying information correctly to pupils.					
2. Pupils are motivated to learn English through the use of videos in classrooms.					
4. The use of videos in classrooms exposes pupils to an authentic language.					
5. Pupils can better acquire vocabulary by watching English videos.					
6. The use of videos in classrooms enhances pupils' communication and speaking skills.					
7. Video use helps pupils to retain attention in classrooms.					
8. Pupils learn English faster and better by using videos.					
9. Videos encourage pupils to ask and answer questions in the classroom.					

**Section Three: Open-ended questions**

**1. How can teachers use videos to deliver adequate information to pupils?**

.....

.....

.....

**2. According to your point of view, do videos help pupils understand the lesson more effectively? How that is possible?**

.....

.....

.....

**3. What are the main benefits resulting from the use of videos in relation to pupils' performance?**

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

**4. Please feel free to add other views or explanations:**

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

**Thank you for your collaboration.**