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Enhancing Communication in English through E-Learning Environment Using Video Novels

تعزيز التواصل بالإنجليزية من خلال التعليم الإلكتروني باستعمال الروايات المصورة

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Abstract: Improving communicative skills in the classroom has always been one of the very complex tasks in the foreign language learning process for both foreign language learning teachers and learners. Students face many pitfalls while improving their communicative skills. Thus, this study is meant to explore the importance of integrating Video Novels in the classroom to enhance the communicative competence of 20 third-year students of English at Laghouat University. It aims at examining the use of technological tools inside the foreign language learning classroom with a particular focus on the use of Video Novel. Also, it seeks to raise students' awareness of how Video Novel can contribute to developing communication. A descriptive-analytical method was adopted through the administration of a questionnaire to students and a semi-structured interview with teachers to find out their different perceptions of Video Novels. The findings of the study revealed that students were very interested in developing their communication competencies using Video Novel which enhances their motivation and participation in the literature classroom.

Keywords: Communication Competencies; EFL Class; FLL; Literature Classroom; Video novel.

ملخص باللغة العربية: لطالما كان تحسين مهارات التواصل في الفصل الدراسي إحدى المهام المعقدة للغاية في عملية التعلم لكل من معلمي ومتعلمي اللغة الإنجليزية كلغة أجنبية. يواجه الطلاب العديد من الصعوبات أثناء تحسين مهارات التواصل لديهم. وبالتالي، تهدف هذه الدراسة إلى استكشاف أهمية دمج الروايات المصورة بشكل فيديو في الفصل الدراسي لتعزيز الكفاءة التواصلية لعشرين طالبًا في السنة الثالثة لغة إنجليزية بجامعة الأغواط. يهدف هذا المقال إلى فحص استخدام الأدوات التكنولوجية داخل الفصل الدراسي للغة الإنجليزية كلغة أجنبية مع التركيز بشكل خاص على استخدام الروايات المصورة، وأيضًا زيادة وعي الطلاب لكيفية مساهمة Video Novel في تطوير الاتصال والتحاور بينهم. تم اعتماد الأسلوب الوصفي التحليلي من خلال إدارة استبيان للطلاب ومقابلة شبه منظمة مع المعلمين لمعرفة تصوراتهم المختلفة عن Video Novel . أظهرت نتائج الدراسة أن الطلاب كانوا مهتمين جدًا بتطوير كفاءاتهم في الاتصال باستخدام رواية الفيديو التي تعزز الدافع لديهم ومشاركتهم في فصل الأدب الانجليزي.

كلمات المفتاحية: مهارات التواصل؛ الروايات المصورة؛ التعلم؛ اللغة الإنجليزية كلغة أجنبية.

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1. Introduction

In the age of technology, Information and Communication Technology (ICT) has played a major role in different spheres of life; and has become an integral part of humans' 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 claim that using video material can 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. Thus, since our inspiration is to discover how literary video novels can promote the communicative skills inside the classroom.

2. Review of Literature

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…. Hassan (2020) has explained 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 ELT 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 Sherman (2003), 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 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, yet they are shown as an effective method in teaching English as a foreign language for all learners both inside and outside the classroom. They explained that videos can be used in a variety of instructional and teaching settings, as a way of presenting context, initiating discussion, and providing illustration for the topic and contents. Additionally, Kusumawati (2020) considered visual novel as the most advanced technology window, especially for the youth age. The young people the various multimedia games and watching visual effects which 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 Al Hadley & Charles (2017) confirmed that technology can offer learners many online materials and can provide 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 documents "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 teaching resource, 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 technique of television, that present material to learners in a different way, beyond the resources of the language teacher.

3. 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 of third year LMD students at the department of English. While attending a fundamental module that is literal, we noticed that there is no interaction and communication inside the classroom, even if the teacher tried all conventional methods to motivate them in the lesson; only a few numbers of good students were involved and interacting. Moreover, we have noticed that most of them are not interested, particularly in literature.

4. 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.

5.Research Hypotheses

These hypotheses can be raised:

1.EFL Students may face many challenges in expressing themselves appropriately in English.

2.English literature classes lack interactivity.

3.The use of video novels may raise the students' motivation to learn literature.

4.The video novels may affect positively the EFL students' communication skills.

6. Research Methodology

The current study has been conducted using the descriptive analytical method based on qualitative design 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 male and female students of the third year Licence English at Laghouat University, and their age is between 23 and 27 years old. Moreover, the student's received the questionnaire in order to reveal their feedback while attending literature class on video novels. Whereas 2 teachers of literature were interviewed to back up the different perceptions of their students on the innovative tool.

7. Results and Interpretations

The questionnaire was delivered in a form of hard paper to twenty students in The Department of English. The questions 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.

Section One: Students' Communication Problems

This section seeks to find out the problems and difficulties which EFL Students usually encounter in their literature classes .

Question 01: How long have you been studying English?

Table 1. Students' English studying Years

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

The table above indicates that the majority of students have been studying English for three years. Still, they cannot communicate appropriately in class.

Question 02: Do you like studying literature? Why?

Table 2. Students' Desire toward Literature

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

Through the analysis of the table above, we can notice that (75%) represent the majority of the students who dislike studying literature due to some difficulties: the long literary text, the difficult language in poems....

Question 03: Do you face difficulties in communication in literature classes?

Table 3. 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.

Question 04: What kind of literature do you prefer?

Table 4. 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.

Question 05: What do you prefer while studying English Literature?

Table 5. 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.

Question 06: How many times you read the novel to understand the content?

Table 6. 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 reading 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.

Question 07: How often do you watch the video to understand the content of the novel?

Table 7. 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 from the first time. Watching video novel is less time consuming for learners.

Question 08: According to you, can video novels enhance your literature level?

Table 8. 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.

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Section Two: Robinson Crusoe's Video

The current section presents questions about the video novel used by the teacher of literature and watched by all the students in their class.

Question 01: Do you think that you can understand the story of "Robinson Crusoe" through watching the video?

Table 9. Students' opinion about the use of 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 reading and repeating without any results. While a 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.

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 chance 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.

Question 03: Do you consider that video novels the most suitable tool for learning literature?

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Table 11. Students' opinion of the suitable tool for learning literature.

Options	Yes	No
Number	16	4
Percentage	80%	20%

The table shows that the majority of the students (80%) consider video novels as the best tool for learning literature. According to them, watching video does not take time so that they can analyze and study a variety of novels and discus them from different perspectives as well as they can develop literary skills and devices effectively. On the other hand, a few students (20%) disagree on that idea of using video as a tool of learning.

Question 04: In your opinion, are there any advantages of using video novels in literature classes? If yes, list some of them.

Table 12. Students' opinion about the advantages of using video novels in literature classes.

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 important advantages of using 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 to 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 useless and not enough in literature classes.

8. Findings and Interpretations:

The analysis of the questionnaire showed that the use of video novels improved the students' communication skills in literature classes, and which proved to be an effective and motivated tool of learning. Students, along the research, liked to study literature using videos and improved their communication skills in an enjoyable way. Based on the analysis of the first part of the questionnaire, it is clear that the majority of the students in literature classes liked to study literature and consider themselves as average.

The majority of learners argued that the use of video novels is very powerful and helpful in classes, in which they felt motivated to learn in enjoyable time and cannot lose attention in addition to that they did not feel bored and could speak out, expressing their ideas and emotions about a certain topic with confident. They also agreed on the idea that learning through video novel enhanced their communication skills, mainly speaking and listening. However, the majority of the students strongly disagreed with the idea of reading books as a way of learning in literature classes comparing with the visual tools. They claimed that they preferred to watch video novels rather than read books because they could not focus for a short time on a literary work and spent a lot of time reading and explaining words only to get meaning. For them reading books was useless and did not help them neither to study literature nor to enhance their communication skills. The analysis of the second part supported the first and the hypotheses that have to deal with the student preference of learning and communication problems in literature classes. In the opposite, a few of them liked reading books in literature classes as an effective method on the process of learning.

Through the analysis of the third section of the questionnaire that deals with the students' opinions about learning literature through video novels and its advantages on the students, most of the students confirm that they are able to understand the novel of Robinson Crusoe through watching video and do the analysis .Moreover , (80%) of the students considered the use of visual methods of learning especially video novels in literature classes were the suitable tools of learning , in which they improved their communications skills as well as their levels of learning . They argued that for the sake of the student's better learning and developing skills, the teacher should adopt the use of video materials as helpful technique as far as the students improve their levels in terms of developing communication skills in literature classes. Thus, the results of the third part of the questionnaire supported the third hypothesis of this project that deals with the advantages of using video novels in literature classes as a powerful method on the learning process.

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

9. Interpretations of the Teachers Semi Structured Interview Answers:

Question01: Do you think that teaching video novels is useful method?

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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 an enjoyable way.

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 effectively. 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.

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.

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 tool in which students feel motivated and involved to learn and express their ideas and opinions.

10. Conclusion

Interactivity in class is one of the very crucial competencies in the process of EFL teaching and learning. However, this aspect is neglected in language teaching curriculum and absent in many classes mainly literature classes. Alongside this research study, we tried to identify the usefulness of the ICT aids and their affection in all aspects of life, especially in education. We attempted to shed light on the effectiveness of Video Novel in enhancing EFL learners' communication skills. Video Novel represents a new way of authentic input that assists students in their educational setting. It offers EFL learners with diverse information and knowledge which give them an extra help in their English studies. Yet, the success of such technological tools depends on the good selection of the authentic videos by the teachers. The study revealed that (80%) of the students considered the use of visual methods of learning especially video novels in literature classes were the suitable tools of learning, in which they improved their communications skills as well as their levels of learning.

Based on the analysis of the interview with their teachers, the majority of English teachers in literature classes strongly agreed on the idea of using video novels in literature classes as a new effective method of learning that facilitated the task of teachers especially in our modern age. Thus, they preferred to use video novels rather than reading books to improve the interaction in literature classes. On the basis of the main results, it clearly proved that video material can help successfully students to discover other cultures, thoughts, emotions. Video novel helps students to improve their communication skills in an enjoyable atmosphere. Thus, we recommend video novel integration in EFL classes.

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