

## Expanding Communication Channels through Video Novels in E-Learning Environments

تعزيز الاتصال من خلال التعلم الإلكتروني: دراسة حالة الروايات المصورة على شكل الفيديو

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### Abstract

#### Informations about Article

Date de réception: 28/11/2020

Date d'acceptation: 08/10/2023

#### Key Words

communication competencies

efl class

fl process

literature classroom

video novel

*Improving communication skills in the classroom is a challenging and multifaceted task in the English learning process. Given the difficulties that students face when learning how to communicate effectively in English, this study aims to explore the importance of integrating Video Novels in the classroom to enhance the communicative competencies of third-year English students at Laghouat University. Video Novels, an essential tool of today's technological age, play a fundamental role in creating a friendly and enjoyable learning atmosphere that caters to learners' needs. To collect data, a quasi-experimental method is used based on a questionnaire and semi-structured interview administered to both teachers and students. These data collection tools aimed to understand their attitudes towards the integration of Video Novels as a new learning method in students' Foreign Language Learning (FLL) classes. The findings of the study revealed that students are highly interested in developing their communication competencies using Video Novels. Moreover, Video Novels enhance EFL learners' motivation and participation in the classroom. Video Novels can not only increase motivation and participation but also provide a unique and authentic source of input for learners to improve their English proficiency it.*

### Introduction

In the age of technology, Information and Communication Technology (ICT) played a major role in different spheres of life and is becoming an integral part of personal lives. According to Grandisson (2020) video materials are shown as an effective method in teaching English language as a foreign language for all learners both inside and outside classroom. As many researchers asserted that using video material facilitate memorizing language skills more than using other materials. It is widely known that literature is a complex subject of study for learners that's why EFL teachers rely on the use of YouTube Videos, in order to make communication and understanding of the novel or story easier (Turan, 2020). Videos are considered as one of the effective methods for both teachers and learners.

Since our inspiration is to discover how literary video novels can promote the communicative skills inside the classroom.

### 1-Review of literature

the Novel has become more popular in the second half of the eightieth century as an effective medium for displaying humans' thoughts and actions. Novel takes the form of prose in which it is written in a form of sentences. It is based on a plot and setting. It tells a story about a number of characters who went through changes throughout the development of the events in which the characters communicate and interact. Therefore, the novel addresses various themes that are reflected through the characters of the story along the events, that is to say that the novel can be read and viewed from different

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perspectives. It can be also read and analyzed in relation to the writer's own life in case the writer reflects his or her own experiences, thoughts and emotions in the novel through the representation of the characters.

Using the videos in the language classroom has a positive influence on the learning and teaching process, particularly in classes. Yildiz (2019) argued the importance of literary communication through showing the interaction of the reader towards the author according to some circumstances, such as social, cultural ... Fassbender (2020) explain the issue of syllabus arguing that the useful contribution of the task design and its specification influence the task content and method. He added that there must be an outline for the syllabus which meets the characteristics of language learning and teaching and concerned on presenting ELL in graphical, cultural and social contexts as well. Additionally, Sherman (2003) in his book entitled "Using Authentic Videos in the Language Classroom" stated that language teaching material using authentic films and television is motivating and fun, however teachers are often unsure of how to use this material in the classroom. According to him, using a video in language classroom is not just a renewable resource or refreshing conventional textbook material, but also provides the learners with the accessibility and motivation, these acts can be used many times with new material to stimulate students and bring the language alive. Moreover, Bajrami and Ismaili (2018) discussed "The Role of Video Material in EFL Classroom" saying that video material nowadays for them is not only a part of everyday life activities, but they are shown as an effective method in teaching English as a foreign language for all learners both inside and outside the classroom. They added videos can be used in a variety of instructional and teaching settings, as a way of presenting context, initiating discussion, for providing illustration a certain topic and content self-study and evaluation situations, while Kusumawati (2020) considered visual novel as the most advanced technology window, especially for the youth age. They enjoy the various multimedia games, and watching visual effects that are adapted to visual novel through its different devices. Therefore, Bastos and Ramos (2009) in their study on tackling the use of technology for learning EFL on web and applications on the impact of YouTube on promoting essential competences, added that teachers may turn to video technology to develop students reflective and critical thinking, the use of

authentic learning material that engage second language learners to communicate in real context and foster the development of comprehension and communication oral and writing skills and intercultural communication competences, plays a crucial role in foreign languages. Similarly to Darabos et.al, (2020) who confirm that technology can offer learners many online materials and provides them an incredible source of information, they shed the light on the effective role of the multimodal text found in many YouTube videos for teaching English inside classroom as a supplementary material. Further they added that these websites can provide students with everyday videos and authentic situations that may help them improve their understanding and performance in English language lessons. Likewise, Willis (1983) in his document "The potential and limitation of video" video for him can be overused by a thoughtless programme planner or teacher who harnesses its potential for effective students control rather than effective teaching. According to him students like video particularly when it is relatively new to them. For Willis the video is an obvious medium for helping students to interpret visual clues effectively. Through his study, he explained a personal experiment with his students, he stated that video is a teaching aid, and it can be a valuable teaching resources, as textbooks or audio tape recording. Meanwhile McGovern (1983) stated that the suitability of television as a medium for bringing a living language to learner is undoubted, and the dynamic combination of sound and vision can bring an air of reality into the classroom. The wealth of visual information available can convey the atmosphere of another culture, it can show Para-linguistic aspects of communication. The techniques of television can present material to learners in ways quite, beyond the resources of the language teacher. According to Sherman (2003) there are many types and ways to use video in many different purposes such as: Drama videos (films), Documentaries, TV news, Discussion, Interviews, TV shows, Game show, Educational fields. As Sherman added, that the use of videos can be: As a complete recording. Exposing students to enjoy the watching, For the sake of encounter with culture. For listening comprehension to provide models of spoken language, as input stimulus for other activities, as a moving picture book.

Furthermore, Hardley et.al, (2017) suggested techniques used for teaching English through video material in

classroom; according to him video is a valuable and possibly underused classroom tool. There is always the temptation to simply put the video on at the end of term and let students watch a film without even challenging them to be actively involved. The video material inside the classroom from Hardley's point of view, videos can enhance learners' listening experience and communicative activities, he emphasized through an example of using a video in classroom that he can add a whole new dimension to oral practice, the setting, action, emotion, gestures and others. That the students can observe in a video clip, which provides an important visual stimulus for language production and practice. He sheds the light on three basic activities that involve pre-viewing, while-viewing, post-viewing as follow:

**Split viewing:** In split viewing some students are going both to see and hear, unlike with other tools they only hear, students' task is to relay on the scene that they have just witnessed.

**Voice yes /sound no:** In this process the vision on and the sound off, in order to make students guess the content that they have watched, through these act students will improve the imagination stimulus.

**Watch then write:** Students are asked to write an article after watching and observing the scene, it includes the pre-viewing and while-viewing tasks; also it enhances the vocabulary and grammar skills.

**Video dictagloss:** In this activity students need to use an effective listening skills and practice the dictation task while or after viewing scene, they focus more on the actors' dialogue.

**Watch then learn:** It's not different from the previous act so far, students try to pick up the minimum of vocabulary from the spoken dialogue.

**Video as a pronunciation tool:** in this video, students are supposed to listen carefully to specific phrases, in order to be able to pronounce the sounds they heard correctly

**Video as a listening/speaking tool:** Through this video activity, students are going to do a conversation exercise in a jumbled text, then after viewing the video they will check the answers.

Hardley et al (2017) used the video material in teaching English to a different levels and different types by applying different activities too, during watching the video inside the classroom. The method he followed push his learners

in a way or another to have the desire to learn, they engaged, motivated, interact, communicate, and practice the English language effectively.

It is known that most of films and series are adapted from what is called novels, there are many examples as; *Harry Potter series*, *The Hunger Games* (adventure), *The Bourn series*. In addition to many other genres that are based on various types of books, Tapaswi et al (2020) believe that such adaptations are used to motivate the story understanding for both video and natural language. The most important thing that the visual novel contains is the whole picture for the characters and their surroundings which can be the main source for learning. They discuss in details the difference between books and their movie adaptation; and stated some problems that usually encounter the origin of the story for instance as, the presence or absence of character, on the levels of sub-stories, differences at the scene. Additionally, they focus on the transmission of a book to movie. It is derived first from an adventure game that is named (sound story). After its huge number of selling and publications to be later on known as (visual novels). According to Bashova and Pachovsky (2016), Visual Novel is all multimedia elements such as text, Background, characters, music, sounds, it has interaction with player. Similar to Cavallaro (2010), who define visual novels as: "The visual novels typically articulates its narrative by means of extensive text conversations complemented by lovingly depicted backgrounds and dialogue boxes with characters' sprites determining the speaker superimposed upon them", Cavallaro (2010, p.8). Through this quote, we understand that visual novels are considered as a full of storytelling; the same elements in any story as a plot story, characters are presented in the visual novels. Acts of characters express the scene based on many techniques, in addition to the background and dialogue boxes; there are also two main elements that may improve the viewer interaction which are the sound and music. Nevertheless, Kusumawati (2020) argue that the development of visual novel is based mainly on the choices of the story itself, and its scenario in which the characters are going to present the whole story and its development, visual novel for him is typically a branch of the story.

## 2-Statement of the problem

students of EFL admit that many of them still face

difficulties in expressing themselves appropriately in English, this was proved by our observation undertaken in the English Department during a literature class of third year students at the University of Laghouat. While attending a fundamental module that is (literature) we noticed that there is no interaction and communication inside the classroom, even if the teacher tried all conventional methods to motivate them with the lesson, only a few number of good students were involved and interacting. Moreover, we have noticed that the most of them are not interested, particularly in literature.

### 3–Aim of the study

The current study aims to find out the effect of using video novel on the students' communication skills. In addition, it tries to examine the use of technological tools inside the EFL classroom. Most importantly, to examine the use of video novel in the process of teaching and learning literature, and whether it can help the EFL students to communicate better and enjoy the atmosphere.

### 4–Research methodology

the current study has been conducted using the quasi-experimental method based that provides a comprehensive picture about the concerned problem of the learners who are supposed to interact and communicate effectively while watching a video novel in literature classroom. The sample randomly selected represents 20 students of the third year License English at Laghouat University, their age is between 23 and 27 years old. Moreover, the students received the questionnaire in order to reveal their feedback while attending literature class on video novels. Whereas 10 teachers of literature were interviewed to back up the different perceptions of their students on the innovative tool that is video novel.

### 5–Results and interpretations

results and Analysis of the Students' Questionnaire

The questionnaire was delivered in a form of hard papers to twenty students in Department of English. The questions were consisted of open-ended and closed-ended questions, and it is made up of two sections; each part has its own purpose. The first section deals with the students' communication problems in literature classes, whilst, the second section deals with the benefits and the significance of developing communication in literature classes through video novels.

#### 5–1–Section one: students' communication problems

**5–1–1–question 01:** How long have you been studying English?

**Table (01):** Students' English studying Years

Options	Three years	More than three years
Number	16	4
Percentage	80%	20%

According to the table above, most students have been learning English for three years; however, they are unable to effectively communicate in class, as their level of English proficiency appears to be inadequate for the expected level of communication after three years of study.

**5–1–2–Question 02:** Do you like studying literature? Why?

**Table (02):** Students' Desire toward Literature

Options	A lot	A little	No, at all
Number	2	15	3
Percentage	10%	75%	15%

By examining the table above, it becomes evident that the majority of students (75%) have a dislike for studying literature, largely due to the challenges posed by lengthy literary texts and the use of complex language in poems. The dislike of studying literature can have a negative impact on students' ability to effectively communicate in English, as literature can provide a rich source of vocabulary and idiomatic expressions that can enhance language proficiency. Without exposure to literature, students may struggle to expand their vocabulary and improve their understanding of complex language structures, leading to difficulties in communication. Therefore, it's important to find ways to make literature more engaging and accessible to students to improve both their interest and their proficiency in English.

**5–1–3–Question 03:** Do you face difficulties in communication in literature classes?

**Table (03):** Students' Communication Difficulties in Literature Classes

Options	Yes	No
Number	17	3
Percentage	85%	15%

(85%) of students have difficulties in literature class' communication. This shows that the EFL learners really struggle with the literary works they study.



**5-1-4-Question 04: What kind of literature do you prefer?****Table (04):** Students' Preference of literary works

Options	Poems	Novels	Short stories	Drama
Number	0	12	8	0
Percentage	0%	60%	40%	0%

The majority of the students (60%) prefer to study novels and (40%) of the students prefer to study short stories. No one likes to study poems and drama. Also they cannot understand the taught themes. Thus, they consider novels easier to be understood and interacted about.

**5-1-5-Question 05: What do you prefer while studying the English Literature?****Table (05):** Students' Preferences in literature Class

Options	Reading books	Watching videos
Number	3	17
Percentage	15%	85%

The table indicates that (85%) i.e, majority of the learners prefer watching videos in studying literature. Whereas, (15%) refers to the students who still prefer reading books. It is obvious that EFL learners enjoy watching videos

**5-1-6-Question 06: How many times you read the novel to understand the contents?****Table (06):** The students' time spent in reading and understanding the novel

Options	Once	Twice	More
Number	4	7	9
Percentage	20%	35%	45%

Through the analysis of the table, we notice that (45%) - the majority of the learners who claimed that they spend so much time in reading the novel and to understand it , and sometimes they repeat readings many times . Other learners claimed that they spend less time to understand the novel through reading (35%). Reading the literary pieces is too much time consuming for them.

**5-1-7-Question 07: How often do you watch the video to understand the content of the novel?****Table (07):** How often Student watch video novel

Options	Once	Twice	More
Number	7	10	3
Percentage	35%	50%	15%

The table indicates that 10 students - (50%) understand the content of the video through watching it two times, and 7 students get the meaning of the video form the first time. Watching video novel is less time consuming for learners.

**5-1-8-Question 08: According to you, can video novels enhance your literature level?****Table (08):** Students' opinion about the use of videos

Options	Yes	No
Number	17	3
Percentage	85%	15%

The table shows that the majority of the learners (85%) agreed on the idea that the use of videos in literature classes enhance and help them to improve their levels in literature. They can through watching video novel in the class or even before understand easily the plot and themes, and therefore they will be able to explain and express their ideas, opinions, emotions and experiences and develop critical assumptions about the novel.

**5-2- Section Two: Robinson Crusoe's Video****5-2-1-Question 01: Do you think that can you understand the story of "Robinson Crusoe" through watching video?****Table (09):** Students' opinion about the understanding of Robinson Crusoe through watching videos

Options	Yes	No
Number	16	4
Percentage	75%	25%

The majority of the learners (75%) argue that they can understand the novel of Robinson Crusoe through watching the video. They claim that watching videos help them to understand the novel without passing much time in reading and repeating without a certain result. While few of leaners, forming (25%) disagree claiming that watching the video is not enough for them to understand the novel and analyze and cover it from different perspectives.

**5-2-2-Question 02: In your opinion do you think that watching the novel of Robinson Crusoe can enhance your communication skills more than reading it? Illustrate why?****Table (10):** Students' opinion about communication development skills in Robinson Crusoe's video

Options	Yes	No
Number	17	3
Percentage	85%	15%

Through The results of the above table (13.) We can notice that (17) students believe that through watching the video of Robinson Crusoe, they can develop their communication skills like speaking and listening more than just reading

because students learn new words and have a chances to talk, discuss and cover the major elements of the novel which are easy to remember and to learn. However, the rest of students (3) state that the effective way for them to develop communication skills is through reading in which students learn a new vocabulary, improve reading skill and involved with the content of the literary text, covering its aspects.

**5–2–3–Question 03: Do you consider that video novels are the most suitable tool for learning literature?**

**Table (11):** Students' opinion about the suitable tool for learning literature

Options	Yes	No
Number	16	4
Percentage	80%	20%

The table shows that the majority of the students consider video novels as the best tool for learning literature. According to them, watching video doesn't take time so that they can analyze and study a variety of novel and discuss them from different perspectives as well as they can develop a literary skills and devices effectively. on the other hand, a few students they were disagree on that idea of using video as a tool of learning.

**5–2–4–Question 04: Do In your opinion are there advantages of using video novels in literature classes? If yes, list some of them novels in literature classes.**

**Table (12):** Students' opinion about the advantages of using video

Options	Yes	No
Number	16	4
Percentage	80%	20%

Most of the students (80%) believe that there are many advantages of using video novels in literature classes as a useful and effective technique to learn literature. According to them , by watching video novels they can study the given material in a form of video in a short enjoyable time in which they can also cover the novel from different angles through videos.one of the most advantages of the use of video novels is the communication skills in which the students have a chance to discuss and evaluate the given material as well as to build a strong relationship between students and the teacher where they learn to listen each other while speaking and to express their personal experiences and opinions related to the proposed topic.

While (20%) of the respondents believe in the opposite, in which they consider the use of video novels is useless and not enough in literature classes.

## 6–Findings and Interpretations

Upon analyzing the questionnaire responses, it is evident that incorporating video novels into literature classes can significantly enhance students' communication skills. This approach not only proves to be an effective learning tool but also motivates students to study literature through the enjoyable medium of video novels, leading to an overall improvement in their language proficiency.

The first part of the questionnaire further supports this finding, as the majority of students in literature classes express a liking for studying literature and consider themselves to be of average ability. This underscores the importance of finding innovative ways to engage students in the study of literature, such as through the use of video novels, to enhance their interest and motivation in the subject matter, thereby improving their communication skills in the process.

The results of the questionnaire indicate that learners perceive video novels as a powerful and helpful tool in literature classes. Many of the student's express motivation to learn and enjoy themselves while studying with this method. They find it easier to maintain their attention and focus, and are more comfortable expressing their ideas and emotions about a given topic with confidence. Furthermore, they agree that learning through video novels enhances their communication skills, particularly speaking and listening.

In contrast, the majority of the students in the study strongly disagree with the idea of reading books as a way of learning in literature classes, as they prefer the use of visual aids. They assert that reading a literary work is tedious and time-consuming, as they must spend a significant amount of time reading and decoding words to understand their meaning. As a result, they view reading books as an ineffective method that neither helps them to study literature nor enhances their communication skills. This finding is consistent with previous literature, which has also highlighted the challenges of engaging students in literature classes and promoting effective communication skills. However, it's worth noting that a few students in the study do find reading books in literature classes to be an effective method for learning. Nonetheless, the

overall trend suggests that incorporating video novels and other visual aids may prove to be a more effective and engaging approach to teaching literature and improving communication skills among students.

The third section of the questionnaire focused on the students' opinions about learning literature through video novels and its advantages. The analysis of this section indicates that a majority of students find video novels to be an effective tool for understanding the novel of Robinson Crusoe and for conducting analysis. In fact, about 80% of the students surveyed consider visual learning methods, particularly the use of video novels in literature classes, to be a suitable and effective way to improve their communication skills and overall learning levels.

The students argue that the use of video materials is essential to promote better learning and skill development in literature classes. They believe that teachers should adopt the use of video novels as a helpful technique to improve students' communication skills in literature classes. The results of this section of the questionnaire support the third hypothesis of this project, which highlights the advantages of using video novels in literature classes as a powerful method to enhance the learning process.

## **7–Discussion of the Teachers' Semi Structured Interview Answers**

### **7–1–Question 01: Do you think that teaching video novels is useful method?**

Most of our interviewees had long experiences of teaching literature and agree on the idea that teaching video novels is a useful method, as it helps students to learn and to develop communication skills in enjoyable way.

### **7–2–Question 02: How can you find communication and classroom interaction after using video novels?**

Answers to the second question showed that the majority of teachers of literature integrate video materials in their classes. They find the use of video novels very helpful and help them to interact and communicate electively. Usually students don't focus for a long time in the classroom however the use of videos is the motivating tool that helps them to improve their level and communication skills.

### **7–3–Question 03: According to you, do you think video novels are an authentic teaching material in EFL literature classes?**

Most of teachers of literature classes consider that video

novels are the authentic material that is used as effective methods. Thus, it helps to facilitate the learning process for both teachers and learners. The majority of teachers in literature classes prefer the use of video novels as authentic materials especially in the age of technology.

### **7–4–Question 04: What are the advantages of using video material in literature classes?**

In literature classes, all teachers agree on the idea that video novels are powerful methods that facilitate both the process of learning and teaching. According to them, video novels have a lot of advantages to achieve better results such as developing the student's communication skills and level, it is also considered as a motivated tool in which students feel motivated and involved to learn and express their ideas and opinion.

Based on the analysis of the interview, the majority of English teachers in literature classes strongly agree on the idea of using video novels in literature classes as a new powerful method of learning that facilitate the task of teachers especially in our modern age. According to them, they prefer to use video novels rather than reading books in which it helps them to improve the students' communication skills as well as to improve the interaction in literature classes.

The finding and results obtained from the study bring us to a high degree of interest and positive affirmation towards the importance of Video Novel as a teaching material in the learning environment. From the current study, we found that the current method of teaching of one-way lecturing does not satisfy certain of the students' needs, which revealed that teachers and students highlight the good contribution of Video Novels of creating a most attractive atmosphere, were making the students more motivated and get rid of the routines. Correspondingly, Video Novels represent a new way of authentic input that assists students in their educational setting which offers EFL learners with divers information and knowledge which give them an extra help in their English studies. However, the success of such technological tools depends on the good selection of the authentic videos by the teachers.

## **8–Conclusion**

communication is an essential skill in the process of EFL teaching and learning, yet it is often overlooked in language teaching curricula. In this research study, we aimed to identify the usefulness of ICT aids, particularly

in education. Our focus was on the importance of video novels in enhancing EFL learners' communication skills. Video novels offer a new and authentic way of input that helps students in their educational setting. They provide EFL learners with various information and knowledge, giving them an extra boost in their English studies. However, the success of these technological tools depends on the teacher's selection of authentic videos.

Based on the main results, it is evident that video materials can successfully help students to discover other cultures, thoughts, and emotions. Video novels assist in improving students' communication skills in an enjoyable and engaging atmosphere. We therefore recommend the integration of video novels in EFL classes as a way to enhance communication skills and promote effective learning. Haut du formulaire

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## تعزيز الاتصال من خلال التعلم الإلكتروني دراسة حالة الروايات المصورة على شكل الفيديو

## ملخص

## الكلمات المفتاحية

مهارات التواصل  
الفصول الدراسية  
اللغة الإنجليزية  
عملية كاملة  
قسم الادب  
روايات علي شكل فيديو

يعتبر تحسين مهارات التواصل في الفصل الدراسي إحدى المهام المعقدة للغاية في عملية تعلم اللغات الأجنبية (FLL)، حيث يعتبر التحدي الأصعب لكل من معلمي ومتعلمي اللغة الإنجليزية كلغة أجنبية (EFL) نظراً لصعوباتها لذلك، تهدف الدراسة الحالية إلى استكشاف أهمية دمج الروايات المصورة الإلكترونية على شكل فيديو في الفصل الدراسي لتعزيز كفاءة التواصل لطلاب السنة الثالثة لغة إنجليزية بجامعة الأغواط. كما تهدف الدراسة إلى فحص استخدام التقنيات التكنولوجية داخل الفصل الدراسي للغة الإنجليزية كلغة أجنبية مع التركيز بشكل خاص على استخدام رواية المصورة على شكل الفيديو. حيث تعتبر الأخيرة إحدى الأدوات الأساسية لتقنيات (ICTs) في الوقت الحاضر، والتي تلعب دوراً أساسياً في خلق جو تعليمي وتحفيزي يناسب احتياجات المتعلمين. حيث افترضنا أن متعلمي اللغة الإنجليزية كلغة أجنبية الذين يتابعون الروايات المصورة على شكل فيديو قد يطورون اتصالاتهم بكفاءة ويزيدون من التفاعل والاندماج داخل الفصل. كما تم اعتماد كل من الطرق النوعية والكمية في هذه الدراسة، بناءً على طريقة وصفية مع استبيان ومقابلة شبه دورية مع كل من المدرسين والطلاب. وكشفت نتائج الدراسة أن الطلاب مهتمين جداً بتطوير كفاءاتهم في الاتصال باستخدام الرواية المصورة على شكل الفيديو. بدورها، تعمل الروايات المصورة على شكل فيديو على تعزيز دافعية متعلمي اللغة الإنجليزية كلغة أجنبية إلى المشاركة التفاعلية في الفصل الدراسي.

## Optimiser la Communication à travers les Romans Vidéo dans les Contextes d'Apprentissage en Ligne

## Résumé

L'amélioration des compétences de communication en classe a toujours été l'une des tâches très complexes du processus d'apprentissage des langues étrangères. Par conséquent, la présente étude vise à explorer l'importance de l'intégration des romans vidéo dans la classe pour améliorer les compétences de communication Des étudiants d'anglais inscrits en troisième année à l'université de Laghouat. Elle vise aussi à examiner l'utilisation des outils technologiques dans la classe avec un accent particulier sur l'utilisation du roman vidéo. Le roman vidéo est considéré comme l'un des outils essentiels des technologies (TICs) de nos jours et qui joue un rôle fondamental dans la création d'une atmosphère d'apprentissage conviviale qui répond aux besoins des apprenants. Des méthodes qualitatives et quantitatives ont été adoptées et basées sur une méthode descriptive avec un questionnaire et un entretien semi-structuré administré aux 10 enseignants et aux 20 étudiants, comme outils de collecte de données, afin de connaître leurs attitudes envers l'intégration des romans vidéo. Les résultats de l'étude ont révélé que les étudiants sont satisfaits par le développement de leurs compétences en communication à l'aide de roman vidéo. À leurs tours, les romans vidéo améliorent la motivation et la participation des apprenants d'Anglais en classe.

## Mots clés

compétences en  
communication  
TICs  
processus complet  
classe de littérature  
roman vidéo



## Competing interests

The author(s) declare no competing interests

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