Challenges to Integrate TV Talk Shows in the EFL Classes

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Abstract:

Teachers in Algerian secondary schools constantly face a variety of linguistic challenges. Lack of vocabulary, poor grammar, poor language skills, and lack of motivation impede the teaching and learning process. To deal with these issues, teachers use a variety of methods and teaching materials. This study was conducted to spotlight teachers' significant constraints in using TV talk shows in their EFL classes. This research study was carried out at one of the Algerian secondary schools involving teachers and inspectors of English and second-year students through questionnaires. The findings show that using TV talk shows can often excite language classes into enthusiastic collaboration in real. However, the main focus is on how teachers can deal with the challenges that may hinder integrating this teaching tool.

Keywords: TV talk shows; constraints; EFL teachers; EFL learners.
 Jel Classification Codes: XN1, XN2.

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1. INTRODUCTION

Because of new technologies, globalization, and social media, languages like English are becoming more widely used. Hence, many countries are beginning to teach English and give it more importance as an international language. Similarly, Algeria is making efforts to make teaching English a top priority as a global language. Teaching methods and strategies have changed in recent years because the Algerian community is more open-minded about the new world changes and needs. Even learners today are much more interested and excited to learn English. Slimani (2016, pp. 43-44) also said:

> …. in spite of the many constraints, difficulties and hardships, the Algerian teaching community is making huge efforts and sacrifice in order to make the teaching of English as a foreign language effective due to their good intentions and honest efforts and they managed to a good extent to discover the secrets of a successful teaching of that language.

Teaching English is expected to shift from classical methods towards creative and eclectic ones where teachers may integrate ICTs to help learners better acquire language skills. According to Bhattacharjee and Deb (2016), the use of technology is essential for successfully implementing student-centric methodologies such as project-based learning, which places students in the role of active researchers. Improved communication and presentation of ideas are now possible thanks to ICT. Consequently, students are encouraged to seek information from multiple sources, which has resulted in a more significant knowledge base. As a result, ICT is essential for teacher education.

Many teachers learned from their own experiences how effective it is to use authentic videos with their students to expose them to real English in different contexts. Accordingly, those who wish to learn English today do not want to depend on boring textbooks and traditional methods that focus on grammar rather than other basic skills. As noted by Syahadati (2016) that Students should be able to converse in everyday situations. In addition to correctly pronouncing words, they should be able to use the language fluently for professional purposes.

This study aims at finding: How can Algerian teachers integrate ICTs into their classrooms without any barriers to success?

We shall answer the following problem through this article: What are the main constraints encountered by Algerian teachers while using TV talk shows as teaching materials?

Following is the general hypothesis that underlies this study:

If teachers integrate TV talk shows in their classes, learners' speaking skills will be improved.

In this study, we have relied on some relevant studies, among which we mention the following:

Elly Syahadati study from the faculty of Language and Art Education of IKIP PGRT, Pontianak, entitled: "The Use of Talk-Show Video as a Reflective Practice to Improve Students' Vocabulary in English Speaking Skill" in 2016. The researcher examined whether TV talk shows can improve students' speaking vocabulary, and she demonstrated the effectiveness of TV talk shows throughout the entire learning process. She also offered suggestions on how to improve students' communication skills.

Baishakhi Bhattacharjee and Kamal Deb from the University of Tripura, India, entitled: "Role of ICT in 21st Century's Teacher Education" in 2016. In this study, the researchers talked about the necessity of ICT in teacher education and the role of ICT use in the 21st century's education. Moreover, they showed the different strategies to apply ICT in teaching.

This research study was carried out at one of the Algerian secondary schools involving teachers of English and second-year students through questionnaires. The findings show that using TV talk shows can often excite language classes into enthusiastic collaboration in real. However, the main focus is on how teachers can deal with the pedagogical challenges and the different constraints like lack of ICT aids, time, complicated language and content, weak level of many students, and crowded classes that may hinder the integration of this teaching tool.

2. TV Talk Shows as an Authentic Teaching Material

In their quest to acquire the language, EFL students and teachers are exposed to a variety of educational resources. 'Videos, DVDs, emails, YouTube, dictionaries, grammar books, readers, workbooks or photocopied exercises [...], live talks by invited native speakers, [...] are all examples of materials used by teachers and learners to simplify or enhance the learning process of a language. (Tomlinson, 2011).

In this regard, teachers had better use these materials both inside and outside of the classroom to assist learners in better gaining language skills. TV talk shows, for example, maybe utilized to supplement language lessons. They may often stimulate the class into enthusiastic involvement in actual, practical language learning exercises. The expectations of EFL learners are always centered on fluency, speaking without thinking or hesitation, and quickly understanding other speakers. To achieve this, they must listen to accurate English via authentic materials. "The TV talk show has been defined as a type of TV broadcast in which one or more people discuss issues raised by a host" (Vallet, Essid, Carrive & Richard, 2011). That is to say; TV talk shows are hosted by native speakers who invite different people; scientists, doctors, politicians, actors, athletes, celebrities, or ordinary people, to talk about various topics in a mixture of reactions, feelings, and attitudes. Therefore, TV talk shows can be helpful as teaching materials inside and outside the classroom by making it easier for learners to be subjected to natural language. EFL learners need to listen to understandable English and rely on their ears more to understand and speak English comfortably. It is claimed by Peterson (2001) that speaking and listening are the only types of input that are easy to process. Listening allows learners to understand how language systems work at different levels, laying the groundwork for more fluent and productive skills in the language.

3. The Advantages of Using TV Talk Shows in English Language Teaching and Learning

Because our students are surrounded by all kinds of technological devices and are more eager to learn via creative methods, using ICTs in foreign language teaching has become a necessity. The use of TV talk shows in English language classes has several advantages for students' learning. As a result, these shows are regarded as authentic materials that encourage learners to become more enthusiastic about learning the language. A better understanding is gained, and the students are able to express themselves freely. In addition to grabbing their attention, TV talk shows help to build anticipation and improve attitudes toward content and learning. They help students understand the differences between different linguistic conceptions,

as well as to express themselves fluently. E.Miščin & S. Miščin (2018) argue that TV shows can be helpful in a variety of ways. Students can understand the situation even if they don't have enough vocabulary knowledge because it provides authentic listening comprehension materials with visual prompts.

EFL teachers may wish to have resource to TV talk shows for the following advantages:

- TV talk shows expose students to material that uses authentic language, providing them with varied exposure to the language. Teachers can bring native speakers' voices into their classes using these kinds of programs. Listening to natural English helps learners gain confidence and practice their listening and speaking skills.
- TV talk shows are full of facial expressions and body language, which provide the EFL learner with specific visual support to understand better the discussed topics.
- Since learners will be exposed to a wide variety of spoken English with different accents and dialects, they will discover a new model of how English can be used in different situations, like a talk show. Talk shows allow learners to see how natives interact spontaneously.
- Both auditory and visual learners may enjoy this kind of teaching strategies (the use of ICTs in general) can undoubtedly gather all learners together and make the class more enjoyable and inspiring.
- TV talk shows introduce learners to new vocabulary and expressions in a natural context, allowing them to learn more quickly.
- Students are expected to complete specific tasks before, during, and after listening to TV talk shows. Since they must watch the video repeatedly, it forces them to put a lot of effort into learning the language.
- Learning new vocabulary and expressions in a natural context is made easier thanks to TV talk shows.
- Our students are more open-minded about TV, the internet, and video games, so teachers should rely on this to keep their minds engaged using ICTs (TV talk shows).

Teachers may utilize TV talk shows all along the teaching/learning process because this tool facilitates the transmission of resources linked to the lesson by the EFL teachers. Furthermore, by using TV talk shows, EFL learners can see the behaviors and gestures and hear the language. In the teaching and learning process, talk shows may be an effective instructional and motivational tool. Audiovisuals that may be used to convey and receive messages enable students to study specific subjects.

4. RESULTS AND DISCUSSION

This study aims at investigating the fundamental constraints that hinder the integration of TV talk shows in Algerian EFL classes. Additionally, this research clarifies the effectiveness of using TV talk shows to enhance learners' listening and speaking skills. It focuses on EFL teachers' experiences and their second-year high school learners. To conduct this study, two questionnaires were submitted to both teachers and learners. Therefore, this descriptive research is based on a quantitative research method using questionnaire as a tool to collect respondents' feedback. The teachers' questionnaire was conducted with ten teachers of English from different high schools in Tébessa – Algeria. The students' questionnaire was conducted with twenty students from different classes and streams (Scientific and Literary), volunteered to be involved

in the project. The two different questionnaires were designed to examine the real obstacles from two different perspectives: that of the teachers and that of the students. In addition to the importance of ICT integration, teachers are well aware of the pedagogical challenges when teaching English. On the other hand, learners face a number of challenges when it comes to speaking English fluently and becoming attuned to the use of ICTs in language classes.

The present study identifies the different challenges Algerian EFL teachers face when incorporating TV talk shows into their classes. It intends to propose some practical suggestions to promote the usage of ICT (TV talk shows). Many studies have tackled this problem and analyzed the various challenges that come with the use of ICTs in EFL classes. According to Gryzelius (2015), teachers suffer from a lack of internet access, lack of ICT training, and enthusiasm in incorporating technology into the classroom. Another study has revealed that time management may obstruct ICT use in course planning (Tian & Correos, 2014). Raman & Halim Mohamed (2013) conducted a research study. They reported that teachers only exploited ICT tools at Malaysian secondary schools for basic tasks like producing PowerPoint slides and looking for information on the internet. By contrast, students were not allowed to discover the new technology style of learning.

In this study, the questionnaires are divided into two parts. Part A is the respondents' personal information. Part B investigates both English teachers' and EFL learners' perceptions of ICTs and explores the different challenges faced when integrating TV talk shows. The study findings were then analyzed by using descriptive analysis.

Teachers' Questionnaire

In this study, 90% respondents were female teachers. Among all 10 respondents, majority of them (50%) have one to five years teaching experiences, and 40% of them have been teaching English more than five years.

Teachers' Perception on ICTs Integration in EFL Classes

Based on the results shown in table 1, more than three-fourths of our informants positively perceived ICTs integration in the EFL classes. They believed that ICTs offered both instructors and learners and agreed on communication technologies' efficiency to communicate with learners and other teachers. A study by Ratheeswari (2018) concluded that information and communication technologies (ICTs) are causing rapid changes in today's world. They have an impact on every element of life. The effects are becoming increasingly noticeable in classrooms. Society drives schools to respond appropriately to this technological progress since ICTs give both students and instructors greater chances to customize learning and teaching to individual requirements. More than half of the English teachers assumed that they could engage technology in their work and made better use of ICTs in their lesson plans and class activities. As shown by Mikre (2011), ICT-enhanced learning makes available tools for inspecting, calculating, and analyzing data to create a platform for student inquiry, analysis, and creation of new data.

More than two-thirds of the respondents agreed that incorporating technology into the classroom might help students in various methods and enhance their enthusiasm for courses. All the teachers questioned said that using ICT made preparing course materials more accessible. Moreover, technology provided help to teachers with time management and simplified data

collection. They also agreed on ICT efficiency in encouraging creativity and improving teachers' and learners' performances.

Only 10 % of informants demonstrated that teachers were not interested in technology usage and that using ICTs would be frustrating. They also agreed that adapting all courses they teach to the use of ICT is impossible. Due to their lack of technological expertise, teachers believed that using ICT was unnecessary. According to Kumutha and Hamidah (2014), teachers who did not attend professional training connected to ICT tended to lose confidence in their ability to use ICT in their lectures.

The results revealed that teachers' perception of ICT was significantly influenced by their daily experiences before, during, and after courses preparation. The above results showed that most EFL teachers prefer to integrate ICTs and positively perceive them. They agreed that ICT use was not a frustrating experience when they used it in EFL classes. By contrast, only a few had opinions claiming that teachers are not interested in teaching with ICTs and that using ICTs might be unpleasant. Although most instructors had a favorable attitude toward ICT integration, some significant obstacles prevented them from using it.

Challenges Faced by Teachers on TV Talk Shows Integration in EFL Classes

The below table showed the teachers' challenges on TV talk shows' integration in EFL classes. The major challenges faced by English teachers in Algeria included lack of available time and school support, lack of audiovisuals, lack of ministry support and inspectors' guidance, learners' level, and reactions towards TV talk shows. According to previous research, instructors were required to finish all of their lectures within an academic year, which meant they didn't have enough time to include ICT into their courses. (Kumutha & Hamidah, 2014). For some teachers, a shortage of time is another obstacle to integrating ICT in the classroom. Learning, implementing, evaluating new technologies take time. It's becoming increasingly difficult for instructors to integrate technology into EFL classes due to time constraints. Although the usage of videos in EFL classes is not new, students continue to express positive responses towards ICTs integration. However, due to the various forms of videos that may be accessed and presented in classrooms, teachers are challenged to use TV talk shows properly. In the same vein, teachers had better produce relevant TV talk shows depending on the needs of the students and rely on eclectic strategic teaching to make them more effective, particularly in motivating students to be active listeners and speakers. As a result, teachers must use TV talk shows in specific methods to engage students in EFL learning activities. Teachers can use partial viewing, active viewing, repetition and role play, silent viewing, class discussion before, while, and after listening, reproduction.

Most respondents believed that the National Ministry of Education's and inspectors' technical assistance was insufficient. Nang (2013) study indicated that instructors were hesitant to utilize ICT if the school administration did not regularly give enough technical service and maintenance.

Other constraints stated by teachers were as follows:
- Language laboratories are not available in all schools; therefore, TV talk shows must be shown on computers.
- Passive learners.
- Length of TV talk shows.

Table (1): Challenges Confronted by EFL Teachers on TV Talk Shows Integration

Items	Agree	Disagree
1. Lack of available time hinders me to use TV talk shows.	90%	10%
2. Lack of equipments.	90%	10%
3. I am discouraged from using TV talk shows in the classroom due to a lack of ICT technical equipment in schools.	30%	70%
4. My little access to ICTs prevents me to use TV talk shows.	20%	80%
5. Required Time to learn using TV talk shows prevents me to work with them.	80%	20%
6. Lack of technical support from the National Ministry of Education.	100%	0%
7. There is insufficient teacher training on the use of ICT in the classroom.	100%	0%
8. Lack of inspectors' guidance.	70%	30%
9. Students' negative opinions about TV talk shows prevent me to use them.	80%	20%
10. Learners are not open- minded towards new teaching methods using technology.	60%	40%
11. Learners' weak level in the English language.	60%	40%

Learners' Questionnaire

Table (2): Participants' Age

Age	Number	Percentage %
15	10	50%
16	8	40%
17	2	10%
Total	20	100%

In this research, we have twenty students' between the age 15 and 17, eleven girls and nine boys from Matrouh Laid secondary school in Tebessa – Algeria. They are studing year two from different branches (Scientific and Litrery streams).

Table (3) showed the differnet positive opinions of learners concerning ICT usage in EFL learning. All of the questioned learners believed that ICTs prompted their learning and improved learners' speaking and listening skills. Most of them agreed that utilizing computers and the internet made students more responsible inside and outside the class and EFL learning became more enjoyable. 95% of them believed that ICTs fostered interaction and communication between educators and students.

Table (3): Learners' Opinions about Using ICTs in EFL Learning

Items	Yes		No	
/	N	%	N	%
Making students more responsible towards their language acquisition.	15	75%	5	25%
EFL learning becomes enjoyable and fascinating.	17	85%	3	15%
Educational methods can be adapted to suit different students' learning styles.	17	85%	3	15%
Promotes students' learning.	20	100%	0	0%
Foster communication and interaction between teachers and students, and among students.	19	95%	1	5%
Improvement of learners' speaking and listening skills.	20	100%	0	0%
Total	20	100%	20	100%

Students' Challenges of Learning English via TV Talk Shows

As shown in table (4), students are facing a number of obstacles which hinder the integration of TV talk shows in their learning. They all agreed about lack of time. Most of the students concluded that lack of visual aids, choice of videos by teachers, lack of vocabulary and difficult language made it more complicated to incorporate TV talk shows in class. Other students stated that lack of training hampers students to use TV talk shows adequately to learn English, and 75% of tham found that large classes are the main reason which prevents this learning method. As we all know, large classes lead to difficulty in class management, difficulty in establishing and enforcing classroom behavior (class control), limited attention to students, and limited control of students' learning. From the questionnaire's findings, we can deduce that shyness, inhibition, use of mother tongue, and linguistic weaknesses in grammar, vocabulary, and fluency are all constraints that hinder learning English through TV talk shows. The main obstacles were a lack of genuine software, and insufficient computers in the classroom, absence of the internet in our schools, a lack of motivation to use ICTs from teachers and students, a lack of necessary training skills, a lack of expert technical staff, and poor administrative support. All these problems make it difficult for learners to act positively towards TV talk shows as teaching material.

Table (4): The Main Learners' Obstacles when Dealing with TV Talk Shows

Items	Number	Percentage
Lack of visual aids at school	19	95%
Lack of training	12	60%
Large classes	15	75%
Lack of time	20	100%
Lack of vocabulary	17	85%
Choice of videos	18	90%
Difficult language	16	80%

5. CONCLUSION

This study aimed to spotlight the importance of TV talk shows to enhance learners' speaking and listening skills. However, the present study investigates the challenges teachers experienced while applying TV talk shows into their EFL teaching process. The results indicate that EFL teachers and EFL learners have a greater willingness to integrate TV talk shows into their classrooms. Yet, they face several obstacles: lack of audiovisuals, time, lack of training, difficult language, large classes, and learners' level. As a result of these findings, instructors should be trained to become frequent users of ICT, focusing on learning fundamental ICT skills. Since the major barriers have been identified as a lack of Ministry, school, and inspector supports, teachers should be provided with the necessary equipment and training to teach English according to their learners' expectations. The choice of videos and the problematic content of some materials were highlighted by learners in this study as two key concerns that teachers should consider. Teachers are encouraged to be more selective in their lesson preparation to provide their students with appropriate TV talk show videos that will excite all learners at all levels.No component in itself is sufficient to produce good teaching. However, the presence of all features increases the probability of excellent integration of ICT in the teaching-learning process. Therefore the training of teachers in the pedagogical issues should increase if teachers are to be convinced of the value of using ICT in their teaching-learning process.

To conclude, the pedagogical challenges could be overcome if all the responsibles in the Algerian educational sector cooperate and find solutions. Each secondary school should consist at least of two language laboratories to foster the teaching-learning process. Concerning the linguistic problems among learners, teachers and inspectors ought to know their students' needs and try to provide them with adequate support during the learning process. Teachers and learners should give iCTs more importance because they help enhance teachers' performance and facilitate his/her work in the EFL class. Additionally, ICTs help learners discover a new source to be subjected to accurate English, enhancing their skills quickly. When your students use technology to attain the academic objectives that you have set for them, you may build an appreciation for growing ICT capacity by looking at the problems and solutions listed above. Many obstacles to utilizing ICT in education are solved through education, as teachers acquire essential teaching methods that promote learning and encourage the integration of ICTs according to 21st-century needs.

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7. Appendices

Appendix One: Teachers' Questionnaire

Dear teacher,

This questionnaire is made to know your views about the use of Information and Communication Technologies (ICTs) in your secondary school to teach English. In this study, ICTs refer to the use of TV talk shows presented via DVD, PowerPoint, mobile learning, or YouTube/Internet. Please feel free to make your views, and be assured that any data you submit will be utilized only for this research.

<div align="right">Thank you in advance.</div>

A. Personal Information

Please specify this information

1. Age: ....
2. Gender: ....
3. For how long have you been teaching English in secondary school?
   a. Less than one year ☐
   b. From one year to five ☐
   c. From five years and more ☐

B. Questions

1. What is your general impression of the pedagogical use of ICTs in EFL teaching?

Items	Agree	Disagree
1. ICTs offer opportunities to both instructors and learners.		
2. Communication with my colleagues and students will be more straightforward thanks to communication technologies (e.g., social media, Zoom Video Communications, etc.).		
3. Based on their suitability for specific tasks, I may evaluate and pick new information resources and engage technology.		
4. I can make better use of ICT in lesson plans and classroom activities.		
5. Incorporating technology into the classroom may help students learn in a variety of methods.		
6. Incorporating ICT into the classroom enhances students' enthusiasm for courses.		
7. Using ICT makes preparing course materials more accessible.		
8. It is hard for me to integrate ICTs into my class.		
9. Technology helps teachers with time management.		
10. Technology makes it simpler to discover, assess, and collect data from many sources.		

Items		
11. Technological tools and information resources may enhance performance, encourage creativity, and facilitate EFL learning.		
12. I think that teachers are not interested in technology usage.		
13. It will be simple for me to learn how to use ICT in my teaching.		
14. Using ICT will be frustrating for me.		
15. I feel that by utilizing the advantages of ICT, I may improve my English language teaching abilities.		
16. I feel that not all of the courses I teach can be adapted to use ICT.		

2. What are the challenges confronted by EFL teachers on TV talk shows integration?

Items	Agree	Disagree
12. Lack of available time hinders me to use TV talk shows.		
13. Lack of equipments.		
14. I am discouraged from using TV talk shows in the classroom due to a lack of ICT technical equipment in schools.		
15. My little access to ICTs prevents me to use TV talk shows.		
16. Required Time to learn using TV talk shows prevents me to work with them.		
17. Lack of technical support from the National Ministry of Education.		
18. There is insufficient teacher training on the use of ICT in the classroom.		
19. Lack of inspectors' guidance.		
20. Students' negative opinions about TV talk shows prevent me to use them.		
21. Learners are not open- minded towards new teaching methods using technology.		
22. Learners' weak level in the English language.		

- If you have any other obstacles, please mention them.

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………

Appendix Two: Students' Questionnaire

Dear student,

This questionnaire is made to know your views about the use of Information and Communication Technologies (ICTs) in your secondary school to learn English. In this study, ICTs refer to the use of TV talk shows presented via DVD, PowerPoint, mobile learning, or YouTube/Internet.

Please feel free to make your views, and be assured that any data you submit will be utilized only for this research.

Thank you in advance.

C. Personal Information
1. Your age: …………...
2. Sex: male☐   Female☐
3. School: …………………………………………..
4. City: ……………………………..
5. Branch: …………………………………………..
6. Year of study: …………………

D. Questions

1. Do you think that the following points are representing real advantages of utilizing computers and the internet in your learning English procedures?

Items	Yes	NO
Making students more responsible towards their language acquisition.		
EFL learning becomes enjoyable and fascinating.		
Educational methods can be adapted to suit different students' learning styles.		
Promotes students' learning		
Foster communication and interaction between teachers and students, and among students		
Improvement of learners' speaking and listening skills		

2. Do you watch English TV talk shows
Yes ☐   No ☐
3. Why do you watch TV talk shows?
   a. For learning purposes ☐
   b. Entertainment ☐
   c. both ☐
4. Does your teacher of English use TV talk shows in his/her different courses?
Yes ☐   No ☐

5. Do you feel that you learn better with TV talk shows integration?
Yes ☐   No ☐

6. How can TV talk shows affect the learning of the student?
   a. Make learners more confident and excited ☐

b. Enhance learners' skills ☐
c. Provide a new sourse in the learning process ☐
d. All of the above ☐

7. How can TV talk shows enhance students' fluency?
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……………………………………………………………………………………………..

8. Do you enjoy English language courses when your teacher uses videos? If not, why?
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……………………………………………………………………………………………

9. What are the challenges of learning English via TV talk shows?
   a. Lack of visual aids at school ☐
   b. lack of training ☐
   c. Large classes ☐
   d. lack of time ☐

-If you have other suggestions, please cite them.
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…………………………………………………………………………………………………

10. In your opinion, what are the main obstacles which lead to students' failure in dealing with TV talk shows in class?
    a. Lack of vocabulary ☐
    b. Choice of videos ☐
    c. Difficult language ☐

-If you have other suggestions, please mention them.
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………………………………………………………………………………………………

11. What are the benefits of TV talk shows in learning English?
    a. authentic tool to listen to real English ☐
    b. enhances students' listening & speaking skills ☐
    c. make the EFL class full of fun ☐
    d. strengthen learners and teachers relationships ☐