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**Exploring the use of Educational Videos on students engagement. The
Case of First-Year Pupils at Aissa Mechhat Middle School in El-
Mghaier**

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Declaration

I, the undersigned, **Sabrina Fezzai**, hereby declare that this dissertation entitled:

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submitted to the Department of English Language and Literature at **Biskra University**, is entirely my own work, free from plagiarism, and has not been submitted to any other educational institution for any academic degree or qualification.

I have appropriately acknowledged and cited all the sources used, and I have conducted myself with academic integrity throughout the entire research and writing process. I fully understand the serious consequences of academic misconduct and affirm the authenticity and originality of this dissertation.

This work was carried out and completed under the supervision of Miss **Ghennai Meriam**, at the Department of English, Mohamed Kheider University of Biskra, during the academic year **2024–2025**.

Sabrina Fezzai

Dedication

I would like to dedicate my dissertation

To my dearest mother, OumKelthoum,

Your strength through illness, your endless love, and your quiet courage have been my foundation. This achievement is for you—for the days you endured, for the prayers you whispered, and for the light you gave me when I had none.

To my beloved father, Mebarek,

You stood beside me from the very beginning, sacrificing without complaint. Your unwavering support and daily rides to university made this journey possible. I am forever grateful for your presence and devotion.

To Myself,

For holding on through every Storm, and believing that I could.

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Abstract

The use of educational videos in English as a Foreign Language (EFL) classrooms has gained increasing attention in recent years, especially as a tool to improve student engagement and motivation. This study investigates how educational videos influence learner engagement in first-year middle school English classes and explores teachers' perceptions, practices, and challenges regarding their use. It aims to answer how students engage with educational videos, how teachers perceive their effectiveness, and what challenges are faced during using the educational videos. A qualitative case study approach was adopted, combining two data collection tools: a classroom observation and an online questionnaire distributed to middle school English teachers in El-Mghaier. The classroom observation focused on behavioral, emotional, and cognitive aspects of students' engagement during a video-assisted English lesson. The teacher questionnaire provided insights into the perceived benefits, limitations, and suggested improvements for integrating educational videos into classroom instruction. The findings revealed that students were more active, motivated, and focused when educational videos were used. Teachers also expressed generally positive attitudes, stating that videos help simplify content, increase participation, and support different learning styles. However, challenges such as limited resources, time constraints, and lack of training were also reported. This study highlights the importance of integrating educational videos thoughtfully and purposefully in the EFL classroom. It concludes that, despite certain challenges, educational videos are valuable tools for enhancing learners' engagement and improving the overall quality of English language teaching in Algerian middle schools.

Keywords: Educational videos, learner engagement, EFL, teacher perceptions, middle school.

List of Abbreviations

EFL:English as a Foreign Language

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General Introduction

General Introduction

1. Background of the Study

In recent years, the integration of digital resources in language classrooms has significantly transformed traditional methods of instruction. Among these resources, educational videos have proven particularly effective in enhancing teaching and learning processes, especially in English as a Foreign Language (EFL) contexts. Educational videos provide visual and auditory input that supports language comprehension, encourages active participation, and increases learner motivation. In Algerian middle schools, many students struggle to stay engaged in English language classes due to limited exposure to the language and the often passive nature of traditional teaching methods. As a result, there is a growing interest in utilizing educational videos as a means to promote student engagement and make learning more accessible and enjoyable for young learners.

2. Statement of the Problem

Despite efforts to improve EFL instruction in Algerian middle schools, student engagement remains a persistent challenge. Traditional teacher-centered approaches often fail to capture learners' interest or support their understanding of the target language. First-year middle school students, in particular, may find English lessons unmotivating and difficult to follow due to their limited language proficiency. This lack of engagement can hinder their participation and language acquisition. Therefore, there is a need to explore alternative instructional tools as educational videos that can enhance classroom interaction and improve learning outcomes

3. Research Rationale

The integration of educational videos into EFL instruction presents a promising approach to address student disengagement in Algerian classrooms. These videos offer a multisensory learning experience that can make lessons more appealing and comprehensible, especially for young learners. Investigating how educational videos affect student engagement and understanding teachers' perceptions of this tool can provide valuable insights for improving EFL teaching practices in middle schools.

4. Research Questions

This study seeks to answer the following research questions:

Q1: How do first-year middle school students experience and respond to English lessons that include educational videos?

Q2: What are English teachers' perceptions of using educational videos to enhance student engagement?

Q3: What challenges and opportunities do teachers face when incorporating educational videos into their EFL instruction?

5. Aims of the Study

This research aims to:

- Explore the role of educational videos in promoting student engagement in English language classes.
- Explore EFL teachers' perceptions regarding the use of educational videos in their teaching practices.
- Identify the pedagogical benefits and challenges of integrating educational videos into Algerian middle school classrooms.

6. Methodology

This study adopted a mixed-methods research design, combining both quantitative and qualitative tools to investigate the role of educational videos in enhancing student engagement. A classroom observation checklist was used to gather qualitative data on students' behavioral, emotional, and cognitive engagement during an English lesson that incorporated educational video content. This direct observation offered insight into how students responded to visual materials in a real classroom setting.

Additionally, an online questionnaire was distributed to middle school English teachers. This instrument included both closed-ended and open-ended questions, allowing the collection of qualitative and quantitative data regarding teachers' experiences, challenges, and perceptions related to the use of educational videos. By integrating both observational and self-reported data, this methodological approach provided a deeper and more holistic understanding of how educational videos influence teaching and learning in EFL classrooms.

7. Data Collection Methods

To obtain relevant data for this study, two main tools were employed. First, a classroom observation checklist was used to evaluate student engagement during an English lesson that incorporated educational video content. The checklist focused on three key dimensions of engagement: behavioral, emotional, and cognitive. The observation allowed for the collection of direct, descriptive data on how students responded to the use of video materials in a real classroom setting.

Second, an online questionnaire was administered to middle school English teachers. The questionnaire included both quantitative questions (multiple-choice) and qualitative (open-ended questions) to explore teachers' perspectives, practices, and challenges regarding the

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use of educational videos. This tool provided valuable insights into the experiences of teachers working with young EFL learners and helped complement the findings of the classroom observation.

By combining observation and questionnaire data, the study aimed to capture a comprehensive view of how educational videos influence both student engagement and teaching practices in Algerian EFL classrooms.

8. Population and Sampling

The population targeted in this study consists of first-year middle school students and English teachers working in El-Mghaier. A purposive sampling technique was used to select participants who were relevant to the research focus.

For the classroom observation, the sample included one English class of first-year middle school pupils, aged between 11 and 12 years old. These students were observed during an English lesson that integrated an educational video. Due to their limited language proficiency and young age, students were not asked to complete any written instruments.

As for the teachers, seven middle school EFL teachers participated in the study by completing an online unstructured questionnaire. These teachers were selected based on their experience with or interest in using educational videos in their teaching. Their insights provided valuable qualitative data to complement the classroom observation and to better understand the use of video-based instruction in Algerian middle school EFL classrooms.

9. Structure of the Dissertation

This dissertation is structured into three main chapters. Chapter One reviews the concept of student engagement in EFL contexts and outlines factors that influence learner participation.

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Chapter Two provides a theoretical overview of educational videos, including their benefits. Chapter Three presents the fieldwork, including the methodology, data analysis, and discussion of the research findings.

Chapter one: Student Engagement

Exploring the Effect of Educational Videos on Student Engagement

Introduction

Student engagement has become a central focus in educational research and practice, particularly within English as a Foreign Language (EFL) settings. As classroom dynamics shift toward more interactive and student-centered approaches, engagement is now viewed as a key factor that influences academic achievement, language acquisition, and overall learner success. In EFL classrooms, where students are often learning in a non-native linguistic and cultural environment, fostering engagement can be particularly challenging yet essential.

This section will discuss student engagement as a multifaceted concept in the context of EFL learning. It will begin by providing clear definitions of student engagement as described by various authors and researchers in the field of education. Next, it will describe the components of engagement, mentioning the behavioral, emotional, and cognitive layers of engagement and explain the theoretical perspectives that have shaped teachers' understanding of engagement. The chapter will identify and detail the learner and situational factors that support or restrict students' engagement in their learning, considering the classroom context and the teacher as central to promoting engagement.

1.1. Defining Student Engagement

Student engagement is a core construct within educational research due to its relationship with positive academic performance and development as a person. Student engagement has a multiple valences and is a dynamic process that considers more than just student behavior, but also a student's emotional and cognitive connection.

According to Shernoff (2013), engagement is "a multifaceted psychological process" interrelated by both individual motivation and classroom context (p. 12). Fredricks, Blumenfeld, and Paris (2004) argue that engagement "is composed of behavioral, emotional,

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and cognitive components" that can-be-interrelated to formulate how a student experiences learning (p. 60).

In English as a Foreign Language (EFL) contexts, engagement is even more important. Yazzie-Mintz (2009) suggests that "disengagement is an epidemic in schools" and that student voice and emotional connection are critical to participation (p. 4). EFL learners often face linguistic and motivational barriers, so building engagement becomes central to their language development.

Reeve (2012) states that when fully engaged, students feel a "sense of autonomy, competence and relatedness" (p. 151) all of which contribute to students' sustained success across their schooling experience.

Engagement is a widely utilized term in education that indicates how deeply and meaningfully learners are involved in the process of learning. Engagement goes beyond physical presence or task completion, as it considers learners emotionally, behaviorally, and cognitively immersed in classroom activities. According to Shernoff (2013), engagement is "a multidimensional psychological process" influenced by student motivation and the level of complexity within the classroom setting (p. 12). Fredricks, Blumenfeld, and Paris (2004) characterized engagement as "a meta-construct" that is comprised of behavioral, emotional, and cognitive dimensions that are interrelated (p. 60). Student engagement is characterized as the extent of attention, interest, curiosity and involvement students exhibit during the learning process. Engagement is popularly defined by Fredricks et al., (2004) as the presence of behavioral participation, emotional responses to the learning experience, and cognitive engagement in learning activities.

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This definition has been used in qualitative and quantitative educational research since it focuses on engagement as action (raising hands, completing assignments) as well as the emotional and cognitive processes of students in relation to their learning.

Moreover, Shernoff (2013), states that engagement must be interpreted as psychological and social construct, it is related to how students connect to the classroom environment which includes their peers, teachers, and the education they are exploring.

From the perspective of the classroom, observable actions of engagement will include students' responses to lessons, responses to questions, perseverance in group work, or excitement about activities in the classroom. All of these observable behaviours can provide insight into whether the students are taking an active role in their learning beyond passive compliance.

1.2. Benefits of Engagement

Student engagement is widely recognized as a crucial factor in improving learning outcomes and fostering personal growth. When students are engaged, they tend to participate actively, think critically, and demonstrate persistence in their learning tasks. As Fredricks, Blumenfeld, and Paris (2004) explain, engagement supports deeper cognitive processing, increases motivation, and promotes better academic performance.

Numerous studies have confirmed that engagement leads to measurable academic gains. According to Kuh (2003), students who are actively involved in learning activities achieve higher grades, develop stronger study habits, and feel more connected to the learning process. Engagement is also associated with better attendance, improved classroom behavior, and higher levels of satisfaction with school life (Pascarella et al., 2009; Astin, 1993).

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Beyond academics, engagement contributes to emotional and social development. When students feel a sense of connection to their teachers and peers, they are more likely to develop self-confidence, empathy, and resilience (Jones & Watt, 1999). This emotional involvement is especially valuable in foreign language learning, where anxiety and fear of making mistakes can easily reduce student participation. In Algeria, Mezroua (2021) found that EFL learners who felt supported and actively engaged were more willing to participate in class, even with limited English proficiency.

In short, student engagement benefits both learners and educators. For students, it enhances learning, motivation, and confidence. For teachers and institutions, it provides valuable feedback about classroom effectiveness and helps identify the best strategies for promoting meaningful learning experiences.

1.3. Dimensions of Engagement

Student engagement is commonly understood through three major dimensions: behavioral, emotional, and cognitive. This classification, widely adopted in educational research, offers a comprehensive framework for analyzing how students participate in the learning process. Fredricks, Blumenfeld, and Paris (2004) were among the first to propose these dimensions in a detailed review of engagement literature, and their framework has since guided many international and Algerian studies.

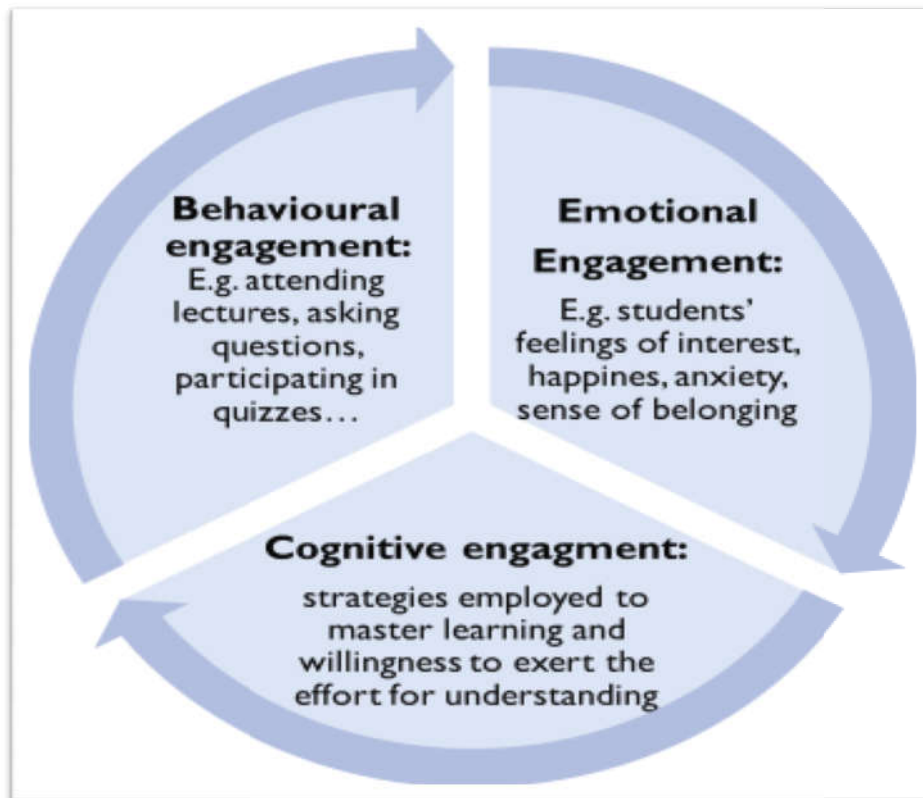


Figure 1: the three component model of engagement (Fredricks ,Blumenfeld,& Paris, 2004)

1.3.1. Behavioral Engagement

Behavioral engagement refers to students' participation in academic and social activities within the classroom. This includes attending classes, completing assignments, following rules, and engaging in discussions. According to Fredricks et al. (2004), students who exhibit behavioral engagement are typically attentive, persistent, and cooperative. In the Algerian EFL context, behavioral engagement might involve students responding to teacher prompts, participating in group tasks, or actively using English during activities, even if their fluency is limited.

1.3.2. Cognitive Engagement

Cognitive engagement refers to students' psychological investment in learning. It reflects their willingness to exert mental effort and use strategies for understanding and mastering complex ideas. Fredricks et al. (2004) define it as "being thoughtful and willing to exert the effort necessary to comprehend complex ideas and master difficult skills" (p. 64).

In EFL classrooms, cognitive engagement appears when learners use language strategies, ask higher-order questions, and reflect on their performance. Gherbi and Boukerma (2024) observed that middle school students demonstrated more cognitive engagement when video content was followed by critical-thinking tasks, such as summarizing or interpreting information presented in English.

1.3.3. Emotional Engagement

Emotional engagement involves students' feelings about learning, their teachers, peers, and school. This includes interest, enjoyment, sense of belonging, and also negative emotions such as boredom or anxiety. Fredricks et al. (2004) explain that "emotional engagement encompasses positive and negative reactions to teachers, classmates, academics, and school" (p. 63).

Emotional engagement is particularly important in language learning. When students feel safe, valued, and emotionally connected to the content, they are more likely to take risks in communication. In an Algerian study, Rezzoug (2023) found that emotional engagement increased when students watched English videos that reflected their interests or addressed familiar topics, reducing anxiety and encouraging classroom interaction.

1.4. The Role of Teachers in Enhancing Student Engagement

Teachers play a central role in shaping the level and quality of student engagement in the classroom. Their instructional choices, interpersonal behaviors, and attitudes toward learners can significantly influence how students interact with educational content and with one another. According to Pianta, Hamre, and Allen (2012), positive teacher-student relationships foster a sense of trust and safety, which encourages students to participate more actively in class activities.

In the case of EFL contexts with potentially limited vocabulary and low student confidence, a teacher's ability to make the classroom experience positive and interactional with language becomes more imperative. For example, Mezroua (2021) recognizes that when middle school English teachers in Algeria engaged in cooperative tasks, questioning with flexibility, and encouragement, they were better able to reach their students, especially if the students were shy or hesitant to speak in English.

Likewise, Benadda and Ouerrad (2021) noted that student engagement was enhanced in Algerian middle schools when teachers provided personalized support and developed a relationship with learners. These methods not only demonstrated improved classroom behaviors, they led to richer experiences of engagement with the learning task. Benadda and Ouerrad indicated that engagement is determined not only by the content of the lesson but also more importantly through teacher delivery.

In addition, Goodman (2016) in his dissertation outlined what engagement means in EFL and what engagement should look like in practice. Goodman (2016) indicated that engagement is a changeable and evolving process, as teachers observe disturbance or disengagement of their learners, they can revise or transform how they plan to use humour, learning tasks convert

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into activities, or how they involve learners in lesson plans to re-engage learners. I think this has great relevance to Algerian EFL classrooms where teachers need flexibility and learners may represent a range of needs, and significant language barriers to language learning.

In summary, teachers act as engagement facilitators - developing emotional safety, inviting participation, and structuring instruction relative to student context. They are not passive, but rather actively involved in creating conditions for sustained learner investment.

1.5. Challenges to Student Engagement in EFL Classrooms

Student engagement is vital for learning; however, there are several obstacles to having students fully engaged in English as a Foreign Language (EFL) classrooms, especially in middle school contexts. These obstacles can be connected to linguistic, psychological, pedagogical, or contextual factors that prevent students from fully participating in classroom activities.

One of the obstacles is language anxiety. According to Horwitz, Horwitz, and Cope (1986), foreign language anxiety occurs in second or foreign language learner is a special and unique kind of anxiety that arises from the new process of learning and using a new language. This foreign language anxiety often leads to fear of making mistakes, embarrassment when speaking, or being unable to avoid participation. Mezroua (2021) found that many Algerian middle school students do not speak in classes because they have a fear of other people's judgments or a limited vocabulary.

The other challenge is motivation for learning English, which may stem from number external issues such as very little contact with English outside of the EFL context, unengaging materials, or methods of instruction that do not engage the students' interests.

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Benadda and Ouerrad (2021) found that classrooms that centered entirely on textbooks and did not have interactive activities lost students' interest and engagement.

Moreover, large class sizes and resources remain problematic; in many Algerian public schools, overcrowding results in teachers having limited ability to support individual students or using interactive methods such as group work or project-based learning. As Bahloul (2020) reported, teachers often find it overwhelming to promote classroom interaction while maintaining control over the classroom which may diminish the quality of engagement.

Lastly, teacher related problems could be limited training in learner-centered approaches to teaching, limited educational technology usage, or inability to adapt to the different needs of students. If teachers are not equipped with strategies to respond to disengaged learners, student motivation may continue to deteriorate (Goodman, 2016).

Recognizing these challenges is crucial for developing practical solutions. Understanding what prevents engagement allows educators and researchers to propose realistic, context-sensitive interventions that enhance the learning experience for EFL students.

1.6. Pedagogical Factors Influencing Learner Engagement in EFL Contexts

Several researchers have discussed how teaching practices can influence student engagement in language learning environments. These factors are not fixed solutions but rather common themes noticed in different studies. They help explain why some learners are more engaged than others depending on how the class is taught.

1.6.1. Classroom Interaction

Walsh (2006) points out that interaction between students and teachers plays an important role in how involved students become. For example, if teachers only ask short, close-ended

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questions, students may not speak much. But if they ask open questions or encourage learners to speak to each other, students are more likely to join in and stay interested.

1.6.2. Clear Instructions and Purpose

According to Dornyei and Ushioda (2011), students stay more focused when they know why they are doing an activity. If tasks are clearly explained and connected to real language use, learners understand the purpose and become more motivated. Without clear goals, students might not see the value of the lesson.

1.6.3. Using Familiar and Real-Life Topics

In an Algerian study, Boumghar (2020) found that students enjoyed lessons more when the topics were about things they knew from daily life. When learners could connect the lesson to their own experiences, they were more likely to participate and stay active in class. This shows that the content of lessons can affect emotional engagement.

1.6.4. Managing the Classroom and Supporting Autonomy

Fredricks et al. (2004) explain that engagement can improve when students are given some choice in how they learn. Letting students choose topics or how to complete a task can help them feel more involved. However, the teacher still needs to guide the class and make sure that everyone understands what to do.

1.6.5. Listening to Students' Feedback:

Goodman (2016) reflects that students are more engaged in class when teachers acknowledge their viewpoints and accommodate their needs, even when this does not involve formal feedback and simply requires teachers to pay attention to their students and adapt in small

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ways as required. When students realize that the teacher cares about their opinions and ideas, they are more likely to get involved.

Conclusion

This chapter has established a full theoretical basis for student engagement, as it applies, in EFL classrooms. It defined engagement and its role in the learning process and presented an overview of its multidimensional form, both behavioral, emotional, and cognitive. One could argue many barriers exist to effective engagement, especially in EFL contexts, noting the challenges related to classroom context, student motivation, and teaching practice. Furthermore, this chapter discussed how teachers engage students and create a positive, engaging environment, through their pedagogical choices and the type of environment they create with students. A review of the previous studies shed light upon the existing landscape of research and reflected upon the underlying theory of the current study. The next chapter will focus on the role and effectiveness of the educational videos, to apply what might be done to help increase engagement in middle school and EFL classrooms.

Chapter two: Educational Videos

Introduction

In the contemporary landscape of education, digital technologies have transformed knowledge delivery. Educational videos, combining visual and auditory channels, support deeper learning and engagement. In EFL middle school classrooms, they enhance language input, communicative competence, and learner motivation. Research in multimedia learning shows that videos offer context-rich, multimodal exposure to authentic and instructional language (Mayer, 2009; Sherman, 2003), aiding listening, vocabulary, and cultural awareness (Wang, 2015). Aligned with cognitive theories, they improve memory and understanding through verbal and non-verbal input (Paivio, 1991; Mayer, 2020). Literature suggests educational videos foster cognitive, emotional, and behavioral engagement (Fredricks et al., 2004). In EFL contexts like Algeria, they help bridge abstract language and meaningful use, though effectiveness depends on how well they are selected and adapted to learners' needs. This chapter explores the theoretical and pedagogical foundations of using educational videos in EFL instruction. It begins by defining educational videos, then presents key theories that support their use, including Mayer's Cognitive Theory of Multimedia Learning and Paivio's Dual Coding Theory. The chapter proceeds to classify different types of educational videos, analyze their pedagogical benefits, and discuss the practical challenges of implementing them in Algerian middle school classrooms. Finally, it reviews recent empirical studies—both international and Algerian—on the impact of educational videos on student engagement and learning.

2.1. Definition of Educational Videos

Educational videos are instructional tools that present content through both visual and auditory channels with the aim of enhancing learning. They can include lectures, documentaries, dramatizations, animations, and real-life footage, often designed to simplify

complex concepts or provide authentic language input in the case of language learning. Mayer (2009) defines multimedia learning as “a cognitive process of building mental representations from words and pictures” (p. 60), which explains the core function of educational videos in learning environments.

In English as a Foreign Language (EFL) teaching, educational videos are especially valuable because they expose learners to spoken English in meaningful contexts. Sherman (2003) states that “video is an ideal way of bringing the real world into the classroom” (p. 1), as it allows students to observe language being used in authentic situations. Non-verbal cues such as gestures, facial expressions, and setting also help support comprehension, making videos beneficial for learners of varying proficiency levels.

Wang (2015) explains that educational videos can serve multiple functions in language education. They may be used to introduce new vocabulary, reinforce grammar, develop listening comprehension, or stimulate discussion. Videos that include subtitles or captions help learners “connect spoken and written language forms, improving both vocabulary development and pronunciation skills” (Winke, Gass, &Sydorenko, 2010, p. 65).

It is important to note that educational videos can vary widely in format and purpose. Some are commercially produced with high-quality visuals and pedagogical goals, while others are created by teachers for their specific classroom needs. Both types can be effective when aligned with learners’ needs, lesson goals, and the classroom context. As Sherman (2003) points out, “the effectiveness of video lies not in its visual appeal but in how well it is integrated into the lesson” (p. 5).

In summary, educational videos represent a powerful and flexible resource in EFL classrooms. When used appropriately, they support multimodal learning, increase motivation,

and provide rich exposure to language, making them an essential component of modern language instruction.

2.2. Theoretical Foundations

To understand the effectiveness of educational videos in EFL classrooms, it is essential to explore the theoretical models that explain how students process multimedia input. Two well-established cognitive theories provide the foundation for this: Mayer's Cognitive Theory of Multimedia Learning and Paivio's Dual Coding Theory. These theories highlight how the brain processes visual and verbal information simultaneously, making them especially relevant to language learning contexts.

2.2.1. Mayer's Cognitive Theory of Multimedia Learning

Mayer's (2009) Cognitive Theory of Multimedia Learning explains how learners construct meaningful knowledge from words and pictures. This theory is built on three main assumptions:

1. **Dual-channel assumption** – learners process verbal and visual information in separate channels (spoken words vs. images).
2. **Limited capacity assumption** – each channel has a limited capacity for processing information at one time.
3. **Active processing assumption** – learners must actively engage in selecting, organizing, and integrating information to construct understanding.

According to Mayer (2009), “people learn more deeply from words and pictures than from words alone” (p. 31). This is because educational videos provide simultaneous access to both visual and auditory information, which supports retention, attention, and comprehension. For

language learners, this means seeing the speaker's gestures, hearing pronunciation, and reading subtitles all contribute to better understanding and recall.

This theory is particularly valuable in the EFL context, where students may have difficulty understanding spoken input alone. By presenting information in multiple formats, well-designed videos reduce cognitive load and enhance language input. Mayer (2020) also emphasized principles like segmenting (breaking videos into shorter parts), signaling (highlighting important information), and modality (using spoken words instead of on-screen text) to improve learning outcomes in multimedia settings.

2.2.2. Paivio's Dual Coding Theory

Another influential framework is Paivio's Dual Coding Theory (1991), which proposes that humans process information using two systems: the verbal system (spoken or written language) and the non-verbal system (images, gestures, sounds). When learners are presented with content that activates both systems, the learning is more likely to be remembered and recalled.

As Paivio (1991) explains, "when information is stored in both verbal and visual codes, the probability of retrieval is enhanced" (p. 258). This is particularly important for EFL learners, who often rely on visual supports to interpret unfamiliar language. Educational videos support dual coding by linking spoken English with relevant imagery, facial expressions, and contextual clues, which aid comprehension and make the input more meaningful.

This theory also aligns with what is seen in classroom practice. When students watch a video and hear the target language while also seeing a visual context (e.g., a conversation in a café), they are able to build stronger associations between language and meaning.

2.3. Types of Educational Videos

Educational videos used in English as a Foreign Language (EFL) instruction vary widely in format and function. Understanding the types of videos available allows educators to select materials that align with pedagogical goals, student proficiency levels, and classroom needs. Based on both international and Algerian research, educational videos in EFL can be broadly categorized into three major groups: authentic vs. instructional videos, teacher-produced vs. commercial videos, and subtitled vs. captioned videos.

2.3.1. Authentic vs. Instructional Videos

- **Authentic videos** are not designed for educational purposes but offer natural language use in real contexts. These include movies, interviews, TV shows, or vlogs. They help expose learners to natural speech patterns, cultural nuances, and real-life communicative situations. Sherman (2003) emphasizes that authentic video “provides real language input, complete with gesture, intonation, and visual context” (p. 4), which is particularly beneficial for improving learners' listening skills and cultural awareness.
- In contrast, **instructional videos** are created specifically to teach language skills. These may be part of textbooks, online lessons, or teacher-made recordings that explain grammar points, pronunciation, or vocabulary. Berk (2009) explains that instructional videos “break down information into manageable units, increase learner attention, and support cognitive processing” (p. 3), especially when used with visual cues and examples.

In Algerian EFL classrooms, teachers often rely on instructional content to guide learners through structured lessons. However, the integration of authentic materials is growing,

especially with access to platforms like YouTube, where both formats are available and can be adapted to students' levels. (Hammadi,2024)

2.3.2. Teacher-Produced vs. Commercial Videos

- **Teacher-produced videos** are created by educators for their own students. They are typically short, focused, and directly aligned with classroom objectives. In the Algerian context, Hammadi (2024) notes that when teachers record personalized video lessons, students become more attentive and feel “a stronger sense of connection to the learning content” (p. 58). These videos may include recorded explanations, classroom demonstrations, or reading passages delivered in a familiar voice.
- **Commercial videos**, on the other hand, are professionally developed by educational publishers, language platforms, or media companies. These videos often feature native speakers, animations, or interactive subtitles. While they tend to be visually appealing and pedagogically structured, they may lack the contextual relevance of teacher-made content.

Bensebti and Kaddour (2019) found that Algerian middle school learners showed higher engagement when video content was closely tied to their curriculum. Therefore, combining both teacher-made and commercial materials may offer a more balanced and engaging learning experience.

2.3.3. Subtitled and Captioned Videos

- An important distinction among educational videos involves their use of text to support spoken language. Subtitled videos display written text corresponding to the spoken language, either in the same language or in translation. These are widely used in language instruction to reinforce vocabulary recognition, pronunciation, and listening skills. According to Winke, Gass, and Sydorenko (2010), “subtitles facilitate learners’ comprehension and retention by supporting the auditory input with written cues” (p. 67).
- Captioned videos go further by including not only speech but also sound effects and non-verbal audio (e.g., laughter, music, background noise). These are especially helpful for learners with hearing impairments or those needing extra context to understand tone or mood.

In Algerian EFL classrooms, subtitles are often used in English-language videos to help students follow spoken input. As (Hammadi, 2024) observed, “students who watched subtitled videos showed greater confidence in oral participation and vocabulary recall” (p. 61).

2.4. Benefits of Educational Videos

Educational videos offer numerous pedagogical benefits that make them valuable tools in English as a Foreign Language (EFL) instruction. When used effectively, videos can increase students’ motivation, improve comprehension, foster engagement, and provide exposure to authentic language input. Their ability to combine visual and auditory elements aligns with cognitive learning theories and supports various learning styles.

One of the key benefits of using educational videos is the enhancement of learner motivation. As Duffy (2008) argues, videos can “capture the attention of learners and stimulate interest in the lesson content” (p. 122). This is particularly important in EFL classrooms where students may lack intrinsic motivation due to the abstract nature of language learning. In Algeria, Hammadi (2024) found that middle school students showed increased motivation and classroom participation after repeated exposure to YouTube-based lessons, especially when the video content was age-appropriate and visually engaging.

Educational videos also contribute to the development of listening comprehension. According to Watkins and Wilkins (2011), watching videos helps students “associate meaning with spoken language by providing contextual cues such as gestures, facial expressions, and background settings” (p. 115). These multimodal cues are essential for Algerian learners, especially in environments where opportunities to hear spoken English outside the classroom are limited.

Another major advantage is vocabulary development and pronunciation awareness. Subtitled videos, in particular, help students match spoken and written forms of words, making it easier to understand and retain new terms (Winke, Gass, & Sydorenko, 2010). Hammadi (2024) reported that learners who regularly watched subtitled English videos demonstrated improved vocabulary recall and were more confident during speaking activities.

Furthermore, videos can promote learner autonomy and engagement, especially when integrated into homework tasks or self-paced learning. Berk (2009) noted that students often find video-based assignments less stressful and more enjoyable than traditional textbook work. This aligns with Patton’s (2000) argument that learning tools which engage both the intellect and emotions enhance long-term retention and class satisfaction.

In sum, educational videos support language acquisition not only by presenting content but by making the learning process more interactive, contextualized, and learner-centered. When chosen carefully and embedded into a pedagogically sound lesson plan, they can greatly enhance the quality of classroom learning.

2.5. Challenges of Using Educational Videos

While educational videos offer significant benefits in language teaching, their implementation in EFL classrooms is not without challenges. In the Algerian middle school context in particular, several factors may hinder the effective use of videos, including limited technological access, lack of teacher training, inappropriate content, and classroom management concerns.

One of the most common obstacles is insufficient technological infrastructure. Many Algerian schools lack basic digital equipment such as projectors, speakers, stable internet connections, or electricity in some rural areas. Hammadi (2024) points out that “the majority of teachers surveyed reported difficulties in using video materials due to the unavailability of data projectors and proper technical support” (p. 60). Without access to these tools, even the most effective educational videos cannot be utilized.

Another challenge is the lack of teacher training in how to select, integrate, and evaluate video materials. While many teachers are enthusiastic about using videos, some are unsure how to match videos with lesson goals or how to manage video-based activities. Duffy (2008) notes that teachers must be trained “not only in how to use technology but also in how to embed it meaningfully into pedagogical practices” (p. 123). In Algeria, this gap often results in underuse or ineffective use of video in classrooms.

Content appropriateness is another important issue. Not all videos available online are suitable for middle school learners due to cultural, linguistic, or age-related factors. According to Watkins and Wilkins (2011), one major risk of using platforms like YouTube is “exposing learners to uncontrolled or distracting content that may not match their learning needs” (p. 116). Teachers must therefore carefully preview and adapt videos to suit their students' proficiency levels and cultural expectations.

In addition, there are classroom management issues associated with video use. Students may become passive viewers instead of active learners, especially if the video is too long or not accompanied by guided tasks. Berk (2009) stresses that “videos must be used with a clear purpose and followed by structured activities to maintain student engagement” (p. 6).

Finally, students' varied learning styles and digital familiarity levels may also present a barrier. Some learners may benefit greatly from visual and auditory input, while others may have difficulty processing information delivered too rapidly or in unfamiliar accents.

Despite these challenges, educational videos can still be highly effective when used strategically. Teachers must be supported through training and equipped with the tools necessary to make video integration purposeful, relevant, and inclusive.

2.6. Empirical Studies on the Use of Educational Videos in EFL Classrooms

Empirical research has widely documented the effectiveness of educational videos in enhancing language learning across various EFL contexts. Both international and Algerian studies have shown that when videos are meaningfully integrated into instruction, they can significantly improve learners' language skills, motivation, and engagement. This section highlights key findings from both Algerian and global classroom-based studies.

2.6.1. Studies in the Algerian Context

In Algeria, educational videos are gaining increasing recognition as an effective tool to support English language instruction. A notable study by Hammadi (2024) investigated the use of YouTube videos to enhance students' English proficiency in secondary schools. The findings revealed that students exposed to regular video input improved in vocabulary acquisition, pronunciation, and speaking confidence. Moreover, teachers observed greater student motivation and participation when videos were used as a warm-up or extension activity.

Another Algerian study by Bensebti and Kaddour (2020) focused on developing speaking skills through the integration of short YouTube videos in middle school oral expression classes. Their results indicated that students became more confident speakers and were more eager to engage in classroom discussions after video exposure. The study emphasized that authentic content, combined with guided tasks, helped students use English more fluently and accurately.

Similarly, Boukaouit and Guerroudj (2024) examined the effects of educational videos on listening comprehension among Algerian middle school learners. Their findings confirmed that students who watched structured listening videos — especially with English subtitles — performed better in listening assessments and retained vocabulary more effectively than those taught through traditional methods alone.

These studies illustrate that in Algerian EFL classrooms, videos function not just as supplementary tools but as core resources materials capable of enhancing linguistic competence when integrated strategically.

2.6.2. International Studies

International research reinforces these findings with robust evidence from multiple educational contexts. Almurashi (2016) conducted a study at Taibah University in Saudi Arabia, where YouTube videos were used as supplementary material. The study concluded that students exposed to weekly video lessons showed significant improvement in grammar and pronunciation, as well as a more positive attitude toward learning English.

Arianti, Nurnaningsih, and Pratiwi (2018) analyzed classroom-based YouTube video use to develop students' speaking skills. Their findings suggested that short instructional videos improved students' fluency and accuracy during oral presentations. Teachers in their study also noted increased motivation and participation levels.

Watkins and Wilkins (2011) conducted research across several Asian classrooms and found that videos contributed to increased student confidence and improved classroom dynamics when integrated with pre- and post-viewing activities.

Further support comes from Alonso (2014), who investigated speaking skill development in two academic contexts. The study emphasized the value of authentic video materials in encouraging learners to develop spontaneous oral production and apply conversational strategies in real-time speaking tasks.

Together, these international findings confirm that educational videos — particularly those from platforms like YouTube — can significantly enrich the EFL classroom. They offer contextualized input, stimulate student interest, and improve both receptive and productive language skills when used with pedagogical intent.

Conclusion

This chapter has provided a comprehensive theoretical and empirical overview of the use of educational videos in EFL instruction, with a particular focus on Algerian middle school contexts. It began by defining educational videos and grounding their use in well-established cognitive frameworks, namely Mayer's Cognitive Theory of Multimedia Learning and Paivio's Dual Coding Theory. These theories demonstrate that learners benefit from simultaneous visual and auditory input, which educational videos naturally provide.

The discussion then turned to the different types of educational videos available to teachers, such as authentic versus instructional content, teacher-generated versus commercial productions, and subtitled or captioned formats. Each category offers unique advantages and can be selected depending on instructional goals and learner proficiency.

The pedagogical benefits of using videos were shown to be numerous. Videos can improve learners' listening comprehension, vocabulary retention, speaking fluency, and motivation. However, the chapter also acknowledged key challenges in the Algerian context, such as limited access to digital tools, lack of training, and the difficulty of selecting appropriate content.

Finally, empirical studies — both Algerian and international — confirmed that educational videos, particularly when used purposefully and combined with classroom activities, significantly enhance students' engagement and language development. Algerian research, including the work of Hammadi (2024), Bensebti&Kaddour (2019), and others, confirms that video integration can lead to measurable improvements in EFL learners' performance, motivation, and participation.

This theoretical background lays the foundation for the next chapter, which presents the research design, methodology, and analysis of findings from classroom observations and teacher feedback related to the use of educational videos in Algerian EFL classrooms.

Chapter three: Data analysis and Results

Introduction

This chapter is concerned with the practical part of the present research, which investigates the effect of educational videos on student engagement in first-year middle school English language classes. It begins by presenting the research design, the population and sample, followed by a detailed description of the data collection tools used, the classroom observation was used to collect qualitative data about how pupils engaged with an educational video during an English lesson, while the online questionnaire combined quantitative and qualitative (mixed-method approach) questions to gather teachers' views and experiences. The findings from both tools are analyzed and discussed in relation to the research objectives. Moreover, the findings will be analyzed and discussed in light of the research questions and objectives. The chapter concludes with a general synthesis of the results and offers implications and recommendations for both teachers and learners, grounded in the theoretical background and empirical evidence.

3.1. Research Design

Since the purpose of this study is to investigate the effect of educational videos on student engagement in first-year middle school English language classes, the mixed-method approach was adopted. The study began with a classroom observation using a structured checklist to collect qualitative data about students' behavioral and emotional engagement during an English session. After that, an online questionnaire was administered to teachers, which combined both closed-ended and open-ended questions, making it a mixed-method tool. The use of mixed approaches was suitable for the nature of this study, as it allowed the researcher to gather both measurable and descriptive data. This combination provided a more complete understanding of the research problem, as Creswell (2014) argued that using both qualitative and quantitative methods enhances the depth and reliability of findings.

3.2. Population and Sample

To achieve the aims of this study and collect data, the research focused on first-year middle school pupils and their English teachers. The population of this study is made up of first-year pupils at Middle School AïssaMechehat in El-Mghaier. These learners are around 11 to 12 years old and have just started learning English as a foreign language. They were chosen because they are still new to the language and may find it difficult to stay engaged in class, especially when traditional teaching methods are used. This makes them a suitable group to explore how educational videos might help increase their engagement.

The sample of the study includes one English teacher and her class approximately 40 first-year pupils at AïssaMechehat Middle School in El-Mghaier , who were observed during one English session where a video was used as part of the lesson. Also, an online questionnaire was shared with seven English teachers from different middle schools, and all the seven teachers answered the questionnaire were included in the sample. The researcher used purposive sampling to choose participants who could give meaningful and relevant insights about the topic.

3.3. Data Collection Tools

To achieve the objectives of this study, two main data collection tools were used: a structured classroom observation checklist and an online teacher questionnaire. These tools were chosen to provide both in-depth qualitative insights and broader teacher perspectives.

The first tool was a classroom observation checklist, designed to qualitatively explore student engagement during a first-year English session where an educational video was used. The observation focused on three key dimensions of engagement—behavioral, emotional, and cognitive—and was carried out during one carefully selected session with a single class at AïssaMechehat Middle School in El-Mghaier. This method allowed the researcher to observe

and describe how students interacted with the video material and how it influenced their attention, motivation, and classroom behavior.

The second tool used in this study was an online questionnaire shared with middle school English teachers in El-Mghaier. It included both closed-ended and open-ended questions. This combination allowed the researcher to collect two types of data: short, factual answers (such as how often teachers use videos), and more detailed responses that reflected teachers' personal opinions and experiences. Because it used both question types, the questionnaire is considered a mixed-method tool. It was designed to explore how teachers view the use of educational videos in English classes and how these videos affect student engagement based on their daily classroom practice.

3.3.1. Classroom Observation Check list

Description of the Classroom Observation

The first tool used in this study was a classroom observation, which aimed to explore how pupils responded to the use of an educational video during an English session. This observation was carried out with a first-year middle school class at AïssaMechehat Middle School in El-M'ghaier. The session was carefully selected to allow for a focused and detailed understanding of student engagement in a real classroom setting.

The observation was conducted using a structured checklist that included three main dimensions of engagement: behavioral, emotional, and cognitive. Each dimension consisted of several indicators that helped the researcher observe how pupils behaved, how they felt, and how they interacted with the content during the lesson. The checklist was marked with "Yes" or "No" based on what was actually observed in the classroom.

The observation was structured using a checklist that was divided into two main sections: the teacher's practices and the pupils' behaviors. The teacher-focused section included items related to instructional strategies, the use of visual aids, and classroom management. The pupil-focused section examined indicators of attention, participation, and overall engagement with the lesson. Together, these two sections helped the researcher observe how educational videos influenced both teaching practices and student responses. The data gathered from this session offered valuable insights into how video materials can support learner involvement and interaction in the EFL classroom.

Teacher's practices

Before the use of the educational video, the teacher began the session with a brief explanation of the lesson's topic. This introduction lasted around five minutes and aimed to prepare the pupils by presenting some key vocabulary and context related to the video content. The teacher used simple oral explanations and asked a few guiding questions to connect the pupils' prior knowledge with the upcoming material. However, the level of pupil engagement during this initial phase appeared limited. According to the teacher's input shared in the interview, pupils were often quiet, distracted, or hesitant to participate when lessons relied only on verbal explanation without visual aids.

During the main session, the teacher integrated an educational video that aligned with the lesson objectives. She played the video using a projector, occasionally pausing it to clarify terms or ask questions. This approach created a more dynamic environment, where pupils showed visible signs of interest—such as sitting upright, watching attentively, and reacting to the video content. Some pupils repeated words they heard or asked questions, showing active participation.

The checklist used during observation confirmed that the teacher fulfilled several important roles. She provided clear instructions, facilitated learning through visual materials, and encouraged interaction by prompting pupils to engage with what they saw. Her use of time was well-managed, and she adjusted her pace based on the pupils' reactions. These strategies helped increase motivation and focus, especially among those who were usually passive in class.

Pupils' behaviors

During the session, the pupils' behavior showed a clear difference between the beginning of the class and the moment the video was introduced. In the first five minutes, while the teacher was giving a brief explanation without any visual aids, some pupils appeared distracted. A few looked around the classroom, and others whispered to classmates. This part of the lesson did not capture the full attention of all pupils, as many seemed bored or unmotivated.

However, once the educational video was played, there was an immediate change in their behavior. Most pupils turned their attention to the screen, sat still, and followed the video with interest. Some smiled, pointed to images they recognized, or repeated new vocabulary words they heard. This showed that the video succeeded in attracting their attention and sparking their curiosity.

The observation checklist highlighted positive signs of engagement, such as participation, visual focus, and a willingness to answer questions when asked. Pupils were more active during the video-based part of the lesson compared to the initial explanation. There were fewer signs of boredom, and classroom noise decreased as most pupils concentrated on the screen. A few even raised their hands to answer questions, which was not observed at the beginning.

Overall, the video created a more engaging and interactive classroom atmosphere, helping the pupils stay focused and enjoy the learning process more than they usually do during traditional instruction.

General Observation

The classroom observation was carried out with a group of 40 first-year middle school pupils at AïssaMechehat Middle School in El-M'ghaier. The session began around 09:00 in the morning, a time when pupils are generally more focused and ready to learn. Although the classroom space was simple, it was clean, organized, and provided a calm atmosphere for learning, despite the large number of pupils. The desks were arranged in the usual manner, and the teacher managed the class effectively, ensuring smooth progress throughout the session.

To prepare the pupils for the video, the teacher spent about five minutes introducing the lesson and activating their background knowledge. This helped set the stage and made it easier for them to follow the video content. After this brief introduction, the teacher played an educational video that was directly related to the topic of the English lesson. As the video played, the pupils appeared genuinely interested—they watched attentively, showed reactions through their facial expressions and gestures, and occasionally made spontaneous remarks. These natural responses were clear signs of their engagement and connection with the material.

During the video, the teacher paused at key moments to ask questions, explain new vocabulary, and encourage pupils to make predictions about what might happen next. Pupils were also asked to take notes and engage in short pair discussions, which helped maintain their focus and participation. However, the use of video clearly improved pupil involvement.

They paid more attention, participated more frequently, answered questions, interacted with classmates, and appeared to retain new vocabulary introduced through the video.

Classroom Observation Check list

In this classroom observation, we aimed to examine the level of student engagement during the use of educational videos in a first-year middle school English class. The observation was based on a checklist divided into three types of engagement: behavioral, emotional, and cognitive. Each type included several indicators to evaluate the students' reactions and participation during the lesson. The session was observed on April 21st, 2025.

Table1: The Check List of Classroom Observation

Engagement Dimension	Engagement Indicator	yes	no
Behavioral Engagement	Students are focused on the video without distractions.		no
	Students are actively watching and listening.	yes	
	Students take notes while watching the video.		no
	Students respond to teacher's questions about the video.	yes	
	Students participate in class discussions after the video.	yes	
	Students complete activities related to the video.	yes	
	Students ask follow-up questions related to the video content.	yes	
	Students collaborate with peers when given group tasks.	yes	
	Students remain engaged throughout the lesson.	yes	
	Students use English (even partially) when responding to questions.	yes	
Emotional Engagement	Students show enthusiasm while watching the video.	yes	
	Students laugh, smile, or show positive reactions to the content.	yes	
	Students express curiosity or excitement about the video.	yes	

	Students appear bored or disengaged.		no
	Students express frustration or confusion during the video.		no
	Students express opinions about the video after watching it.		no
Cognitive Engagement	Students make connections between the video and lesson topic.	yes	
	Students apply video content to classroom discussions or exercises.	yes	
	Students analyze or evaluate the video content critically.		no
	Students ask thought-provoking questions beyond basic comprehension.		no
	Students attempt to use new vocabulary or concepts from the video.	yes	
	Students recall and discuss key points from the video later in the lesson.	yes	

Pupils' Observation

Dimension One : Behavioral Engagement

Item1: Students are focused on the video without distractions.

During the observation sessions, we marked the item as not observed . Although the pupils were watching the video, they were not always fully focused. Some of them were looking around, whispering to each other, or making gestures. This kind of distraction suggests that, while the video managed to attract attention to some extent, it did not completely hold the focus of all learners throughout the session.

Item2: Students are actively watching and listening.

This indicator was observed during the session. Most pupils maintained eye contact with the screen and listened attentively to the video. Their body language such as leaning forward or reacting to certain scenes suggested that they were genuinely engaged. This level of

attentiveness indicates that the visual and audio elements of the video were effective in maintaining their interest.

Item3: Students take notes while watching the video.

This item was not observed during the session. According to the teacher, pupils were not encouraged to take notes while watching the video because they were believed to retain information easily due to their strong memory. As a result, the focus remained on understanding the content through visual and auditory input rather than written recording. This approach reflects the teacher's adaptation to her learners' preferences and perceived abilities, though it may limit opportunities for deeper cognitive engagement through note-taking.

Item4: Students respond to teacher's questions about the video.

This behavior was observed across the session. During the video, the teacher stopped at certain moments to ask questions, and several pupils gave answers. Some responded in simple words or repeated vocabulary from the video. This showed that they were following along and understood parts of the content. Their answers also showed that the video helped them stay involved in the lesson.

Item5: Students participate in class discussions after the video.

This item was observed. After the video, the teacher asked some questions to start a short discussion. Many pupils participated by giving answers or repeating words they heard in the video. They seemed more confident and willing to speak compared to the beginning of the session. This shows that the video helped them understand the topic and encouraged them to take part in the discussion.

Item6:Students complete activities related to the video.

This item was observed. After watching the video, the teacher gave the pupils a short activity related to the lesson. The pupils were asked to answer questions or match words with pictures. Most of them participated and seemed to enjoy the task. This shows that the video helped them understand the content and made it easier for them to complete the activity.

Item7:Students ask follow-up questions related to the video content.

This item was observed. After the video, a few pupils raised their hands to ask questions. Their questions were simple and related to words or parts of the video they didn't understand. This showed that they were thinking about the content and wanted to learn more. It also reflected their interest and involvement in the lesson.

Item8:Students collaborate with peers when given group tasks.

During the observation session, we clearly noted that all pupils responded positively to the educational video. Two pupils in each group were observed attempting to imitate the actions and expressions of the characters in the video. Such behavior indicated a strong emotional connection and engagement with the content. The pupils' frequent smiles, laughter, and attempts to replicate what they saw suggested that the video successfully captured their attention and created an enjoyable learning atmosphere. These visible reactions highlight the potential of educational videos to foster a more emotionally engaging classroom experience.

Item9:Students remain engaged throughout the lesson.

During the observed session, we noted that pupils remained engaged throughout the entire lesson. From the beginning of the video until the end of the follow-up activities, learners stayed attentive and showed consistent interest in the tasks. Their focus did not waver even when the teacher paused the video to ask questions or explain certain points. This fixed engagement suggests that the integration of educational videos can sustain pupils' attention

more effectively than traditional methods, especially when visual and auditory stimuli are involved. Such continuous engagement is essential in promoting better understanding and retention of lesson content

Item10:Students use English (even partially) when responding to questions.

We observed that pupils made efforts to use English, at least partially, when responding to the teacher's questions . Although their sentences were simple and sometimes mixed with Arabic or French, their willingness to speak in English reflects a positive step toward language engagement. This was particularly noticeable after watching the video, where pupils attempted to repeat key words or phrases they had just heard. This behavior indicates that visual input supported their comprehension and encouraged them to practice the target language, even if briefly. Encouraging such attempts helps build learners' confidence and supports gradual language development in an EFL context.

Dimension Two: Emotional Engagement

Item11: Students show enthusiasm while watching the video.

During the observed session, all pupils appeared enthusiastic while watching the educational video. Their body language reflected interest—they leaned forward, paid close attention to the screen, and reacted positively to what they saw. Some pupils even whispered excitedly to each other or repeated certain words aloud. This level of enthusiasm showed that the video content successfully captured their attention and made the lesson more enjoyable. Such reactions suggest that integrating videos into classroom instruction can enhance pupils' motivation and create a more dynamic learning environment.

Item12:Students laugh, smile, or show positive reactions to the content.

We observed one session of video use in the classroom. For this item, we have observed that the pupils reacted positively to the video content. During several moments, they smiled, laughed, and looked at each other with visible enjoyment. These reactions were natural and showed that they were emotionally involved in what they were watching. The teacher also confirmed that such positive behavior rarely appears during traditional lessons. We can say that the video created a friendly and relaxed learning environment where pupils felt more comfortable and open to the lesson.

Item13:Students express curiosity or excitement about the video.

Throughout the observed session, pupils showed visible signs of curiosity and excitement. Their body language included leaning forward, pointing at the screen, and reacting to certain parts of the video with interest. A few pupils were heard whispering brief questions or comments to peers, indicating a genuine engagement with the content. This enthusiasm reflected their emotional connection with the material, as the video seemed to spark interest and make the lesson more appealing compared to traditional instruction.

Item14:Students appear bored or disengaged.

This item was not observed , meaning no signs of boredom or disengagement were observed during the session. Pupils remained focused on the screen and interacted enthusiastically with the video content. No one appeared distracted, sleepy, or uninterested. Their consistent attention and involvement indicated that the video was effective in maintaining their emotional engagement and reducing the typical signs of disengagement often seen in more traditional lessons

Item15:Students express frustration or confusion during the video.

We observed one classroom session , pupils did not show signs of expressing frustration or confusion. The learners followed the content comfortably, without showing signs of struggle or distress. This clarity may be attributed to the teacher's support during the session, as she paused the video at times to explain unfamiliar words and concepts. Therefore, the lack of visible confusion suggests that the video was level-appropriate and that the pupils were able to stay focused and understand the material being presented.

Item16:Students express opinions about the video after watching it.

This item was not observed. After the video, none of the pupils shared their personal opinions or comments about the content. The lack of interaction in this regard suggests that the pupils were not fully comfortable or confident in sharing their thoughts. This could be due to several factors, such as the pupils' limited proficiency in English or their reluctance to speak in front of their peers. As a result, this item indicates a lack of emotional engagement, where pupils did not feel encouraged to openly express their reactions to the video. This may be due to their limited level of English or because the teacher did not directly ask for their opinions at the end of the session.

Dimension Three: Cognitive Engagement**Item17:Students make connections between the video and lesson topic.**

We observed that the pupils were able to make connections between the video content and the lesson topic. After watching the video, they responded to the teacher's follow-up questions by referring to specific scenes or words from the video that related directly to what was being taught. This suggests that the video supported their understanding and helped them link new information to the topic being studied, showing clear signs of cognitive engagement.

Item18: Students apply video content to classroom discussions or exercises.

This item was observed. After the video, Pupils applied what they had learned from the video during class discussions and follow-up exercises. For example, they used vocabulary introduced in the video and referenced scenes when answering the teacher's questions. This shows that the video not only captured their attention but also helped them actively use what they learned in real-time classroom activities.

Item19: Students analyze or evaluate the video content critically.

This item was marked No in our observation. Pupils did not show evidence of analyzing or evaluating the video content in a critical way. Their responses focused mainly on recalling simple facts or repeating words rather than discussing deeper meanings or giving opinions about the video. This may be due to their language level or limited exposure to critical thinking tasks in English.

Item20: Students ask thought-provoking questions beyond basic comprehension.

During the observed session, we did not observe any instances where pupils asked deep or thought-provoking questions related to the video content. As classroom observers, we noticed that most of their questions—if any—were simple and focused on understanding basic words or actions in the video. This could be explained by several factors, such as their limited English vocabulary, being in their first year of learning the language, or even hesitation to speak due to fear of making mistakes. At their age, pupils might also lack the confidence to engage in more complex discussions, especially when they are still adjusting to English as a foreign language.

Item21: Students attempt to use new vocabulary or concepts from the video.

During the observed session, this item was observed. Pupils showed clear attempts to use some of the new vocabulary introduced in the video. They repeated words aloud, tried to pronounce them correctly, and even used them while responding to simple questions. This reflects a positive sign of cognitive engagement, as the pupils not only paid attention but also interacted with the content by trying to incorporate new language into their speech.

Item22:Students recall and discuss key points from the video later in the lesson.

This item was observed . After watching the video, several pupils were able to recall main ideas and discuss them when prompted by the teacher. Their responses reflected an understanding of the content and showed that they had paid attention during the video. This indicates strong cognitive engagement, as the pupils could retain information and express it meaningfully during the follow-up discussion

Analysis of Engagement Dimensions**Table2:Summary Table of Engagement Dimensions and Items**

Engagement Dimensions	Total Items	Items Marked 'YES'	Items Marked 'NO'
Behavioral Engagement	10	8	1
Emotional Engagement	6	3	3
Cognitive Engagement	6	4	2

The classroom observation aimed to explore how pupils engaged with the lesson when educational videos were used as part of the teaching process. The analysis focused on three types of engagement: behavioral, emotional, and cognitive. The observation checklist helped record what pupils did, how they felt, and how they responded mentally during the session.

The results showed that most pupils were behaviorally engaged. With 8 out of 10 items marked “Yes,” it was clear that they paid attention, followed instructions, and participated in classroom activities. This suggests that the use of video supported their focus and encouraged active involvement in the lesson.

Emotional engagement, however, was moderate. Only 3 out of 6 items were marked “Yes,” which indicates that not all pupils expressed strong feelings such as enjoyment or excitement. While some appeared motivated and interested, others were more passive or less expressive. This suggests that more effort may be needed to help pupils connect emotionally with the content.

Cognitive engagement reached 4 out of 6 items, showing that many pupils were mentally involved in the lesson. They understood the video content, answered related questions, and

made simple connections between the video and the lesson topic. However, some pupils found it difficult to show deeper thinking or ask reflective questions.

3.3.2. The Online Teacher's Questionnaire

Description of the Unstructured Teacher's Questionnaire

The online questionnaire was administered to seven middle school English language teachers currently teaching first-year pupils in the town of El-M'ghaier. This data collection tool was designed to explore teachers' perceptions and experiences regarding the use of educational videos and their influence on students' engagement in English as a Foreign Language (EFL) classrooms.

The questionnaire was composed of twelve (12) questions divided into two main sections. The first section included seven (7) questions designed to gather general information about the teachers' professional background and their frequency and attitudes toward the use of educational videos. These questions required brief and direct responses such as yes/no or scaled answers. The second section consisted of five (5) open-ended questions intended to generate more in-depth responses. These questions encouraged participants to elaborate on their personal experiences, challenges, and opinions concerning the integration of educational videos in their teaching practices.

The questionnaire was created using Google Forms and published online to ensure accessibility and convenience. The open-ended nature of the last five questions allowed participants the flexibility to express their views freely and in detail, making it possible to uncover themes relevant to the study's objectives. These qualitative responses form the foundation for the thematic analysis that follows in the next section.

The construction of the questionnaire items was guided by the research problem and objectives, particularly focusing on how educational videos may contribute to enhancing students' behavioral, emotional, and cognitive engagement in EFL learning environments.

Analysis of the Unstructured Teacher's Questionnaire

Question 1: How many years have you been teaching English?

Table 3 Teacher's Years of Experience in Teaching English

Years of Experience	Number of Teachers	Percentage (%)
4–7 years	2	28.6%
8 years or more	5	71.4%
Total	7	100%

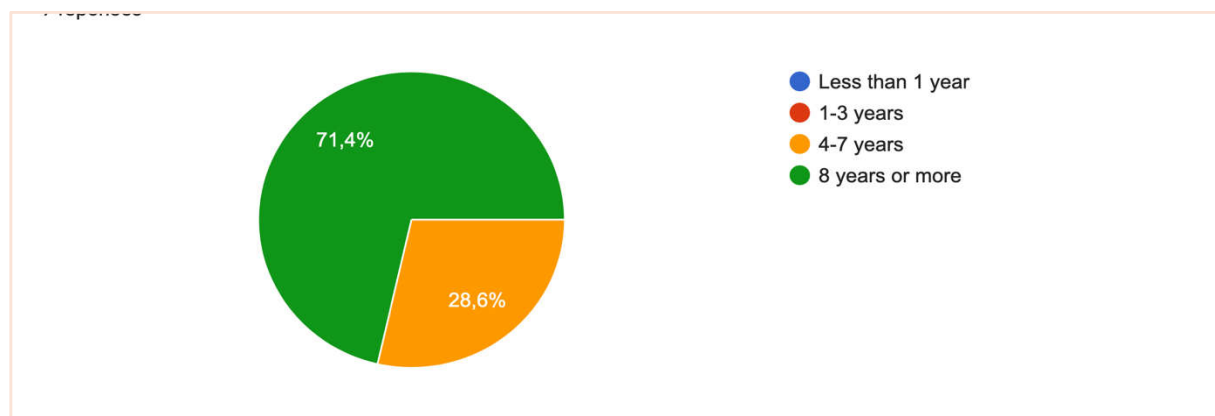


Figure 5 : Teachers' Years of Experience in Teaching English

The Figure indicate that (71.4%) of the teachers have been teaching English for eight years or more, while (28.6%) reported having between four to seven years of teaching experience. This suggests that the majority of the participants have extensive experience in the field of English language teaching. In contrast, a smaller proportion of teachers falls within the mid-range experience level. These findings imply that most of the respondents are likely to have

well-established classroom practices and informed perspectives regarding the use of educational videos in promoting student engagement

Question 2: Have you used **educational videos** in your English classes?

Table 4:Teacher's Responses Regarding the Use of Educational Videos

Responses	Number of Teachers	Percentage
yes	7	100%
No	0	0%
Total	7	100%

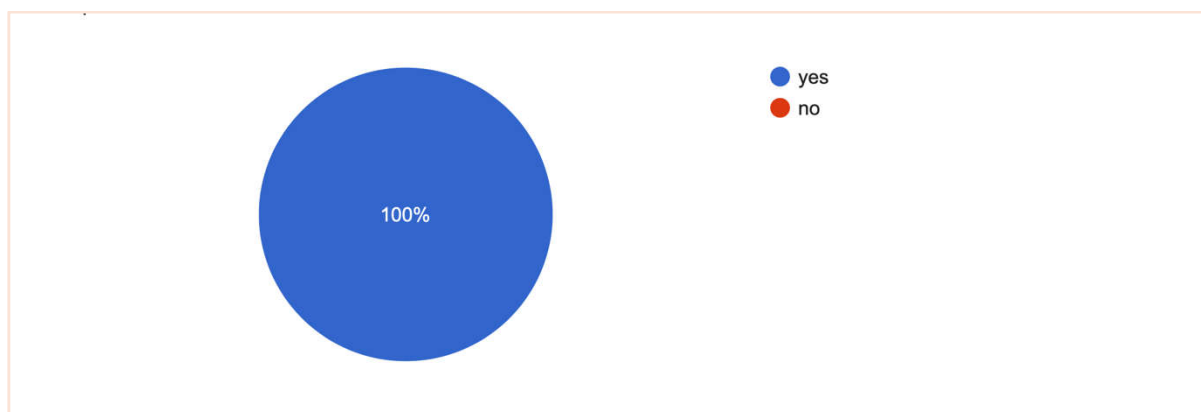


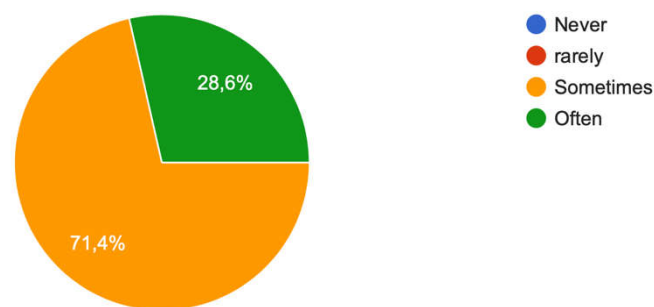
Figure 6: Teacher's Responses Regarding the Use of Educational Videos

The data show that all seven teachers (100%) reported using educational videos in their English language classrooms. This shared response reflects a clear preference among teachers for incorporating visual materials into their teaching practices. The fact that every participant uses educational videos suggests that these tools are now a regular and valued part of English language instruction at the middle school level. It also indicates that teachers do not view educational videos as an extra or optional tool, but rather as an important strategy for supporting learning and boosting student engagement.

Question 3: If yes, how often do you use educational videos?

Table 5:Frequency of Teachers' Use of Educational Videos

Frequency	Number of Teachers	Percentage
Often	2	28.6%
Sometimes	5	71.4%
Total	7	100%

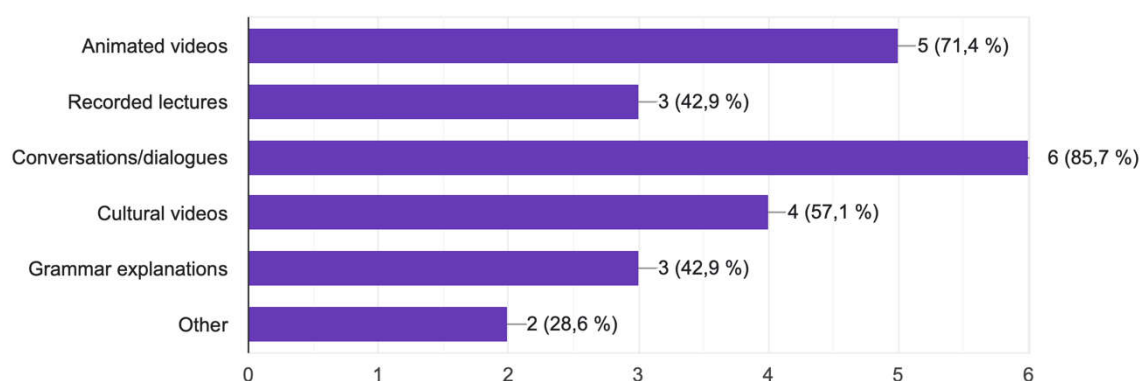
**Figure 7: Frequency of Teachers' Use of Educational Videos**

The responses to this question revealed that the majority of teachers, representing (71.4%), reported using educational videos sometimes in their English classes. In contrast, (28.6%) of the participants stated that they use educational videos often. These results suggest that while all teachers integrate educational videos into their lessons, the frequency of use varies. Most teachers seem to incorporate videos occasionally rather than on a regular basis, which may be due to factors such as curriculum constraints, access to resources, or time limitations. Nonetheless, the data confirms that educational videos are part of the instructional routine to varying degrees.

Question 4: What types of educational videos do you use? (Check all that apply)

Table 6: Types of Educational Videos Used by Teachers

Video Type	Number of Teachers	Percentage (%)
Animated Videos	5	71.4%
Recorded Lectures	3	42.9%
Conversations/Dialogues	6	85.7%
Cultural Videos	4	57.1%
Grammar Explanations	3	42.9%
Other	2	28.6%

**Figure 8:**Types of Educational Videos Used by Teachers

The results of this multiple-response question indicate that teachers incorporate a range of video types in their English language instruction. Animated videos were selected by (71.4%) of participants (5 out of 7 teachers), which shows their popularity among teachers, likely due to their visual appeal and ability to maintain students' attention.

Recorded lectures were chosen by (42.9%) of teachers (3 participants), suggesting that some teachers use this type of video to deliver structured input or reinforce specific topics. The most commonly used video type was conversations or dialogues, selected by (85.7%) of respondents (6 teachers), reflecting the emphasis placed on exposing students to authentic or semi-authentic spoken language in context.

Cultural videos were reported by (57.1%) of teachers (4 out of 7), which highlights the effort to connect language learning with cultural awareness. Grammar explanation videos were also used by (42.9%) of teachers (3 participants), indicating their role in supporting explicit language instruction. Finally, (28.6%) of respondents (2 teachers) mentioned using other types of videos, possibly tailored to meet specific classroom needs or student interests.

Question 5: What challenges do you face when using videos in your classes?

Table 7: Challenges Teachers Face When Using Educational Videos

Reported Challenge	Number of Teachers	Percentage (%)
Time Constraints	3	42.9%
Lack of Student Understanding	2	28.6%
Poor Internet Connection	2	28.6%
Total	7	100%

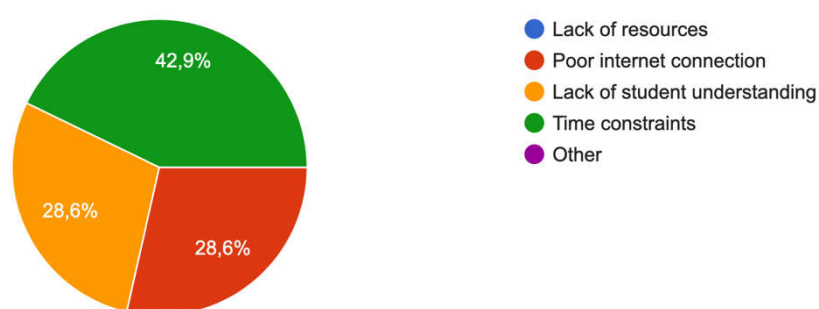


Figure 9: Challenges Teachers Face When Using Educational Videos

The findings indicate that although the implementation of educational videos is prevalent among teachers, several obstacles persist in their practical use. The most frequently cited

difficulty was time constraints, reported by 42.9% of the participants (3 out of 7 teachers). This reflects an ongoing struggle to find enough time to incorporate videos effectively within an already packed curriculum.

Additionally, (28.6%) of the respondents (2 teachers) highlighted students' lack of comprehension as a significant impediment. This may stem from the linguistic complexity

The video content or learners limited English proficiency, which can hinder their ability to grasp and engage with the material effectively.

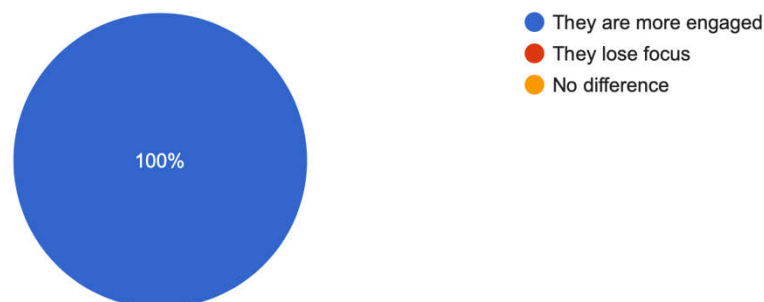
An equal percentage of participants (28.6%) also mentioned poor internet connectivity as a major concern. Such technical limitations can disrupt lesson continuity and restrict access to video resources, especially in educational settings where technological resources are limited.

In summary, while the pedagogical value of educational videos is acknowledged, the responses underscore the importance of addressing both logistical and infrastructural challenges to facilitate their optimal use in Algerian EFL classrooms.

Question 6:How do students usually react when you use educational videos?

Table 8: Students Reactions to the Use of Educational Videos

Response	Number of Teachers	Percentage (%)
They are more engaged	7	100%
Total	7	100%

**Figure 10 :** Students Reactions to the Use of Educational Videos

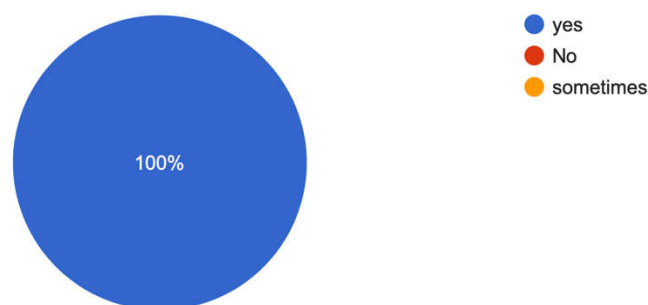
All seven teachers (100%) stated that their students become more engaged when educational videos are used in the classroom. This strong agreement shows that videos have a clear and positive impact on how students respond to lessons. Teachers observed that videos help attract students' attention and make the learning process more enjoyable and active.

These results suggest that using educational videos can be a helpful way to improve student motivation and participation, especially in EFL classrooms. Since students often respond well to visual and audio materials, videos can make lessons more interesting and easier to follow.

Question 7: Do students participate more actively in lessons when educational videos are included?

Table 9: Teachers' Perceptions of Students' Participation with Educational Videos

Response	Number of Teachers	Percentage (%)
Yes	7	100%
Total	7	100%

**Figure 11:** Teachers' Perceptions of Students' Participation with Educational Videos

Selected Teachers Explanation

Teacher 1: "Some students are visual learners and others are auditory learners; therefore, videos help both types of students. Videos can show how people talk in real life or how something works in another country, and this makes students curious, and they want to ask questions or talk about it. Teachers can use them in an interactive manner and can pause the video and ask: 'What do you think?' 'Have you seen this before?' 'Would you do the same?'"

Teacher 2: "This makes content more engaging compared to traditional lecture or textbook formats and breaks up the routine of lectures."

Teacher 3: "They are more interested in audiovisuals."

Teacher 4: "They are motivated greatly."

Teacher 5: "They usually memorize all what they have watched and can easily participate, interact and give the correct answers."

Teacher 6: "They try to participate and be creative more and more."

Teacher 7: "Videos motivate students to participate more."

As previously shown, all seven teachers (100%) agreed that students tend to participate more actively when educational videos are integrated into the lesson. Their explanations further support this finding by highlighting the different ways videos enhance engagement and involvement.

Several teachers pointed out that educational videos cater to both visual and auditory learners, making the content more accessible and stimulating for all students. According to Teacher 1, videos present real-life situations and cultural contexts, which spark students' curiosity and encourage classroom discussion. This teacher also emphasized the interactive potential of videos, such as pausing to ask reflective questions that invite student input.

Other participants mentioned that videos break the routine of traditional lectures and make learning more dynamic and appealing (Teacher 2), while audiovisual elements generally hold students' attention better (Teacher 3). Motivation was a recurring theme, as stated by Teachers 4 and 7, who noted that students feel more eager to engage and participate when videos are used.

Teachers 5 and 6 observed that videos help students retain information more effectively, enabling them to answer questions more confidently and creatively. In summary, the responses suggest that educational videos are not only motivating but also support active learning, making students more involved, responsive, and expressive during lessons.

Question 8: What differences have you noticed in student ****engagement**** between lessons with and without videos?

Teacher 1: "Students are generally more engaged in lessons with videos because videos grab their attention, spark curiosity, and make learning more interactive. For example, in a lesson about food and culture, a video showing a Thai street market encouraged lively discussion, while a similar lesson using only textbook material led to less participation. Videos help students visualize concepts, understand better, and feel more motivated to speak, ask questions, or join activities. Without videos, students tend to be quieter, less focused, and less involved in the lesson."

Teacher 2: "This makes content more engaging compared to traditional lecture or textbook formats and breaks up the routine of lectures."

Teacher 3: "Without videos they look less interested and bored, while with videos their attention is captured from the first moment I switch on the video."

Teacher 4: "They try to ameliorate by imitating."

Teacher 5: "There is a great difference: they can remember easily what they have learnt."

Teacher 6: "With videos, students are more attentive and motivated; without them, they lose concentration easily."

Teacher 7: "Routine kills creativity. A lesson with a video is more appreciated by students than a lesson without a video."

The responses gathered from the teachers reveal a consistent perception that the use of educational videos significantly enhances student engagement in the EFL classroom. All seven participants observed a clear contrast between lessons that include video content and

those that do not, with the former eliciting noticeably higher levels of attention, motivation, and participation from learners.

Several teachers explained that videos serve as a powerful tool to capture learners' attention and spark curiosity from the very beginning of the lesson. This is particularly evident in examples where videos related to real-life contexts—such as cultural practices or conversational exchanges—encouraged students to participate more actively and engage in classroom discussions. One teacher specifically noted that a video showing a Thai street market led to animated interaction, whereas a similar lesson based solely on textbook material failed to provoke the same level of interest or involvement.

In addition, many teachers pointed out that videos assist learners in visualizing concepts, which in turn facilitates comprehension and boosts memory retention. Some emphasized that students often remember content more easily when it is presented visually and are more likely to interact, answer questions, or imitate language structures as a result. These responses highlight the value of videos in catering to different learning styles, particularly for visual and auditory learners.

Conversely, the absence of video materials was associated with decreased student engagement. Teachers remarked that learners tended to appear less focused, less motivated, and less responsive when the lesson followed traditional, non-digital methods. One teacher described such lessons as repetitive and uninspiring, suggesting that over-reliance on routine can hinder creativity and reduce student involvement.

The integration of educational videos can serve as a motivational and pedagogical asset in EFL classrooms. Not only do videos enrich the content being delivered, but they also foster a more inclusive, interactive, and student-centered learning environment—particularly when used purposefully within the lesson structure.

Question 9: Do you think educational videos improve students' understanding of English? Why or why not?

Teacher 1: "Yes, educational videos can definitely improve students' understanding of English because they provide real-life context, visual support, and exposure to natural language. Videos help students hear how English sounds in real conversations, see facial expressions and body language, and learn new vocabulary in context."

Teacher 2: "Yes."

Teacher 3: "Yes, I do think educational videos improve students' understanding of English because videos provide both spoken language and visual context, which helps students understand meaning more easily. Seeing facial expressions, gestures, and images alongside spoken words reinforces vocabulary and comprehension. It also provides authentic language exposure, and videos are often more engaging than textbooks. Students tend to be more interested and focused when watching a video, which increases the chances of retention and understanding."

Teacher 4: "They correct their language and help them to have self-confidence."

Teacher 5: "Yes, certainly. It is said that 'Tell me and I forget,' 'Show me and I remember,' and 'Involve me and I learn.'"

Teacher 6: "Yes, of course."

Teacher 7: "Of course yes, because videos make students more active and interested."

All seven teachers expressed a clear belief that educational videos significantly enhance students' understanding of English. A common theme across their responses was the importance of visual and contextual support. Several teachers emphasized that videos expose

students to real-life language use, including natural speech, body language, and facial expressions—elements that help clarify meaning and reinforce vocabulary.

One teacher pointed out that videos make language more accessible through both auditory and visual input, which enhances comprehension and retention. Another highlighted how videos help correct language errors and increase learners' self-confidence. Additionally, some teachers noted that videos are more engaging than traditional materials, helping students stay focused and interested, which in turn improves understanding.

A particularly insightful response referenced the well-known educational principle: "Tell me and I forget. Show me and I remember. Involve me and I learn," capturing the power of videos to make learning more memorable and active. Overall, the teachers agreed that educational videos are a valuable pedagogical tool in supporting students' English language comprehension.

Question 10: What factors influence your decision to use or not use educational videos?

Teacher 1: "The decision to use videos depends on the lesson goal, student level, time available, classroom equipment, student interest, and video quality. If the video supports learning clearly and fits the topic and class needs, it's a good choice."

Teacher 2: "If the video supports the goals of the lesson or curriculum."

Teacher 3: "It depends on the lesson. If it is listening or reading, I usually use videos, but if it is a grammar lesson, I rarely use them."

Teacher 4: "Type of lesson."

Teacher 5: "It depends on the lesson itself and materials, i.e., if I get a video that suits the lesson and I can reach my lesson's objectives easily."

Teacher 6: "Because it enhances teaching."

Teacher 7: "Time, number of students in class, and the lack or unavailability of a data show."

The teachers responses indicate that the decision to use educational videos is shaped by a combination of pedagogical, logistical, and technical factors. One of the most frequently mentioned elements was the type or objective of the lesson. Teachers emphasized that videos are more commonly used in lessons involving listening, reading, or culture, while they may be less suitable for grammar-focused instruction.

Another important factor is the alignment of the video with learning goals. Several teachers stated that videos are chosen when they support the curriculum or enhance the lesson's effectiveness. Video quality, student interest, and relevance to the topic also emerged as key criteria.

Moreover, practical challenges such as limited time, large class sizes, or the unavailability of technological equipment like data show projectors were cited as obstacles. These constraints can prevent the use of videos even when they might otherwise be pedagogically appropriate.

In sum, while teachers recognize the benefits of educational videos, their use is conditional on thoughtful planning and the availability of necessary resources. This reinforces the importance of contextual adaptability and institutional support in integrating multimedia tools effectively in EFL classrooms.

Question 11: What suggestions do you have for improving the use of educational videos in English teaching?

Teacher 1: "To improve the use of educational videos in English teaching, keep them short and clear, choose videos that match the students' level and interests, and always include pre- and post-video activities (like questions, discussions, or role plays). Use subtitles if needed, pause to explain key phrases, and encourage students to repeat or act out parts. Also, try to use videos with real-life language and situations to make learning more meaningful."

Teacher 2: "Use videos with subtitles or choose culturally relevant and age-appropriate content."

Teacher 3: "Before playing the video, let students know what they should focus on. Are they listening for specific vocabulary, main ideas?"

Teacher 4: "Try to act all lessons... coordination between teachers."

Teacher 5: "Inspectors should motivate teachers to use educational videos. Materials needed to perform these kinds of lessons, such as a data show and a special room, should be available."

Teacher 6: "Of course I advise using technology in teaching as much as possible because it's very necessary."

Teacher 7: "Providing the necessary equipment or a room equipped with a data projector."

The teachers' suggestions emphasize both pedagogical strategies and institutional support for enhancing the use of educational videos. Several participants highlighted the importance of video selection, advising that content should be level-appropriate, engaging, and ideally reflective of real-life contexts. Incorporating subtitles, as well as pre- and post-viewing tasks, was also recommended to reinforce comprehension and interaction.

Another key recommendation was the use of clear instructional objectives—teachers suggested that students should be told what to focus on before viewing to make the activity more purposeful.

Beyond classroom techniques, some teachers emphasized the need for administrative support. They called for better infrastructure, including data projectors, dedicated multimedia rooms, and training or encouragement from inspectors to integrate technology effectively into teaching practice.

Overall, the responses show that while teachers are eager to use videos, meaningful integration depends on a combination of well-planned teaching practices and institutional facilitation.

To summarize, the analysis of the teachers' responses reveals a shared recognition of the pedagogical value of educational videos in enhancing student engagement and understanding. While teachers expressed positive experiences using videos, they also highlighted practical challenges such as limited class time, students' varying levels of comprehension, and technical constraints. Teachers emphasized that videos are most effective when carefully selected to align with lesson goals and student needs. Furthermore, the responses indicate that educational videos stimulate interaction, motivation, and creativity among learners, making them a preferred tool for many educators. However, to ensure their optimal use, teachers recommended improving access to resources and integrating videos with supportive pre- and post-viewing activities. Overall, the thoughtful integration of educational videos—guided by clear objectives and adapted materials—can significantly enrich the teaching and learning process in EFL classrooms.

3.4. Discussion and synthesis of the findings

This section discusses and synthesizes the key findings of the study based on the classroom observation and the online teacher questionnaire. The aim is to interpret the results in relation to the revised research questions presented in the general introduction. The discussion highlights how educational videos affect student engagement and how teachers perceive and experience their use in middle school English instruction.

Student Engagement During Lessons with Educational Videos

The classroom observation revealed that the use of educational videos in English lessons had a strong positive impact on student engagement. Pupils demonstrated higher levels of attentiveness, enthusiasm, and participation when videos were integrated into the lesson. They appeared more emotionally responsive—often smiling, laughing, and showing curiosity—and more behaviorally involved, especially during activities connected to the video content. Cognitively, students were able to recall key points and use some of the vocabulary presented in the video.

Although the observation did not include a control lesson without videos, the recorded student reactions and involvement suggest that educational videos create a more interactive and motivating classroom environment.

Teachers' Perceptions of Educational Videos

The teacher questionnaire provided deeper insight into how educational videos are perceived and applied in practice. All participating teachers reported using videos in their teaching and described them as useful tools for capturing student interest and improving understanding. Teachers agreed that videos help simplify difficult topics, support visual and auditory

learners, and break the monotony of traditional instruction. They also highlighted that videos encourage more active participation, especially among students who are usually shy or disengaged.

Opportunities and Challenges in Using Educational Videos

While the benefits of educational videos were widely acknowledged, teachers also noted several challenges that can affect their integration. These include a lack of time within the curriculum, limited classroom equipment such as data projectors, and unreliable internet connections. Despite these difficulties, teachers expressed willingness to continue using videos and provided useful suggestions for improving their use, such as selecting age-appropriate content, using subtitles, and including pre- and post-viewing activities.

Conclusion

This chapter presented the fieldwork of the study, including the research tools, procedures, and data analysis. The use of a classroom observation and an online questionnaire helped the researcher explore how educational videos affect student engagement in a first-year middle school English class.

The observation results showed that students were more behaviorally, emotionally, and cognitively engaged when educational videos were used. The questionnaire results also revealed that teachers have positive attitudes toward using videos in their teaching. They believe that videos increase student motivation, participation, and understanding. However, they also mentioned some challenges, such as limited time, poor internet connection, and lack of equipment.

Overall, the findings confirm that Educational videos were found to be a useful tool for improving student engagement and creating a more interactive and motivating classroom environment. The next chapter will summarize the main results of the study and offer recommendations for future teaching and research.

General Conclusion

General Conclusion

This study aimed to explore the role of educational videos in enhancing student engagement in first-year middle school English classes in Algeria. It also examined English teachers' perceptions of using videos in their teaching, along with the challenges and opportunities they encounter when applying this method.

To collect data, two tools were used: a classroom observation and an online teachers questionnaire. The classroom observation helped explore students' behavioral, emotional, and cognitive engagement during a video-assisted lesson. The teacher questionnaire provided insights into their experiences and views on using educational videos.

The findings revealed that students showed greater engagement when videos were included in the lesson. They were more attentive, motivated, and responsive, and participated more actively in classroom activities. Teachers also expressed positive attitudes toward using educational videos, noting their ability to increase student interest, support understanding, and make lessons more interactive. Despite facing challenges such as time limits, poor internet, or lack of equipment, teachers generally viewed educational videos as helpful tools in the EFL classroom.

These results suggest that educational videos can play a supportive role in promoting learner engagement and improving the teaching and learning process in Algerian middle schools.

The results of this study are consistent with findings from previous research that emphasized the benefits of using educational videos in language classrooms. Several studies reviewed in Chapter Two (e.g., Almurashi, 2016; Arianti et al., 2018; ZahiraHammadi, 2024) found that videos help improve students' motivation, language comprehension, and classroom participation. Like those studies, the current research showed that videos can capture

students' attention, support vocabulary learning, and encourage active involvement during lessons.

What distinguishes this study, however, is its focus on first-year Algerian middle school pupils, a group that has been less frequently addressed in previous literature. Most earlier studies targeted university or secondary school students. In contrast, this research sheds light on how young EFL learners respond to educational videos, which provides a new perspective within the Algerian context.

Additionally, this study used a combination of direct classroom observation and a teacher questionnaire, allowing for a deeper understanding of both students' actual behavior and teachers' professional opinions. Many earlier studies relied only on surveys or interviews, while this study offers both observed and self-reported data to strengthen its conclusions.

Pedagogical Implications and Recommendations

- Use videos more regularly in English lessons, especially when the goal is to motivate students or explain new vocabulary and cultural content. The study showed that students are more engaged when visual materials are included.
- Prepare students before showing the video, by explaining key vocabulary or giving them something to focus on. After watching, it's helpful to ask questions, lead a discussion, or do a related activity. This keeps students active and involved.
- Choose videos carefully to match the students' age, level, and interests. Videos should be short, clear, and directly connected to the lesson topic. Using real-life content helps make learning more meaningful.
- Use subtitles if necessary, especially for beginners. Also, pausing the video to explain certain parts can help students follow better and stay focused.

- Teachers need proper equipment, like data projectors and speakers, to use videos effectively. Schools should provide support by improving internet access and making sure classrooms are equipped.
- Encourage teachers to share ideas and collaborate on how to use videos in class. Coordination between teachers can help make the process easier and more consistent.
- Offer training or workshops to help teachers feel more confident in selecting and using videos. Some teachers may hesitate because they are not familiar with digital tools
- Use videos more regularly in English lessons, especially when the goal is to motivate
- students or explain new vocabulary and cultural content. The study showed that
- students are more engaged when visual materials are included.
- Prepare students before showing the video by explaining key vocabulary or giving
- them something to focus on. After watching, it's helpful to ask questions, lead a
- discussion, or do a related activity. This keeps students active and involved.
- Choose videos carefully to match the students' age, level, and interests. Videos should
- be short, clear, and directly connected to the lesson topic. Using real-life content helps
- make learning more meaningful.
- Use subtitles if necessary, especially for beginners. Also, pausing the video to explain
- certain parts can help students follow better and stay focused.
- Teachers need proper equipment, like data projectors and speakers, to use videos
- effectively. Schools should provide support by improving internet access and making

- sure classrooms are equipped.
- Teachers can also use websites such as BBC Learning English, Khan Academy, and
- Quizlet to find free and level-appropriate video materials.
- Apps like Edpuzzle, Duolingo for Schools, and LyricsTraining can be recommended
- to students for extra practice at home through fun and interactive video-based
- activities.

Limitations of the Study

Like any research, this study had a few limitations that should be acknowledged. First, the classroom observation was conducted in only one first-year middle school class. While the observation provided useful insights, a broader sample across multiple schools or different regions could have offered a more general view of how students engage with educational videos.

Second, the study focused only on lessons that used videos. It did not include lessons without videos, so direct comparisons of engagement levels were not possible. This limits our ability to evaluate the difference between traditional instruction and video-assisted learning.

Finally, technical and logistical issues, such as the availability of resources, time constraints, and internet access, also affected how freely videos could be used in real classroom settings.

Despite these limitations, the study still provides valuable insights into how educational videos can support student engagement in Algerian EFL classes and offers a foundation for future research.

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Appendices

Classroom Observation Checklist.

1. General Information

Date: _____

Class Duration: _____

Number of Students Present: ____

Topic of the Lesson: _____

2. Student Engagement Indicators

For each category, mark Yes (✓) or No (✗).

A. Behavioral Engagement (Active Participation)

Engagement Indicator	Yes	No
Students are focused on the video without distractions.	<input type="checkbox"/>	<input type="checkbox"/>
Students are actively watching and listening.	<input type="checkbox"/>	<input type="checkbox"/>
Students take notes while watching the video.	<input type="checkbox"/>	<input type="checkbox"/>
Students respond to teacher's questions about the video.	<input type="checkbox"/>	<input type="checkbox"/>
Students participate in class discussions after the	<input type="checkbox"/>	<input type="checkbox"/>

video.		
Students complete activities related to the video.	<input type="checkbox"/>	<input type="checkbox"/>
Students ask follow-up questions related to the video content.	<input type="checkbox"/>	<input type="checkbox"/>
Students collaborate with peers when given group tasks.	<input type="checkbox"/>	<input type="checkbox"/>
Students remain engaged throughout the lesson (not just during the video).	<input type="checkbox"/>	<input type="checkbox"/>
Students use English (even partially) when responding to questions.	<input type="checkbox"/>	<input type="checkbox"/>

B. Emotional Engagement (Interest & Motivation)

Engagement Indicator	Yes	No
Students show enthusiasm while watching the video (e.g., leaning forward, facial expressions).	<input type="checkbox"/>	<input type="checkbox"/>
Students laugh, smile, or show positive reactions to	<input type="checkbox"/>	<input type="checkbox"/>

the content.		
Students express curiosity or excitement about the video.	<input type="checkbox"/>	<input type="checkbox"/>
Students appear bored or disengaged (e.g., looking away, yawning).	<input type="checkbox"/>	<input type="checkbox"/>
Students express frustration or confusion during the video.	<input type="checkbox"/>	<input type="checkbox"/>
Students express opinions about the video after watching it.	<input type="checkbox"/>	<input type="checkbox"/>

C. Cognitive Engagement (Deep Learning & Thinking)

Engagement Indicator	Yes	No
Students make connections between the video and lesson topic.	<input type="checkbox"/>	<input type="checkbox"/>
Students apply video content to classroom discussions or exercises.	<input type="checkbox"/>	<input type="checkbox"/>
Students analyze or evaluate the video content critically.	<input type="checkbox"/>	<input type="checkbox"/>

Students ask thought-provoking questions beyond basic comprehension.	<input type="checkbox"/>	<input type="checkbox"/>
Students attempt to use new vocabulary or concepts from the video.	<input type="checkbox"/>	<input type="checkbox"/>
Students recall and discuss key points from the video later in the lesson.	<input type="checkbox"/>	<input type="checkbox"/>

teacher's questionnaire.

Teacher Questionnaire: Educational Videos in English Classes

Dear

Teacher,

This questionnaire is part of a research study on how **educational videos** affect student engagement in first-year middle school English classes in Algeria. Your responses will help us understand how videos influence learning, participation, and motivation. Your answers are **confidential**, and your participation is greatly appreciated.

Thank you for your time!

1. Teacher Information

1) How many years have you been teaching English?

☐ Less than 1 year ☐ 1-3 years ☐ 4-7 years ☐ 8 years or more

2) Have you used ****educational videos**** in your English classes?

☐ Yes ☐ No

3) If yes, how often do you use educational videos?

☐ Never ☐ Rarely ☐ Sometimes ☐ Often

2. Use of Educational Videos in Class

4) What types of educational videos do you use? (Check all that apply)

☐ Animated videos ☐ Recorded lectures ☐ Conversations/dialogues

☐ Cultural videos ☐ Grammar explanations ☐ Other: _____

5) What are the ****main reasons**** you use educational videos in your lessons?

6) What challenges do you face when using videos in your classes?

☐ Lack of resources ☐ Poor internet connection ☐ Lack of student understanding

☐ Time constraints ☐ Other: _____

3. Student Engagement & Educational Videos

7) How do students usually react when you use educational videos?

☐ They are more engaged ☐ They lose focus ☐ No difference

☐ Other: _____

8) Do students participate more actively in lessons when educational videos are included?

☐ Yes ☐ No ☐ Sometimes

Explain: _____

9) What differences have you noticed in student ****engagement**** between lessons with and without videos?

10) Do you think educational videos improve students' understanding of English? Why or why not?

11) What factors influence your decision to use or not use educational videos?

12) What suggestions do you have for improving the use of educational videos in English teaching?

الملخص

استخدام الفيديوهاآ التعليمية لتعزيز تفاعل التلاميآ: دراسة ميدانية لتلاميآ السنة الأولى متوسط بمتوسطة عيسى مشحاط

تهدف هذه الدراسة إلى معرفة تأثير استخدام الفيديوهاآ التعليمية على تفاعل التلاميآ في صفوف اللغة الإنجليزية في السنة

الأولى من التعليم المتوسط. تم استخدام منهجية نوعية شملت ملاحظات الفصل واستبيانات مفتوحة موجهة للأساتذة.

أظهرت النتائج أن استخدام الفيديوهاآ التعليمية يمكن أن يحفز التلاميآ، ويزيد من انتباههم ومشاركتهم، ويساهم في خلق

بيئة تعليمية أكثر تفاعلاً. توصي الدراسة باستخدام الوسائط المرئية في تعليم اللغة الإنجليزية لتشجيع التفاعل وتحسين

العملية التعليمية

الكلمات المفتاحية: الفيديوهاآ التعليمية، التفاعل، تلاميآ السنة الأولى متوسط، اللغة الإنجليزية

Résumé

Utilisation de vidéos éducatives pour améliorer l'engagement des élèves : Étude de cas des élèves de première année moyenne à la moyenne école
AissaMechehat

Cette recherche vise à étudier l'effet de l'utilisation des vidéos éducatives sur l'engagement des élèves dans les classes d'anglais de première année moyenne. Une approche qualitative a été adoptée, comprenant des observations en classe et des questionnaires destinés aux enseignants. Les résultats ont révélé que les vidéos éducatives peuvent stimuler l'attention des élèves, renforcer leur motivation et favoriser un environnement d'apprentissage interactif. L'étude recommande l'intégration des vidéos dans l'enseignement de l'anglais pour améliorer l'engagement des élèves.

Mots-clés : Vidéos éducatives, engagement, première année moyenne, anglais