Incorporating Memes in the Algerian EFL Classroom: Possible Aspirations and Impediments

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Abstract:
   Over the last few years, growing attentiveness towards modernizing ELT practices in Algeria has been considered. Nowadays' learners bring to the classroom different needs and preferences which cannot be easily satisfied through traditional pedagogies, instead, more creative teaching practices are desired. This study, therefore, is an attempt to probe Algerian EFL teachers' attitudes towards the possibility of incorporating memes-based learning in their EFL classroom. Also, it sheds light on the potential merits and possible challenges teachers might face when using memes. To attain these aims, an online questionnaire was administered to 41 random Algerian university teachers of English. The findings revealed that the participants have positive attitudes towards memes-based learning. They assumed that using memes may engage learners, lower their affective domains, and motivate them, even though they are hard to collect, understand, and time-consuming. Based on the findings, some practical implications for implementing memes-based learning in Algeria are suggested.

Keywords: Creative Pedagogy; Memes; Memes-based learning.

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1. INTRODUCTION

Provided the ongoing 21st century changes taking part in all spheres of human life, ELT educators have been concerned with refining and modernizing educational programmes to attain their objectives to the fullest. Current EFL learners bring to the classroom different needs, wants, and interests, hence, EFL teachers are challenged more than ever to adopt creative and innovative strategies to satisfy their needs (Altukruni, 2022). Today's learners are no longer motivated to be instructed through seminal pedagogy where only non-authentic materials are adopted, instead, they are eager to experience new ways that catch their attention, keep them interested, and help them manifest their creativity (Cromby, 2022). Thus, the urge to have teachers who think and teach creatively is growing because the way teachers perceive creativity and act upon it is mirrored in their teaching practices (Nedjah, & Hamada, 2017). Noticeably, a huge deficiency is witnessed in the Algerian local context where even the simplest technological equipment is not available in some educational settings (Sarnou, 2020); in addition to teachers' heavy schedules, the burden of completing the curriculum in due time and many other factors that impede the implementation of vivid and creative teaching practices, using internet memes for example. Although memes are dramatically spreading in social media and have become an interesting area of study across disciplines, limited attention has been given to them as both genuine materials and humorous resources in education, especially in the Algerian educational settings where no research is spotted (Al Rashdi, 2020). Memes are deemed to be a vibrant instructional tool given their flexible and multiple uses and the positive impact they have on learners' affective domains. The Algerian context should not be deprived of the fresh breath memes can bring to learning. Therefore, this paper is the first attempt to investigate Algerian EFL teachers' attitudes towards the incorporation of memes-based learning in their EFL classrooms. It also tries delimiting the possible benefits and impediments this creative teaching practice may add to the Algerian local context.

2. Review of literature

2.1 Creative Pedagogy: An Overview

Before one venture into a thorough discussion of creative pedagogy, it is wiser to define the construct of creativity first. Creativity is, par excellence, a multifaceted concept that is associated with many spheres of human life. In its seminal sense, creativity is deemed to be a personality trait owned by some talented people compared to others (Guilford,1950). In a contemporary sense, being creative implies bringing a novel idea(s) to solve a problem at hand regardless of its complexity. Creativity does not land itself into one single domain, rather it operates at many levels of human life (Amabile, 1997).

Creative pedagogy came to light in the late 80s owing to the growing attention to the construct of creativity in educational settings. Scholars have agreed on the cruciality of adapting creativity in education to improve students' performance and maximize success. Having educational

programmes that generate creative learners instead of traditional ones is stressed, i.e., reorienting learners to limitless opportunities, helping in their self-development, and boosting their interest and motivation. In the EFL context, creativity helps students develop four major areas: fluency, elaboration, originality, and flexibility. Fluency and elaboration stand for students' ability to produce flow speeches by elaborating on ideas to strengthen their claims; originality and flexibility demonstrate bringing novel ideas into their work and having a flexible mindset to make jokes and understand humour, for instance (Aleinikov, 2020).

The framework of creative pedagogy compromises three interconnected components: (1) creative teaching, (2) teaching for creativity, and (3) creative learning. The three components complete each other and are bound with a linear relationship resulting in an interactive learning/teaching process (Lin, 2012). Teaching creatively stresses teachers' ability to adapt imaginative, dynamic, and innovative approaches to keep the students interested and motivated, i.e., it pertains to teachers' practices inside the classroom; teaching for creativity, conversely, refers to the pedagogy of promoting creativity inside the classroom, that is, instructing learners on how to develop their creative skills. Teaching creatively would certainly lead to developing learners' creativity (Lin, 2012). Creative learning, which is a salient element in the framework, stresses the variety of methods of instructing where learners get to learn creatively through experimenting, playing, searching, and manipulating materials.

Creative teaching, which is the centre of this paper, is a well-structured teaching process that calls for the inclusion of the 7 components of creativity: (1) originality of ideas, (2) flexibility, i.e., being open to new experiences, (3) taking thoughtful decisions, (4) communicate and express oneself clearly, (5) demonstrates internal motivation to attain goals, (6) develop social skills which foster creativity, and (7) boost motivation through actions (Hadani, & Jaeger, 2015). Creative teaching depends greatly on teachers' creative ability and thinking which contribute to designing novel strategies to boost students' motivation and interest. A teacher who lacks motivation, experience, and creative thinking will not be able to foster creativity, and the reverse might be true (Palaniappan, 2009). Creative teaching can only take place if the teacher himself is creative. More so, it does not stipulate only the adaptation of differentiated instructions and varied content, but also the arrangement of a stress and control-free environment where learners can openly and positively express their worldviews and standpoints, and bring out their potential to the fullest (Horng et al., 2005; Birdshell, 2013).

In the expedition of seeking creative approaches to teaching, teachers can never be instructed on how to be creative, but they have to undertake a journey of self and professional development to discover their creative skills and knowledge on applying the canons of creativity in their choice of strategies and activities, besides acquiring a set of skills, namely, flexibility, autonomy, and adaptability in various dissimilar contexts. A framework of

creative teaching revolves around two interconnected pillars: the teacher's personal qualities and the teacher's pedagogical practices. Research has revealed that most creative teachers possess nearly the same personal qualities which are: autonomy, curiosity, risk-taking, confidence, and enthusiasm, and undertake similar pedagogical practices that promote students' emotional engagement, connection to the work being done, critical reflection, and openness to novel ideas (Cremin, 2009). In simpler words, teaching creatively implies thinking out of the box, i.e., teachers have to bring innovative strategies and authentic materials to their classes.

2.2 Memes-based Learning in the EFL Classroom

'Meme' rhyming as 'Gene' is a term introduced by the British biologist Richard Dawkins in 1976 who was inspired by the theory of Darwinism (genetics science), which indicates that genetic information transfers from one generation to another, and established the science of memes 'Memetics'. Memes, as defined by Dawkins, are cultural information found in the brain similar to genes in DNA (Dawkins, 1982). Dawkins' concept of 'meme' revolves around imitation, i.e., only through imitation of a particular meme certain cultural information widely spread among a large group of people (Pishghadam et al., 2020).

However, the concept of 'Meme' has changed over time; while memes were once used to refer to the transfer of nongenetic cultural behaviours from one person/generation to another, it is now defined by Merriam-webster online dictionary as an entertaining and humorous visual item that it spread widely in the social media (Altukruni, 2022). They can be visual representations, music, artwork, architecture, clothing style, or adaptation of a particular non-verbal code. Memes manifest cultural aspects of a given community in which they hold ideas and beliefs transmitted through oral and/or written imitation. That is, memes can shape and reshape cultures (Dawkins, 1976; Dawkins, 1989; Aunger, 2002). When people transmit a cultural meme they are, by all means, helping in transmitting cultural aspects, i.e., culture is the potent material of memes (Dawkins, 1989; Lynch, 1996).

Memes exist vividly in the digital world where they have the potential to present new claims or revise already existing ones through visual interaction (Wiggings, 2019). Memes are never spontaneous, they are like discourses that always disseminate ideas and perspectives (Miltner, 2018). The internet is the soil of memes, it allows for the speedy transfer of memes that can be meaningful written messages, images with texts, videos, and looping videos; those multimodal and witty pieces of media convey ideas, behaviours, or portray events (Baysac, 2017). Furthermore, memes as multimodal discourses have paved the way for their generators to express social concerns, thoughts, and feelings (Hodson, 2017). The merit of memes is that they always inject humour and trigger laughter to reduce stress (Guilmette, 2008). They are characterized by the distortion of language forms, i.e., memes' creators rely intentionally on unstructured grammar and misspelt words that pertain to already existing internet cultures or subcultures;

memes shared in social media platforms are for 'mimicry' and/or 'mocking things humorously (Karadeniz, & Altuntaş, 2021).

While internet memes can be underrated and seem insignificant, they have proved essentiality as they mirror the social and cultural worldviews of different social groups. Memes are not only pieces of media disseminated to trigger joy and laughter but they, to a greater extent, reflect a newly emerging internet culture, digital culture. To this end, memes are recognizably growing in importance and popularity across disciplines (Cromby, 2022). Memes are the production of youth, especially students who adapt them to reflect upon their personal/collective experiences. More so, memes are consciously and creatively constructed to fit the context or the targeted audience to whom they are designed (Hartman et al., 2021; Milner, 2018; Burgess, 2006). In the sphere of education, memes are incorporated to meet the needs of 21st-century digital native students who appreciate creativity, innovation, and adaptation of material from their daily lives (Kyrpa et al., 2022).

Integrating memes in the educational process has unearthed a range of benefits, a few to mention are the simplification and creativity of information delivery, the positive impact on students' performance in virtual learning platforms, establishing a good rapport between the teacher and students and the ease communication between them, creating an enthusiastic learning environment, and can be used in assessment where the teacher can back up the grade with a meme to reduce students' disgust and feeling of discomfort (Dongqiang et al., 2020). A study conducted by Baysac (2017) who explored EFL teachers' lived experiences using memes revealed that teachers think of memes as a source that brings joy and positivity to the classroom, grab students' attention, break the routine of seriousness, create moments of laughter, and lower students' affective filters.

A study conducted by Purnama (2017) with 23 undergraduate Indonesian EFL students aimed at measuring the impact of using memes creation activities on learning EFL. The study revealed the success of memes in making learners enjoy learning new information funnily. Another study by Romero and Bobkina (2021) was conducted with 52 Spanish learners to investigate the effect of memes on their visual decoding abilities. The study revealed that memes help in developing learners' critical thinking and visual literacy skills. Kayla and Altuntaş (2021) have also experimented the use of memes in vocabulary learning and recall with 38 EFL Turkish students. The study revealed that besides helping in boosting memory retention, memes also engage learners and increase their attention and creativity. De Oliveira (2022) aimed to investigate the effect of memes in virtual learning platforms during the coronavirus pandemic. The study unearthed the positive impact of memes on learners' cognitive and communicative skills, besides their ability to increase students' sociocultural awareness.

Humour and memes are intricately interwoven. Humorous memes reduce students' anxiety and boredom and enhance involvement and productivity as found by a study conducted by Altukruni (2022). EFL

educators have proclaimed that memes have dramatically become an integral part of students' life and, thus, incorporating them in the EFL classroom help in cultivating their knowledge about the relationship between language and culture, besides strengthening their pragmatic competence, inferential skills, and creative abilities as revealed by a study conducted by Al Rashdi (2020). Furthermore, Zakharova (2021) has experimented the use of memes with 74 EFL Russian students. He concluded that memes have given a fresh breath to the learning process since they keep students engaged and interested in learning. In a nutshell, memes are not only for laughter but also can be used for educative purposes.

Although memes integration in education, to a moderate extent, has proved successful, this does not exclude it from having some drawbacks. Using memes in education is challenging for teachers as they require considerable effort and knowledge about them (Dongqiang et al., 2020). Antón-Sancho et al. (2022) asserted that humourous resources, memes, cannot always lead to objectives' attainment because they can be distracting, and create some ethical issues when erroneously used or cause offence to some social groups. Al Rashdi (2020) has shed light on the learners' lack of skills of interpretability, i.e., learners who lack considerable knowledge of the informal use of the language, target culture, and exposure to the trends of social media hardly can understand the connotative meanings of memes. All in all, it can be noted that memes resemble a sword with double edges in education, they can positively enhance learning, or negatively impede it.

Memes-based learning represents an emerging trend in teaching practices. The topic is in its infancy as very few studies have been conducted on it. However, no empirical research on this area has been conducted in the Algerian settings. This study is, then, an opportunity and first attempt to investigate the effects of memes on the Algerian EFL classroom.

3. Methodology and Research Design
3.1 Aims of the study

This research strives to investigate EFL teachers' attitudes towards the adoption of memes in the Algerian EFL classroom. It also aims at unearthing the possible benefits gained from memes integration and, equally, the possible impediments to their use. Thus, a quantitative descriptive method was adopted to attain the aims of this research.

3.2 Research Questions

The present work explores the possibility of integrating internet memes in the Algerian educational context. Accordingly, the following research questions call for meticulous answers:

a. Can memes be used as instructional materials in the Algerian EFL classroom?

b. What are the potential benefits that may result from the adoption of memes-based learning in the Algerian EFL classroom?

c. Does incorporating memes-based learning may detriment ELT practices in Algeria?

3.3 Sampling and Setting

This research investigates the views of (N=41) random university teachers of the English language from different Algerian universities. The demographic analysis reveals that participants are from different areas of expertise, with variant years of experience, and they are/have been teaching different subject area(s). These heterogeneous qualities are convenient to the aim of this work. Further details are disclosed in Table 1.

Table 1. Demographic and General Characterization of Participants

	Years of Teaching English	**Major**	**Subjects Area(s) Taught by Participants**
Participants	For less than five years: (N=14; P=34.1%).	Didactics: (N=17; P=41.5%).	Literature and Civilization: (N=5; P=12.2%).
	For five years: (N=3; P=7.3%).	Linguistics: (N=16; P=39%).	Linguistics: (N=20; P=48.8%).
		Literature and Civilization: (N=4; P=9.8%).	TEFL: (N=24; P=58.5%).
		Psychopedagogy: (N=1; P=2.4%).	Techniques of Research: (N=17; P=41.5%).
	For more than five years: (N=24; P=58.6%).	Stylistics: (N=1; P=2.4%).	Grammar: (N=1; P=2.4%).
		Translation: (N=2; P=4.9%).	Written and Oral expression: (N=4; P=9.5%).
Total: 41	**Percentage**=100 %	**Percentage**=100 %	ESP: (N=1; P=2.4%).

The questionnaire of this research was sent via email to 185 university teachers on the 30th of April, 2023, and by the 30th of May, 2023 only (N=41) participants showed interest in answering it. It was aimed to receive more replies for more valid and reliable results, yet even the number of respondents is acceptable to answer the research's questions.

3.4 Research Instrument

To attain the objectives of this research, an online questionnaire was

administered to the aforementioned sample. The latter was designed by the researcher using *Google Form* to facilitate the processes of data collection and analysis. The questionnaire contains three sections: demographic and general characterization, creative pedagogy, and memes-based learning sections. The first section contains three demographic questions that aim to collect general information about the participants' experience of teaching English, areas of expertise, and subject area(s) taught by them. The second one covers seven questions which aim at revealing teachers' adherence or not to creative practices in their classroom. This section contains three close-ended questions, two multiple-choice questions (MCQs), and two open-ended questions. The third section encompasses eight questions about the possibility of adopting memes in the Algerian EFL classroom. It covers two close-ended questions, one rating scale question, three open-ended questions, and two multiple-choice questions. All the obtained quantitative data is analyzed conferring to the descriptive statistics using Statistical Package for Social Sciences software (SPSS). It is worth noting that an example of a meme along with its definition was provided in the description part of the questionnaire to ensure the participants' comprehension of the topic under examination.

4. Findings and Discussion
4.1 Presentation of Findings
Section Two: Creative Pedagogy
Question Four: Do you think EFL teachers must be creative thinkers?

  Table 2. Teachers' Perception of the Importance of Creative Thinking

Valid	Frequency	Percent
Certainly, yes	40	97.6%
Somehow	1	2.4%
Definitely, not	0	0%
Total	41	100.0%

  As proffered in Table 2, the massive majority of teachers 97.6% stressed the essentiality of creative thinking in the EFL classroom, compared to only 2.4% of them who show probability. Fortunately, none of the respondents deny the importance of creativity which demonstrates their awareness of its importance.

Question Five: For what reason(s) do EFL teachers have to be creative thinkers?

  When asking teachers about the reasons for being creative thinkers in the EFL classroom. The respondents', 41=100%, answers varied considerably, some of them mentioned the urge to meet the 21st-century needs of learners which can be fulfilled only through creative instructions. Others have stressed the impact of teachers' creative thinking on learners'

motivation, performance, and making learning enjoyable. Another category of respondents has disclosed the impact of teachers' creative thinking on creating positive atmospheres. Creativity is then deemed to positively impact the learning/teaching processes.

Question Six: How can teachers manifest their 'creativity' inside their classrooms?

Teachers were asked to choose ways in which they manifest their creativity inside their classrooms. Participants, 41=100%, have disclosed many ways; some of the respondents have reported the use of innovative techniques of teaching to keep learners motivated and engaged, while others reported the use of ICTs since today's generation is tech innate. Some respondents have mentioned the adoption of differentiated instructions to keep the classroom energetic and break the passive routine. A few teachers include humour (humourous resources). In addition to respondents who reported the use of authentic materials.

Question Seven: How often do you opt for genuine materials when teaching?

Table 3. Adaptation of Genuine Materials

Valid	Frequency	Percent
Always	5	12.2%
Often	21	51.2%
Sometimes	12	29.3%
Rarely	1	2.4%
Never	2	4.9%
Total	41	100.0%

Respondents were asked about the frequency of adopting genuine material. Results revealed, see Table 3, that half of the participants 51.2% often use genuine materials; some participants 29.3% sometimes use them. Besides 12.2% who always adopt authentic materials, 4.9% and 2.4% rarely and never use authentic materials. It can be noticed that authentic materials are used considerably in the EFL classroom.

Question Eight: If you frequently opt for genuine materials, which materials do you adopt?

Table 4. Types of the Adopted Authentic Materials

Valid	Frequency	Percent
Songs	6	14.6%
Movies and/or series	14	34.1%
Podcasts and/or audio tapes	19	46.3%
Pictorial representations	23	56%
Authentic written discourses	19	46.3%
Videos	1	2.4%

Table 4 shows variation across the types of authentic materials used by teachers. To start with, 56% of teachers use pictorial representations; equally, 46.3% use podcasts and/or audio tapes and authentic written discourses. Besides, 34.1% of teachers who use movies and/or series. Additionally, 14.6% of teachers use songs, and 2.4% of them use videos. Although teachers were asked to add any options, none of them did. Noticeably, none of them opt for memes as genuine materials which demonstrates their inexistence in the Algerian EFL classroom.

Question Nine: How often do you use humour inside your classroom?
Table 5. Frequency of Using Humour in the EFL Classroom

Valid	Frequency	Percent
Always	9	22%
Often	20	48.8%
Sometimes	10	24.4%
Rarely	2	4.9%
Never	0	0%
Total	41	100.0%

Table 5 shows the frequency of humour use in the EFL classes. Most respondents 48.8% often use humour, followed by 24.4% who sometimes adopt humour. Besides 22% always opt for humour, and 4.9% rarely rely on it. None of the participants never used humour. All in all, humour, to a good extent, is taking part in the Algerian educational settings.

Question Ten: Incorporating Humour in EFL classroom can:

Table 6. Outcomes of Incorporating Humour in the EFL Classroom

Valid	Frequency	Percent
Reduce students' discomfort	14	34.1%
Motivate students	33	80.4%
Distract students' attention	4	9.7%
Cut the line of lesson	2	4.8%
Creates a good rapport between the teacher and students	23	56%
Reduces seriousness of the teacher and lesson	6	14.6%

Table 6 proffers teachers' attitudes regarding the incorporation of humour in the EFL classroom. Results indicate that 80.4% of teachers think that humour can be motivating, followed by 56% of teachers who assume that humour helps in establishing a good rapport between the teacher and students. Besides 34.1% think it reduces students' feelings of disease. While 14.6% of teachers negatively perceive humour by claiming that it reduces the seriousness of both the teacher and the lesson, 9.7% assert their distraction of students' attention, and 4.8% think it cuts the line of the lesson. It is noted that most teachers view humour positively, while only a few of them think it may negatively detriment the learning/teaching processes.

Section Three: Memes-based learning

Question Eleven: On a scale of 1 to 5 (with 1 being not familiar and 5 being very familiar) how familiar you are with internet memes?

Table 7. Familiarity with Memes

Valid	Frequency	Percent
1	4	9.8%
2	2	4.9%
3	11	26.8%
4	8	19.5%
5	16	39%
Total	41	100.0%

Teachers were asked to rate their familiarity with memes on a scale of five levels. To start with, 39% of participants opted for option '5' which means they are very familiar with memes, followed by 26.8% who chose

option '3' which means they are neither too familiar nor too ignorant. Others 19.5% have chosen '4' which shows their good knowledge of internet memes. On the other end of the continuum, 9.8% and 4.9% opted for options '1 and 2' which demonstrates their ignorance of them. The last two categories, unfortunately, do not serve the aim of the study, unlike the formers who already know them. Overall, the results obtained are satisfactory since the majority of respondents know memes and, thus, their responses will be more reliable and credible in the upcoming questions.

Question Twelve: What do you think about internet memes?

Table 8. Teachers' Attitudes towards Memes

Valid	Frequency	Percent
Funny	25	60.9%
Realistic	14	34.1%
Enjoyable	19	46.3%
Entertaining	17	41.4%
Nonsense	2	4.8%
Humorous	16	39%

Question twelve targets teachers' standpoints regarding memes. As seen in Table 9, 60.9% of participants find memes funny, 46.3% find them enjoyable, others 41.4% regard them as entertaining, in addition to those 39% who find them humorous and 34.1% realistic. Only a few teachers 4.8% find memes nonsense. All in all, the results unearthed teachers' positive attitudes towards memes.

Question Thirteen: Have you ever thought of incorporating memes inside your classroom?

Table 9. Opinions on Using Memes as Instructional Materials

Valid	Frequency	Percent
Yes	16	39%
No	25	61%
Total	41	100.0%

When asking teachers whether they thought of incorporating memes as authentic and humourous resources in their classroom, results unveiled that 39% of them indeed had them in their minds, while 61% never thought of using them as instructional materials. Results demonstrate that the idea of

meme integration in the Algerian EFL classroom is not fully disregarded and at the same time is not fully welcomed and widespread.

Question Fourteen: In your opinion, what are the main benefits of using memes in education?

As regard opinions on using memes in education, only 92.7% of participants disclosed their views. Their answers vary in which they have highlighted six major benefits. Some respondents have stressed the issue of anxiety in which they proclaimed that memes may help in reducing students' anxiety and feelings of discomfort. Others have highlighted that memes can decrease students' active engagement and release their psychological stress. Moreover, memes can have the potential to boost students' motivation and strengthen the relationship between the teacher and his students. The last interesting point is that memes can make learning enjoyable and interesting to students of the Z and Alpha generations.

Question Fifteen: In your opinion, what are the main challenges of using internet memes in education?

Teachers, 92.7%, have highlighted a range of challenges to memes incorporation in education. They have asserted that it is hard to collect relevant and appropriate memes, and some teachers do not understand their connotative meaning. Also, because of teachers' heavy schedules, time and curriculum constraints, and commitments, they do not have time for them. More so, many respondents shed light on teachers' favouritism of traditional and seminal ways of instruction far from any creative practices.

Question Sixteen: Incorporate memes in the EFL Algerian classroom can:
A: Simplify information in presentations.
B: Influence positively the effectiveness of students' learning.
C: Promote interaction.
D: Awaken enthusiasm for learning.
E: Distract students' attention.
F: Grab students' attention.
G: Decrease boredom.
H: Filtering students' affective domain.
I: Reduce the seriousness of both teacher and lessons.

Table 10. Opinions on memes integration in the Algerian educational setting

Valid	Frequency	Percent
A	24	58.5%
B	22	53.6%
C	19	46.3%
D	18	43.9%
E	4	9.7%
F	21	51.2%
G	9	21.9%
H	11	26.8%
I	2	4.8%

This question sought probing teachers' opinions on incorporating memes in the Algerian education setting. The results demonstrate that 58.5% of respondents reckon that memes may simplify information in presentations, followed by 53.6% who think they may positively impact the learning process; others 51.2% think memes can grab students' attention. Besides 46.3% and 43.9% of them assumed that memes have the potential to promote interaction and awaken enthusiasm. Further, 26.8% of the respondents think that memes lower students' affective domains like anxiety and stress, and 21.9% think they decrease boredom. Recognizably, only a few participants were reluctant towards memes integration in which 9.7% of them think that memes can distract the attention of students, and others 4.8% reckon they reduce the seriousness of the teacher and lessons.

Question Seventeen: Would you be willing to incorporate Internet memes in your classroom?

Table 11. Willingness to Incorporate Memes in the EFL Classroom

Valid	Frequency	Percent
Yes	13	31.7%
Maybe	26	63.4%
No	2	4.9%
Total	41	100 %

Concerning this question which sought knowing teachers' willingness to use memes in the future. More than half of the participants 63.4% showed possibility towards the idea, 31.7% showed interest in adopting memes in the future, and 4.9% did not think they may use memes as instructional materials in the future.

Question Eighteen: If yes, how would you incorporate them?
A: In PowerPoint presentations.
B: To teach new abstract concepts and vocabulary.
C: To teach aspects of the foreign culture.
D: In tests and exams to lower students' stress and anxiety.

Table 12. Possible Ways of Incorporating Memes in the EFL Classroom

Valid	Frequency	Percent
A	22	53.6%
B	7	17%
C	27	65.8%
D	6	14.6%

Teachers were asked to choose possible ways of incorporating memes. Results show that 65.8% of respondents think memes are better used to teach some aspects of foreign culture, while 53.6% think memes can be used in PowerPoint presentations. Equally, 17% and 14.6% think that memes can be used to teach some abstract concepts and lexical items and applied in tests and exams to lower students' stress, anxiety, and feelings of unease.

4.2 Discussion and Implications

After a thorough analysis of data, it is possible now to answer this study's questions. Regarding section one 'Demographic and General Characterization', it is revealed that respondents who took part in the study are university lecturers with different years of experience, majors, and taught various modules. Hence, this variation of data obtained from participants has greatly contributed to the validity and reliability of this research since different estimates regarding the topic under study are gathered.

The second section 'Creative Pedagogy' has shed light on creativity in the EFL classroom. It paved the way to the third section which is the centre of this study. Within this section, it is discerned that creativity as human property is undoubtedly needed in education as claimed by Aleinikov (2020); most participants agreed that Algerian EFL teachers must be creative thinkers who promote creativity in their classes as noted by Nedjah and Hamada (2017). Teachers' creative pedagogy helps motivate students, create a fresh and active atmosphere, enhance learning and make it. This section has also unveiled that among the creative practices teachers may embrace are the use of authentic materials and humour. The respondents have reported that they most of the time opt for both since they, especially humour, motivate students, help them feel at ease, and create a good rapport between the teacher and his learner. These findings are supported by Garner (2006) and Jones (2010) who stressed the positive psychological and cognitive effects humour has on learners. Consequently, both authentic materials and humour are welcomed and appreciated in the Algerian EFL classrooms given their merits.

The third section 'Memes-based Learning' aims to investigate Algerian EFL university teachers' attitudes regarding the integration of memes in education. The analysis of this section has revealed that most participants are familiar with memes, a fact that greatly helped in answering the questions of this work because their ignorance could have led to the failure of this endeavour. Participants perceive memes as funny, enjoyable, realistic, humorous, and entertaining, and only a few of them perceive them as nonsense. Add to this, while some respondents have already thought of using memes in education, others never did. They further accentuated the possible benefits and challenges of using memes; their responses proffered that whilst memes can help in making learners engaged, lower their affective domains, motivate them, promote communication and interaction, and awaken enthusiasm for learning, they are also hard to collect, understood by some teachers, and put a burden on teachers who are already occupied with many pedagogical affairs. These results are supported by the claims of Dongqiang et al. (2020), Al Rashdi (2020), Antón-Sancho et al. (2022), Altukruni (2022), and Zakharova (2021) who spotted both aspirations and impediments of memes. Interestingly, participants showed agreement on the possibility of using memes in their PowerPoint presentations, teaching some aspects of the foreign culture and lexical items, and in summative assessment to decrease students' feelings of discomfort.

This small-scale study has revealed that internet memes can be adopted into the Algerian EFL context. Although memes integration can be challenging for teachers in Algeria due to the lack of technological aids like projectors to display memes, time constraints, pedagogical affairs, and other barriers, their use proves success in many foreign contexts, thus, similar results can be attained in the Algerian one. Algerian teachers can consider importing memes into their classes to motivate learners and make them highly engaged, active and enthusiastic, besides using them in assessment and teaching cultural elements.

5. Conclusion and Recommendations

This small-scale study aims at investigating Algerian EFL teachers' attitudes towards the incorporation of memes in their EFL classrooms. The results revealed that participants have positive attitudes towards memes' inclusion in education. Certainly, there is no room to generalize the findings of this small-scale study although it intended to have more participants to ensure the results, yet even the obtained results proffered teachers' willingness to adopt memes in their Algerian classes given their educational merits. It is noticeable that memes can be used as an instructional tool in EFL classrooms given their ability to motivate learners, lower their affective domains, promote interaction, and awaken their enthusiasm for learning; nevertheless, memes can also be problematic and challenging since they are difficult to collect, time-consuming, and challenging to teachers who are unfamiliar with them or unwilling to use them. The flexibility of memes allows them to be adopted differently and for different reasons. This fluidity has paved the way for them to be widely appreciated by EFL educators whose aim is to provide a creative and engaging classroom atmosphere.

Based on the aforementioned findings, the following practical recommendations are suggested for the Algerian EFL context:

➢ Incorporating memes in education must be mindful and occasional to not lose track and deviate from the main objectives of lessons.
➢ In the EFL classroom memes can be used in testing, teaching new vocabulary and concepts, teaching culture, in the icebreaking phase, and more.
➢ When adopting memes, some criteria and ethical considerations must be taken to not offend any learners.
➢ When adopting memes, only those with potential educational benefits have to be used.
➢ To fasten and ease the process of memes' collection, teachers can create their own memes depending on their lesson's objectives, or work collaboratively with other colleagues to collect or create them.

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