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The Use of Short Videos to Promote L2 Interaction Among Young EFL Learners

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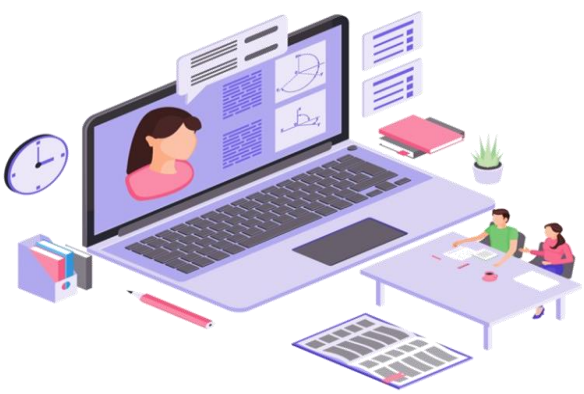

April 2022

United Arab Emirates University

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Safa AlOthali

This dissertation is submitted in partial fulfilment of the requirements for the degree of Doctor of Philosophy in Language and Literacy Education

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Short videos promote interaction among EFL young learners
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Declaration of Original Work

I, Safa AlOthali, the undersigned, a graduate student at the United Arab Emirates University (UAEU), and the researcher of this dissertation entitled "*The Use of Short Videos to Promote L2 Interaction Among Young EFL Learners"*, hereby, solemnly declare that this dissertation is my own original research work that has been done and prepared by me under the supervision of Professor Ali Shehadeh, in the College of Education at UAEU. This work has not previously formed the basis for the award of any academic degree, diploma or a similar title at this or any other university. Any materials borrowed from other sources (whether published or unpublished) and relied upon or included in my dissertation have been properly cited and acknowledged in accordance with appropriate academic conventions. I further declare that there is no potential conflict of interest with respect to the research, data collection, authorship, presentation and/or publication of this dissertation.

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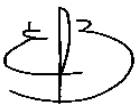
Signature: 

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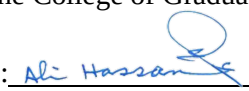
Signature: 

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Abstract

Short videos are a tool for multimodal learning. Utilizing these videos in second language (L2) classrooms to facilitate interaction among learners can be an asset for language learning by providing varied pedagogical approaches. This convergent concurrent mixed-methods design study analyzed the efficacy of short videos to promote L2 interaction in English as a Foreign Language (EFL) context in the United Arab Emirates (UAE). The study aimed to highlight if short videos facilitate classroom interaction among EFL learners and in what ways. It also indented to pinpoint young EFL learners' perceptions and attitudes toward using short videos in promoting their interaction with one another and with their teacher in the L2 classroom. The study considered teachers' view about the use of short videos in promoting student–student and teacher–student interaction in the L2 classroom. The study used different research instruments, including observational checklists, fieldnotes, learners' surveys and interviews, and teachers' interviews. The study targeted eighth-grade female students (n = 27) in a government school in Abu Dhabi. Six lessons were observed where short videos were used. Most of the students participated in the survey (24 of 27), and six randomly chosen students were interviewed. The study collected teachers' perspectives. Three teachers were interviewed to share their viewpoints regarding the use of short videos to facilitate interactions among learners. The main findings of the study revealed that short videos promote interaction in L2 classrooms. There were different ways in which short videos promoted interactions, including teachers' questioning strategies and feedback, tasks related to short videos, and random or purposeful grouping or pairing of students. Moreover, other factors of short videos hindered interaction, such as length, content, presentation, and time of placement of the short video in the class. By analyzing the interviews, four themes were extracted from students and teachers' responses to questions. A number of theoretical and pedagogical implications emerged based on the findings of this study.

Keywords: Short Videos, L2 Interaction, Multimodality, Classroom Interaction.

Title and Abstract (in Arabic)

استخدام مقاطع الفيديو القصيرة لتعزيز التفاعل اللغوي باللغة الثانية بين طلبة الصف الثامن في حصص اللغة الإنجليزية

الملخص

تُعد مقاطع الفيديو القصيرة احدى وسائل التعلم التي يمكن استخدامها لدعم وتسهيل التفاعل الصفي في دروس اللغة الإنجليزية كجزء من منظومة التعلم. تهدف هذه الدراسة إلى البحث عن استخدام مقاطع الفيديو القصيرة والطرق المتبعة لتعزيز التفاعل في الصف الدراسي لتعلم اللغة الثانية (الإنجليزية) وأثرها على تعلم اللغة لطلبة الصف الثامن في دولة الإمارات العربية المتحدة. تم اتباع المنهج المختلط في هذه الدراسة من خلال تسجيل الملاحظات في قائمة تفصيلية لستة دروس مختلفة وذلك لمعرفة دور استخدام مقاطع فيديو قصيرة في حصص اللغة الإنجليزية للصف الثامن، بالإضافة إلى تسجيل الملاحظات الميدانية في الوقت ذاته. وقد أخذت هذه الدراسة بعين الاعتبار وجهة نظر الطلبة من خلال جمع تصوراتهم ومواقفهم من استخدام المقاطع القصيرة كجزء من تعلم اللغة الثانية لتعزيز التفاعل الصفي من خلال استبانة شارك فيها (24) طالباً، ومقابلات مع (6) طالبات. بالإضافة إلى جمع وجهات نظر المعلمين عن استخدام مقاطع الفيديو القصيرة لدعم التفاعل الصفي في حصص اللغة الإنجليزية. أظهرت النتائج أن مقاطع الفيديو القصيرة تعزز التفاعل في فصول اللغة الثانية وبطرق مختلفة. وأفاد الطلاب بأن مقاطع الفيديو القصيرة عززت تعلمهم وفهمهم للغة الثانية إلى جانب تطوير مهاراتهم اللغوية. وحملت نتائج مقابلات المعلمين وجهات نظر إيجابية فيما يتعلق باستخدام مقاطع الفيديو القصيرة لتعزيز ودعم التفاعل في الفصول الدراسية للغة الثانية. في الوقت نفسه، حدد كل من الطلاب والمعلمين المشكلات والقيود التي قد يكون لها تأثير سلبي على التفاعل في حصص اللغة الثانية عند استخدام مقاطع فيديو قصيرة. علاوة على ذلك، قدمت هذه الدراسة بعض من المقترحات والتوصيات للمعلمين ومصممي المناهج وفي مجال البحث العلمي.

مفاهيم البحث الرئيسية: مقاطع الفيديو القصيرة، التفاعل باللغة الثانية، التفاعل الصفي، تعدد وسائط التعلم.

Author's Contribution

The contribution of Safa AlOthali to the dissertation was as follows:

I. Participated in planning of the work, had main responsibility for the data collection and processing, and evaluation of results.

Author Profile

Safa AlOthali is currently a PhD candidate at the UAE University, Department of Curriculum and Instruction, language, and literacy domain. She has an MA in Leadership and School Administration. In her PhD thesis, she is investigating the use of short videos for promoting classroom L2 interaction in EFL environment. Safa has participated in 15 conferences locally and internationally. She published three articles, one in a conference proceeding and two in a Q1 journal. Her bachelor's degree is in English studies with a minor in literature from Zayed University, UAE. She worked as a teacher for different grade levels during her bachelor journey in private and government schools. Currently, she works as Learning Resource Specialist in a government school in Abu Dhabi.

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Dedication

To my children [Mahra and Khalifa] you are the light that keeps shining in my life.
I love you, always and forever.

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List of Abbreviations

ADEC	Abu Dhabi Educational Council
ADEK	Abu Dhabi Department of Education and Knowledge
EFL	English as a Foreign Language
L2	Second Language
MOE	Ministry of Education
NLG	New London Group
NSM	New School Model
NS	Native Speaker
NNS	Non-Native Speaker
SCT	Sociocultural Theory
SLA	Second Language Acquisition

Chapter 1: Introduction

1.1 Introduction

This chapter presents an overview of the current study regarding the use of short videos to promote interaction and comprehension in the context of English as a Foreign Language (EFL). The study strives to reveal the efficacy of short videos as a mode of multiliteracies to facilitate interaction in second language (L2) classrooms for eighth graders. Furthermore, the study provides valuable insights into students' and teachers' perspectives and opinions regarding the use of short videos to promote interaction among students in the L2 classroom. Primarily, this introductory chapter provides a brief background, statement of the problem, purpose, questions, significance, limitations, and overview of the study.

1.2 Technologies, Short Videos, and English Language Teaching and Learning

Every minute, technological innovation occurs, and teachers must modify their teaching approaches by using innovative instructions to adapt with the current trends (Walder, 2015). Presently, learners are growing up as digital citizens and are familiarizing themselves with a wide range of technological devices and websites. With acute awareness of these digital gadgets, learners process information according to different learning styles and engagement approaches (Hwang et al., 2015). Hence, there is a requirement for a contemporary instructional approach that can satisfy learners' 21st century preferences and develop their abilities, including language learning. Ishihara and Cohen (2014) underline that learning English is not a simple task. Pedagogical approaches for language learning have undergone innumerable changes, and these approaches have aimed at promoting learners' language acquisition. The use of technology plays a vital role in teaching English as a Second Language (ESL), and educational

systems worldwide highlight the importance of using technology as part of ESL teaching. According to Graddol (2012), "technology lies at the heart of the globalization process, affecting work, education and culture" (p.18). Therefore, there is no doubt that language education is in the middle of a monumental digital and technological paradigm shift that will eventually transform pedagogical approaches, which influence how teachers teach and how learners learn a second language. For example, the use of videos enriches the learning environment by extending selections for "interactivity," "multimodal meaning-making," and "cooperation" (Cloonan, 2015). In addition, using technologies, such as videos, can promote communication skills (Alsulami, 2016) and enable real-time learning experiences for learners. Using videos as a part of teaching in the L2 classroom can enhance students' language skills, such as speaking, grammar, comprehension, and listening (Alsulami, 2016; Mekheimer, 2011). By using these technologies, learners gain the knowledge and confidence to participate in the L2 classroom (Alsulami, 2016). Zhang (2010) clarifies that by using multimedia—videos—and technologies:

> We can offer students not only rich sources of authentic materials, but also an attractive and a friendly interface, vivid pictures and pleasant sounds, which to a large extent overcomes the lack of authentic language environment and arouses students' interest in learning English (p.111).

Moreover, Gee (2004) argues that individuals can implement these multimodalities better in contexts when they are associated with conversations, dialog, and other activities. The researcher states that individuals learn via interacting with others. Similarly, Richards and Rodgers (2001) and Larsen-Freeman (2000) highlighted the idea of simplifying L2 by using interactive, meaningful communication activities. For that, different resources are used inside the L2 classroom, which

promote interaction and language acquisition. These resources are a part of the multimodality of learning. In addition, current pedagogical trends emphasize using digital technologies to facilitate learning and interaction inside classrooms as these technologies provide a platform to meaningfully use the target language. Teachers use short videos or clips in the L2 classroom to use 21st century abilities in teaching and learning. Such videos are at times provided by curriculum designers and teachers.

According to (Jewitt, 2008), the classroom is an instructional space that links multimodalities with learners who have access to multimedia (inside and outside of the classroom). Educators must consider remixing and redesigning their pedagogical methods to influence occurrences in the classroom. With all of these changes and modifications in the L2 classroom, there exists a need to highlight how learners interact with each other during classes. For instance, short videos (approximately 3–5minutes) can convey rich knowledge and information and initiate different types of interactions in the L2 classroom. These short videos increase the potential for fruitful discussions and interactions. They can provide authentic uses of the target language, which promotes L2 learning. However, the use of short videos in promoting L2 interaction in classrooms remains ambiguous as there are no studies investigating short videos and interaction in the UAE and regional context.

1.3 The Importance of Interaction in L2

Interaction is a core aspect of L2 teaching and learning. Over the past few decades, different theories and researchers have studied interaction in L2 (for example, see Gass & Mackey, 2007;Gass,1988; Hatch, 1977; Long, 1981, 1983, 2018; Mackey, 2012a; Pica et al., 1991; Wagner-Gough & Hatch, 1975). Researchers highlighted the importance of interaction in the L2 classroom. Interaction in classrooms establishes a link between

students' L2 in classrooms and their L2 in real life (Pérez, 1996). When learners are interacting with their peers in L2, they practice the language in more authentic contexts and in a practical manner (Nation & Newton, 2009). In this sense, Vygotsky (1962) emphasized spoken language when interacting with others. According to Vygotsky (1962):

> In conversation, every sentence is prompted by a motive. Desire or need lead to request, question to answer, bewilderment to explanation. The changing motives of the interlocutors determine at every moment the turn oral speech will take. It does not have to be consciously directed; the dynamic situation takes care of that. (p.99)

Additionally, interaction is a tool that can help teachers assist students develop their L2 abilities inside and outside classrooms(Rymes, 2008). Teachers and students can form a common understanding through classroom interaction. This understanding can eliminate miscommunication as it reveals overall patterns in the classroom interaction behavior. Moreover, investigating classroom interaction is crucial for teachers, students, and stakeholders. For instance, analyzing classroom interaction can help teachers understand the varied types of classroom communication styles related to cultural typecasts, help students to clarify meaning of what they are learning and enhance learners' L2 skills (Long, 1996; Nunan, 1989; Rymes, 2008).

1.4 Issues Related to L2 Interaction and The Use of Short Videos in L2 Classroom

A focal aspect of this study indicates that short videos are valuable materials that can help enhance interaction in the L2 classroom. However, certain obstacles can prevent the use of short videos to promote L2 learning and interaction. One of the issues is teachers' ability to effectively utilize

these videos in lessons. Teachers must be knowledgeable about the application of these videos/technologies in classrooms and to use them for students' benefit. Simultaneously, teachers should be allowed to personally select their classroom videos according to their own creative design to promote interaction among other L2 skills (Fatimah & Santiana, 2017). Additionally, another challenge with employing videos in the L2 classroom is that it is not about the videos per se, but rather about how the videos impact students' language learning (Hadijah, 2016; Wang, 2015). Therefore, short videos need to be authentic and relevant to students' experiences (Alhabbash et al., 2021; Bajrami & Ismaili, 2016; J. Gee, 2003). Furthermore, these videos need to have some criteria to benefit L2 learning and interaction in EFL environments (Harmer, 2007).

1.5 Statement of the Problem

As the UAE invests heavily in addressing the need to develop and be among the leading countries in most fields, schools are pressured to work toward achieving the country's vision by using different multimodalities, such as digital technologies in teaching and learning (UAE Vision 2021, 2018). Hence, schools' management transfers pressure to teachers, as part of their professional evaluation involves integrating technologies into their lesson plans. Most of them choose to use short videos as a symbol of implementing technologies in the classroom, which can affect classroom interaction. At times, curriculum designers specify the type of technology to be used in classrooms, such as short videos.

Based on a preliminary interview with Principal Mrs. Amnah (pseudonym) and Vice Principal Mrs. Deema (pseudonym) from two different schools in Abu Dhabi, they observed classes and evaluated teachers. According to their experience, both interviewees believed that videos are crucial in learning and promoting interaction in classrooms.

According to Mrs. Amnah, using videos “appeals to most types of learning styles in class as videos summarize ideas and thoughts, and therefore, points of views/concepts could be easily delivered to learners.” Similarly, Mrs. Deema stated “using short videos in the classroom benefits both students and teachers. The videos improve the learning experience.” Hence, their opinions reveal the importance of videos in teaching and learning EFL.

Nevertheless, there are certain issues that limit short videos in promoting classroom interaction. First, choosing clips and/or short videos and their content, at certain occasions, do not support classroom interaction. For instance, Mrs. Amnah stressed that “some videos can lead to thinking and questioning that may not be well established with students.” This can occur due to poor choice of videos that are irrelevant to the content or support the lesson outcomes. Berk (2009) highlights several videos available online for teachers to use. However, their choice should be guided by their students’ needs and lessons’ objectives (Hadijah, 2016).

In this sense, teachers must have a criterion to guide the selection of short videos or clips to ensure interaction and allow students to discuss and debate relevant content. As part of the criterion for choosing short videos/clips, Ms. Deema claims, “Teachers need first to preview the video to observe any inappropriate content or materials above the student’s maturity level. It’s also crucial that teachers activate the student[s’] prior knowledge before presenting the video to them and give students a purpose for watching the clips.” According to New London Group (NLG) (1996), students need to be familiar with at least 50% of the videos’ contents because presenting videos that are 100% known to students offer no new information, and completely new videos will be too difficult to comprehend. Harmer (2007) also stresses that teachers must be aware of “nothing new syndrome” as it impacts the effectiveness of using videos.

Another issue with using videos to stimulate classroom interaction arises depending on the strategies and questions used by teachers after watching the videos. For example, both interviewees assert that the type of questions used after watching a video is key in initiating productive discussions and debates. However, most teachers observed by Mrs. Amnah and Mrs. Deema did not use effective questioning or strategies after presenting the videos. To elaborate more, Mrs. Amnah emphasizes as follows: "videos should promote interaction and discussion only when the correct intervention and guiding questions are being imposed by the teachers. Asking memory /knowledge type of questions is very shallow." Following videos with "shallow" questions will not lead to fruitful discussions. Likewise, Mrs. Deema underlines that "there are times when the questions are just very simple and do not promote critical thinking or deep analysis of what students saw, which leads to low or no interaction." Hence, videos containing valuable information can be analyzed and interpreted in a profound manner, which, in turn, can take interactions to another level (Cloonan, 2015; Cope & Kalantzis, 2015; The New London Group, 1996).

The last issue is that most of these videos are provided by the curriculum makers/designers and teachers who must present them according to the designed lesson plan. Mrs. Amnah and Mrs. Deema both emphasize that the Ministry of Education's (MoE) new programs, such as the Alef program, include videos as part of each lesson. Having no say in how to plan the lesson and when to use videos that are imposed on teachers by curriculum designers can lead to improper usage, which can impact classroom interaction. Additionally, videos provided by curriculum designers may not consider all learning abilities in the class. If they are too complex for students, there will be no interaction, and if they are too easy, the interaction level will be shallow.

Based on the abovementioned points, it becomes clear that there are issues with using videos to promote interaction in classrooms. Such issues hinder classroom interaction. All these arguments provide more rationale and justification to carry out research investigating the use of short videos in the L2 classroom which this study aims to achieve. Although these challenges exist in most content areas, the focus of this study will be on second language classrooms.

1.6 Purpose of the Study

This study aims to understand the impact of using videos as part of multimodal literacies on classroom interaction within the UAE context. It highlights the use of short videos to facilitate interaction among eighth graders in EFL contexts. Moreover, the study captures perceptions and attitudes of the EFL learners toward using videos to promote interaction in second language classrooms. It also includes teachers' perspectives regarding the use of short videos in the L2 classroom to promote interaction. Accordingly, the study seeks to answer the following four questions:

1. Do short videos facilitate classroom interaction among EFL learners?
2. In what way do short videos facilitate learners' interaction in the L2 classroom?
3. What are the perceptions and attitudes of young EFL learners toward using short videos in promoting their interaction with one another and with their teacher in the L2 classroom?
4. How do teachers view the use of short videos in promoting student–student and teacher–student interaction in the L2 classroom?

1.7 Significance of the Study

The significance of this study is demonstrated by its profound analysis of virtual classroom interaction, which has not been done by previous studies in the UAE context. Thus, a mixed-methods design is adopted that endeavors to stipulate a deep analysis of using short videos to promote classroom interaction. Additionally, teachers' and students' perspectives are considered and added to the vast body of literature concerning second language teaching and acquisition. Considering the pedagogical side, this study monitors, assesses, and discloses the aspects that promote or hinder different interactions inside the classroom. It is intended to contribute to improving teaching methods and strategies used with videos to promote classroom interaction and provide some information over interaction during distance learning.

1.8 Overview of the Dissertation

The current study is organized into eight chapters.

Chapter 1: "Introduction" briefly introduces the proposed research area, purpose of studying it, importance of the study, and research questions.

Chapter 2: "Theoretical Framework" demonstrates an extensive literature review, by presenting a deep illustration of the history of interaction from the initiation-response-feedback (IRF) model to the sociocultural theory (SCT). The chapter also underlines the role of SCT in terms of language learning by discussing key, related concepts.

Chapter 3: "Relevant Studies" presents a review of multimodal literacy studies regarding the general use of technology for language learning, especially employing short videos for L2 learning and interaction. The chapter also connects past studies that examined the use of short videos to facilitate interaction in the L2 classroom in an EFL context.

Chapter 3: “Context of the study” describes the development of the UAE educational system in Abu Dhabi public schools. It demonstrates the shift from Abu Dhabi Educational Council (ADEC) system—to the MoE system and the Abu Dhabi School Model approach to the Emirati School Model, in terms of teaching and learning English for eighth-grade learners.

Chapter 4: “Methodology” explains approaches to explore the current studies by providing description of the procedures for conducting the study, information about the participants, instruments for data collection and data analysis methods. It also provides background information about the context of each study.

Chapter 6: “Findings and Results” reports responses to each research question. It also identifies the most significant findings by extracting themes from specific research tools that are related to each research question.

Chapter 7: “Discussion,” discusses the results of each research question with regard to other studies and how data of these research questions are integrated. It highlights what the study added to the body of literature about using videos for interaction.

Chapter 8: “Implications, and Recommendations” underlines both theoretical and pedagogical implications of the findings and makes some recommendations for future research. It provides a summary and a conclusion of the whole study.

Chapter 2: Theoretical Frameworks: Interaction Models and L2 Learning

2.1 Introduction

Chapter 2 and the following chapter review literature pertinent to areas of interest in this study. This chapter discusses the significance and conceptualization of classroom interaction and five different models of classroom interaction. Chapter 3 reviews relevant studies of classroom interaction. The current chapter contains three major sections. The first section reviews and evaluates the Initiation-Response-Feedback (IRF) model created by Sinclair and Coulthard (1975). The second section reviews and evaluates the communicative language teaching (CLT) approach, emphasizing Krashen's comprehensible input (1981, 1982, 1983 and 1985). The third section focuses on a discussion on Long's interaction model (1983), Swain's output model (1985), and finally the most recent model, the sociocultural theory (SCT). These models will be explored and assessed in terms of their implications as part of classroom interaction.

2.2 The Significance and Importance of Classroom Interaction

For decades, scholars have been investigating how learners acquire a second language. In the late 1970s and early 1980s, their focus shifted to teaching methods implemented inside classrooms. Different scholars and specialists in second language (L2) education believe that classroom communication is vital to second language acquisition (SLA) (Lemke, 1990; Littlewood & Yu, 2011, p. 201; Schiffrin et al., 2008). Scholars emphasize the role of communication inside the classroom. For instance, Pérez (1996) states that "real instructional conversations part of classroom interaction can help learners establish connections between social worlds, prior experiences, and language to build meaningful new knowledge" (p. 181). In other words, classroom interaction or conversation

helps learners make sense of the L2 knowledge by linking it to their own experiences and first language.

Therefore, classroom interaction research highlights the nature of interaction. Interaction is a tool or an instructional instrument that can assist teachers enhance students' L2 abilities and knowledge applicable inside and outside classrooms (Rymes, 2008). Hence, examining classroom interaction can create mutual understanding between teachers and students. Such interactions clarify misunderstandings or miscommunication by revealing general patterns in classroom interaction. Additionally, authentic classroom interaction reflects the real use of L2 and assist teachers and students to create and engage in "some new understating" of L2 (Pérez, 1996, p. 174).

Studying classroom interaction can be worthwhile for teachers, students, and other stakeholders. For instance, when analyzing classroom interaction, teachers will be able to comprehend different types of classroom discussions in terms of cultural stereotyping (Rymes, 2008). Additionally, interactions among classmates or peers permit learners to negotiate meaning (Long, 1996) and advance their language skills (Nunan, 1989). Moreover, classroom interaction can function as a processing facilitator for second language multipurpose pedagogical choices and a context for improving L2 (Sato, 2016; Sato & Ballinger, 2016). All these factors highlight the significance of examining the nature of classroom interaction.

2.3 Development of Conceptual Frameworks of Classroom Interaction

Initially, research focused on comparing how learners interact in L2 settings and how native speakers interact (Gass & Varonis, 1985; Long, 1980; Pica, 1988; Pica et al., 1991). Such studies emphasized comprehension as a foundation for learning. Later, different domains of classroom interaction were investigated, and it was discovered that although

L2 learners have access to sufficient quantities of comprehensible input activities and resources, these are insufficient (Mackey, 2012b). Later, research went beyond comprehension of the role of interaction as a direct connection to learning, especially in terms of how negotiation of meaning advances comprehension in L2 learners (Loschky, 1994; Pica, 1991). Subsequently, classroom interaction research continued to examine different aspects of interaction, such as how it influences acquisition and production (Ellis, 2008; Gass & Varonis, 1994). Scholars define classroom interaction differently. Some view it as a part of classroom discourse and others considers it to be a tool for pedagogical purposes. For instance, Halliday (1993) states, "language is the essential condition of knowing, the process by which experience becomes knowledge" (p. 94). In this sense, interaction is part of the knowledge attainment process in classrooms as students express their knowledge of L2 during interactions. Hence, interaction in classrooms can be a powerful tool for enhancing language learning. Over the past two decades, extensive research has been conducted on the role of conversation in the classroom, and how it reflects the learning progress (Alexander, 2010; Barnes, 1969; Clay, 1998; Mercer & Littleton, 2007). Mackey (2012b) believes that most classroom interaction research stresses the role of interaction in L2 learning and development. In this sense, classroom interaction is one of the most fundamental aspects of language learning. It opens the door for learning different language skills like listening, speaking, comprehension and other skills. Through interaction, learners are using L2 knowledge. As SLA is still a debatable topic, in which theorists and educators argue its nature and process, classroom interaction plays a core role in such process.

Different scholars propose varied definitions of classroom interaction. For instance, Hall and Walsh (2002) state that classroom interaction is a "means" to achieve learning. It is through teachers–students

and students–students' interactions that skills are enhanced(Hall & Walsh, 2002). Interaction sets norms and common understanding inside the classroom. Moreover, Brown (2000) describes classroom interaction as the heart of communicative language competency as it occurs between learners and teachers inside the classroom. Furthermore, classroom interaction can be described as "a complicated and multi-faceted phenomenon that takes different forms and functions"(Liu, Huang & Xu, 2018, p. 1). Therefore, interactions can take various forms, such as large groups, in which the entire class interacts with one another, small groups and pairing between a teacher and a student. All these forms work to achieve instructional and natural utilities (Seedhouse, 1996).

2.4 Traditional Model

2.4.1 Initiation-Response-Feedback (IRF)

Sparked by Halliday's (1961) rank scale on grammar description, Sinclair and Coulthard (1975) developed the IRF model as a part of classroom discourse. The model explains classroom interaction by considering the linguistic and functional aspects of discourse. The structure of the IRF model was established using transcripts from a primary school classroom in the 1970s.

The initial work of Sinclair and Coulthard (1975) focused on two ranks of grammar description to study classroom discourse. These two ranks were defined as "utterance" and "exchange." The scholars define utterance as anything spoken before another person speaks and exchange as the number of utterances. To illustrate further, the example below provided by Sinclair and Coulthard (1992) shows how the IRF model works.

> Teacher: Can you tell me why do you eat all that food? I (Initiation)
>
> Student: To keep you strong. R (Response)

Teacher: To keep you strong. Yes. To keep you strong. F (Feedback)

(From Sinclair & Coulthard, 1975 , p. 21)

In the above example, the teacher initiated the exchange by asking the reasons to eat food. A student responded and the teacher answered with feedback. Most of the time, the exchange contains words like “yes,” “okay,” “well,” or “good,” which function as boundaries in a lesson that indicate the ending and beginning of a stage.

Sinclair and Coulthard highlight three major acts in classroom discourse: elicitation, directive, and informative. These acts are the “heads” of moves, which are considered as Initiation. Sinclair and Coulthard (1975) explain that elicitation triggers a linguistic response that can be verbal or nonverbal. The directive act requires a nonlinguistic reaction, similar to opening a book, looking at the board, or identical acts that occur within the classroom. The informative act deals with passing on information, ideas, and facts that require listening. These major acts of elicitation, directive, and informative are frequently understood by interrogatives, imperatives, and declaratives correspondingly.

The IRF model endured a lot of criticism for its role in learning and in creating a proper interactional environment in the classroom. For instance, (Barnes & Todd, 1977) stress that the model concentrates on formal situations where conversations are artificially constructed, and it does not underline the diverse nature of classroom talk. It simplifies classroom interaction as linear talk and abandons cross-exchange interaction. The major criticism of the IRF model was that it was built primarily on a teacher-centered approach. Lee (2007) stresses that a teacher’s role in classroom interaction entails more profound than just

evaluation. According to Lee (2007), teachers "come to terms with far more local and immediate contingencies than what is projected by blanket terms such as 'evaluation' or 'feedback'" (p. 181).

As the IRF model failed to address classroom talk as it occurs naturally, other scholars endeavored to investigate the nature of classroom interactions and their role in L2 development. Some of the investigations emerged under the CLT approach. With the rise of the CLT approach in the 1970s and 1980s, new models of classroom interaction were proposed. These include comprehensible input, interaction theory, and comprehensible output. These will be reviewed and illustrated separately below

2.5 Comprehensible Input Model

Inspired by Chomsky's work, Stephen Krashen (1981,1982, 1985) developed his comprehensible input hypothesis that focuses on language acquisition. Krashen hypothesized that comprehensible input positively influences L2 acquisition. The input hypothesis focuses more on how people acquire a language rather than learn a language (Ellis, 2008). Comprehensible input is also known as the input hypothesis, which is one component of the monitor model of learning created by Krashen (1977). According to Krashen (1982), "we acquire […] only when we understand language that contains a structure that is a little beyond where we are now" (p. 21). Krashen refers to it as (i + 1) where the (i) refers to the input, meaningful input found in L2 learners are introduced to our learners' interlanguage, and the (1) refers to the next level where the language is progressive enough to challenge the learner. Krashen also highlights that expanding the formula to i + 2 will be extremely challenging to learn the language, whereas (i + 0) will represent no challenge to advance learner's language development.

According to Krashen, the input should be made comprehensible in different ways, including simplification, context assistance, and misunderstanding negotiation or nonunderstanding in the target language (Ellis, 2008). Furthermore, Krashen (1985) states that the input hypothesis has the following two consequences:

1. Speaking is a result of acquisition and not its cause. Speech cannot be taught directly but emerges on its own as a result of building competence via comprehensible input.
2. If input is understood, and there is enough of it, the necessary grammar is automatically provided. The language teacher need not attempt deliberately to teach the next structure along the natural order; it will be provided in just the right quantities and will be automatically reviewed if the student receives a sufficient amount of comprehensible input. (p. 80).

From this perspective, Krashen claims that native speakers adjust the input for nonnative speakers to make it comprehensible. For instance, when native English teachers talk to students, who are nonnative speakers, they simplify the language (input) for them and make it more comprehensible. To benefit from the discussions, the input is slightly above the nonnative speaker's current level. Hence, comprehensible input is a cause for acquisition, thereby making it both adequate and necessary. Krashen (1982) adds that when learners communicate in L2, it is a consequence of the comprehensible input. Figure 1 illustrates the indirect role of the output in SLA and the essential role of the comprehensible input in language acquisition. Moreover, Figure 1 reveals how comprehensible input works as a main contributor for SLA, whereas output has a more indirect role.

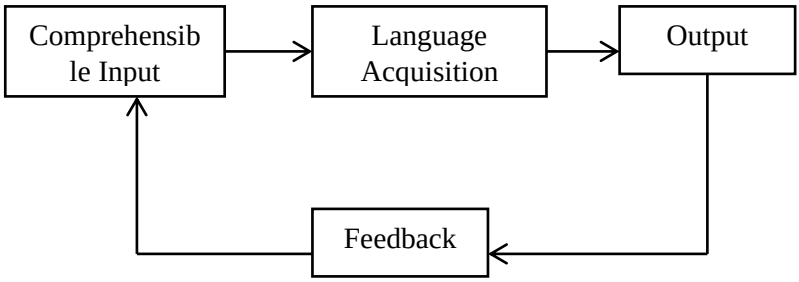

Figure 1: The indirect role of the output to SLA (Krashen,1982, p. 61)

In this sense, Krashen believes that output is primarily a consequence of acquiring input, which makes the output unnecessary for achieving acquisition. Krashen (1998) states that learners lack adequate opportunities to converse in the classroom, which makes the focus on output inefficient for enhancing L2 acquisition (Ellis, 2008). Krashen also indicates that it is possible to accomplish "high levels of linguistic competence" without the output (Ellis, 2008). For instance, Krashen adds that, theoretically, there is a possibility to "acquire" a language without speaking it (Krashen, 1982, p. 60). Therefore, output is determined to be a passive act for feedback as illustrated in Figure 1.

Krashen's comprehensible input faced several criticisms. One of the major issues is that Krashen paid limited attention to the requirements to achieve comprehension. Moreover, Krashen did not clarify the type of comprehensible input required for the acquisition to occur (Ellis, 1991; Faerch & Kasper,1986; Gas,1988; McLaughlin,1987). For instance, McLaughlin (1987) claims that input hypothesis ignores students with high abilities who would not benefit from the input if they were among the beginner students. Klein (1986) and Ellis (1985) highlight the weakness of the input modification provided to learners. Klein (1986) believes that it is not "beneficial" to adjust the input; for instance, when native speakers adjust their language, it might cause difficulties in comprehension for beginners.

Klein further added that it might influence their emotional attitude, as they might feel insulted. Furthermore, Krashen (1985) claims that speech would emerge among students as a result of the comprehensible input without substantial evidence to support the claim. Besides, others criticize making comprehensible input a necessity for acquisition. White (1987) emphasizes that learners are capable of going beyond the input and using the existing knowledge to improve their target language. Additionally, White states that failing to grasp the input might occasionally contribute to learning.

Nonetheless, there are scholars such as Long (1983) who looked differently at the role of the comprehensible input in classroom interaction and SLA. The following section offers an overview of Long's interactional theory.

2.6 Interaction Hypothesis Model

Long's hypothesis originated partly from Hatch's (1977) study on SLA and partly from the discourse analysis of Krashen's input hypothesis (Ellis, 2008).

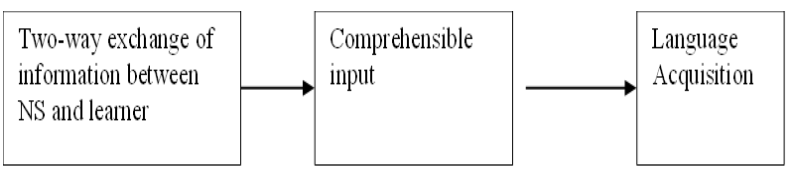

Figure 2: The relation between interaction and language acquisition (Long, 1983, p. 214)

Initially, in the interaction hypothesis, Long (1981) claims that interacting with native speakers requires modification to negotiate meaning that is essential and sufficient for SLA. It is a two-way interactional exchange as depicted in Figure 2. In this claim, Long (1981) highlights two core constructs: input and interaction. According to Long (1981), "input

refers to the linguistic forms used; interaction refers to the functions served by those forms, such as expansion, repetition, and clarification" (p. 259).

There was a shift in Long's (1989, 1990) views of comprehensible input and its role in SLA. Long (1989, 1990) admits that the role of interactional comprehensible input in SLA is necessary but insufficient. Hence, Long (1989, 1990) revised the interaction hypothesis, believing that comprehensible input aids SLA but is neither required nor sufficient. Long also adds that, during interactions, modifying input makes learners notice the input features and compare them to what they noticed in their output. Additionally, Long (1996) indicates that negotiation for meaning, especially when a native speaker generates interactional adjustments, improves acquisition as it links input, internal capacity of learners, and output production. In support of Long's modification of the interaction hypothesis, Gass and Mackey (2007) argue that throughout interactions L2 learners' selective attention is focused on the challenging features of knowledge production. They also add that learners may recognize the differences between their and native speakers' manner of speaking, and learners may realize that they cannot express themselves clearly. Therefore, learners pay attention to new information, such as new grammar structures or new words, which promote L2 development.

With the revised version of the interactive hypothesis, it seems to have four core constructs: input, interaction, feedback, and output. According to Gass and Mackey (2007), L2 learners are exposed to input that is termed as "foreigner talk" or "modified input" in which the language becomes more comprehensible to learners. Furthermore, interaction refers to the conversation in which L2 learners engage. Such interaction is significant because L2 learners obtain knowledge about whether their utterances are accurate or not (Gass & Mackey, 2007). In terms of feedback,

there are two types: explicit and implicit. Explicit feedback relates to corrections and metalinguistic clarification, whereas implicit feedback relates to negotiation techniques, such as confirmation, requests for explanation, comprehension, and recasts. Such feedback is important as it promotes SLA by offering learners the chance to concentrate on production and comprehension (Gass & Mackey, 2007). Moreover, output is the language produced by learners. It can be explained that after learners notice some utterance issues and receive feedback, L2 learners reformulate their problematic utterances to make themselves understood by creating more target-like output (Gass & Mackey, 2007).

There are several studies that fail to support interactive hypothesis and SLA methods, such as Derwing (1996), Ehrlich et al. (1989) Sato (1986). Moreover, there are some issues with the interactive hypothesis. For example, the interactive hypothesis is limited because it is based on one kind of interaction, such as sole interactional techniques or negotiation sequences, which constitute only a small portion of learners' total interaction experience (Ellis, 2008). This can lead learners to fake comprehension (Hawkins, 1985). Furthermore, negotiation does not function well with beginning learners as they lack the linguistic support required for effective negotiation; moreover, it also does not work with advanced learners as they seem to have more opinions and interpretations than comprehension or a need for language explanation (Ellis, 2008). Additionally, Aston (1986) states that learners of grammatical form link their negotiation of meaning with topic management, which might lead to understanding of different functions other than those intended. For instance, at times, language learners' modified repetition can be interpreted simply as communication continuant. Nonetheless, Ellis (2008) highlights that there are factors to consider while interpreting negotiation, including learners' abilities and readiness to negotiate along with the negotiation styles.

According to Ellis (2008) similar to input hypothesis, the interaction hypothesis fails to illustrate how comprehensible input can lead to acquisition (Ellis, 2008).

With modifications in his work, Long (1996) states that the updated version of the interactive hypothesis is related to Hatch's (1977) work where he argued that interaction can promote acquisition through supporting learners' production in L2 (Ellis, 2008). The major difference between Krashen's (1982, 1985) comprehensible input and Long's (1983, 1996) interaction hypothesis is that Long emphasized on interaction between native speakers and nonnative speakers as a strategy point to create situations for compressible input. Additionally, Long (1983) believes that the role of the input must be interactive to cause acquisition, which is different from Krashen's view of the input (Ellis, 2008).

With both Krashen and Long focus on input and interaction as important for SLA, Swain (1985) investigated the role of the output in SLA. The following section will offer an overview of Swain's comprehensible output hypothesis (1995) in SLA.

2.7 Comprehensible Output

Immersion programs in Canada that solely used comprehensible input revealed inadequate results in terms of guaranteeing that L2 learners achieved high levels of competence in both grammatical and sociolinguistic skills (Swain, 1985; Ellis, 2008). Harley and Swain (1978) stated that these programs display how learners had significant confidence when using their discourse skills in L2; however, when it came to grammatical and sociolinguistic skills, these learners failed to develop such competence. Swain (1985) asserts that there is a need to force L2 learners to transfer from "semantic processing to syntactic processing," which can happen through the comprehensible output (p. 249). In the hypothesis, Swain (1985, 1995,

and 2005) emphasizes the productive aspect of the target language (output)—written or spoken—as a way to acquire L2.

Swain argues that using only the input of L2 is inadequate to guarantee that the outcome will be the same as native language performance. Swain emphasizes meaningful output as a core process of language acquisition owing to its role in providing learners with opportunities to use the language and develop it in contextualized situations. For that to occur, meaningful output is negotiated through interactions that occur in communications with individuals. For instance, when two native speakers engage in a conversation, they can reach complete, mutual understanding. When native and nonnative speakers communicate, there are trial and error exchanges in which language is continuously altered until mutual comprehension is achieved. Hence, comprehensible output can be defined as L2 learners' efforts to certify that what they produce (pushed output) is comprehensible to other people, which can promote SLA, whereas the pushed output signifies that when L2 learners are producing language, they are "pushed toward the delivery of a message that is not only conveyed, but that is conveyed precisely, coherently, and appropriately" (Swain, 1985, p. 249).

The comprehensible output has three functions. The first function is the "noticing" function where learners experience gaps between the intended expression and capability to express it. At this stage, learners notice their linguistic deficiencies, and they attempt to fix them. The second function is the "hypothesis-testing" function. There is an implied hypothesis underlying a learner's utterance, which is considered hypothesis testing. Additionally, feedback allows reprocessing of the hypothesis, if needed (Swain, 1985). The last function is the "metalinguistic" function where

learners reflect on their language, and the output permits them to control and internalize their linguistic knowledge (Swain, 1985).

Within this model, Swain and Lapkin (1995) discuss that the output facilitates L2 learning better than the input as it requires different skills and competencies from learners for its production. They highlight the role of interaction in producing the target language. For instance, when learners interact with other learners, noticing plays a vital role in that process as it assists learners to be aware of their current knowledge base and steps required to produce the language after receiving proper feedback. Hence, it makes learners conscious of their problems in the target language and attempt to modify the output during their negotiation for meaning process as a result of classroom interaction, which can enhance their interlanguage and cause internalization.

To conclude, comprehensible output initiates essential work on how interaction contributes to SLA. Swain believes that producing spoken or written language can lead to language acquisition. According to Swain (1985, 1995), there are various methods in which output might play a role in the process of L2 learning, such as developing fluency and automaticity in language use. Moreover, the output provides learners with opportunities to apply their knowledge in new situations. Additionally, feedback (self-initiated or initiated by others) propels learners to modify their output. Besides, producing output helps learners use their cognitive resources (Izumi & Bigelow, 2000). Swain (1998, 2000, 2005) explains that it is a sign for both acquiring knowledge and learning while working.

Generally, several scholars have investigated the output hypothesis and its relationship to SLA (see Pica et al., 1989; Van den Branden, 1997; Shehadeh, 1999; Pornpibul, 2003). In these studies, learners formed more syntactic output to clarify and/or confirm requests rather than

recast because the nature of these clarification requests contain “open signals” that required learners to improve their output by using their skills to solve their comprehension issues (Ellis,2008). However, although the comprehensible output promotes language acquisition, it is unclear if it helps learners obtain new language forms or partially uses automatized acquired forms. Additionally, further work on different areas is required, such as if output modification in repaired uptake leads to acquisition (Ellis, 2008).

2.8 Summary and Conclusion

The previous sections highlighted different models of classroom interactions. In summary, Section 1 focused on the IRF model by Sinclair and Coulthard (1975). This model is considered as a traditional model of interaction in the L2 classroom. It viewed classroom interaction in a typical and predicable structure where teachers: initiate the classroom interaction, learners respond, and teachers provide feedback. It is an extremely direct and unilateral approach. Moreover, Section 2 viewed the comprehensible input hypothesis by Krashen (1981, 1982, and 1985). The model relied on the phenomenon that native speakers change their input when communicating with nonnative speakers to make it comprehensible. This input should be slightly higher than the learners’ current level and Krashen (1982) named it as (i + 1), where (0) is too simple and (2) is too high and challenging. In this model, Krashen insisted that comprehensible input is essential and sufficient for acquisition as it leads to it.

Furthermore, Section 3 presented the interaction hypothesis model by Long (1981, 1983, 1989, and 1996). This is a two-way communication process where interaction between native speakers and nonnative speakers through comprehensible input leads to language acquisition. In this model, learners produce interaction modifications that take place when native

speakers and nonnative speakers interact, which provides L2 learners with the required linguistic comprehensible input. Additionally, Swain's comprehensible output model (1985) was perceived in Section 4. In this model, learners move from the semantic knowledge level of L2 to the syntactic knowledge level of it via the propelled output. The three functions, namely, noticing, hypothesis testing and feedback, and metalinguistic, can lead to acquisition. The noticing function helps learners identify the gap between what they want to say and can say. It propels them to restructure and re-correct their output to make it more comprehensible. The hypothesis testing and feedback function is where learners test their knowledge of the target language and receive feedback to help them improve. The metalinguistic function is the stage where learners internalize the target language as they reflect on their language.

Most of these models are descriptive rather than explanatory (see Shehadeh, 2002). Studies using the framework of these models have described how learners improve in L2, rather than discussing how it has already improved. Additionally, there is no clear link between these models and acquisition. For instance, students' improvement within the comprehensible output model is related to language development or internalization of new language knowledge. Furthermore, when students generate modified output, the direction of the modification in the form of comprehensible, accuracy, or correction is partially evaluated as it may reveal how and in what way the modified output is connected to SLA. Therefore, these models demonstrate some lack of contextualization. Therefore, a new framework has been proposed by the sociocultural (SCT) theory of learning. In what follows, an outline of the major elements in the SCT that promote classroom interaction and SLA.

2.9 Sociocultural Theory (SCT)

SCT is one of the recent developments in education. Vygotsky (1978) had a significant influence on pedagogy when he introduced the SCT, as it supports all kinds of learning, including SLA. It considers both the learners, with their inner capabilities and their cultural backgrounds, and the environment where learning occurs. According to Vygotsky's view of knowledge, language and culture have essential roles in knowledge construction. They form the framework by which individuals experience, communicate, and understand the surrounding environment that helps in developing their intellectual abilities and their vision of the world (Vygotsky, 1978). Therefore, knowledge occurs through interaction with individuals on two levels, which will be explained later (Vygotsky, 1978).

In terms of language learning and based on SCT, the language-learning process occurs by engaging L2 learners in collaborating and dialogical settings to awaken their cognitive skills, thereby allowing them to use language in realistic and communicative milieus. Moreover, learning has a "transactional" nature, which is primarily due to interactions with expert guides who support learning of beginners by using language as a symbolic tool to elucidate and make sense of L2 new information (Vygotsky, 1978).

In terms of SLA, SCT upholds the role of social settings and interaction in mediating language learning (Lantolf, 2000). To illustrate, learners' social setting plays a role in their L1 and L2 learning, where they enhance their language learning through interaction. For instance, children learn their L1 by interacting with their surroundings, and the same applies to L2 where learners interact with one another and with experts to acquire the language. Interaction mediates learners' knowledge of the language and improves it. Furthermore, Ellis (2000) highlights that SCT helps make L2

learners become meaning-makers in the core and style of the interaction. When learners interact, they engage in different skills such as cognitive, social, and behavioral simultaneously to make sense of the interaction. In addition, sociocultural SLA is more concerned with how the L2 is internalized via sociocultural experiences rather than explaining it (Ellis, 2008). This is an essential perspective that can help teachers, learners, and scholars to understand how learners internalize the target language to provide and create supportive learning settings. It can help teachers directly advance toward the internalization of L2 for students. Additionally, Vygotsky's viewpoints in language learning led to a distinguished transition from the product approach to process approach. The following will offer a brief discussion of key constructs of SCT and some models related to SCT.

2.10 Key Constructs of Sociocultural Theory

2.10.1 Mediation

Mediation is an essential construct in SCT. As a term, it is related to making indirect links, connection, and causation (Merriam-Webster, 2019). Lantolf (2000) and Wertsch (1985, 1991, 2007) claim that the human mind is mediated, and this is because learners do not act on their surrounding environment. They rely on symbolic tools, activities, and signs that allow them to change their understanding of the surrounding environment or context. These tools, activities, and signs are related to learners' context, and they make sense to them. They use them to comprehend what they are learning. For instance, Vygotsky (1978) highlights that learning is a "social process" that includes dialog in which language is considered an artifact or a tool that mediates between learners' pervious knowledge and new information. These tools or artifacts are created by humans over a period of time and "made available to succeeding generations, which can modify

these artifacts before passing them on to future generations" (Lantolf, 2000, p.1).

Apparently, tools or artifacts are naturally social but still have their "conceptual value." As a result, they must be connected to activities to function as a means of mediation (Ellis, 2008). For instance, children will not be able to understand the function of a dictionary unless it is demonstrated in front of them. Therefore, the concept of a mediated mind claims that what prevails originally in social interaction becomes internalized as inner speech to be used by students to regulate their own performance. Hence, the main case is the manner in which the learner is able to use L2 in their inner speech (Lantolf, 2000).

Moreover, mediation can be external when an expert assists a novice learner, and it can be internal when learners use their own resources to achieve what is required, whether it is information or a skill (Lantolf, 2000). Furthermore, Lantolf (2000) proposes that mediation in L2 learning contains different dimensions. For instance, medication exists in the form of private speech (through self), social interaction, and symbolic tools or artifacts, such as tasks and technologies. Additionally, dialogic or monologic interactions are the core of mediating language learning. In classrooms, dialogic interaction allows teachers or experts to create a setting for L2 learners that allow them to contribute to their own learning with the assistance of teachers (Ellis, 2008). Hence, SLA is not a remote act of cognition, but it is a procedure of interaction through mediation (Mason, 2000; Xiongyong, 2012).

Interaction and mediation can be examined in two ways. According to Ellis (2008), the first includes the general features of interaction that help learning to occur. Scholars such as Wood et al. (1976) adopted this approach of exploring interaction. It is considered as an

epistemological approach as it recognizes the type of interaction that benefits learning (Ellis, 2008). The second is that there is no particular set of general features that enable L2 learning affordance. Affordance is a psychological term that refers to the purpose of something that individuals observe as part of how they perceive or experience it (Cambridge, 2019). In SCT, affordances can be achieved successfully when interaction can add to learners' L2 development level (Ellis, 2008). Poehner and Lantolf (2005) explored the role of mediation in interaction, and they named it as "dynamic assessment," which refers to the "expressed goal of modifying learner performance during the assessment itself" (p. 235).

2.10.2 Internalization

Vygotsky (1978, 1981) emphasizes the role of social and psychological aspects in the learning process. He states that hypothesizing language moves away from socialization and toward the transformation of social interactions into mental processes (Vygotsky, 1981, p.165). This process in which cultural tools and artifacts such as language adopt a psychological role is known as internalization (Kozulin, 1990). Moreover, Vygotsky (1978, 1981) highlights that the process of cultural development occurs twice. The first occurs on the social plane and the second on the psychological or mental plane. Social plane is referred to as interpsychological level, which occurs when learners interact. Mental or psychological plane is described as intrapsychological, which occurs within or inside the learners. Vygotsky (1981) states that "this is equally true with regard to voluntary attention, logical memory, the formation of concepts, and the development of volition" (p. 163). This underlines the hierarchy of cognitive functions such as categorizing, planning, and interpretive techniques that occur socially at an initial stage prior to being internalized and becoming accessible as intellectual resources.

As maintained by Lantolf et al. (2014), using language, digital literacies, and other aspects as semiotic systems play a key role in the creative appropriation process. The learners are either exposed to or become accustomed to these semiotic systems. In this sense, internalization designates how learners transition from external to internal mediation reliance as they gain the ability to perform complex mental and physical motor tasks (Lantolf et al., 2014).

2.10.3 Zone of Proximal Development (ZPD)

Similar to the previous constructs, the zone of proximal development (ZPD) is related to the social contexts and cognitive skills development. As a construct, ZPD exerts a significant influence on the development of psychology, education, and applied linguistics. Vygotsky (1978) defines ZPD as follows:

> …the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving adult guidance or in collaboration with more capable peers. (p. 86)

In this sense, ZPD regards the assistance learners are receiving and predicts what they can achieve in the near future, by highlighting both the achieved and potential development, which benefits both teachers and learners (Lantolf et al., 2014). For instance, teachers can provide materials and share experiences compatible with learners' actual levels, and, simultaneously, those materials need to be carefully selected, stimulated, and attained for the learning development to occur. As a result, the first stage of the ZPD can be achieved. It will lead the way for learners' potential development as learners will mediate what they receive and will accordingly internalize it.

Furthermore, Roosevelt (2008) interprets that the main objective according to a Vygotskian perspective is that when learners are in their own ZPDs, they are offered interesting and culturally meaningful learning and problem-solving tasks that are too difficult to complete individually. Subsequently, they must cooperate with peers who are more competent or elicit assistance from a teacher to finish the task. This demonstrates that communication and interaction are essential aspects of ZPD. Additionally, there are three stages to apply ZPD in L2 learning (Ellis, 2008). The first stage illustrates how L2 learners face difficulties while overcoming or applying some structures in L2 irrespective of the externally mediated means. The second level explains how L2 learners possess competencies to practice some structures with the help of an expert (Ellis, 2008). Finally, ZPD can clarify how L2 learners internalize their new knowledge of L2 and create the necessary ZPD (Ellis, 2008).

2.10.4 Scaffolding

Inter-mental levels of learning occur prior to intra-mental levels of learning. The learning process has to pass through mediation, internalization, and ZPD prior to being scaffolded. Scaffolding is defined as a process that "enables a child or novice to solve a task or achieve a goal that would be beyond his unassisted efforts" (Wood et al., 1976, p. 90). As a concept, scaffolding is related to the type of assistance provided to learners to help them reach new development levels and expand their competencies. SLA is not an independent process; it is shared by individuals and groups of people. One form of such a sharing type is scaffolding, which is also referred to by several other terms, such as "collaborative dialog" (Swain, 2000) and "instructional conversation" (Donato, 2000). Scaffolding is an interpsychological process where learners dialogically internalize knowledge. The core meaning of scaffolding refers to a process by which a

more competent peer or a teacher assists a student in their ZPD when required.

Additionally, Balaban (1995) highlights that scaffolding alludes to the mode adults utilize to guide the learning progress of L2 learners by using concentrated questions and interactions. In this sense, scaffolding cannot occur properly without the assistance of an expert (a teacher or a peer), which resembles ZPD. It also relates to the potential development of learners. When language is scaffolded, learners can attain higher skills. The concept of scaffolding is viewed differently by different scholars. For instance, Van Lier (1996) regards it as a characteristic of dialogic discourse. Antón (1999) associates scaffolding with initiation, response, and feedback, which has been pervasive in classroom discourse. Therefore, scaffolding not only produces immediate results but also develops skills that learners need to individually solve problems in the near future (Copple & Bredekamp, 2009).

Interaction is the key to scaffold learners' language skills. Different types of interaction must be used in classrooms to scaffold learners' competence in L2. Moreover, scaffolding can occur in various forms inside the classroom, including repetition, corrective feedback, or collaborative dialog options (Ellis, 2008). Additionally, appropriate tasks are designed for L2 learners' competence levels, which can be achieved through expert assistance to increase learners' scaffolding as such tasks operationalize their ZPD during the learning process (Wells, 1999). Moreover, scaffolding can positively enhance L2 learning as it offers strong assistance to L2 learning, motivates learners, and supports them to achieve the goals of tasks (McKenzie, 1999).

2.10.5 Conclusion

To conclude, SCT differs from other approaches such as cognitive approaches in which it attributes language learning to various internal processes, and the learner is witnessed as a channel by which knowledge is gained (Donato, 2000). SCT views L2 learning as a semiotic procedure where learning is crucial in social and mediated activities (Donato, 2000). Such mediation allows an interweave between the inter-psychological and intra-psychological planes in which knowledge can be internalized. This theory views instruction and interaction as essential to L2 development inside the classroom in regard to the ZPD. In this sense, learning is a collaborative effort to mediate and internalize knowledge and information. Donato (2000) asserts that SCT exerts a significant influence on modified communication and negotiation of meaning in classroom contexts.

SCT by its discourse-oriented nature is closely linked to L2 learning by three main commonalities: focusing on meaning, attempting to re-contextualize the classroom, and aiming to study and develop language skills. Additionally, the inclusion of learning through participation and interaction in tasks reveals an emphasis on the process rather than the product. It is clear that the SCT is an interdisciplinary approach as it is a part of a different learning process. For instance, we can determine that SCT constructs multiliteracies where learners need to mediate, internalize, and scaffold their learning within their ZPD. It allows different pedagogies to relate to it. Using multiliteracies in classroom within the SCT approach promotes classroom interaction.

In light of the SCT principles, different studies have looked at the use of technologies in general and short videos specifically for language learning. These studies have examined the impact of technologies and short videos in EFL context, and how these tools promoted language learning.

This study shed light over these studies in order to study how short videos can facilitate interaction among L2 young learners.

Chapter 3: Reviewed Literature: Multimodal Literacy and Past Studies on the Use of Short Videos in the L2 Classroom

3.1 Introduction

Global changes have transformed the education field worldwide. Pedagogical methods used to teach earlier generations are no longer applicable to learners at present, especially in terms of L2 teaching, learning, and literacy. To elaborate, literacy has evolved to include the ability to read and write. It covers a variety of life skills. Scholars have been emphasizing that it is not just literacy in a singular form, but literacies in the plural form (Barton & Hamilton, 2003; Collin & Blot, 2003; Cope & Kalantzis, 2009; New London Group, 1996). In simple terminology, literacy is related to what people do; it is an activity situated in the space between notions and manuscript. Literacy, like people, is fundamentally social and based on interactions between individuals (Barton & Hamilton, 2003). In this sense, different literacies exist in different contexts. To illustrate, practices that contain different media or symbolic systems, such as films or computers, are regarded as different literacies, such as films and computer literacies. Therefore, the New London Group (NLG), for instance, presents a framework that considers different aspects of teaching and learning literacy.

The New London Group (1996) presented in its work titled "A pedagogy of multiliteracies: Designing social futures" an analysis of questions "why," "what," and "how" of literacy pedagogy (Cope & Kalantzis, 2009). The group's work includes a new perspective to view literacy in education, thereby highlighting the need to consider multimodal literacy as part of teaching and learning. The work presented two principles: the need for awareness of worldwide language diversities to recognize and acknowledge different texts used by individuals in the new globalized

world, and an essential need for literacy pedagogy to consider different methods and resources to communicate literacy modes (text, videos, image, gaze, gesture …etc.) adapted to media by which modes can be communicated (New London Group, 1996). From this notion, multimodal literacies pedagogy, according to the New London Group (1996), conveys "a different kind of pedagogy, one in which language and other modes of meaning are dynamic representational resources, constantly being remade by their users as they work to achieve their various cultural purposes" (p. 64).

The next section will discuss leveraging technologies as a mode of multimodal literacies and cite key international and regional studies regarding the use of videos for interaction in the L2 classroom.

3.2 The Use of Technology as Part of Multimodal Literacies

The fundamental aspects of multimodal teaching and learning include the use of audio, visual, text/speech, and motion channel resources in a regular classroom (Losada & Suaza Cardozo, 2018; Marchetti & Cullen, 2015). These modes make multimodality an approach and not a novel phenomenon. Throughout history, modes of communication have changed. Nowadays, technology promotes different types of interaction, providing classrooms with a variety of resources that challenge traditional classroom L2 learning contexts (Marchetti & Cullen, 2015). Over the past few decades, classroom resources shifted from textbooks to digital media (Kress, 2003). For instance, chalkboards have been replaced with smart boards and PowerPoint slides. Such a flux impacts resource selection and design. Textbooks are supported with different modes rather than just text (Marchetti & Cullen, 2015). For instance, the curriculum includes links to videos or supporting materials that help in explaining the content.

Possessing these materials and digital devices have "opened up the classroom to the outside world" (Peacock, 2013, p. 2).

Classroom interactions are influenced by these changes in communication and language used in a communicative context. According to Jewitt (2008), technological resources, interconnection, and "interaction with multimodal semiotic resources" stimulate classroom interaction. There are different types of interaction, including teacher–students' interaction that uses such technologies, in addition to using these technologies in context (Marchetti & Cullen, 2015).

3.3 The Use of Videos for L2 Learning and Classroom Interaction

With a wide range of technologies that are accessible to EFL students and exist in classrooms, videos are among the most widely used teaching and learning tools (Campoy-Cubillo & Querol-Julian, 2015; Chen et al., 2005; Jeng et al., 2009; Li et al., 2019; Losada & Suaza Cardozo, 2018; Paesani et al., 2015). Wills (1983) argued that videos are the most popular material "aid" in L2 learning classrooms. Both teachers and learners prefer the use of videos (MacKnight, 1981; Wills, 1983). For several reasons, videos can play an essential role in the teaching and learning of L2 by promoting classroom interaction and discussions. For instance, visual imagery is a powerful tool as it can improve EFL learners' proficiency (Bruti, 2016). When watching a video in L2, students are learning the correct use of the target language and expanding their language knowledge while in an entertaining and stress-free environment. Similarly, Chung and Huang (1998) stated that videos can provide "dynamics of various information, which can be derived from viewing the video, such as the authentic setting, accents, posture, gestures, etc. of native speakers relieve students from the boredom of the traditional class language drills" (p. 554). Such dense

material like videos encourages deep discussions and interactions in classrooms.

Therefore, videos can help learners enhance their language abilities, such as pronunciation, learning how to respond in specific situations, communicating various semiotic codes, postulating factual and language skills, and employing communicative strategies during interactions. Teachers can also use videos for comprehension activities in classrooms (Canning-Wilson & Wallace, 2000; Losada & Suaza Cardozo, 2018; Shawback & Terhune, 2002). To explain further, videos provide students with a chance to explore something beyond a motion picture. According to Kaiser (2011), videos help learners "explore the language of the clip and the various components of visual semiotics (dress, setting, gesture, facial expressions, color palette, etc.)" (p. 234). When students watch a short video, they do not merely focus on the language, but they look at everything seen in the video that can inspire them to interact in the classroom using the target language.

Wang (2015) underlines three benefits from teaching English using videos. The first benefit is that videos can facilitate learners' linguistic skills as they provide immense information for students. The second benefit is that videos promote learners' intercultural communication competence. There is more to videos than just the language; there are cultural connotations of the language itself. The third benefit is that videos can promote learners' critical thinking while developing aesthetic appeal.

In terms of interaction, using videos in the L2 classroom can improve learners' skills. For instance, videos can provide learners with information that triggers their prior knowledge and schemata, which, in turn, can encourage communication in the classroom, in addition to enriching other language skills (Mekheimer, 2011). It is important to state that the use

of videos should be integrated in an appropriate manner. According to Morely (1981), the efficacy of using videos to promote target language learning relies on how well they are employed in classrooms. He maintains that:

> Their [videos'] potential is attained when they serve as a rich experience which the instructor and students relate to other experiences, interpret, generalize, talk back to, think critical1y about, and responds to in other intellectual ways. The instructor who understands this principle does not show films, but USES them, making them a vital part of the course and a memorable learning experience for students. (Morley, 1981, p. 120)

There is a lot of work that goes into creating video snippets that explore language. Most of the language used in movies or short video clips are commonly used by native speakers and can resonate with the audience because of the mixture of verbal and printed texts in the audiovisual language presented onscreen (Bruti, 2016). Bruti emphasizes that such language is unique for two reasons, "on one hand, it fosters creativity and spontaneity, while on the other, it is governed by a complex set of norms, i.e., the constraints of the media, the conventions of the genre, the stylistic rules dictated by television authorities" (p.151).

It is important to highlight that language used in videos can provide a variety of conversational techniques. For learners, videos are opportunities to communicate and interact in an authentic environment (Hanley et al., 1995; Kaiser, 2011; Lonergan, 1992; Singer & Singer, 1998; Swaffar & Vlatten, 1997). Moreover, videos can help learners to become meaning-makers by drawing interpretations to accurate meanings as a result of being exposed to a range of "sociolect." Such speech can identify "sociolinguistic parameters," such as gender, social classification, origin,

and age, which L2 learners can encounter in reality (Kaiser, 2011; Bruti, 2016).

In summary, videos can be a solid tool for promoting language learning and classroom interaction. They offer students a chance to immerse themselves in authentic experiences where genuine expressions of the target language occur. They also cater to a variety of learning styles of learners by including both audio and visual content.

Different studies have focused on the use of videos for L2 learning for specific language skills, which will be presented below.

3.4 Relevant Studies in Global Context

Numerous studies examined the use of technology in the L2 classroom (see Abraham et al., 2009; Blake, 2008; Kirkwood & Price, 2014; Mayora, 2006; Roblyer, 2003; Selber & Selber, 2004). Some studies explored the role of technologies in L2 learning, such as Leow et al. (2016); Thomas et al. (2012); Thomas and Reinders (2010). Other studies have specifically explored the use of videos in the L2 classroom. For instance, there are a few studies that investigated the role of creating videos as a holistic approach for learning, including interaction as part of the video-making process (e.g., Hafner & Miller, 2011; Hafner, 2014; Jewitt, 2008; Jiang & Luk, 2016; Kress, 2003). Nevertheless, others examined different roles of video making for specific topics, such as writing (see Jocius, 2013; Peterson & McClay, 2012), students' engagement (Callahan & King, 2011; Hughes et al., 2009), and students' collaboration (Chisholm & Trent, 2013; Hughes, 2009; Spires et al., 2012). Some other studies focused on learners' interests, identities, and experiences (e.g., Bitz & Emejulu, 2016; Ranker, 2008; Schwartz, 2015). Generally, these studies only focused on how students learn when creating videos.

There are a few studies that highlighted the use of videos in the language learning process. For instance, Ode (2014) examined the influence of audiovisual materials on teaching and learning. The researcher aimed at featuring educational audiovisual resources to evaluate their impact on teaching and learning. There were two research questions and a hypothesis to test in this study. The first question was about the types of educational audiovisual materials, and the second question sought to understand the impact of such materials on education. The null hypothesis stated that there was no significant variation between the use and nonuse of audiovisual materials for teaching and learning in secondary schools in Makurdi, in Nigeria. The researcher used a quantitative research survey design. A total of 120 participants aged between 18 and 25 years were randomly selected for the sample in this study. The survey had three sections: the demographic information of participants, (B) types of educational audiovisual materials, and influence of these materials on education. The survey responses were measured using the Likert scale. The results revealed that 100% of all participants used videos for teaching and learning and further acknowledged the impact of audiovisual materials in teaching and learning. The use of audiovisual tools has a profound impact on how teachers teach, and students learn. The study revealed that a few schools in Nigeria used different types of audiovisual materials. The researcher stressed the essential role of audiovisual materials and suggested that teachers needed to be trained in their proper usage.

Bruti (2016) provided a clear video analysis clarification for the use of short film clips for specific purposes. The purpose of the study revealed how beneficial the language used in film clips in EFL classrooms is in teaching realistic aspects of conversational interaction by focusing on two speech acts: compliments and insults. In this study, the scholar presented a thorough review of literature of video clips use in EFL

classrooms as part of a multimodal approach and how it may enhance learners L2 abilities by providing an authentic example of how to use the language specifically for compliments and insults. In addition, the study examined three vital short video clips for compliments and insults and provided a sample analysis based on a multimodal transcription adopted by Wildfeuer (2014) cited in Bruti (2016). In the study, Bruti categorized the scenes into five columns. The first column explained the sequential shot with regard to scene composition and the distance between the anticipated viewer and portrayed world. The researcher did not consider the language; however, the researcher considered other aspects in the clips. For example, according to Bruti:

> One aspect that is worth taking into account is what framing position (i.e., understanding the aesthetic and communicative effects that different shots have, e.g., close ups, medium close ups, medium shots, medium long shots, long shots and extreme long shots—see Lacey 2005) and editing (i.e., the way the various shots are joined together) mean in the clip narrative (pg. 155).

The second column explored kinesics (e.g., body movements, facial expressions, gestures, and proxemics). The third column examined the sounds and noises on the audio track. The fourth column explored the background music, and the fifth column included character names and oral dialogs. Bruti followed the same multimodal transcription analysis when considering compliments and insults. The investigators concluded that film clips could be an advantage as they reflect face-to-face interaction. Bruti stated that film clips about compliments and insults were a simple example of how to use the language in EFL classrooms, and how teachers could use complicated examples of speech acts for face-to-face conversations.

Munir (2016) studied appropriate media that could enhance fourth-grade Indonesian learners' vocabulary, specifically cartoon videos.

The study focused on two research questions as follows: How do students perform in tests before watching cartoon films? How do students score after watching cartoon films? Using an experimental research approach, the researcher included pre- and posttests to measure the effects of cartoon videos on all fourth-grade students in MI Al Hidayah 02 Beta. The sample population contained 25 students who represented the entire fourth-grade population. The experimental research had three stages: pretreatment, treatment, and posttreatment. The pretreatment stage was when students poorly performed in the pretest. At this level, students were unfamiliar with learning by watching videos. The treatment stage was when students were exposed to cartoon videos. The posttreatment stage was when students were provided a posttest to measure their knowledge of vocabulary after viewing videos. The findings revealed that students performed better after watching cartoon videos. There was a significant difference between students' pretest and posttest. Therefore, using cartoon videos/films contributed to improving learners' vocabulary. The researcher suggested that teachers were required to apply audiovisual materials to match students' learning styles and interests.

To study how meaningful semantics and audiovisual materials could impact speech perception, Smayda et al. (2016) hypothesized that elderly learners (between 60 and 90 years of age) could not perform identically to younger learners (between 18 and 35 years of age). The study aimed to explore the influence of visual and semantic prompts on discourse perception in elderly and young adult learners. The study employed 45 young adult participants and 33 elderly adult participants from the University of Texas at Austin community. The participants had no psychiatric disorder or hearing disability that could interfere with the tests. Elderly participants undertook neuropsychological tests to measure their cognitive skills. The study followed the procedures of an experimental

research approach. For stimuli, the researchers recorded a video of a male native English speaker speaking target sentences in a conversational manner, and later, noise was added in the background along with targeted sentences. Participants had to type the sentences they heard using the provided keyboards. The sentences had four words and misspelling was accepted if participants did not spell another English word, did not modify the tense, and did not pluralize a word. Some trails were audio only and others were audiovisual. Both groups received the same amount of visual and expressive materials. The findings reported that young adults achieved more than elderly adults in the tests. However, they did not outperform them. Additionally, audiovisual materials provided more benefits than audio only. Further, the findings suggested that elderly learners could recognize speech similar to younger adults when semantic and visual prompts were available to listeners.

Jin (2016) explored the use of videos as part of the flipped classroom model. The study aimed to compare teacher–student interaction between flipped and traditional classroom models, in addition to examining the advantages in implementing the flipped classroom model. Participants in this study were 80 chemistry freshman students (40 in the flipped classroom and 40 in the traditional classroom) from Zhejiang Sci-tech University in China who were learning English and studied the book "New College English." Traditional classroom teachers used simple activities such as warm-up questions, group discussions, homework tasks, and teacher-assisted reading comprehension to answer the three questions of the study. In the flipped classroom, teachers used different activities; for instance, before class, there were some assigned videos and learning materials, assigned texts questions, and lesson presentation. In the class, teachers verified learners' understanding of the video's content, assisted with text reading, and organized a class presentation and discussion with the

homework at the end. The scholar adopted the Flanders interaction analysis system to examine behaviors of teachers and students during interaction.

The researcher looked at three main categories (teachers, learners, and silent activities) and 17 subcategories for the analysis. For instance, to explore teachers' direct impact, the researcher examined "lecturing, directing, criticizing, demonstrating, and correcting," and for the indirect impact, the researcher examined "encouraging and praising, adopting opinions, and asking open and close-ended questions." For the students' category, the researcher explored four aspects, namely, "passive response, active response, asking questions actively, and discussion." For the last category concerning silent activities, Jin (2016) examined, "chaos, contemplating questions, performing exercise, and viewing PPTs" (p. 397). By evaluating matrix computation results and feature describing curves, the researcher specified that the flipped classroom enhanced learners' interactions and feedback more than traditional classroom, especially as the former used different materials such as videos in classrooms.

Philominraj et al. (2017) investigated the role of visual learning in improving English language teaching. Their study aimed to explore the essential use of visual learning as a learner-centered approach for L2 teaching. The 504 students were selected from 10 higher secondary schools in Chennai, India. The study followed a quantitative research approach. Two of the variables examined related to videos and L2 learning, in which students watched English news channels and movies. The results revealed that students preferred visual learning resources, such as watching English news channels and movies. To elaborate, 224 participants stated that they always watched English news channels and 156 students stated that they often watched English news channels. When it came to watching English movies, 271 participants chose "always" and 143 chose "often." The

scholars emphasized the role of using students' interest and different learning styles, such as using videos or audiovisual materials that included authentic target language usage, for improving learners' L2 learning progress and creating a better interaction with the language. The researchers concluded that visual learning could provide learners with a wide range of materials that make language learning meaningful as these materials would be part of their in-school and out-of-school activities.

Nguyen and Boers (2019) examined the potential gain of incidental vocabulary acquisition in applying a specific sequence of input–output– input tasks using TED Talk videos. This study aimed to answer the following three questions: Do EFL learners summarize the content of a video from TED Talk and could learn the meaning of more words from the input than same-profile learners who watched the video twice without the output activity? Do students attempt or use new words from the TED Talk video in their oral sum-ups, and if so, were these positively received in terms of learners' retention of words' meanings? Are students aware that the summary task influenced the process of the video content? Sixty-four Vietnamese EFL learners participated in this quasi-experiment study. The participants were divided into two groups. The first group (n = 32) viewed a video of a TED Talk, summarized it, and then watched it again. The second group (n = 32) watched the same TED Talk twice without activities following thereafter. The posttests reported that students performed better in learning word meaning when they had to deliver an oral summary and then watched the video again. Moreover, the analysis of the oral sum-ups underlined those learners who tended to use words that they would remember later. The findings of the study significantly differed from other studies as Nguyen and Boers did not require learners to use specific words and emphasized the use of TED Talk videos as a viable source for authentic language use in EFL classrooms.

Li et al. (2019) examined teacher–student interaction in China to investigate the effectiveness of technology use in EFL classrooms. The study employed three research objectives. The first identified the teacher–learners interaction pattern when using more or less technology. The second identified differences in patterns based on the technology level applied, and the last question focused on the influence of technology activities on teacher–student interaction. Li et al. adopted a comparative approach where conversational analysis of six primary school teachers with different technological engagements was used to answer these questions. Data were collected from a large-scale study on technology implementation in an EFL curriculum in a rural school outside Beijing; however, Li et al. selected three classes that represented high use of technology and three classes that represented low use of technology. Teachers in this study used multimedia course software that included videos and animations by native speakers and interactive activities design. Three of these teachers used technology more frequently than the other three teachers with regard to the general pattern of digital-assisted exercises, which remained similar between the two groups. Teachers in all classes provided almost identical degrees of corrective feedback. The study findings concluded that the classes with higher technology use contained a higher rate of learners' self- and peer-repairs than in classes with lower technology use. Moreover, classes that used high technology contained more directive and displayed questioning strategies. Moreover, the use of technology (videos) influenced learners' speech production in classes. The study further revealed an immediate necessity to discuss the essential and potential approach to improve EFL teachers' instructional awareness and competence in digital-assisted language instruction.

Çalışkan's (2019) study aimed at exploring if teaching vocabulary via the assistance of audiovisual materials, such as videos, or traditional

methods was better in the EFL context in Turkey, Bursa. Using a mixed-methods approach, the study sought to answer the following two research questions: Which method of teaching vocabulary was better (audiovisual material or traditional)? What are the differences between learners who were taught using audiovisual material and learners who were taught traditionally? Approximately 36 fifth graders from a public secondary school participated in this study; 18 of them were part of the experimental group and 18 were part of the control group. The English language proficiency level of both groups was similar to students at the beginner level. All learners' native language was Turkish. For the quantitative part, the researcher employed a questionnaire which was adopted and modified by the researcher to match the study's goals and a vocabulary quiz. For the qualitative part, the researcher employed interviews. The researcher prepared materials for both groups and selected posters, five-minute videos regarding one theme sports, and 30 targeted words. The study lasted for approximately three weeks. During the first week, the researcher taught 15 out of the 30-targeted vocabulary to both the experimental and control groups. The experimental group learned the vocabulary using short videos and posters, whereas the control group learned by traditional methods, such as translating, reading, repeating, writing, and providing examples. In the third week, data was collected. Participants in both groups had to answer a quiz in a 20-minute period. Later, they were asked to participate in a questionnaire that lasted for 15–20 minutes. Interviews were collected in a written format.

The findings reported that students did better when taught using audiovisual materials, such as short videos, rather than in a traditional manner. Both quantitative and qualitative results highlighted that these students had issues with learning English vocabulary in the traditional way. The study recommended the use of audiovisual materials for teaching L2 as

it could motivate learners to learn and use their social skills in EFL classrooms.

3.5 Relevant Studies in The Middle East/ GCC Contexts

The studies reviewed above on the use of videos for language learning and teaching were conducted in global contexts outside the Gulf region. In what follows, the review will focus on studies conducted in the Middle East and the Gulf region that specifically addressed the use of videos for language learning and their role in classroom interaction.

Mekheimer (2011) examined the role of videos in developing L2 language as a whole. The purpose of the study was to measure how videos could improve listening, speaking, reading, and writing abilities among college students at King Khalid University, Abha, Saudi Arabia. The study proposed three null hypotheses based on the entire language approach using experimental and control groups. The experiment took one academic year to reach completion with 64 participants who were all freshmen and sophomores in Saudi Arabia. Learners in the experimental group (n = 33) were exposed to authentic audiovisual materials with a corrective program for language skills improvement from CNN videos, and the control group (n = 31) was exposed to the same materials except the videos. The classroom instructional procedures varied between the two groups. The control group textbook focused on a cultural theme. Lessons were developed using a picture for discussion, reading, listening, and speaking. The experimental group was exposed to authentic videos/clips that introduced the targeted theme. Lessons based on videos and textbooks were created to incorporate all language abilities as part of a holistic approach to L2 learning. The study followed a pretest/posttest control group design. For each language skill, pretest and posttests were conducted. The results revealed that students did not perform well in the pretest, as mean scores for control and experimental

groups were similar. In the posttest, the experimental group outperformed the control group in listening, reading, writing, and speaking. Further, results revealed that students in the experimental group benefited from video materials used in this study, as these materials contributed to their understanding of all four skills. In this study, the use of videos in the entire language development approach improved learners' proficiency in L2.

Awad (2013) examined the use of video animation in learning vocabulary for grade three students in Gaza, Palestine. The purpose of the study was to investigate the effectiveness of using animated videos for learning English vocabulary. Using an experimental research design, the study aimed to answer one main question and four sub questions. The study sought to test four hypotheses. There were 58 female third graders participating in this study. Participants were divided into experimental (n = 29) and control groups (n = 29). Awad prepared a vocabulary achievement test as pre- and posttests with 8 main questions and 22 items to measure the effect of using animation on vocabulary learning. The test covered knowledge, comprehension, application, and high-order level skills in using vocabulary. The researcher also designed a teacher guide that included lesson objectives, new language, and techniques to use animation to teach vocabulary, materials, lesson procedures, warm-up activities, and homework. The researcher used a t-test to validate the hypotheses. The results revealed that there were significant variances in the pretest and posttest of vocabulary where the experimental group did better than the control group after viewing the animation videos. The scholar emphasized the importance of using animation when teaching vocabulary and recommended to expand the research to examine the effect of using animation videos in pronunciation and writing.

Mathew and Alidmat (2013) addressed the usefulness of audiovisual materials in an undergraduate EFL classroom at Aljouf University in Saudi Arabia. As Aljouf University classrooms are equipped with technological materials, such as smartboards, LCD monitors, and interactive software programs, the scholars aimed to study EFL learners' viewpoints regarding the use of audiovisual materials in classrooms and their approach to these materials. Fifteen Arabic native speakers participated in this study; all of them majored in English language and literature. The course textbooks were combined with audiovisual resources. The scholars used a questionnaire with 10 items regarding the use of audiovisual materials in EFL classrooms that were relevant to the English course textbook. The scholars used a mixed-methods approach to develop the questionnaire, which included open-ended and closed-ended questions that students answered with a "yes" or "no." The results revealed that audiovisual materials had a positive impact on the students' learning. Learners highlighted that the use of such materials raised their retention. The scholars stated that fair understanding of audiovisual materials could build interactive EFL classrooms. They suggested that such materials might encourage thinking and enhance the learning environment. The study concluded that learners find audiovisual classes useful and applicable when they are linked to class course content.

Finally, Alwehaibi (2015) explored the concept of using YouTube as a resource for language learning in Saudi Arabia. This study aimed at investigating the effectiveness of using YouTube videos in EFL college classroom as part of course content. The course was one of the five courses in elementary English teachers' program where teachers had to develop specific observation abilities to teach elementary students. The study employed one research question, which was about the effect of integrating YouTube videos in EFL pedagogy to improve EFL college students' content

learning. Using a quasi-experimental design, the study used a nonrandomized control group with pre- and posttest approaches. 96 college students from Princess Noura University in Riyadh participated in this study; they were randomly selected and assigned to either the control group or the experimental group. Forty-five learners were in the control group and 51 learners were in the experimental group. In the experimental group courses, YouTube videos were used as part of class teaching, whereas in the control group classes, standard lecture lessons were provided. The study lasted for six weeks. The pretest results revealed no significant difference between the control and experimental groups, as evidenced by their t-test. The posttest results revealed that students in the experimental group performed better than students in the control group, as there was a significant difference in the posttest results. Owing to the use of YouTube videos in teaching, students revealed better interaction and discussion skills along with other activities in classrooms during the learning process.

3.6 Summary and Evaluation

The studies mentioned above provide essential perspectives regarding the use of videos/visual materials in language learning. They explored how videos impact language learning on different aspects of L2 learning. To clarify, some of these studies, such as Mathew and Alidmat (2013), Ode (2014), and Alwehaibi (2015), examined the general use of videos in language learning. These studies targeted secondary and college students more than elementary students. They emphasized the positive effect of videos in language learning. These studies employed experimental designs to investigate the use of videos, which was appropriate to their studies, except for Mathew and Alidmat (2013), who used a mixed-methods approach evaluate the only tool used in the study—questionnaire—quantitatively and qualitatively. Furthermore, these studies merely focused

on learners' perspective, providing just one version when it comes to using videos for language learning.

Other studies examined different aspects of the effect of visual resources in specific language learning skills such as enhancing learners' vocabulary. Studies conducted by Awad (2013), Munir (2016), Çalışkan (2019), and Nguyen and Boers (2019) examined how visual materials could play an important role in improving English vocabulary for elementary students. However, among the studies, Nguyen and Boers (2019) did not mention the targeted age group. Similarly, most of these studies used experimental research design to identify the benefits of visual materials using a pretest and posttest, whereas Çalışkan (2019) used a mixed-methods approach to compare traditional approach of teaching vocabulary and using videos to teach vocabulary. These studies also concentrated more specifically on learners. However, they solely focused on the positive role that videos play in learning English vocabulary, rather than other aspects that videos may influence. Nonetheless, Mekheimer (2011) used an experimental research design to explore four language skills and the impact of using videos to enhance those skills. The researcher emphasized using videos and integrating them with the entire language approach for L2 learning. Nevertheless, the researcher's work primarily concentrated on receptive and productive skills of the language.

There were some studies that investigated conversation (Bruti, 2016), speech (Smayda et al., 2016), and teacher–student interaction (Li et al., 2019; Jin, 2016). These studies used different research designs to examine how videos could influence language learning. For instance, Bruti (2016) used video analysis that covered speech analysis and body language for two speech acts as follows: compliments and insults. Alternatively, Smayda et al. (2016) used an experimental approach to explore speech

improvement owing to the use of videos with young and elderly learners. Comparably, Jin (2016) used experimental research design to compare and contrast traditional classrooms with flipped classroom models that used videos as a part of classroom instruction. Similarly, Li et al. (2019) used a comparative research approach to study teacher–student interaction when using technologies, such as videos, in classrooms.

All these studies targeted certain age groups except for Bruit (2016) who did not specify a target group; moreover, all of them were concerned with L2 discourse improvement. For instance, Bruit (2016) provided an in-depth analysis of film video clips that the teacher could use to present a realistic approach of English language when teaching compliments and insults; however, the researcher did not provide a specific age group, how to implement these videos, and how these videos could be a part of education. Other studies underlined the impact of using videos in EFL classrooms and how videos assist in improving language learning. The studies did not highlight how the videos impacted interaction or discourse per se. For instance, Li et al. (2019) and Jin (2016) studied how videos could influence speech production in classrooms and as part of flipped classrooms. To be more specific, Jin (2016) examined the role of videos in flipped classrooms and how they enhance interaction and feedback; however, the study did not highlight the nature of classroom interaction when videos were used.

Following these studies, emphasis on the use of videos and audiovisual materials reflecting the authentic use of the target language for L2 learners to learn the language is observed. To elaborate, Mekheimer (2011) used original videos from the CNN news channel to show learners the real use of the target language. Likewise, Nguyen and Boers (2019) used TED Talk videos to enhance learners' vocabulary. Some of these studies

conducted, e.g., Mathew and Alidmat (2013), Ode (2014), Jin (2016), and Li et al. (2019), provided valuable insights on how to use textbook supported materials to improve L2 learning. All these studies emphasized how videos improved learners' L2 skills in vocabulary (Awad, 2013; Munir, 2016; Çalışkan; 2019; Nguyen & Boers; 2019), all language skills (Mekheimer, 2011), and teaching and learning in general (Ode, 2014; Jin, 2016; Philominraj et al., 2017; Li et al., 2019).

Alternatively, although these studies used videos as part of their research design or goal, there was no criterion provided for the type of videos used. To clarify, there was no specific criterion for choosing CNN videos in the Mekheimer (2011) study and for choosing TED Talk videos in the Nguyen and Boers (2019) study. The main aspect of the current study is to examine how videos can promote classroom interaction, as the outcomes of some of these studies mentioned earlier included limited information regarding how videos contributed to enhancing interaction in classrooms. Additionally, some of these studies looked at one type of interaction. To elaborate, in the study by Li et al. (2019) the researchers looked at one type of classroom interaction; teacher–student interaction and in the study by Jin (2016) the researcher looked at learners' interaction (Jin, 2016). From a methodological perspective, all these studies used a quantitative research design to explore the use of visual materials, except for Bruti (2016) who used a qualitative approach and two other studies that used a mixed-methods approach (Mathew & Alidmat, 2013; Çalışkan, 2019). These studies focused more on learners' standpoints on using videos but have ignored teachers' viewpoints.

Indeed, there are no recent studies conducted in the region to the researchers' best knowledge regarding the use of videos in promoting L2 learning; the latest study reviewed in this paper is dated five years back

(2015). Additionally, most studies investigated adult learners except for three studies (Awad, 2013; Munir, 2016; Çalışkan, 2019). The results of these studies were inconclusive. Therefore, it is essential to highlight that there was no study conducted in the UAE.

The goal of the current research is to contribute to the existing literature by being the first to focus on the use of videos in promoting L2 classroom interaction at school level in the UAE. Interaction is a core point of language learning as it is one of the authentic practices of target language. It is one of the methods for learners to grow cognitively and linguistically (Vygotsky, 1978). It can provide teachers and learners with more information about the learners' level of learning, their understanding of the target language, and how to improve their L2. It will look at the nature of using short videos in the classroom without intervention to investigate how short videos can impact (positively or negatively) interaction in a regular grade eight L2 classroom. The study will use videos used by teachers as part of the curriculum and examine their impact on promoting classroom interaction among young learners. It will use a convergent concurrent mixed-methods approach to address four questions focusing on classroom interaction in young learners aged between 10 and 12 years. It is important to state that both teachers' and students' perspectives will be considered to gather more profound findings.

3.7 Research Questions

Considering the study objectives that include investigating how classroom interaction can be enhanced using short videos and clips, and in light of the relevant literature reviewed above, the following research questions will form the basis of this research:

1. Do short videos facilitate classroom interaction among EFL learners?
2. In what way do short videos facilitate learners' interaction in the L2 classroom?
3. What are the perceptions and attitudes of young EFL learners toward using short videos in promoting their interaction with one another and with their teacher in the L2 classroom?
4. How do teachers view the use of short videos in promoting student–student and teacher–student interaction in the L2 classroom?

Chapter 4: Context of the Study

4.1 Introduction

Education is among the highest precedence sectors in the UAE. It has contributed a significant share of the yearly federal budget (14.8%). With this high budget amount, the country aimed to "provide a quality of education services and enhance a knowledge-based economy" (UAE Government Portal, 2020). For these reasons, education encountered major changes to address the country's expectations and vision. These changes impacted varied areas in education, such as teaching pedagogies, policies, assessments, and curricula, among others.

In this chapter, I will describe the development journey of the UAE educational system with an increased focus on Abu Dhabi public schools. I will demonstrate how Abu Dhabi Educational Council (ADEC) system—presently known as the Department of Education and Knowledge (ADEK)—transformed into the MoE system and the Abu Dhabi School Model approach to the Emirati School Model, in terms of teaching and learning English for eighth-grade learners. The core purpose of this chapter is to illustrate the context of my study, which is the MoE English curriculum, teachers, and eighth-grade learners in government schools in Abu Dhabi.

4.2 The Education Development in Abu Dhabi

In the past 10–15 years, education has transformed in Abu Dhabi. Previously, all Emirates in the UAE used to follow the MoE regulation, curriculum, and recruitments. In 2005, ADEC was formed to manage and oversee public and private schools in the Emirates, primarily Abu Dhabi, Al Ain, and the Western Zone (now it is known as Al Dafrah). Part of the ADEC's responsibilities included changes in how subjects were taught and

their improvement. By 2010, the council introduced the New School Model (NSM) to be implemented for KG1, KG2, and grades one to three and later to cycle 2 and cycle 3 (ADEC, 2010b). The model considered the learners, teachers, learning environment, and how to involve parents in the learning process. The NSM was established to foster student learning settings, develop students' bilingual (Arabic and English) abilities, and students' critical thinking skills, in addition to their national identity. It aimed to "standardize the curriculum, pedagogy, resources, and support across all ADEC schools" (ADEC, 2010b). The NSM developed a new curriculum and new teaching pedagogies to improve learners' performance by promoting their communication, thinking, and problem-solving skills (ADEC, 2010b). The model was intended to be introduced to higher classes each year, with the goal of having all grade levels following the NSM by 2016.

4.2.1 Teaching and Learning in the New School Model Curricula (NSM)

As an approach, the NSM is learner centered. It implements world-class amenities where learning occurs in a technology-rich context, and different learning styles are considered (ADEC, 2010b). It emphasizes the proactive approach to enhance learners' health, safety, and overall, well-being. Besides, teachers are trained to acknowledge students as learners and adhere to students' performance (ADEC, 2010a). Alternatively, the NSM considers teachers as key to achieve the model's goals. As a result, teachers are selected based on specific professional standards and qualifications. They have to undertake continuous professional development sessions organized by ADEC to ensure the attainment of four professional standards for teachers. These standards are as follows: curriculum, profession, classroom, and community. Teachers who teach English and Arabic

subjects have to co-plan with one another to provide a better understanding of both languages.

With an increased emphasis on exploration and experimentation, the NSM is designed to create knowledge and understanding through physical and social experiences in both indoor and outdoor spaces, while considering students' health and safety. Classrooms and school buildings are equipped with facilities to enhance 21st century learning skills. For instance, learning resource centers replace outdated libraries and are equipped with proper facilities to encourage students to use different resources to improve their information literacy skills. Moreover, information and communication technology resources are presented in every classroom to empower learners to learn in a creative, innovative, and informative environment.

The NSM offers a new curriculum that differs from the previous curriculum where textbooks were considered the exclusive source of knowledge. The curriculum is outcome-based, and it focuses on learners as the fundamental part of teaching and learning, with equal contribution from teachers, parents, and the society. It focuses on improving learners' bilingual skills in literacy, numeracy, critical thinking, problem solving, and creativity, along with underlining cultural identity among Abu Dhabi learners. In addition, technology, mathematics, and science are taught in English to prepare learners to be global leaders with appropriate knowledge of the global economy based on Abu Dhabi economic 2030 vision (ADEC, 2010a). English, mathematics, and science are taught in English language.

Learners, in all subjects including English, are the main focus of teaching and learning. For instance, two of the key features for effective teaching for cycle 1 are acknowledgment that students are capable of learning and teachers are accountable for their learning (ADEC, 2013).

Although this is part of cycle 1 guidebook, it is highlighted for all grade levels (K-12) within the outcome documents. Additionally, teachers must work on learning based on the following as part of the key beliefs of effective teaching:

1. Learning is safe and secure when risk taking is considered as an opportunity and not a problem. Learning is lifelike and not isolated from the real world.
2. Learning is active, purposeful, and responsive, but not passive and inflexible.
3. Learning occurs best through meaningful, open dialog, but not through one-way closed teacher direction.
4. Learning follows a student and is not a textbook recipe.

(ADEC, 2013, p.6)

For learners, teachers ought to use the gradual release approach to transition them from the dependence stage to being independent. For it to be achieved, teachers must follow the seven teaching process steps that focus on students' learning. First, they must observe learners. Second, they must predict and show levels of learners' development. Third, they must compare learners' development against the learning outcomes. Fourth, they must highlight learners' learning needs. Fifth, they must plan and choose resources. Sixth, they must teach. Finally, seventh, they must perceive, evaluate, and reflect on the process to respond. Hence, as depicted in Figure 3, teachers must apply different teaching methods to showcase the development of teaching and learning in classrooms.

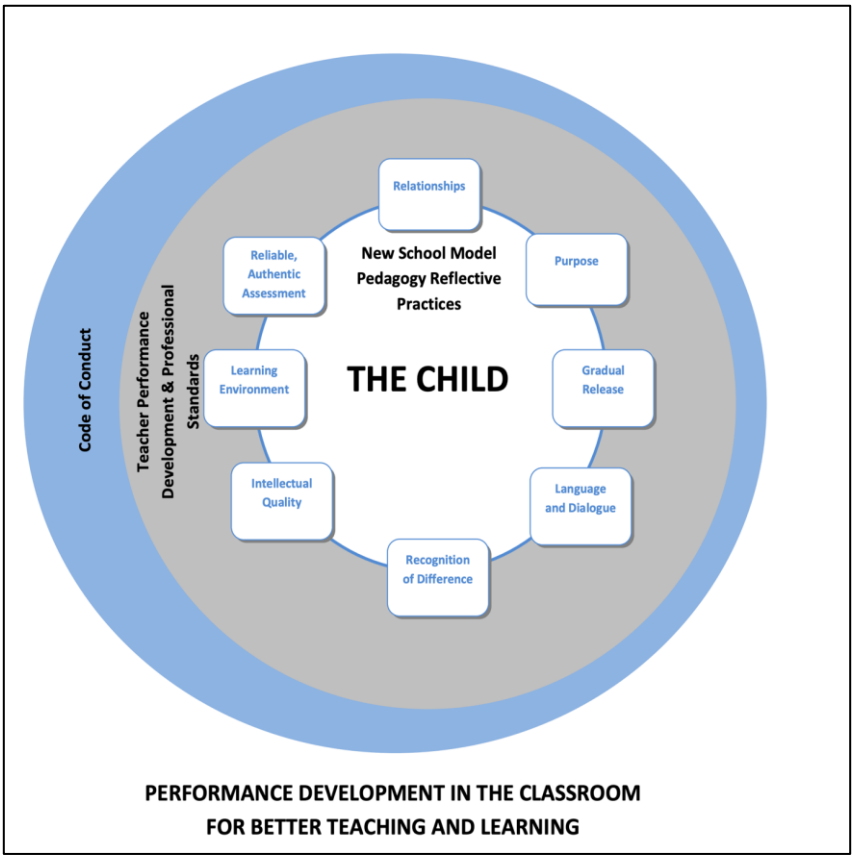

Figure 3: The New School Model Pedagogy Matrix.(ADEC, 2013, p. 18)

4.3. The Shift to the Ministry of Education (MoE) System

The transition to the MoE requires some changes in the Abu Dhabi school system. One of the changes is in terms of grade level categories as cycle 1 includes first grade to fourth grade; cycle 2 includes fifth grade to eighth grade; and cycle 3 is from ninth grade to twelfth grade. Schools in Abu Dhabi adjust to the new requirements. As a system, the MoE has a 10-year strategic plan covering different aspects. For instance, the plan targets a score of 10 on 10 in all initiative aims (MoE, 2010). The strategic plan has five main objectives, and each objective has two subobjectives. For

instance, the first objective is student outcomes with two subobjectives: curriculum and competence. The second objective is student school life with two subobjectives: student counseling and school environment. The third objective is student equality with two subobjectives: equality in standards and chances and the quality of school performance. The fourth objective is student citizenship with two subobjectives: social partnership and national identity. The fifth objective is administrative effectiveness with two subobjectives: all zones support services and ministry support services that were accomplished in a timely and effective manner (MoE, 2010). These objectives are related to the general plan for schools.

Furthermore, within the strategic plan, there are anticipated outcomes required to be achieved. These outcomes are associated with students, teachers, parents, and the community. This strategic plan aims to promote learners who are "proud model citizens, knowledgeable, proficient in needed skills, and fit and active individuals (MoE, 2010, p. 5)," whereas the teachers' outcomes focus on cultivating teachers as role models, knowledgeable teachers, creative mentors, trained educators, and attentive instructors. In addition, the desired outcomes highlight parents' role as contributors to the learning and teaching process. The outcomes focus on parents' roles as exemplary role model citizens for children and learning stimulators by triggering their children's curiosity toward knowledge and learning. They also focus on parents being respectful toward teachers, becoming school contributors, having representation in schools, and becoming promoters of active and fit life. When it came to the community, the desired outcomes emphasized the following:

1. Recognize, respect, and value education by honoring academic staff, students, and promoting life-long learning.
2. Support schools by assisting and sponsoring events and activities.

3. Involve in associations to address specific topics, e.g. groups to support student with special needs.
4. Promote careers to students by showing job opportunities and expectations that employers have of future employees.
5. Contribute to curriculum development by providing input around the knowledge and skills needed to work successfully in the workplace of the future. (MoE, 2010, p.6)

4.3.1 Grade Eight English Curriculum in NSM and the MoE National English Language Curriculum Framework

4.3.1.1 NSM

The NSM considers eighth graders as part of cycle 2. For eighth graders' English curriculum, there were a set of outcomes that needed to be achieved during the academic year. The outcome plan is detailed and explains objectives for each semester. It covers fundamental skills in the English language (ADEC, 2017). For instance, the plan includes outcomes for speaking and listening where it focuses on students' listening comprehension techniques and abilities to follow conventions for collaborative conversations. It also examines students' use of multimodal utilities to assist their presentations in a variety of contexts and purposes, citing some evidence and providing diverse perspectives. Another outcome is reading skills where it highlights students' knowledge construction of reading comprehension tactics and examines and synthesizes information in progressively complicated texts. The outcome of writing skills covers students' abilities to employ varied text types of increasing difficulty and depth regarding diverse issues and in response to literary manuscripts. It also focuses on students' ability to integrate evidence effectively; this evidence is collected through research to analyze different issues and literary texts. The last skill outcome is language where it assesses students' ability to use different strategies to establish meanings of unidentified words

and phrases. For each skill outcome, there are indicators, pedagogical approaches, learning outcomes to master, developing and emerging learners, assessment criteria, and explanatory notes. With the NSM curriculum, teachers have to adhere to the grade-wise curriculum map (ADEC, 2015). For instance, for the curriculum of eighth graders, teachers have specified a map track that contains 11 steps. These steps are only divided into collaborative work (from step one to step four) and individual or collaborative work (from step five to step eleven). Collaborative work has to be accomplished in groups or pairs, whereas teachers have the choice for secondary work (see Figure 4).

Figure 4: Steps to implement the English Curriculum Framework (ADEC, 2014, P 8).

The steps illustrated in Figure 4 are designed with a key focus on language and literacy skills as both works interdependently (ADEC, 2014).

The English curriculum for eighth graders within the NSM has three main themes for each trimester (T1: Adventure, T2: 21st century technology, and T3: From school to work in the UAE). The curriculum has subthemes that work under each trimester theme (ADEC, 2014). Within the steps in the framework for English curriculum of eight graders, integrated strand tasks are included as part of students' portfolio, which is designed based on Abu Dhabi standards where listening, speaking, reading, observing, and writing are integrated to perform one task. A cumulative work has to be collected for students to build their E-cart. Students are exposed to different genres, such as fiction, informative nonfiction text, and poetry. For that they must employ different critical responses, such as arguments, debates, critical reviews and discussions, and persuasion, among others (ADEC, 2014). The textbook covers the targeted terminology required to be taught to for each theme. Furthermore, assessments are part of the NSM English curriculum for eighth graders; the teaching materials contain specific and detailed rubrics for tests, tasks, and assessments (ADEC, 2014).

4.3.1.2 MoE National English Language Curriculum Framework

Numerous changes occurred after the merger of MoE and ADEK. For instance, the manner in which English has been taught has evolved from an outcome-based approach to a striated skill-based approach. Students are grouped together based on their proficiency level. For such an approach, the MoE partnered with Cambridge English to build an English curriculum; the National English Language Curriculum Framework (NELCF) was created in accordance with the Common European Framework of Reference for Languages (CEFR). The NELCF has a general curricular goal that acts as the core of all levels in English to promote English proficiency. The four main general objectives are "developing English language literacy skills, equipping learners with the English language competencies to participate

effectively in further education, the workplace and the community, preparing learners to compete successfully in international exams and shaping global citizens while promoting Emirati cultural values" (MoE, 2018, p.1).

The 12 grades are distributed among 10 language levels starting from a beginner level to a highly advanced tenth level. Eighth graders fall under both level six (EN 6.1, EN 6.2) and level seven (EN 7.1) (MoE, 2018). In these levels, the four language skills are accentuated (reading, writing, speaking, and listening) separately within each level. The NELCF offers a supporting syllabus that provides a detailed scope of the content for each level and sublevel in relation to students' learning outcomes (SLOs). The supporting syllabus is divided into three groups: grammar mapping, functional language mapping, and lexis mapping that includes phonics and high-frequency words. Themes and content of the existing MoE curriculum are embodied in the lexis mapping (MoE, 2018).

The NELCF highlights project-based assessments and skills-based exams for each skill. For instance, functional language, grammar, and vocabulary are considered as part of receptive skills and prompts in productive skill assessment. The supporting syllabus design indicates the pace of the curriculum, which highlights the appropriate "time-bound" evaluations based on skill outcomes and the supporting syllabus. Summative assessments are an indicator to track learners' progress at the beginning and end of each level, thereby highlighting their readiness to advance to the next level and their needs.

The NELCF includes descriptions for each level that emphasizes expectations and content. Nevertheless, for the sake of this research, the focus is on level six and seven as eighth-grade learners fall into these two levels. The description for expectations for level six is that students:

- Can understand the overall meaning of simple, extended texts on familiar and some unfamiliar concrete topics.
- Can speak coherently in extended exchanges using basic repair strategies to maintain the flow of communication.
- Can write simple, extended texts on familiar and concrete topics.

(MoE, 2018, p.6)

While the description of the content for level six is that

- Learners will develop language skills through a variety of text types including poems, stories, monologues and dialogues, descriptions, informative texts (which may include diagrams and graphs) and instructions.
- Texts are simple and extended, and on familiar and some unfamiliar concrete topics.
- Delivery is in clear, standard English in a variety of different accents.

(MoE, 2018, p.6)

Additionally, the level expectations for level seven are that students:

- Can understand the overall meaning of complex texts on familiar and unfamiliar concrete topics.
- Can maintain flow of communication using a range of repair strategies.
- Can produce clear, detailed text on familiar and some unfamiliar concrete topics.

Whereas the content description for level seven is that

- Learners will develop language skills through a variety of text types including poems, stories, monologues and dialogues, descriptions, informative texts (which may include diagrams and graphs) and instructions.
- Texts are complex and extended, and on familiar and unfamiliar concrete topics.
- Delivery is in clear, standard English in a variety of different accents. (MoE, 2018, p.5)

Moreover, students in the early stages of their education will benefit from support courses and literacy skills materials provided by the alternative education program. The framework includes specific student learning

outcomes for each language skill at each level. The outcome code addresses the English language skill, level, domain, strand, and outcome number, which differs across the strands for each level. The outcomes for levels six and seven are specified in Tables 1 and 2:

Table 1: Grade Eight Student Learning Outcomes for Level Six

LEVEL 6			
Domain	**Strand**	**Code**	**Learners will be expected to:**
Listening	Comprehension Skills	En.6.L.CS.1	Listen and understand the overall meaning of simple, extended texts on familiar and some unfamiliar concrete topics.
		En.6.L.CS.2	Listen and identify specific information in simple, extended texts on familiar and some unfamiliar concrete topics.
		En.6.L.CS.3	Listen and identify details in simple, extended texts on familiar and some unfamiliar concrete topics.
		En.6.L.CS.4	Listen and identify the main points in simple, extended texts on familiar and some unfamiliar concrete topics.
		En.6.L.CS.5	Infer the meaning of unknown words when listening to texts on familiar and concrete topics.
		En.6.L.CS.6	Make connections when listening to simple, extended texts on familiar and concrete topics.
Reading	Reading Strategies	En.6.R.RS.1	Identify a range of features of text organisation and structure.
		En.6.R.RS.2	Read texts in a variety of genres.
	Comprehension Skills	En.6.R.CS.1	Read and understand the overall meaning of simple, extended texts on familiar and some unfamiliar concrete topics.
		En.6.R.CS.2	Read and identify specific information in simple, extended texts on familiar and some unfamiliar concrete topics.
		En.6.R.CS.3	Read and understand details in simple, extended texts on familiar and some unfamiliar concrete topics.
		En.6.R.CS.4	Read and identify the main points of simple, extended texts on familiar and some unfamiliar concrete topics.
		En.6.R.CS.5	Infer the meaning of unknown words when reading texts on familiar and concrete topics.
		En.6.R.CS.6	Make connections when reading simple, extended texts on familiar and concrete topics.
Speaking	Pronunciation	En.6.S.P.1	Produce connected speech using correct intonation and rhythm.
	Fluency	En.6.S.F.1	Speak coherently in extended exchanges using basic repair strategies to maintain the flow of communication.
		En.6.S.F.2	Use simple and complex language structures when speaking.
	Interaction & Production	En.6.S.IP.1	Express own ideas and respond to the ideas of others.
		En.6.S.IP.2	Retell detailed information from stories and personal experiences.
		En.6.S.IP.3	Ask and answer questions for clarification, elaboration and understanding.
		En.6.S.IP.4	Initiate and participate in a wide range of interactions on familiar and concrete topics.
Writing	Writing Strategies	En.6.W.WS.1	Use simple and some complex language structures in writing.
	Writing Production	En.6.W.WP.1	Write simple, extended texts on familiar and concrete topics.
		En.6.W.WP.2	Use own and others' ideas to plan and develop writing.
		En.6.W.WP.3	Write structured paragraphs that contain a topic sentence and supporting details.

(MoE, 2018, p.12)

Table 2: Grade Eight Student Learning Outcomes For Level Seven

LEVEL 7			
Domain	**Strand**	**Code**	**Learners will be expected to:**
Listening	Comprehension Skills	En.7.L.CS.1	Listen and understand the overall meaning of extended texts on familiar and unfamiliar concrete topics.
		En.7.L.CS.2	Listen and identify specific information in extended texts on familiar and unfamiliar concrete topics.
		En.7.L.CS.3	Listen and identify details in extended texts on familiar and unfamiliar concrete topics.
		En.7.L.CS.4	Listen and identify the main points of extended texts on familiar and unfamiliar concrete topics.
		En.7.L.CS.5	Infer meaning when listening to simple, extended texts on familiar and concrete topics.
		En.7.L.CS.6	Recognise mood and tone in simple, extended texts on familiar and concrete topics.
		En.7.L.CS.7	Make connections when listening to extended texts on familiar and some unfamiliar concrete topics.
Reading	Reading Strategies	En.7.R.RS.1	Identify a wide range of features of text organisation and structure.
		En.7.R.RS.2	Read a range of texts in a variety of genres.
		En.7.R.RS.3	Research topics by reading from a variety of sources.
	Comprehension Skills	En.7.R.CS.1	Read and understand the overall meaning of extended texts on familiar and unfamiliar concrete topics.
		En.7.R.CS.2	Read and identify specific information in extended texts on familiar and unfamiliar concrete topics.
		En.7.R.CS.3	Read and understand details in extended texts on familiar and unfamiliar concrete topics.
		En.7.R.CS.4	Read and identify the main points of extended texts on familiar and unfamiliar concrete topics.
		En.7.R.CS.5	Infer meaning when reading simple, extended texts on familiar and concrete topics.
		En.7.R.CS.6	Identify the mood and tone when reading extended texts on familiar and some unfamiliar concrete topics.
		En.7.R.CS.7	Make connections when reading extended texts on familiar and some unfamiliar concrete topics.
Speaking	Pronunciation	En.7.S.P.1	Produce connected speech using correct intonation and rhythm.
	Fluency	En.7.S.F.1	Speak coherently in extended exchanges using a range of repair strategies to maintain flow of communication.
		En.7.S.F.2	Use simple and complex language structures when speaking.
	Interaction & Production	En.7.S.IP.1	Express, elaborate on and justify own ideas.
		En.7.S.IP.2	Participate in structured discussions responding appropriately to the contributions of others.
		En.7.S.IP.3	Initiate and maintain interactions on some unfamiliar concrete topics.
Writing	Writing Strategies	En.7.W.WS.1	Use simple and complex language structures in writing.
	Writing Production	En.7.W.WP.1	Write extended texts on familiar and some unfamiliar concrete topics.
		En.7.W.WP.2	Paraphrase and synthesise information from a variety of sources.
		En.7.W.WP.3	Produce structured texts that contain topic sentences and supporting details.

(MoE, 2018, p.13)

This framework mentions different assessments to measure language skills and provides additional, detailed information for functional language, grammar, and lexis mapping. The information encompasses details regarding the overall MoE English language curriculum framework for all grades. Hence, the following sections describe the context of the study covering information about participants (learners and teachers) and eighth-grade textbooks: learner's book, activity book, teacher's guide, and the Alef program.

4.3.1.3 Eighth-Grade Curriculum and Alef Program

Eighth-grade students use English the Bridge to Success (BTS) series, which is a twelve-grade course for students studying ESL. It is designed based on the NELCF. The book encompasses 12 thematic units with a range of text genres, activities, and outcomes. The units are split over three terms. The BTS materials are built to reflect six principles as follows:

1. An Emirati focus, with an international perspective.
2. An enquiry-based, language-rich approach to learning.
3. English for educational success.
4. Rich vocabulary development.
5. Individualized learning.
6. Integrated assessment.

(Braker & Mitchell, 2017, p.iv)

BTS provides some clarification over the items used in textbooks and explanations on its use. It includes components that teachers must use when teaching English for eighth graders, such as a learner's book, a learner's activity book, Audio-CDs that include all listening materials for listening activities from the learner's book, and an activity book with a teacher's guide that contains lesson plans for each lesson and suggestions on how to use materials in the learner's book, activity book, and CDs in classrooms.

As mentioned earlier, the book encompasses 12 thematic units. Each unit (with a main topic or theme) is divided into 17 or 18 lessons, each of which employs the learner's activity book to improve students' language skills and explore learners' content knowledge. At the end of each unit, a review lesson is provided at the end of the unit to assess what students have learned. Units also end with two project lessons to stipulate an integrated skill focus. The units include a range of features such as guidance and support for teaching and learning in both books (learner's book and activity book). These features are language tips, writing tips, English usage, vocabulary, knowledge check, listening strategy, reading strategy, and speaking tips.

Lesson plans for each lesson are provided for teachers in the teacher's guide with some assistance on how to use the learner's book and activity book materials. Lesson plans include learning objectives, learning outcomes, and links to prior learning; 21st century skills; key vocabulary and expression/structures; common misconceptions' differentiation activities; learning styles; assessment for learning opportunities; and standards or SLOs. Teachers have the choice to edit, adapt, or modify lesson plans based on class needs. The lesson plans suggest a few strategies before using the learner's book, while using it, and prior to using the activity book. These suggested strategies vary to support different learning styles and abilities of students. Different assessments are suggested, such as observation during tasks and activities, students' self-assessment, oral questioning, quizzes, peer assessment, student presentation, written work, and feedback.

4.3.1.4 Alef Platform

Although the learner's book encompasses some codes for videos that students can watch by themselves, Alef platform short videos are used by most teachers in general English programs for eighth graders. Alef

platform is announced by MoE in 2020 to be implemented in government schools across the UAE. Fifth to ninth grades have to use the Alef platform for six core subjects: Arabic language, Science, Islamic Studies, Social Studies, Mathematics, and English. According to the Undersecretary of the MoE, His Excellency Eng. Abdul Rahman Al Hammadi "the UAE seeks to consolidate its educational system and aspirations for the future of education by laying the foundation for a flexible and effective virtual learning ecosystem that meets UAE's ambitions and goal" (MoE, 2018, p. 2).

The concept of Alef was introduced in 2015 where it is conceptualized as a technology-based mode to meet the demands of public schools in the UAE (Alef, 2021c). During the academic year 2016/2017, it started with eight students, eight teachers, and school leaders in one school. In the following academic year (2017–2018), it was used in two schools by 1,000 students and 68 teachers and school leaders. In the academic year 2018–2019, the program was used in 63 schools by 25,378 students and 1,887 teachers and school leaders. This number expanded during the academic year 2019–2020 as the Alef platform was implemented in 206 schools by 60,426 students and 4,747 teachers and school leaders. During the academic year 2020–2021, Alef was used in 418 schools, by 121,000 learners and 10,080 teachers and school leaders (Alef, 2021b). The program's vision is "to design learning experiences that change the way the world is educated with improved learning outcomes" (Alef, 2021a). Its mission is to "transform K-12 school systems with technology-enabled learning experiences that engage a more individualized sense of inquiry and empower the 21st century workforce" (Alef, 2021a).

The Alef platform offers some features for learning and teaching. For instance, this platform personalizes learning by offering learners the chance to learn based on their own pace, anyplace and anytime. The

platform allows learners to receive personal instructions based on their learning preference. It also provides engaging content, including lessons breakdown and different learning techniques, such as short videos, games, and activities. It includes instant feedback to teachers, which they can use to ascertain the areas of students' needs and help their growth and development. Additionally, the Alef platform contains real-time data for district, school, grade, subject, class, and student. It also employs relevant curriculum, including lesson plans that are aligned with the MoE outcomes and culturally appropriate media materials. The platform helps in saving teachers' planning and preparation time by providing ready lesson plans and activities (Alef, 2021a).

Alef platform for eighth graders offers a wide range of lessons that teachers can use as supporting materials. For instance, there were 72 lessons that teachers could use as main or supporting materials for grade eight English curriculum targets and some for the thematic units. These lessons vary as a few of them relate to grammar, reading practices, or other English skills, such as online learning safety, conducting surveys, and creating graphs. Each lesson includes a short video of approximately 1–3 minutes. These videos have a question in the middle of the video to test student's understanding of the previous content. After each video, students have to complete activities related to the lesson and video. These activities are completed individually, in pairs, or in groups. After each lesson, students have to undertake assessments, such as an exist ticket (strategy to end the lesson) of the lesson as a measure of students understanding of the lesson (see the structure of a lesson in the Methodology section for specific details).

In what follows, a description of the methodology used in this study.

Chapter 5: Methodology

5.1 Introduction

The main purpose of this study was to investigate the use of short videos in promoting classroom interaction in an EFL school context, in the UAE. First, the study aims to explore how a teacher could use such videos to facilitate interaction among EFL learners in the language classroom. Second, the study also examines the manner in which videos are used to promote learners' interaction in the L2 classroom. Simultaneously, it highlights the preparedness and attitude of EFL students using short videos in promoting their interaction with one another and their teacher. Finally, the study considers teachers' viewpoints on the use of short videos in promoting learner–learners' interaction and teacher–student interaction in the L2 classroom.

In this chapter, I will explain the design used to answer the research questions, participants involved, and tools used for data collection, such as observational checklists, video/audio recording, written notes, interviews of both teachers and students, and students' survey. Moreover, a lesson from Alef platform will present to show the use of short videos in English classroom for grade eight. It is important to state that the researcher played no role in the selection of short videos and their application in lessons.

5.2 Mixed-Method Approach

The qualitative approach was used to answer research questions as quantitative questions were required to be explored from a qualitative perspective. The quantitative approach was used to answer part of the first and third questions. For the qualitative part, different tools were utilized to answer the four questions of the study. Observation checklists, document analysis of video/audio materials, and interviews of teachers and some

students yielded valuable insights on the nature of classroom interaction in light of using videos in the L2 classroom. To elaborate, an observation checklist was used in every observed lesson (See Appendix A). The classes were recorded to gather detailed information, as video and audio recordings were part of the document analysis. To gain a better understanding of the study, interviews with four different eighth-grade teachers were conducted (See Appendix D). Additionally, considering students' perspectives and attitudes for quantitative and qualitative analysis, a survey was distributed among the observed eighth-grade students. Of whom, six students were also interviewed to better understand their viewpoint (See Appendix B for the survey questions and Appendix C for students' interviews).

According to Creswell and Clark (2011), the approach for a convergent concurrent design, as is the case with this study, requires four phases. First, quantitative and qualitative data that are concurrent but separate are collected. Second, each data set is independently analyzed using appropriate producers. Third, after the two initial results, the interface begins by merging the two results using comparable or transforming results for additional analysis. In the fourth step, scholars elucidate the extent to which the two data results converge, separate, convey, or combine to create a better understanding in response to the study's general purpose. Convergent design can be used when scholars must collect both data simultaneously due to time limitation. Moreover, convergent concurrent design can be used when there is an equal value for gathering and analyzing both strands to comprehend the problem. In the current study, data were collected separately but concurrently. As an approach, both strands were equally prioritized; hence, the two strands played a crucial role in addressing research questions (QUAN = QUAL). Results and analysis were conducted separately for each strand. For instance, classroom observational checklist was analyzed independently from fieldnotes. Finally, all results from both

strands were discussed and consistencies and variations were examined and highlighted.

5.3 Participants

5.3.1 Students

The study focused on eighth-grade students (cycle 2) in one government school in Abu Dhabi. The participants aged 13–14 years old were in one class (n = 27); all of them were female students. Most of the participants were Emiratis (24 students), two were Emirati female children (one holds Palestinian citizenship and the other holds Saudi citizenship), and one student was from China. Therefore, their mother language was Arabic except for one student whose first language was Mandarin. The students were familiar with one another since kindergarten, and all of them were studying three languages (Arabic, English, and Chinese). Students were exposed to English language since the kindergarten level; they studied mathematics and science in English language. Students mixed their L1 and L2 when communicating with one another. They followed the general track in MoE curriculum, and their English proficiency level ranged from intermediate to higher intermediate. Due to the COVID-19 pandemic, students were not allowed to meet face-to-face. Videos were presented to students using Microsoft Teams platform, and they were able to interact with one another and with their teacher using either audio or written communication. Microsoft Teams application allowed the teacher to divide students into groups or in pairs.

5.3.2 Teacher

The observed teacher was a 40-year-old female native English speaker with 16 years of experience in teaching English language. She has worked with gifted students during the early days of her career. She taught students from different grades, but with more focus on elementary students. She used to teach English, mathematics, and science. In the current school, she taught most of the Elite track (the track with extensive focus on mathematics, science, and English in cycle 2) students in cycle 2, except for eighth graders as it was only a general track. In this study, she was observed and interviewed. In addition, two more teachers were questioned about their knowledge and perception on the use of short videos that help enhance interaction among L2 learners. Teachers were selected conveniently and purposively depending on their willingness and availability to contribute to this study (Bryman, 2012). It is important to note that there were specific criteria for selecting the three teachers which Creswell (2012) referred to as "bounded system" (p.97). Thus, these teachers were all female teachers and with the experience with Alef program and grade eight curriculum. Table 3 illustrates demographics of these three teachers who were interviewed in this study.

Table 3: Description of all three teachers (participants)

Teacher #	Native/Non-native	Age	Years of experience
Amna	Native	40	16 years
Cathy	Native	33	9 years
Dona	Nonnative (Iranian origins)	40	15 years

5.4 Online Classes

Owing to the COVID-19 pandemic, countries worldwide suspended some in-person services and almost everything went on hold momentarily, with the exception of a few sectors such as education that took refuge in distance teaching and learning. The concept of distance learning is not new in the education field. In fact, it is an option in many colleges and universities worldwide. Moreover, universities and colleges provide online courses as part of reducing their budget and space (Roach & Lemasters, 2006; Clark-Ibáñez & Scott, 2008). Nevertheless, due to the pandemic, from the middle of the academic year 2019–2020 through the entire academic year 2020–2021, classes switched to distance learning. In all government schools in the UAE, learners from all grade levels (K-12) have to use online platforms to attend classes and use the smart learning gate (LMS: Learning Management System). From grades 5 to 11, learners have to use Alef platform for most subjects. Classes are delivered online using Microsoft Teams. Short videos are used to explain and clarify knowledge in language, mathematics, science, and social studies classrooms. For instance, teachers use short videos to explain arithmetic equations or to demonstrate different scientific experiments as students could not perform these experiments inside actual laboratories. Furthermore, interaction was different in distant classrooms as explained in the following paragraph.

Online lessons were delivered to all learners from K-12 in all government schools. Teachers used Microsoft Teams application to schedule their meetings and students were asked to join in the assigned meetings. Each teacher had their own set of rules for turning the camera on or off. Teachers had the option to place students either in assigned or random groups. They could also place students in pairs using the breakout rooms option. In addition, teachers could also mute or unmute students' microphone and ask other students or people to join. The teachers shared

their screen with their students for the majority of lessons. Students were provided access to a variety of specific features when they joined meetings. For instance, they could raise their hand to speak, use the chat box to type their responses, turn on their cameras to share if they did something manually, and share their screens to present their work. In terms of interaction, there were different interaction methods in online classes, such as whole class interaction, group interaction, and pair interaction. Hence, this study was conducted virtually, with the researcher observing diverse interactions among students in eighth-grade English classrooms using MS Teams.

5.5 Structure of Short Video Lessons

Twenty-five lessons were observed across 18 weeks. The lessons spanned between 30 and 45 minutes. The focus of each lesson was a video. These videos were presented at the beginning of the class by the teacher, and the entire lesson was related to these videos. For instance, the teacher signed into the Alef platform and selected the lesson. In that class, they reached lesson 63 (See Figure 5).

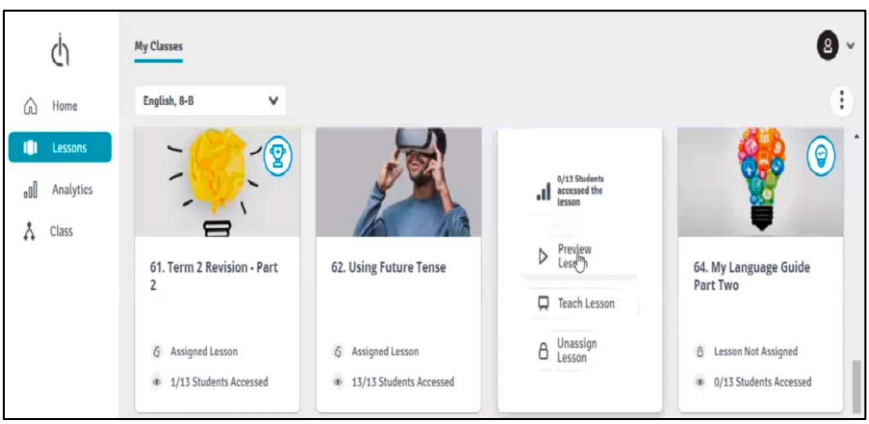

Figure 5: Screenshot of an Example of Alef Lesson

Later, when the teacher started with the lesson, there were four categories in the lesson content (See Figure 6). These categories were positioned in the Big Idea section where lessons were introduced. In the Explore section, students had to gather more knowledge regarding the lesson topic. In the Apply section, students employed their knowledge of the video and completed the lesson task. In the My Exit Ticket section, students were required to answer questions to assess their understanding of the whole lesson as an ending strategy.

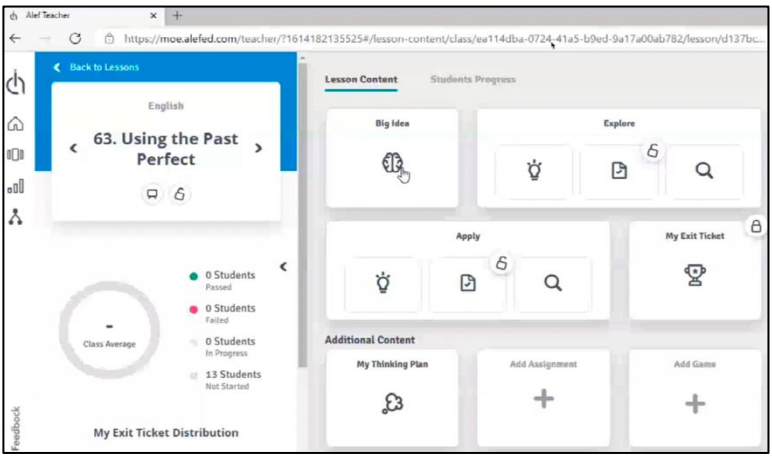

Figure 6: Screenshot of an Example of Alef Lesson Content

This lesson's video was part of the Big Idea section and this lesson's video was approximately one minute in length. After 30 seconds of the video, a connection was formed about what students learned before linking it to the lesson. Students offered their detailed opinions on how to use short phrases to express purpose and connect ideas, and how to use future tense to make predictions. Then, they highlighted the objective of the past perfect tense lesson, which was to talk about things they wished they

had done differently. At the end of the video, there were multiple-choice questions as represented in Figure 7.

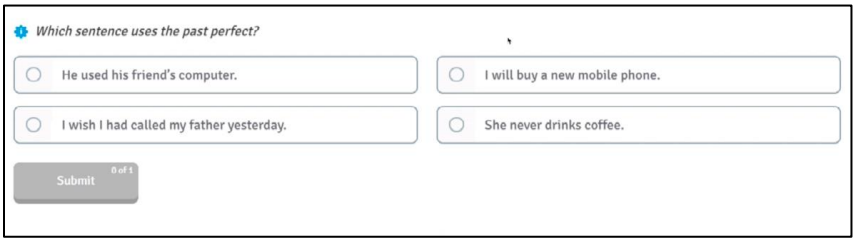

Figure 7: Screenshot of an Example of Alef Short Video Content

After attempting the multiple-choice questionnaire, the teacher usually had a question for the entire class before they asked students to work individually, in pairs, or in groups. For instance, in lesson 63 (this one), the teacher posted a question in the chat and asked the students to write their responses as presented in Figure 8. The teacher read the responses aloud and provided students with immediate, oral feedback.

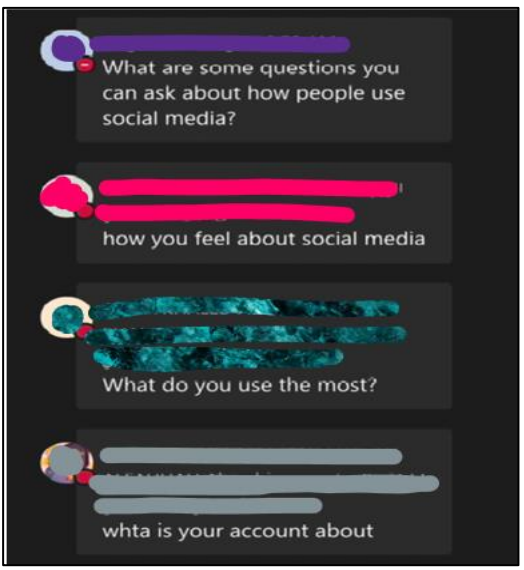

Figure 8: Screenshot of the class Chat discussion related to the video

Post the discussion, the teacher asked students to work individually to complete their tasks in the Explore and Apply section. Before the end of the class, the teacher opened the exit ticket (small assessment) to ensure that students completed the tasks prior to completing this assessment.

Thus, this was how most lessons were structured. In some instances, the teacher would ask more questions about the lesson, whereas in others, the discussion would be oral. However, the same structure of the lesson's categories was applied for all Alef lessons. All lessons included videos.

5.6 Data Collection Tools and Procedures

To answer the research questions, the following tools were used to collect the data: observational checklist, fieldnotes, students' surveys, students' interviews, and teachers' interviews. These tools were used to analyze the qualitative and quantitative aspects of the study. Moreover, the following procedures were used for data collection. Data was collected in Term 2 (T2) and Term 3 (T3). The researcher was invited to attend English language classes for eighth graders through Microsoft Teams application. During each lesson, the researcher was able to observe one or two breakout rooms where the teacher divided the students and accordingly placed them in these rooms.

5.6.1 Observation Checklist and Fieldnotes

There were 25 lessons with short videos that were observed, and six lessons with videos were selected for data analysis. These six videos were selected in a systematic manner, two to three weeks apart. The videos used in these lessons ranged in duration from one to two minutes. Based on the literature review, the majority of studies observed were between 6 and 12 lessons (Howard, 2010; Walsh, 2006; Mathew & Alidmat, 2013; Rido & Sari, 2018); therefore, selecting six lessons was sufficient for this study. In

each lesson, the teacher started by introducing the lesson's content, and then played the videos. There were times when students discussed the content as an entire class, sometimes as pairs and as groups. Discussion started with the teacher's questions regarding the video. During each lesson, a checklist was filled for all three criteria and fieldnotes were highlighted in the end as bullet points (See Appendix A).

5.6.2 Students' Survey

After filling in all six observational checklists and fieldnotes, the survey was distributed during two periods to collect as many responses as possible (See Appendix B). The first period started on May 24, 2021, and 11 students participated in the survey. The second period started on May 31, and 13 students participated in the survey. Students had to respond to the survey using the Survey Monkey website to ensure their anonymity. The survey question items were bilingual (Arabic and English for convenience). There were 24 responses and none of the questions were skipped in the survey.

5.6.3 Students Interview

After distributing the survey, six students, randomly selected, from the eighth grade were interviewed for two days (three students in each day) (See Appendix C). Interviews took place on Microsoft Teams for a duration of approximately 15 minutes each. The researchers contacted each interviewee and interviewed them separately. During these interviews, students shared their views and perspectives regarding the use of videos in L2 classes to facilitate their interaction.

5.6.4 Teachers' Interview

After gathering data from students, four teachers were interviewed: three orally and one through written responses. The interview questions

focused on the teacher's perspectives regarding their use of short videos for interaction in the L2 classroom. The questions targeted the strategies teachers were using after showing short videos and how to promote interaction among learners. The questions compiled teachers' opinions on how to involve learners in discussion about videos and enhance their L2 learning skills (see Appendix D).

The oral interviews with teachers were conducted for 20–40 minutes each. The interviews took place at the end of June 2021 after final exams. Each teacher was interviewed on a different day.

5.7 Tools Validation

5.7.1 Qualitative Part

This part was divided into two phases: the first phase included observation where checklist and document notes from the video/recordings were used, and the second phase included teacher and student interviews.

5.7.1.1 Observation Checklists

To understand the nature of classroom interaction when using short videos in L2 lessons, an observation checklist was designed (See Appendix A). There were three main criteria: learners' interaction, teacher interaction, and content of text or videos. Under the learners' interaction, there were 23 criteria that focused on students' interaction, 14 criteria focused on teacher's interaction, and 17 items focused on the content of text or videos. These criteria were adapted from multiple studies conducted by Tait (2000), i Solé and Hopkins (2007), Mena (2007), Kanuka (2011), and Corry and Stella (2012) and based on the findings the content validity was established. Moreover, a scale with four bands, namely, high, moderate, low, and none, was used to measure each criterion. Furthermore, the reliability was established by conducting Cronbach's Alpha coefficient among three inter-

raters regarding agreement of their observation and using interitem correlation matrix for interrater reliability. The checklist had a value of (.982), which means that it was highly reliable (See Table 4).

Table 4: Checklist Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	No. of Items
.982	.982	18

In learners' interaction criteria, the researcher examined if learners discussed the presented short videos within their groups or in the class. The researcher also explored learners' skills similar to their ability to participate in video discussions, ask critical questions, present their ideas in L2, and establish a connection between videos and their prior knowledge. Additionally, the following aspects were examined: if learners had the skill to create discussions related to the video content, took turns in presenting their ideas in a smooth and meaningful manner, and collaborated when sharing their opinion. The researcher further evaluated if different interpretations were provided by learners and if they supported their discussion with examples, evidence, or argument. Furthermore, these criteria observed learners' personalities in the class when determining whether or not they were competitive while presenting their ideas. One or two students dominated the discussion in their groups and commented inappropriately about one another. If they relied on their first language during discussion, they used short answers to respond to teacher's questions and used the language garnered from the video during their discussion.

Teacher's interaction criteria investigated the teacher's role before, during, and after presenting the video. For instance, it observed the questioning strategies used by the teacher regarding the video, strategies

used by the teacher to initiate the discussion after the video, strategies used to maintain the flow of discussion, and questions that went beyond the video's content. (e.g., connect it with other subjects, evaluate, and critical thinking). It also examined teacher's behavior by exploring whether the teacher interrupted students while presented their ideas, involved learners in an effective meaning-making process during the discussion, offered learners a chance to elaborate on their ideas, focused on content information, encouraged critical thinking, provided appropriate time for the discussion, urged students to use L2 when discussing videos, provided feedbacks during the discussion, and elaborated on students' responses.

The content criteria reviewed if the used short videos were relevant to the lesson, timing of these videos were appropriate for the class time and if these videos were meaningful. It also explored if the topic of the video was authentic and if it enhanced discussion. Moreover, it explored the clarity of language in the video, whether it was suitable to the learners' proficiency levels and personal interests and whether it promoted learners' critical thinking. In addition, it examined if the content of the video employed L2 effectively, and if it aided learners' creativity in their discussion. It also explored whether the video was age and culturally appropriate, if it enhanced learners' interaction, and whether it was selected by MoE or the teacher.

These were the observation checklist criteria used when observing classes. There was one checklist for each observed lesson; in total, there were six observation checklists.

5.7.1.2 Video/Audio Recordings

The second tool used in the qualitative part was video/audio recordings. This was used to create fieldnotes that provide detailed knowledge about these classes where the videos were used. It looked at

students' tone, terminology used, reactions and behaviors to create document analysis (Coffey, 2014).

5.7.1.3 Students and Teachers Interviews

Interviews were an essential source of information as they helped relay meaning and language (Kvale, 2007). Interviews were the third tool used in this study. The second phase in the qualitative part was conducting the interview (See Appendix C and D). There were two interviews: one for teachers and one for students. The selection of interview questions was related and connected to the purpose of the study as Kvale (2007) emphasized. Semi-structured interviews were conducted deliberately after the observation of six lessons. Interviewees were familiarized with the purpose of the interview and the study in entirety (Kvale, 2007). Students' interviews were essential to grasp their attitude and viewpoint toward the use of short videos in promoting their interaction and how they felt about it. Four eighth-grade teachers and six eighth-grade students participated in the interview. Teachers' interviews contained 10 questions and students' interviews contained six questions. These questions were designed based on the study's research questions to explore teachers' viewpoints and gather detailed information on students' perspectives and attitudes toward the use of videos to promote classroom interaction. For the purpose of this study, Kvale's (2007) seven steps for planning an interview were adopted. These steps are as follows: 1) thematizing interviews; 2) designing and constructing interviews depending on the study's purpose; 3) conducting interviews considering that participants are aware of the study's purpose; 4) transcribing interview responses to analyze them; 5) analyzing and interpreting the purpose of this study; 6) authenticating and asserting the validity of data acquired through interviews, and 7) reporting and communicating the main findings (Kvale, 2007, pp. 36–37).

5.7.2 Quantitative Phase

Information on students' attitudes and perspectives toward the use of short videos to promote their interaction in the L2 classroom was gathered through a Likert survey (See Appendix B). The survey had 13 statements and students had to select what represented their thoughts by choosing one of the following responses: always, often, sometimes, rarely, or never. To validate the survey's content, the survey was evaluated by a panel of experts using Lawshe's content validity ratio. Validating the content refers to the procedure of insuring that the purpose of using a tool like questionnaire, scale, or checklist "measures the content area it is expected to measure" (Ayre & Scally, 2014). The content validity ratio was 0.889, which means that the raters agreed on the content of the survey. The survey reliability was established by calculating a Cronbach Alpha coefficient analysis which was 0.878 (See Table 5).

Table 5: Survey Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.877	.857	13

The following chapter will present the data results and findings of the study.

Chapter 6: Findings of the Study

6.1 Introduction

This chapter presents the findings and results of the study. The data in this study were collected using qualitative and quantitative measures to answer research questions regarding the use of short videos in the L2 classroom. The qualitative data were gathered from observation checklists, observation notes, and interviews with both students and teachers. The quantitative data were gathered from the quantified observation checklist and students' survey. Six lessons were observed where the teacher used short videos. When observing lessons, an observational checklist was used for each observation (six observations), in addition to observational notes to answer the first and second research questions of this study. A report on the students' survey, followed by the results of six students' interviews, was used to answer the third question. The last data item was collected from interviews with four eighth-grade teachers to answer the fourth research question. Below is a detailed report on the results of each research question.

6.2 Research Question 1: Do Short Videos Facilitate Classroom Interaction in Young EFL Learners?

To answer this question, a classroom observational checklist was used in six lessons. The checklist had three major headings: learner–learner interaction, which refers to how students interact among themselves and respond to teacher's questions after watching a video; teacher–student interaction, which refers to how the teacher initiated the interaction among learners after watching the video; and content interaction, which refers to how learners interacted with the contents of the videos (please see the Methodology section for more information on each type of interaction). Under each heading, there were specific items related to the heading (N = 6).

Table 6 depicts learner–learner interaction descriptive statistics. Based on the findings displayed in Table 6, there were three items with the highest mean score (M = 3.0, SD= .0000). Items that scored 3 in the mean score section indicated that it occurred frequently in all the observed lessons. These items were when learners discussed the video with the entire class. Learners used short answers when their teacher posed questions and they used the language of the video in their discussion. This indicated that students discussed the content of the video with their classmates and their teacher using L2 and the language used in the video. Additionally, there were six items with mean scores between (M = 2.8, SD = .40825; and M = 2.00, SD =1.26491).

These items presented in Table 6 show that students discussed their ideas in L2 confidently with their teacher and their classmates, and that they participated when the teacher posed a question as per their turn. Moreover, students showed respect for one another by not being competitive when sharing their opinions, and they did not make any inappropriate comments when some shared something irrelevant (M = 0.00, SD = .0000). Items that scored below 2 in the mean score indicated that it only occurred in one or two lessons. For instance, item nine, "students made connections between the content of the video and their prior knowledge," scored a mean of (M = 1.00, SD =1.09545), which implies that students linked the video to their previous knowledge once only in one of the observed lessons.

Table 6: Learners' Interaction Descriptive Statistics

Items	N	Mini	Max	Mean	Std. Deviation
Learners discussed the video with the whole class	6	3.00	3.00	3.0000	.00000
Learners used short answers when their teacher posed questions	6	3.00	3.00	3.0000	.00000
Learners used the language of the video in their discussion	6	3.00	3.00	3.0000	.00000
Learners elaborated when their teacher posed questions	6	2.00	3.00	2.8333	.40825
Students used L2 when interacting with one another	6	2.00	3.00	2.6667	.51640
Learners' discussion was related to the content of the video	6	1.00	3.00	2.6667	.81650
Every learner confidently presented his/her ideas in L2	6	1.00	3.00	2.1667	.75277
Turn taking among learners was smooth and meaningful	6	1.00	3.00	2.1667	.98319
Every learner in the group had a chance to interact and share ideas	6	.00	3.00	2.0000	1.26491
Learners were collaborative to share their opinions	6	.00	3.00	1.5000	1.22474
Learners discussed the video in groups	6	.00	3.00	1.1667	1.4719
Every learner participated in the discussion	6	.00	2.00	1.1667	.75277
Student mixed between L1 & L2 when interacting with one another	6	.00	3.00	1.1667	1.1690
Students made connections between the content of the video and their prior knowledge	6	.00	3.00	1.0000	1.09545
Learners interpreted the video during their discussion in detail	6	.00	2.00	1.0000	.89443
One or two learners dominated the discussion in groups	6	.00	3.00	.8333	1.32916

Table 6: Learners' Interaction Descriptive Statistics (Continued)

Items	N	Mini	Max	Mean	Std. Deviation
Learners relied on L1 to share their prior experiences in relation to the video	6	.00	3.00	.6667	1.21106
Learners asked critical questions	6	.00	3.00	.5000	1.2247
Learners supported their elaboration with real examples	6	.00	1.00	.3333	.51640
Learners interpreted the video from different perspectives	6	.00	1.00	.1667	.40825
Learners were competitive to share their opinions	6	.00	.00	.0000	.00000
Learners made inappropriate comments (e.g., bullying or silly) when someone said something irrelevant	6	.00	.00	.0000	.00000
Learners relied on L1 to share their prior experiences in relation to the video	6	.00	3.00	.6667	1.21106
Learners asked critical questions	6	.00	3.00	.5000	1.2247
Learners supported their elaboration with real examples	6	.00	1.00	.3333	.51640
Learners interpreted the video from different perspectives	6	.00	1.00	.1667	.40825
Learners were competitive to share their opinions	6	.00	.00	.0000	.00000

Table 7 presents the descriptive statistics for teacher–student interaction criteria. There were five items with the highest mean score of (M = 3.0, SD = .0000). These items were as follows: when the teacher focused on content information, offered appropriate time for discussion, urged students to use L2 more than L1 in their discussion, provided feedback to learning during the discussion, and elaborated more on learners' responses. These items revealed that the teacher encouraged students' discussions by providing them time, offering feedback, expanding on their responses, and encouraging them to use L2 in all classes. Three items scored in the mean section between (M = 2.6, SD =.51640; and M = 2.1, SD =1.16905). These items were as follows: when the teacher used different strategies of questioning about the video, used different strategies to initiate the discussion after the video, and provided a chance to students for elaborating on their ideas. This result indicates that in most of the observed lessons, the teacher used different questioning strategies about the video in general. It also indicates that the teacher offered students the opportunity to elaborate on their ideas during most lessons. Furthermore, items with a mean score under 2 indicate that these items occurred once or twice in one of observed lessons.

Table 7: Teacher Interaction Descriptive Statistics

Items	N	Mini	Max	Mean	Std. Deviation
Teacher focused on content information	6	3.00	3.00	3.0000	.00000
Teacher provided appropriate time for discussion	6	3.00	3.00	3.0000	.00000
Teacher urged learners to use L2 more than L1 in their discussion	6	3.00	3.00	3.0000	.00000
Teacher provided feedbacks to learners during discussion	6	3.00	3.00	3.0000	.00000
Teacher elaborated more on learners' responses	6	3.00	3.00	3.0000	.00000
Teacher used different strategies of questioning about the video	6	2.00	3.00	2.6667	.51640
Teacher used different strategies to initiate discussion after watching the video	6	1.00	3.00	2.5000	.83666
Teacher offered a chance to learners to elaborate on their ideas	6	.00	3.00	2.1667	1.16905
Teacher used different strategies to encourage discussion	6	.00	3.00	1.8333	1.16905
Teacher involved learners in an effective meaning-making process during discussion	6	.00	2.00	1.3333	.81650
Teacher's questions encouraged critical thinking	6	.00	3.00	1.3333	1.50555
Teacher used different strategies to keep the discussion going	6	.00	2.00	1.1667	.98319
Teacher's questions went beyond the video content (e.g., connect it with other subjects, evaluate, and critical thinking)	6	.00	3.00	.5000	1.22474
Teacher interrupted learners when presenting their ideas	6	.00	1.00	.1667	.40825

Table 8 presents the descriptive statistics for the content interaction. Nine of 17 items scored a mean of 3 (M = 3.0, SD = .0000). This demonstrates that content interaction occurred in all observed classes. For instance, the content of all videos used in the observed classes was meaningful, related to the lesson, well utilized for the lesson, timed appropriately, used a clear language, and suitable for students' proficiency level. One item had a mean score of 2.6 (M = 2.66, SD = .51640). This item was "the content of the video promoted learners to use L2 effectively." This suggests that the content of the used videos encouraged using L2 in an effective manner in most lessons. In addition, items with a mean score below 2 ($M < 2.0$) indicate that these items occurred only in one of the observed lessons.

Table 8: Content Interaction Descriptive Statistics

Items	N	Mini	Max	Mean	Std. Deviation
The content of the text was meaningful	6	3.00	3.00	3.0000	.00000
The content of the video related to the lesson	6	3.00	3.00	3.0000	.00000
The content of the video was well used for the lesson	6	3.00	3.00	3.0000	.00000
The video timing was appropriate for the class timing	6	3.00	3.00	3.0000	.00000
The language of the video was clear and well represented	6	3.00	3.00	3.0000	.00000
The content of the video was suitable to learners' proficiency levels	6	3.00	3.00	3.0000	.00000
The content of the video was age appropriate	6	3.00	3.00	3.0000	.00000

Table 8: Content Interaction Descriptive Statistics (Continued)

Items	N	Mini	Max	Mean	Std. Deviation
The content of the video was culturally appropriate	6	3.00	3.00	3.0000	.00000
The video was selected by MoE	6	3.00	3.00	3.0000	.00000
The content of the video promoted learners to use L2 effectively	6	2.00	3.00	2.6667	.51640
The content of the video was suitable to learners' personal interests	6	.00	3.00	1.5000	1.64317
The content of the video enhanced learners' interaction	6	1.00	2.00	1.5000	.54772
The topic of the video was authentic	6	.00	3.00	1.3333	1.21106
The topic of the video enhanced discussion	6	.00	3.00	1.1667	1.16905
The content of the video promoted learners' creativity in discussion	6	.00	1.00	.6667	.51640
The content of the video promoted learners' critical thinking	6	.00	1.00	.5000	.54772
The video was selected by the teacher	6	.00	.00	.0000	.00000

Thus, this was the descriptive statistics for the three main criteria in the observational checklist for six lessons and the items under each main criterion. To answer the first question of the study and based on the findings of the observational checklist of six lessons, we determined that short videos

do promote classroom interaction among EFL learners. The numbers obtained reveal a positive impact on the use of short videos for facilitating interaction with eighth-grade students.

6.3 Research Question 2: In What Way Do Short Videos Facilitate Young Learners' Interaction in the L2 Classroom?

This research question is a follow-up to the first research question. It focuses on the specific ways in which short videos facilitate interaction among young learners in the L2 classroom. The research question aimed to explore how short videos promoted interaction in this EFL setting. To answer this question, observation fieldnotes from the six observed lessons were examined. From these fieldnotes, six themes were extracted based on occurrence in the observed lessons. Three of these six themes revealed how short videos played a key role in facilitating interaction. These were as follows: 1) teacher's questioning strategies and feedback; 2) tasks related to short videos; and 3) grouping/pairing students randomly or purposefully. The other three themes revealed how short videos hindered interaction in the L2 classroom. These themes were as follows: 1) length of the video duration; 2) content and presentation of the video; and 3) placement of the short video.

6.3.1 Theme 1: Teacher's questioning strategies and feedback

Based on the observed lessons, teachers' questioning methods and feedback played a crucial role in facilitating interaction in the L2 classroom. Using methods such as asking questions orally or posting questions in the chat box assisted in making learners participate in classrooms discussion. For instance, lesson 1 was about "using parentheses." The teacher orally asked students or posted a question in the meeting chat box after the video. The question was as follows: why using parentheses was important when writing a script? A number of students participated in the discussion. The

teacher offered them appropriate time to think and answer the questions. After posting questions, students posted their responses. The teacher provided immediate oral and written feedback by liking their comments in the chat box with a heart emoji. This was the case in most of the observed classes. The teacher's questions helped discussion in their groups later. For instance, when the teacher places students in pairs later, students referred to the discussion with the teacher and the video.

Additionally, asking questions related to students' experiences promoted interaction in the L2 classroom. For instance, lesson 2 focused on conducting a survey. The teacher wrote a question in the chat box and asked students to respond. The teacher enquired about whether students were familiar with using social media. The question was shared and discussed with the entire class. Students were asked to elaborate on their ideas when they participated in the discussion after the video. It was different from multiple-choice questions that was asked in the middle of short videos. Such questions only had one correct answer, which made it difficult for students to elaborate on them. As a result, the teacher focused on devising questioning and feedback strategies in terms of driving interaction.

6.3.2 Theme 2: Task Related to Short Videos

In all observed lessons, students had to complete a task related to the video. Students were given varied tasks; some required them to write, while others required them to read and respond to questions. At other times, the task was related to their project. However, all these tasks were related to the videos used in the lessons. For instance, in lesson 1, students had to write their script and use parentheses in it. Students worked in pairs to complete the task. They interacted among themselves to write their own script using the information from the video. During the process of completing the task, two students in the observed group discussed their writing style and how to

write according to the requirements of the task in relation to the short video. This was the case in most of the classes. In lesson 2, students had to respond to some questions in the Explore Section in Alef and Check My Understanding Section. They were engaged in discussions over what to do and how to do it. In lesson 3, students prepared questions to collect data on people's use of social media and sorted the data into graphs. In their assigned groups, students examined their questions and discussed ways on how to obtain data from their classmates.

In lesson 4, students worked individually to complete tasks in Alef, a digital platform that provides materials for government schools, using supporting details. In lesson 5, students read and answered questions in Alef about the lesson and about simple present and present continuous tenses. These small tasks helped in initiating interaction among learners as they read to each other and answered questions collaboratively. For instance, the task had some texts, multiple-choice questions, and short-answer questions; students read together and shared their thoughts and answers. In lesson 6, students worked in groups to complete tasks assigned in the Explore section and Check My Understanding section using reading strategies. They read the texts related to the video and answered some questions to assess their understanding of the video. Having a task was a key element in promoting students' interaction in classrooms, whether this interaction was among students, between students and their teacher, or between students and the video.

6.3.3 Theme 3: Grouping/Pairing Students Randomly or Purposefully

The teacher divided students into pairs, allocated groups, random groups, and as individuals as they completed activities after watching videos during class. As a result, students had the chance to complete work with different members of their class and learn from one another by expressing

their opinions in response to teacher's questions or by performing tasks related to the video. For instance, in lesson 1, students were paired to work on their script writing. Each pair of students had to compose their unique screenplay for this exercise, keeping in mind the present lesson as well as prior teachings they had learned. Participants in the observed group discussed in English what they had to do and how to do it. These students previously knew one another and acknowledged each other's skills, which in turn, could help enhance their discussion, interaction, and L2 proficiency. They shared ideas, language, instruction, and technical expertise.

When students were placed into groups, although not everyone in the group was participating as expected, two or three of the observed groups interacted and shared their information regarding the required tasks. For instance, in lesson 2, students were assigned into random groups of four to five students. These students collaborated to answer questions in Alef and discussed the types of questions they would use in their survey about the use of social media. In their assigned groups, three of five students were participating. These students conversed about what was expected from them and how to write the survey questions. The same students were later assigned lesson 3 to continue their work from lesson 2. To elaborate, these students continued working in their group to discuss how they would collect their data. They designed a few questions and corrected each other's mistake. In their assigned groups, students mixed a little between L1 and L2 when interacting with one another, thereby leading to a meaningful and smooth discussion. For instance, they discussed who would administer their survey and how they planned to collect the data. The same thing occurred in other lessons, such as lessons 5 and 6.

In other lessons such as lesson 4, the teacher asked students to work individually as they had a lot of work to complete before the end of the

lesson. Employing a variety of methods for getting students to collaborate might be beneficial in facilitating classroom interaction among EFL students.

Nonetheless, after reviewing the fieldnotes of observed lessons, three matters highlighted how short videos obstructed interaction among young learners in the EFL classroom as illustrated in themes 4–6.

6.3.4 Theme 4: Length of the Videos

Usually, a short video is for 3–5 minutes. However, in most of the observed lessons, short videos lasted for less than two minutes. The duration of a short video impacts the level of classroom interaction positively or negatively. To further clarify, sometimes short videos whose duration is less than two minutes lack richness of content to elicit interaction among students in the classroom as their content may only include introductory information. It is equally possible that short videos with limited information regarding a few topics cannot help learners form arguments related to their content.

In lesson 2, for example, there was a one-minute-and-nine-second video with a straightforward multiple-choice questionnaire. For instance, the content in the videos presented four questions to students and asked them to identify which of them belonged to a survey regarding social media. The choices (as shown in Figure 9 below) were clear and obvious to students; they were not required to think deeply about the answers.

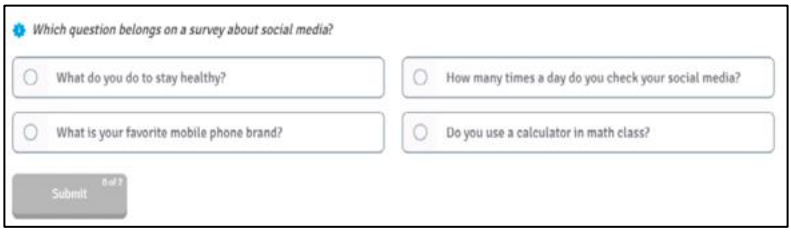

Figure 9: Screenshot of Multiple-choice question in lesson 2 video

Similarly, in lessons 3 and 5, the videos lasted for less than two minutes. In lesson 3, the short video's duration was one minute and 26 seconds, and that of lesson 5 was one minute and 20 seconds. In lesson 3, the short video presented instructions about how to create a graph from the collected data. Most of the information in short videos initialized pictures proportionally more than language to convey information. The video merely informed students about the basic elements of a graph (titles, answer choices, responses, and sources). The short video had one fill-in-the-gap question that asked about the elements of a graph as represented in Figure 10.

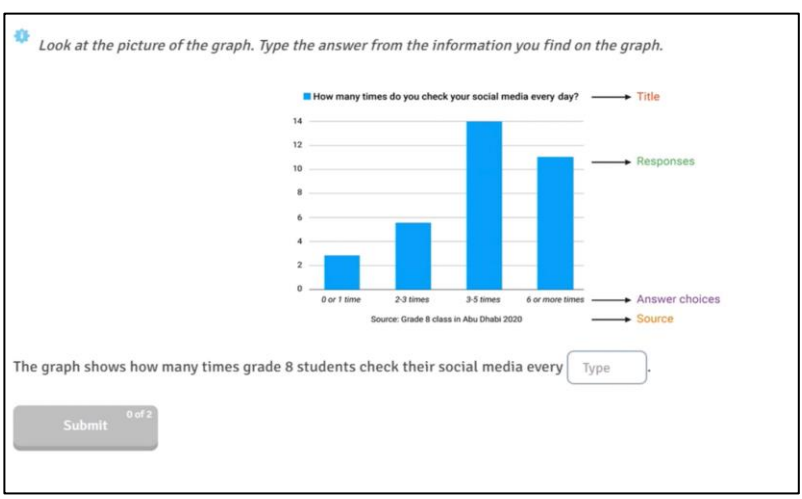

Figure 10: Screenshot of the fill the gap question in lesson 3 video

With the presentation of limited information, students experienced difficulty in transition from discussion to critical thinking or even extending the discussions beyond simple interactions, which was apparent in their short-answer questions. The same phenomenon occurred in lesson 5. The short video was less than two minutes in length. It contained limited information as it was presented with visuals accompanying the text. The question asked students to reorder the words into the right format to form a correct sentence using present simple and present continuous tenses (see Figure 11 of the question).

These short videos were mentioned in group discussions, but students did not refer to them as frequently as expected. However, in the lessons including videos longer than two minutes, there was substantially more interaction among learners and with the teacher.

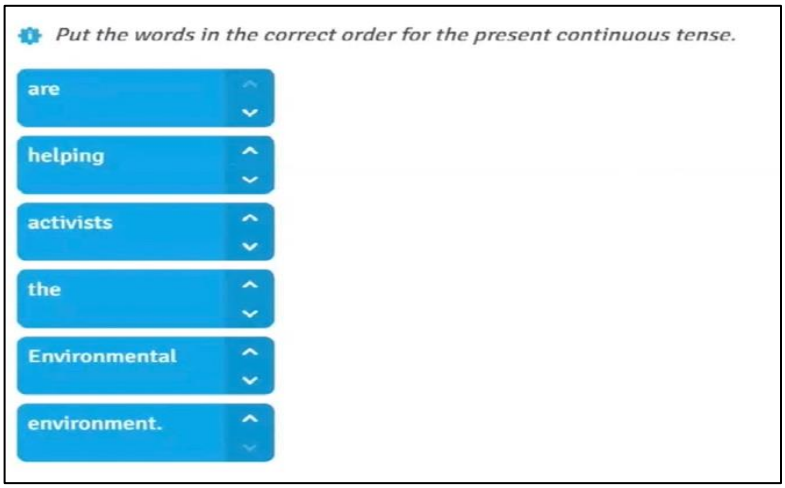

Figure 11: Screenshot of re-ordering question in lesson 5 video

6.3.5 Theme 5: The Content and Presentation of the Video

When video content was unrelated to students' own experiences or relatively unknown to them, interactions among these students did not meet the expectations. Although the English curriculum contained thematic elements, videos used in each lesson were unrelated to curricular themes. Some of the videos were about rigid topics that could not help students engage in deep discussions or arguments. For instance, lesson 1 focused on punctuation "using parentheses." The video shown in this lesson and its content did not encourage discussions that required students to think critically or promote interaction. Even while completing tasks within their groups, students made passing references to the video and their discussion. In another example, lesson 5 focused on grammar: "Simple Present and Present Continuous Tenses," and students did not have much to talk about in their discussion. Students were less likely to debate or discuss rigid topics, such as grammar, and the topic's narrow scope limited the amount and level of classroom interaction after watching the short video.

Additionally, the presentation mode of the short video plays a key role in promoting interaction. It can trigger participation in students, which can help them relate their personal experience to the video's content. However, in some of the observed lessons, the presentation of short videos restricted classroom interaction. To elaborate further, these short videos used still pictures and moving words or sentences to convey information. The pictures did not represent the UAE or students' culture. For instance, in the video about conducting a survey in lesson 2, the information was clear, but it was only presented with still pictures and words. The picture of the people in the video was unrelated to students, and they were unable to connect to them. Even in lesson 5, the picture depicted another country's flag and discussed grammar. The short video could have similar pictures

from the UAE, and students could have related to them or shared similar experiences.

6.3.6 Theme 6: The Placement of the Short Video in the Class Period

As mentioned before, researchers observed six lessons, and each lesson started with a video. The teacher had to use the videos at the beginning of the lessons without rearranging the time of the videos. These videos were part of the Alef platform and were an essential element in the lesson plan. However, the teacher could not determine when to use these short videos during the lesson. Showing a video in the beginning of every lesson did not help promote classroom interaction in this EFL context. It negatively impacted the way students communicate among themselves. For instance, some of the lessons occurred in the first periods during Ramadan (the month of fasting for Muslims). Students were still not fully cognizant and having a video at the beginning of the class period did not help raise their attention. Students who were already sleepy felt even drowsier.

Furthermore, daily repetition of content or activity could result in boredom. In the observed lessons, students were not surprised or excited about the videos because they had already become accustomed to the daily routine in every English lesson. Such boredom might discourage student interaction and persuade them to focus only on completing the course. This was clear in some of the discussions where only a few students participated, and the rest of the group remained quiet.

Moreover, the gathered data from fieldnotes, observations, students' surveys, students' interviews, and teachers' interviews suggest that the placement of short videos can be a key element in facilitating learners' interaction in the L2 classroom. This will be further explored in the discussion section.

6.4 Research Question 3: What Are the Perceptions and Attitudes of Young EFL Learners Toward Using Short Videos in Promoting Their Interaction With One Another and With Their Teacher in the L2 Classroom?

The third research question in this study explored students' perspectives and their viewpoints about using short videos in the L2 classroom to promote interaction. With this question, the study aimed to tap into students' views regarding the use of short videos to facilitate their interaction with each other and their teacher. The researcher utilized surveys and interviews to answer this question. Most students participated in the survey (24 out of 27). For the interviews, six students were randomly selected to further explore their opinions regarding the use of short videos in promoting interaction in the L2 classroom. Below, the findings and results for the third question of this study are based on the two elements of the surveys and interviews.

6.4.1 Results of the Survey

Students were surveyed to record their opinions about the use of short videos to enhance their interaction in the L2 classroom. The survey consisted of 13 questions that could help in understanding students' perspectives and attitudes toward the use of short videos to promote classroom interaction in English classrooms. Results of the survey are displayed in Table 9.

Table 9: Students' Survey Response

Question	Always	Often	Sometimes	Rarely	Never	Total
I watch many short videos.	7	8	9	0	0	24
I watch short videos for fun.	7	6	10	1	0	24
I watch short videos for my academic learning.	5	6	5	7	1	24
I watch many short videos in Arabic language.	2	6	7	8	1	24
I watch many short videos in English language.	10	8	6	0	0	24
I develop my English language through watching English videos.	16	4	4	0	0	24

Table 9: Students' Survey Response (Continued)

Question	Always	Often	Sometimes	Rarely	Never	Total
I understand the English language used in short videos.	19	4	1	0	0	24
I interact with my teacher after watching a video clip.	5	8	8	2	1	24
I use short videos to develop my English communication skills.	9	5	8	2	0	24
I feel curious after watching short videos and researching what they are about.	6	5	8	2	3	24
I discuss the content of the videos with my classmates.	3	3	9	6	3	24
I interact with the class when we discuss ideas about a watched video.	6	7	7	3	1	24
I enjoy watching videos in the class and talking about them.	6	6	7	3	2	24

For question one, about watching short videos, students' responses ranged from "always" to "sometimes." (See Figure 12).

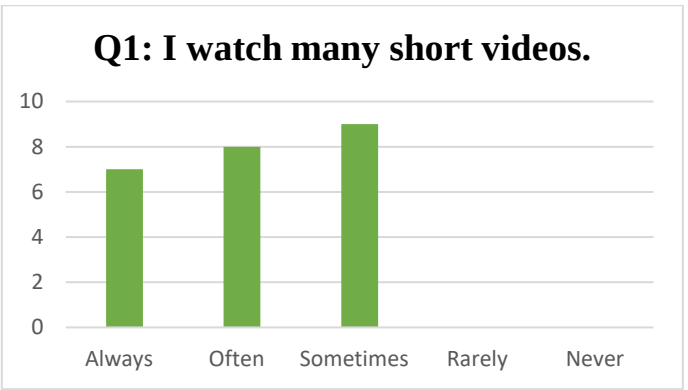

Figure 12: Question 1

For the second question about whether students watched short videos for leisure or entertainment, the majority responded with "sometimes." They also answered with "always" and "often." Only one student responded with "rarely" (see Figure 13).

Figure 13: Question 2

Figure 14: Question 3

In question 3, students were inquired whether they watched short videos for academic purposes. Students offered different responses, but the

majority stated “rarely.” Other responses were “always,” “sometimes,” and “often.” Only one student responded with “never” (see Figure 14).

Question 4 asked if students watched videos in Arabic language and the majority said “rarely.” Some students responded with “often” and “sometimes.” One student responded with “never” and two of them stated “always” (see Figure 15).

Figure 15: Question 4

Figure 16: Question 5

For question 5, students' responses regarding watching short videos in English language revealed that students watched short videos in English most of the time as their responses were "always" (n = 10), "often" (n = 8), and "sometimes" (n = 6) (see Figure 16).

Question 6 inquired if students developed their English language skills by watching short English videos. In response to this question, 16 students responded with "always," and four stated "often" and "sometimes" (see Figure 17).

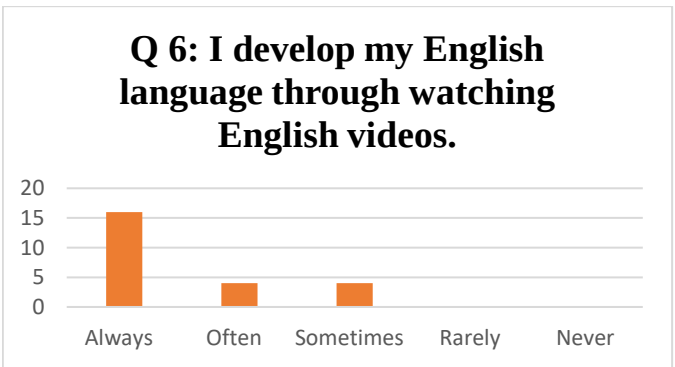

Figure 17: Question 6

Question 7 stated "I develop my English language through watching English videos." Nineteen students responded with "always." Four stated "often" and one stated "sometimes" (see Figure 18).

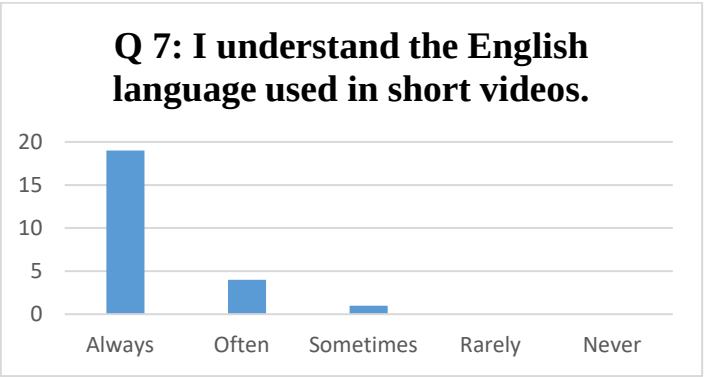

Figure 18: Question 7

For question 8, students' responses varied. The question was as follows: "I interact with my teacher after watching a video clip." Eight students responded with "often" and "sometimes"; five stated "always"; two stated "rarely"; one stated "never" (see Figure 19).

Figure 19: Question 8

Question 9 stated "I use short videos to develop my English communication skills." In response to this question, students' replies varied as over 50% of them (nine students) responded with "always." Eight

students stated “sometimes”; five stated “often”; two stated “rarely.” (See Figure 20).

Figure 20: Question 9

Question 10 stated “I feel curious after watching short videos and researching what they are about.” 33% of the students responded “sometimes,” 25% stated “always,” and 20% stated “often.” 12% and 8% answered “never” and “rarely,” respectively (see Figure 21).

Figure 21: Question 10

Question 11 was about whether students discuss short videos’ content among themselves, and most students answered “sometimes.” Some

students stated “rarely.” The rest of the students stated “always,” “often,” and “never.” (see Figure 22).

Figure 22: Question 11

Question 12 explored students’ interaction among themselves to discuss ideas about a video that they watched. The majority responded with “often” and “sometimes.” Some students stated “always.” A few students responded with “rarely,” and only one responded with “never” (see Figure 23).

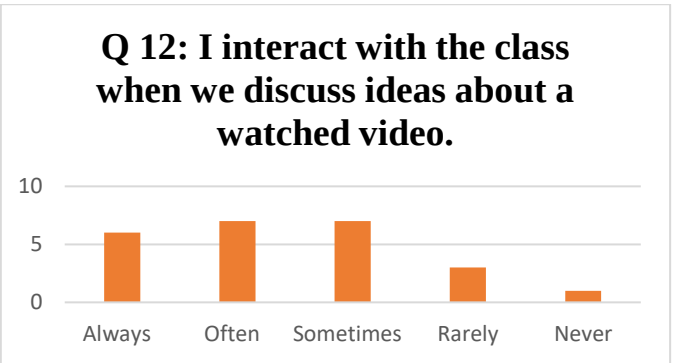

Figure 23: Question 12

The last question, 13, inquired whether students enjoyed watching short videos and talking about them in class. Most students responded with "sometimes." Some students stated "always" and "often." A few stated "rarely" and "never" (see Figure 24).

Figure 24: Question 13

The second part of research question 3 focuses on student interviews. The aim of these interviews is to delve deeper into students' perceptions, views, and attitudes toward the use of short videos to promote interaction in the L2 classroom.

6.4.2 Results of the Students' Interviews

Based on students' detailed perspectives and their consideration of short video usage in the L2 classroom to promote interaction, six interviews were conducted with six randomly selected students from eighth grade (pseudonym: Afra, Basma Ousha, Dana, Eman, and Fatima). Five of the six students were interviewed in Arabic, and one student was interviewed in English—except for some shifting from Arabic to English when providing some explanations. The interview contained eight questions. The interviews were conducted through Microsoft Teams and recorded using a phone recorder.

The first question asked whether students relied on videos to learnnew information or wanted to understand something related to their studies. The students' responses confirmed that these videos were useful when they wanted to learn about something that they did not know or understand. Their responses showed that they relied on such videos for developing their language skills. For instance,

> Afra: Sometimes I depend on videos to explain things I did not understand and sometimes I rely on my teacher. Similarly, Ousha stated, I watch videos that help me with my English more than my learning.

The second question inquired about how short videos helped students in their studies. Five out of the six students' responses illustrated that they used short videos to assist in their learning. For instance,

> Dana: When watching a video, it helps in our studies as it explains. We understand more with pictures and the person's talking in the video.

Similarly, another student shared similar views.

> Basma: Short videos help me to understand something I did not understand from the teacher, and it can be a review of what we studied.

One student, Fatima, offered a different view, stating that short videos sometimes cannot help in learning classroom material.

> Fatima: Sometimes videos help, sometimes do not help. Sometimes the explanation is beneficial and sometimes the explanation used in a video is too long.

The third question elicited students' opinions on the impact of short videos in their English language learning, and how short videos influence

their studies. Students' responses confirmed that their English language was positively influenced by the use of short videos in the L2 classroom. For example,

> Dana: I think they [short videos] impacted my language highly as I sometimes hear the video talks in English, and I do not understand. So, I googled it and researched the word or the new info or watch a video about it. In this way I learn new information.
>
> Eman: Short videos impacted my English as I learn new words [vocabulary], a new way of talking and new accent.

Question four inquired if students discussed the content in the short videos with others such as their classmates, how often they did so, and how helpful these discussions were to them. Students' responses shared similar views except for one student. To clarify,

> Ousha: Sometimes yes, when the teachers show us some videos, sometimes it talks about maybe like its science and it talks about the skies, and I didn't understand so when we discussed it. It helps me to understand and learn more with that I did not know.
>
> Eman: Yes, we do discussions in most classes. Discussions help me by listening to different opinions and learning from different perspectives, so I have more than one idea in my mind.

However, Fatima disagreed with the previous statement about discussing the content of videos in the class. She stated,

> Fatima: We do it. But I don't think it helps. It only helps by 50% because sometimes the video is short, and it does not contain a lot of information. It is just a warm-up for the class, and it is very general. It's an introduction for the lesson.

Question five asked, “Do you think that discussing a video after watching it with your classmates is important? How that can this help you understand and improve your English language?” Students responded in similar ways to this question. Students stated that short videos help improve their English when they watch and discuss them in class. For instance,

> Basma: Through talking to each other each one says for example new vocabulary, and I benefit from her I also practice my English with them, so it helps improve my English. Eman said, I think that discussing a video in groups helps learn new words than the one I use. I will improve the way I talk. I read, but when I read, I do not read aloud. But when it talks to my classmates I talk loudly, so words are coming out better because sometimes I read the word correctly, but I pronounce it wrong. So, talking strengthens my vocab.

However, Fatima showed some concerns about watching short videos and discussing them in the class.

> Fatima: I don’t think discussing a video with my classmates improves my English, sometimes we face difficulty to understand, and we need the teacher to explain more.

Question six asked “How can short videos increase your classroom interaction in English?” Five students’ responses confirmed that short videos can occasionally increase classroom interaction.

> Eman: Sort of, when we have something to discuss related a little bit to the lesson but not that much related and they ask us what we learned from it or understand from it. It helps.

Alternatively, Fatima does not think that short videos increased interaction in the class, as she stated, “not that much. It’s 50/50.”

Question seven was, “Do you think that interaction in distance learning is similar to face-to-face classroom learning? And how?” Students had similar responses to this question. They all confirmed that interaction was more frequent when they had face-to-face interactions. For instance,

> Afra: Interaction became less with distance learning than before. When the teacher put us in breakout rooms, not everyone interacted in the group. Dana mentioned, interaction is affected by distance learning a little. For example, there were students who used to talk in the face-to-face classes. Now they do not talk like they used to.

One student, Fatima, expressed some concerns about her language skills declining due to limited communication.

> Fatima: There is a huge impact on interaction during distance learning. Interaction is less. In face-to-face classes it was more. Not everyone is participating nowadays in the class. When the teacher put us in groups, we talk to the girls not everyone talks. Because of that my English is negatively impacted. It was stronger before now I forget a lot of words and miss pronouncing some words.

The last question inquired if students preferred their teacher to choose the short videos or Alef videos and why. Students presented different opinions while responding to this question; three of them preferred Alef videos (Afra, Basma, and Dana) and the other three preferred videos selected by teachers (Ousha, Eman, and Fatima). For instance,

> Basma: I prefer both. Alef videos more than the teacher. They explain more and have information for the lesson. You can also go back anytime to check the video and information when you don’t understand. Sometimes Alef tasks are related to the videos and the lesson and sometimes not related.

However, another student disagreed.

> Eman: I prefer the teacher's videos. Because Alef videos give a general outsider version of the lesson. The teacher video has more information. For example, in science classes we see the experiment in front of us in the video. It is an actual video not a cartoon, words, or illustrations. We see real people. Alef is using videos with pictures and cartoons without actual soul in them.

6.4.3 Thematic Analysis of Student Interviews

In order to answer the third question thoroughly and to introspectively include students' views, themes were obtained from students' interviews. Having themes can enrich the discussion in the following chapter (chapter 6). Following Kvale's (2007) six steps analysis (see the Methodology section) and exploring responses to all questions, four themes were gleaned from students' interviews. These themes were as follows: 1) short videos do facilitate learning and understanding in an L2 classroom, 2) short videos enhance students' English language skills, 3) short videos as a discussion tool can promote classroom interaction in L2, and 4) challenges of interaction when using short videos.

6.4.3.1 Theme 1: Short Videos Facilitate Learning and Understanding

Using short videos can be a beneficial asset to learning and understanding the core content. These videos provide learners with both illustrations (visual representations) and sound (audio materials). For instance, when picture and sound (audiovisual) are jointly presented, they have a powerful impact as it is directed toward more than one sense, thereby increasing learning opportunities. Students' responses during interviews revealed that they relied on short videos for learning, and they also used them as supplementary aid to gain knowledge and increase their comprehension. As they highlighted in their interviews, videos were an

important element in their learning. They built their tasks in the classroom based on these short videos. For instance, responses gathered from the interviewees were similar in terms of expressing their views on the worth of short video usage in promoting classroom interaction. Two of these responses were as follows:

Dana: When watching a video, it helps our studies as it explains. We understand more with pictures and the person talking in the video.

Eman: I watch short videos not just for my learning; sometimes I watch them for my curiosity to learn something new or about a general topic.

These answers reflect how students perceived short videos as a tool to help with their language learning and understanding in the L2 classroom.

6.4.3.2 Theme 2: Short Videos Enhance Students' English Language Skills

Using short videos in the L2 classroom can improve students' English language proficiency level. Short videos can improve different language skills as students' responses are highlighted. Based on responses acquired from six interviewed students, short videos were considered to help learners with their English language skills. Most of the students identified short videos as one of the main players in learning English language. Students stated that short videos impacted the way they converse, pronounce, combine sentences, learn new vocabulary, and accents. Based on students' responses, watching videos in English can initiate learners' inquisitiveness to want to know more about the video, especially the meaning of the words used in the video. Students emphasized that watching

short videos enriched their desire to listen, which is a crucial part of language learning. The responses were as follows:

> Afra: Short videos help improve my language and combine sentences in English. It tells me what a noun is, how sentences are formed, and how we can say them.
>
> Basma: I listen to these videos, and through listening, my language is improved.

6.4.3.3 Theme 3: Short Videos as a Discussion Tool of Interaction to Promote Interaction in L2

Interaction in the classroom is a core aspect of language learning. According to students' responses, short videos helped learners share their ideas, thoughts, and understanding with one another in their target language. They highlighted that the short videos are crucial for students to learn from one another through exchange of ideas among themselves and with their teachers. In the interviews, students focused on the importance of interaction and how it helps in comprehension and constructing knowledge. Their responses were as follows:

> Ousha: When watching a short video, I did not understand it, and so when we discuss it, it helps me understand and learn more about aspects I am unaware of.
>
> Eman: Discussions help me listen to different opinions and I learn from different perspectives, and thus, I have more than one idea in my mind.

Furthermore, classroom interaction can help students' language learning. When students converse with one another on specific topics and discuss various topics, they enrich each other's ability to use the target language. In the interviews, students emphasized the role of discussion in language learning. Participants acknowledged how vital interaction was to

their language learning as they felt more comfortable when talking to one another because they did not focus on their pronunciation and grammar as much. By doing so, they could mutually assist each other in a discussion. For instance, students' responses were as follows:

> Afra: When we talk to one another, we learn new things in the language.
>
> Basma: By talking to one another, each one of us says, for example, a new word; I benefit from hearing new words, and I also practice my English with them, which in turn, helps improve my English language.

6.4.3.4 Theme 4: Challenges of Interaction When Using Short Videos

The COVID-19 pandemic has posed certain challenges in terms of necessitating distant learning as a teaching approach, which cannot be overlooked in the context of this research. For two years, classes were conducted virtually. Students' responses revealed that they were negatively affected by distance learning. One of the aspects affected by distance learning was students' interaction. During interviews, students emphasized that their interactions after watching short videos was not as frequent and effective as their face-to-face interaction. One of the students expressed concerns about their L2 learning as their participation was not the same as it was before. The student clarified as follows:

> Fatima: Not everyone is participating nowadays in the class. When the teacher places us in groups, we talk to the girls, but not everyone talks. Owing to limited participation, my English is affected. It was stronger before, but now, I forget a lot of words and mispronounce some words.

All of the presented videos (Alef videos) in the class were selected by MoE, and thus, teachers had to use them. Students' responses revealed that there was a need for both teachers' videos and Alef videos. Alef videos were short and general; they were occasionally related to tasks. They instructed students on what they had to do. These videos were there for students to refer to later if required. However, Alef videos occasionally did not relate to students' understanding or skill level. These videos included pictures and sounds without actual people in them. Students believed that teachers were more aware of their proficiency level in L2 and could present more authentic videos. The responses of students were as follows:

> Basma: ...Alef videos—you can also go back anytime to check the video and information that do not understand. Sometimes, Alef tasks are related to the videos and the lesson, and sometimes, they are not related.
>
> Eman: ...Teachers videos are actual videos, not cartoons, words, or illustrations. We see real people. Alef is using videos with pictures and cartoons without an actual soul in them.

6.5 Research Question 4: How Do Teachers View the Use of Short Videos in Promoting Student-Student and Teacher-Student Interaction in the L2 Classroom?

6.5.1 The Results of Teachers' Interviews

The first question in the teachers' interview inquired about their use of short videos and how often they include them as part of their lessons. Teachers' responses were similar to one another in terms of using short videos in the L2 classroom. They highlighted the characteristics of short videos used by them.

> Ms. Amina: Absolutely [about preferring using short videos] but with Alef I'm forced to use their videos…. last year I used Learn-Zillion

> they have short teacher made videos for instruction they focus on specific topic points there direct and straight to the point and that's very important for learners because they need you to be very direct when it comes to learning specific topics.

Similarly, Ms. Cathy stated that videos are great.

> Ms. Cathy: They're [short videos] a good way of getting the kids more excited, maybe a bit more interested it helps to keep their attention span ... I do actually use them quite a lot to introduce.
>
> Ms. Dona: if I'm teaching a topic say for example about a verb or an adjective or something like that I find that if it is a really short video if I show that and even if I stop it like saying no more than three minutes and have to stop it and ask it specific questions about the video they're able to respond to it more as kind of a starter to the lesson like a like an introduction to the topic.

All three teachers emphasized that short videos were used on a regular basis, especially during distance learning activities in their classrooms.

The second question in the interview inquired about teachers' opinions regarding whether short videos promote interaction in the L2 classroom. Teachers' responses varied as they believed that it is possible for short videos to promote interaction in the L2 classroom under specific conditions. To clarify, teachers stated that whenever they play short videos in the classroom, they can easily initiate communication. For instance,

> Ms. Amina: You don't necessarily have to have the video at the beginning, and I think that's where they're kind of stuck with that

platform (Alef) it's OK to do a short video in a small group and have the students interact from there after you may have done a pre conversation or a game or something else.

Moreover, teachers suggested that videos need to have some features like soundtracks as learners can interact with them more. For example,

Ms. Dona: Videos- for example with music and things like that you can get the kids to sing along even the older kids ...you will see the kids start singing along with the song and kind of interact with it more.

Alternatively, Ms. Cathy did not believe that short videos can facilitate interaction as they do not cover all language skills and not all students can interact with these videos.

Ms. Cathy: They're [short videos] probably not the best thing for that because obviously it's just listening to a video watching a video so probably say they're not the best thing encouraging interaction.

Question three in the interview investigated strategies teachers used to initiate interaction after watching a short video. The three teachers provided their responses that detailed strategies can facilitate learning. For instance, Ms. Amina suggested,

Ms. Amina: Sometimes I use specific questioning so each I like to put my students in collaborative groups …. so, I always had a lot of posted notes and a lots of chart paper and marker to write different questions, put the students in groups and allow them to discuss a question and write their answers in the posted notes and then rotate to the

next question to build critical thinking skills based upon the topic.

Ms. Dona mentioned different strategies that help students to elicit interaction with one another after watching short videos.

> Ms. Dona: I find that games are the best, for example it can be online games like Kahoot or doing a puzzle like a word puzzle or taking them outside getting them to do like a competitive game based on the topic of the lesson.

Question four inquired how the content of a video can promote learners use of L2 effectively. Teachers' responses stressed the importance of the video's content to enhance learners L2. Ms. Amina emphasized how the content of videos triggers language learning as students hear new words in different materials, reading texts, or from their teacher or classmates, which in turn, familiarizes students with the language.

> Ms. Amina: It depends on first of all if it's educational content they're being exposed to cognitive language …the students need to distinguish between educational language and common language because I correct in class a lot of common language and I have to turn them towards educational language.

In a similar note, Ms. Cathy explained that short videos can help learners with some aspects of learning a second language.

> Ms. Cathy: They [short videos] can help pronunciation of words and they [learners] can learn things like phrasal verbs things that they're not going to learn just you know there's no way of learning just learn from listening to English speakers.

The fifth question was as follows: “Do you think that distance learning influenced classroom interaction?” All three teachers agreed that not being able to interact with learners face-to-face generally negatively impacted the interpersonal aspect of L2 learning. Teachers explained that it was difficult for them and the students as they could not support students from behind the screens. Owing to that, students’ grades in English dropped.

> Ms. Amina: Someone can be totally different behind the screen than what they are in person so with that removed it takes away from the student teacher relationship, so no one knows you as an educator ...so, it’s going to be very difficult for them to really pull everything they need to know from …. I have a lot of kids that are very intelligent but because they don't really care for learning online, they slack this -when they- finally answer I could tell that they're more intellectually in depth, but they don't like learning online.

Ms. Dona also agreed that due to distance learning some skills are not being developed.

> Ms. Dona: It [distance learning] took away from the children being able to develop interpersonal skills confidence group work proper cooperation.

Moreover, Ms. Cathy explained that distance learning worked for some learners and did not for others.

> Ms. Cathy: [some learners] were interacting a lot better because they didn't have their friends there to distract them. They didn't feel embarrassed you know because it's over the computer it's a bit easier I think to be brave and speak.

The last question was about how teachers manage situations in which students ask critical questions that lead to meaning beyond the lesson content. The interviewed teachers provided some ideas and methods on how they answered students' critical questions. For instance,

> Ms. Amina: In the regular classroom, I will tell them [students] figure it out or go find out the answer and you bring it back to present it and then that way not only did they make a question they now own the question they have to find the answer and make it in turn it into their own learning experience.
>
> Ms. Dona: I think even with critical thinking questions to get the children to maybe write down their questions and then without their name or without their information and then kind of distribute the questions in the class to their peers to answer will promote this kind of higher-level thinking and asking questions and answering questions that will really help them in the long run.

These were the teachers' responses to the interview. Their responses focus on matters that can help in using short videos to facilitate interaction among EFL learners in the L2 classroom. In the next section, a thematic analysis will be conducted with consideration to all teachers' responses and questions to empower the discussion of the findings.

6.5.2 Thematic Analysis of Teachers' Interviews

In order to analyze the results of teachers' interviews and to contemplate teachers' responses in a more focused and critical manner, interviews were analyzed using Kavle's (2007) steps (see Methodology for details).Four themes were cultivated concerning the entire interviews. These themes were as follows: short videos can be successfully used to generate different interactions in the L2 classroom; short videos enhance L2 learning

overall; short videos can be used with other strategies for promoting interaction in L2; issues and constraints might decrease student–student and teacher–student interactions when using short videos.

6.5.2.1 Theme 1: Short Videos Can Be Successfully Used to Generate Different Interaction in L2 Classrooms

Short videos have an advantage in classrooms. Teachers can include them as part of their lesson plans for different purposes, and one of these purposes is toincrease classroom interaction. Short videos can be used at different times in classrooms. These videos can trigger some of students' experiences and create a deep understanding of topics when they are used effectively in the classroom. Teachers provided valuable insights on the efficacy of using short videos in the classroom and their characteristics. For instance, Ms. Amina stated the following:

> Short videos can promote classroom interaction. They—short videos—focus on specific topic points, direct and straight to the point, then that is very important for ELL learners because they do not need all the extra, they need you to be very direct when it comes to learning specific topics.

Ms. Cathy stated the following:

> I think videos are great. They are a good way of getting the kids to sort of you know, it is a bit more exciting maybe a bit more interesting, it helps to keep their attention span going usually and I do actually use them quite a lot like if we have a new topic.

Furthermore, teachers believed that the rate of interaction could be generated by showing short videos in class. However, they were required to be presented at a proper time in class. Timing is vital for short videos to spark good discussions and meaningful interaction. Good short videos included good content that students could easily relate to. These are some examples of the interviewed teachers' views regarding this point:

Ms. Amina: I think that sometimes you need a different starter for that, or you do not necessarily have to have the video at the beginning. It is okay to do a short video in a small group and have the students interact among themselves.

Ms. Dona: I find that if it is a really short video, they are able to respond to it more as kind of a starter to the lesson, similar to an introduction to the topic, but anything longer than three minutes.

6.5.2.2 Theme 2: Short Videos Enhance L2 Learning Overall

Short videos can effectively promote language learning; they primarily enhance L2 learning. Based on teachers' responses, short videos can foster valuable experiences for learners as they support academic English. Exposing students to authentic short videos enhances their language skills and improves their L2. Short videos provide learners with a sense of difference in L2 language that is used inside and outside the classroom. Being exposed to short videos is a way of teaching students listening skills, a repertoire of vocabulary and phrases, and correct pronunciation as highlighted by the participants. As explained by Ms. Amina and Ms. Cathy, short videos offer a learning experience superior to that provided in the classroom. For instance, Ms. Amina explained the following:

> Video content depends on first of all if it's educational content they're being exposed to cognitive language and they're being exposed to new vocabulary…I think the students need to distinguish between educational language and common language.

Ms. Cathy stated the following:

> I think it's good because they can help with pronunciation of words, they can learn things like phrasal verbs.

6.5.2.3 Theme 3: Short Videos Can Be Used with Other Strategies for Promoting Interaction in L2

Among the advantages of using short videos, different strategies can be used in the classroom after students view a short video. Viewing of short videos initiates and promotes interaction in the L2 classroom. These strategies can be used before, during, or after watching the short videos. Such strategies can enrich students' comprehension and critical thinking skills. Teachers differ in the use of teaching strategies to ensure that learners understand their requirements. Occasionally, different strategies can be used for students who ask critical thinking questions. Participants discussed different strategies they used in classrooms that allowed learners to interact more. Their responses were as follows:

Ms. Amina: Sometimes I use specific questions. So, I like to put my students in collaborative groups. I always have lots of post it notes, lots of chart paper, markers to write different questions, put the students in groups and allow them to discuss a question, write the answers on post-it notes, and then rotate to the next question. Also I do something called a parking lot.

Ms. Dona: I find that games are the best, for example it can be online games like Kahoot or doing a puzzle like a word puzzle. With critical thinking questions to get the children to maybe write down their questions then kind of distribute the questions in the class to their peers to answer.

6.5.2.4 Theme 4: Issues and Constraints That Might Have a Negative Impaction Student-Student and Teacher-Student Interaction When Using Short Videos.

Despite the benefits of using short videos in L2 contexts mentioned above, the three teachers have identified some issues that negatively affect different types of interaction with short videos. One of these constraints was that distance learning constricted the degree of positive influence brought

by the use of short videos in the classroom. As the study was conducted during the COVID-19 pandemic, all school-related aspects were conducted virtually. In this regard, teachers stressed the difficulty they faced at being unable to see their students face-to-face. According to them, distance learning reduces the interpersonal aspect of interaction, which seemed to diminish owing to low participation in class. For instance, it created an extra burden on both teachers and students as Ms. Amina clarified as follows:

> It [distance learning] takes away the real relationship, the real human interaction that you will have with someone, someone can be totally different behind a screen than what they are in person. It's going to be very difficult for them – learners- to really pull everything they need to know from you.

Another issue that teachers pointed out was that students were lacking abilities that can help them in the long run. The material provided to learners did not cover all abilities learners should learn as Ms. Dona explained. She stated as follows:

> I think it really took away from the children being able to develop interpersonal skills, confidence, group work proper cooperation and collaborative work.

The last issue was using a short video for every lesson as required by the Alef platform. As Alef was the core subject, the rest of the materials, including Learning Management System (LMS) and textbooks limited teachers' creativity. Even with daily tasks, it was not enough to enhance interaction as expected. Ms. Amina stated as follows:

> When you're not allowing teachers to be creative, that's going to trickle down to your students. It takes away from their creativity, because at the end of the day, when you look at Bloom's, what's the top tier of Bloom's is created.

Summary:

In this chapter, the findings of the study were presented for all four research questions separately. With respect to research question 1, a classroom observation checklist was used in six lessons. There were three major headings in the classroom observational checklist: learner–learner interaction, teacher–learner interaction, and content interaction with different items under each heading. Using descriptive statistics for each heading to answer this question, the results revealed that short videos positively facilitated classroom interaction in the EFL classroom. Furthermore, with regards to research question 2, six themes were extracted from classroom observation notes. These themes were as follows: teacher's questioning strategies and feedback; tasks related to short videos; grouping/pairing students randomly or purposefully; duration of the video; content and presentation of the video; and placement of the video.

Moreover, with respect to research question 3, students' surveys and interviews were used to answer this question. Students' perspectives and attitudes regarding the use of short videos to promote classroom interaction were highlighted. Students expressed their thoughts about the interaction when using short videos in their L2 classroom. With respect to research question 4, four teachers were interviewed to underline their viewpoint regarding the use of short videos to facilitate interaction in the EFL context. Additionally, student's and teachers' interviews were analyzed and categorized in themes separately to acquire an elucidated and focused discussion concerning the findings of this study in light of other studies. In the next chapter, a discussion of the findings for each research question together with the study's implications and conclusion are presented.

Chapter 7: Discussion

7.1 Introduction

This convergent concurrent mixed-methods study explored the use of short videos in promoting classroom interaction among eighth-grade students in the L2 EFL classroom in the UAE. The study investigated whether short videos helped in creating an interactive environment among learners and the method used to enhance interaction. It addressed both learners and teachers' attitudes and perspectives towards the use of short videos to stimulate interaction. The findings of the study are discussed in this chapter. The chapter illustrates the consistencies and variations between qualitative and quantitative results to demonstrate the essence of this mixed-methods study. Moreover, recommendations and future implications are provided in this chapter.

7.2 Discussion

7.2.1 Research Question 1: Do Short Videos Facilitate Classroom Interaction Among EFL Learners?

The findings related to this research question revealed that short videos do promote interaction in EFL classrooms. This result was presented in observational checklists. The mean scores in most criteria in the checklist indicated a positive impact of short videos on interaction. For instance, in the learner–learner interaction descriptive statistics, discussing short videos with the class, answering teacher's questions, and using L2 during their discussions had a mean score of 3. The mean scores of items that ranged from 2 to 2.8 indicate that short videos-initiated interaction after watching them. Similarly, on the descriptive statistics for the student–student and teacher–student interaction criteria, five items have a mean score of 3, and these items were related to promoting interaction such as whether the teacher focused on content information, allotted time appropriately for

students to answer questions, urged learners to use L2 more than L1 in their discussions, provided feedback during discussion, and elaborated more on learners' responses. Correspondingly, there were nine items in the descriptive statistics for the content interaction that have a mean score of 3. These items illustrate that the content of all videos used in the observed classes were meaningful, related to the lesson, properly used for the lesson, appropriately timed, used a clear language, and suitable for the learner's proficiency level. All such mean scores reflect how short videos can be an effective tool to encourage L2 interaction in the EFL context.

In general, the results of the study are consistent with those of other studies (see Bruti, 2016; Chung & Hung, 1998; Jin, 2016; Li et al., 2019; Mathew & Alidmat, 2013; Mekheimer, 2011; Ode, 2014; Wang, 2015). There was a positive impact of videos in L2 learning in the EFL context. These studies examined how short videos can facilitate language learning and examined specific areas of language skills (writing, reading, speaking, and listening). However, the results of this study differ in terms of exploring the impact of short videos on young students' L2 learning through interaction. Most of the studies did not examine interaction specifically and only mentioned it generally. The results of the study revealed an agreement with studies (Chung & Hung, 1998) that both highlighted the role of short videos in gathering information and providing students with opportunities for language learning. With the information provided in short videos in the observed lessons, students developed initial discussions and interactions among themselves and with their teacher. Students answered questions and interacted with one another regarding the videos they watched. During their discussion and when accomplishing the required tasks, they employed the language used in short videos.

Furthermore, in this study, students had to watch a video, discuss it, and then work on a related task. By doing so, students had to learn different skills and apply them. For instance, students worked in groups and pairs to finish Alef's tasks after watching the video related to the lesson. This provided students with a learning package where they had to watch a video, discuss a topic, interact with one another, and complete a task. The short videos used in this study were a mode of literacy multimodality (defined learning a language through two or more modes, such as videos, gestures, pictures, games, and other modes of meaning; see chapter 3).

The use of short videos helped students in their meaning-making process as the content of short videos was the main topic of classroom discussion and tasks. According to the result of Mekheimer's (2011) study, students who were exposed to short videos excelled in all four language skills.

For instance, in the lesson about creating a graph, the video connected the new information with previous videos regarding conducting a survey and collecting data. Students had a discussion, and they answered the teacher's questions about creating a graph. The teacher attempted to connect the video's content to their life experiences, both individually and in groups. Students from varied proficiency levels in each group discussed how to compile the previously collected data and represent the data through a graph. Students' discussions and interactions were about the video's content. This shows an agreement with what Paesani et al. (2016) underlined about videos and communication. According to Paesani, et al., videos are considered as text that "are important resources for challenging students' imagination and helping them consider alternative methods of seeing, feeling, and understanding things" (p. 200). Paesani et al. emphasize that videos can be a supportive aid for merging communication and textual

analysis for all EFL levels, especially at low-level. Additionally, Li et al. (2016) proposes that when using short videos "students do not only retell what they have heard from the video but also integrate their own ideas to create their own speech" (p. 56). Hence, the results of the study demonstrate how students, regardless of their proficiency levels, benefit from short videos as part of their classrooms interaction and initiate different types of interaction, such as teacher–student interaction, student–student interaction, and student–video interaction. In this regard, the results reveal a strong positive impact of short videos on promoting interaction among young EFL learners.

7.2.2 Research Question 2: In What Way Do Short Videos Facilitate Learners' Interaction in the L2 Classroom?

This question is answered using fieldnotes. There were different instructional strategies where short videos were found promoting classroom interaction in an EFL environment. These methods included teachers' questioning strategies and feedback, as well as short videos with tasks related to these videos, using different strategies for students to work together, such as random grouping, pairing or purposeful grouping, or pairing and working individually. Different data gathered in this study revealed that the teacher's questioning and feedback were essential for interaction, especially during distance learning. To illustrate, in the observed lessons, the teacher depended on using different questioning strategies to encourage student's participation in classroom discussion after and while watching short videos. The teacher asked focused questions and occasionally related to students' experiences and previous knowledge. Using different questioning strategies helped overcome the difficulty of the situation during distance learning. It was one of the preferred strategies for teachers to check learners' understanding and provide feedback accordingly. This finding supports other studies that have highlighted the

role of teachers' questioning strategies in promoting language learning and communication, such as Aydemir & Çiftçi (2008) cited in Akkaya & Demirel (2012), Jin (2016), Kadnawi (2021), Li et al. (2019), and Marzano et al. (2001).

Furthermore, teacher's questioning strategies and feedback led the way to learners' scaffolding. The results revealed that when the teacher asked students open-ended or closed questions, the participation was higher than when short videos asked multiple-choice questions as provided by the Alef platform. The teacher's questions offered students a space to express their thoughts and understanding of the topic. Additionally, the feedback was immediate, and it helped in scaffolding the learning process. In this process, questions and feedback activate the learners' ZPD as it operationalizes and functionalizes throughout the scaffolding process based on the SCT (Donato, 2000; Gibbons, 2003; Vygotsky, 1978; Wells, 1999). The ZPD could be generated during classroom discussions and teacher's questions helped students develop a clear understanding about the discussed topic as the teacher provided instant feedback about their understanding. Based on the SCT and as a method of scaffolding, using varied questioning types can aid learners' language learning as they exchange experiences with their teachers or with other students (Kim, 2010; Nutta et al., 2014; Vygotsky, 1978).

In the present study, having a task related to each short video was one of the instructional strategies by which short videos promoted interaction in L2 classrooms. The results of the study revealed that tasks are core in language classrooms after using short videos. Tasks create interaction as learners with different skills interact with one another and with their teacher. This collaboration in the SCT is termed as dialogic interaction, and it is part of knowledge co-construction especially in cases where

different interactions do not develop linearly. There are different methods of triggering students' cognitive process and encouraging students' inter-psychological language development (Vygotsky, 1978). In this regard, owing to the interaction to accomplish the tasks, learning is transferred from learner's inter-mental development to intra-mental development as students internalize and approximate these tasks in a mental process (Ellis, 2003; Shehadeh, 2002; Shehadeh & Coombe, 2012). Furthermore, as a result of the small tasks related to short videos, students applied their L2 knowledge in these tasks when they discussed the tasks between them and when these students performed the tasks. By doing so, these tasks led to scaffolding and mediated students learning. According to Ellis, (2000) "Learners first succeed in performing a new function with the assistance of another person and then internalize this function so that they can perform it unassisted" (p. 209).

Purposefully or randomly grouping students is another way for short videos to facilitate L2 interaction in classroom. This outcome demonstrates that students can work in pairs, groups, and as individual entities. Occasionally, grouping them occurred randomly (as Microsoft Teams allows teachers to choose students randomly and out them in breakout rooms) and purposefully based on the need of the lesson. Working in pairs or groups reveals the social aspect of learning (Kim, 2010). By grouping students or assigning group work, teachers provide learning opportunities as learners exchange knowledge through interaction, discussion, and collaboration. According to Ellis (2000), interaction being the core in a learning environment drives L2 learners to be meaning-makers both within the context and internally with the language itself. Moreover, grouping students has other important benefits for students and learning (Fredricks et al., 2004; Zhoc et al., 2019). For instance, there is academic and behavioral engagement. This is related to students' attendance,

participation, planning for classes, and persistence. There is also student cognitive engagement, and this is related to learners' mental energy and self-regulation in learning. There is an emotional engagement that refers to students' interest.

Having different groups can promote deep discussion and positively impact L2 learning. The SCT underlines that internalization—which refers to the process of using cultural tools and artifacts in a psychological role—is one of the key elements for language learning (Kozulin, 1990). Applying this to this study, placing students in groups after watching short videos to complete a task can arguably lead to the internalization of L2 knowledge. For instance, when learners used the language of the video in their discussions (as group or pairs) and interacted with one another to complete tasks based on short videos, different elements were impacted, such as internalization, mediation, scaffolding process, and ZPD. These elements, which are key principles in the SCT, are key aspects of learning.

Nonetheless, there were some aspects of using short videos that did not promote interaction in L2 classrooms as previously determined. One of these aspects was the type of content and the presentation of short videos that were presented to learners. In terms of content, most of the content of short videos used in the observed lessons were narrow in focus and only related to topics where students could not expand their discussion. Although questions and tasks that followed short videos were related to themes or specific information, the video itself was not. In that sense, students could not engage in discussions followed by some of the short videos. These results are compatible with other studies, such as Alhabbash et al. (2021), Bajrami and Ismaili (2016), Kaiser (2011), Sherman and Craig (2003), Swaffar and Vlatten (1997), and Mekheimer (2011), and provide further support to them. These studies underline the importance of using authentic

resources in L2 learning and communication. Using authentic materials increases learners' participation and communication skills. Having topics or content related to learners' experiences would elevate interaction to a higher level. Authentic materials, especially short videos, help create a meaningful experience for L2 students that can factor into their internalization process. According to Gee (2003), "Embodied experiences of authentic and meaningful social practices involving talks, texts, tools, and technologies of the sort that help one imagine contexts that render what is being taught meaningful" (p. 65). Hence, authentic short videos can help expand the learning experience and L2 interaction.

Similarly, the presentation of short videos is an important feature that can facilitate L2 interaction in EFL classrooms. In this digital era, how short movies are presented to students is critical, and it pertains to how videos are illustrated, such as having individuals who are familiar with the students' culture and background. According to this study, the presentation of short videos plays a key role in encouraging students' interaction in L2 classrooms. This issue was highlighted by students in their interviews, and it was also shown in the field notes and the observation. Most of the videos used in the classroom were still pictures and animated words. The manner in which these pictures and words were presented was similar to a PowerPoint presentation instead of an actual video. It was difficult for some students to connect with them. This issue limited students' interaction with the topic and minimized their responses to questions without justification or explanation. Regardless of having to complete a task after watching each video, the presentation limited most of the students' interaction.

Another aspect that prevented authentic and rich interaction was the placement of videos during the class period. Short videos were presented in the beginning of the class on a daily basis. This finding is a new addition to

literature. Employing these videos at a fixed time impacted students' interest, which was low. This issue did not enhance the level of students' interaction as they were less excited. Simultaneously, employing videos at the same time daily limited teachers' creativity. As revealed in a student interview, students came to class with the expectation to view a video first; however, the daily repetition reduced their enthusiasm.

Additionally, one of the issues about students' engagement with short videos was the length of the videos. The length of short videos must be used appropriately according to the topic of the lessons. It cannot be too short or too long. It should last between 3-5 minutes. All observed short videos were two minutes or less in length. These short videos contained limited information about the topic at hand. They were introductory rather than in-depth; and in this sense, they were not expected to be used daily. Occasionally, students require videos with more information, as such those videos that provide learners with more perspectives to discuss the topic and enable them to draw connections between the video and their own experiences. This finding further adds to the literature. None of the past studies highlighted these issues.

7.2.3 Research Question 3: What Are the Perceptions and Attitudes of Young EFL Learners Towards Using Short Videos in Promoting Their Interaction With One Another and With Their Teacher in L2 Classrooms?

The results revealed that students have positive perceptions and attitudes about the use of short videos to promote interaction in L2 classrooms. Their perceptions were measured using a survey, and their attitudes were measured by interviewing six students. The results supported past studies in terms of students' attitudes toward the use of videos for learning specific language skills or for the use of technology for L2 in general (see Aldukhayel, 2021; Balbay & Kilis, 2017; Fadilah, 2018;

Jenkins & Dillon, 2013; Kelsen, 2009; Qutob, 2020). However, most of the existing studies focused on specific language skills but did not examine L2 interaction when using short videos from students' perspectives. In this study, students shared their perspectives regarding how short videos can facilitate their interaction in L2 classrooms.

By examining results from both students' survey and interviews, there were specific aspects highlighted by students. The first aspect was that short videos facilitate students' learning and understanding. Students' responses revealed that students use English videos for academic purposes (66% answered between always, often, and sometimes). Moreover, most of the students responded that they interacted with their teacher after watching a short video (87% answered "always," "often," and "sometimes"). The majority also stated that they interacted with their classmates after watching short videos (62.5% answered "always," "often," and "sometimes"). Students' views were similar to what previous studies had indicated about using videos for learning and comprehension (Losada & Suaza, 2018; Miller & Zhou, 2007; Shawback & Terhune, 2002). Students underlined that having videos as part of their lessons improves their comprehension, especially as students interact with their classmates to mediate learning. Hence, this reflects three of the SCT's key principles: mediation, internalization, and ZPD.

To elaborate, based on the work of Vygotsky (1978) and Lantolf (2000), the human mind is mediated as students do not act on their environment alone. They rely on symbolic tools and signs that help transform students' understanding. In this study, these symbolic tools were short videos. Students communicated among themselves or with their teacher about the short videos or tasks they had to accomplish after watching the videos. These short videos and discussions assisted these students to

mediate and internalize their L2 learning. Part of language learning happens on a social plane, which is the inter-psychological level that occurs between students when they interact (Vygotsky, 1978, 1981). Discussing a short video creates a platform for learners to work on their social plane phase and generate meaning, allowing them to proceed to another level in their ZPD. This eventually enables students to move knowledge to the neuropsychological plane, i.e., within the individual.

Another aspect that students highlighted when they expressed their thoughts in the survey and interview was that short videos helped them enhance their language skills. Students' responses support other studies conducted by Awad (2013), Alwehaibi (2015), Çalışkan (2019), Munir (2016), and Nguyen and Boers (2019). For instance, students emphasized that interaction after watching short videos enhanced their lexicon repertoire. Additionally, students acknowledged the effectiveness of interaction when using short videos to improve their L2 skills. Students referred to the use of short videos as a learning tool to enhance their English language skills, including listening, speaking, and comprehension. Students also highlighted the importance of communicating their ideas to improve their language skills. For instance, in the interviews, most students underlined that conversing with one another after watching the video helped them in their pronunciation, vocabulary, speaking, and listening. Moreover, students' thoughts and responses in the survey and interviews were compatible with the work of Jin (2016), Li et al. (2019), Mekheimer (2011), Ode (2014), and Philominraj et al. (2017). Unlike previous studies, however, this study examined students' views about the use of short videos to facilitate L2 communication as reported earlier.

Discussion as a tool of interaction to promote L2 learning was another aspect of students' attitudes and perspectives. The results of the

study demonstrated that students believe that using discussion after the short videos helped improve classroom interaction, especially during distance learning. Their responses agree with Vygotsky's (1978) concept of scaffolding. In their interviews, students stated that discussing short videos with their classmates or their teacher helped them better understand the topics and further helped improve their language skills. When students discussed the content of short videos among themselves and their teachers, they built on their learning by assisting each other in comprehending the videos. This is an aspect of scaffolding. Furthermore, students stressed how their discussion assisted them with their thinking as they exchanged ideas, information, and expertise. Within their group work, pair work, and with the class as a whole, students shared their knowledge, which helped them scaffold their L2 skills. For instance, one of the students insisted on the significance of discussions. According to Eman, "Discussions help me by listening to different opinions and learning from different perspectives, so I have more than one idea in my mind." As Vygotsky described "learning as a profoundly social process, [emphasizing] dialog and the varied roles that language plays in instruction and mediated cognitive growth" (p. 131). This shows how students were aware of the power of discussion in L2 learning. This adds to the existing literature as the work focuses on the role of L2 interaction through meaningful discussions after using short videos.

Nonetheless, students highlighted some challenges that they faced while using short videos to promote interaction in L2 classrooms. One of these challenges was the impact of distance learning on interaction. Many students faced issues with distance learning and carrying on with distance learning for two years took a toll on them. Students' views here are similar to the result of Croft et al. (2010), Orlando and Attard (2016), and Purwanto et al. (2020); cited in Eva et al., 2021). Based on Orlando and Attard's (2016) study, students stated that "Teaching with technology is not a one

size fits all approach as it depends on the types of technology in use at the time and also the curriculum content being taught." Purwanto et al. (2020; cited in Eva et al., 2021) highlight that these learners were forced to enroll in remote learning without proper training, equipment, and infrastructure. Comparably, as social interaction is crucial in the teaching and learning process, Croft et al. (2010) debated that distance learning lacks interaction and discussion among learners, especially in no cohort-based classes, thereby decreasing the value of learning and neglecting interaction in learning and teaching.

Another challenge relates to the use of short videos daily in the classroom due to the prescribed Alef program. Using the same tool daily limited learners' curiosity to learn. Students were aware of the norms in the virtual class and how things moved. They had been viewing videos in every class for two years. This created disinterest in short videos due to the manner in which these videos were presented and the topics, which did not align with students' real-life experiences and interests. For instance, one student referred to these videos as "without an actual soul" as these short videos had pictures and words moving without human beings in them. This was confirmed by Butler and Wang (2012) who argued that online materials for learning are inadequate, which has led to a shortage in challenges for teaching and learning.

7.2.4 Research Question 4: How Do Teachers View the Use of Short Videos in Promoting Student-Student and Teacher-Student Interaction in the L2 Classroom?

Teachers revealed a positive perspective regarding the use of short videos to facilitate interaction in L2 classrooms, which was reflected in their responses in the interviews. In their responses, they explained how important short videos were in L2 classrooms. The teachers expressed how

short videos could promote interaction when used purposefully. Their views about using digital resources such as short videos for L2 learning, in general, are consistent with the results of other studies (see Almurashi, 2016; Alshraideh, 2021; Berk, 2009; Çalışkan, 2019; Mekheimer, 2011; Nguyen & Boers, 2019). Yet, these studies explored the general use of digital resources, such as videos or short videos, in language learning to help students develop a specific language skill. Most of these studies did not investigate teachers' perspectives except for Alshraideh (2021) who explored the viewpoints of teachers and students at a university level regarding the use of online videos in classes. Nevertheless, this study examined teachers' views about using short videos to promote L2 interaction in a school setting.

Based on the teachers' responses in interviews, there were certain aspects that teachers believed helped short videos facilitate interaction in L2 classrooms. The first aspect was that short videos can be used to generate a variety of interaction opportunities in L2 classrooms. Teachers expressed their thoughts regarding the characteristics of short videos in promoting L2 interaction. For instance, short videos are tools that can be used in classrooms to generate knowledge, increase comprehension on specific topics, and explain difficult content. Teachers highlighted that a short video needs to be precise, straightforward, and clear. Using short videos in the classroom must be relevant and direct in expression to promote interaction among students. Learners' attention span at times does not last for an extended period. As teachers stated in interviews, videos must be direct without including irrelevant information. Additionally, good short videos need to be presented at a proper time in class as emphasized by teachers. Teachers' thoughts here were similar to the results of Alshraideh's (2021) study. Both this study and the study conducted by Alshraideh highlight that

presenting good short videos can promote learners' engagement in classrooms and enhance their L2 learning.

Another aspect concerning this research question is that short videos enhance L2 learning overall. In the interview, teachers explained that short videos can promote language learning in general. They described how short videos could promote different aspects of the language as students learn how to pronounce, improve their listening skills, learn new vocabulary, and other parts of the language. This result supports the results of other studies such as Alshraideh (2021), Mekheimer (2011), and Smayda et al. (2016). The teachers underscored that these short videos could improve learners' language skills, such as pronunciation, vocabulary, and phrasal verbs. Short videos also can expose learners to the cognitive language and transition to the level of distinguishing between academic English language and nonacademic language. It can also help enhance learners' listening, speaking, and comprehension skills.

Furthermore, another aspect is that short videos could be used along with other strategies to promote interaction in L2 classrooms. Teachers shared their thoughts regarding other strategies that can be used with short videos to help improve students' interaction. This study adds to the existing literature by investigating teachers' views about using short videos with other teaching strategies to facilitate interaction. For instance, the teachers provided some suggestions regarding other strategies that can be used with short videos, such as specific questioning, collaborative group work, chats and posted note strategy, puzzles, and sharing questions. Backing up short videos with some strategies not only enhances students' L2 interaction but will also simultaneously promote their comprehension and understanding of the materials and the language.

Among the aspects that teachers shared were some issues and constraints that might have diminished L2 interaction when using short videos. One of the issues was distance learning. Teachers emphasized that distance learning impacted students' interaction as it reduced social engagement. They explained that students' attitudes were different behind the screen as when they were in class. This finding is similar to the results of the study conducted by Orlando and Attard (2016). Moreover, teachers highlighted similar issues as they stated that not everyone was comfortable with interacting online, especially for an extended time period. Additionally, teachers underlined the importance of physical social interaction. Their concerns validate Croft's (2010) argument on this issue.

Another issue mentioned by teachers was not being able to choose when to have a short video in the lesson and when to present it. Lesson plans and videos are provided by MoE. Teachers did not have the option of choosing the teaching materials like short videos during distance learning, but they were required to use specific short videos as part of Alef's platform for English language lessons. In a study conducted by Fatimah and Santiana (2017), the results revealed that teachers' creativity in employing different media in technology aided students' L2 learning. Teachers employ materials that promote L2 interaction more efficiently and successfully when they have the option of what to use in the classroom based on their knowledge of their students' proficiency level and background.

7.3 Triangulation of Qualitative and Quantitative Findings of the Study

This section illustrates the consistencies and variations between the qualitative and quantitative results to demonstrate the essence in this mixed-methods study (See Figure 25). By converging the results, there were some consistencies and variations. This section explains consistencies in the

quantitative results, qualitative results, and between quantitative and qualitative results. At the end of the section, some variations are highlighted between quantitative and qualitative results.

7.3.1 Quantitative Results

The results from the classroom observational checklist and students' survey revealed some consistencies. In the observational checklist results, some of criteria that scored between 3 and 2.6 in the mean score were similar to students' responses in the survey results. For instance, in the learner–learner interaction descriptive statistics, items such as students using the language of the video in their discussion and learners using L2 when interacting with each other (M = 3 and M = 2.66 respectively) were consistent with students' responses in the survey. The majority of the students highlighted in the survey stated that they watch several videos in English language as 18 out of 24 answered "always" and "often." Moreover, most of the students expressed that they used short videos to develop their English language skills as 16 students answered "always" and 4 answered "often." This is just an example that demonstrates how quantitative results complemented each other. These results supported Chung and Hung's (1998) study as both emphasized that using short videos provides learners with opportunities for L2 learning.

7.3.2 Qualitative Results

The themes extracted from the fieldnotes were consistent with both teachers' and students' interviews. For instance, one of the themes from the fieldnotes concerned teachers' questioning strategies and feedback. In the interviews, the teachers underlined the importance of questioning and using different strategies to promote classroom interaction after watching short videos. This supports other studies that referred to the importance of questioning such as Jin (2016), Kadnawi (2021), and Li et al. (2019).

Furthermore, the length of the videos was one theme from the fieldnotes that the students highlighted in their interviews. For instance, the students spoke about the short duration of the videos, as occasionally the content was not self-explanatory. They referred to these videos as introductory and not as videos based on which they could build their discussion. In addition, one of the fieldnote themes was the content and presentation of short videos. This theme illustrated how the content and presentation of short videos used were an issue that hindered interaction in L2 classrooms. The students explained in their interview responses that occasionally they did not have a connection to the content of the short videos owing to the manner in which these videos were presented.

Moreover, both students and teachers highlighted that distance learning impacted interaction in L2 classrooms after using short videos. Students explained in their responses that interactions and discussions were not as they used to be in actual classrooms. These became fewer in distance learning as not everyone participated in the class. Similarly, teachers expressed dissatisfaction in their inability to connect with their students as they used to in the physical classroom. This finding demonstrates how qualitative results complemented each other. This is a new finding in this study that adds to the existing literature as short videos characteristics, as well as teachers' and students' perspectives and attitudes, were not explored in previous studies.

7.3.3 Consistencies Between Quantitative and Qualitative Results

Both quantitative and qualitative results show compatibility between one another. For instance, consistency was observed between students' responses in the survey and their interviews, observational fieldnotes, and teachers' interviews. To elaborate, students' responses in the survey revealed that they discussed the content of short videos in the class

as the majority of the responses were between "always," "often," and "sometimes." This is similar to students' responses in the interviews as students explained that they used short videos as part of their learning. Similarly, teachers' responses in the interviews revealed that short videos were important to promote interaction and students' 21st century skills. Moreover, the themes extracted from the fieldnotes demonstrate how short videos were used to promote interaction. Additionally, by exploring students' responses in the survey and interviews, it was deduced that their answers resembled one another. For instance, one of the survey statements was about understanding the L2 language used in short videos. Most of students responded with "always" (19 out 24). Similarly, in interviews where students highlighted that they understood the language used in short videos, they used these videos to improve their L2 skills. Moreover, teachers highlighted in their interviews that short videos helped students in their L2 learning and improved students' L2 skills. In this regard, most of the results were consistent with each other. Simultaneously, these results provided further support to other studies conducted by Mekheimer (2011) and Philominraj et al. (2017) who reported that short videos impacted L2 learning positivity. However, unlike the current study, previous studies did not explore students and teachers' perspectives regarding the use of short videos in L2 classrooms or about student–student and student–teacher interaction. They explored the use of videos for language learning in general.

7.3.4 Variations Between Quantitative and Qualitative Results

Despite the abovementioned consistencies between quantitative and qualitative results, there were some variations in terms of the quantitative results obtained from the observational checklists and qualitative results from fieldnotes, students and teachers' interviews. For instance, the

observational checklist's results revealed some high mean scores in items related to content interaction criteria. The content of short videos was meaningful, utilized for the lesson, timed appropriately, and was suitable for students' proficiency level. Yet, results from the students' surveys, the students' interviews, the teachers' interviews, and the fieldnotes revealed a different picture. For instance, students and teachers underlined issues with short videos that differed from the content criteria's high mean scores. There were three reasons for such variations. The first reason was due to the transition from in-person learning to distance learning. To clarify, distance learning had impacted the manner in which classrooms were designed. Teachers had to use the Alef platform for every class instead of having it as supporting materials. Alef materials—videos included—were meaningful, used well in classes, appropriately, and suitable for students' proficiency level. When applying them and considering different factors such as students' interest, teachers' creativity, and class time, they were not that significant or suitable for the class in terms of time or length. Moreover, they did not cater to all proficiency levels of students. The materials did not provide a good space for teachers to edit or use their own materials.

Another reason for having variations between some of the quantitative and qualitative results was that these videos were general. Most of the short videos used did not explain lessons' content in an informative approach. These videos were introductory as students and teachers described them. For instance, some students emphasized that these videos were too general and not suitable for their level, and they also indicated that they were not meaningful enough as they contained limited information. Similarly, teachers' views revealed that these videos were not utilized properly for the lessons as the teachers were unable to adjust when the vidoes were played or substituted them with other videos. They were occasionally inappropriate for learners' competency levels, as they were

either too easy or too difficult. According to the New London Group (1996), knowledge must be 50% familiar to learners. If knowledge is 100% known to learners, it will not add to learners. If knowledge is completely new, it will be too difficult to comprehend. Similarly, using videos that are extremely easy can cause "nothing new syndrome," and influences short videos efficiency (Harmer, 2007). Hence, videos as content differed from when applying these videos in classrooms and from students' and teachers' perspectives.

The third reason is that we cannot neglect the fact the all the data was collected virtually. Results might vary if the data were gathered in an actual classroom environment. If this study was conducted in an actual classroom, the data acquired might be different as the teacher would teach differently and students would respond in a different manner than how they did in distance learning classrooms. Moreover, if videos were chosen by the teachers, probably they would have been different. Teachers' choice of videos differed from Alef's guidelines. Teachers are aware of students' actual L2 proficiency level. Teachers' videos would be different in terms of content and the manner in which they would promote interaction.

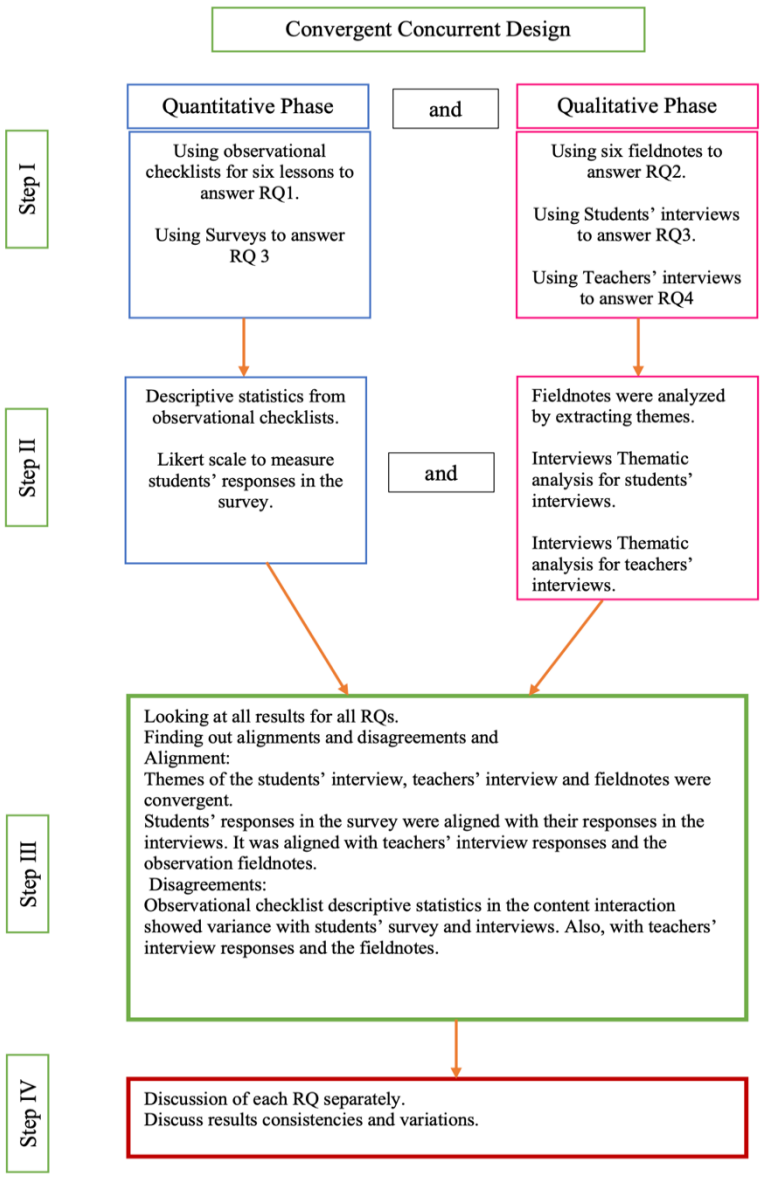

Figure 25: Diagram of consistencies and variations between the qualitative and quantitative

Chapter 8: Conclusion

8.1 Introduction

This chapter will illustrate the theoretical and pedagogical implication of this study. It will also offer some recommendations that can benefit curriculum designers and teachers. It will highlight some limitations along with summary and conclusion of the study.

8.2 Implications

8.2.1 Theoretical Implications

The current study's findings expand the concepts with respect to the New London Group (NLG) and Sociocultural theory (SCT) taking into consideration other aspects. The findings of the study revealed that the use of short videos in the EFL classroom facilitates interaction and language learning with consideration for the NLG's concepts. In the "pedagogy of multiliteracies," the NLG presented an analysis of the questions "why," "what," and "how" of literacy pedagogy, emphasizing the importance of literacy pedagogy, taking into account different texts to communicate literacy modes (text, videos, image, gaze, gesture, and so on), and adapting the media by which modes can be communicated (Cope & Kalantzis, 2009; NLG, 1996). The findings of the study confirmed the concepts of pedagogy of multiliteracies as short videos represented a literacy mode of multiliteracies. These short videos, regardless of all the challenges highlighted in the discussions, were core in the learning process and supported students' interaction and communication. Although the videos were short in most classes, students relied on them to create meaning, negotiate for meaning, design their tasks, and apply their knowledge. All of this can be done in two minutes in length or less videos, demonstrating how

a comprehensive approach such as multimodality or multiliteracy pedagogy can be translated and changed in the L2 classroom in a simple way.

Additionally, the NLG's pedagogy of multiliteracies approach offers four knowledge processes for both teaching and learning, which are experiencing, conceptualizing, analyzing, and applying (Cope & Kalantzis, 2009; Cope & Kalantzis, 2015; NLG, 1996). The current study findings illustrate the implementation of these four concepts. Looking at the students understanding, discussions, and tasks, these four knowledge processes would be indicated by how students tried to connect to these videos—even if most of them were not authentic or unrelated to their interest or their experiences. In their discussions—in groups, pairs, or with the class as a whole—students showed efforts to conceptualize what was required of them, analyze, and apply their knowledge in their discussions and in their tasks. This study showed that using tools in the classroom like short videos for interaction and language learning play a positive role in enhancing students' learning process. It also highlights different areas where the concepts of the "pedagogy of multiliteracies" can be applied. It does not have to be a major or complex application of this pedagogy. It can be simple and straightforward like the short videos in this study as different aspects of language learning occurred when students interacted with other students, the teacher or with the short videos as texts.

As part of the theoretical implications, it is important to extend teaching from normal classroom teaching to incorporate short videos strongly into the classroom as part of multiliteracies/multimodality of learning in the UAE context. Short videos are rich in material that can provide learners and teachers with opportunities to be creative and knowledge makers.

The other theoretical implication offered by this study revealed how the findings represented some major concepts of the SCT. Short videos in this study were mediated tools that helped learners create meaning and make the connection to their previous experiences or knowledge. Regardless of the lengths of the used short videos, these videos mediated L2 learning for the students, and helped scaffold their learning. This was shown in the way students applied the short videos knowledge to their discussions and the tasks they had to accomplish based on these videos. Students in this study experienced mediation at different levels, including watching the videos, talking about them, or completing tasks assigned from the teachers. In all the observed lessons, learners had to watch the videos and answer some questions related to them. After that, they had small discussions with their teacher and with the class as a whole or in groups. In their groups, students answered some questions and talked about the information presented in the videos. Based on both the videos and discussion, they completed their lessons' tasks using the language of the short videos. By doing these, short videos mediated and scaffolded students' learning experience. Furthermore, based on the findings and analysis, using short videos as a mediated tool can be used as a dynamic assessment tool for teachers to assess learners along the process of learning. According to Poehner and Lantolf (2005), dynamic assessment is "the expressed goal of modifying learner performance during the assessment itself" (p. 235). Teachers during discussions after watching short videos can evaluate students learning by interacting with them and asking questions that tests their learning.

Moreover, SCT concepts identified how a person (a teacher or a fellow learner) can influence other learners' learning process. Simultaneously, short videos – as symbolic tools- can positively impact learners learning process. For example, when students watched a short video, the first interaction occurred within them. The interaction linked their

pervious experiences and knowledge. Based on the SCT, internalization happens twice in the learning process. First, it occurs on the social plane when the learner interacts with other learners. Second, it occurs in mental plane, inside the learner. In this study, it is possible to argue that internalization occurred in three phases: mental plane, social plane, and then on the mental plan again. The learners first interacted with the video, and then they discussed it among themselves or with their teachers. Then, they completed the tasks based on the short video.

8.2.2 Pedagogical Implication

Three pedagogical implications can be obtained based on this study for teachers and curriculum designers. Two of these implications are for teachers. The findings of the study illustrate how short videos can promote interaction in L2 classrooms. Simultaneously, the findings also identified some challenges, such as the length or placement of short videos. However, these do not prevent teachers from redirecting their teaching and providing support materials to promote learning in general. For instance, when a video is short and teachers have to use it, they can provide learners with extra texts or any other material with the required information to trigger students' curiosity for learning. Hence, based on the findings of this study, it is important for teachers to select short videos that meet students' interest and trigger their curiosity for learning.

Adaptation is the skill teachers need to possess, and it is the second pedagogical implication. Within the past two years, things have changed due to the COVID-19 pandemic. Alef was used in all classes from fifth to eleventh grade except for those in the Elite program of the same grade (extensive lessons in science and math). Based on the observed classes, the teacher delivered the lesson without adding much to the lesson. Everyone must use the program, but not everyone must deliver it in the same way. For

that, teachers need to adapt short videos to meet students' needs, proficiency level and social background. There are different students with different learning styles. For that reason, teachers need to try to figure out the ways to get students more involved and active in distance learning. In some of the observed classes, students' participation was not much as they were exposed to the same routine every day without improvisation. Therefore, teachers could modify the routine and encourage learners' participation. For example, teachers could use the Alef videos as supportive materials or independent activity from time to time. Based on the topic of the lesson, they could use different materials or select videos that are suitable for students' proficiency level. In this manner, teachers can use different strategies and approaches when teaching. For example, having a video in every class did not help much as these videos were short, and they sometimes did not encourage students' discussions. However, the same materials could be taught differently like adding another video, or an online game to trigger students' enthusiasm.

The last implication is for curriculum designers. Research should go beyond examining classroom teachers and recommend that curriculum designers consider these aspects. For instance, curriculum designers need to provide teachers with a range of materials that they can use based on their students' needs and levels. By doing so, they will direct teachers' efforts to use the provided materials that are appropriate for the students and serve their learning styles and needs. In addition, language curriculum designers need to allow a space of creativity for both teachers and students in terms of choosing short videos to be included in the curriculum. Hence, the students will be exposed to materials that reflect their interest and relate to them. At the same time, teachers have a lot to take out from the students and push the learning further as their engagement and participation with the materials like the videos will be more thorough. Similarly, language curriculum designers

need to consider the content when choosing short videos as part of the curriculum and how relevant it is to learners. Having content that is not related or relevant to teachers or students will hinder the learning and teaching process. It is essential for curriculum designers/makers to include a range of short videos that support students' proficiency level. Such differentiation in videos will provide students with opportunities to use them based on their actual level rather than having one video that is too hard or too easy.

8.3 Limitations and Recommendations

There were some limitations in this study. For example, one of these limitations was the sudden shift to online learning. Although the study originally targeted school students, there was no way of conducting the study in actual classrooms as educational institutions throughout the country had transitioned to distance learning. Another limitation was the length of the study. The study was conducted during the second and third semesters to ensure that the collected data was sufficient. Some of the data was collected during the holy month of Ramadan. Students were not very active during these classes. Due to the COVID-19 pandemic, the study was conducted with one class and one teacher only, which was another limitation. Additionally, some of the short videos were too short (one minute long), which became another limitation that made group discussion difficult.

Taking these limitations into consideration, here are some recommendations for future research:

Based on the result of this study, it is suggested to have longer videos (3-5 minutes) as students can engage in such videos more. Longer videos will have more content for interaction and will allow students to

produce good discussions. At the same time, it is recommended to avoid short videos (1-2 minutes) as such videos do not have sufficient information.

Furthermore, as the participants of this study highlighted, students were more interested in videos that focus on their social cultural background issues in the UAE or region. In this sense, it is recommended to provide videos that can be contextualized and take into consideration students' social cultural background. Having such videos can allow students to make connections and have deep discussions.

Additionally, it is also recommended to have more than one class when conducting the study. When having more than one class in the study, varied data will be collected. The results are going to be comparable with each other and it will enrich the existing literature in terms of using short videos for interaction in L2 classrooms and language learning in general. There will be more participants from both teachers and students. This will provide more critical and profound perspectives of both teachers and students on the use of short videos to promote interaction. Moreover, conducting the study with a representative proportion of female and male participants will help in generalizing the results.

8.4 Summary and Conclusion

To summarize, this chapter contextualized the findings of this study to those of other studies in relation to the four research questions. It demonstrated the triangulation of findings from two different strands: qualitative and quantitative. It focused on the consistencies and variations between the qualitative and quantitative findings as part of this convergent mixed-methods study. It presented theoretical and pedagogical implications and highlighted the limitations of this study along with some recommendations for future research.

This convergent concurrent mixed-methods study explored the use of short videos to promote L2 interaction in an EFL context. The study aimed to answer four research questions. Different research instruments were used to answer the research questions. These instruments were as follows: observational checklists, fieldnotes, students' survey and interviews, and teachers' interviews. The study targeted eighth-grade female students (n = 27) in a government school in Abu Dhabi. Six lessons were observed where short videos were used. Most of the students participated in the survey (24 out of 27) and six students, chosen randomly, were interviewed. Three teachers were interviewed too in order to share their viewpoints about the use of short videos to facilitate interaction in the L2 classroom.

The main findings of the study were that short videos do promote interaction in L2 classrooms. Further, short videos promoted interaction such as teacher's questioning strategies and feedback, tasks related to short videos, and grouping/pairing students randomly or purposefully. There were other factors wherein short videos hindered interaction, such as the length of the video, content, and presentation of the video, and the timely placement of the video in the class period. Four themes were extracted from students and teachers' interviews. Data were discussed in light of previous studies and with respect to each research question. A number of theoretical and pedagogical implications merged based on the findings and discussion of this study.

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List of Publications

I. Shehadeh, A., Alhabbash, M., Al Mohammedi, N., AlOthali, S., & Liu, X. (2020). Two Different, Small Scale Classroom Utilization of Task-Based Language Teaching. A Conference Paper at Applied Linguists Language Teaching Conference. UAE: Zayed University.

II. Alsheikh, N., Alhabbash, M., Liu, X., AlOthili, S., & Al Mohammadi, N. (2020). Exploring the interplay of free extensive voluntary ESL reading with intensive reading of Arabic native speakers. International Journal of Instruction, 13(4), 295-314.

III. AlHabbash, M., Alsheikh, N., Liu, X., AlMohammedi, N., AlOthali, S.,& Ismail, S. A. (2021). A UAE standardized test and IELTS vis-À-vis international English standards. International Journal of Instruction, 14(4), 373-390. https://doi.org/10.29333/iji.2021.14422a

IV. Alsheikh, N., Alhabbash, M., Liu, X., Al Mohammedi, N., AlOthali, S., & Kilani, G. (2022) A Conceptual Home for Reading stories in Arabic, Chinese and English by College Students: A Schema analysis. International Journal of Society, Culture & Language. ISSN 2329-2210.

Appendix

Appendix A: Classroom Interaction Observational Checklist

Criteria	High	Moderate	Low	None	Comment
Learners' Interaction:					
Learners discussed the video in groups.					
Learners discussed the video with the whole class.					
Every learner participated in the discussion					
Every learner confidently presented his/her ideas in L2.					
Learners asked critical questions					
Students used L2 when interacting with each other					
Student mixed between L1 & L2 when interacting with each other					
Learners' discussion was related to the content of the video.					
Students made connections between the content of the video and their prior knowledge.					
Every learner in the group had a chance to interact and share ideas.					
One or two Learners dominated the discussion in the groups.					
Turn taking among learners was smooth and meaningful.					
Learners were competitive to share their opinions.					

Learners were collaborative to share their opinions.					
Learners made inappropriate comments (e.g., bullying or silly) when someone said something irrelevant.					
Learners interpreted the video from different perspectives.					
Learners elaborated in detail when they interpreted the video in their discussion.					
Learners supported their elaboration with real examples.					
Learners used short answers when their teacher posed questions.					
Learners elaborated when their teacher posed questions.					
Learners relied on L1 to share their prior experiences in relation to the video					
Learners used the language of the video in their discussion.					
Learners discussed the video in groups.					
Teacher's Interaction:					
Teacher used different strategies of questioning about the video.					
Teacher used different strategies to initiate the discussion after the video.					
Teacher interrupted learners when presenting their ideas.					
Teacher gave a chance for learners to elaborate on their ideas.					

Teacher used different strategies to encourage discussion.					
Teacher used different strategies to keep the flow of the discussion going.					
Teacher involved learners in an effective meaning-making process during the discussion.					
Teacher focused on content information.					
Teacher's questions encouraged critical thinking.					
Teacher gave appropriate time for the discussion.					
Teacher questions went beyond the video content. (e.g. connect it with other subjects, evaluate, critical thinking)					
Teacher urged learners to use L2 more than L1 in their discussion.					
Teachers provided feedbacks to learners during the discussion.					
Teachers elaborated more on learners' responses.					
Content of the Text/ Video					
The content of the text was meaningful.					
The content of the video related to the lesson.					
The content of the video was well used for the lesson.					
The video timing was appropriate for the class timing.					

The topic of the video was authentic.					
The topic of the video enhanced discussion.					
The language of the video was clear and well represented.					
The content of the video was suitable to the learners' proficiency levels.					
The content of the video was suitable to the learners' personal interests.					
The content of the video promoted learners' critical thinking.					
The content of the video promoted learners' creativity in discussion.					
The content of the video was age appropriate.					
The content of the the video was culturally appropriate.					
The video was selected by MOE.					
The Video was selected by the teacher.					
The content of the video promoted learners to use L2 effectively.					
The content of the video enhanced learners' interaction.					

Appendix B

Survey about Students perspectives and attitudes towards using short videos in L2 classes

Survey Questions:

1. I watch many short videos.

Always.	Often.	Sometimes	Rarely	Never

2. I watch short videos for fun.

Always.	Often.	Sometimes	Rarely	Never

3. I watch short videos for my study/learning

Always.	Often.	Sometimes	Rarely	Never

4. I watch many short videos in Arabic language.

Always.	Often.	Sometimes	Rarely	Never

5. I watch many short videos in English language.

Always.	Often.	Sometimes	Rarely	Never

6. I develop my English language through watching English videos.

Always.	Often.	Sometimes	Rarely	Never

7. I understand the English language used in short videos.

Always.	Often.	Sometimes	Rarely	Never

8. I use short videos because they support me in my studies.

Always.	Often.	Sometimes	Rarely	Never

9. I use short videos to develop my English communication skills.

Always.	Often.	Sometimes	Rarely	Never

10. My English teacher shares many short videos with the class.

Always.	Often.	Sometimes	Rarely	Never

11. I discussed the content of the videos with my classmates.

Always.	Often.	Sometimes	Rarely	Never

12. I interact with the class when we discuss ideas about a watched video.

Always.	Often.	Sometimes	Rarely	Never

13. I enjoy watching videos in class and talking about them.

Always.	Often.	Sometimes	Rarely	Never

Appendix C

Students' Interview Questions

1. Do you rely on videos to learn about new information or when you want to understand something related to your studies?
2. How do short videos help you in your studies?
3. Do you think short videos impact your English language? How so?
4. Do you discuss short videos with other people like your classmates? How often? How has it helped you?
5. Do you think that discussing a video after watching it with your classmates is important? How can that help you understand and improve your English language?
6. How can short videos increase your classroom interaction in English classroom?

Appendix D

Teacher Interview Questions

1. Do you prefer using short videos? Why? How often?
2. Do you think short videos promote classroom interaction?
3. Do you think that distance learning influence classroom interaction? In what way and how?
4. What kind of strategies do you think can help initiate interaction in the class after watching a video?
5. Do you think teachers use videos as beneficial tools for language learning or just to say they are using different resources?
6. How can the content of a video promote learners' use of L2 effectively?
7. How can you involve everyone in the class to interact with the video that is presented to them?
8. To what extent do teacher questioning strategies encourage discussion and interaction in the L2 classroom?
9. Videos are texts, how can language teachers use them to promote interaction in their classes? When?
10. When students ask critical questions that lead to meaning beyond the lesson content, how do you deal with that?

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This study looked at the use of short videos to promote interaction among young EFL learners in the UAE. It considered both students and teachers' viewpoint on the use of short videos to facilitate interaction in the classroom.

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