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**Exploring The use Of Video-narrative Projects to Foster EFL
Learners' Reading Comprehension
The case of second year of English at Mohammed Kheider University
Of Biskra**

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Dedication

I would like to dedicate this work to:

A strong and gentle soul who taught me to believe in hard work and that so much could be done with little, who has been a source of encouragement and inspiration to me throughout my life.

*To my angel, to my paradise, to the light of my eyes "**my mother**".*

*My first teacher to the sigh of challenge and sacrifice, the one who has drawn to me the path success through his guidance and support, "**my dear father**".*

Thank you both for giving me the chance to chace my dreams and made me the person I am today.

*My beloved, wonderful brothers. Thank you for pushing me to be always the best version of myself, "**Yazid and Islam**"*

To the memory of my dear grandparents,

*It is true that I have never met you before in my life. You have passed away before I was born, but I feel your presence in a way or another in my grandmother's eyes when talking about you, to my grandfather "**ABDELKADER Bentayeb**"*

*Also, my sincerest gratitude goes to my gratitude goes to a woman who taught everybody a lesson in a tough life as a single mother with hard work, patience, and resistance, to my grandmother "**TURQUIA**"*

A Man who passed away this year, a man who fought a hard eight-month battle to a rare, incurable blood cancer. Thank you for the love and care that you have given to me since birth

*To my humble grandfather "**BOUDIAF Miloud**"*

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To all my extended family.

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Abstract

In the present technological world, students lack the initiative to read and improve their reading comprehension skills. The lack of interest in reading which has resulted poor reading and writing skills. Thus, this study aims to explore the use of video-narrative projects to foster EFL learners reading comprehension in language learning classrooms. The case study of second year LMD students of the English field at Mohammed Khieder University of Biskra were selected for the study. This study hypothesizes that if the teachers use video-narrative projects in their reading activities; they will play an important role to foster reading comprehension of texts among their students and create a positive learning atmosphere. Therefore, a qualitative descriptive research approach was adopted in this research. In respect to this approach, two data gathering methods were used in order to explore learners' perceptions of video-narrative projects and their reactions towards it application in reading activities to improve their reading comprehension skills. These tools include students' questionnaire, and teachers' interview. After the analysis and the interpretation of the collected data, the findings reveals that video-narrative projects can help in improving EFL learners reading comprehension outcomes. In addition, the results denotes that the majority of EFL teachers do not implement video-narratives in their teaching processes inside classrooms. However, all the teachers expressed their high agreements and encouragements about using video-narrative projects in EFL classrooms for teaching English language in general and reading in particular. Moreover, teachers and students expressed their valuable attitudes and feedbacks towards this method. Consequently, it can be concluded that the previous alterative hypothesis is confirmed.

Key Terms: Video-narrative, project-based learning, multimedia, 21st century skills, collaborative learning, and reading comprehension

List of Abbreviations and accronyms

PBL: Project based learning

VNP: video-narrative projects

EFL: English foreign language learners

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GENERAL INTRODUCTION

Introduction

The English language is globally confessed as an international language. Without the ability to use it efficiently, we will be left behind. One of the primary sources that enable foreign language learners to be proficient in learning the language is the reading skill. Since, the reading skill is considered as the key factor in the development of language skills and even in educational success, understanding is important because without understanding the interaction between the reader and the writer is not established. Reading comprehension is a psychological process consists of linguistic information presented by the writer and meaning which is constructed by the reader i.e. it starts from reception until decision is made. This study explores the use video-narrative projects to foster EFL Learners' reading comprehension, and how can teachers use it as tool in the classroom since it requires the learners to use their synthesising, analysing, interpreting, problem-solving, decision making, and critical thinking skills when reading. Moreover, video-narrative projects build an aligning bridge between the strategies recommended for reading comprehension.

Recently, students learn differently from those of previous generations. They are in quest of more interactive, creative and fun educational experiences. Thus, grabbing the learners' attention to foster their reading comprehension competence in an age, where smart-phones and internet are challenges for the teacher in the reading classroom activities. Therefore, why not the teacher be clever enough to adopt students' passion in their reading activities. Teachers and students can go far beyond Microsoft PowerPoint and word for their presentations to use advanced technology via multimedia tools such windows moviemaker, wevideo in order to help students create useful video-narrative projects. The latter will not only contribute in holding the learners' motivation, but also to help them promote their reading skill.

Statement of the problem

It is of vital importance to make EFL learners recognize that reading with comprehension is highly needed because it is one of the major sources to get information. However, students are able to decode words but they still struggle to infer meaning, analyse, solve problems, and find the correct information based on a text. In addition, the exposure to effective reading activities outside the classroom setting is not adequately covered, as it should be. According to the development of science and technology, teachers can use technology to help students construct their own meaning with video-narrative projects.

Aims of the study

Our study aims at:

- Shedding the light on the role of using video-narrative projects to foster EFL reading comprehension of texts.

- Establish the goal of reading texts with the purpose to enable learners read meaningfully and strategically.

- Draw teachers' attention to the importance of involving students in video-narrative projects to assist students in raising their reading comprehension competencies.

Significance of the study

The present study is motivated by the lack of studies in the subject of using video-narrative projects as a media to foster reading comprehension. This research may help to provide a clear understanding to teachers about the positive outcomes that can video-narrative projects offer to students' comprehension of reading materials. In doing so, this study describes the advantages by which video- narrative projects support EFL learners to organize their ideas and knowledge in a meaningful way in their reading tasks. The research focuses on how to implement video-

narratives in the classroom reading activities, describing the video-narrative process, and explaining teacher roles and student tasks.

Research questions

The research is designed to answer the following research questions:

- To what extent will the use of video-narrative projects as a technique will help in the development of EFL learners' reading comprehension?

- Are EFL teachers aware of the significance of using video-narrative projects in the reading classroom?

Research hypothesis

Based on the above research questions, we propose the following research hypothesis:

- If EFL teachers use video-narrative projects in the reading classroom activities, the students' reading comprehension of texts will improve and create a positive learning atmosphere.

Research methodology

For the sake of exploring the use of video-narrative projects to foster reading comprehension, we opt for qualitative research methodology in order to gather data for this study. We use this method in particular because we think it is suitable to provide information about students' views and about the use of this procedure. We have decided to use two research instruments; the first one is a questionnaire administered to second year EFL learners at Biskra University while the second instrument is an interview for teachers.

Population and sampling

Second year EFL students of English, at the University of Biskra, represent the population of our study. A sample of sixty (60) students is randomly selected out of the total number of 386 students. This choice is made because second year students are dealing with more readings in various modules in this level. Therefore, they might have experienced studying in the laboratory or they may have been exposed to technological tools in the oral expression sessions, this makes them able to understand the purpose of our study, and makes them willing to give their ideas about the subject. In addition to a sample of three (3) teachers of several modules in which reading is part of their subject in order to obtain their opinions concerning the contribution of video-narrative projects to enhance students' reading comprehension.

Structure of the Dissertation

This dissertation encompasses three different chapters. The first chapter provided the definitions of reading in general and reading comprehension in particular, types, models of reading were discussed. In addition to reading strategies, that support learners' comprehension and their choice according to the task were explained. Chapter two was devoted to the general overview of video-narrative projects as well as its definition, stages, and its characteristics and advantages. Chapter Three was dedicated to the research methodology, which details the population and the sample of the study, the instruments used as well as the data gathering and the analysis procedures.

Limitations of the study

Concerning the problems faced while conducting this research were the lack of availability of the sources, time shortage, and compulsory delays in terms of the country's political situation that urged the students to organise strikes against it. The absence of student led us to take a long period for submitting our questionnaire.

CHAPTER ONE

READING COMPREHENSION

Introduction

Reading demonstrates the human mind's capacity: the ability to learn letters, sounds, words, and manipulate them to form meaning, while no other species can accomplish an inch of this task, is more than worthy to mention. This amazing gift opened the door for many people from different times and places to both access and share knowledgeable facts and information to enrich the mind with new experiences and cultures. Recently, the "reading for degree" is an expression that is widely spread among people therefore; the acquisition of reading proficiency is closely related to any academic success. Most of the information is learnt through reading. Consequently, learners need to raise their attitude toward reading and become active readers. In addition to that, they are required to increase their cognitive abilities, which enable them to manipulate the assigned meaning of text.

In this chapter, we intend to provide some different views of some researchers and psychologists about reading and reading comprehension. Then, we will describe the objectives, types, and the various models of reading that have been advocated by researchers in this field. We will discuss the reading strategies that help in controlling the reading act. Besides, the cognitive factors affecting reading comprehension. Finally, we will end up this chapter by shedding light on strategies that support reading comprehension followed by the reading difficulties faced by EFL learners.

Definitions of Reading

As a starting point, before mentioning the different researchers' views about reading it is of great importance to mention the first Quran verse that addresses Muhammad (PBUH): "READ". This was the first order from the Almighty Allah to His messenger and his people to pull them from darkness to light. Hudson (2007, p. 01) is on the same side adding a beautiful

description of reading in his book as follows: "reading appears to be at least as magic as pulling rabbits from hat." This description infers that having the ability to read is actually a crossing bridge from the unknown to the known; this in return, helps to shape knowledgeable human beings in a society.

Giving a straightforward definition of reading is not an easy task. Different scholars and researches as (Smith & Brunan, 1989) in the field of applied linguistics and psychology attempted to define reading. Yet, no single research could be comprehensive enough to include all the aspects of the reading activity. Generally, Reading has three main components: the reader, the text, and most importantly the interaction between them. Smith & Brunan (1989) proved this in the following: "Reading is an act of communication in which information is transferred from a transmitter to a receiver". (p.20)

Pang et al (2003) defined reading as a "complex activity that involves both perception and thought." (p.45). This portrays that reading consists of two related processes: word recognition and comprehension. Word recognition refers to the process of perceiving the relationship between letters and their spoken counterparts. Comprehension is the process of making sense of words, sentences and connected text. Accordingly, Williams (1984) & Cobb (2007) described reading as a process of looking at and understanding the meaning of what is written in a text by decoding its symbols. Likewise, Cobb stated that: "Reading texts is necessarily a "complex conjoining of 'word' and 'world', 'text' and 'context'."(2007, p. 20). The process of comprehending the implied meaning in the text falls on the reader's shoulder. In other words, it is necessary to understand the meaning of particular piece of writing according to its context in which it is used.

Objective of Reading

The mind is a database of information that is demonstrated through our personality and beliefs. Every new piece of information changes the individual's mind-set, and reading is like an

investment in that database set with worthy information and facts. Richard claimed that: "Reading is to the mind what exercise is to the body."(n.d). prior starting to read, it is of great importance to know the objective of reading. In addition, knowledge of the purpose fosters the usefulness of the reading. This knowledge can help the reader to choose a strategy best suited for the purpose.

Harmer (1983) classified the objectives of reading into two main categories. The instrumental objective and the pleasurable one. The formal category as Harmer (1983, p. 200) argued: "reading takes place because we have some kind of utilitarian or instrumental purpose in mind" in other words, the act of reading has is aimed at fulfilling a specific goal. Harmer illustrated this by saying that we read the instructions on a ticket machine because we need to know how to operate it. Here the goal is to gain information to be used in a practical situation.

Books such as instruction booklets and recipe books are all texts that would be consulted with the purpose of achieving a particular information. Therefore, the reader approaches the text with a much-focused attention to get all the details to achieve accuracy. However, the latter category is concerned with reading for pleasure. People read magazines or spend hours buried in the Sunday paper, other go to poetry reading (harmer, 1983). Thus, the material is chosen for the sake of entertainment like magazines, and fiction books. Accordingly, krashen (2006) denoted that the ability of reading to relax us may explain why bedtime reading is so popular that readers often report that they are addicted to it. Hence, the reader will not focus his attention to grasp all pieces of the text. He may skip wide passages but his comprehension is not affected. In this category, the reader seeks to have a general understanding without digging for details.

The reader should have a pre- determined purpose in his mind while reading otherwise the reading task starts getting bored, goals, and comprehension are not be attained. As fry (2012) claimed: "Unless you identify some purpose for reading, you will find yourself flipping the pages of your textbooks while retaining little more than the chapter titles." (p. 46)

Types of Reading

Reading in a foreign language is not an easy matter. It is a critical skill to be mastered by EFL learners for its necessity to understand subject matters in all areas of education. Therefore, EFL teachers tried to provide language learners with different ways to facilitate the process of reading. In fact, the appropriateness of the reading style is mainly dictated by what the reader is trying to accomplish in a particular task. Obviously, knowing when to use each will make any act of reading easier. For this purpose, the diversity of reading reasons appear in different kinds of reading namely: extensive reading, intensive reading.

Extensive reading

Extensive reading (or sustained silent reading) is an approach to language teaching.it refers to the kind of reading in which students do for his or her own pleasure outside the classroom. As Harmer (2001) asserted: "a teacher encourages students to choose for themselves what they read and to do so for pleasure and general language improvement."(p. 20). This means that students have the freedom to choose materials that attracts their attention since enjoyment is a key factor in extensive reading. In the same vein, Krashen (n.d) supported this in his line: "people who read for pleasure do significantly better in all areas of language use: reading comprehension, vocabulary development, grammar correctness, and spelling." This type of reading is designed for the sake of achieving global comprehension of longer texts. Therefore, it is not vital to consult the dictionary to check the meaning of every single ambiguous word.

Intensive Reading

Intensive reading is just what the name implies! It is tense and less relaxed. "Intensive reading is completely different sort of approach which is often (but not exclusively) teacher-chosen and directed" (Harmer, 2001, p. 283). This quotation reveals the role of the teacher to engage students in intensive reading by the careful selection of texts according to the course objectives. The length of these texts is shorter that aims to attain learning goals. In intensive reading, the major

focus is on getting specific information about a question or concern that the reader may have. Brown (1989) explained that intensive reading "calls attention to grammatical forms, discourse markers, and other surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like."(p. 50). Thus, the reader interest is on the detailed understanding of language structure regarding vocabulary, grammar points, words' meaning, combination of sentences, and expressions.

Models of Reading

Teaching practices have constantly developed throughout the history of the reading research. In fact, approaches to reading have a simple view on its nature. It is regarded as a product the learner has to accomplish, simply in terms of comprehension while in the process; the reader follow some steps gradually like decoding words, understanding grammatical forms to read effectively. Therefore, the process is what the reader does to achieve the product. The reading process involves the text, the reader, and the interaction between the two to construct meaning. There are several reading models educators use to instruct and teach reading. Each one is based on a philosophy about how language learners learn to read. They are known as bottom-up, top down, and interactive models.

The bottom-up model

The reader does bottom-up strategies or bottom-up processing gradually. He starts with letter-sound correspondences (the bottom) to reach understanding (the top). The bottom-up processing incorporates the lower-level reading processes that teach students to construct meaning from the most basic units of language. The latter uses phonics as its core, believing readers first process letters and sounds, up to morpheme and word recognition, and then moving to grammatical structure identification, sentences, and longer texts. Hence, the meaning is the product of this successional decoding. As Nunan, (1991, p. 61) asserted, "The reader processes each letter as it is

encountered. These letters or graphemes are matched with the phonemes of the language (…) the phonemes are blended together to form words."

The top-down model

Top-down strategies instruction focuses on activities that construct meaning rather than on mastering bottom-up skills. Comprehension is made from the whole (text) to the part (words). According to supporters of this approach like Goodman (1988), comprehension resides in the reader. Goodman characterised the top-down reading as a psycholinguistic guessing game that involves meaning decoding , in which the reader uses background knowledge, expectations, assumptions, and questions and engages in pre-reading strategies, such as previewing the text, predicting.

The interactive model

It is a balanced approach of teaching reading. It encompasses the features of both other models. As reported by Rumelhart (1977, p. 573), "Reading is at once a perceptual and cognitive process" By way of explanation, teachers applying the interactive model rely on delivering instructions about the use of sounds and symbols in phonics in correlation with students pasts experiences with texts, and reading comprehension strategies. In this way, it involves both top-down and bottom-up strategies. When the reader is unable to decode a difficult word, s/he can make use of his/her background knowledge of grammatical structures.

Reading strategies

The strategy use is incorporated to the classroom reading activities in order to help students to be proficient enough to overcome encountered problems quickly. According to Orlich (2010) et al, "The term 'strategy' implies thoughtful planning to do something." (as cited in Yahia, p. 34). Mainly, two sorts of strategies can help in monitoring the reading process namely skimming and scanning.

Skimming

Grellet (1981, p.4) defined skimming as "quickly running one's eye over a text to get the gist of it and implies a definite reading competence". It is aimed at reading rapidly to save time in order to get a general overview of the text. This means that, in skimming, one will not read every word in the text; instead, s/he will focus his or her attention on getting a general information from a specific selected passage or paragraph within a long text that one does not wish to read. Additionally, it allows the reader to catch up the main idea without getting into more specific details.

Scanning

According to Glendinnig and Holmstron (1992, p.18), scanning is deemed as, "reading to find a specific information. You have a specific Target and you search the text quickly for the information you need." the reader opts for this strategy when s/he is in search of more specific information in the text such as names, words, dates, numbers, figures or statistics. Moving one's eye through a dictionary is one example of rapid scanning following a chronological order. Therefore, it is crucial to know the structure of the content before approaching the target material in order to go directly to the needed information.

Grellet (1981, p.19) gave a clear example about the fact that both skimming and scanning can be practised at once within the same reading act. Grellet explained this by saying, "for instance, we may well skim through an article first just to know whether it is worth reading, and then read it through more carefully because we have decided that it is of Interest. It is also possible afterwards to scan the same article in order to note down a figure or a name which we particularly want to remember." These exchangeable behaviours from one strategy to another demonstrates that the purpose of reading makes all the difference.

Reading comprehension

Concerning the comprehension of the materials in hand, reading as William (2008, p.14) defined in his statement: "reading is centrally a comprehension process. We read to understand what the writer intended to convey in writing, though we also do more." What is meant by the expression of 'comprehension process' is that reading requires operating many cognitive processes at once. They can be referred to as phonological, syntactic, and semantic processing because the meaning cannot be constructed unless the reader is able to decode the sounds of the language, understands its grammar and finally to figure out the conveyed meaning of the whole passage. From the same perspective, (Kintsch, 1998, 2001; Perfetti &Brit, 1995) described "when words are being recognized and the syntax is processed the meaning of clauses and sentences is also being constructed." (as cited in William, 2008, p.201).

On the one hand, scholars as Gates (1949) believed that reading is a mental activity which involves many complex cognitive processes like the organisation of patterns of higher order thinking such as evaluating, judging, imagining, reasoning, and problem solving. In other words, the reader should master many skills such as relating different facts to his/her thinking in order to suggest a variety of solution to the encountered problem.

On the other hand, Goodman and Alderson (1973) claimed that reading is not only a matter of word by-word deciphering in order to grasp the meaning; however, it is based on text comprehension by activating prior knowledge during the reading activity. A skilful reader is the one who can fill in the space using his/her prior knowledge to fully interact with the text. Hirsch (2006) stated that: "Irrespective of types of texts, every text always takes something for granted, leaving blanks to be filled in by the listeners and readers to make it comprehensible." (p.12). Also, Hunt (2004, p.137) described reading as a process shaped partly by the text, partly by the reader's background, and partly by the situation the reading occurs in. Therefore, having certain

information in mind about the target language use in different situations is very important because the meaning of words varies according to the context.

Cognitive factors that affect reading comprehension

Reading comprehension is a sophisticated psychological process. A set of cognitive skills develop when reading. For example, students need to recognise words and understand sentences to access the comprehension of reading materials. consequently, readers' comprehension is influenced by many factors, such as background knowledge, fluency, vocabulary, active reading, critical thinking and problem -solving.

Background knowledge

Background knowledge and reading comprehension are two concepts, which are interrelated. Teachers have treated comprehension as a set of skills, when in fact comprehension is mainly determined by what readers already know. Willingham and like-minded literacy experts explained that the possibility to comprehend a text is likely dependent on two factors: background knowledge and vocabulary. This is the reason; writers do not mention some detail information because their texts would be tedious. They assume readers will fill in the gaps using their experiences. Otherwise, they will make a lot of effort to understand the assigned meaning. Relatively, Browne (2001) claimed that: "a text does not carry all meaning. The reader brings with him/ her information, knowledge, emotion, and culture that is schemata, to the printed word."(p. 20). In this respect, readers make use of their processed knowledge in mind to make an inference to get a further understanding of the text.

Fluency

Many researchers including Hudson, Mercer, & Lane (2000, p. 702) reported, "fluent reading comprises three key elements: accurate reading of connected text at a conversational rate with appropriate prosody or expression." Each component of fluency has a close relationship to the comprehension of texts. So, a fluent reader reads with accuracy, automaticity, and prosody.

Accuracy involves reading words correctly using word recognition strategies, whereas in automaticity; Words are automatically recognised. They are rapidly grouped together to help the reader get meaning from the text. Prosody means pronouncing words with appropriate intonation like the stress and pitch. Since understanding makes all the difference, the emphasis is given to the way of expressing words and sentences while reading aloud. Beers (2003) claimed: "Students lacking fluency read slowly, a word at a time, often pausing between words or phrases; they make frequent mistakes, ignore punctuation marks, and read in a monotone. Fluent readers know the words automatically and therefore move easily from word to word, spending their cognitive energy on constructing meaning."(p. 02).

Vocabulary

There is a profound link between vocabulary knowledge and reading comprehension. Biemiller (2005) emphasised on its importance, *"*Teaching vocabulary will not guarantee success in reading, just as learning to read words will not guarantee success in reading. Lacking either adequate word identification skills or adequate vocabulary will ensure failure."(p. 03) The reading materials are likely to be meaningless if the reader does not identify the meaning of a decoded word properly. Therefore, building blocks of words in mind will facilitate the task of comprehension of the denoted meaning of phrases, sentences. Wilkins (1972) backs this by his line, "without grammar very little can be conveyed, without vocabulary nothing can be conveyed." (p. 10).

Active reading

Active reading is a crucial part in reading comprehension. According to Klinger (2000) described active readers as good readers. The most successful way to characterize good readers is to say, they use more strategies to monitor their reading process. They set a purpose in mind for their reading and they evaluate whether the text is meeting their goals or not (as cited in Chahli, 2015). Active readers are actively involved in the text. This is done with some techniques in order

to understand the reading task thoroughly like activating prior knowledge, asking questions, predicting the next coming idea, and overcome problems when faced.

Critical thinking and problem solving

According to Water (2000) & Stapleton (2001), recent studies show that critical thinking and problem solving are crucial constituents of the path leading to the comprehension of a reading text. In this regard, the individual may face some obstacles in understanding a given text properly unless some type of critical thinking and problem solving is used interchangeably. Thus, there is a reciprocal relationship between the two terms. This is explained in the definition of problem solving provided by the business dictionary: "The process of working through details of a problem to reach a solution. It can be a gauge of an individual's critical thinking skills". Andrew (2015) described this intertwined relationship, "Critical thinking skills are perhaps the most fundamental skills involved in making judgments and solving problems." (p. 20)

Accordingly, critical thinking and problem solving go hand-in-hand in terms of using one's background knowledge, and facts to reason, synthesise, analyse, and relate information in order to solve problems. Norris and Phillips (1987) stated that:"reading is more than just saying what is on the page; it is thinking" (as cited in Aloqaili, 2011, p.38). Thus, thinking is the essence of tackling any kind of reading activity. Thinking is what the reader uses to process and evaluate information. Therefore, including critical thinking in reading activities is necessary to make readers respond critically to the material using their own thoughts. This is supported by Amaratunga (2015) who claimed that: "Critical thinking is a mental process through which we evaluate something (such as ideas, assertions, or assumptions) and make well-reasoned judgements."(p.30). Besides, Clay (2001, p.1) asserted that: "Reading is a complex problem-solving activity, which increases in power and flexibility the more it is practiced."

The essence of considering reading as a problem-solving task is that it requires efforts, planning, strategy selection, and self-monitoring when a problem is faced. Robert. J & Karin Sternberg (1994) gave a clear example of when problem solving occurs in this line: "We engage in problem solving when we need to overcome obstacles to answer a question or to achieve a goal."(p. 70) In fact, critical thinking precedes problem solving as it helps to define and clarify the problem that needs to be solved. Then, thinking is what we use to solve problems and helps in developing new understandings.

In short, these were the main five cognitive factors that influence reading comprehension. They prove that comprehension does not just happen; students must work actively to extract the meaning from the text by applying a set of cognitive strategies.

General Reading Comprehension Strategies

Many students find some difficulties in understanding the denoted meaning in a paragraph. William (2008, p.208) asserted: "Comprehension strategy use is a hallmark of good readers." He defined strategies instruction as the efforts and plans that a teacher use to support readers to achieve better comprehension outcomes. In teaching comprehension strategies, the teacher should know how to intervene in the right time and place during reading and how to teach these strategies to students. The different kinds of strategies that collaborate in fostering students' comprehension in reading tasks are listed as follows:

Comprehension monitoring

To get closer to what monitoring comprehension means, Merriam Webster dictionary defines the word 'monitor' as to watch, observe, listen to, or check something for a specific purpose over a period of time. Hence, monitoring is a process in which the student notice their progression of comprehension of materials. William (2008) & Connor (2015) defined comprehension monitoring as the conscious awareness of thinking during reading, identifying

errors and misunderstanding that may be detected when reading and solve them through taking steps like a second careful reading, relating the text to background knowledge in order to clarify misunderstandings.

Predicting

Predicting is commonly discussed as a major strategy that improves reading comprehension. Consulting Beilly's (2015) view about prediction, it is based on the use of some information from the text, such as titles, headings, pictures and diagrams to foresee what will be read next in the text. The use of this kind of information will help to activate the reader's background knowledge to make guesses that will be confirmed or disconfirmed on the base of what they are reading and what they know.

Making connections

Keene and Zimmerman (1997) determined that making connections is a strategy that can assist students in improving their comprehension through making different kinds of connections.

- Text-to-self (connections are highly personal experiences)
- Text-to-text (connections that a reader relates to another text or book read before)
- Text-to-world (reader brings to the reading situation a previous idea that has been seen in a movie or TV program)

Inferencing

Actually, most of the authors write in an implicit manner expecting readers to infer the unstated meaning. Thus, understanding this implied meaning requires the reader to develop some inferencing skills. William (2008, p.213) asserted that: "appropriate inferencing is dependent on the amount of prior knowledge that is activated, vocabulary knowledge, and text structure awareness." In view of that, firstly, successful inferencing is reliant on being able to use known

keywords to give hints of hidden meaning. Secondly, it is based on the use of background knowledge or the world knowledge using the keywords to find the best answer. Thirdly, the use of pronouns, demonstratives, direct repetitions, and the definite articles are concerned as indicators that direct the reader toward comprehension.

Synthesising

Synthesising is a comprehension strategy that plays an important role in effective reading activities. The prefix 'syn' means with or together. According to Keene and Zimmermann (1997) Synthesis is the process recalling, organizing, and combining the different elements together from a variety of sources in reading into one single cohesive piece that demonstrates understanding. A multi-step strategy that demands the reader to change thinking during reading because it requires him/her to use different strategies together to form conclusions such as making predictions, making connections, and summarising.

Visualising

Gaining visualisation skills is very useful to help student foster comprehension when reading. According to Manning (2002) visualisation is the ability to mentally create images before, while and after reading. These images develop through the five senses; and then they are retrieved back later on from the reader's own background knowledge to make interpretations of the text.

Graphic and semantic organisers

This strategy is described by William (2008) as a very effective strategy that promotes students' comprehension of the material. William asserted that graphic organisers are the ones like Venn diagrams, matrices, and flow charts. They help to recognise the text structure, illustrate main concepts, and their relations to ideas and events in a text. Consequently, the use of graphic presentation makes information retrieval an easy task and therefore comprehension is improved.

Recognising the story structure

Fink (2008) stated, it is essential for students to develop a good understanding of the elements of a story in order to deepen their comprehension of what is taking place in the story. When students identify the story element of characters, setting, plots, events, and solutions, they become more engaged in the story and take greater interest to follow the events when they read.

Question generation and question answering

Asking and answering questions is another strategy that helps students to orient their attention toward better comprehension of the text. As claimed by William (2008), readers constantly ask questions for themselves to search, clarify, and justify information using WH questions as they read (when, where, what, who why, what will happen, and to whom). Significantly, question generation is valuable in terms of helping students to integrate and memorise text information, identify the main idea, and generate accurate answers after reading.

Summarising

The concept of summarising is an important comprehension strategy for students to understand. In line with Buckley (2004), summarizing is reducing the original text size into a small one, restating the author' s meaning in a simple, brief, and accurate manner. The reader identifies the text main elements and ideas, then rewrite them using his/her own style of writing without mentioning any further details.

Retelling

Jung discussed Morrow's (1996) view, retelling is a comprehension strategy that involves students in transforming the text in their own words. This leads to activate prior knowledge of how stories are structured in order to organise their thought. It takes the form of discussion with the teacher, peer or groups where they reconstruct their own version of stories orally and significantly the comprehension and recalling of has been read in the text is improved.

Cooperative learning

According to Vygotsky (1962), new knowledge and ideas develop in a context of discussion. In this regard, cooperative work is made upon the 'talk' between the members of the group in which they cooperate to learn from reading. Students may take on various roles and responsibilities when reading, then the discussion of ideas is shared by the end of the work. In fact, clarifying some points to a peer enhances understanding, so discussing is what really matters in cooperative work.

Reading comprehension strategies and the text type

Obviously, each type of text has its own structure and characteristics. Readers have to be knowledgeable of these different structures and patterns for its massive influence on the comprehension process. As asserted by William (2008), when writers start using certain conventions for developing their writing in relation to their purposes, the used patterns set out into genre conventions in which information about the text is provided. Therefore, each type of writing is characterised by a unique presentation of ideas to convey a message according to the author's objective whether to explain and persuade, or to narrate; the flow of ideas follow the organisation of main ideas and their supporting ones according to the target text criterion. Concerning the purpose of the text, two major types emerge. The narrative text and the expository one.

One the one hand, according to Hudson (2007) narratives is a type of writing that represent the organisation of events and experiences, which can be predicted by the reader to follow the story line easily. They include both fiction (novels, tales, and myths) and non-fiction as being reported in bibliographies using imaginative language. In narratives, the reader expects to find some elements that are called the story grammar in which they find descriptions of the setting, character development, conflicts, and conclusions that are hierarchically ordered in the text.

On the other hand, expository texts are written for presenting explanatory information in an organised way that the reader is acquainted with. It is more included in the educational contexts

where to teach, inform, and explain new information. Expository type of texts involves reading examples, conceptual facts, details, and graphics; this kind of information what makes it more difficult than narratives for its complex and abstract nature (William 2008 & Hudson 2007). The latter is well- known of a set of common text structures in organising information namely classification, compare and contrast, cause and effect, description.

The knowledge of the text types and their structures help in selecting the most appropriate strategies that are relevant to the reading goals; and significantly better comprehension of the reading texts.

Strategies used in a narrative text

There is a number of strategies available in stock for teachers to foster their students' comprehension of narrative texts. The use of story maps is considered as an effective one. Story map is a strategy that makes use of graphic organisers to assist learners to comprehend the different elements of a story or a book. Teachers can make their students draw their own diagrams about the story grammar in order to raise their awareness of the major components that construct a narrative text in an amusing way. Furthermore, predicting, answering comprehension question, and retelling are strategies that can provide readers with a good understanding of narrative texts.

Strategies used in an expository text

Teachers can familiarise their students with the signal words writers use in writing each of the structures in expository texts. For instance, compare and contrast texts are characterised by different kind of words such as "however, but, compared to, similar to, and so on" whereas in cause and effect structure signal words like "because, consequently, thus" are found. The teacher can also ask his/her students to find these words and highlight them as a strategy of identifying the type of text. Moreover, scaffolding with blank graphic organisers is another strategy that can help students identify the main idea and supporting ideas in the text. Ogle (1986) suggested the K-W-

L chart that is processed through three steps: what I know (asked to retrieve what they already know back in column K), what I want to learn (asked to write question about what want to learn in column W), and finally, what I learned (the asked questions should be answered in column L).

Reading comprehension difficulties faced by EFL learners

Alderson (2005) defined reading in this comprehensive statement:

> Reading is a complex system of deriving meaning from print that requires
>
> all of the following: the development of word decoding skills to understand
>
> unfamiliar words; sufficient background information and vocabulary to
>
> foster reading comprehension; the ability to read fluently (p. 60).

All these essential elements that invest in the comprehension process can stand as obstacles in understanding the conveyed meaning correctly. Without the ability to decode written words, the reader may face difficulties in reading with comprehension. In the same vain, Hirsch (2003, p.8) stated that: "decoding is to automatically translate the letters or spelling patterns (graphemes) of written words into speech sounds (phonemes)." Therefore, the inability to match the written letters to its spoken sounds prevent the reader to access the meaning of words properly. Another contributing factor to successful reading is vocabulary because the more the reader is equipped with blocks of words; s/he is able to understand meaning easily.

Hudson (2007) claimed that inadequate vocabulary knowledge can be a considerable issue in reading due to the difficulties faced in understanding words like synonyms, antonyms, homonyms which are words with the same sound but different in meaning. In addition, prior knowledge plays a great role in helping learners to understand and construct meaning through connecting their previous experiences to the given information in text. In line with this, the lack of background knowledge may leave the reader astonished with the faced ideas in the text resulting poor comprehension.

Reading fluency is defined as the oral reading that occurs in a natural and automatic way (William, 2008). In fact, reading fluency is central to comprehension because when the speaker is not automatic in his/her reading yet, s/he will read with difficulty because the attention will be divided between the content and the language itself. Besides Gilakjani& Sabouri discussed Dennis's (2008) account, Reading fluency is vital to comprehension since it is mostly linked to working memory because the reader needs to hold information in memory in order to comprehend it. Hence, if reading fluency is weak, comprehension is affected because of the difficulty to hold information in working memory.

Conclusion

From this chapter, we conclude that reading comprehension is a critical skill to be mastered by EFL learners for its necessity to understand subject matters in all areas of education. Besides, it is considered as the key factor in the development of many other language skills. We have tried to present an overview of reading in general and reading comprehension in particular which is the core of our study. Most of the scholars and researchers come to an agreement about two existing types of reading which are extensive reading and the intensive one. Furthermore, the process of reading is constructed through three models that are the bottom up, the top down, and the interactive model. Then, a set of cognitive factors is selected to provide an idea about the necessary aspects that contribute to effective reading. Next to that, a list of effective reading comprehension strategies that help in monitoring the reading activity. Moreover, the main text types such as the narrative text and the expository text are explained in addition to the choice of strategies according to the characteristics of each type. Eventually, the main difficulties and problems that hinder the comprehension of EFL learners are also shown at the end of this chapter.

CHAPTER TWO

PROJECT BASED LEARNING AND VIDEO NARRATIVE

Introduction

At all levels, the wide spread of modern and technological tools such new computers, software programs, and applications are invading people's everyday life in many aspects. Accordingly, the technology has been become an integral part of the new educational wave in teaching and learning language skills. In an effort of that, video-narrative projects are highly appreciated by teachers for their motive in raising technology thirsty students' interest in learning.

The current chapter will provide some basic definitions related to the use of project based learning in EFL teaching, in addition to the historical overview and the definitions of video-narrative. The theories that support the use of video-narrative in education are taking part of this chapter. In addition, the different tools and stages of implementing VNP are also described. Many benefits and challenges of video-narratives will be sated as well. At last, the chapter will end up with teachers' role and the students' task in video-narrative making.

What is project-based learning?

Project Based Learning is a teaching method which is becoming widely used in schools and other educational settings. Goodman (2010) described PBL as follows, "it is an instructional approach built upon learning activities and real tasks that have brought challenges for students to solve over an extended period of time and done by groups of students working together toward a common goal" P.01. This means that students are working independently through PBL as it encourages them to make their own decisions collaboratively about the project outcomes and demonstrate their understanding effectively. In the same vein, Finkle and Torp (1955) claimed that PBL develops both problem-solving strategies, knowledge bases, and skills by making students play the active role of problem solvers facing a problem that reflects real-world problems. This sheds the light on the idea that PBL goals opens the horizons to not only to gain knowledge, but also fosters the four Cs of 21 century learning that are highly needed outside the classroom walls

such as communication, cooperation, and critical thinking skills and creativity. Furthermore, seven essential characteristics of PBL developed by the Buck's institute (2018) are characterised as follows:

A Challenging Problem or Question Framing the project with problem to be solved

Sustained Inquiry: seeking truth by asking Questions, finding and applying information.

Authenticity: The project's tasks and tools involve real-world situations.

Student Voice & Choice: Students make some decisions about the project, including how they work and what they create.

 Reflection: Students think about the effectiveness of their project, the quality of their work, difficulties that they encounter, and strategies for overcoming them.

Critique & Revision: Students receive, and apply feedback to improve their final products.

Public Product: Students explain and present it to the audience in the classroom.

 Figure 01: a graphic organiser illustrates the components of PBL developed by Buck's institute for education

The list above really makes the components of great learning experiences that help the learner to make better achievement in learning and in future career. Hence, incorporating PBL in

the classroom activities has a wide range of benefits towards teaching and learning. In this respect, McLellan (1993) argued that, "Effective learning requires learners to enter the social culture and meaningful situations so that they can actively interpret and comprehend the knowledge".

The application of project based learning follow different practices from teacher to teacher. Some deliver the traditional form of assignments while other innovative teachers are integrating computer and network technologies to give students the opportunity to experience the real world by providing a constructivist and cooperative learning environment.

Definitions of video-narrative

Essentially, the concept of video-narrative is a practice that was primarily developed by the co-founder of digital storytelling centre Joe lambert and his wife Nina Mullen in the early 1990s in California. Since then, it was merely used as method of therapy to support young people and adults in the creation of autobiographies in a movie format through the combination of writing and images, music as a technique for self-discovery, and for investigating issues of identity (Boase, n.d). Its applications has been widely spread to a variety of fields including education and language learning. Porter (n.d) pointed out that, " Designing and communicating information requires students to deepen their understanding of content while increasing visual, sound, oral language, creativity, and thinking skills."

The term of video-narrative is defined in many ways, starting with Lambert (2003), "Video-narratives usually contain some mixture of computer-based images, text, recorded audio narration, video clips, and/or music that typically last between 2 and 10 minutes using a moviemaker application. Likewise, Ohler (2008) describes video- narrative as the use of personal technology in which all the movie aspects are personally selected by the student to integrate them into a coherent narrative with the aim of transferring meaning and ideas in his/her own style to be monitored into a screen. Therefore, it is a kind of interaction with the narrative teller and a particular audience like in-class presentation. (As cited in Hamdi, 2017, p.114).

Besides, Hartley and McWilliam (2009) suggest that, "video-narrative is a workshop-based practice in which people are taught to use digital media to create short audio-video narratives, usually about their own lives. The idea is that this puts the universal human delight in narrative and self-expression into the hands of everyone." P.03 Meadows (2003) proposed another considerable definition that spots the light on the idea that video-narrative involves technology application in which low-cost cameras and tools are used in order to create short multimedia stories that encompasses the user self-contribution in terms of the content. This implies that a video-narrative making is not demanding students to use very expensive tools to design an organised and expressive video, which makes it easier for the teacher to incorporate this technique in the classroom.

The Seven elements of Video-narrative

Lambert and Mullen (2003) elaborated a very interesting and effective model in which seven elements has been identified in order to guide students in the video making process. These elements are as described in the following:

A Point of View: Any piece of writing is written for a purpose to describe a specific point of view to a given audience. Therefore, this element refers to the message that the narrator tries to communicate in the video i.e. the meaning behind the narrative that needs to be conveyed in order to make all the aspects of the movie go hand-in hand with the flow of the point.

A Dramatic Question: Developing an interesting question helps in sustaining the audience's attention and interests of what is being told. It assists them to identify problems at the beginning of the narrative that are usually solved at the end.

Emotional Content: It the kind of personal connections that are portrayed in a powerful and expressive way. They help in engaging the audience with common emotions like love, pain,

humour using a tone and effects that help the audience to use their imagination to get an image of the content.

The gift of your voice: Sometimes listening to reluctant readers makes great stories sound boring while some readers make ideas come to life through their accurate intonation, stress, and pitch of the voice. The voice is a unique gift that is considered as a meaning making on its own since it helps to enrich the narration with expressive timbre. Thus, it is of great importance to do several recorded practices and choose the most powerful one to make the narration sounds natural.

The soundtrack: Lambert (2003) emphasis on the point that selecting the proper kind of music acts as mood and feelings determiner. It can also support the narration with meaning, experience, and excitement.

Economy: The short length of the narrative is a major characteristic of a good narrative, but comprehensive enough. The words and elements of the narrative should be carefully selected to avoid overloading information that will cause confusion.

Pacing: The progression of the constituent elements of video-narrative as discussed in the above are what form pacing. The latter is to control the rhythm of narrative in terms of how quickly or slowly the images, speech rate, and music will flow.

Theories that support the use of Video-narrative in education

Obviously, many theories have been developed to enhance learning and teaching outcomes within the field of applied linguistics such as behaviourism, cognitivism, and constructivism. Each theory has its own concepts and methods of how the individual achieve better learning. The major foci of this study is directed towards the constructivist approach for many reasons.

Initially, the notion of constructivism is closely related to Lev Vygotsky. Vygotsky (1978) highlights that: "within the constructivist approach, learners are seen as autonomous, active agents where learner interaction and dialogues are central to the learning processes." Accordingly, learners are considered as active knowledge creators rather than being passive knowledge

consumers while teachers are guiders and facilitators. Additionally, the knowledge construction is a process that occurs through social interaction in which the individuals learn in their surrounding environment. This is the so-called socio-constructivism or socio cultural theory which emphasises on the role of the social community to building meaning. That community could be a classroom. This relation between the individual and social context in constructing knowledge is the reason behind the researchers' considerations of describing this theory as relevant to the use of video-narrative in education. The link between the student and the group for whom s/he produces his/her VN is a contributing element related to the social process in a narrative making. For example, asking or receiving feedback from classmates and the teacher while producing the task.

Secondly, another fundamental point in Vygotsky's approach was the statement that, "A defining feature of human mental functioning (on both the intermental and intramental planes) is that it is mediated by tools and signs." Vygotsky used the concept tools to refer to something materialistic and concrete while signs are abstract which refer to what is called language. According to Vygotsky's interpretation of the word tools is the objects used to facilitate students' learning process. Recently, the technological development makes it possible to include digital devices among these tools. He denotes to the relationship between the learner and the learning goals is established with artefacts playing the role of mediators. This relation resembles the one between a student and the learning outcome of a video-narrative activity in which the tool links the student to what is being learned.

How can video-narrative be relevant to teaching and learning

The integration of video-narrative in classroom settings is a powerful technique that has profound implications for teaching and learning goals. According to Robin (2005), "students who participate in the creation of video-narratives may develop enhanced communication skills by learning to organize their ideas, ask questions, express opinions, and construct narratives". Therefore, linking students with the narrative construction is merely a valuable task that results

many positive outcomes in the learning experience. With regard to Alexander (2011) point of view is that critical thinking and problem solving, observation, experience and reasoning are all the skills that work for writing the narrative. Consequently, it is a reflection on the students set of knowledge in mind to make meaning.

Teachers are implementing various kinds of practices to help learners in attaining better learning results. The technological instruments are not absent in the classroom instruction for their vital role in providing students with the opportunity to criticise and reflect their thinking to interact with one another. According to alexander (2001) who suggests that, "Because video-narrative requires a significant amount of time, it does not lend itself well to snap assignments. It does, however, suits project-based learning." The combination of video-narrative and project-based learning serves in teaching content in a creative way to make reluctant learners respond to learning tasks effectively, unlike the traditional papers. He adds that students who fully participate in their video-narrative projects, they are likely to develop skills like collaboration, understanding complex content, reporting perceptions, comprehension, and imagination in an organised manner.

Video-narrative in the English language classroom

Many researchers described Video-narrative as an effective language learning technique as it encompasses the four basic language skills reading, writing, speaking, and listening in one single tool. Since learners are required to read carefully, write about what is read to construct the narrative, voice the narrative into an audio, and listen to those of other classmates. Concerning reading comprehension, that is the core of this research, Royer and Richards (2008) discuss that the video-narrative process assist in developing a set of cognitive strategies such as visualising, inferring, making connection, synthesising, summarising information, vocabulary, fluency and others like the use of graphic organisers and collaborative learning. They both agree on the point that these strategies are the most effective ones recommended for successful comprehension of the material. Gunter (2012) claims that, "learning to construct a video-narrative can actually help

students develop better reading skills". In other words, it is considered as the aligning bridge to the practice of these strategies for better comprehension as demonstrated the following by Royer and Richards (2008):
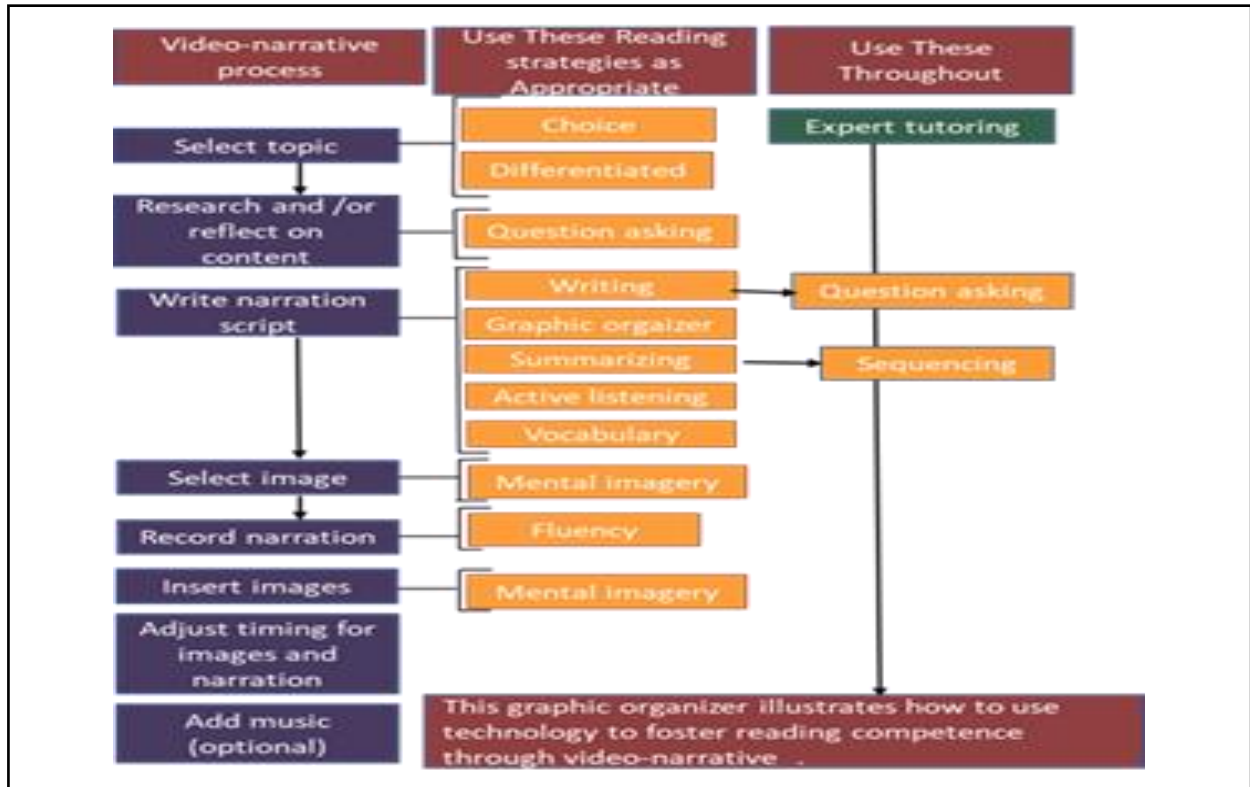
Figure 02: A graphic organiser that illustrates how video-narrative can be beneficial to reading comprehension.

Visualising: Having students to illustrate their narrative with self-selected images to portray how they visualised the content helps in improving comprehension.

Fluency: Allowing students to practice several rehearsing of their narratives with their partners helps them to read fluently and expressively; and significantly better comprehension.

Graphic organisers: Asking students to draw their own story maps in the pre-production stage allows them to recognise the structure of the narrative flow.

Summarising: The short amount of time devoted for a video-narrative obliges students to identify the main ideas and details of the text.

Vocabulary: Encouraging students to choose new, powerful words for their narrative helps in activating prior knowledge that is a vital element in comprehension.

Writing: Reading activity is more beneficial when combined with writing. Therefore, requiring students to write about what they have encountered in the reading text in their own style of writing helps to boost comprehension.

The creation of video-narrative projects will not only improve reading comprehension but also reflects one's is writing abilities. According to miller (2009) who asserted that, "while writing the narratives students tend to compose coherent paragraphs in terms of the structure as well as to simply play with words and become more comfortable with their writing process". Furthermore, Video-narrative is a tool that helps students in fostering their speaking and listening skills as they learn to evaluate their pronunciation of each word in the narrative in terms of intonation and stress after many recordings, in addition to achieving comprehension through listening to other audios of their mates. (Foelske, 2014)

Video-narrative role in fostering EFL learner's engagement in the class

Foelske (2014) argued that, "Engaging and motivating students has become a focus that is as important as the content we teach."P.09. Accordingly, it is necessary to consider raising students' interest and motivation towards the course for better comprehension achievements. However, some students feel anxious, inferior so they prefer keeping quiet and silent for the sake of not committing mistakes and being ashamed in front of their teachers and classmates. Lence (2013) confirms that the use of video-narrative greatly assist in creating a positive learning atmosphere where students are feeling motivated, relaxed, and safe resulting active class participation which allows them to build their confidence in learning the target language. Another contributing factor in enhancing students' engagement in all the educational levels is technology integration. Students are likely to show excitement and motivation when exposed to technological materials. Thus, video-narrative strategy gives teachers the opportunity to grab the learners' interests in a motivational way like never before (Lowenthal, n.d). Giving the learners the floor to play the role of active learners also is an effective engaging reason as explained by Sadik (2008)

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in his statement: "Students are engaged and motivated when they have the control of their learning which is extended beyond the four walls of a classroom." Video-narrative gives students the responsibility to take charge of their learning task using the power of their own voice as they express their perceptions, comprehension, imagination and creativity in a vivid and coherent manner.

Pedagogical benefits of video-narrative

The implementation of video-narrative opens the door to many benefits that lead to better academic outcomes.

Developing technical skills

According the technological progress, learners find themselves in a world where they need the skills to perform well in digital environments either in learning or in future career. Video-narrative technique is a good source in which students practice a wide variety of computer skills via different software devices to be successful in the age of digital savvy. Bull & Kajder (2004) claimed that VN puts this opportunity in the hands of the learner by exposing them to the benefit of gaining experience with many technical skills such as photo editing (rotate, crop, colour) and video editing (transitions, timing, and the like).

Developing problem solving and decision-making skills

Researchers like Sadik (2008) who observed students works with video-narrative reported that problem solving and decision-making were highly involved in the process of video making. Therefore, since a good narrative requires a worthy content, learners must first achieve the role of meaning makers. In this regard, VN process offers the chance to practice these skills by making decisions about what steps to follow in reaching the desired goal, and which word, visuals, music would best work for the purpose in addition to when to use each. Thus, it requires the students to synthesise information and use their critical thinking (miller, 2009)

Developing Soft skills

One of the most important standards for curriculum development in schools is soft skills. Creating video-narrative provides opportunities to practice and master a great number of these important skills that are considered as qualities of good learners. Through the steps of making a VN, the student becomes rich in the following:

- Interpersonal skills

- Communication skills

- Collaboration and team working

- Oral speaking

- Visual and sound literacy

- Networking

- Project management

Categories of Video-narrative

Robin (2006) differentied three main types of video-narrative that can be classified as the following:

- **Personal narratives:** according to Robin, (2006) this kind of narratives is what usually assigned by teachers. It revolves around the idea of self- discovery in terms of sharing significant personal events, thoughts, emotions with the others (as cited in Najat, 2014)

- **Historical narratives:** it describes the life of other people or even institutions and history of cities. They can be attained with photographs, archive documents, or bibliographies (Robin, 2006).

- **Narratives that inform or instruct:** they intend to discuss and share information. They can be used for transforming scientic fact, rules, or policies for instructional purposes of an important subject (Robin, 2006).

The stages of video-narrative making

According to Sadik (2005), the process of making a video-narrative goes through three main stages namely, pre-production, during production, and post-production.

Stage 01: Pre-production

It includes five main steps. The first step consists of asking questions about the topic information. Learners need to have time to brainstorm, discuss, and develop ideas for the narration that they want to tell. At the end of this stage, learners have a clear idea, topic, and focus. Then, students should accomplish the scripting phase in which students brainstorm ideas following a writing approach process (drafts, editing, rewriting) in order to develop the events of the narrative in well-structured way. Afterward, a story map is designed to illustrate the main components of the narrative because almost every piece of writing has a geographic component. This step facilitates the process for students to keep the information to-the-point, removing extraneous details that would both make the narrative less interesting.
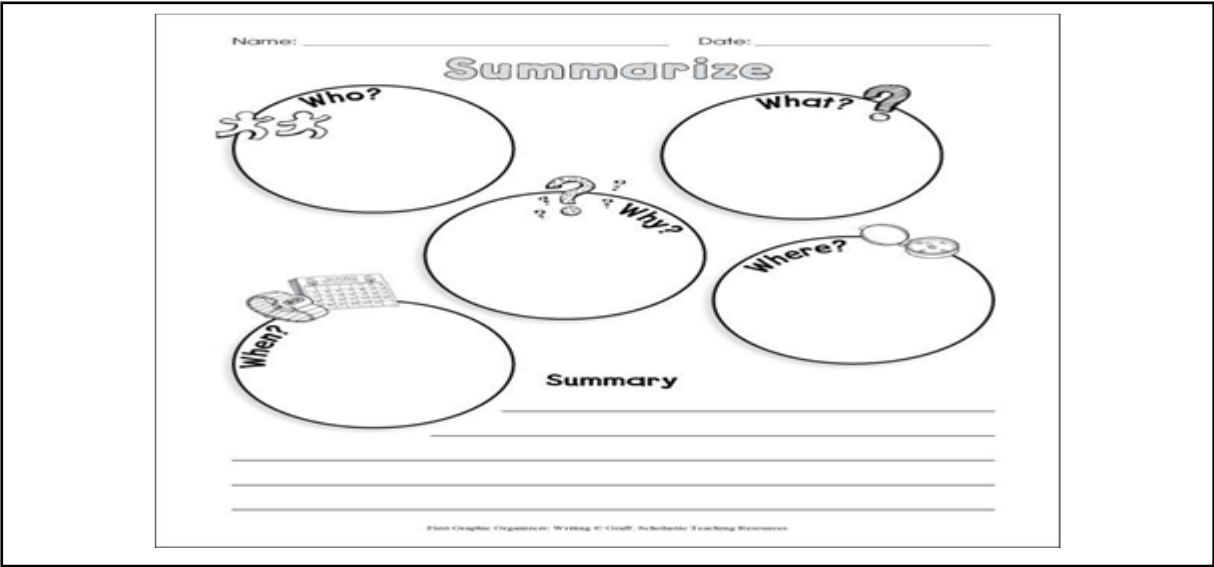
Figure 03: an example of a storyboarding of the narrative

Stage 02: During production

Van Gils (2005) discussed that, "the objective of this step is to visualize your message in the context that it will be experienced by the audience in order to better understand how the message can/will be received". In other words, it is a translation of theory into product. Furthermore, it allows the student to plan and organise the elements of the video-narrative in terms of putting images, text, coherence, music, the tone of the voice together in one single symphonic piece via a moviemaker application. In addition to that, the ideas of the narrative will be reimagined and refined as they revise the script.

Stage 03: post- production

After students build their video-narrative projects, they need to be released and shared with the others in order to get feedback and reflections about their products. This stage in particular has to be well planned and organised by the teacher, because it is what provide the students with information that builds their language proficiency.

Video-narrative tools

Video-narrative, the practice of combining the power of narration with digital content is hitting the field of education as a learning experience that helps to develop a wide range of skills. With the modern technological advance, it made more possible for normal people to create their own videos with no technical background information. Many different software programs are available on the internet for   free, or come with the operation system. However, the teacher has to choose the appropriate one according to the computer system because some are operating with windows while the others are with Mac system. Therefore, the teacher has to be aware of the type of computers in the school laboratories.

Many tools and software programs can be used in video-narrative making:

- Windows movie maker

- Adobe Premiere

- Wevideo
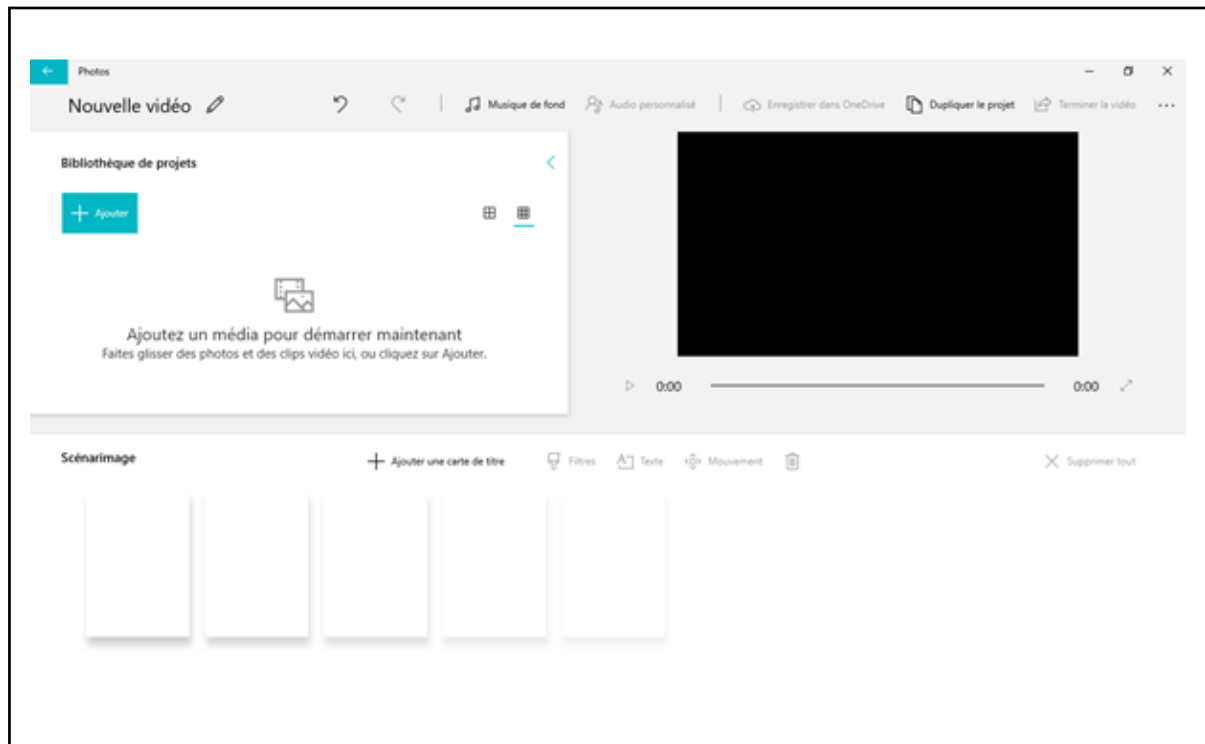
Figure 04: general window of windows movie maker software

There are plenty of web sites that can be used for making the video online without integrating any

kind of software programs on the computer such as:

- Animoto

- Adobe spark.

Challenges faced by EFL learners in video-narrative making

Although the current generation are called "technology natives" for being surrounded by the

various technological means in their daily life, but integrating video-narrative projects as an

effective learning and pedagogical strategy is still challenging for many reasons including the availability of the materials like the internet and computers, time, and many different skills.

Firstly, the main concern that teachers should have in mind is "do students have access to technology in order to get the resources?" S/he should bear in mind that not all the students have access to the internet and computers. For example, those living in the rural areas have difficulties to the access of the simplest needs concerning modern technology. Therefore, the teacher should demonstrate some facilitations with these students by offering some solutions like opening the school laboratories for them.

Secondly, according to Robin (2006) who suggested, "Teachers should to be aware that video- narrative projects can be time consuming." In the light of that, the latter would take several attempts to show a typical version of their project because students' technical skills are different from one another. Some students need a lot of time to finish their work while the others do not.

He stated that important issues for students is with using irrelevant information, and too much detail. Concerning the former, using extraneous information can mislead the point of their narrative without too much information and detail so they need to keep as simple as it to avoid getting away from the topic.

In addition to many other factors concerning the required technological funding from the administration, lack of the teachers' interest in implementing technological techniques due to the lack of time and crowded classes.

The teacher's role and the student's task

Students have different levels in terms of skill, knowledge, and learning styles, therefore, they need different ways of direction and guidance. Accordingly, teachers as facilitators may provide some scaffolding activities at the very beginning of the task in order to help them get the gist out of the text as suggested by Robin and McNeil (2012) like the following:

1. Analyse

a- determine how video-narrative projects will fit into the course

b- Consider the students number and their particular needs (English language ability, technological skills, etc.)

c- Create a timeline for project; decide which software programme will work best

d- Verify access to required materials

2. Design

 Plan the procedures for technical and pedagogical implementation.

3. Develop

a- choose a topic and write instructions for students.

b- Grouping students into teams.

4. Implement

Present assignment to students and fulfil according to the timeline.

5. Evaluate and deliver feedback

Concerning the students' task, after the doing many activities like brainstorming, and questioning activities, the students are assigned into different groups. The group members are allocated into different roles and responsibilities such as director, writer, producer, and editor. This division will create the spirit of organisation and collaboration among the students towards a common goal, which is the interaction with the text. Each group is from 03 to 05 members. They share their ideas and interpretations about the meaning of the text. Afterwards, the teacher like the following assigns them into different roles in their groups:

- **The director:** this member will be taking charge of the lead. One of his main responsibilities is to control the process of the video making as well as confirming that the final product is related to the first script.

- **The writer:** this student is responsible of writing the script of the video-narrative through transforming the meaning of the text into words.

- **The producer:** the role of this member is responsible of the materials used in creating the video like cameras, computers and the like.

- **The editor:** s/he should be skilled with computers. The editor is the one who make use of the software program to bring together all the video elements. The latter is also responsible for interpreting the text into visuals, sounds, and transitions.

Conclusion

The practice of teaching and learning is discovering many pedagogical benefits that video-narrative projects bring into the classroom including language skills and many other research skills. However, teachers sometimes face certain circumstances that make it difficult for them to use this exciting method of teaching for the lack of classroom time, and challenges with equipment issues. This chapter was an attempt to review the basic notions related to project based learning. Moreover, it tried to provide a historical background about video-narrative and its different definitions according to several researchers. In addition, the chapter tackled the various pedagogical benefits of video-narrative projects, and how it can be applied in EFL classroom. Furthermore, the chapter highlighted the different theories like constructivism, and its relationship to the use of video-narratives in education; and how it can be relevant to the practice of teaching and learning. This chapter discussed the stages of the video-narrative projects and the faced challenges by EFL learners while making the video-narrative. Besides, the chapter stressed the significance of the teacher's role and the student task

CHAPTER THREE

FIELD WORK

Data analysis and Interpretations

Introduction

The present chapter demonstrates the fieldwork and the analysis of the collected data. Initially, it presents a theoretical background on the research methodology underlying the study. In addition, it attempts to describe the rational of each data collected methods to examine the hypothesis under investigation. It includes the description of each date collection method, data analysis and the interpretation of the results in addition to the statistical procedures. Therefore, the chapter provides with a careful discussion of the findings in order to answer the research questions

Research design and methodology

Methodology

In completing this study, we followed a qualitative research method involving two sources of information in the form of questionnaire for students and interviews for teachers at the University of Biskra, to explore the use of video-narrative projects to foster EFL learners 'reading comprehension. With this case of study, the aim is to portray the students and teachers attitudes and opinions towards using this technique through students-led projects to better outcomes in reading sessions.

Population and sampling:

The participants in the present study are randomly selected out from the large population of second year LMD students of the English field at Mohamed Kheider University Of Biskra. In this scope, fifty (50) students participated in our study out of the total number 386 students. Whereby age and gender are not taken into account in this case because they are not influential variables. in addition to five (05) teachers of various modules in which reading is part of their subject in order to obtain their opinions concerning the contribution of video-narrative projects to enhance students' reading comprehension. The selection of this sample was purposive because of certain criterion in terms of dealing with more readings in various modules in this level, and they

might have experienced studying in the laboratory or they may have been exposed to technological tools in the oral expression.

The student's questionnaire

Aim of the questionnaire

In accomplishing this study, a semi-Structured questionnaire is aimed at collecting some information to prove the students perceptions about the various benefits of video-narrative projects on promoting reading comprehension and to survey students' opinions towards the use of this kind of projects in reading.

Description of the questionnaire

The questions in this study were designed to gather sufficient data to support the exploration of the research questions, while at the same time being interesting enough for the students to want to answer, not too difficult to read or answer, and not too lengthy. This questionnaire is made upon 18 items. The items are organised into three main sections and each one have a tendency towards providing a set of information. Most of the asked questions are in the form of closed-ended questions (yes/ no, Likert scale, and multiple choices), and open-ended question.

The first section encompasses seven questions that focus on obtaining an overview about the reading. The second section includes two questions to determine their opinions about project based learning. The third section contains nine questions that hold insights about the student's views concerning the use of video-narrative projects.

Validating and piloting

Once the questionnaire was agreed on to be a valid instrument by the supervisor, the researcher directed this tool to the piloting stage to check whether the questions were comprehensible enough to reach its major aim. This test was applied on a random sample of 15 students at the University of Biskra. During this stage, five students faced some difficulties in

understanding the terms in question 10, in question 08, and in the item five within question 07, and in question 16. These terms were kept, but when delivering the questionnaire the researcher tried to explain and clarify to some of the learners with examples, and synonyms to allow them give accurate answer.

Analysis of the students' questionnaire:

Question 01: How often do you read?

This question sought to confirm to what extent students make efforts to build the habit of reading in English language. The students' assertions are demonstrated in the following illustrative table:

Table 01: the students' reading habit

Option	Participants	Percentage
Frequently	6	12 %
Sometimes	28	56 %
Rarely	16	32 %
Total	50	100 %
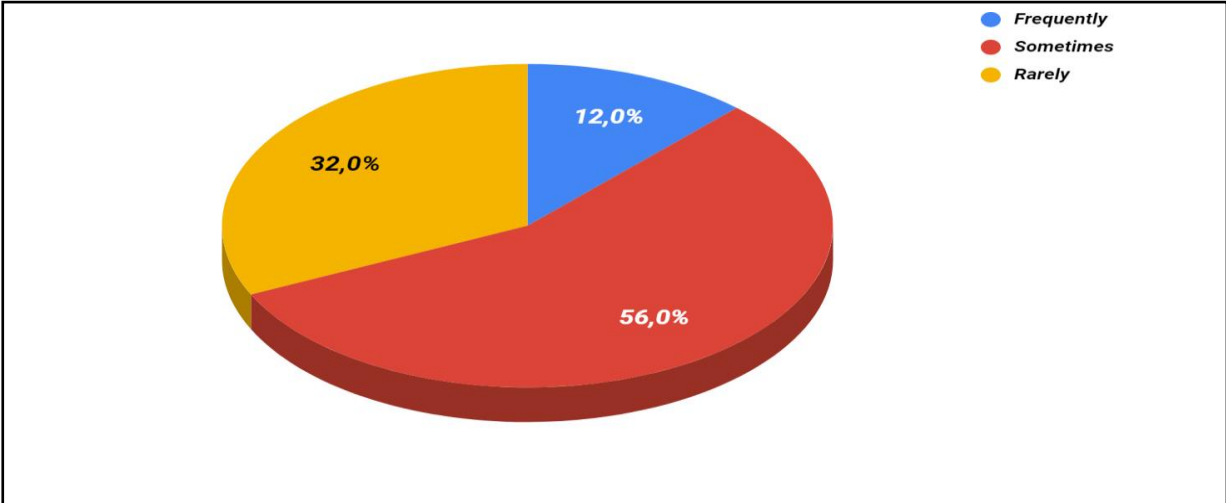
Pie chart 01: the students' reading habits

The absence of the habit of reading is dictated by the answers. Only 6 (12 %) reported that reading is a frequent act for them while 28 students making up (56 %) said that they sometimes

devote time for reading. Nearly half of the present sample present the students that they rarely come up to read with respectively 16 (32 %). These are unmotivated to read due to certain factors such hesitation, anxiety, and the lack of confidence in their potential abilities to accomplish any task of reading; therefore, the students need to be encouraged to read more through inviting activities to socialise around reading or the like.

Question 02: when do you usually read?

This question intends to provide information concerning the preferred place in which learners read. The results are illustrated in the following table:

Table 02: the students' preferred places of reading

Option	Participants	Percentage
Only in the classroom	12	25.5 **%**
During free time	38	74.5 **%**
Total	50	100 **%**
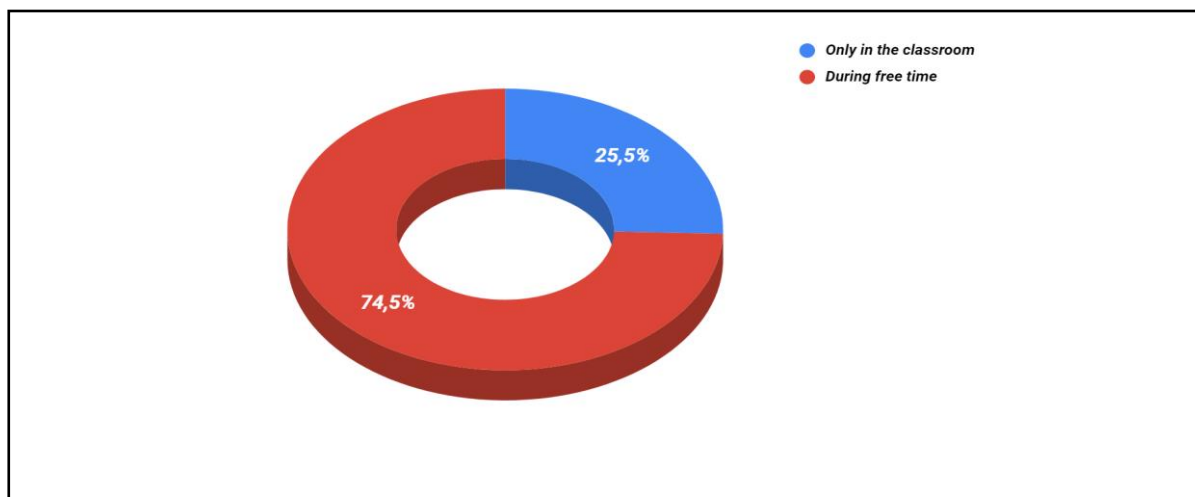
Pie chart 02: the students' preferred places of reading

The above statistics reveal that the majority of second year students presenting 74.5% (38) prefer to perform reading during their free time either at home, library, or somewhere else because they feel more comfortable and relaxed. However, 12 (25.5%) claimed that they are approaching

reading only in the classroom. This may mean that they are dependent on getting feedback or help from the teacher when they face certain comprehension problems.

Question 03: What kind of materials do you read, apart from university texts? (More than one answer was allowed while answering this question)

This question is aiming at getting feedback about the students' most preferred types of reading. The results are displayed in the following:

Table 03: the students' preference of reading materials. (More than one answer was allowed)

Option	Participants	Percentage
Novels	29	47.5%
Newspapers	5	8.2 %
Non-fictions books	9	14.8%
Others	18	29.5%
Total	50	100%
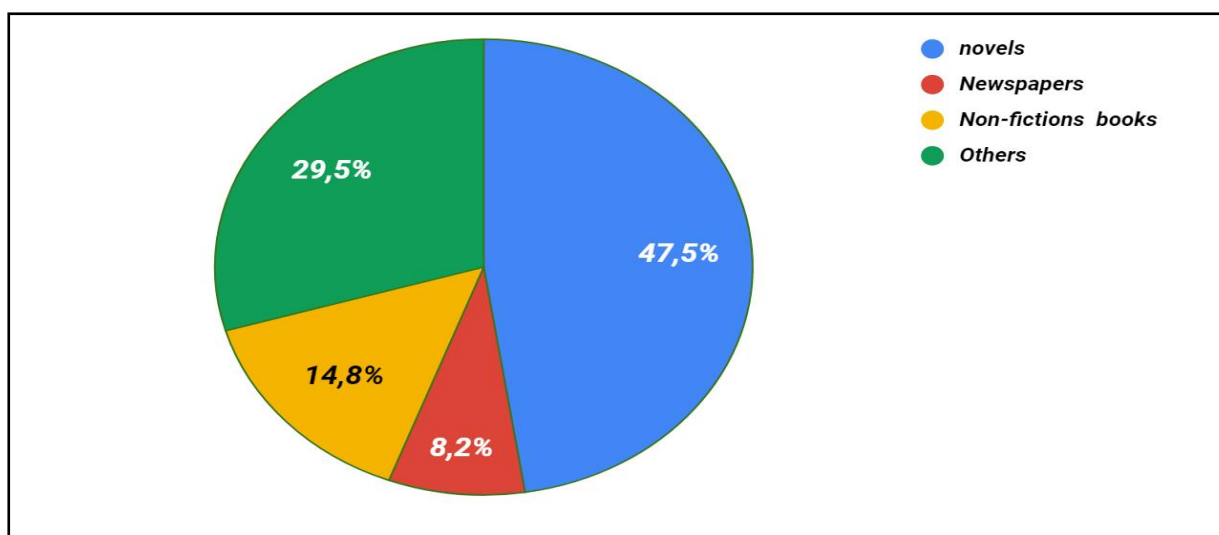
Pie chart 03: the students' preference of reading materials

The above findings demonstrate that the majority of respondents 29 (47.5%) like to involve themselves with reading novels whereas 8.2% (05) tend to read electronic newspapers as students portrayed. Others interest is directed towards non-fiction books forming up in 9 (14.8%). The last category denoted that they read other types of texts like handouts, and articles presented in 18

(29.5%). This proves that students may read for the sake of pleasure rather than looking for information that may positively help them in learning the language.

Question 04: How often does your teacher give you reading to do as a homework?

The aim of this question is to gather information about whether if giving readings to do as homework is appreciated in our classes or not.

Table 04: the frequency of giving readings as homework

Option	Participants	Percentage
I never have reading to do as homework	12	24 %
Less than once a week	23	46 %
1 or 2 times a week	15	30 %
Total	50	100 %
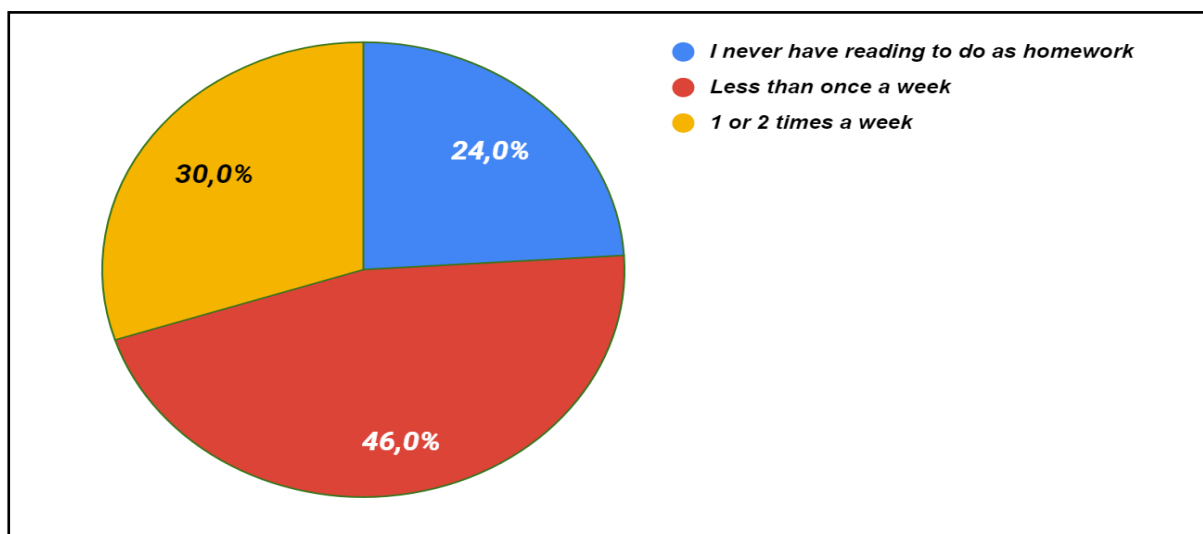
Pie chart 04: the frequency of giving readings as homework

We observe from the attained results that the majority of students 23(46%) were given reading homework to accomplish less than once in week. There are 15(30%) who answered that the frequency of these reading homework 1 or 2 times a week. A small number of students 12(24%) stated that they never have readings to do as homework. Although these numbers revealed that, there is a slight light in terms of reading homeworks but it is not satisfying regarding its importance.

Question 05: when you read a story or a text, do you succeed to comprehend?

This question search for information about students' ability to achieve comprehension of texts. The results are being showed as the following:

Table 05: the students' success of achieving comprehension

Option	Participants	Percentage
Yes, I always comprehend	7	14 %
I comprehend, but sometimes I do not	40	80 %
I rarely comprehend	3	6 %
Total	50	100 %
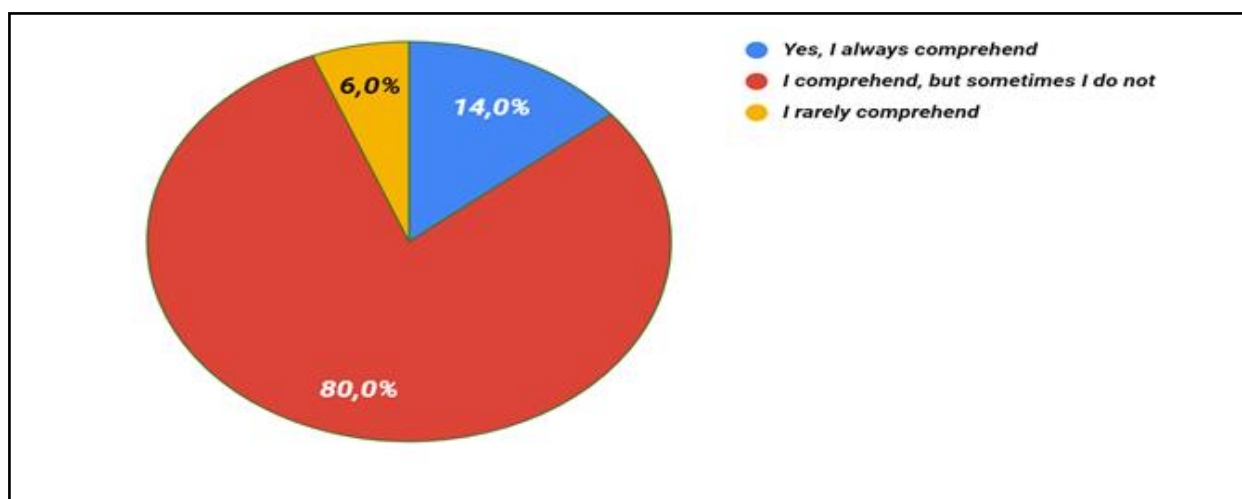
Pie chart 05: the students' success of achieving comprehension.

As mentioned in the above, the highest proportion of students is 40 (80%) asserted that they comprehend, but sometimes they do not. Moving to the second one (14%) 7 confirmed that they always comprehend may be because they read a lot in English and they make use of strategies to monitor their comprehension while the lowest proportion presents those who claimed that they rarely comprehend with 3 (6%).

Question 06: What are the main difficulties that hinder your comprehension process?

This question tends to find out the major difficulties that stand as an obstacle for students to achieve comprehension.

Table 06: the difficulties that hinder students' comprehension

Option	Participants	Percentage
Decoding words	14	26.9 %
the meaning of words	30	57.7 %
recognizing the text structure(text form)	8	15.4 %
Total	50	100 %
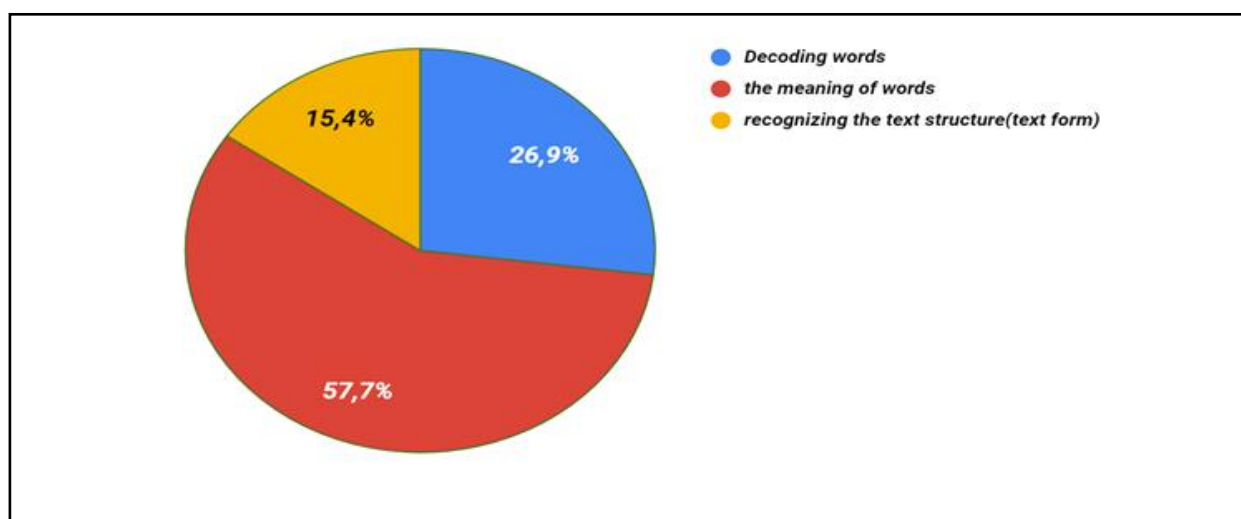
Pie chart 06: the difficulties that hinder students' comprehension.

It can be noticed from the results that most of the students face problems with inferring the meaning of words 57.5% (30) while some of the students 14(26.9%) appealed that they decoding the words in terms of recognizing the written and spoken symbols is what stands as an obstacle for them. Only Eight students (15.4%) claimed that they do not recognise the text structure concerning the order of paragraphs and so on. Out of the finding, we may say that second year students still face these problems because of the lack of practice of reading inside and outside the classroom.

Question 07: How often do you use these strategies to achieve better comprehension?

The major aim of this question is to know the frequency of use of certain comprehension strategies

that have a relation to video-narrative for the sake to conclude whether they are able to do it or not.

Table 07 : Ranking the surdents' most frequent comprehension strategies in use

	01		02		03		04		05		06		07	
responses	N°	%	N°	%	N°	%	N°	%	N°	%	N°	%	N°	%
Always	11	22	24	48	23	46	28	56	5	10	14	28	10	20
Sometimes	26	52	23	46	23	46	16	32	17	34	22	44	18	36
Rarely	13	26	03	6	4	8	06	12	28	56	14	28	22	44
Total	50	100	50	100	50	100	50	100	50	100	50	100	50	100

Concerning statement number one, which stands '**for using illustrations like pictures**

and titles to predict the meaning' , 26 students (52%), reported that they sometimes refer to

illustrative pictures in the text in case of ambiguity whereas 11(22%) said that they always do that.

The third option that got 13 (26%) around the rare use of this kind of illustrations may be because

they do understand the written passages easily and are able to visualise information on their own.

The second statement refers to **'using keywords to help me get a hint about the meaning'**

24 students (48%) asserted that they constantly use keywords to infer meaning from the text while

almost the same number 23 (46%) said they sometimes do so. This enlightening result that shows

that the majority of students are actually do not quit reading when comprehension is failed, but

they try to make use of their prediction and inferencing skills. A few number of students 03(06%)

stated that they rarely try to infer meaning from keywords. this is may be have strong blocks of

vocabulary in mind which a positive feature for a reader.

The third statement discusses the point of '**using previous knowledge to link my past**

experiences to the text.' The constant 'always' and occasional 'sometimes' use are in the same

rate presenting 23(46%) for each. This is a promising result about connecting what they already

know for better comprehension of materials or even for producing their own version of meaning.

A slight proportion encompasses those who rarely try to activate their prior knowledge. We can say that the majority are familiar with this strategy which may help them to be more productive in certain activities by which they tend to rely on their own.

The fourth statement is '**I try to create a mental image about some ideas in the text**'. The most popular response was that their mind is always on frequent visualisation activities forming up in 28(56%) while almost half of the number 16 students (32%) said that they sometimes try to visualise what they read. A few number of students are rarely engaging themselves in creating mental images in mind presenting 06 students (12%). This may be because is due to either the lack of background experiences and they jump directly to any kind of illustrations in the text or they are dependent on the teachers explanation. From to total results, we conclude that the majority of students are good visualizers when reading which may positively influence their performance in reading activities where they need to use their critical and creative thinking.

In the fifth statement, '**I use graphic organisers as to understand the main concepts**' more than a half of the current sample 28(56%) indicated that they rarely make use of graphic organisers while 17 student (34%) pointed out that they sometimes use that kind of illustrations when reading. On the other hand, a very few students 5(10%) said that they always use graphic organisers. From these results, although the use of graphic organisers has many benefits towards better comprehension in terms of organising the main ideas and the text structure, we notice that the use of graphic organisers is absent in our classrooms.

Concerning the sixth statement, '**I summarise and write the text in my own words**'. We notice that the 'always' and the 'rare' use levelled off 14(28%) while the remaining students added their voice to 'sometimes' making up 22(44%) of the whole. Out of the results, we can see that the act of summarising passages in the students' own words and style actually paved its way among our students, but not in a large extent. They may be encouraged to develop this skill through more engaging activities.

The last statement **'I re-tell (narrate) my personal interpretation about the text in the classroom'** tends to gather information about to what extent retelling activities are appreciated in our classrooms. The results shown that 22 students (44%) are rarely participating in retelling or narrating their personal interpretation may be because of being afraid being mocked by mates while the other 18 students (36%) claimed that they sometimes get on the floor to share their voice with their mates in the classroom. Only 10 students (20%) said that they always participate in retelling personal interpretation activities may be in the oral expression sessions.

Question 08: Do you think that project based learning is an effective strategy in learning the English language?

This question seeks to gather information about students' opinions concerning the effectiveness of project based leaning as a strategy to learn the language.

Table 08: the effectiveness of project based learning

Option	Participants	Percentage
Yes	48	96%
No	2	4 %
Total	50	100%
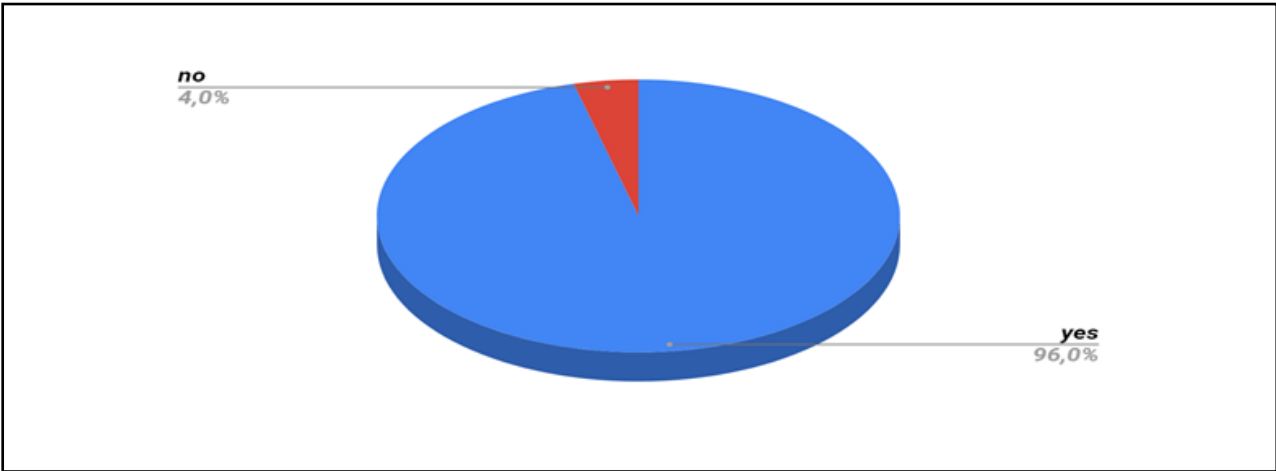
Pie chart 08: the effectiveness of project based learning.

Almost the whole presenting sample of second year students with 48 students (96%) said 'yes' they do think that project-based learning is an effective strategy for them to learn the

language while the remaining 2 students (4%) said 'No' it does not provide effective support for their language learning process. From the attained results, we come up to the point that the majority of students have positive attitudes towards project-based learning may be because it allows them to manipulate information and makes them involved in real life experiences.

Question 09: Are you required to participate in projects as part of your university studies?

The objective of this question is to know whether the requisite to participate in projects in our university is fulfilled as it should be or not.

Table 09: the requisite of participation in projects in university.

Option	Participants	Percentage
Yes	31	62%
No	19	38%
Total	50	100%
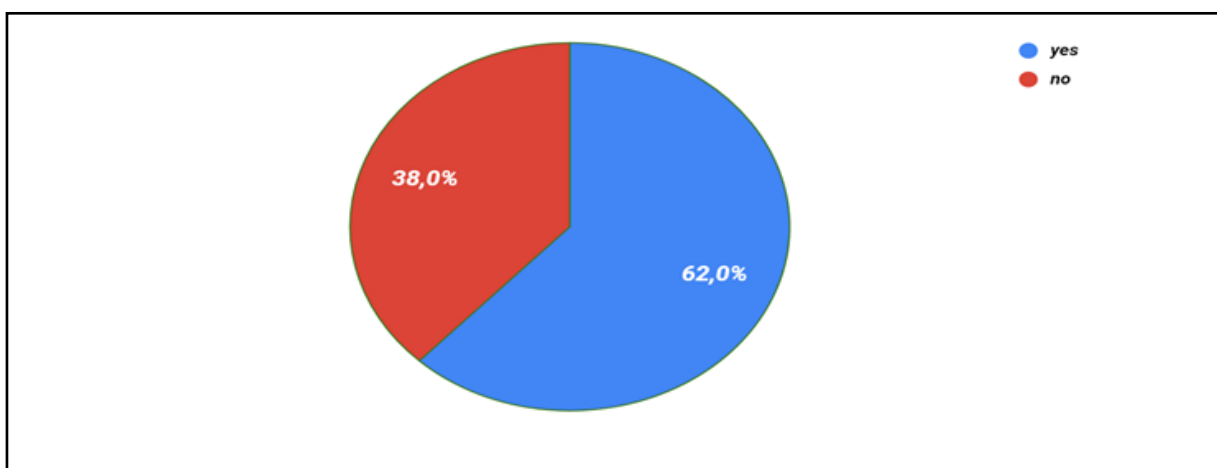
Pie chart 09: the requisite of participation in projects in university

This item seeks to gather information about students' views concerning their contribution at university projects. Based on the results above the majority of students 31 (62%) have selected the first choice "yes". However, 19 (38%) have chosen the second choice "No" hence, relying on their answers, we induce that most of the students were given the chance to practice learning through projects. This means that they have an idea at a certain extent about how they can manage their projects in terms of time and the flow of ideas. However, it is not quite satisfactory in an

environment of higher education and scientific research where students need to take to floor to be creative and explore the unknown. This leads us to recommend teachers to integrate it as a basic tool in learning the language.

If yes, how frequent are these projects?

Table 10: the frequency of participating in projects

Option	Participants	Percentage
Always	4	12.1%
Sometimes	24	72.7%
Rarely	5	15.2 %
Total	33	100%
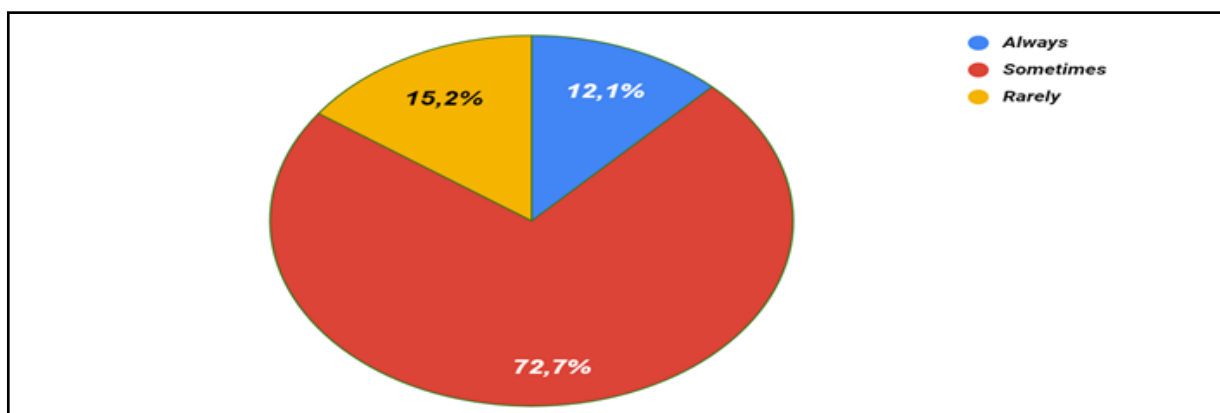
Pie chart 10: the frequency of participating in projects

Asking such a question was for knowing to what extent students participate in such kind of project. The above results reveal that 24 (72.7%) sometimes are asked to participate in projects at university; however, 4 (12.1%) claimed that they always participate in project-based learning activities. The rest of students 5 (15.2%) said that they rarely get involved in these activities. Based on the finding, the majority of students revealed the truth that getting the chance to project based learning is occasional. This means that the frequency of participating in projects is not reaching its peak.

Question 10: Have you ever been asked to create video- narrative projects before?

The main objective of designing this item was to obtain students' background knowledge of video-narrative projects, and their experiences with it at school.

Table 11: the students' prior use of video-narrative projects

Option	Participants	Percentage
Yes	13	26%
No	37	74%
Total	50	100%
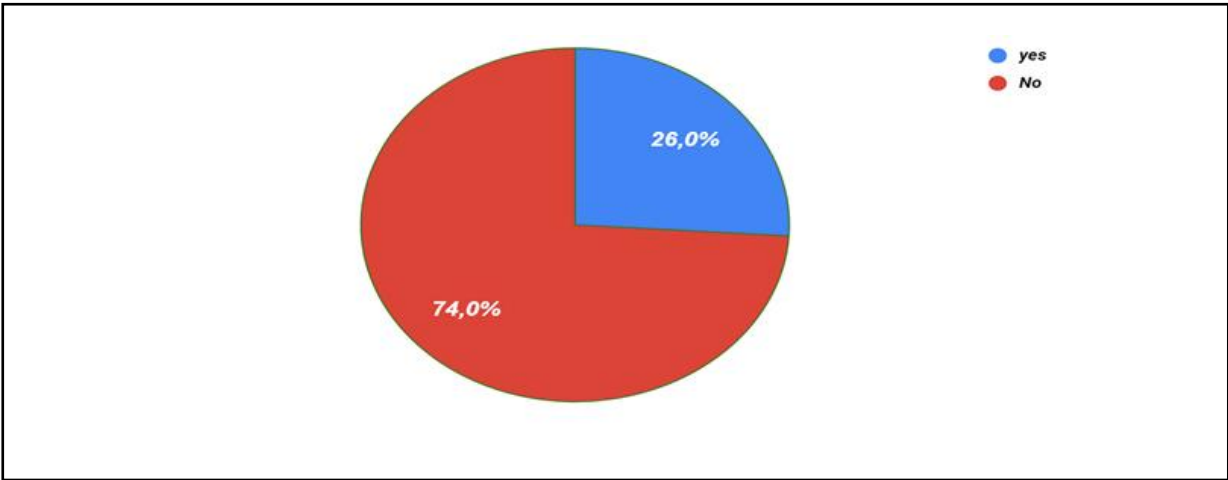
Pie chart 11: the students' prior use of video-narrative projects

The majority of students said "no" they have never been asked to create projects in video format while 13(26%) said "yes" they have been demanded to create video-narrative projects before in school. This is not a pleasing statistic, but there is slight light that makes it possible to expand this number if it is more encouraged by teachers in our scope.

Question 11: being never asked to create a video-narrative project means that….

Table 12: the student's knowledge of creating video-narrative projects.

Option	Participants	Percentage
You do not know how to create a video-narrative?	14	36.8%
You know how to create a video-narrative outside the classroom, but you never used it as a learning tool?	24	63.2%
Total	38	100%
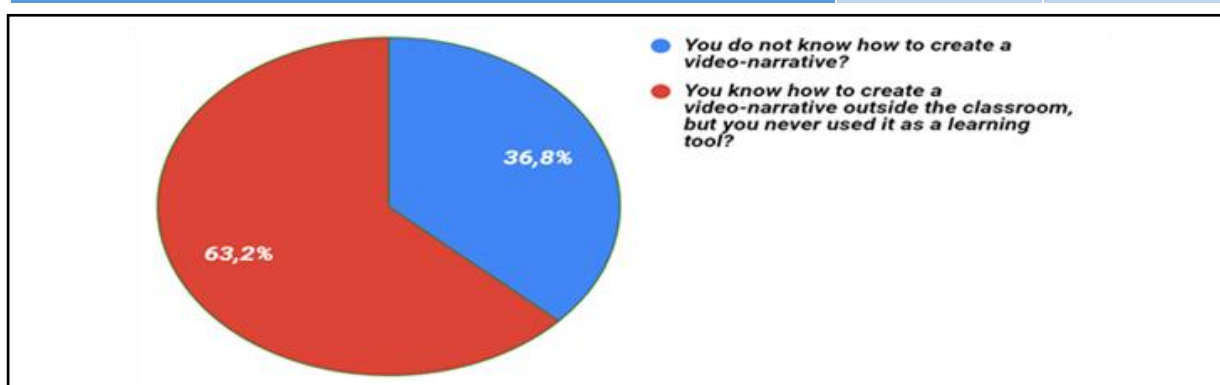
Pie chart 12: the student's knowledge of creating video-narrative projects.

This question sought to know whether second year student have some technical abilities to create a video on their own or not. Out of the whole, a majority of 24 (63.2%) opted for the second option **'You know how to create a video- narrative outside the classroom, but you never used it as a learning tool'**. The reasons appear obvious that they have ability and the skill to create it, but teachers and/or university do not encourage the use of such techniques. On the other hand, 14 (36.8%) have selected the first choice **'you do not know how to create a video- narrative'**. Regarding their answers, we may come up to the idea that the lack of encouragement and awareness about how to use such a technique is the reason, but with engagement and involvement, they will enrich their technical skills from peers or even the teacher.

If yes, how many times have you participated in creating a video-narrative project?

Table 13: the students' frequency of creating video-narrative projects

Option	Participants	Percentage
1 or 2 times	10	71.4%
3 or4 times	4	28.6%
Total	14	100%
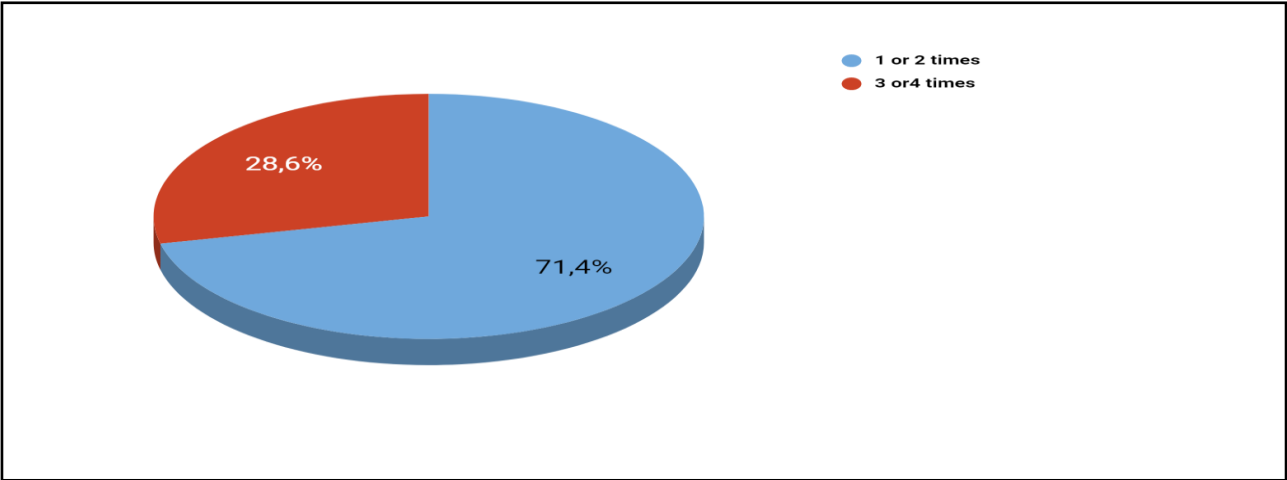
Pie chart 13: the students' frequency of creating video-narrative projects

This item aims to gain information about how often students were in charge of creating video-narrative projects. Ten student forming up (71.4%) reported that they participated in video-narrative projects 1 or 2 times ,however; Only four students (28.6%) reported that the opportunity to be engaged in video- narrative projects was actually 3 or 4 times in their school experiences.

Question 12: If the teacher asked you to create a video-narrative project, what are the main difficulties you think you may face?

Table 13: the encountered obstacles during making video-narrative projects. (More than one tick was allowed).

Option	Participants	Percentage
Lack of access to the internet	16	26.7%
Lack of access to the computer	14	23.3%
Lack of time	24	40%
Others	6	10 %
Total	50	100%
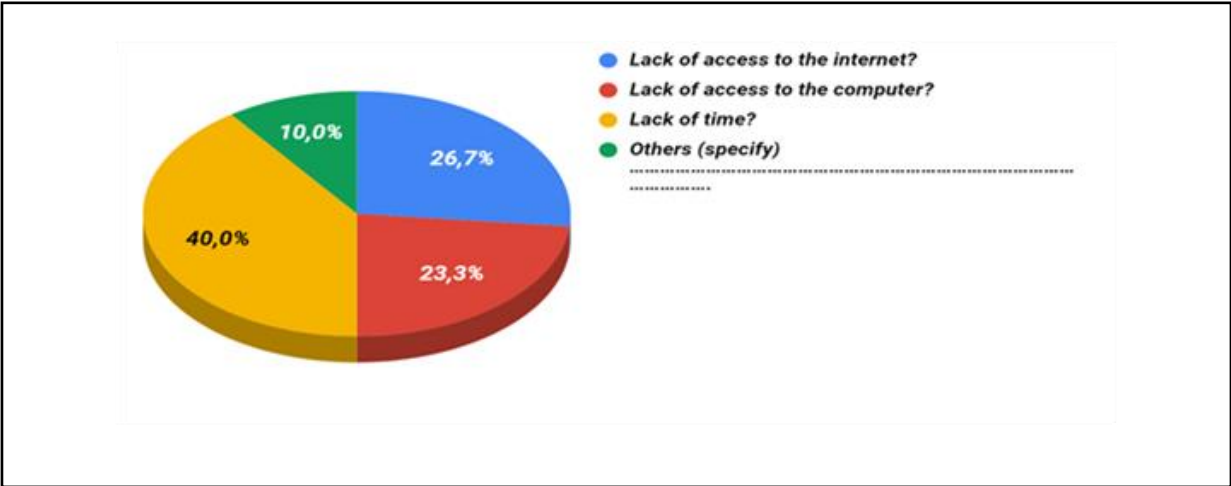
Pie chart 14: the encountered obstacles during making video-narrative projects

The main objective of this item is to find out the obstacles that students may face during making videos- narrative projects. Nearly half of the students 26.7(16) think that they may face difficulties with the "lack of access to the internet". The other students may face problems concerning the "access to the computer" presenting 23.3 %(14), but the 40 %(24) of the students said that "the lack of time" is deemed as one of the reasons that imped them to fulfil their projects. 10 % (6) suggested other difficulties like shyness and the knowledge of technical skills. Out of the results, we find that the most of the students think that the process of making a video takes a lot of

time to prepare it in addition to the internet to find the components of the video like pictures, and music.

Question 13: Do you think that video-narrative is useful to you to read effectively?

Table 15: the students' attitudes towards the usefulness of video-narratives in reading.

Option	Participants	Percentage
Yes	45	90%
No	5	10%
Total	50	100%
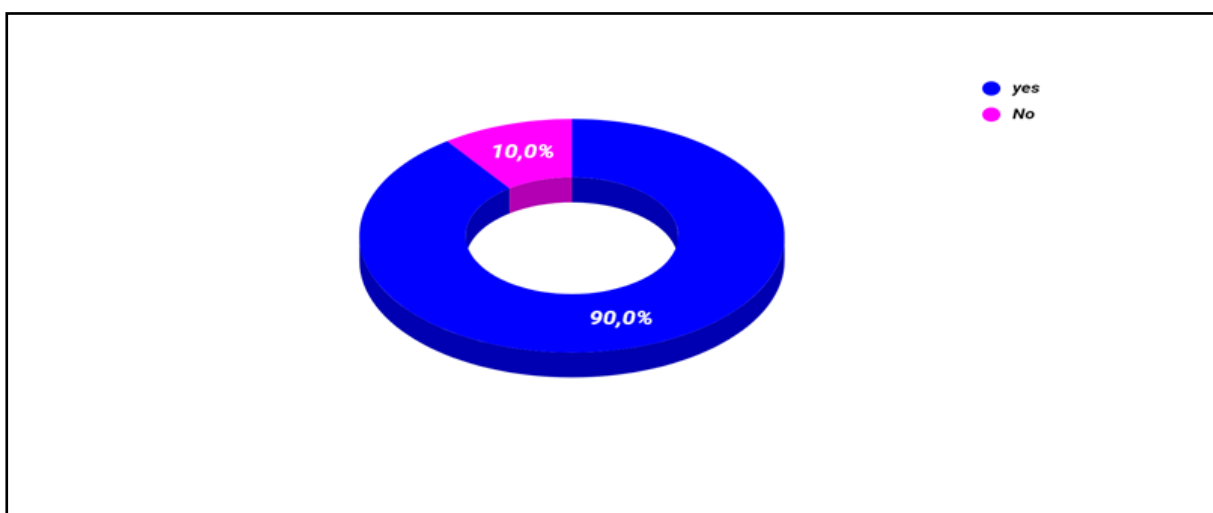
Pie chart 15: the students' attitudes towards the usefulness of video-narratives in reading

This item was designed to confirm students' attitudes regarding the usefulness of video-narratives projects to improve their reading comprehension skills. Based on the above illustrations, we observe that the majority of students 45 (90%) said "yes" but only five students forming up 10% said "No". out of the results, we induce that students find that this technique may positively affect their comprehension process when reading.

If yes, is it because it allows you to ….

This item asked for the purpose to find out students' views concerning the advantages of using video-narrative projects.

Table 16: the benefits of video-narrative projects

Option	Participants	Percentage	
Construct your own understanding	24	38.7%	
Facilitate collaborative work	16	25.8%	
Improves problem solving and critical thinking	20	32.3%	
Others	2	3.2 %	
Total	45	100 %	
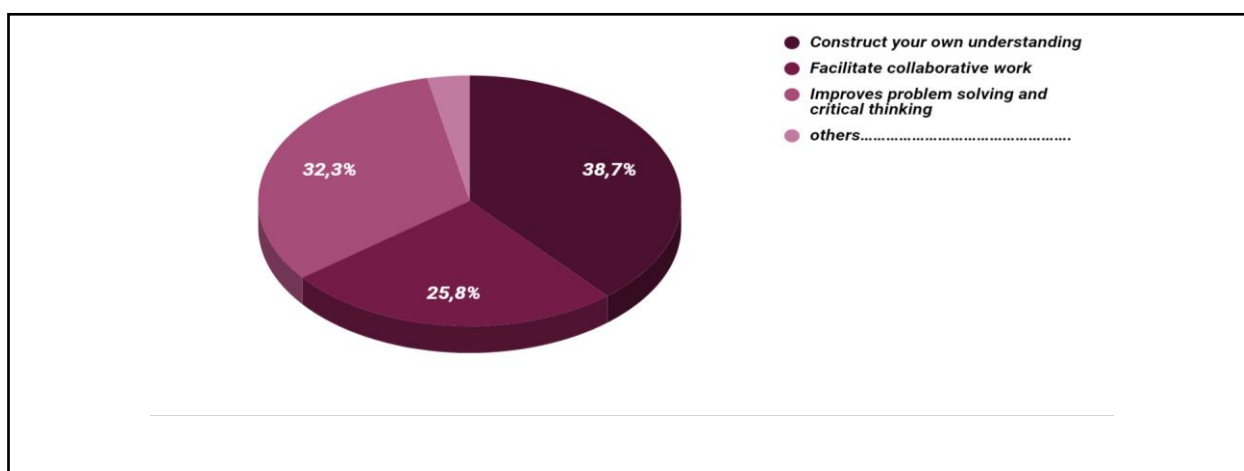
Pie chart 15: the benefits of video-narrative projects

Relying on the finding above 38.7 %(24) think that video-narrative projects help them to construct their own understanding may be because it give them the lead to try to report the meaning and self-interpretations of the text in their own way. Whereas, 32.3 % (20) said that it improves problem solving and critical thinking for its nature in making the students to question first and find answers through being skilful to think critically. However, 25.5% (16) think using this technique will facilitate collaborative work to benefit from their peers' knowledge and experiences. The rest of students 3.2 % (2) suggested other benefits according to their knowledge like improving memorising skills …

Question 14: Do video-narrative projects change your attitude or motivate you to read?

The major aim from asking this question is to figure out students attitudes about whether video-narrative helps in motivating them to read or not.

Table 16: the students' perception of video-narrative projects in changing motivation to read.

Option	Participants	Percentage
Yes	43	86%
No	7	14%
Total	50	100%
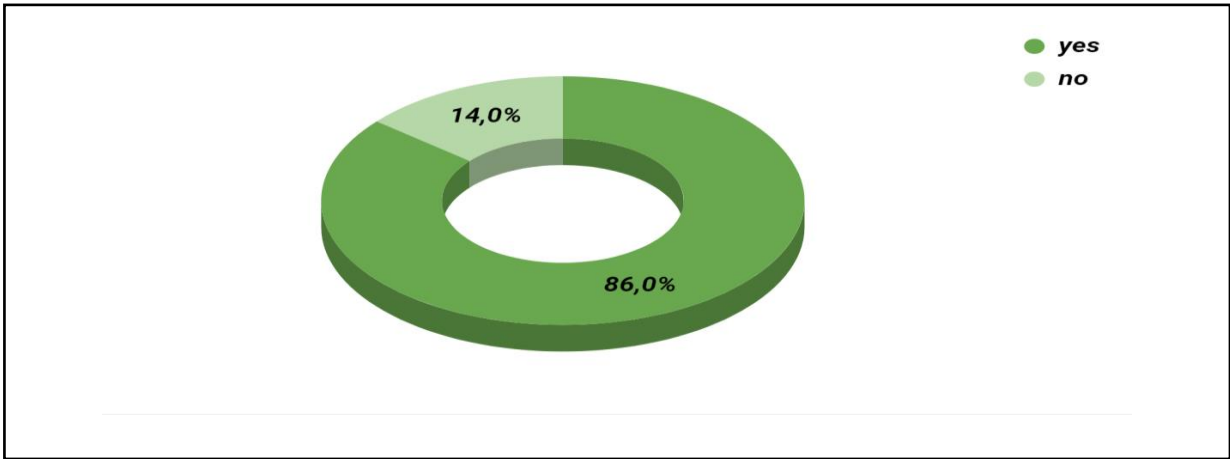
Pie chart 16: the students' perception of video-narrative projects in changing motivation to read.

       The table and figure show that most of students 86% reported that "yes" video narrative motivate and encourage them to read while 14% answered the opposite. We find out that the majority of students are eager to experience this technique because it makes them keen to explore the text with a more fun and motivational way that meets their passion in the digital age.

If yes, to what extent do you prefer to use video-narrative projects as a tool for improving your reading?

Table 17: degree of motivation when reading with video-narrative projects.

Option	Participants	Percentage
I extremely prefer to	10	23.3%
I strongly prefer to	10	23.3 %
I somewhat prefer to	23	53.5 %
Total	43	100%
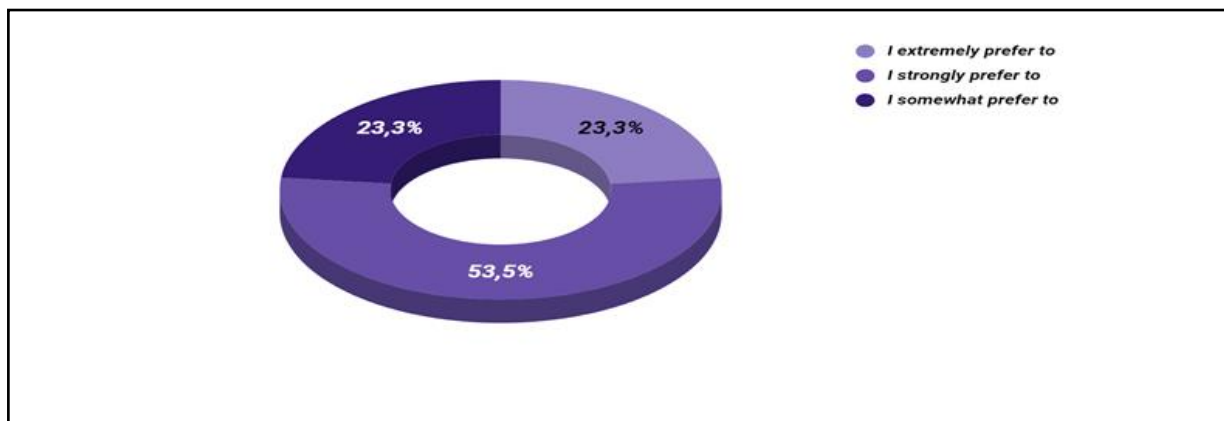
Pie chart 17: degree of motivation when reading with video-narrative projects.

This question helps us to find out to what extent students are motivated when they incorporate their reading with video-narrative projects. Regarding the above results we notice 53.5% asserted that "I somewhat prefer to" whereas 23.3% (10) maintain on the following choices "I extremely prefer to", "I strongly prefer to". We notice that student are divided between a half that it in the extreme and strong preference while the other half motivation is not very strong may be because of the lack of materials, internet, technical skills, or even time

Question 15: To what extent do you think these steps are useful to your comprehension?

This question is designed to gain information about students' opinions about the degree of usefulness of video narrative steps in fostering comprehension.

Table 18: the degree of usefulness of video-narrative elements in raising comprehension

Response	01		02		03		04	
	N°	%	N°	%	N°	%	N°	%
extremely useful	18	36	14	28	20	40.8	23	46
strongly useful	20	40	19	38	24	49	15	30
somewhat useful	12	24	17	34	5	10.2	12	24
Total	50	100	50	100	50	100	50	100

Concerning the first statement, **'Selecting a picture that best reflects what you imagined in your mind is...'** we observe that 18 (36%) have chosen the frequent "extremely useful "to use such kind of techniques to raise comprehension while 20(40%) are believe that is strongly useful to reflect comprehension in sort of pictures. This is very motivating results because pictures are very important to enrich meaning for their ability to tell what sometimes words cannot spell out. However, only 12(24%) see it as a useful step but to some degree.

Regarding the second statement, **'Finding the right music that best reflects the meaning of the narrative is…'** out of the whole present sample 19(38%) claimed that it is strongly useful to join music to emphasis the meaning of the narrative. In addition, 14 students (28%) are in the same rate but different in the degree, they see it as extremely useful. This is may be due to the spirit that can music add to meaning. Besides, 17(34%) of students responded with a somewhat useful. Since the incorporation of music is optional, in this case it is up to the video-maker to include it or not according to his/her preferences.

Consulting the students' views about the third statement **'Supporting your content with video is ….'** Revealed that almost half of the students with 24(49%) support the idea of adding a

video to strengthens the message by selecting the second choice "strongly useful" while almost the same number 20(40.8%) said it is extremely useful. It seems that this step is satisfying the students' preferences to be included within their video-narrative projects. This is may be because it helps to present ideas in the text into life that makes it more comprehensible. Only 5 students with a percentage of 10.2% said that it is somewhat useful to join a piece of video to support the meaning.

The last statement discusses the following **'Trying to summarise and write the content in your own words is…'**the majority of students 23(46%) showed positive attitudes by saying that it is "extremely useful" step whereas 15 students (30%) said that it is "strongly useful". We can say that students prefer such kind of activities where they need to make a summary and rewrite it in their own words, but they are not all the time asked to practice it although they are very important to comprehension. However, 12 (24%) picked the last option "somewhat useful" may be because they are receptive students more than being productive ones.

Question 16: Imagine that you yourself decided to choose a working method for your reading project, to what extent you agree or disagree with the following statements?

Table 19: ranking the degree of agreement with the reasons that push to work with VNP

	01		02		03		04		05	
Response	N°	%	N°	%	N°	%	N°	%	N°	%
extremely agree	23	46	24	48	22	44	23	46	20	40
strongly agree	21	42	19	38	12	24	16	32	18	36
somewhat agree	6	12	7	14	12	24	11	22	12	24
Total	50	100	50	100	50	100	50	100	50	100

The main objective of this item is to check to what extent students agree or disagree with the decisive factors that make them choose video-narrative projects if they have ever been asked to report their interpretations of the text. This question contains five statements.

The first statement is **'Using video-narrative means that I comprehend and remember a theme in the English subject better'.** A plurality of students with 23(46%) claimed that they extremely agree with this reason to push them chose such a technique for their projects while 21(42%) on the other hand other claimed that they "strongly agree" with this. This shows that degree of students' agreement is on a significant rate about choosing video-narrative projects to help them learn something new with respect to the content because they are more involved in the situation, and also to memorise factual knowledge. Only 06 students (12%) showed agreement but in a low rate by selecting "somewhat agree".

In the second statement, **'When I use video-narrative, I think the result gets better than when I just write, or when I just present something oral'**. An overwhelming majority of students with 24(48%) showed that they "extremely agree" that using video-narratives will ameliorate the results next to 19(38%) of other students who strongly agree with this. This is may be because it is giving

a more standard oral presentation to the students' ideas. The power of pictures, voice will give the written piece more meaning that just reading it in front of mates or teacher. The other remaining seven remaining students (14%) said that they somewhat agree.

Concerning the third statement, **'Using video-narrative in reading English means I can be more active in my learning work than when I work with other ways'**. 22(44%) of second year students reported that they "extremely agree" with the point that video-narrative projects gives them a different learning outcome as compared to other learning activities in addition to another 12 students(24%) support this by adding their voice to the choice of "strongly agree. This perceived as considering video-narrative projects a way of working that demands active participation from the students, as opposed to more traditional teaching. They can be more active in their reading through manipulating, evaluating information, reporting and so on. Exactly the same number of students 12 (24%) said that they somewhat agree because they may prefer other ways of working.

In the fourth statement, **'I think video-narrative improves my reading fluency as I can practice audio recordings by myself'**. The first option "extremely agree" have been selected by 23 (46%) while 16 participant (32%) have selected the second option "strongly agree" because they do think that practicing audio recordings for the project will influence their reading fluency skills as they try to repeat it several times till they reach the accurate tone which will in return facilitate comprehension. However, 11 participants (22%) said that they somewhat agree with this idea may be because they do not like to hear recordings of their own voice.

Finally, in the last statement, **'I often can learn a lot from watching others' video-narratives that they have created and thinking that they can also learn from mine'**. The majority of students 20(40%) claimed that they extremely agree with the idea that they can benefit from their classmates projects and the vice versa while 18 participants (36%) reported that they strongly agree. This is may be because they have the self-esteem to have the ability that they have

a vivid imagination and creative minds to produce effective videos that the others will benefit from. In addition, they themselves will great deal benefit from the others' productions because one's self-interpretations is different from that of another student. Each one has his/her own way of expressing, conveying knowledge therefore they will benefit from one another, and only video-narrative projects can open that atmosphere of discussion in a motivating and playful way. The rest of students 12(24%) expressed their opinions with "somewhat agree".

Question 17: How often you use different types of computer programmes or Internet outside of school context.

Table 20: the frequency of using computer programs or internet outside of school context.

response	01		02		03		04		05		06		07		08		09	
	N°	%	N°	%	N°	%	N°	%	N°	%	N°	%	N°	%	N°	%	N°	%
once per week	26	52	10	20	17	34	16	32	31	62	29	58	34	68	22	44	13	26
1 or 2 times per the week	11	22	12	24	22	44	15	30	12	24	17	34	13	26	17	34	11	22
More than 4 times per week	13	26	28	56	11	22	19	38	7	14	04	8	03	06	11	22	26	52
Total	50	100	50	100	50	100	50	100	50	100	50	100	50	100	50	100	50	100

The major focus of this question is to gain information about what students do with internet and computer programs at home outside of school context that can have a useful value for any work with video-narratives in a school context.

Concerning the first statement, **'I play computer games.'** The majority of students 26(52%) asserted that they play with computers once per the week while 11(22%) claimed that this happens 1 or 2 times per the week. The other 13 students (26%) reported that they spend more 4 times per the week playing computer games. This result reveal that students most of the students are accessing computers to play video games because of the fun applications that computer devices afford to students. This may have very positive effects on their ability to produce video-narrative projects.

In the second statement, **'I'm watching movie clips YouTube.'** 28 (56%) of the students reported that usually watch YouTube clips more than 4 times per week whereas 12(24%) of them are used to watch videos 1 or 2 times per the week. The rest of the students with 10(20%) are giving time to YouTube once per week. It seems like the great majority of second year students are frequently watching YouTube videos exceeding more than 4 times per the week. This habit makes students more familiar with how the flow of ideas is usually maintained next to the tone of the voice, music and the like.

Regarding the third statement **"Search information for study",** 17(34%) said that they use the internet to look for information for study while the majority of students 22(44%) said that they are 1 or 2 times per the week searching information for study. However, 11(22%) are doing this more than 4 times per week. We can say that almost half of the students are using the internet networks to find information. This is quite satisfying because it means that students are familiar with navigating for accurate information.

In the fourth statement, **Look up for pictures"**, 16 (32%) reported that they use internet to look up for pictures once per the week. Out of 50, 15 students (30%) indicated that they 1 or 2 times per the week check the internet for pictures while the majority of them opted for more than 4 times per the week. We may say that pictures are part of the students 'daily life in this age for their power of transmitting information; so, they will find the process of finding appropriate pictures for their narratives as an interesting task.

Concerning the fifth statement, **'I use what I have to do audio recording'** we find that 31 (62%) from the whole sample stated that they "once per week" use data to record their own voice while 21(24%) stated that this activity takes 1 or 2 times per the week from their time. Only 07 (14%) of students are used to do audio recording more than 4 times per week. Since the majority of students are somehow used to do audio recordings at home, it seems like they would be at ease when they are asked to incorporate their own voice in their video-narrative projects.

In the sixth statement, **'I use what I have to work with picture Editing'**, we observed that an overwhelming majority with 29 (58%) said that they get to edit pictures only once per week while the other 17 students (34%) said that they edit pictures 1 or 2 times per the week. The rest of them were only 04 students (08%) do this task more than 4 times per week. From the obtained results, we induce that even though the frequency of editing pictures is occasional, but at least not absent among students. This habit will facilitate the video-making process when it is needed.

In the seventh statement, **'I use what have to work with video editing'**, the great majority 34 (68%) claimed that they engage themselves in video editing activity less than once per week while 13 (26%) are 1 or 2 times per the week video editors. Only 03 students (06%) do it more than 4 times per the week. This indicates that most of the students will be comfortable with editing some data in their video-narrative projects in the future since they have already experienced that before.

Regarding the eighth statement, **'I use what I have to write (NB! Outside school writing)'**, most of the students with 22(44%) are keen to write outside of school context like diaries and so on once per the week while 17 participants (34%) practice writing 1 or 2 times per the week. The remaining 11(22%) students reported that they are active writers more than 4 times per the week. The obtained results reveal that the majority of students 44% are reluctant to practice writing although it has a multi dimensions to many language skills not only reading comprehension. Hence, it is our role as teachers to lift the students' interests to write outside of school via more self-prepared projects like those of video-narratives.

The last statement **'I use what I have to share audio, video, pictures with others, e.g. via Facebook, or the like.'** Thirteen participants (26%) showed that they only once per the week share data with others through social media networks whereas 11 (22%) participants are actually 1 or 2 times per the week. However, the great majority 26 (52%) more than 4 times per the week are sharing pictures, audio, videos through social networks. These findings reveal that most of the

students spend most of the time exchanging ideas through digital media like the social networks. Then, we induce that students are keen to share their projects with one another when they are asked to transform ideas in a digital format in the classroom or even online.

Question 18: Feel free to make any other comments/suggestions?

This open-ended question sought to explore the students' furthers suggestions about the current study. The majority of the students abandoned answering this question. Unfortunately, out of 50 students, only 08 delivered a very positive feedback that shows their support to the use of video-narrative projects to foster their reading comprehension skills. They can be summed as follows:

- Video-narrative helps to develop the reading skill as well as speaking skill.

- It is motivating strategy, effective, and workable way because they push us to read.

- Using video-narratives help us to improve language skills.

- Teachers must include this method in teaching because it is a successful method to raise fast comprehension.

- Video-narrative projects are interesting because they would ease learning, save time, efforts, and students would like to study all the time.

- Video-narrative projects facilitate to explain ones' own idea.

- Video-narrative projects are easy to make and they are helpful in constructing meaning as well as understanding clearly.

- This method is useful to memorise what you have been reading and what you have understood from novels or anything else.

The teachers' interview:

The aim of the interview:

The reason behind interviewing teachers is to collect their attitudes towards the use of video-narrative projects to foster EFL learners reading comprehension. Hence, it aims to explore what does producing video-narrative projects mean to those involved in the practice of teaching and are they aware of its benefits to improve the reading skill or not.

Description of the interview:

The semi-structured interview of this study consisted of two sections. The first one had (02) main questions aimed at gathering information background information about the methods used by teachers to teach reading and their attitudes towards the significance of giving reading as homework while the second section consisted of (06) questions which revolve around project based learning in general and video-narrative in particular.

Analysis of teacher's interview

Q01: what are the methods you use to make your students read effectively?

Interviewee A: "skim method (students should have a goal for reading); speed-reading; reflective reading (here students study the text), intensive reading (fulfil a task). Extensive reading (for pleasure)."

Interviewee B: "adopting various methods such as jigsaw reading which might help students not only to read effectively but also to think critically and creatively".

Interviewee C: "I think it is appropriate to talk about techniques such as: silent reading, reading aloud, intensive reading, developing comprehension".

Interviewee: D "I rely on some handouts, I urge my students to read in class, and I correct them so that I ensure that they practice reading. I rely on vocabulary first, then role- play (they script themselves) and they perform it orally".

Interviewee E: "reading is not given its proper space as a module so that I could explore all the techniques. The reading I use is just a tool to achieve another aim, but I use very traditional ways of teaching reading like technique of the pop (prior, during, and post), word map in the, brainstorming activities, answering questions, and picture interpretations. I ask them to summarize the text; I ask them questions that belong to critical thinking that are based on their personal interpretations, the inference, and the conclusions."

Interviewee F: "storytelling, brainstorming, and writing because reading and writing must be integrated, without producing the students will not be interested therefore, they need to be involved to use reading effectively. I use "think, pair, and share" technique to work collaboratively. They will share the main objectives of the reading text and they can use the main theme for writing."

To sum up, all teachers revolved around the use of the kind of strategies that put the learner into practice in order to think critically and report their own interpretations. They covered most of the characteristics that are linked to the process of VNP such as reflective reading, jigsaw method, asking critical thinking questions, brainstorming, pictures, and vocabulary to reach conclusions, which is the ultimate goal of reading. In addition, almost all the interviewees agreed on the idea of allowing students to produce their own piece of writing through summaries, role plays, presentations for the sake of retelling their own understanding aloud in front of teacher and mates. It seems that although we do not have a specific course of reading, teachers vary, adapt and adopt different techniques in teaching reading which means that they take efforts to make their students understand better.

Q02: according to your experiences, do teachers in our university pay attention to the importance of giving readings as homework?

Interviewee A: "giving homework to students is an important part of their learning because when they start reading actively, they commence to take a strategic and critical approach but unfortunately, because of the absence of a module devoted to develop the reading skill, most teachers do not pay attention to give readings as homework".

Interviewee B: "a very low percentage of them do, as for the rest they believe that students do not read".

Interviewee C: "I do believe that the reading skill in general is not given its due importance".

Interviewee D: I advised colleagues to include reading as an official session in the official program… because reading is absent in our classrooms… I am not sure they practice this or not since, we do not have a session devoted to reading in order to help teachers know about their students' level.

Interviewee E: "It depends on the course itself like literature, history, civilization. They give further assignments in terms of reading to back up students' comprehension. Other teachers give readings as assignment; they ask to read a chapter to do a review about it or to answer some questions related to the chapter. Not all teachers give reading assignments. It depends on the course and the teachers attitudes towards reading assignments"

Interviewee F: "the most important type of reading is extensive reading that is the best for homework activities like summaries, short stories, and texts in order to benefit more from reading. However, most of the students are not interested in reading may be because of the educational system so we need to focus on both students and teachers in order to create a change and not blame only teachers in this matter".

That is to say: all the interviewees agreed upon the significance of assigning reading homework to students for developing their reading competency beyond the classroom walls. However, it is the students' lack of interest in reading which prevents them to give such tasks at home in addition to objective of the lesson. Sometimes the nature of the course does not require to be fulfilled in a form of assignment. In addition, the teachers totally claim for the necessity to devote a specific module for reading for the sake of having the chance to explore the students' strengths and weaknesses for experiencing reading in many aspects including homeworks.

Q03: do you think that project based learning is an effective teaching strategy for English as a foreign language?

Interviewee A: "Project based learning make learning come alive for students. It unleashes their critical thinking and creative energy. It engages them in developing real and deep content knowledge. Personally, I use it in developing students' academic writing, I divide my students into some groups and I assign the students of each group make a cultural project in the form of an essay."

Interviewee B: "it is very useful especially when the purpose is to draw a link between the classroom and real life."

Interviewee C: "PBL can be an effective tool because fieldwork activities encourage students to undertake research work. Besides, the oral presentation in the class enhances classroom interaction."

Interviewee D: "Frankly, I find it interesting and it may help a lot".

Interviewee E: "the idea of PBL becomes a trend for learning as it involves students in its sense of learning. It supports the idea of collaborative learning. It has also positive outcomes when it comes to students' autonomy. You let students discover their capacities, their abilities of learning alone or with the help of peer."

Interviewee F: "PBL is of course very effective. We can use it with extensive reading to explore more about the topic. For me, I can give them a summary, a presentation about you have read in the book, but it very important to check those projects otherwise they will feel like they have done nothing."

As far as this question is concerned, all the interviewee teachers agreed that PBL is very beneficial and effective educational technique that may afford students with opportunities to know more about the language. All of them argued that they use it with summaries and presentations may be because it is the best way to manipulate, synthesize, and report information in their own words as well as allowing them to build their own meaning using their critical thinking in fieldwork activities.

Q04: did you find it difficult to implement project based learning with the resources that were available to you?

Interviewee A: "Yes, there are many challenges among them the size of the class, the difficulty to provide immediate corrective feedback, the lack of the collaboration spirit among students to be successful in completing the task, etc."

Interviewee B: "yes, it is hard because taking English outside the classroom needs a lot of work."

Interviewee C: "yes, I did. There are many difficulties like crowded classes (presentation); absence of authentic materials; material (pedagogical means) not available like TV set, data show facility, etc."

Interviewee D: "In all cases, we have problems with the materials, but if we keep the materials as an obstacle in front of us, we will never apply new techniques so we try to cope with the situation with the maximum that is available so that we can get rid of the traditional ways"

Interviewee E: "There so many constraints why I do not use PBL sometimes because of the time , the number of students, the objectives of the course even if I give projects it takes time for them to accomplish them and takes time for me to correct them and give feedback."

Interviewee F: "it is more challenging to implement PBL in our context because multimedia is not available, internet is not accessible for all the students, difficulty with the students own level, and crowded classes are demotivating for the teacher".

To sum up, all the six teachers consider implementing PBL in our classroom as a challenging task for many demotivating reasons. Accordingly, they can be problems with crowded classes, lack of the internet and materials like computers, and the difficulty to give them feedback due to the huge number of students. Therefore, we may say that is the absence of collaboration from the administration in providing comfortable circumstances for teachers to apply such a method. However, interviewee B asserted that the absence of materials exists but looking for other new techniques will help us to overcome such challenges.

Q05: Do you think that video-narrative projects are effective in fostering students reading comprehension?

Interviewee A: "Video-narrative projects as a text source can enable students to develop positive reading comprehension strategies because it fosters discussion and individual interpretation and promotes all aspects of reading. Besides, to promote a film and media in learning encourages critical understanding".

Interviewee B: "yes, they do because today's students are too digital and such a method may facilitate the task for them."

Interviewee C: "they can be effective under certain conditions: small size classes; students' high motivation; teacher's good organisation of the task."

Interviewee D: "Of course, it is of great help because it means they gain many things through this technique. They read first, helps to enhance their critical thinking they read and they reproduce the passage in their own words here they gain vocabulary they play with words or even they gain new ideas and new style in writing and helps them perform better in different skills not only in reading."

Interviewee E: "I really find it a good idea because when you create something, you feel attached to it and you do all your best to make it work. Especially when you have the right techniques shifting the narration from print to something visual will make it alive and more meaningful ,and students will not spend much time reading the print."

Interviewee F: "Of course, they are effective. Any kind of activity that is done in class according to the lesson objectives are important in improving the students' competency. First, they make the student to read a lot and they need to choose only the important parts. It works on their fluency, grammar, vocabulary. They will learn from each other as they see the others' projects."

Regarding the effectiveness of VNP, teachers generally found it to be a beneficial tool for enhancing reading comprehension skills in many ways. For instance, all teachers agreed on the positive outcome in involving students to read a lot in order to locate relevant information. Moreover, most of teachers think that this method will increase student outcomes. These outcomes include improving language skills such as building-up sentences, vocabulary, fluency, and critical understanding, which are important cognitive factors that influence reading comprehension skills. We may induce that VNP as a teaching instrument contributes to develop the students' language skills in general, and reading comprehension in particular if well implemented concerning certain conditions such as the teachers' role in terms of monitoring the task and the students role concerning motivation.

Q06: does the use of video narrative projects motivate teachers in teaching reading?

Interviewee A: "I think that their use has a positive effect upon teachers and students' motivation because it facilitates the transmission of information and engages/involves students in autonomous/ creative learning."

Interviewee B: "As an alternative to the traditional way of teaching reading, we can say that it might be a motivating factor if well planned".

Interviewee C: "I think the main issue is that they should motivate student; however, VNP do represent an effective tool (task) in developing students' FL proficiency."

Interviewee D: "Yes, I find it motivating, because it gives us something new with all-time we rely on printed passage, we just ask students read aloud but this it is motivating for both, teachers and students."

Interviewee E: "yes, it is because it helps me to understand that students have read the text and made efforts to summarize it and that they have done something creative in terms of bringing the printed text into something visual."

Interviewee F: it is very motivating for teachers to teach reading or even in other skills because it opens class discussions and encourage collaborative work.

Based on the teachers' discussion, we conclude that all of them find it motivating to work with VNP technique in their reading classroom. This is may be because it facilitates the process of learning from the text in a motivating and fun way through pictures, music, and the power of words, which make it easy for the teachers figure out the students' own learning styles. Moreover, it helps to give feedback to the teacher about the degree of students' comprehension of the task and to involve their students in activities that cope with new educational and technological wave.

Q07: what challenges do you think students may encounter when making a video-narrative projects?

Interviewee A: "The quality of the video, writing a good video-script"

Interviewee B: "I think they might face problems with the language or may be with technology itself."

Interviewee C: "simulating topic or issue; ICT means; other students' implication"

Interviewee D: "Frankly, they may find difficulties with planning the settling or the performance of the video. When they reformulate the script in their own words because of the lack of vocabulary, or even it is a group work may be they find difficulties with their peers and mates who like to dominate."

Interviewee E: "I think it is the knowledgeability video creation, the techniques and software, the quality of the video."

Interviewee F: it is the students' own level because for VNP they need fluency on speaking, at the same time with literacy in using computer, whether the used information is reliable or not, but with the help of the teacher or peers you can find different solutions.

According to teachers the challenges can be summed in the the availability of computers and time management, the students' knowledge of the language and technical skills. In other words, the technological infrastructure of the university has to be prepared for the implementation of VNP in classes.

Q08: Feel free to make any other comments/suggestions?

Interviewee A suggested that Video consumption is on the rise and videos are becoming an integral part of classroom learning for students around the world so students and teachers can benefit from this strategy to foster the reading skill.

Interviewee B claimed that VNP is an interesting pedagogical tool however; effective classroom management on the part of the EF teacher is absolutely necessary (collaborative work: teacher, student, and audience).

Interviewee C and D reported that they would like to use this technique in the future.

Interviewee E argued there is not a separate and independent course for reading that makes it hard to understand the different techniques to teach reading as it should be. With VNP,   students can bring their schematic; they make certain inferences, interpretations, so that they feel that they are involved with the text.

Interviewee F: reading is very important for students, but they need to be monitored by their teachers. With VNP, you will find many points that are improved concerning comprehension as well as fluency or writing.

Conclusion:

The results obtained from the instruments showed that the use of video-narrative projects as a teaching and educational tool is valuable and quite beneficial for the teaching-learning process, as it significantly contributes to the betterment of students' learning outcomes. Both teachers and students asserted that video-narrative projects are an effective strategy that helps improving students' reading comprehension. Based on the hypothesis "the integration of video-narrative projects in reading tasks will improve their reading comprehension skills" is confirmed.

General conclusion

This research project was tackled to explore the use of Video-narrative projects in improving EFL learners reading comprehension skills. It allowed us to investigate the role of working with technology to develop the skills required for meaning making and representing thoughts through modern technology used in daily life. Accordingly, the ultimate purpose of this study is exploring the potential of VNP as an innovative teaching and learning approach in reading with the academic context second year of English at Mohammed Kheider University Biskra. Although teachers try to adopt many techniques to facilitate the students 'process of reading with comprehension, yet they are not fully interested in reading may be because of the use of more conventional ways of teaching. Thus, this study is undertaken for the sake of confirming the hypothesis stating that the integration of VNP in reading activities will help to foster reading comprehension among students and create a positive learning environment.

In doing so, the practical part of this research consisted of the analysis of the students' questionnaire and the teachers 'interview. The findings of this research indicated that both teachers and students have positive attitudes towards the use of VNP in reading tasks. Teachers demonstrated that this technique is a good practice for a constructive learning. They appreciated that it allows students learning by doing to build their own interpretations based on interaction with the text, and generate a new understanding through the creation of a video-narrative project. In the same track, the flooding majority of the students expressed their high agreement about the relevance of VNP activities on their reading; also, they expressed their great motivation and interest towards its use in EFL reading courses. Therefore, based on the analysed results, we conclude that our hypothesis is accepted and video-narrative projects are extremely significant in developing learners 'reading comprehension achievement.

Pedagogical implications and Recommendations

Educators in the 21st century need to prepare students for a world that will be very different from that they experienced themselves. Students are living in what is called the era of digital savvy, which is in an ongoing change. Accordingly, this change will absolutely influence their learning styles therefore; they are losing motivation and engagement in traditional school. The finding of this research suggest the following implications and recommendations:

Concerning the former, this research suggests that careful planning and preparation are essential for the sake of overcoming any problems that may cause frustration on the part of both teachers and learners. Generally, when writing the script some students may face difficulties with vocabulary. For example, they can use the back wall of the classroom to write words they would like to share with mates. This activity will help students in building vocabulary, and foster collaborative work. Furthermore, it should be well planned from the production to the presentation phase for the sake of giving feedback to the students. The teacher should organise the classroom atmosphere in an encouraging way to avoid the vertical rows which is not supportive for group discussions. The seating style can be arranged in a form of a restaurant where students pretend like chefs and the video-narrative is the dish. The teacher as an organiser and monitor can provide students with a menu that lists the videos and their descriptions. After watching the videos they need to open classroom discussions. The teacher can make a change about marking the VNP in terms of using "Dinar" to refer to scores. If the total score is 30 for example, it means that the dish is worth 30 DA, and by the end of the session, they will have different dishes with different prices. This can positively influence the process of giving feedback in a soft manner. It is advisable to encourage the idea of learning by doing in the teaching learning process.

Based on the results of this study, we recommend teachers to:

- The necessity to devote a specific course for reading is highly needed in order to allow teachers experience all the techniques they have in pocket as it should be.

- VNP may be integrated in the classroom as an essential part of the classroom activities rather being just an entertaining technique.

- The findings of this research suggested that VNP could be used in many other language skills such as writing, speaking, and vocabulary not just reading.

- Teachers may provide the opportunity for students to take charge of their own learning through engagement and creativity.

- It is required from teachers to provide the learners with adequate amount of time to develop their video-narrative projects.

- VNP use in learning is important the meet the learners' needs coming to the classroom as digital natives.

- As long as learners outside the classroom use computers widely, it should be beneficial for teachers to direct their students to spend more time learning on activities, which require the use of computer technologies in the labboraties.

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APPENDICES

Students' Questionnaire

Appendices N°01

Mohamed Kheider University. Biskra
Department of Foreign Languages
Section of English

Dear students,

The use of video-narrative projects to foster EFL learners' reading comprehension. Your valuable feedback will be of a great help for us in giving straightforward answers for our research questions. Therefore, I want you to take the time to read and think carefully before answering. It is Very important that you answer as honestly as possible, without considering what fellow students answer. There is no "right answer" Here; it is just your personal opinion I am looking for. Please, put a tick (√) in the circle next to the appropriate answer you think it applies or make a full statement when necessary.

We personally want to thank YOU for every second invested in our research

Bentayeb Sarra

Section One : Reading Comprehension

Question 01: How often do you read?

Frequently ⬭   Sometimes ⬭   Rarely ⬭

Question 02: when do you usually read?

Only in the classroom ⬭   During free time ⬭

Question 03:	novels	Newspapers	Non-fictions books	Others
What kind of materials do you read, apart from university texts?	⬭	⬭	⬭	⬭

Question 04: How often does your teacher give you reading to do as a homework?

I never have reading to do as homework ⬭	Less than once a week ⬭	1 or 2 times a week ⬭

Question 05: when you read a story or a text, do you succeed to comprehend?

| Yes, I always comprehend ⬭ | I comprehend, but sometimes I do not ⬭ | I rarely comprehend ⬭ |

Question 06: What are the main difficulties that hinder your comprehension process?

| Decoding words ⬭ | the meaning of words ⬭ | recognizing the text structure(text form) ⬭ |

Question 07: How often do you use these strategies to achieve better comprehension?

	Statements	always	sometimes	never
01	I use illustrations like pictures and titles to predict the meaning			
02	I use keywords to help me get a hint about the meaning.			
03	I use previous knowledge to link my past experiences to the text			
04	I try to create a mental image about some ideas in the text.			
05	I use graphic organisers as to understand the main concepts			
06	I summarise and write the text in my own words			
07	I re-tell (narrate) my personal interpretation about the text in the classroom			

Section Two: project based learning

Question 08: Do you think that project based learning is an effective strategy in learning the English language?

| YES ⬭ | NO ⬭ |

Question 09: Are you required to participate in projects as part of your university studies?

| YES ⬭ | NO ⬭ |

If yes, how frequent are these projects?

| Always ⬭ | Sometimes ⬭ | Rarely ⬭ |

Section 03: video-narrative

Question 10: Have you ever been asked to create video- narrative projects before?

YES ⬭   NO ⬭

⇨ If your answer is "yes", continue with question 10 while those who answered no move directly to question 11

how many times have you participated in creating a video-narrative project?

1 or 2 times ⬭	3 or4 times ⬭

Question 11: being never asked to create a video-narrative project means that….

- You do not know how to create a video-narrative? ⬭
- You know how to create a video-narrative outside the classroom, but you never used it as a learning tool? ⬭

Question 12: If the teacher asked you to create a video-narrative project, what are the main difficulties you think you may face?

Lack of access to the internet? ⬭	Lack of access to the computer? ⬭	Lack of time? ⬭

Others (specify) ……………………………………………………………………………….

Question 13: Do you think that video-narrative is useful to you to read effectively?

YES ⬭   NO ⬭

If yes, Is it because it allows you to ….

-Construct your own understanding ⬭   -Improves problem solving and critical thinking ⬭

-Facilitate collaborative work ⬭   -others…………………………………………….

Question 14: Do video-narrative projects change your attitude or motivate you to read?

YES ⬭   NO ⬭

If yes, to what extent do you prefer to use video-narrative projects as a tool for improving your reading?

I extremely prefer to ⬭	I strongly prefer to ⬭	I somewhat prefer to ⬭

Question 15: To what extent do you think these steps are useful to your comprehension?

Cross out the number that applies to you 1 = extremely useful/ 2 = strongly useful / 3 = somewhat useful

Selecting a picture that best reflects what you imagined in your mind is...   ① ② ③

Finding the right music that best reflects the meaning of the narrative is…   ① ② ③

Supporting your content with video is ….   ① ② ③

Trying to summarise and write the content in your own words is…   ① ② ③

Question 16: Imagine that you yourself decided to choose a working method for your reading project, to what extent you agree or disagree with the following statements. (**EA= extremely agree, SA= strongly agree, SWA= somewhat agree**)

STATEMENTS		EA	SA	SWT
01	Using video-narrative means that I comprehend and remember a theme in the English subject better			
02	When I use video-narrative, I think the result gets better than when I just write, or when I just present something oral.			
03	Using video-narrative in reading English means I can be more active in my learning work than when I work with other ways			
04	I think video-narrative improves my reading fluency as I can practice audio recordings by myself			
05	I often can learn a lot from watching others' video-narratives that they have created and thinking that they can also learn from mine			

Question 17: How often you use different types of computer programmes or Internet outside of school context.

	once per week	1 or 2 times per the week	More than 4 times per week
I play computer games			
I'm watching movie clips YouTube			
Search information for study			
Look up for pictures			
I use what I have to do audio recording			
I use what I have to work with picture Editing			
I use what have to work with video editing			
I use what I have to write (NB! Outside school writing)			
I use what I have to share audio, video, pictures with others, e.g. via Facebook, or the like.			

Question 18: Feel free to make any other comments/suggestions?

………
………
………

Thanks a lot for your help; I could not have done it without you!

Appendices N°02

Mohamed Kheider University. Biskra
Department of Foreign Languages
Section of English

The teachers' interview

Q01: what are the methods you use to make your students read effectively?

Q02: according to your experiences, do teachers in our university pay attention to the importance of giving readings as homework?

Q03: do you think that project based learning is an effective teaching strategy for English as a foreign language?

Q04: did you find it difficult to implement project based learning with the resources that were available to you?

Q05: Do you think that video-narrative projects are effective in fostering students reading comprehension?

Q06: does the use of video narrative projects motivate teachers in teaching reading?

Q07: what challenges do you think students may encounter when making a video-narrative projects?

Q08: Feel free to make any other comments/suggestions?

الـملخص:

في العالم التكنولوجي الحالي، يفتقر الطلاب إلى المبادرة لقراءة وتحسين مهارات فهم النص. قلة الاهتمام بالقراءة أدى إلى ضعف مهارات القراءة والكتابة لدى الطلاب. وبالتالي، تهدف هذه الدراسة إلى استكشاف استخدام مشاريع سرد الفيديو لتعزيز متعلمي اللغة الإنجليزية بمهارات القراءة والفهم في الفصول الدراسية لتعلم اللغة. تم اختيار دراسة الحالة لطلاب السنة الثانية من LMD في مجال اللغة الإنجليزية بجامعة محمد خيضر في بسكرة كعينة. تفترض هذه الدراسة أنه إذا استخدم المعلمون مشاريع سرد الفيديو في أنشطة القراءة الخاصة بهم؛ سوف يلعبون دورًا مهمًا لتعزيز فهم القراءة للنصوص بين طلابهم وخلق جو تعليمي إيجابي. لذلك، تم اعتماد نهج بحثي وصفي في هذا البحث. فيما يتعلق بهذا النهج، تم استخدام طريقتين لجمع البيانات من أجل استكشاف تصورات المتعلمين لمشاريع سرد الفيديو وردود أفعالهم تجاه التطبيق في أنشطة القراءة لتحسين مهارات فهم القراءة لديهم. تتضمن هذه الأدوات استبيان الطلاب ومقابلة المعلمين. بعد تحليل وتفسير البيانات التي تم جمعها، كشفت النتائج أن مشاريع سرد الفيديو يمكن أن تساعد في تحسين متعلمي اللغة الإنجليزية كلغة أجنبية. بالإضافة إلى ذلك، كشفت النتائج أن غالبية معلمي اللغة الإنجليزية كلغة أجنبية لا يدمجون التكنولوجيا في عمليات التدريس الخاصة بهم داخل الفصول الدراسية. ومع ذلك، أعرب جميعهم عن اتفاقهم وتشجيعهم العالي حول استخدام مشاريع سرد الفيديو في الفصول الدراسية لتعلم اللغة الإنجليزية كلغة أجنبية لتدريس اللغة الإنجليزية بشكل عام والقراءة بشكل خاص. علاوة على ذلك، أعرب المعلمون والطلاب عن مواقفهم وتعليقاتهم القيمة تجاه هذه الطريقة. وبالتالي، يمكن أن نستنتج أن الفرضية قد تم تأكيدها.