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The Impact of Multimedia on Students' Intercultural Awareness of Politeness Patterns: The Case of Video Use with Second Year Students at the Department of English, University of Badji Mokhtar Annaba

Thesis Submitted in Partial Fulfilment of the Requirement for the Degree of "L.M.D Doctorate" in Applied Linguistics and Didactics

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I

Declaration

 I hereby declare that the substance of the doctoral dissertation entitled **"The Impact of Multimedia on Students' Intercultural Awareness of Politeness Patterns: The Case of Video Use with Second Year Students at the Department of English, University of Badji Mokhtar Annaba"** is entirely the result of my own investigation, with appropriate citation or acknowledgement given to the work of other scholars as needed.

Doctoral student

Miss. BOUKHEMIS Lina

Dedication

To my loving parents for their support, patience, and prayers

To my dear sister for her help and prayers

To my dear friend Souad for her help and prayers

To all those who have helped me

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Abstract

The present investigation focuses on analysing the impact of video use on second-year EFL learners' intercultural awareness of the greeting and thanking patterns through assessing their performance. It is a double investigation; it deals with both exploratory and quasi-experimental studies. The present investigation aims to develop EFL learners' intercultural awareness to enhance their intercultural competence and encourage the integration of videos in EFL classrooms. The exploratory study represents a preliminary step for the quasi-experimental study. First, the exploratory study starts with describing the oral expression syllabus and then deals with the students' pre-experiment questionnaire. Second, the quasi-experimental study uses the pre and post-tests, the students' post-experiment questionnaire, and the teachers' interview. The current investigation's informants are of two categories: EFL teachers and learners. The students participating in the current study are divided into one control group and one experimental group. The findings of the current investigation are quantitative and qualitative. First, the results identify the teaching methodology before the experiment, the learners' attitudes, and willingness to use videos in their classrooms. Second, the results of the quasi-experiment study identify the impact of videos on EFL learners' intercultural awareness of the "greeting" and "thanking" patterns, the learners' attitudes post the use of videos and the teachers' attitudes toward using videos in their classrooms.

Keywords: Intercultural Awareness, Multimedia, Politeness patterns, Video Use, EFL Learning.

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List of Abbreviations

ALM: Audio-Lingual Method

CA: Communicative Approach

CALL: Computer-Assisted Language Learning

CBA: Competency-Based Approach

CLT: Communicative Language Teaching

CLT: Cognitive Load Theory

CTGV: Cognition and Technology Group at Vanderbilt

CTML: Cognitive Theory of Multimedia Learning

CP: Cooperative Principles

CPB: Corporation for Public Broadcasting

EFL: English as a Foreign Language

GTM: Grammar Translation Method

ICC: Intercultural Communication Competence

ICLT: Intercultural Communicative Language Teaching

ICT: Information and Communication Technology

MIT: Multiple Intelligences Theory

MP: Model Person

NSFLEP: National Standards in Foreign Language Education Project

PP: Politeness Principles

SPSS: Statistical Package for the Social Science

SSRC: Social Science Research Council

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General Introduction

Background of the Study

Language learning and teaching represent complex processes that attract several researchers' interests. They both require active engagement, motivation, reflection, and innovation. English language learning has gone through different phases and observed several improvements. Significant language teaching improvements have been introduced in the EFL classroom since the traditional teaching method of "chalk and talk", which alone can not fulfil neither language learning needs or teaching purposes (Susikaran, 2013). These steps started from behaviourism to cognitivism, then to constructivism, which is considered "a psychology of learning" that focuses on "Computer Assisted Language Learning (CALL)" (Cooper, 1993).

CALL-based teaching is viewed as a new perspective in the field of education; it emerged in the 1960s and 1970s. But, CALL teaching methods need specific knowledge and skills (Moras, 2001). Introducing computers in the EFL classroom seems necessary, since they have invaded individuals' social lives (Seljan, et al., 2002). Thus, EFL teachers are opting for the integration of modern technologies as a teaching support. Further, the integration of educational technology has gained importance in the EFL classroom since it provides the learners with authentic materials and real life situations of language use (Thorne, 2010). Moreover, educational technology fosters learners' interest in language learning as well as intercultural exchanges (Vurdien, 2014).

As has been said, incorporating technology into language classrooms would provide authentic situations of language use (Thorne, 2010). Thus, introducing technology into the EFL classroom for the purpose of developing EFL language learners' communicative competence might be reasonable and effective. Indeed, educational technology plays an important role in education and language learning in particular. Educational technology has significantly influenced ELT theories and methods since it offers different resources that break the teaching routine,

enhance both teachers' and learners' enthusiasm, and develop learners' outcomes (Patel, 2013).

Statement of the Problem

English foreign language learning represents a challenging task for University students. It covers different aspects, in contrast to Chomsky's theory (1965), which states that language learning is only based on grammar rules acquisition. Indeed, it requires intercultural or communicative competence (Hymes, 1972). It is essential to mention that any conversation is built upon its participants' sociolinguistic and pragmatic knowledge. In this context, language learning combines linguistic and cultural knowledge. Thus, focusing on developing language learners' cultural backgrounds represents an important teaching objective that needs to be addressed and taken as an integrated part of the language learning curriculum. Inevitably, developing EFL learners' communicative competence represents the core of language learning and needs to be achieved for the appropriate use of the target language at both levels: linguistically and socially.

Regarding Algerian EFL learners' exposure to intercultural knowledge, Dehda's and Houcine's 2020 research delved into the cultural content and intercultural tasks found in four Algerian EFL textbooks. To analyse this content, they used Sercu's framework (2000), which primarily employs quantitative methods like content analysis for cultural content, Sercu's (2000) typology and De Corte's taxonomy for intellectual involvement for tasks. The primary focus for analysis was realism, measured by a balanced and comprehensive representation of culture. This involved depicting culture at three levels, including positive and negative aspects, and from mono or multiple perspectives. Additionally, they sought to represent various cultures and different contact situations. The results revealed that EFL learners in Algeria had been exposed to an unequal portrayal of the target language culture, which may impede their development of intercultural communicative competence (ICC) and preparedness for future intercultural interactions. Additionally, after conducting a multimodal analysis using Kress and Leeuwen's

(2006) framework, it was discovered that visual communication within the textbook does not effectively encourage intercultural learning. This is due to a need for more representation of the self and the other. As a result, it is necessary to re-evaluate the visual design of EFL textbooks to better promote intercultural awareness among EFL learners (Chalal & Yassine, 2021).

One crucial consequence of neglecting cultural learning and pragmatic knowledge is the pragmatic failure (Thomas, 1983). It is necessary to develop ways to overcome the "pragmatic failure" to engage in cross-cultural communication or use the target language appropriately according to the native standards of a particular place or culture (Thomas, 1983). Indeed, "pragmatic failure" may result in "anecdotal" situations, which refer to the inability of foreign language learners to understand and interpret messages communicated by native speakers (Thomas, 1983). For instance, a speaker may feel embarrassed when misusing a foreign language. Similarly, not following the politeness patterns of a foreign language can make the listener angry and misunderstand the intended message. Likewise, it may cause social breakdowns and draw unpleasant pictures of those who do not use the target language appropriately (Thomas, 1983).

Recently, "pragmatic failure" has gained different researchers' attention through assessing language learners' performance, focusing on a considerable variety of speech acts like greetings (e.g. Jaworski 1994), apologies (e.g. Olshtain, 1983; Blum-Kulka & Levenston, 1987; García, 1989; Harlow, 1990; Kasanga & Lwanga-Lumu, 2007), refusals (e.g. Beebe et al., 1990; Kwon, 2004). Thus, examining language learners' performance on speech acts provides reliable insights regarding their cross-cultural awareness, sociolinguistic knowledge, and communicative competence. For this purpose, educational technology represents a valuable strategy as it embodies infinite alternatives to teaching methods and activities that may be integrated into the EFL classroom and used for language teaching. Inevitably, it includes authentic materials that provide cultural knowledge, for instance, videos, journals, and restaurant menus. It is important to

note that when teaching a language, it is beneficial to simplify the language for ease of understanding and acquisition. However, current recommendations suggest that the language presented should still be authentic (Widdowson, 1990).

When it comes to language learning, authentic materials may not have been created explicitly for that purpose and may not use artificially simplified language. As a result, materials such as videos, magazines, and newspapers can be excellent examples of teaching materials (Hedge, 2001). Nevertheless, some scholars contend that authentic materials do not enhance language learners' proficiency. For instance, authentic materials do not impact language learning (Clark, 1983). Additionally, authentic materials only sometimes respect language rules regarding the structures, functions, and length, which may create misunderstandings and obstacles for language teachers (Kilickaya, 2004). Moreover, it is a common belief that non-authentic materials can be just as useful as authentic ones. In fact, there may be instances where authentic materials are not beneficial, particularly when the learner has a limited comprehension (Shoomossi & Ketabi, 2007).

However, since authentic materials are not referred to as "good", it does not mean that they are "bad" (Widdowson, 1979). Additionally, using authentic materials may enhance learners' on-task behaviour, concentration, and engagement in the target activity compared to artificial materials (Peacock, 1997). Moreover, authentic materials are "appropriate tools for language learners to deal with language use in real-life situations (Hedge, 2001). Therefore, to guarantee that EFL learners are equipped and prepared for future intercultural interactions, their ICC development is not impeded. We adopt video use as an instruction strategy to promote intercultural learning and encourage visual communication to foster intercultural understanding.

Objectives of the Study

The present thesis addresses one fundamental issue in EFL teaching and learning strategies, which is authentic video use in EFL classrooms as a means of

developing EFL learners' intercultural awareness of greeting and thanking patterns. The purpose behind developing EFL learners' intercultural awareness is to develop their competence and performance. First, the present investigation focuses on authentic videos and their impact on EFL learning. In other words, it investigates the effectiveness of using authentic videos as teaching materials in EFL classrooms, specifically how it can improve intercultural performance for EFL learners. The study examines the impact of video instruction on learners' intercultural performance by comparing their performance before and after implementing the video instruction strategy. Additionally, the study analyses both teachers' and learners' attitudes towards video instruction.

Secondly, it encourages the use of authentic materials in EFL classrooms, as authentic materials are those that were not "... specially written or recorded for the foreign learner, but which were originally directed at a native speaking audience" (Wilkins, 1976, p. 79). Thirdly, it addresses visual and technology literacies and their impact on EFL learning; it highlights importance of integrating visual and auditory information. Finally, the present thesis attempts to find practical teaching aids for developing learners' intercultural competence, helps EFL learners' develop communicative skills, and creates a bridge between videos and EFL learners' intercultural awareness and competence to improve their intercultural performance. Henceforth, the objectives we sought can result in the appropriate use of the target language in different situations, for instance, formal and informal situations.

Context of the Study

The present investigation deals with EFL teachers and second-year learners. It takes place at the department of English at the University of Badji Mokhtar Annaba, Algeria. The department of English belongs to the Faculty of foreign languages, located at Ahmed El Bouni Faculty of Human sciences and societies. The department of English counts two hundred and fifty (250) second-year EFL students and seventy-five (75) EFL teachers during the 2019/2020 academic year.

Moreover, in the department of English working days start from Sunday until Thursday. In other words, the students do not have any sessions on Saturdays. Further, the current investigation represents classroom research and is taking place during listening and speaking sessions (oral expression), taught in the laboratories. Thus, the experiment is taking place in the laboratory n°08.

Research Questions

This thesis aims to equip EFL learners with intercultural knowledge through video instruction to improve their intercultural awareness. The goal of enhancing EFL learners' intercultural awareness is to enhance their competence, as the thesis seeks to analyse the impact of multimedia on students' intercultural performance of politeness patterns to answer the first research question:

Q1: What is the impact of multimedia case of video use on Algerian students' intercultural awareness of politeness patterns?

The first research question seeks to identify the effects of multimedia case of video use on developing students' intercultural awareness of politeness patterns through analysing their intercultural performance. The use of videos in the EFL classroom to provide authentic situations of politeness and cultural differences in greeting and thanking is required for this research question. A t-test will be used to collect data that answers this research question. However, the first research question entail three sub-questions:

1.1 Are videos used to teach intercultural patterns?

1.2 Are the students satisfied with the oral expression current teaching methodology at the English department at the University of Badji Mokhar Annaba?

1.3 What is the impact of videos on students' greeting and thanking patterns?

To answer the three sub-questions of the first research question, we need to engage in an exploratory study that involves a description of the oral expression syllabus and a pre-experiment questionnaire. Moreover, the first research question

leads to a second question to identify both teachers' and students' perceptions regarding video use in developing students' intercultural awareness regarding politeness patterns.

Q2: What are EFL students' perceptions regarding video use impact on students' intercultural awareness of politeness patterns?

The second research question deals with students' perceptions regarding the impact of video on developing their intercultural awareness of greeting and thanking patterns. In order to answer this research, questionnaires will be administered to the students participating in the present investigation.

Q3: What are EFL teachers perceptions regarding video use impact on students' intercultural awareness of politeness patterns?

The third research question deals with teachers' perceptions regarding video use in developing students' intercultural awareness of politeness cultural differences in greeting and thanking. In order to answer the present research question, interviews will be held with EFL teachers.

Research Hypotheses

To conduct our investigation, the following hypotheses are set:

1. Video use develops EFL learners' intercultural awareness of intercultural patterns.
2. EFL learners enjoy using videos in their EFL classrooms.
3. EFL teachers approve video use for developing EFL learners intercultural awareness.

Significance of the Study

The findings of the current investigation on the efficiency of video use in EFL classrooms may bring additional knowledge on video instruction strategy

implementation, benefits, and barriers. The main contribution of the present study lies on demonstrating the impact of video instruction strategy. Hopefully, the findings may bring evidence that videos may play a crucial role in developing EFL learners' intercultural competence and propel lecturers and educators to implement videos in their classrooms to foster their learners' intercultural competence. Besides, the results may demonstrate new strategies to expose EFL learners' to cultural knowledge and intercultural differences. Moreover, the present study seems beneficial for learners; it may help them develop their cultural knowledge and intercultural understanding based on authentic videos.

Structure of the Thesis

This thesis consists of two main parts: the theoretical part and the fieldwork. First, the theoretical part is concerned with the literature review and falls into two chapters. The first chapter is concerned with English language learning in Algeria, the different teaching methods and educational technology in general and video instruction strategy in particular and their implementation in EFL classrooms. The aim of this chapter is to provide evidence concerning language teaching methods and videos' effectiveness in developing foreign language learners' intercultural competence. Then, in the second chapter an overview of the notions of culture, language, intercultural communication, cultural teaching, intercultural communication and communicative competence, pragmatic failure, and politeness theory are defined.

Second, the second part is devoted to the experimental study and falls into three chapters. The third chapter is concerned with the research methodology, which introduces the research design, instruments, and procedures adopted for the current investigation. Moreover, the fourth chapter focuses on the interpretation and analysis of the results gathered from pre and post-tests, teachers' interviews, and students' questionnaires. As such, it attempts to provide the findings' analysis to reach a coherent conclusion. Finally, the last chapter, deals with recommendations and suggestions based on the findings of the current study.

Limitations of the Study

When conducting research, limitations pertain to its flaws and shortcomings. In this case, the researcher initially planned to use a classroom observation but faced difficulties obtaining permission for a videotaped observation as the students were not agreeable. Consequently, classroom observation had to be cancelled as a research tool. In addition, the researcher interviewed only five teachers due to the COVID-19 pandemic and the resulting confinement. It is worth noting that the teachers' panel was altered, with the initially selected teachers replaced by a different panel. Moreover, in light of the COVID-19 pandemic, the researcher opted to conduct a telephone interview. Unfortunately, this method was not feasible for both the teacher and the interviewee.

Operational Definitions

Multimedia: Multimedia is the combination of visual, text, and oral information (Furht, 2008).

Videos: "...videos offer more clues for comprehension to the students than other materials" since they transmit meaning orally and visually (Rogers & Medley, 1988, p. 468). In addition, videos are "authentic" media for language teaching (Rogers & Medley, 1988).

Politeness: Politeness refers to a "broad communicative spectrum including paralinguistic and kinetic details" (Brown & Levinson, 1978, p. 58).

Pragmatic Failure: "Pragmatic failure" refers to foreign language learners incapacity to acquire and decode native speakers' messages (Thomas, 1983, p. 91).

Culture: Culture represents a set of principles that shape individuals' knowledge and behaviours (Kramsch, 1993).

Cultural Awareness: Cultural awareness refers to individuals' cultural and social identification and integrity (Kramsch, 1993). Cultural awareness represents a "gradually developing inner sense of the equality of cultures, an increased understanding of your own and other people's cultures, and a positive interest in how cultures both connect and differ. Such awareness can broaden the mind,

increase tolerance and facilitate international communication." (Tomlinson, 2001, p. 5).

Intercultural Awareness: Intercultural awareness refers to "...the cognitive aspect of intercultural communication" that represents "the understanding of cultural conventions that affect how people think and behave." (Chen, 2007).

Intercultural Communicative Competence: refers to individuals' capacity to exchange with people from different nations and cultures using a foreign language (Byram, 1997).

CHAPTER 1:
ENGLISH AS A FOREIGN LANGUAGE LEARNING IN ALGERIA AND THE TEACHING STRATEGIES

Introduction

In this chapter, we discuss the rich linguistic diversity and policies of Algeria**.** The primary goal is to determine the linguistic status of English language instruction in Algeria. It is worth noting that this chapter focuses on the different language-teaching approaches used in the language-learning and teaching processes. CALL teaching methods and the communicative language learning approach are, in fact, the beginning point for language education development and innovation. Moreover, knowledge and information delivery represents a critical factor in the teaching and learning processes. EFL teachers may adopt various strategies in their classrooms. However, the most crucial element to consider is the learners' differences in their learning styles, personalities, and intelligence. Using videos in EFL classrooms is one way to balance information delivery; teachers will satisfy learners' different learning styles and types of intelligence. Therefore, in the present chapter, we outline the emergence and status of educational technology. Furthermore, in the present chapter, we demonstrate the value of communicative language learning approaches for developing foreign language learners' communicative competence. The importance of communicative ability in cross-cultural communication is the focus of our following chapter.

1.1 Linguistic Diversity in Algeria

The linguistic situation in Algeria is rich, complex and interesting from a sociolinguistic perspective as it is characterised by multilingualism and language variation. It is multilingual country as there are three functional languages and several regional or geographical dialects. First and foremost, Algeria has two official national languages which are Arabic and Berber or Tamazight. Arabic language gained its official status after independence in 1962; to replace French, and Berber gained its official status a few years ago. Concerning Arabic, we find in Algeria a sociolinguistic case defined by Fergusson (1959) as "Diglossia", which is when two forms of the same language co-exist. So in Algeria two forms

of Arabic co-exist, one is used only in formal situations and is called standard Arabic, while the other called Algerian Arabic is non-standard or more informal. The former is referred to as "high variety" and the latter as "low variety" (Fergusson, 1959). Standard Arabic is the language used in formal situations such as learning settings, political or religious speeches, media, literature, and is thus the written and official language. While Algerian Arabic, as a mother tongue, is the spoken form used by everybody in everyday life. Algerian Arabic differs in the sense that it has gone through language change and contains several borrowed words, for historical reasons as remains from the different settlements. As a result, Algerian Arabic includes borrowings from Berber, Turkish, Spanish, and French.

The differences in form and use of the two Arabic forms has led some to consider them not as two varieties of the same language, but as two different languages (Chemami, 2011). The frequent shift between two languages by bilingual speakers is another sociolinguistic phenomenon which is "code switching", it occurs specifically, according to context, between the main languages: Arabic-French or Arabic-Berber or Berber-French. The last two are not used by all the people, but mainly by Berber speakers. Berber is nowadays gaining prominence, since it is a second official language and has been introduced in the educational system. Language variation is another important sociolinguistic phenomenon as both Algerian Arabic and Berber present regional or geographical variation, in the sense that both languages have varieties or dialects and accents which may differ in many aspects from one region to another.

In Algeria, French is the first foreign language in official status. However, only some use it in their daily lives. It is primarily functional in scientific, educational, social, professional, and business settings and is consequently considered a second language in practice. English is the second foreign language and is becoming more popular, especially among teenagers, due to globalisation and the internet. Nonetheless, it is not commonly used in everyday life. Thus, Algeria is multilingual, with people speaking more than two languages but not necessarily proficient in all of them (Hall, 2001)

1.1.1 Language Policies in Algeria

Language policy is defined as the process through which a nation designates a particular language as official, decisions regarding the status and usage of this language in the nation and its speakers' rights (Schiffman, 1996).

After independence from French colonisation, Algeria aimed to replace the French language by Arabic through the Arabisation policy which came about gradually and slowly. In this regard, it is said to be founded on three arguments (McDougall, 2006). First and foremost, the Arabic language symbolizes independence since the French language is the colonizer's language. Secondly, it is the language of Islam. And third, it relates to Arab identity. The major aim of the Arabisation policy was to foster the status of Literary Arabic in Algeria and to identify it as the main language that is used in formal settings. (Benmayouf, 2010, pp. 56-57). In addition to Arab entity / identity, one has to note, however, that nowadays, the Berber entity /identity has been given its due recognition.

In March 2000, the National Commission of the Educational Reform Policy was established in order to improve teachers' socio-economic level, curriculum content, and foreign language status in Algeria. In 2002, this educational reform policy revised the introduction of foreign languages, and one of the main changes was that the English language is to be taught in primary schools, which means two years earlier (Benmati, 2008).

Moreover, in the 2004/2005 academic year, the higher education system of Algeria opted for the LMD reform. The LMD system represents a new university system called the B.M.D. "issued in the Executive Decree 04-371 of November 21st, 2004 on the creation of a new bachelor degree." The LMD system originated in Anglo-Saxon countries, but it has now developed to become used in different countries, like the Algerian policy that applied the LMD system to replace the old system (Benmati, 2008). The LMD system shortens the degree length from four to three years. The LMD system identifies three grades: licence (after three years),

master's (two years after the licence), and doctorate degree (after conducting research and defending a thesis).

1.1.2 The Status of English as a Foreign Language in Algeria

Globalization has led to the importance of mastering different languages to interact with people overseas. English language is referred to as the "national and international" language for oral interaction (Chukwuma & Emeka, 2007). Moreover, it is considered the "New Media language" and is the means used for intercultural exchange in different domains (Tiersky & Tiersky, 2001). As previously mentioned, the Algerian linguistic background is interesting and complex as it includes several languages used in academic and non-academic settings. Such linguistic diversity created language tension in Algeria at political and educational levels. It led to people's monopoly on the language issue: Arabization, French-Arabic bilingualism, and the English language status, without reaching a consensus (Benmati, 2008).

In 1993, a new reform aimed at fostering foreign languages and providing primary school students with the opportunity to choose between English and French paved the way for teaching the English language in elementary schools in Algeria. However, this reform could not be spread for long since parents preferred French to English. Later in 2001, the Ministry of Education carried out several reforms regarding the status of English in Algeria (Rezig, 2011). As a result, English is the second foreign language after French. The teaching of English is introduced at the "level of first-year middle school" and consists of seven years (four years at the middle school and three at the secondary school).

1.1.3 English as a Foreign Language Learning in Algeria

As a result of globalization, the English language gained importance among people from all over the world. The English language is taught as the second foreign language in Algeria at the first-year level in middle school, and it is in competition with the French language. But 95% of undergraduate and postgraduate science and medicine courses are transmitted in the French language (Miliani,

2000, p. 20). The educational reform policy in Algeria; is supported by the United States of America and Canada, and this collaboration has given birth to the increasing importance of the English language in Algeria. This collaboration regards textbook-making and English teacher training (Chemami, 2011).

1.2 Competency-Based Approach in Algeria

Language teaching does not occur in a vacuum or suddenly. Teaching a language requires careful design and organisation for information delivery to attain learning goals and satisfy learning needs. As a matter of fact, when developing a language course, various decisions need to be taken regarding the course content. These include determining the appropriate vocabulary and grammar for beginner, intermediate, and advanced levels and deciding on the skills and micro-skills to teach and their sequence. These decisions fall under the category of syllabus or course design. On the other hand, determining the most effective teaching methods for the course content comes under the field of methodology (Richard, 2006, p. 6). In other words, the English language teaching background has a long, intriguing, and tumultuous history, with a dispute over teaching methods. Consequently, implementing ELT in Algeria saw various methods and approaches developed and elaborated.

First, the grammar-translation method was used to teach Latin and Greek in the 1800s (Chastain, 1988). It emphasises translating literary texts into the first language, following grammar rules, and memorising vocabulary. However, it does not effectively promote communicative skills in the target language (Brown, 2001). Second, the direct method is a popular language teaching approach that assumes learning a foreign language is like learning your native language (Lado, 1964). It relies on extensive listening and speaking practice, using the target language for instruction, and forbidding using the learner's native language (Rivers, 1968). Third, the audio-lingual method emphasises speech as the primary mode of expression (Brown, 2001). It involves memorisation, repetition, drills, and grammar games for practice. It was founded on structuralism and behaviourism theories (Freeman, 2000). Then, the communicative language teaching (CLT)

method was developed in Great Britain in the 1960s and gained wider acceptance in the 1990s (Brumfit, 1984). It focuses on developing communicative competence in foreign language learners through principles such as teaching language for communication, accepting diversity, prioritizing culture instruction, and encouraging language use in diverse situations and for different purposes (Berns, 1990). Communicative Language Teaching emphasizes the importance of communication in language learning (Celce-Murcia, 2001). It has led to various methods that enhance learners' communicative competence (Richards, 2005). Algeria is a pioneer in CLT, but institutional settings have not fully adapted to the approach, leading to challenges in English classrooms. Some teachers view CLT as challenging the traditional model of teaching and learning (Benmoussat & Benmoussat, 2018). Finally, the Competency-Based Approach was addopted in Algeria.

Competence is defined as appropriate knowledge and skills that help the individual to deal effectively with different daily-life situations since each aspect of personality has been completely fulfilled (Chelli, 2010). This comes in line with the definition of competence, claiming that the notion that competence is an exclusively human quality has been reduced to a mere collection of competencies - individual tasks that individuals have the necessary skills, knowledge, and comprehension to execute successfully (Armstrong, 1995). In addition, competency refers to "superior performance". It is a skill or characteristic of a person which enables him or her to carry out specific or superior actions at a superior level of performance. However, competency does not equal performance, but it is what leads to it (Hedge, 1996, p. 4, as cited in Chelli, 2010).

Different educational institutions worldwide have adopted innovations in their curricula, adopting a novice approach based on competencies. The educational system in Algeria witnessed these changes. The competency-based approach in Algeria was implemented in 2002 as one of the education reform arguments. In this respect, CBA has been applied as the new approach to English language teaching to equip learners with the appropriate communication skills and

to produce competent speakers. CBA has been defined as having a process in place to know how to act is crucial. This process involves utilizing a variety of capacities, skills, and knowledge to effectively handle different problem situations, even those that may be unprecedented. (The Ministry of National Education in Algeria, 2003).

Furthermore, CBA is a method of instruction that involves teaching the attitudes and skills required to carry out "competencies"; this term describes a student's capacity to use a wide variety of fundamental skills in real-life situations (Richards & Schmidt, 2002, p. 94). In addition, CBA is viewed as a development of the "communicative language teaching" model (Richards, 2003). Last but not least, CBA requires the performance of real-life situation tasks (Richards & Schmidt, 2002, p. 95). In other words, CBA demands the performance of tasks derived from real-life situations to provide the students with the appropriate skills, attitudes, and behaviours.

1.3. Innovations in the EFL Classroom

Innovations in language instruction have gained importance since the 1980s, starting with the works of Kennedy (1988) and Henrichsen (1989) (Carless, 2012). Moreover, "innovation" is similar to "change" and exemplifies it as performing educational development through incorporating or applying something novice (Carless, 2012). For example, primary school English instruction is a significant educational innovation in foreign language instruction. Innovations' success may be evaluated by assessing students' development and comparing them with previous learning outcomes (Van den Branden, 2009).

When it comes to innovation, there are three main challenges that may hinder its success. These include "teacher-related" obstacles such as a lack of interest or understanding of the innovation and negative attitudes towards change. "System-related" challenges may also arise, such as a focus on the change itself without considering how to properly implement it, a lack of training and support for teachers, and a shortage of necessary resources. Finally, "school-related" issues

may include conservative mindsets, students who are resistant to change and lack adaptability, and an overall absence of a culture that embraces innovation and change (Careless, 2012).

In other words, the previously mentioned obstacles represent the most common sources of obstacles that may face innovation's success. In fact, there are strong appeals for more "longitudinal" research regarding innovation in language learning, as well as "retrospective analyses" that study innovation through different phases of "adoption, implementation, and then abandonment, renewal, or institutionalization." (Careless, 2012). Moreover, different studies focusing on innovation in language teaching and learning from outside the Anglophone world are highly recommended (Waters, 2009). However, to cope with nowadays teaching and learning innovations, students are in need of the 221st-century literacies or known as the new literacies, and teachers need to consider learners' different learning styles.

1.3.1 New Literacies

New concepts of literacy are emerging every day. It became a trend to add the words "literacy" before another term to develop a new concept of literacy. Those new literacy concepts are such as graphic literacy, picture literacy, information literacy, political literacy, web (network) literacy, and distance education literacy. As a result, the combination of the word "literacy" with another term like web (network) literacy means possessing the required know-how in that field (Snavely & Cooper, 1997).

The central part of what we have come to consider as formal education has been designed to imprint on individuals' minds all the knowledge they may require for the rest of their lives. In reality, formal education relies on storing information. Such a technique is neither essential nor doable today. Instead, people need to be educated to learn how to learn by themselves; how to analyse data that has been electronically saved. Therefore, handling data should be the focus of today's education rather than data storage (Berlo, 1975). In other words, the new literacies

or the 21st-century literacies aim at teaching students and individuals how to learn and providing them with the necessary skills and knowledge for constructing, collecting, and checking information.

1.3.1.1 Media Literacy

Media literacy evaluates information obtained through newspapers, radio, the Internet, and television (Bawden, 2001). It attempts to deepen people's understanding of how media function and construct meaning. Media literacy represents an umbrella for various literacy concepts, such as social media literacy. The latter, for example, focuses on Internet-based applications (Chen et al., 2011). In addition, social media literacy entails managing one's digital identity on social networks and producing, sharing, and creating content on social websites with caution (Castells, 2013).

1.3.1.2 Computer Literacy

With technological development and globalisation, computer literacy represents the essential set of knowledge and skills that individuals may possess (Hughes et al., 1999). Such literacy refers to the ability to use computer programmes such as operating systems, word processors, and data presentations (Bawden, 2001). High schools are the fundamental places to develop students' computer literacy (Csapo, 2002). Computer literacy is sometimes used interchangeably with technology literacy (National Research Council Committee, 1999). However, the former focuses on a specific aspect of technology literacy, while the latter focuses on broader aspects.

1.3.1.3 Technology Literacy

Technology literacy refers to "… an individual's abilities to adopt, adapt, invent, and evaluate technology to positively affect his or her life, community, and environment" (Hansen, 2003, p. 117). Moreover, technology literacy assumes that to achieve advanced levels of technology literacy, it is important for learners to understand the available technology and its purpose, and then apply and practice it in real-life situations (Davies, 2011). In other words, students need to develop a

conscious understanding of technological tools and their purposes to use them effectively in real-life situations and become technologically literate. As previously mentioned, technology literacy may be used interchangeably with computer literacy, which refers to individuals' knowledge and skills to utilize computers (National Research Council Committee, 1999). Similarly, Technology literacy is used interchangeably with information and communication technology (ICT) literacy, which refers to individuals' ability to collect, organize, interpret, and cerate information with technology (Leu & Kinzer, 2000).

1.3.1.4 ICT Literacy

Proficiency	Definition
Define	Defining, illustrating, and interpreting information through digital tools.
Access	Gathering information from digital contexts.
Manage	Adapting information organisation and categorisation strategies with digital tools.
Integrate	Using digital tools and sources to analyse information for paraphrasing and synthesizing.
Evaluate	Assessing the degree to which digital information fits the needs of an information challenge.
Create	In digital contexts, modifying, integrating, creating, or producing information.
Communicate	Using digital media to communicate information appropriate to a specific target.

Table 1: Components of ICT Literacy (Youngren et al., 2004).

Table n°1 above demonstrates the components of ICT literacy. It focuses on using digital tools for processing, modifying, creating, producing, analysing, and evaluating digital tools, as well as information collected from such resources.

1.3.2.5 Internet Literacy

Internet literacy is known as "Network" and "Web" literacy (Bawden, 2001). Additionally, Web literacy is used synonymously with "digital literacy" and goes under the new literacies concept. In its simplest words, internet literacy ensures effective "web navigation" (November, 2008, p. 6). Internet literacy refers to possessing the required knowledge to create or access, understand, and use the information on the Web. In addition, Network literacy involves the "awareness" of the different web resources, applications, and services. However, network literacy requires computer literacy (Bawden, 2001). Getting the meaning of online information may be challenging, primarily since online information is provided and "linked" differently than "traditional text". For example, online information is provided with visuals, graphics, and hyperlinks (Coiro & Dobler, 2007). Consequently, internet literacy is fundamental for students and should be an integrated part of the curriculum (Blanchard & Farstrup, 2011). For example, "online reading" and "classroom research" require internet skills, especially since "…the rules of research have changed with society's move from paper to digital information" (November, 2008, p. 6).

1.3.2.5 Visual Literacy

Visual literacy represents the "… ability to 'read,' interpret, and understand information presented in pictorial or graphic images" (Wileman, 1993, p. 114). Thus, it interferes with visual learning, as a matter of fact, visual it provides "… the ability to turn information of all types into pictures, graphics, or forms that help communicate the information" (Wileman, 1993, p. 114). In other words, visual literacy refers to the capacity to understand visual information like graphics, and it is related to visual thinking that focuses on switching information into visual representations. For example, images convey messages. However, those messages need to be decoded to get their meaning (Branton, 1999, as cited in Stokes, 2002). Therefore, visual literacy is required to decode messages from visual representations. Since visual elements are present in nowadays' education, visual literacy is required (Branton, 1999, as cited in Stokes 2002). That is, individuals

need visual literacy to acquire information since the current teaching innovations deal with visual information.

1.3.2 Learning Styles

Identifying learners' learning styles represents a key factor in the success of the learning and teaching process. In their simplest words, Learning styles are "... those educational conditions under which a student is most likely to learn" (Stewart & Felicetti, 1992, p. 15). Learning styles are sometimes employed interchangeably with "cognitive styles". However, in some cases, those denominations have been distinguished (Cassidy, 2004). As a result of this differentiation, learning styles have been represented as "… the complex manner in which, and conditions under which, learners most effectively perceive process, store, and recall what they are attempting to learn" (James & Gardner, 1995, p. 20). Whereas cognitive styles have been depicted as "… individuals' natural, habitual, and preferred way(s) of absorbing, processing and retaining new information and skills" (Reid, 1995, p. 8). Moreover, learning styles focus on the strategies employed by learners and are not as stable as cognitive styles (Mortimore, 2003), yet some researchers use cognitive styles as an umbrella term that includes learning styles (Williamson & Watson, 2006).

Furthermore, as learners have different learning preferences, learning styles are referred to as the different ways in which learners acquire information in a given learning setting (Brown, 2000). In this respect, learning styles focus on how the learners learn and not on what they are learning (Davis et al., 2000). For example, learners with a visual learning style tend to process and store in their minds what they perceive with their eyes, like pictures, movies, animations, and videos (Felder & Henriques, 1995). In other words, a learning style does not focus on the content; rather, it focuses on the way or manner through which a student receives and understands new information.

Different scholars agree that students' different learning styles have an impact on the success of classroom tasks. For example, "…learners are affected by their: (1) immediate environment (sound, light, temperature, and design); (2) own emotionality (motivation, persistence, responsibility, and need for structure or flexibility); (3) sociological needs (self, pair, peers, team, adult, or varied); and (4) physical needs (perceptual strengths, intake, time, and mobility)" (Dunn & Dunn, 1978). In other words, it becomes easier for learners to respond to their learning styles in a way that attracts their attention and stimulates them. As a result, students may succeed in classroom activities and fully engage in their learning process.

1.3.2.1 Auditory Learning Style

The auditory learning style refers to students' capacity to understand what they are hearing when studying. This learning style emphasises listening as the primary means of assimilating information or knowledge (Nilson, 2010). Contrary to visual learners, auditory learners are at ease with oral presentations and gain from them (Scarcella, 1990). To clarify, auditory learners are able to focus and absorb information from spoken words without requiring visual aids or physical interaction. In essence, they excel in learning through listening. Moreover, they rapidly "… interpret the underlying meaning of speech through listening to the tone of voice, pitch, speed, and other nuances" (Montemayor et al., 2009, p. 61). In other words, auditory learners benefit greatly from listening to lectures, engaging in group discussions, and interacting with others through listening and speaking. Audio tapes are helpful for this group (Jester & Miller, 2000).

1.3.2.2 Visual Learning style

Visual learning represents a style of learning that involves the use of visual aids. As a matter of fact, it is considered as an adjustment and incorporation of visual information (Rodger et al., 2009). Moreover, it is described as "…the most exciting and stimulating method" (Baratta, 2010). Basically, "more than 40% of college students" affirm being visual learners (Morrison et al., 2003). In this context, many studies affirm that 75% of processed information is obtained from visual content

(Williams, 2009, as cited in Raiyn, 2016). 2016). Indeed, visual learners tend to better understand information when they perceive it visually, for instance, through images, graphics, and videos (Rodger et al., 2009).

1.3.2.3 Kinesthetic Learners

Kinesthetic learners are those who rely on "… the performance of body movements" (Bennouna, 1999, p. 4). They need to "… use movement to help their concentration" (Davis, 2007, p. 47). In other words, this type of learner thrives in a hands-on environment where they can experience the information through touch and movement. By catering to their learning style, educators and trainers can help them absorb information effectively and efficiently. Kinesthetic-tactile learners learn best when information is presented through touch and movement (Aaron, 2016). Thus, kinesthetic learners face difficulties in a teacher-centred classroom (Montemayor et al., 2009). Simply put, kinesthetic learners are not passive learners; instead, they are active and need to be engaged in classroom activities.

1.3.2.4 Tactual Learners

Tactual learners ate those who focus on "… learning with hands through manipulation of resources" (Dunn, Beaudry & Klavavas, 2002, p. 53). In other words, they rely on the "hands-on approach" to learn. For example, they prefer artwork, laboratory experiments, constructing models and "tracing words and pictures" (Davis, 2007, p. 47). Such learners feel the need to do something while acquiring new information (Daud, 2014). For example, they favorise the note-taking technique while listening and highlighting or underlining critical ideas while reading (Scarcella, 1990).

1.4 Educational Technology

Recently, the area of education has noticed a great emphasis on incorporating technology. As a matter of fact, there is a significant change happening in education as traditional classrooms are incorporating diverse forms of media content, experts in specific fields, and interconnectivity. This transformation is

mainly driven by technological advancements and teaching methodologies, the widespread availability of the internet, a surge in mobile phone users, and the recognition of these technologies by both students and educators (Greenberg & Zanetis, 2012)

Introducing technology in education has become the field of interest of all scholars in learning and teaching (Cennamo et al., 2010). In addition, it is represented as an essential aspect of society today (Selwyn, 2011). It refers to investigating moral applications for developing, employing, and controlling suitable technology processes and resources to promote learning and enhance performance (Richey et al., 2008). In other words, educational technology represents the efficient manipulation of technological aids in the classroom. Likewise, technology is viewed as a concept that deals with tools like different machines, media, and networking hardware and applies theoretical perspectives (Garrison & Anderson, 2003). Integrating technology into education has numerous advantages, but it needs to be done within a well-structured framework. Simply mastering the technology is not enough to fully exploit its potential. The primary challenge with educational technology is the necessity of a sound conceptual framework to provide direction. Many instructors need more guidance on effectively integrating technology into their teaching methodologies (Bates, 1995).

1.4.1 ACTIONS Model

For successful technology learning, instructors should consider numerous guidelines and frameworks, such as the actions and sections models. Firstly, Bates' 1988 ACTIONS model, updated in 1995, is based on particular questions that should be considered while selecting a particular set of technologies for a particular teaching presentation and task. The model has been highly influential and powerful as it has been used in different learning contexts. It was first developed for distance education; however, it may be applied in CALL-based teaching (Bates & Poole, 2003).

A C T I O N S	Access	Is it accessible and applicable to the students?
	Costs	How much does each technology cost each student?
	Teaching & learning	Which learning styles will this technology satisfy? Which teaching strategies will such technologies involve?
	Interactivity & user-friendliness	Which type of interaction does it involve? Is it useful?
	Organizational issues	What are the challenges and barriers?
	Novelty	How recent are such technologies?
	Speed	How rapidly can courses be set up? How long does it take for materials to be modified?

Table 2: ACTIONS Model

Access is the first action to consider since the ACTIONS model is developed for distance education. The purpose is that students may get access quickly (Bates & Poole, 2003). The model questions (table 2) may be asked in different learning contexts and the answers are context-specific. Therefore, when answering questions related to technology in education, it is essential to consider various factors such as the teaching style preferred by the teachers, the learning style chosen by the students, the rules and regulations of the institution, and the availability of specific technologies. Making decisions in this area can be complex and demands careful consideration of various criteria, including personal values and beliefs. Quantifying these different factors is a challenging task (Bates, 1995, in Bates & Poole, 2003).

As a result, using educational technology requires an in-depth investigation of the situation. Teachers and decision makers need to take in into account the aforementioned variables to choose practical combinations of technologies that may be used Bates, 1995, in Bates & Poole, 2003.)

1.4.2 SECTIONS Model

The SECTIONS model is based on the ACTION model. It results from the slight modifications that have bee made to the ACTIONS model since it was first developed for distance education (table 3). The SECTIONS model is designed for campus-based learning; thus, access becomes one factor that needs to be considered concerning students, who become the first concern of the current model. Therefore, it is essential to consider students' styles, distance learners, campus learners, students' levels, and ICT literacy. In addition, the model involves the extent to which the technology is helpful for the students or the teachers (Bates & Poole, 2003).

S	**Students**	What are the students' profiles? How much are such technologies appropriate for those students?
E	**Ease of use & reliability**	Is this technology useful for both teachers and learners? Is it reliable?
C	**Costs**	How much does each technology cost each student?
T	**Teaching & learning**	Which learning styles will this technology satisfy? Which teaching strategies will such technologies involve?
I	**Interactivity**	Which type of interaction does it involve? Is it useful?
O	**Organizational issue**	What are the challenges and barriers to deal with before incorporating such technology?
N	**Novelty**	How recent are such technologies?
S	**Speed**	How rapidly can courses be set up? How long does it take for materials to be modified?

Table 3: SECTIONS Model

1.4.3 Teacher's Role

Applying technology in education does not erase the role of the teacher. Instead, technology in education relates to teachers' attitudes, knowledge, classroom practices, and mastery (Abukhattala, 2016). As a matter of fact, "…the key component is the intervention of the teacher" (Bates, 2015, p. 198). In other words, the teacher remains the core of the classroom. By delivering required information and activities through the appropriate technological materials, teachers will be at the heart of the classroom and fully manipulate the classroom course while using technology and have an impact on its success or failure. Thus, the belief that educational technology erases teachers' roles represents a mistaken idea.

1.4.4 Benefits of Educational Technology

As previously mentioned, technology use in education represents a useful development. However, it is considered as a helpful teaching support when used appropriately (Bransford et al., 2000). Worth mentioning that introducing technology and the internet in education enhances additional language acquisition (Bagheri et al., 2012). As a matter of fact, it has a positive impact on the learning and teaching processes, as well as on students and teachers (Selwyn, 2011), and has the power to engage students in their learning process since it provides the opportunity to experience authentic situations and increase their motivation (Cennamo et al., 2010). In support of Warschauer and Healey (1998), the appropriate incorporation of technology into education opens the door for "experiential learning" and adds that technology encourages pair and group work, which increases students' learning outcomes (Xu, 2003, as cited in Idri, 2013).

Based on an analysis of "current short-term and long-term trends" to study the impact of technology on higher education, educational technology represents a rapidly growing trend that affects education (Johnson et al., 2014). It may enhance students' learning outcomes (Schmid et al., 2014). The evolution of educational technology has undergone three generations of development and a fourth generation is currently emerging. This latest generation is marked by the seamless

incorporation of digital and distributed technologies, including adaptive learning, distributed infrastructure, and competency models (Siemens et al., 2015).

1.4.5 CALL Programs

The area of education has seen considerable changes. Those improvements started from behaviourism to cognitivism, then, to constructivism, the psychology of learning that introduced the emergence of Computer Assisted Language Learning (CALL) (Cooper, 1993). As a matter of fact, the last 40 years can be broken down into three key phases: behaviourist, communicative, and integrative CALL. Each phase is characterised by a specific kind of technology and educational theories (Lee, 2000).

Computer-assisted language learning (CALL) is the selected expression at the 1983 TESOL convention to represent the new era of technology incorporation in second and foreign language learning and teaching (Chapelle, 2001). Even though CALL-based programs have been commonly known in the USA since the 1960s, in the early 1990s, the expression "technology-enhanced language learning" (TELL) shares the same activities as CALL-based programs, and it is used as an alternative to the term CALL. TELL expression, on the other hand, did not gain as much popularity as CALL (Levy, 1997).

Yet, different scholars provide different definitions for the term. For instance, firstly, CALL is "the search for and study of applications of the computer in language teaching and learning" (Levy, 1997, p. 1). Secondly, CALL teaching methods represent a new perspective on the teaching and learning processes (Moras, 2001). Thirdly, CALL programs refer to "any process in which a learner uses a computer and, as a result, improves his or her language" (Beatty, 2003, p. 7). Finally, CALL refers to using technology in language teaching and learning as teaching support to lead to better results through different materials (Al-Jarf, 2004).

In addition, CALL materials combine computer-based materials, language learning materials, and videos (Beatty, 2003, pp. 7-8). It is essential to mention

that computer-based learning encourages group learning (Harmer, 2007). However, "… the use of the computer does not constitute a method". Instead, it represents a "…medium in which a variety of methods, approaches, and pedagogical philosophies may be implemented." (Garrett, 1991, p. 75). In other words, CALL programs offer a chance to utilize diverse strategies and techniques that encourage collaborative learning, which creates a fresh atmosphere and boosts students' motivation.

1.4.6 CALL-Based Teaching Development in the EFL Classroom

CALL-based programs have been introduced in foreign language classrooms since the 1960s. Starting from an idea, CALL-based programs' incorporation into education became a reality in language teaching and learning (Hubbard, 1996). CALL-based programs' ultimate goal is to "…improve the learning capacity of those who are being taught a language through computerized means" (Cameron, 1999, p. 2). Besides, any language learning that entails computer use is known as CALL (Beatty, 2003). Using a computer to assist language learning is viewed as CALL (Egbert, 2005). Further, CALL programs are defined as "…the approach to teaching and learning languages that uses computers and other technologies to present, reinforce, and assess material to be learned, or to create environments where teachers and learners can interact with one another and the outside world." (Stockwell, 2012, p. 1).

According to EFL teachers, computers' incorporation into the EFL classroom enhances the learning quality by providing teachers with authentic teaching materials, sufficient preparation, and flexibility (Becker, 2000). Besides, CALL-based programs increase language learners' self-confidence and self-esteem (Lee, 2000). In addition, computers' incorporation into the EFL classroom provides learners with an infinite number of language learning resources (Bull & Ma, 2001). Moreover, CAL-based programs enhance teachers' and learners' motivation to experience novice methods and promote autonomous learning (Hennessy et al., 2005).

Language teachers may integrate technology into their EFL classes according to the curriculum to enable language learners to use computers for their language learning skills (Murphy, DePasquale, & McNamara, 2003). In support of Harmer (2007), language teachers need to guide their students and help them find the appropriate computer-based activities to enhance their language learning (Gençlter, 2015). Besides, when integrating CALL-based programs, teachers may serve as facilitators and guides (Salmon, 2004).

1.5 Multimedia in Education

Multimedia is the application of a computer program that combines "...text along with at least one of the following: audio or sophisticated sound, music, video, photographs, 3D graphics, animation, or high-resolution graphics" (Kozma, 1991, p. 181). In effect, different scholars provide several definitions of multimedia depending on their perspectives. For instance, firstly, multimedia refers to the blending of various media, such as films, slides, music, and lighting, especially for instructional or entertainment purposes (Brooks, 1997, p. 17). Secondly, multimedia is defined as "… the exciting combination of computer hardware and software that allows you to integrate video, animation, audio, graphics, and testing resources to develop effective presentations on an affordable desktop computer." (Fenrich, 1997). Thirdly, in its most straightforward words, multimedia is defined as "… the use of both visual aids and verbal descriptions to illustrate concepts" (Smith & Woody, 2000, p. 220). Likewise, multimedia refers to the "… use of multiple forms of media in a presentation" (Schwartz & Beichner, 1999, p, 8). Besides, multimedia refers to the dissemination of information using graphics, music, video, or movies. In contrast to ordinary text, a multimedia document includes a media element (Greenlaw & Hepp, 1999, p. 44). In other words, multimedia delivers information through different media: text, images, graphics, audio, and video (Mayer, 2001), it is worth mentioning that,

> ...the five senses play an effective role in getting information
> through experiments: 83% information is obtained visually,
> and 11% is obtained auditorially. Other information is

through olfactory organ (3.5%), tactile organ (1.5%), and

taste organ (1%). Multimedia applied in the language class

can offer multiple ways to convey the information…

(Trylong, 1987, pp. 112-126)

Furthermore, multimedia in education represents a learning setting based on technology and constructivism that engages learners in active learning based on collaboration, and self-exploration (Neo & Neo, 2009), in which "… users can select and control information provided" (Tway, 1995, p. 2). Thus, teachers can act as guides and facilitators who help their language learners select the appropriate and adequate information. In effect, teachers need to be flexible as facilitators and respond to the unique needs of each student. They should not solely rely on the predetermined curriculum created by developers or their assumptions about the classroom makeup. Adequate teacher education is crucial for success in a dynamic language classroom where multimedia and other resources can be used effectively. In addition to understanding the functions of different media in a media-rich environment, teachers need to know the appropriate times to use them (Fitzpatrick, 2004).

1.5.1 Multimedia in the EFL Classroom

Multimedia integration in EFL learning may be traced back to the 1950s. During that period, foreign language schools started incorporating broadcasts, phonographs, tape recorders, and movies into their EFL classes. Then, further technological development led to the incorporation of slide projects, video cassette players, and different electronic media into the EFL classroom (Mudge, 1999, pp. 12–4). In effect, the teaching process has always been characterized by the use of multimedia since language teachers were used to apply speaking aloud, drawing pictures, and demonstration strategies (Zhou, 2004, p. 71). The 1980s were characterized by the incorporation of overhead and videotapes in the EFL classroom. Then, the 1990s saw the first CD-ROMs, the World Wide Web, digital projectors, and Microsoft PowerPoint's arrival (Zhou, 2004, p. 71).

Moreover, multimedia is an effective teaching tool since "… media materials can lend authenticity to the classroom situation, reinforcing for students the direct relation between the language classroom and the outside world" (Brinton, 2001, p. 461). However, it is true that a teacher who has no prior experience with this approach may feel overwhelmed by the numerous possibilities and potential obstacles (Herrell et al., 2012). In other words, teachers' lack of multimedia knowledge may cause difficulties. Furthermore, certain EFL teachers seem to give more importance to the courseware than the teaching objective. Thus, English foreign language classrooms become computer literacy institutes (Gong & Zhou, 2007).

With technological advancements in the EFL classroom, EFL learners are provided with the opportunity to access grammatical rules, vocabulary meaning, translation, and pronunciation features (Taylor & Chonacky, 1980). Therefore, they get fully and actively engaged in their language learning process. Patel's 2013 investigation focuses on observing and analysing the incorporation of multimedia in ELT to develop communication skills. Patel's study attempts to demonstrate the importance of multimedia in teaching communication skills, identifying technological challenges and depicting the effective strategies to use by English teachers. Patel's investigation reveals that multimedia literacy develops students' English communicative skills by enriching their communicative competence and practical language skills. Moreover, the analysis indicates that multimedia is vital in enhancing students' interests, motivation, and engagement. In addition, it reveals some problems like teachers' lack of technology literacy or financial problems (Patel, 2013).

1.5.2 Principles of Multimedia

Based on almost 100 investigations, Mayer (2001) outlined 12 principles for multimedia instruction based on nearly 100 investigations. These principles include the Coherence Principle, which suggests that avoiding unnecessary content leads to more effective learning, and the Signaling Principle, which states that providing cues for the structure of relevant elements can enhance learning. The

Redundancy Principle suggests that using audio and illustration is more effective than using illustrations, audio, and text. Additionally, the Spatial Contiguity Principle suggests providing related text and graphics in close proximity on a page or screen leads to better understanding. The Temporal Contiguity Principle suggests that delivering related text and graphics simultaneously is more effective than delivering them sequentially. The Segmenting Principle recommends delivering multimedia lectures in "user-paced" chunks rather than as a continuous unit. The Pre-training Principle suggests that pre-training people in the names and attributes of essential components can help them learn from a multimedia message. The Modality Principle suggests that people learn more effectively from illustrations and audio than from illustrations and text. The Multimedia Principle suggests that people learn more effectively from text and illustrations than from text alone. The Personalization Principle suggests that providing information in a colloquial style rather than a formal one leads to more effective learning. The Voice Principle suggests that humans learn more effectively when the narration in a multimedia message is provided by a human voice rather than a machine voice. Finally, the Image Principle states that the speaker's image in a multimedia presentation does not affect people's understanding (Mayer, 2001).

1.5.3 Benefits of Multimedia in EFL Learning

When examining the impact of multimedia in EFL classrooms, it becomes evident that multimedia places great emphasis on learner-centeredness, active engagement, autonomous learning, and prioritizes meeting learners' needs and wants (Lu & Liu, 2011). As a result, multimedia is useful as it positively impacts learners. In effect, multimedia instructional messages that are well-designed can encourage active cognitive processing in students, even if they appear inactive in their behaviour (Mayer, 2001). In other words, an appropriate multimedia content activates learners' cognitive processes.

Furthermore, multimedia use in the EFL classroom allows language learners to learn the foreign language and foreign culture in "computerized microworlds" (Warschauer & Meskill, 2000, p. 5). Similarly, multimedia plays a significant role

in stimulating students' interest and motivation, engaging them in their learning process, developing their learning outcomes, and providing a vibrant and joyful learning atmosphere in the classroom (Dong & Li, 2011). In fact, encouraging a student's intrinsic motivation is essential for successful instruction, rather than relying on coercive tactics to compel learning (Tolstoy, 2008). Thus, students' desire and motivation to discover represent the critical factors for successful learning and teaching.

Most language teachers concur that utilising media as a teaching tool can significantly enhance language instruction, regardless of the method employed (Brinton, 2001). In other words, teachers affirm and agree that multimedia positively impacts language teaching; as a matter of fact, the combination of visual and aural and aural modes to provide information can increase the amount of information that people may grasp (Mayer, 2001). Moreover, besides providing information through more than one mode and increasing the amount of learned information, multimedia use in the EFL classroom provides a large amount of information in contrast to traditional learning; likewise, the retention of knowledge from multimedia sources is more effortless than knowledge acquired from traditional teaching (Dong & Li, 2011). In this context, combining pictures and words is essential for effective learning. It allows learners to create mental models that integrate both visual and verbal elements, leading to a deeper understanding of the material. This approach goes beyond mere memorization and encourages learners to actively engage with the content, resulting in a more profound level of learning (Mayer, 2001).

During multimedia teaching, students use their eyes to look, ears to listen, mouth to speak, hands to write, and brains to retain information. This approach enhances their enthusiasm for learning, which ultimately leads to increased class productivity (Dong & Li, 2011). As such, incorporating multimedia into learning can improve listening skills and foster collaboration among learners. As a matter of fact; this technology can turn tedious lectures into captivating ones by stimulating students' emotions and cognitive processes. Furthermore, integrating multimedia technology among students enhances their attitudes and influences

their language acquisition skills (Pun, 2013). In effect, compared with conventional classes, multimedia classes provide more opportunities for students to apply their knowledge. Video films, for instance, can offer rich and dynamic educational resources that improve students' speaking skills (Thomas et al., 2008). For example, in multimedia classes, improving fluency and authenticity in spoken language can be achieved through exposure to authentic language and imitation of speaking styles, including pronunciation, speed, and intonation. Engaging in speaking activities related to characters, plots, themes, ideas, concepts, and culture can also enhance your skills. For instance, dubbing conversations in movies can be an effective method to boost spoken English abilities (Thomas et al., 2008).

Traditional students face difficulties in developing their communicative competence due to the limitations of traditional instruction, which fails to fully utilize their language comprehension skills regarding structure, meaning, and function. As a result, traditional teaching methods struggle to enhance students' communicative competence. On the other hand, multimedia instruction offers a crucial advantage in developing students' communicative competence. Multimedia classes expose students to real-life situations, motivate them to aim higher, optimize class time, and provide additional knowledge (Pun, 2013).

1.5.4 Anchored Instruction Theory

Anchored Instruction Theory was developed in 1990; by John Bransford and his collaborators. It aims at providing "anchored instruction" to carry off the assumption of "inert" instruction issues that emerged in 1929 (The Cognition and Technology Group at Vanderbilt (CTGV), 1990). For this purpose, creating appropriate environments that resemble real-world life through technological tools represents a valuable theory (The CTGV, 1990).

The Anchored Instruction Theory is based on seven principles (The CTGV, 1997) that are as follows:

- Generative Learning Format: deals with the "storyline macrocontext". Generative learning provides students with the opportunity to generate and solve problems provided (Soraci et al., 1994).

- Video-Based Presentation Format: Unlike "textual" information, visual information increases learners' understanding. Moreover, videos allow the learners to deal with different kinds of information like actions, characters' facial expressions, and authentic situations that provide extra meaning (The CTGV, 1997).

- Narrative Format: "… video narrative" provides authentic settings, characters, and a flow of events that provide authentic situations (Brown, Collins, & Duguid, 1989).

- Problem Complexity: Learners can not overcome real-life situations only when they go through similar situations (The CTGV, 1997).

- Embedded Data Design: This allows the students to gather information from additional resources (Goldman et al., 1996).

- Opportunities for Transfer: When students acquire information in a specific context, they can not use it easily in another context. Thus, the aim is to develop the ability to transfer information from one sociocultural setting to another (Bransford et al., 1989).

- Links Across the Curriculum: Each new video may relate to the previous one or other subjects to create coherence and cohesiveness across the curriculum (The CTGV, 1997).

1.6 Video Use in Education

Essentially, the term "video" refers to a collection of animated graphics with audio content. In line with this, a video refers to a type of multimedia that communicates information through both sound and visual elements. Typically, it employs various methods of presentation, such as written and visual representations when displaying text on screen or through closed-captioning (Mayer, 2001, as cited in Cruse, 2006). Videos may be of different types, for example, authentic, humorous, and educational. A series of surveys revealed that

educational videos had developed gradually during the last 20 to 30 years (Corporation for Public Broadcasting, 1997), in addition, videos seem "…to be a major contributor to the shift in the educational landscape, acting as a powerful agent that adds value and enhances the quality of the learning experience." (Greenberg & Zanetis, 2012, p. 4). Viewing videos represents an active process that entails a continuous and highly connected process of analysing and understanding and a complex mental activity that grows and evolves with the child's growth (Marshall, 2002).

In this regard, videos' incorporation into learning settings is essential for the benefit of students, as videos tend to facilitate comprehension, attract students' interest, and stimulate students with a visual learning style (Mayer, 2001). But video content needs to relate to learners' goals, needs, and wants to achieve higher outcomes and motivate learners to engage actively in their learning process (Thorpe, 2006). Similarly, videos are, in effect, more effective than "printed" materials when selected according to the targeted objectives (Thorpe, 2006). In other words, multimedia educational materials that are well-designed can engage students in active mental processing, even if they seem uninterested or inactive (Mayer, 2001).

The MacHardy and Pardos' (2015) model that relates educational video variables to students' assessment performance demonstrates that whenever the videos are incredibly relevant to the assessment content, the students gain more significant advantages (MacHardy & Pardos, 2015). This comes in line with the findings of "teaching-as-research" at Vanderbilt University. As a matter of fact, their "BOLD Fellow" project concluded that developing videos relevant to assignments presented in Paul Laibinis' chemical engineering class was highly appreciated by the students, especially since these videos enabled the understanding of challenging concepts after comparing the assignments' results with the first semester results when the videos were not used (Zubair & Laibinis, 2015). Thus, we can conclude that video use has a significant impact on students' processing of information.

1.6. 1 Video Use in the EFL Classroom

Videos provide many media and many styles of visual presentation, which appear to be helpful to language learners. As a matter of fact, based on a series of analyses, videos are seen as effective and productive teaching material (The CPB, 1997). Similarly, videos in education are described as efficient teaching tools (Kay, 2012). In other words, all audio-visual materials enhance the language learning process when used properly. In other words, the correct place and timing need to be both present (Wright, 1976). Video use in an EFL classroom attempts to achieve three essential objectives. Firstly, it seeks to develop their language skills. Secondly, it attempts to develop cross-cultural communication. Thirdly, it develops their critical thinking about the nature of videos and their use for academic purposes (Wang, 2015).

Video use in the EFL classroom is helpful and fruitful for students' language learning process as it can improve their language use, develop their intercultural awareness, and enhance their motivation (Harmer, 2001). Thus, in other words, providing information through different media represents an excellent advantage for multimedia as it shapes and reinforces meaning. Concerning video use in the EFL classroom, different kinds of videos are available and may be used in the EFL classroom (Berk, 2009). Teachers are asked to select the videos' content according to their instructional objectives and learners' desires, wants, and needs. Likewise, videos may represent inefficient teaching materials when the teaching methods or the selected activities and videos' content are" monotonous" (Wang, 2015). Thus, video use in the EFL classroom is influenced by other factors like teachers' approach, classroom activities, and the videos' content.

1.6.2 Video Use Techniques

Successful video use in classrooms is based on a combination of viewing and listening techniques:

A. Viewing Techniques: The purpose is to attract students' interest and curiosity.

1. Fast Forward: the students visualise the video briefly, and then the teacher "fast it forwards". Then students are asked to convey what they have acquired from the video content.

2. Silent viewing: Students are asked to visualise the video content without any sounds, and then they are asked to speculate.

3. Freeze framing: The teacher has to stop the video for several periods, and students are asked to interact about what they have viewed and anticipate what is coming.

4. Partial Viewing: The students are just asked to watch a short section of the video and then indicate what knowledge the video content shares.

(Harmer, 2001)

B. Listening and Mixed Techniques:

1. Pictureless Listening: the students are asked to listen without viewing, then once they share and discuss the content and share what information they got, they may watch the videos.

2. Picture of speech: involves dividing the classroom into two groups; the first group watch the video content, discusses and shares information, constructs knowledge and comprehends the topic. Then, the second group is asked to predict what was the video content; based on information shared by the first team. Picture of speech technique develops "speech and fluency".

(Harmer, 2001)

In addition, Berk's (2009) technique for video use in the classroom involves seven steps:

1. Select a particular clip to deliver information; teachers may choose just particular sequences from the video; of course, teachers and students should discuss the clips' content.

2. Teachers should prepare instructional guidelines for students' tasks and classroom activities; they should prepare questions to check students' interests, engagement, concentration, comprehension, and video efficiency.

3. In class, before playing the video, teachers should briefly introduce the video topic, provide headings for video content to "activate students' prior knowledge", and engage them in the teaching process.

4. Play the clips; teachers should play the role of facilitators to help the students comprehend the video content.

5. Teachers may stop and replay the clip either to explain or to clarify some points.

6. After watching the video clips, students are asked to reflect on the video content. Of course, they may work individually, in pairs, or in groups.

7. Finally, the students are asked to engage in group work, discuss the content of the clips, and answer questions.

(Berk, 2009)

1.6.3 Related Research

Different studies exist on the impact of videos on language learning and teaching. First, in Algeria for example, Dr Kharouni's doctoral thesis on "Teaching Culture through Videos. Case Study: Second Year LMD Students, Department of English, University of Bejaia". This study investigated whether using films can effectively teach students about civilization. Specifically, it examines whether watching films in a civilization class can improve students' cultural learning and critical thinking skills. The study focuses on third-year students studying Foreign Language Literature and Civilization at Bejaia University. Three research tools were used to gather and analyze data: a pre-questionnaire for students, an interview

with a teacher, pretests and posttests, and a post-questionnaire for students. The results showed that films are an effective tool for teaching civilization to students. Students who learn best through audio-visual means were particularly receptive to this method. Additionally, supplementing the course with films increased student motivation, created a relaxed classroom atmosphere, and improved cultural learning and critical thinking skills. The study concludes that properly using films can reinforce the content and objectives of a civilization course. Films' visual and entertaining elements motivate students and enhance their engagement with the material. Furthermore, films' rich cultural content broadens students' cultural knowledge, and their interpretive elements improve critical thinking skills (Kharouni, 2018).

Additionally, Dr Benmansour, who worked on "Integrating ICT in the EFL Context: Spotlight on Teacher's Perceptions and Outlooks for their doctoral thesis at the University of Tlemcen". The primary purpose of this research is to collect firsthand information about how educators and students are currently using ICT to develop strategies and action plans for integrating educational technologies into the Algerian higher education system. The study specifically focused on providing an overview of how Algerian teachers use ICT in university classroom instruction, investigating the barriers and challenges that may be influencing the integration of ICT in teaching, and exploring the significance of integrating different ICTs in teaching. During interviews with teachers, their personal experiences and opinions were shared, which revealed their attitudes and beliefs on EFL teaching and learning. Teachers feel responsible for providing students with more learning resources, language models, and opportunities to practice language skills necessary for academic and future career requirements. Although technology has great potential to promote communicative language learning, teachers may not focus on these areas since other essential issues need to be addressed in the classroom. The lack of facilities and students' low language ability are significant barriers to technology integration, hindering ICT's full potential in EFL instruction. The study found that teachers who tend to integrate technology in specific contexts combine their understanding of the usefulness of technology and

local language teaching practices to form personal principles or guidelines that guide technology-enhanced language instruction (Benmansour, 2019).

Moreover, another doctoral thesis was conducted by Dr Kichou on "Developing the Writing Skill through the Integration of Web 2.0 Technology into Classroom Learning: The Case of Second Year Students of English at Farhat Abbes University". This research examined how incorporating Web 2.0 technology, specifically the wiki, into classroom instruction can improve students' writing skills and their attitudes towards using these tools. The study involved 65 second-year English undergraduates at Setif 2 University in Algeria, and the hypothesis was that using the wiki would enhance students' writing abilities in both form and content. A quasi-experiment with a pretest-posttest design was conducted, with one group using the wiki to write paragraphs while the control group wrote in class without technology. Data was collected through a questionnaire, pretest and posttest paragraph scores, online paragraphs as a corpus, and interviews. The results showed a significant improvement in writing skills among the experimental group, both in comparison to the control group and within the experimental group. Additionally, students had positive views towards using Web 2.0 technology to develop their writing skills. This study has valuable implications for teachers, students, and curriculum designers looking to incorporate technology into their teaching and learning practices (Kichou, 2017).

Likewise, Dr Hammoudi conducted another doctoral thesison "Multiple Intelligences and Teaching English as a Foreign Language The Case of Second - Year Pupils at Malika Gaid Secondary School Sétif". This study had two goals. Firstly, it aimed to determine if using Multiple Intelligences theory would improve students' understanding of English teaching materials. Secondly, it aimed to explore if there is a correlation between Linguistic Intelligence and linguistic proficiency. Results showed that using MI-based lesson plans led to a significant improvement in students' comprehension. 90.01% of the participants preferred these lesson plans over traditional ones, and teachers reported that they increased student motivation and resulted in better outcomes. Participants were then given the Multiple Intelligences Inventory to identify those with high Linguistic

Intelligence. The marks achieved by each student throughout the academic year were then calculated and high achievers were compared to their Linguistic Intelligence levels to see if there was a correlation. It was found that 80.39% of students who scored well on English exams had strong Linguistic Intelligence. In addition to these findings, the study resulted in the development of a new teaching approach called ECPTA, which considers the cultural background of learners, and the identification of new intelligences that meet Gardner's criteria. These include individuals with exceptional abilities, identifiable core operations, and evolutionary plausibility (Hammoudi, 2010).

Second, similar studies have been conducted in the Arab world. For example, according to the observation and analysis of YouTube videos in teaching a foreign language, YouTube videos provide authentic language use situations. Thus, YouTube videos provide language in context. In addition, the analysis results indicate that YouTube videos can be used to develop the target language vocabulary, learners' pronunciation, and accent (Ghasemi et al., 2011).

In addition, Kabooha and Elyas 2018, investigate the impact of video use on vocabulary development. The primary aim of their study is to identify YouTube videos' effects on EFL students' vocabulary learning and storage at King Abdul-Aziz University, Saudi Arabia. Kabooha and Elyas's 2018 research includes 100 female intermediate students and four female teachers. Students' ages vary between 18 and 20 years old. Four classrooms were enrolled in this investigation and dispatched on 3/1 to the experimental and control groups (Kabooha & Elyas, 2018). All 100 participants had been pre-tested before the experiment. Then, the experimental group students learnt the target vocabulary through multimedia instruction. However, the control group students discovered the target vocabulary through the primary teaching method. At the end of the experiment, all the participants had been post-tested, and questionnaires were administered (Kabooha & Elyas, 2018). According to the findings, the vocabulary test's results show that experimental group students scored higher results than control group students. In other words, YouTube videos have a positive impact on foreign language learners' vocabulary acquisition. Moreover, they add that the findings reveal that EFL

learners enthusiastically agreed with using YouTube videos for vocabulary acquisition. In conclusion, this investigation opens the door to incorporating YouTube videos into language classrooms to improve language learners' language skills depending on the selected content (Kabooha & Elyas, 2018).

In addition, in 2011, Dr. Mekheimer conducted a study titled "The Impact of Using Videos on Whole Language Learning in EFL Context" at the College of Languages and Translation at King Khalid University in Abha, KSA. The goal of this study was to determine if there were any improvements in aural/oral, reading, and writing skills by exposing students to authentic video material while participating in a language skills development remedial program. Students in the experimental group were provided with extensive videos of some selected dramatized famous literary works. Over the course of one academic year, the experiment was conducted, and the data collected revealed that the experimental group achieved significantly higher than their peers in the control group across all skills. This study demonstrated that the use of authentic videos, as a part of integrated language skills instruction, is an effective approach to whole language teaching. The study concluded with insightful recommendations and pedagogical implications for curriculum design and teaching theory (Mekheimer, 2011).

Thirdly, other related studies have been conducted outsie the Arab world, like Weyers' 1999 study, emphasise the fruitful and valuable impact of using authentic videos to develop language acquisition (Weyers, 1999). Weyers' study analyses the use of authentic videos for University students of Spanish as a foreign language. According to the findings, using authentic videos during foreign language acquisition has improved language learners' listening skills as well as their communicative competence (Weyers, 1999). Accordingly, language learners encounter various difficulties outside the language classroom because the classroom language does not represent the language they listen to or speak in their everyday life (Ur, 1996). Undoubtedly, honing one's ability to comprehend spoken language is essential in attaining fluency in oral communication (Dunkel, 1986). In other words, developing listening skills is crucial to developing speaking skills.

Additionally, Solano, Cabrera, Ulehlova and Espinoza's study "Exploring the Use of Educational Technology in EFL Teaching: A Case Study of Primary Education in the South Region of Ecuador" This study investigated the utilization of educational technology for teaching English as a foreign language (EFL) at ten state schools in the Southern Ecuador region. Its objective is to determine the current technology application in English classrooms. The research used quantitative and qualitative methods to collect information on the use of technology in the teaching and learning process. The primary instruments utilized were surveys for teachers and students and observation sheets. During four months, 150 students and 15 teachers participated in the surveys and were observed once a week. The results indicated that technology was not frequently used in state schools in the Southern region of Ecuador, or if it was used, it was not effectively applied. Therefore, integrating technology tools with appropriate teaching strategies in EFL classrooms is essential to improve students' performance in all four language skills (Solano et al., 2017).

Similarly, Bilalli's study "The Impact of Videos in Efl Classroom" The objective of this paper was to examine how showing videos during English as a Foreign Language (EFL) classes can impact learners' language improvement. Learning a new language involves understanding a new culture, traditions, and gestures, so various teaching approaches are being used in different contexts to increase motivation in the EFL classroom. In recent decades, teaching methods have constantly evolved to make learning enjoyable and develop students' communication skills. Technology has enabled numerous ways of teaching and learning a foreign language, with textbooks full of pictures, animations, and recorded tapes of conversations and songs by native speakers to aid pronunciation. The study's participants were students from a private Language School called "Oxford Studio" in Gjilan. Their answers indicated that they enjoy watching videos in class and are motivated to discuss them with their teacher afterwards (Bilalli, 2019).

In addition, other studies conducted on cultural studies may be related to the present research. For example, Dr Boulanouar's doctoral thesis on "Beliefs and

Practices towards the Intercultural Dimension in Teaching/Learning English as a Foreign Language: The Case of Secondary School Teachers/Learners in Bousaada". This study aimed to investigate the beliefs of both teachers and students regarding intercultural competence (IC), focusing on the teaching and learning objectives, potential gaps between beliefs and classroom practices, and factors hindering the development of IC. Data were collected through two phases using a sequential mixed-method design. Data were generated from both teacher and student questionnaires for the quantitative phase. Classroom observation sessions, teachers' interviews, and students' focus group discussions were conducted for the qualitative phase. The case study focused on teachers and students enrolled in Bousaada's (Algeria) secondary schools during the 2019-2020 academic year. The findings showed that teachers and students vaguely understood intercultural competence and prioritized communicative competence objectives. While most participants recognized the importance of intercultural competence in EFL teaching and learning, there was little emphasis on the acquisition of intercultural competence. Traditional teacher-centred teaching strategies still dominated cultural teaching practices, leading to inconsistencies between beliefs and practices, exam-oriented practices, process-oriented curriculum requirements, and expectations of the curriculum and teachers' training programs. Given these findings, it is recommended that the curriculum be reviewed to provide explicit instructions and directions on intercultural teaching and includes additional cultural resources. This research aims to provide valuable contextual knowledge and recommendations for the Algerian language learning environment (Boulanouar, 2022).

Moreover, Chami's doctoral thesis was related to our research, since dealt with intercultural competence and focused on "Improving the Teaching / Learning of Intercultural Competence in Algerian Middle School Classes: the Case of Fourth-Year English Classes at the Second Division of Middle Schools in Khenchela". This study focused on the teaching and learning of intercultural competence in Algerian middle schools in Khenchela that teach English as a foreign language. The research was conducted using a case study approach that included three

surveys. The first survey was aimed at investigating teachers' conceptions, practices, and attitudes towards teaching culture from an intercultural perspective. The second survey analyzed the intercultural dimension of the textbook "My Book of English Year Four". The third survey aimed to generate an intercultural framework to adapt the textbook and develop learners' intercultural competence. Results from the first survey showed that teachers mainly focused on developing their learners' communicative and linguistic competencies with little regard for culture. The second survey revealed that the textbook was culturally rich but lacked an intercultural scope. Finally, the third survey confirmed that explicit teaching of culture led to the development of learners' intercultural competence through interpreting, relating, and evaluating cultural differences and similarities. It is important for EFL participants, such as teachers and textbook authors, to pay more attention to the teaching and learning of intercultural competence. Interculturality has become a significant aspect of contemporary communication, and its inclusion in teaching can greatly benefit learners (Chami, 2022).

In addition, Dr El Hadj Said' dotoral thesis focused on "A Pragmatic Investigation of Politeness Strategies in the Algerian Setting: Case of Tlemcen Speech Community". This study aimed to examine how politeness is expressed in speech acts within the Tlemcen speech community, using Brown and Levinson's framework from 1978. A mixed methods approach was employed for data collection, including participant observation, recordings, and a Discourse Completion Test. The qualitative and quantitative data analysis revealed that speakers of Tlemcen Arabic tend to use positive politeness strategies to maintain harmonious relationships. Additionally, speakers frequently used preventive and protective expressions, such as blessings and well-wishes, to ensure safe and smooth interactions. This preference for positive strategies can be explained by the Arabic community's prioritisation of cheerful face wants, which emphasizes collectivism, unity, and solidarity (El Hadj Said, 2018).

Moreover, Dendenne's stydu "Could you help me with these bags brother?: My shoulders are falling.' Transfer in interlanguage requests performed by Algerian EFL learners" This study aimed to investigate how Algerian students

learning English as a foreign language make requests in different contexts. The researchers used a task called the Discourse Completion Task with two groups of native speakers (Arabic and English) and two groups of learners (with low and high proficiency levels). They analysed the responses to see how often different request strategies were used and how they were worded. The results showed that Arabic and English use different types of politeness strategies, but the learners showed evidence of both types of strategies. They found that learners' use of their mother tongue influenced their use of language structures and request strategies. The researchers suggest that intercultural communication and speech act teaching could benefit from these findings. Additionally, the learners' proficiency level did not seem to have a significant impact on their request-making ability (Dendenne, 2014). There have been numerous studies conducted on the influence of videos in the learning of ELF, as well as the acquisition of intercultural competence and linguistic politeness. Nonetheless, it is difficult to cite all the different studies available.

1.6.4 Videos as Authentic Materials

Materials include everything that may be used to speed up language acquisition. In fact, they "… could obviously be videos, DVDs, emails, YouTube, dictionaries, grammar books, readers, workbooks or photocopied exercises. They could be newspapers, food packages, photographs." (Tomlinson, 1998, p. 2). Thus, we can infer that language materials refer to any tool to enhance language learning. In addition, learning materials enable individuals to learn independently and using various learning styles. They promote independent study and self-evaluation, allowing individuals to track their progress in learning (Richards & Rodgers, 2014).

New teaching materials, known as technological tools like audio and videos, represent authentic materials and play an essential role in education since they aim to enhance language learners' engagement in their learning process and provide language teachers with sufficient resources (Richards, 2001). In this regard, authentic materials represent any content that was not developed for language

learning in mind specifically (Adams, 1995). This comes in line with the usage of the word "authentic" to mean that the language samples should be presented in a natural format and within a cultural and situational context that is appropriate for the native speakers (Rogers & Medley, 1988). In this context, teachers have long promoted the use of authentic materials in the classroom as a way to connect the formal and somewhat artificial classroom environment with the real world where students will eventually use the language they are learning (House, 2008).

The notion of authenticity emerged during the 1970s as a result of the debate held between Chomsky (1965) and Hymes (1972), which highlighted that the notion of "communicative competence" is more than mastering language grammar rules (Gilmore, 2007). This fact gave birth to the importance and emergence of communicative language teaching and shed light on the importance of authentic materials. As a result, authenticity gained researchers' interest, which explains the divergent definitions provided for the notion of authenticity. For example, authenticity is defined as utterances produced by native speakers to native speakers in a given speech community (Little et al., 1989). Then, further studies view authenticity as the capacity to speak, think, and act according to a target language group's culture to be accepted by them (Kramsch, 1998).

To conclude, using authentic materials, such as authentic videos, is an effective way to improve language skills in learners. They can enhance listening comprehension and help develop communicative competence. However, it is important for teachers to consider their learners' needs, objectives, and the purpose of the content when selecting such materials (Rogers & Medley, 1988). It is essential to mention that authentic materials would decrease the difficulties learners encounter using the target language outside the classroom (Dornyei, 2003).

1.6.5 Barriers and Challenges

When applying videos in their classrooms, teachers need to be aware that:

1. Teachers may fail to provide information through videos. As a result, there are no new syndromes which can affect the effectiveness of using video in class; the students do not engage with the teacher's lesson because it does not offer them a more exciting way of learning.

2. Poor quality video is another element that affects video use in the classroom; students will struggle to notice language-use examples in an authentic communication environment.

3. If the viewing conditions are poor, the video will not be as effective as it could be.

4. Teachers should avoid the "stop and start technique" while applying videos in their classrooms, or their students may lose interest and get bored.

5. Teachers should consider videos' length; for efficient video use in the classroom, teachers should opt for short videos to attract their students because when using long videos, the students may lose interest and get bored.

6. If teachers do not possess ICT literacy, they should not use videos in their classrooms; otherwise, they will struggle with technical problems.

(Harmer, 2001)

1.6.6 Dual-Coding Theory

The Dual-Coding Theory goes back to using "imagery" to increase memorization 2500 years ago (Yates, 1966). In effect, the Dual-Coding Theory was applied to "literacy" first. Later, through a research program, it was applied to different domains of cognition (Paivio, 1986). In addition, the Dual-Coding Theory embraces the assumption that cognition entails activating two different codes. Firstly, the verbal code is devoted to language. Secondly, the nonverbal code deals with "nonlinguistic" actions and objects (Paivio, 2006).

Moreover, these two codes are equipped with "internal representations" known as "logogens and imagens" that get active through the simple process of thinking about something. These internal representations are "modality-specific", which means that humans possess different "logogens and imagens" associated with humans' different senses; "visual, auditory, haptic, and motor properties of language and objects." (Paivio, 2006, p. 3). Besides, these representations are directly linked to sensory "input" and "output" processes and are linked to each other. Thus, this combination allows for either an independent or cooperative activity of these internal representations (Paivio, 2006).

Thus, Dual-Coding Theory entails that verbal and nonverbal codes are usually activated in different functions, and language processing is one of them. For example, the involvement of these two systems in language games. Both codes are involved in language games; rich knowledge demands the enrolment of the verbal code, and gamesmanship entails the engagement of the nonverbal code. For instance, the verbal code is activated for crosswords and the nonverbal code for puzzles (Paivio, 2006).

1.6.7 Cognitive Theory of Multimedia Learning (CTML)

The cognitive theory of multimedia learning relies on previous theories. Firstly, Paivio's (1986) and Clark & Paivio's (1991) dual coding theory. Secondly, Baddeley's (1992) model of working memory. Thirdly, Sweller's, Chandler & Sweller's (1991) and Sweller, Chandler, Tierney & Cooper's (1990) cognitive load theory, Fourthly, Wittrock's (1989) generative theory. Finally, Mayer's (1996) SOI model of meaningful learning (Mayer, 1997).

According to the CTML, the human brain possesses two information processing channels: one visual information processing system responsible for visual information (pictures, videos, and animations), and the other is a verbal information processing system responsible for auditory information (Mayer, 1997). In effect, "In the process of trying to build connections between words and pictures, learners can create a deeper understanding than from words or pictures

alone" (Mayer, 2001, pp. 4-5). In other words, the CTML entails learners combining both auditory and visual information since words and pictures lead to higher levels of comprehension than verbal or visual information separately (Mayer, 2001).

The CTML is built upon three fundamental assumptions: the dual-channel assumption, the limited capacity assumption, and the active processing assumption (see figure 1). Firstly, the dual-channel assumption entails that human working memory is composed of visual and auditory information processing channels; as shown by Baddeley's (1986) theory of working memory, as well as Paivio's (1986) and Clark and Paivio's (1991), dual-coding theory. Secondly, the limited capacity assumptions draw on Sweller's (1988) cognitive load theory, which entails that each processing information channel of the working memory is characterised by a limited capacity to store information (Mayer & Moreno, 1998, & Mayer, 2003). Finally, the active processing assumption entails that humans learn better when they combine information from visual and auditory channels and integrate it with their previously acquired information (Mayer, 1996).
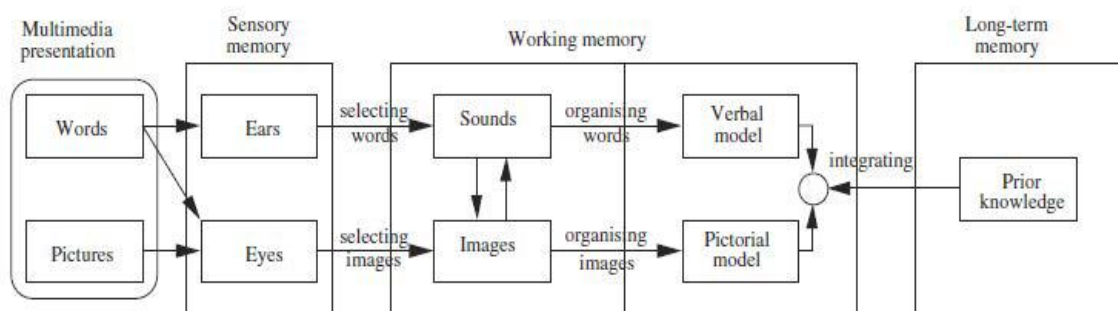
Figure 1: Cognitive Theory of Multimedia Learning (Mayer, 2001, p. 72)

Muhammad Shamim, an assistant professor of surgery, investigates the effectiveness of the cognitive theory of multimedia learning while using video literacy in teaching surgery operations to undergraduate medical students at Prince Sattam Bin Abdulaziz University in Saudi Arabia. Shamim's investigation deals with 125 students in four consecutive batches starting from the 1st of February 2014 to the 30th of April 2017. Shamim's investigation is a questionnaire-based

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quasi-experimental study. The questionnaire focuses on inquiries regarding demography, prior operating room experience, and students' opinions concerning the cognitive theory of multimedia learning and its impact (Shamim, 2018).

Shamim's analysis excludes incomplete responses and ends up with 93 complete responses. The results indicate that the response rate was 74.4% out of a sample size of 125. Moreover, the results reveal that forty-eight (51.6%) students observed complete live surgery videos, 37 were satisfied with video-based operative teaching, whereas 11 students were unsatisfied. However, the results demonstrate that 45 (48.4%) of the students have not observed surgical operation videos; and that 29 of these students were satisfied, but 16 students were unsatisfied. Thus, approximately 66 (71%) students were satisfied (Group A), and 27 (29%) were unsatisfied (Group B). According to the findings, Group A students demonstrate better results in the retention test (P = 0.026). Shamim concludes that video teaching represents an effective medium for teaching surgery operations (Shamim, 2018).

1.6.8 Cognitive Load Theory (CLT)

The cognitive load theory (CLT), developed in the 1980s, deals with how cognitive attributions function during information processing (Chandler & Sweller, 1991). In other words, the CLT relates to how information should be presented for effective and successful learning (Sweller, Ayres, & Kalyuga, 2011). In other terms, learners' engagement in learning through irrelevant materials and irrelevant tasks would retard and disrupt knowledge construction (Chandler & Sweller, 1991).

The CLT is established on the active learning premise that identifies learners as actively engaged in information processing (Clark et al., 2006). In other words, learners' active engagement seeks "relevant" information materials for effective knowledge construction (Mayer & Moreno, 2003). Additionally, the cognitive load theory is based on another premise that is the "dual-channel assumption",

which entails that information processing goes through two different processing channels. The first one processes verbal and sensory information. However, the second one processes visual information (Mayer, 2005).

The CLT differentiates between three kinds of load known as intrinsic, extraneous, and germane (Chandler & Sweller, 1991). At first, the intrinsic cognitive load was defined as being "… imposed by the basic characteristics of the information rather than by instructional design" (Sweller, 1993, p. 6). Later, the intrinsic cognitive load was explained in terms of "... the mental work imposed by the complexity of the content" (Clark, Nguyen, & Sweller, 2011, p. 9). Further comes the identification of two additional types of cognitive load. Instructional designers should consider these additional types for constructing the materials through which information is provided (Sweller, van Merriënboer, & Paas, 1998). Thus, those additional types are identified as the extraneous cognitive load (Chandler & Sweller, 1991) and the germane cognitive load (Sweller, Van Merriënboer, & Paas, 1998).

The extraneous cognitive load does not represent a fundamental load but has to be considered while constructing how instruction is transmitted (Chandler & Sweller, 1991). Since the intrinsic and extraneous cognitive loads are complementary, the extraneous cognitive load is controlled and critical whenever "the intrinsic cognitive load is high" (Paas, Renkl, & Sweller, 2004). Last but not least, the germane cognitive load is the left capacity from the extraneous cognitive load that may be devoted to "schema acquisition" (Sweller et al., 1998).

1.6.9 Multiple Intelligences Theory (MIT)

Developed by the American developmental psychologist, the theory of multiple intelligences is a theory that expands the concepts of students' intelligence and explains students' acquisition and processing systems (Gardner, 1983). Gardner's multiple intelligence theory (MIT) is gaining popularity as a way to identify and respond to the unique characteristics of learners in instructional settings (Richards

& Rodgers, 2001). Furthermore, Gardner's multiple intelligences theory does not analyse the extent to which the learner is intelligent; instead, this theory focuses on how he is intelligent (Christodoulou, 2009). Gardner's MIT refer to a collection of capabilities, talents, or cognitive abilities utilized for the purpose of processing information (Gardner, 2006).

According to Gardner's multiple intelligence theory, humans possess seven types of intelligence at different levels and according to different preferences. These types of intelligence are: Logical-mathematical intelligence deals with humans' ability to grasp relationships and principles between objects; spatial intelligence, which involves humans' ability to perceive, grasp, and recreate visual information; musical intelligence is characterised by the inherited ability to listen to and perform judicious arguments, and bodily-kinesthetic intelligence is characterised by humans' ability to move. Finally, interpersonal and intrapersonal intelligence, known as a conduct motor, is characterised by humans' ability to understand and detect other people's feelings and their mental and physical moods (Gardner, 1983). Such a concept of intelligence represents an extremely great innovation from the traditional concept of intelligence that focuses on "verbal" and "computational" capacities (Brualdi, 1996).

Those multiple types of intelligence reflect the diverse range of capacities a human possesses that enables him to acquire and store new information. Undoubtedly, these multiple intelligences are considered equal; that is, possessing a specific kind of intelligence does not identify the person as superior to someone withes another kind of intelligence. It is essential to mention that these types of intelligence do exist in all human beings. A learner may, however, succeed through one or more of the others (Gardner, 1999). In this regard, the acquisition of knowledge, interpretation of the world, and absorption of information are all influenced by the strengths and limitations of various types of intelligence possessed by individuals (Marshall, 2002). In other words, learners' brains absorb information in different ways. Further, an eighth intelligence was added, which is

naturalistic intelligence. The last intelligence is featured by humans' inherited capacity to identify objects as belonging to a particular species (Gardner, 2006). Henceforth, Gardner looks at the plausibility of adding a ninth intelligence known as existential intelligence and characterised by humans' ability to question existence (Christodoulou, 2009).

When speaking about foreign language acquisition, considering Gardner's multiples intelligence theory would represent an effective initiative since language learners will be provided with a diverse range of language activities that stimulate their thinking, creativity, and memory, leading to active engagement and profound learning and understanding (Schumann, 1997). According to Gardner's theory, the way information is provided influences individuals' learning abilities. Thus, teachers need to consider their students' different types of intelligence when planning their lessons (Brualdi, 1996). Indeed, implementing MIT in the EFL classroom does not necessitate dealing with each learner's multiple intelligence preferences; rather, it entails providing an equilibrium in which diverse "windows on the same concept" are involved and considered (Gardner, 1993, p. 204).

1.7 Video Use and Intercultural Communication

In "Guidelines for Teaching Culture", language learners need to go through different phases of an "experiential learning cycle" through video use and visual contact (Moran, 2001). Video use represents an important-authentic teaching material in language learning; it helps understand a foreign culture by using audio and visual information to expose the foreign culture native speakers' conversations (Rivers, 1981). Accordingly, applying videos in EFL classrooms to improve EFL learners' communicative competence is imperative since it provides them with examples of language in authentic situations (Harmer, 2001). Similarly, video use in EFL learning has a tremendous and effective impact on enhancing foreign language learners' communicative competence (Guariento & Morely, 2001). In other words, using videos can aid in teaching and make the process of learning a

language easier. It can enhance communicative skills by offering visual aids that explain concepts.

As a matter of fact, in Gilmore's (2007) study; according to the analysis and findings interpretation, the experimental group results were "statistically" higher than the control group results "on six out of ten tests" that were aimed at testing learners' communicative competence (Gilmore, 2007). In conclusion, "This result was attributed to the fact that the authentic input allowed learners to focus on a wider range of features than is normally possible and that this noticing had beneficial effects on learners' development of communicative competence" (Gilmore, 2007, p. 111). Therefore, the results showed that authentic materials foster the development of foreign language learners' communicative competence at a Japanese university (Gilmore, 2007). In effect, videos provide EFL learners with accurate illustrations of language use to "imitate" and develop their intercultural awareness, thereby enhancing their intercultural communication through dealing with language use "appropriateness and suitability" (Arthur, 1999).

1.7.1 Video Use and Intercultural Awareness

As mentioned earlier, culture is described as an iceberg with two parts; the tip part refers to "behaviour", and the part just below the surface of the water refers to "people's beliefs". Of course, you may know some but not all of them. Whereas, the bottom part of the iceberg refers to "values and thought patterns". Of course, to know such values and thought patterns, individuals need to interact with them for a given period (Edgar 1992). In this regard, using authentic movies in the classroom provides an authentic learning context, as it puts EFL "learners in the same position as the native speaking audience and demands the same exercise of language skills" (Allan, 1985, p. 30).

Understanding one's culture and developing cultural awareness are critical factors for cultural instruction. Cultural awareness requires knowledge of different cultures and avoiding cultural "stereotypes". Understanding the concept of intercultural communication necessitates training programs, general reading,

interaction with people from various cultures, and learning from past experiences (Williams, 1994). For this purpose, videos represent effective auditory and visual learning and teaching support. Video-based instruction refers to a new teaching method that focuses on the application of videos for instruction since videos represent a valuable medium for teaching complex issues (Briam, 2010). Such visual support can promote students' competence since videos provide visual information. Moreover, video-based instruction is used to facilitate both English learning and intercultural learning (Briam, 2010)

Video-based instruction has various advantages. This type of instruction is efficient for teachers and students. In reality, videos provide motions, actions, observations, skill learning, and cultural understanding. In addition, videos allow learners to expand their interests and skills (Smaldino et al., 2005). Moreover, In line with the above, in language learning classrooms, videos are beneficial both linguistically and culturally. First, linguistically, videos can help teach new vocabulary, display paralinguistic features, and make learning more accessible and enjoyable. Secondly, culturally, videos can take the students outside of their classroom boundaries and provide an extra dimension that demonstrates a fresh perspective on the value of cultural awareness (Canning-Wilson, 2000). Therefore, videos are powerful for developing cultural understanding and achieving intercultural awareness. Moreover, videos with rich cultural notions and situations that provide individuals' behaviour, beliefs, values, and thought patterns represent powerful and practical teaching support to promote intercultural awareness (Yalcin, 2013). In conclusion, videos represent an effective teaching aid to foster learners' intercultural awareness.

1.7.2 Video Use and Linguistic Politeness

Communication occurs when more than two people interact together. Linguistic politeness is one of the pragmatic studies. It is a way of conduct expressed appropriately and ethically (Diani, 2014). In fact, it is a "cultural phenomenon"; that is, a polite behaviour in one culture might be considered impolite in another culture (Leech, 2007). Linguistic politeness governs social

interactions to make them enjoyable, non-threatening, and practical (Culpeper, 2009). As a result, English language learners need to learn linguistic politeness to engage in intercultural communication and interact fluently and accurately.

Different researchers from all over the world have undertaken numerous studies on the use of videos and their impact on learners' speaking skills (Muslem & Abbas, 2017). For example, Nguyet and Mai (2012) carried out a study into video use in small group activities and found a considerable improvement in the students' speaking skills, particularly their fluency. In addition, individual and classroom learners were subjected to linguistic and English competence examinations; by Cole and Vanderplank (2016). All of the exams showed that individual students outperformed classroom students. Teachers, students, and others benefited greatly from using technology to develop speaking abilities. If staying in an English-speaking nation is not feasible, then learning through media like videos, live programs, TED, or Toastmasters are two highly effective approaches to improving ESL speaking abilities (Muslem & Abbas, 2017).

In effect, EFL learners are limited in terms of exposure to the target language's cultural knowledge; they do not have sufficient possibilities for interaction. As a result, they are unable to use diverse speech acts, such as registers, levels of politeness, conversational moves, and so on (Kasper & Rose, 1999). Such limitations have prompted computer-assisted language learning (CALL) researchers to perceive that technology can provide an extra dimension that exposes EFL learners to a broader range of sociopragmatic situations and opportunities to improve their pragmatic competence (Kim & Brown, 2014). As a matter of fact, "… digital innovations have extended the conceivable outcomes for human intelligent in ways that were never some time recently possible, encourage complexifying the educating and learning of interlanguage pragmatics" (Sykes, 2017, p. 119).

Moreover, as mentioned earlier, while viewing appears passive, it requires high cognitive abilities for active learning (Mayer, 2001, p. 19). Therefore, watching videos in classrooms does not encourage passive learners. Instead, it stimulates

them. In addition, since videos improve speaking skills, then videos improve communicative strategies like politeness patterns. As mentioned before, authentic videos bring real-life situations into the EFL classroom so that EFL learners have the same opportunities for English interaction as native speakers (Allan, 1985). Thus, EFL learners can observe and learn native speakers' linguistic politeness strategies.

Conclusion

In the latter chapter, we concentrated on language diversity and policies. Finding out the linguistic status of English language training in Algeria was the main objective. It is important to note that the subject of this chapter was the various language teaching methods employed in the language learning and teaching processes. In effect, the foundation for language education innovation and progress is the communicative language learning approach and CALL teaching techniques. Additionally, we paved the way for showing how effective communicative language learning methods are in helping foreign language learners increase their communicative skills. Furthermore, in the present chapter, we demonstrated that various studies conducted by different scholars worldwide had demonstrated the beneficial and positive impact of videos on EFL learners' language learning process. To sum up, videos have an educational value, as they constitute authentic teaching materials that create a bridge between the language spoken or learnt in the classroom and the language that is spoken in the real world. Nonetheless, EFL teachers remain essential components in language acquisition since they are responsible for selecting relevant material and acting as facilitators and guides. As a result, teachers play a crucial role. Finally, in our next chapter, we will discuss the significance of communicative ability in cross-cultural communication.

CHAPTER 2:

FROM CULTURAL TO INTERCULTURAL COMMUNICATION

Introduction

In this chapter, we attempt to shed light on the importance of intercultural awareness for developing foreign language learners' communicative competence. Therefore, we deal with the relationship between language and culture as well as differences among cultures, focusing on the politeness patterns of the speech acts of greeting to identify the position of the target cultural knowledge while learning a foreign language. Further, we aim to identify the necessity of communicative competence for the success of cross-cultural exchanges, identifying the drawbacks of the lack or absence of communicative competence.

2.1 Language and Culture

The link between language and culture represents an area of interest for several researchers. Human beings are, in fact, social creatures constantly communicating and exchanging messages (Greimas, 1970). In addition, "…every cultural pattern and every act of social behaviour involves communication in either an explicit or implicit sense" (Sapir, 1956, p. 104); this communication occurs due to language. In fact, language and culture have been studied by different scholars to sort out their relationship.

2.1.1 Definition of Language

Language is defined differently by different researchers. As a first step, language is defined from two perspectives: linguistically and culturally. Linguistically speaking, language refers to the regular, coordinated use of speech, signs, or written symbols for self-expression and communication in human existence (Crystal, 1971). In line with Crystal's definition of language, language is defined as a set of "arbitrary signs" selected by a given society as their means of communicating, supporting Chase's (1969) assertion that the primary purpose of language is to express and formulate thoughts and ideas (Emmitt & Pollock, 1997).

In addition to defining language linguistically, other researchers provide cultural definitions of language. For example, language represents "…a key to the cultural past of a society" (Salzmann, 1998, p. 41). Moreover, achieving communicative competence is a crucial aspect of attaining proficiency in a new language. However, linguistic accuracy alone cannot guarantee success. It is equally important for learners to gain an understanding of the socio-cultural norms that govern communication, enabling them to choose the most appropriate forms of expression (Olshtain & Cohen, 1991).

From a cultural perspective, language is not only seen as a means of exchanging "information" but as a sign system that can construct and alter symbolic realities through discourse, like beliefs, perspectives, and "identities" (Kramsch, 2002). Furthermore, language refers to the "… knowledge of rules and principles and of the ways of saying and doing things with sounds, words, and sentences rather than just knowledge of specific sounds, words, and sentences." (Wardhaugh, 2002, p. 2). Thus, for appropriate language use, learning a language does not only mean learning its rules, words, and sentences. But it requires learning when and how these words, sentences, and rules will be used.

2.1.2 Definition of Culture

Different researchers provide different definitions of culture. These convergent definitions vary between two or three hundred or even more definitions. As a matter of fact, "It may not be an exaggeration to say that there are nearly as many definitions of culture as there are fields of inquiry into human societies, groups, systems, behaviours and activities." (Hinkel, 1999, p. 1). From sociological and anthropological perspectives, the notion of culture refers to the notion of "…participatory responsibilities of its members". In other words, the culture of any community or society requires its members to acquire a set of rules and principles to act in an adequate way that represents their culture (Goodenough, 1957, p. 167, as cited in Wardhaugh, 2002, p. 219). In effect, culture "… is a connection of ideas and feelings accepted by the majority of people in a society" (Rocher, 1972, p. 142). Conclusively, cultures refer to "Shared beliefs, values, and

behaviors of a social group." (Byram, 2008). In short, culture represents a critical factor that differentiates between human beings and animals. In other words, culture is unique to human beings only.

In other words, culture may be viewed as the acquisition of "inherited and innate ideas, attitudes, beliefs, values, and knowledge that shape a particular society." In support of Sapir's 1956 conception, culture is viewed as a framework for attitudes and habits depending on "unconsciousness" (Rocher, 1972). In this context, Taylor, an anthropologist, reports in his Primitive Culture that, in its complex meaning, culture consists of beliefs, arts, skills, moralities, laws, traditions, and behaviours that a given society transmits to any individual to be considered one of its members (Tylor, 1973). Yet, culture cannot be "genetically inherited" (Hall, 1976, p. 16). Further definitions are provided; for example, culture refers to the knowledge and social conduct that a group of people acquires through social transmission (Bailey & Peoples, 1998). In addition, culture is portrayed as an iceberg. The iceberg's part that is on the surface represents the individual's behaviour. Then, the part just under the surface represents beliefs. People know some of those behaviours and beliefs. However, the bottom part under the water represents values and thought patterns. To know and acquire those values and thought patterns, people need to deal with them for a certain period of time (Edgar, 1992).

From an ethnographic view, culture is founded on three major features of human experiences: Firstly, "Cultural behaviour" focuses on "what people do". Second, "cultural knowledge" focuses on what individuals "know". Secondly, "cultural artefacts" focus on the things that individuals "make and use" (Greenberg, 1961, p. 10). Moreover, psychologically speaking, culture is defined as "... the collective programming of the mind which distinguishes the members of one category of people from another." (Hofstede, 1984, p. 51). In addition, culture is described as a"... shared set of beliefs, attitudes, norms, values, and behaviours organised around a central theme and found among speakers of one language, in one time period, and in one geographic region" (Triandis, 1997, p. 439). Similar to sociological and anthropological perspectives, psychological scholars consider

that culture differentiates between different groups of people. In addition, from a linguistic point of view, culture refers to to the practices, codes, and values that define a particular nation or group. It encompasses a wide range of expressions, such as literature, art, and music. Some distinguish between "High" culture, which refers to esteemed works in the arts and literature, and "small 'c' culture," which encompasses attitudes, values, beliefs, and everyday lifestyles. Culture and language combine to form "Discourses," which reflect one's social identity and include ways of talking, thinking, and behaving (Richards & Richards, 2002).

In other words, culture is divided into big "C" and small "c" cultures. The big "C" culture involves the art, literature, and music of society, and the small "c" culture involves values, morals, principles, conceptions of life and thinking attitudes. Moreover, the culture and language of a given society produce its "Discourse", which refers to the way of speaking and dealing with people. To conclude, all those divergent definitions of the concept of culture agree that it refers to a categorization of morals and principles of a given group of people.

2.1.2.1 Levels of Culture
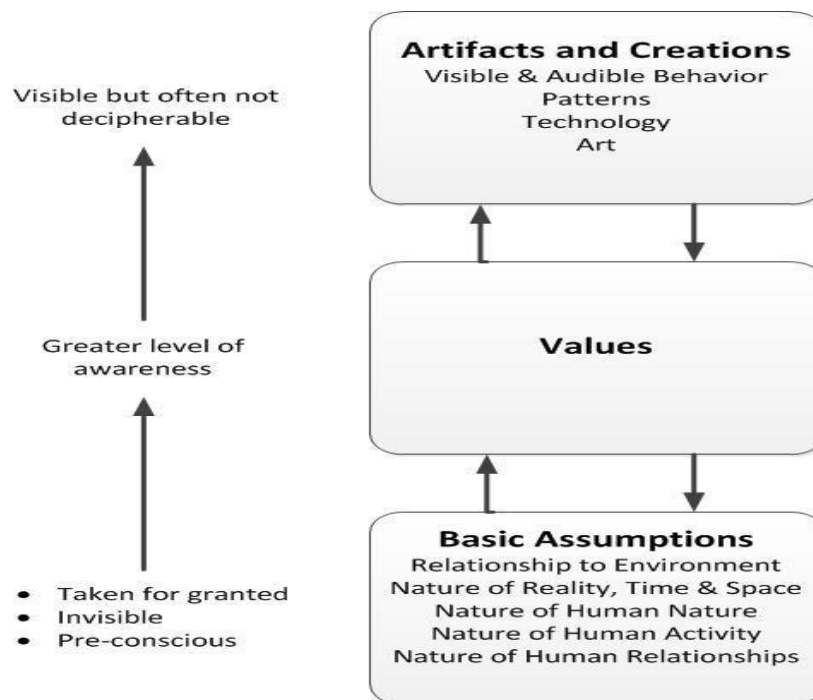
Figure 2: The Levels of Culture & their Interaction (Spencer-Oatey, 2012, p. 4, Minor adaptation of Schein, 1984, p. 4).

Figure n°2 depicts the various levels that highlight the significance of culture. When analysing the characteristics of social group members, three cultural levels can be distinguished: (a) observable artefacts, (b) values, and (c) fundamental underlying assumptions. The observable artefacts pertain to physical attributes such as the "dress code," how people "address" each other, products, art, and technology. These artefacts can be easily noticed, but their interpretation is challenging. For instance, observing "how" people greet each other is simple, but "why" they do it this way is challenging to comprehend (Schein, 1990).

Second, the values level involves understanding the specific ways of conduct of a particular group of people. In other words, values focus on the reasons behind a particular behaviour, discourse, or way of conduct. Values, unlike observable artefacts, are not easily noticed. However, values may be understood through an in-depth study of observable artefacts or through a cautious and conscious interaction with the members of that social group (Schein, 1990). Finally, the underlying assumptions, such assumptions focus on explaining the thinking, perception, and emotional processes. Cutting into such underlying assumptions leads to an accurate perception and understanding of members' values. Unlike value, taken-for-granted assumptions are not debatable (Schein, 1990).

2.1.2.2 Elements of Culture
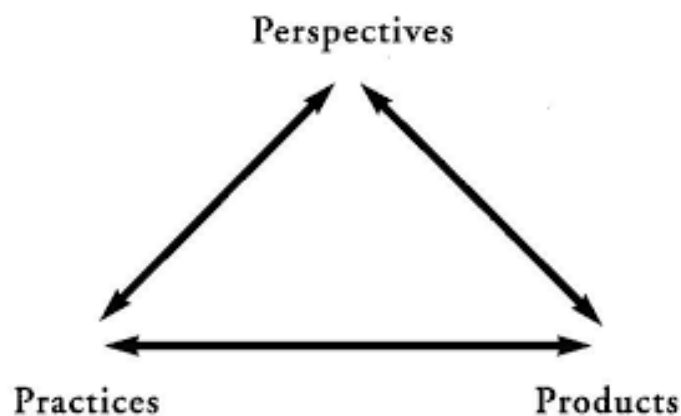
Figure 3: The Triangle of Culture (National Standards in Foreign Language Education Project, 1996, p. 43)

As earlier mentioned, culture covers various definitions, similar to big "C" culture and small "C" culture, the notion of the elements of culture. Culture consists of three elements: philosophical perspectives, behavioural practices, and products (Figure 3) (The NSFLL, 1996).

1. Philosophical perspectives: involve the attitudes, meanings, values, and ideas of members of a particular culture.
2. Behavioral practices: involve social interaction conventions of the members of a particular culture.
3. Products: these involve the things that the members of a particular culture create and produce, such as food, music, art, and technology.

(The NSFLL, 1996)

2.1.2.3 Acculturation

Related to the concept of culture, the acculturation process. Acculturation has various definitions by different researchers. First, acculturation refers to cultural hybridization, which occurs when two or more independent cultural systems merge, resulting in a culture shift. This process involves the selective adoption of value systems, integration and differentiation processes, the creation of developmental sequences, and the influence of role determinants and personality traits (Social Science Research Council, 1954).

In other words, acculturation refers to the subsequent changes which may occur to individuals' culture that result from direct interaction or direct exposure to a foreign culture, and it is reflected through their communicative competence skills (Kim, 1982). Moreover, the process of adapting to a new culture is ongoing and requires interaction between the immigrant and their new environment. The level of communication skills obtained by the immigrant reflects their level of acculturation (Kim, 1982).

In other words, the acculturation process occurs when an individual, for example, an immigrant, is directly exposed to a foreign culture and gets their native culture affected and modified by the foreign culture's rules, values, and characteristics. In addition, this individual's communication competence within

the foreign culture patterns is determined by the extent to which the foreign culture has been absorbed.

2.1.2.5 Cultural Awareness

When it comes to culture, we can not overlook the importance of cultural awareness. Teaching about different cultures helps students become more culturally aware, which means they are better able to understand how cultural behaviors can affect language usage and communication (Tomalin & Stempleski, 1993). Moreover, cultural awareness involves:

1. Awareness of one's native cultural conditioning.
2. Awareness of foreigners' cultural conditioning.
3. Capacity to clarify one's cultural perspectives.

(Tomalin & Stempleski, 1993, p. 5)

Cultural awareness essentially means recognizing and acknowledging the positive and negative differences between cultures, understanding and accepting the thought processes and behaviors of individuals from different cultures. It's important to note that cultural awareness can have different levels (Kuang, 2007).

1. Parochial level: At the first level of cultural awareness, individuals believe their behaviour is the only correct way. They are not aware of cultural differences and only understand their cultural norms.

2. Ethnocentric level: At this level, individuals acknowledge cultural differences but maintain their superior approach. They perceive these differences as obstacles rather than opportunities and remain convinced that their way is the only viable option.

3. Synergetic level: At the third level of cultural awareness, known as "my way and their way," individuals do not view cultural differences as problematic. Instead, they recognize these differences and make choices that are most advantageous for themselves.

4. Participatory level: The ultimate stage of "Our Way" involves people from diverse backgrounds coming together to form a culture of mutual understanding and shared significance.

(Kuang, 2007)

2.1.2.5 Culture Shock

Culture shock refers to a robust and emotive response to a foreign social milieu; such a reaction is sometimes transitory and sometimes permanent (Furham, 2012). Again, culture shock is defined as a mental reaction produced by the anxiety we experience when we are deprived of all of our familiar social interactional cues and symbols. These clues or indicators include the various ways in which we position ourselves in ordinary life circumstances (Oberg, 1960). For example, university students' suicide (Gunn, 1979). In other words, within the process of student exchange, many university students end up committing suicide. Therefore, to adapt to the new cultural patterns, individuals may benefit from the learning options that provide them with the necessary skills and handle the life differences that need various coping mechanisms to enhance "mental well-being" (Ward et al., 2001). To clarify, direct exposure to a foreign culture may cause a culture shock. To cope with this, individuals may equip themselves with the prerequisite knowledge and skills to help them face such cultural and social differences (see figure 4). Such adaptation to a foreign cultural milieu is illustrated in Oberg's (1954) four stages as a U-shape continuum (Alves López & Peña Portero, 2013).
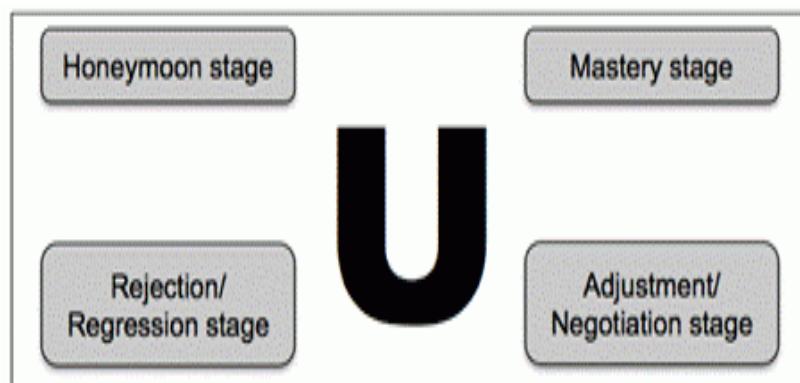
Figure 4: Oberg's U-Shape Continuum (Alves López & Peña Portero, 2013, p. 93).

Oberg's U-Shape Continuum has four stages (see figure 4). The first stage is the Honeymoon Stage, during which individuals are fully immersed in a new cultural environment and are captivated by its allure. They quickly acquire the new language and are oblivious to any cultural differences. Next, the Rejection or Regression Stage comes into play as the learning process advances. Cultural variations surface, making it challenging for the learner to effectively communicate in an unfamiliar cultural setting. At this stage, linguistic and cultural disparities may lead to misunderstandings and potential rudeness. As individuals become more familiar with a different culture, they begin to adapt and compare it to their own culture without any bias. Eventually, they become adept in the new language and can communicate appropriately in various situations. The final stage is the Mastery Stage, where individuals depart from their culture and its norms, which is relatively uncommon (Oberg, 1954).

2.1.3 Language and Culture Relationship

Many researchers worldwide are interested in determining the relationship between language and culture. Mastering a language not only refers to acquiring its words and rules but also requires mastering its social practice. Thus, knowing a language refers to acquiring an entire knowledge base (Kramsch, 1993). To clarify, language is not just about grammar and syntax. It reflects social and cultural knowledge, which influences how people communicate, express, and comprehend meaning.

Different theories have been advocated to identify the link between language and culture. Firstly, the Sapir and Whorf hypothesis argues for two main principles: linguistic determinism and linguistic relativity. On the one hand, linguistic determinism, called strong determinism, implies that language shapes individuals' ways of conceptualizing the world. On the other hand, linguistic relativity entails that two languages have diverse worldviews (Pinker, 1994). Linguists agree that linguistic relativism may be valid to some extent. However, they reject and criticize linguistic determinism. For example, in his argument, Whorf provides the example of the Hopi terminology for a time as it gave them a

different conception of how time works, which differs from the typical Western conception of time. Still, the Hopi conception of time was not that divergent from the traditional Western one (Pinker, 1994).

Secondly, language and culture are linked because of the three following arguments. Firstly, language transmits cultural reality. In other words, individuals use language to express their experiences, ideas, thoughts, attitudes, and beliefs at the same time. Secondly, language embodies cultural reality, which consists of verbal and non-verbal facets. Thus, individuals may use non-verbal clues to transmit meaning to other people from the same group. Thirdly, language demonstrates cultural reality. In other words, individuals can identify themselves and other speakers according to the language used (Kramsch, 1998). Investigations into "language relativity" increased due to different scholars' contributions like Lucy (1992), Gumperz and Levinson (1996), Slobin (1996), as well as Boroditsky (2003) and Guy Deutscher (2010), and (Kramsch, 2014).

The way a language is structured can shape how its speakers perceive the world. While it may not completely determine their world-view, it can strongly influence it (Wardhaugh, 2002). In this respect, language and culture are closely intertwined and cannot be separated from each other. As such, language serves as a reflection of cultural realities (Kramsch, 2002). To communicate effectively across cultures, it is crucial for participants to understand the social and cultural implications of the words and phrases they use (Chastain, 1988). Further, the culture of a given society is identified through the language they use because they conceptualize the world and act in a particular manner and end up employing a language depending on what they value and do. In this context, Sapir and Whorf recognise the existence of a strong link between language and culture. Moreover, they argue that it would be difficult to accept and comprehend one without understanding the other (Elmes, 2013). In other words, the strong link between language and culture reflects their interconnection and that they can not be separated.

2.1.3.1 Culture and Language Teaching

Is cultural content taught in language classrooms? The cultural acquisition is considered an "unstated aim" when learning a foreign language (Kelly, 1969, p. 378). In other words, language teachers and materials designers assume that cultural patterns are tackled in the language classroom as an integrated part of language learning subject matters. As a matter of fact, as language teachers, it is essential to study the culture not because we want to teach the other country's culture, but because it is necessary to teach it. If we only teach language without incorporating the culture surrounding it, we're teaching symbols that hold no meaning or may be misinterpreted by students (Brooks, 1986).

Concerning cultural teaching or learning, technological and internet advancement provide different resources that facilitate rapid access to cultural knowledge. Similarly, the importance of culture in language learning cannot be overstated. It is not an additional skill that is added on to listening, speaking, reading and writing. Instead, it is an integral part of the learning process from the very beginning. It can challenge even the most skilled language learners and reveal the limits of their communication abilities, all while affecting their perception of the world around them (Kramsch, 1993).

Moreover, teaching culture directly or indirectly opens the door to "social-interaction" skills and a deeper understanding of written and spoken language chunks (Kramsh, 1991). Furthermore, foreign language learners cannot learn a foreign language without first becoming acquainted with its cultural perspectives (Kramsch, 1991). In agreement with this comes the importance of the cultural context. For example, to learn a foreign language, language learners need to comprehend the "cultural contexts" in which the language is employed (National Standards in Foreign Language Education Project, 1996).

Thus, cultural content has become accessible to language teachers and educators. However, language teachers need to find appropriate strategies to teach cultural content. In this context, newspapers, videos, talks and discussions, role-play, culture quizzes, and tests represent different sources to teach cultural content

(Jordan, 1997, p. 105). Through videos, language learners can see the social conventions of communication as native speakers converse in realistic situations, which aids in acculturation (Lonergan, 1992). Moreover, multiple techniques and resources to teach culture in EFL classrooms are provided. Such techniques are based on three parameters; information sources, activity types, and selling points (Cullen & Sato, 2000). It is essential to mention that language teachers should focus on the importance of role-playing activities to teach culture to EFL learners (Kodotchigova, 2002). Last but not least, dictionaries represent a useful and valuable source for the teaching of culture because an extensive dictionary that includes words, phrases, idioms, proverbs, names of heroes, well-known legends and stories, heroic deeds, and beliefs would serve as an excellent index of a culture. If this collection is accompanied by a systematic analysis of the structure of the culture, it would result in a comprehensive codification of its content (Lado, 1964).

2.1.3.2 Approaches and Strategies to Culture Teaching

Teaching culture is a prerequisite for learning a foreign language appropriately. However, teaching culture is not an easy task. Instead, it is a challenging one. In effect, teaching cultures requires a set of different approaches and strategies that facilitate the understanding of cultural patterns, intercultural differences, and intercultural understanding (Stern, 1992). For example, Stern's set of eight approaches:

1. Create authentic settings that reflect the culture being studied.
2. Share cultural information with students to help them better understand the customs and traditions of the culture.
3. Address any cultural issues that may arise in the classroom and encourage respectful dialogue.
4. Consider the behavioral and emotional aspects of learning about a new culture.
5. Use cognitive approaches to help students develop a deeper understanding of the culture.
6. Incorporate literature from the culture into the curriculum.

7. Provide real-world exposure to the culture through field trips or guest speakers.

8. Utilize cultural community resources, such as local cultural centers or museums.

<div align="right">(Stern, 1992)</div>

Moreover, Hughes' (1986) provides a list of valuable "vehicles", i.e., techniques for teaching culture:

1. Comparison method: Focuses on providing foreign cultural patterns and comparing them with students' native culture. The purpose behind such a technique is to highlight cultural differences, avoid cultural shock, and adapt the students.

2. Culture assimilators: Focuses on what an individual should be aware of during interactions.

3. Culture capsule: Like the comparison method, it focuses on comparing the foreign culture with the student's native culture. But it focuses on using visual aids and classroom debates.

4. Drama: The students should perform foreign cultural events in the classroom.

5. Audio motor or Total Physical Responses: Based on a question and answer strategy.

6. Newspapers: This technique compares foreign culture newspapers with native ones. Newspapers are a perfect example since they cover many cultural aspects.

7. Projected media: Based on projecting films that reflect foreign cultural conventions.

8. The culture island: Focuses on visual supports that mirror the target culture to attract students.

<div align="right">(Hughes, 1986)</div>

In effect, the abovementioned techniques are not the only ones. But different strategies and techniques for teaching culture exist. One example is using authentic

materials and proverbs from the target culture. It can also be helpful to demonstrate communication breakdowns caused by cultural differences and engage students in classroom discussions and research using objects from the target culture. Experts, such as native speakers and immigrants, can also be valuable sources of information. Cultural trips, literary texts, and films and videos that reflect behavioral patterns are also useful for teaching language and culture (Peterson & Coltrane, 2003).

2.1.3.3 Cultural Teaching Goals

Cultural education does not take place in isolation. Instead, it is influenced by many goals. Because of this, one may address its objectives. In effect, it seeks to "... increase cultural awareness and promote cross-cultural interaction" (Stempleski, 1993, p. 11). Moreover, different scholars have identified and selected cultural teaching goals differently. For example, there are seven goals for cultural teaching. It aims to provide students with a thorough comprehension of how social aspects such as age, gender, social class, and environment influence people's actions and language. It highlights the significance of raising students' consciousness on how cultural upbringing affects behaviour, norms, and meanings of the language in question. Cultural teaching aims to develop skills in evaluating and clarifying assumptions about the target culture while organizing and gathering knowledge about it. The class ultimately fosters a profound curiosity and appreciation for the target culture (Tomalin & Stempleski, 1993).

2.2 Culture and Communication

A clear and precise understanding of the terms 'culture" and "communication" separately may result in a better awareness of the concept of "intercultural communication". Thus, as mentioned earlier, the concept of culture has been repeatedly defined by different scholars. In *Culture: a Critical Review of Concepts and Definitions,* Kroeber and Kluckholm (1952) provide 154 distinct definitions of culture (Spencer-Oatey, 2000). In this context, culture represents a cluster of attitudes, beliefs, behavioural norms, assumptions, and values shared among a

group of people. It shapes the behaviour of each member and their understanding of the meaning behind the actions of others (Spencer-Oatey, 2000).

Moreover, culture represents profound mental programming that distinguishes people's groups from each other (Hofstede & Hofstede, 2005). This aligns with the definition of culture, viewing it as a shared meaning system of a group of people that they use to understand its shared values, behaviours, convictions, traditions, and thinking (Barnett & Lee, 2002). Additionally, culture refers to the transmission of meanings, ideas, and values between generations (Matsumoto, 2009). However, the difference between cultures results from the low level of communication that exists between them and not among them (Guirdham, 2005). In other words, there is a lack of intercultural communication.

The concept of communication, like many other concepts, has various definitions. For example, the communication process is viewed as being broken down into distinct links. These links consist of the sender, encoding, medium, decoding, receiver, and feedback (Kreitner & Carlene, 2010). In other words, these distinct links are crucial for communicating. Each link plays an essential role in the chain of communication. By understanding and mastering each of these links, individuals can communicate more effectively and efficiently, ultimately leading to better outcomes.

CONTEXT

ADDRESSER   MESSAGE   ADDRESSEE

CONTACT

CODE
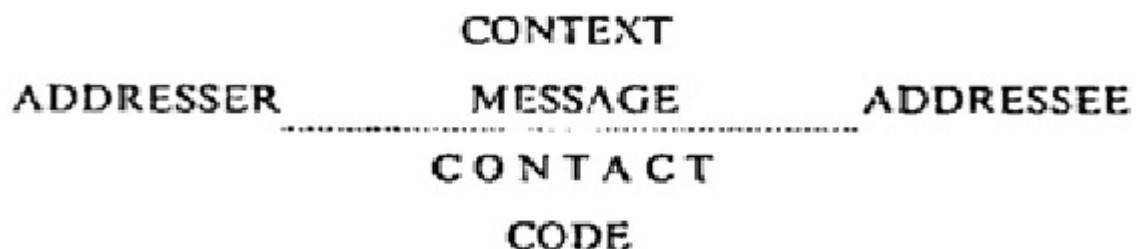
Figure 5: Jakobson's Model of Verbal Communication (Jakobson, 1960, p. 353).

Jakobson's 1960 model illustrates six communication factors (see figure 5). First, the addresser; is the one who transmits the message. Second, the addressee; is the one who receives the message. Third, the message; is a given utterance. Four, the context; Fifth, the code that both the addresser and addressee need to be familiar with. Finally, the contact; is the link between the addresser and the

addressee, which enables communication (Jakobson, 1960). Thus, to communicate effectively and appropriately, the receiver needs to perceive and interpret the message. In this concern, perception goes through three phases: selection, organization, and interpretation, which are affected by cultural patterns (Jandt, 2013, p. 62). Those different classifications may lead to communication breakdowns. As a matter of fact, "…it is those differing categorizations that can so often impede communication" (Jandt, 2013, p. 69). As a result, the lack of cultural knowledge in intercultural communication may constitute significant drawbacks.

Additionally, the process of communication requires a degree of "prediction" as well as "anticipation" of interlocutors' responses. However, this degree depends on the participants' knowledge. It is essential to mention that "prediction" knowledge depends on numerous sources. Firstly, it is based on the interlocutor's cultural knowledge, which may represent the only source of knowledge when engaging in communication with new people. Secondly, it may depend on the socio-cultural source of information concerning the interlocutors' occupations. In effect, this source of information represents an essential element for intercultural communication to take place. Thirdly, it depends on the psycho-cultural source of knowledge regarding the interlocutor's features. To summarise, cultural, social, and individual characteristic information is necessary for communication (Gudykunst, 1995).

2.2.1 Intercultural Communication

Intercultural communication investigation gained importance in the early 1950s due to Hall and others' conceptual framework of the Foreign Service Institute (Kuhn, 1972). In the 1970s, specialized courses, journals, and societies in intercultural communication were deployed. Then, by the end of the 1970s, researchers started gaining a deeper understanding of intercultural communication and features. In the early 1980s, the field of intercultural communication scholars started to develop their theories, like Gudykunst (1983-1988), seeking a full development of the field. Then, theories' formation, testing, and approval continued during the 1990s (Kuhn, 1972).

Intercultural communication is similar to cross-cultural communication as it concerns the communication process. When it comes to intercultural and cross-cultural research, there is a significant distinction since the former is concerned with the investigation of communication between people of different cultures. However, the latter concerns a comparative study between tw of a particular aspect between two or more cultureshird term does exist, and it is "intracultural communication", that defines the interaction between people of the same culture (Matsumoto, 2000).

As mentioned earlier, there is no single definition of intercultural communication. First, for example, intercultural communication represents "… a transactional, symbolic process involving the attribution of meaning between people from different cultures" (Gudykunst & Kim, 1992, pp. 13-14). Second, in its simplest terms, intercultural communication refers to the interaction between "…people from two different cultures…" (Chen & Starosta, 1998, p. 28). Similarly, intercultural communication refers to the exchange of ideas and information among individuals from diverse national cultures. Some scholars restrict it to in-person communication (Gudykunst & Mody, 2002). Moreover, intercultural communication is the way different cultures interact and affect communication behaviour, which happens in symbolic intercultural spaces (Arasaratnam, 2014).

Additionally, intercultural communication is a highly studied area in the fields of psychology, speech and communication, sociology, anthropology and business (Matsumoto, 2000). Therefore, it is essential to emphasize the cultural values that impact the usage of L2 (Ishihara, 2007). In other words, foreign language learners need to develop intercultural communication competence to know why, when, and how they are expected to perform speech acts like greeting and thanking. Moreover, this pragmatic knowledge will equip foreign language learners with appropriate strategies on "…how to express themselves through the L2" (Ishihara, 2007, p. 32).

2.2.1.1 Barriers to Intercultural Communication

As defined earlier, intercultural communication is the study of interaction among cultures. However, intercultural communication faces various barriers. A set of six barriers to intercultural communication has been identified (Barna, 1994):

1. Assumption of similarities: "…many people naively assume there are sufficient similarities among peoples of the world to make communication easy." (Barna, 1994, p. 337). In addition, people tend to think that "people are people". Therefore, they do not think about differences (Barna, 1994).

2. Language differences: include vocabulary, syntax, semantics, morphology, idioms, slang, and dialects. Thus, communication becomes challenging due to those dissimilarities (Barna, 1994).

3. Nonverbal misinterpretations: People tend to interpret realities and world experiences according to their own cultural conventions.

> People from different cultures inhabit different sensory realities. They see, hear, feel, and smell only that which has some meaning or importance for them. They abstract whatever fits into their personal world of recognition and then interpret it through the frame of reference of their own culture.
>
> (Barna, 1994, p. 341)

4. Preconceptions and stereotypes: People tend to have preconceived ideas about people from different cultures, which may lead to misinterpretations. For example, Because of the stereotype that Arabs are "inflammable," American students may stay away from groups of Middle Easterners who are noisy and hyperactive, or they may even call the police (Barna, 1994).

5. Tendency to evaluate: people tend to judge others' behaviour and attitudes without attempting to understand their conceptions of the world; people "…approve or disapprove, the statements and actions of the other person or

group rather than to try to comprehend completely the thoughts and feelings expressed from the world view of the other." (Barna, 1994, pp. 341-342)

6. High anxiety: Cultural differences give birth to several uncertainties, which in turn may lead to a high level of anxiety and tension (Barna, 1994).

2.2.1.2 Intercultural Communication and Pragmatics

Pragmatics refers to the notion of "language in use" (Thomas, 1983). In effect, pragmatics has been defined differently according to different scholars. For example, one definition represents pragmatics as the field of language study that focuses on understanding how people use language in social interactions, including the choices they make and the constraints they face. It also explores the impact of language use on other participants in communication (Crystal, 1985).

Moreover, pragmatics is defined as being related to the relationship between linguistic forms and the social contexts in which they are used (Yule, 1996). Further, the goal of teaching pragmatics is to help learners develop the skill of using language that is socially appropriate for the situations they find themselves in (Bardovi-Harlig & Mahan-Taylor, 2003). Thus, it is necessary to teach pragmatics to EFL learners to equip them with the required skills to maintain intercultural communication. However, teaching pragmatics remains a neglected area by both foreign language teachers and textbook makers (Thomas, 1983). In line with this, while it has been acknowledged that pragmatic ability, which refers to the capacity to use language consciously and comprehend language within its context, is crucial to communicative competence, it has not been fully integrated into modern second or foreign language (L2) instruction and educator training (Ishihara, 2007). In other words, despite pragmatics' importance for language learning, it remains neglected.

2.2.2 Intercultural Communication Competence

Intercultural communication competence (ICC) is defined differently by different scholars. For example, ICC is defined as a general term that involves linguistic competence, sociolinguistic competence, discourse competence, and

intercultural competence, and it refers to individuals' capacity to interact appropriately and effectively in cross-cultural interactions (Byram, 1997). Likewise, ICC is referred to as the "… overall internal capacity of an individual to manage key challenging features of the intercultural communication" (Kim, 1991, p. 259). Moreover, ICC is seen as necessary to communicate effectively and appropriately with foreigners with vaious linguistic and cultural backgrounds. This skill entails linguistic competence, sociolinguistic and discourse competence, and intercultural competence, which encompasses attitudes, knowledge, skills, and awareness. ICC is an imperative skill for anyone who wants to communicate and interact with people from different cultures, especially when integrating into a multicultural society (Tran & Duong, 2018)

Those divergent definitions of ICC provided by different scholars agree that ICC represents a set of competencies that develop individuals' capacity to interact both "effectively" and "accurately" with people from different cultural perspectives. In addition, ICC is described as "multidimensional" as it involves and groups individuals' understanding of and "attitudes" toward foreign cultures (Wiseman et al., 1989). That is, ICC represents a particular set of knowledge, skills, and behaviour that facilitates and guarantees effective intercultural communication. For example, ICC is based on a particular set of components (Martin & Nakayama, 2010), which are:

1. Motivation: Individuals need to be motivated to communicate. It probably does not matter what other abilities we have if we aren't driven to interact with others.

2. Self-knowledge: People need to know how others perceive them as communicators and recognise their communication style, skills, and limitations.

3. Other-knowledge: An awareness of your interlocutors' thinking and behavioural processes will make you a better communicator.

4. Linguistic knowledge: Knowledge of foreign languages apart from one's own or knowledge of how challenging it is to acquire a foreign language.

5. Attitudes: The intellectual patterns or dispositions of an individual. Attitudes are the characteristics that make up intercultural communication competency, including empathy, nonjudgmentalism, and the ability to tolerate ambiguity.

6. Tolerance for ambiguity: Individuals' skills to cope with ambiguous situations where a significant concern is unclear.

7. Empathy: Individuals' skills to "walk in another person's shoes."

8. D.I.E exercise: (Description- Interpretation- Evaluation) an exercise that allows us to define if we speak at a descriptive, interpretive, or evaluative level.

9. Behaviours and skills: Individuals' capacity to know and identify the most competent attitudes and any universal styles that fit in all cultural contexts.

(Martin & Nakayama, 2010)

Similar to the concept of Intercultural Communication Competence is the concept of Communicative Competence (CC). Likewise, Communicative Competence is similarly defined differently by different scholars. Therefore, although ICC and CC may be used interchangeably and refer to the same skills, scholars and researchers discuss them separately. In his linguistic theory, linguistic competence pertains to a speaker's language awareness, while performance refers to the speaker's proficiency in utilizing this knowledge in language application (Chomsky, 1965). In other words, competence refers to the linguistic rules that a native speaker knows about their language. The ability to use this knowledge in listening and speaking is called performance (McNeil, 1966). Accordingly, linguistic performance embodies both language production and language comprehension, as both production and comprehension entail a speaker using its performance either in encoding or decoding speech.

In effect, "… the goal of a broad theory of competence can be said to show the ways in which the systematically possible, the feasible, and the appropriate are linked to produce and interpret actually occurring cultural behaviour [emphasis in original]" (Hymes, 1972, p. 286). This is a reaction to Chomsky's distinction

between linguistic competence and performance. Thus, one criticism that Chomsky's linguistic theory received is Hymes' (1972), "communicative competence". In other words, socio-linguistic and socio-cultural differences like register, lexico-syntax, and pragmatics of different languages or dialects may lead to the misunderstanding and miscomprehension of correct grammatical sentences (Hymes, 1972). Chomsky "… omits almost everything of sociocultural significance" (Hymes, 1972, p. 280). Moreover, the knowledge to use correct grammatical sentences is not enough to develop communicative competence (Hymes, 1972).

The notion of communicative competence covers various definitions. For instance, communicative competence refers to the speakers' ability to use grammatically correct sentences appropriately. In other words, communicative competence focuses on grammatical knowledge and involves the capacity to use such grammatical knowledge in appropriate language use situations (Hymes, 1972). Likewise, communicative competence is defined as the "knowledge" of language elements and the understanding and use of organisational and pragmatic competencies (Bachman, 1990). In other words, communicative competence refers to the understanding of linguistic and sociolinguistic patterns (Widdowson, 1983).

Moreover, communicative components require four fundamental components, which are: possibility, feasibility, appropriateness, and occurrence (Hymes, 1972). Firstly, the term "possibility" implies whether the statement is "possible" at the grammatical level or not. Secondly, the term "feasibility" infers whether the interlocutors can "make use" of what has been said as a result of "psycholinguistic" features. Thirdly, "appropriateness" conveys whether what has been said concords with the cultural norms of the interaction in that context. Finally, "occurrence" infers whether what has been said has occurred or not (Hymes, 1972). In other words, "Something may be possible, feasible, and appropriate and not occur" (Hymes, 1972, p. 286). Thus, an utterance may meet the three first components of possibility, feasibility, and appropriateness but does not meet occurrence. Similarly, communicative competence refers to "…the ability to function in a truly communicative setting" (Savignon, 1972, p. 8).

2.2.2.1 Byram's Model of ICC
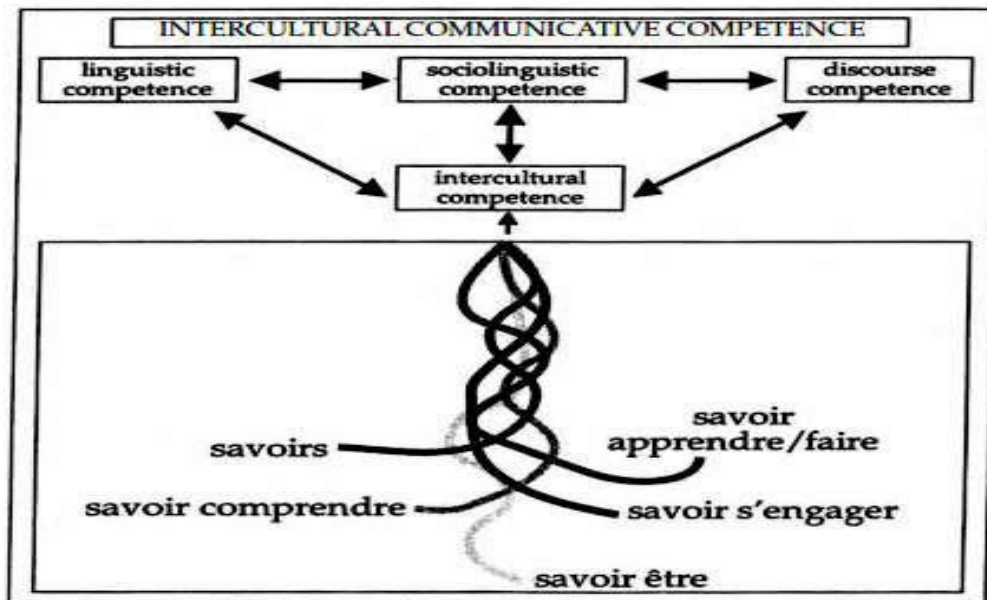
Figure 6: Byram's Model of ICC (Byram, 1997, p. 37).

Byrram's model combines intercultural competence with communicative competence (see figure 6). Worth mentioning that both of them are essential for language teaching. The figure represents Byram's 1997 model of intercultural communication competence (ICC). According to Byram's model, individuals need to focus on a certain set of knowledge and abilities to develop intercultural communication competence (Byram, 1997). Firstly, knowledge (savoir): This involves understanding social groups and their practices in both your own country and the country of your interlocutor. It also includes knowledge of societal and individual interactions, as well as awareness of stereotypes and traditions. You can develop this through authentic materials. Secondly, attitudes (savoir être): This aspect focuses on values and attitudes, such as openness, curiosity, and being willing to question your own beliefs. Visual aids, authentic materials, and exchanges with people from different cultures can help develop these attitudes. Thirdly, the capacities of interpreting and relating (savoir comprendre): This involves the ability to interpret documents and events from a foreign culture and explain and relate them to your own. Reading comprehension, literary documents, games, and role-play can help develop these skills. Forthly, skills of discovery and

interaction (savoir apprendre/faire): This aspect requires the willingness and ability to acquire knowledge and skills about a foreign culture while interacting with it in real-time. Virtual, written, or face-to-face discussions, role-play, and the negotiation of cultural misunderstandings can help develop these skills. Finally, education (savoir s'engager): This aspect involves the critical evaluation of perspectives, practices, and products in different cultures. It focuses on the ability to compare and evaluate concepts critically and with explicit criteria, as well as critical cultural awareness (Byram, 1997).

Those fundamental components of Byram's model of ICC (see figure 6) represent the required components to become an effective intercultural speaker and ensure social relationships (Byram, 1997, pp. 32–33). But over the past years, savoir s'engager (education), the last component, has been developed on intercultural citizenship education (ICE) that focuses on human rights, the rule of law, and democratic culture. Aside from this, the model is the same, has a widespread effect, and serves as a theoretical foundation for various "empirical studies" (Hoff, 2020).

2.2.2.2 Fantani's Four Dimensions of ICC
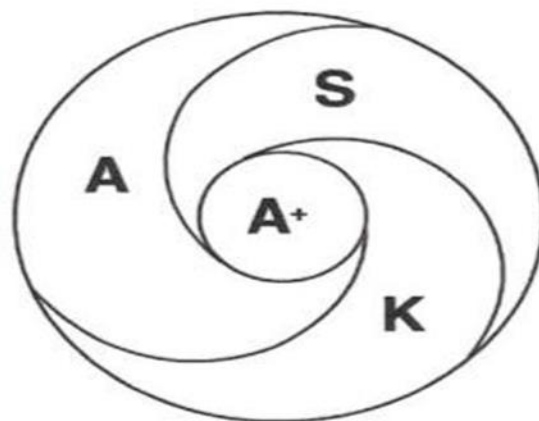
Figure 7: Fantani's (2000) Four Dimensions of IC (Fantini, 2000. p, 28)

Figure n°7 represents Fantini's 2000 four dimensions model of IC (see figure 7). Fantini's model involves four elements of intercultural competence that focus on awareness, attitudes, skills, and knowledge (see figure 7). Fantini's (2000) IC

model and Byram's (1997) ICC model are likely to coincide. Although the IC model does not explicitly include language as a distinct component in the IC model, proficiency in the target language represents a critical factor in fostering one's IC. As a result, language education has to concentrate on intercultural aspects so that learners can improve their awareness, attitudes, skills, and knowledge through learning. This will enable them to become better participants at both local and global levels, and they will be able to understand and empathize with others in new ways (Fantini, 2000). The comparison that results from introspection and contemplation improves awareness (Fantini, 2000). Moreover, awareness leads to "… deeper cognition, skills, and attitudes just as it is enhanced by their development" (Fantini, 2000, p. 29); it is a two-way development. The four dimensions model of IC illustrates the component of awareness in the middle. Thus, awareness has been referred to as the key component of IC development (Curle, 1972).

2.2.2.3 Dreadroff's Model of ICC

DESIRED EXTERNAL OUTCOME:
Behaving and communicating effectively and appropriately (based on one's intercultural knowledge, skills, and attitudes) to achieve one's goals to some degree

DESIRED INTERNAL OUTCOME:
Shift of the Informed frame of reference/filter:
Adaptability (to different communication styles and behaviors; adjustment to new cultural environments);
Flexibility (selecting and using appropriate communication styles and behaviors; cognitive flexibility);
Ethno-relative view; Empathy

Knowledge & Comprehension:
Cultural self-awareness;
Deep understanding and knowledge of culture (including contexts, role and impact of culture & others' world views);
Culture-specific information; Sociolinguistic awareness

Skills:
To listen, observe, and interpret
To analyze, evaluate, and relate

Requisite Attitudes:
Respect (valuing other cultures, cultural diversity)
Openness and withholding judgment (to intercultural learning and to people from other cultures)
Curiosity and discovery (tolerating ambiguity and uncertainty)

Figure 8: Dreardorff's Pyramid Model of Intercultural Competence 2004 (Deardorff, 2006. p, 254)

Figure n°8 shows the popular Dreadroff's 2006 Pyramid Model of ICC. According to the ICC Pyramid Model (see figure 8), openness, respect, curiosity, and discovery represent the requisite attitudes for ICC development (Deardorff, 2006). Then, knowledge and comprehension represent the second level of the Pyramid Model. This level focuses on cultural self-awareness, which entails an in-depth comprehension of culture, culture-specific information, and socio-linguistic awareness. Such elements are fostered through listening, observation, and interpretation skills while developing analytical, evaluation, and relation-making skills. Further, to achieve the desired external outcomes, individuals need to develop an ethnic-relative view, empathy, flexibility, adjustment, and adaptability. Finally, those elements together lead to the desired internal outcome that refers to communicating and behaving appropriately (Deardorff, 2006).

2. 2. 2. 4 Intercultural Communicative Language Teaching Model
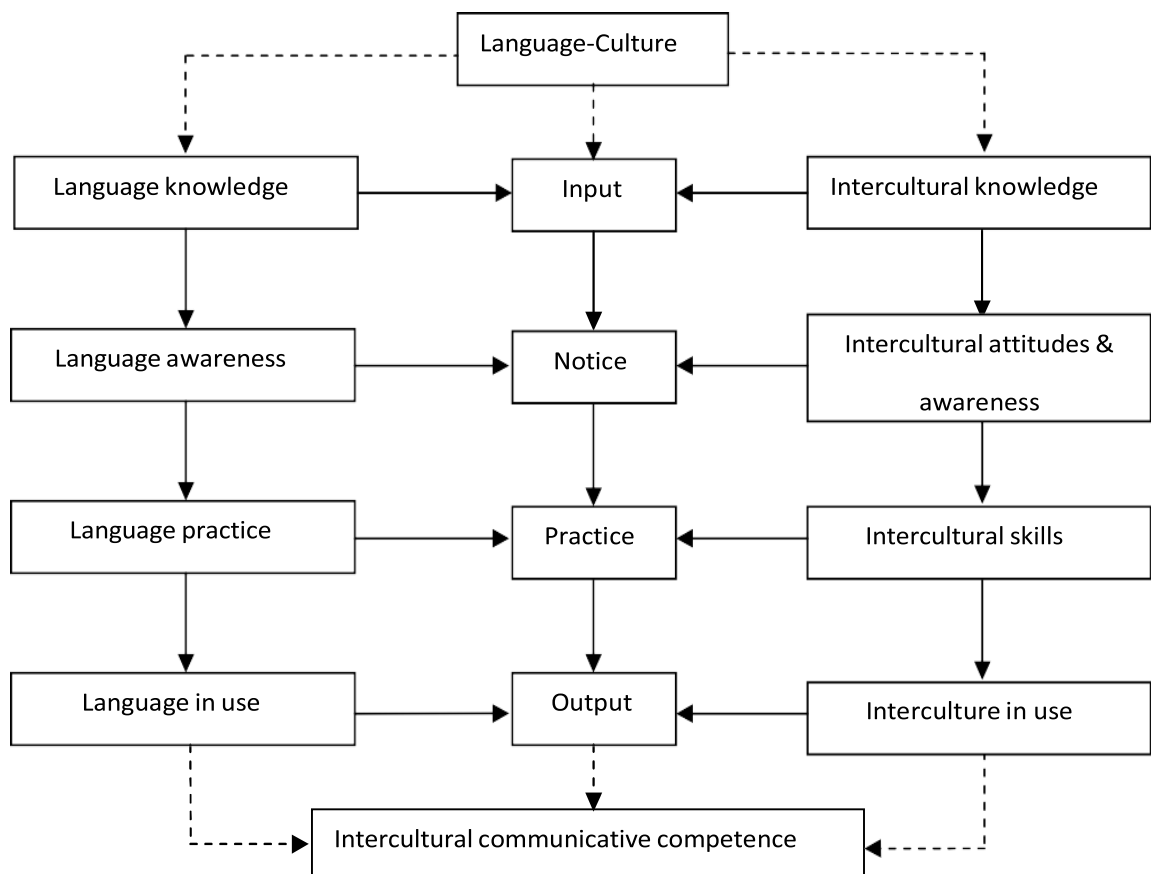
Figure 9: The ICLT Model (Tran, 2016, p. 124, as cited in Tran & Duong, 2018, p. 4)

The ICLT model is a continuous process of ICC development (figure 9). It is founded on three components: language and culture, the Input – Notice – Practice – and Output, the primary process, and the ICC. It focuses on four teaching measures that promote learners' ICC acquisition; each measure illustrates the knowledge required for ICC development. First, language-culture represents the first component or the basis of the ICC model, and it illustrates the tight connection between language and culture.

The second is the Input-Notice-Practice-Output process. The input step focuses on providing learners with language and intercultural knowledge simultaneously through authentic materials. This step is based on Krashen's Comprehensible Input Hypothesis. The notice step focuses on noticing intercultural features and comparing previous knowledge as well as comparing familiar and unfamiliar intercultural features. This step is based on the theory of Schmidt's Noticing Hypothesis, which aims to foster learners' language and intercultural awareness.

The practice step focuses on encouraging learners to practice various communicative tasks based on the knowledge constructed from the two previous steps. This step is based on the theory of Long's Interaction Hypothesis, which aims to encourage learners to use their "comprehensible input" to develop their ICC. The output step represents the last step of the model; at this level, learners can produce and reflect on the interlanguage. This step is based on the learning theory of Swain's Output Hypothesis, which seeks to develop learners' awareness. Finally, intercultural communicative competence represents the objective of the ICLT model and illustrates learners' skills to communicate appropriately n the interlanguage (Tran & Seepho, 2016).

The present research has adopted the ICLT model, a continuous model that simultaneously provides EFL learners with language and intercultural knowledge. This approach aims to enhance their language and intercultural awareness, which aligns with the researchers' purpose of providing participants in the experimental group with videos and the control group with textbook and audio materials. The

goal of providing this knowledge is to increase the participants' awareness and develop their intercultural competence in use.

2.2.2.5 Canale's and Swain's Model of Communicative Competence
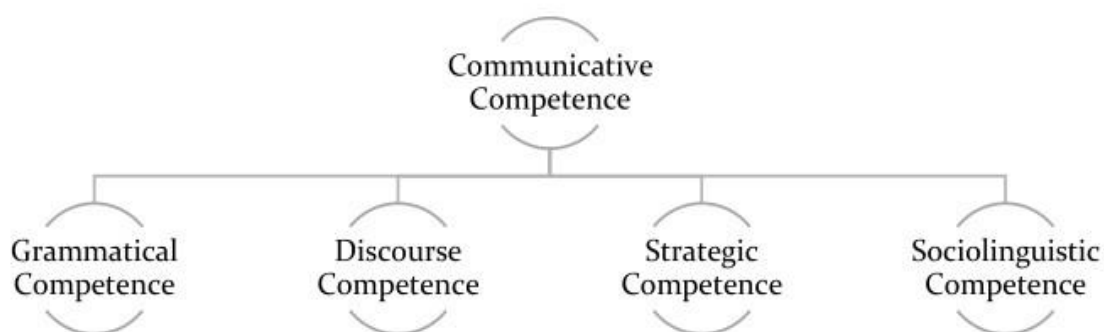
Figure 10: Canale and Swain's Model of Communicative Competence (Canale & Swain, 1980, as cited in Taş & Özlem, 2020, p. 90)

Canale's and Swain's (1980) model (figure 10) of communicative competence, which was further updated by Canale (1983), is based on prior models like Candlin 1978 and Hymes 1967, 1972. Canale's and Swain's model represents the first "comprehensive model" of CC. At first, it was based on three "sub competencies" involving grammatical competence (the use of grammatically correct words and rules), sociolinguistic competence (the use of appropriate utterances in the appropriate context), and strategic competence (which refers to the speakers' appropriate use of communication strategies).

But, later, it got modified and expanded to include discourse competence (which refers to cohesion and coherence) as a fourth sub-competence distinct from socio-linguistic competence. Moreover, Canale's and Swain's model provides valuable insights into design, instructional methodology, teacher education, and teaching materials. The purpose behind such a model was to provide learners with the necessary knowledge, skills, and strategies to develop communicative competence appropriately and effectively (Canale and Swain, 1980, as cited in Taş & Özlem, 2020).

2.2.2.6 Bachman's Model of Language Competence
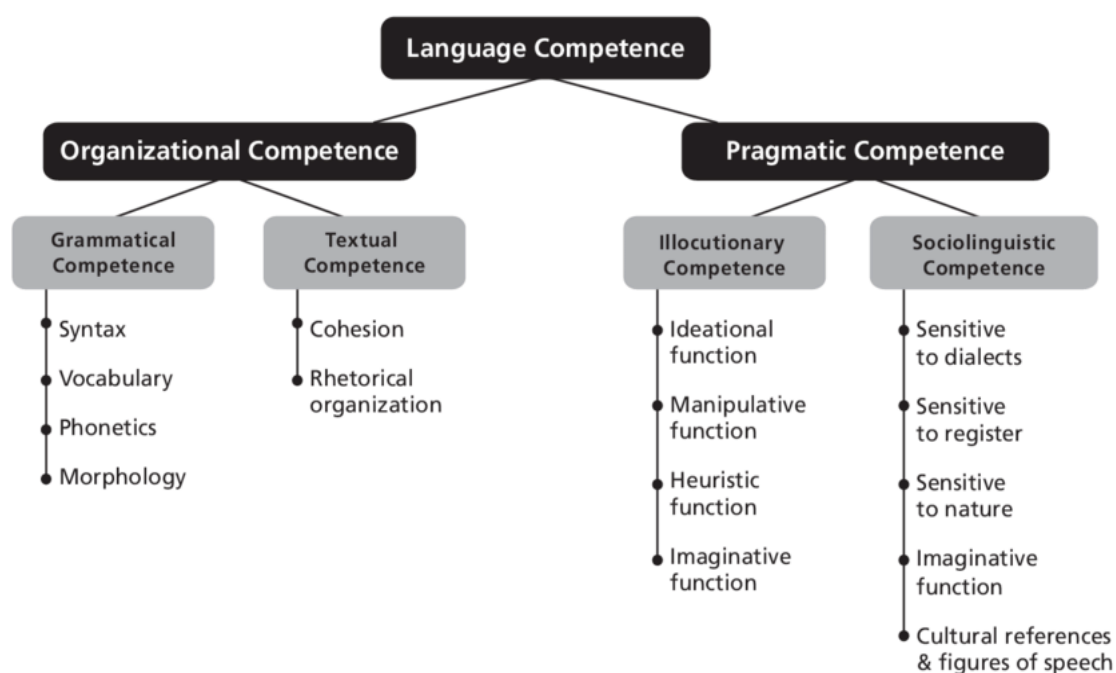
Figure 11: Bachman's 1990 Model of Language Competence (Losada, C., Insuasty, E., & Jaime. M., F., 2017, p. 91).

Bachman's (1990) model illustrates communicative competence as a set of knowledge and capacities (see figure 11). This model distinguishes two main categories of communicative competence that account for two different components, consecutively, which are organisational and pragmatic competencies. Figure n°11 illustrates the elements of each competence. First, organisational competence refers to the command of language systems and knowledge of utterance-making patterns (i.e., grammatical and textual competencies). Grammatical competence focuses on syntax, vocabulary, phonetics, and morphology. Textual competence focuses on cohesion and rhetorical organization. Textual competence refers to Canale and Swain's 1980 concept of cohesion and coherence that build the meaningfulness of a given speech. Secondly, pragmatic competence refers to language functions control and sensitivity to language usage in context (illocutionary and sociolinguistic competence). Illocutionary competence focuses on ideational, manipulative, imaginative, and heuristic functions. Finally, sociolinguistic competence focuses on sensitivity to register,

dialects, and nature, as well as imaginative functions, cultural references, and figures of speech (Bachman, 1990).

2. 2. 2. 7 Celce-Murcia's (1995) Models of CC
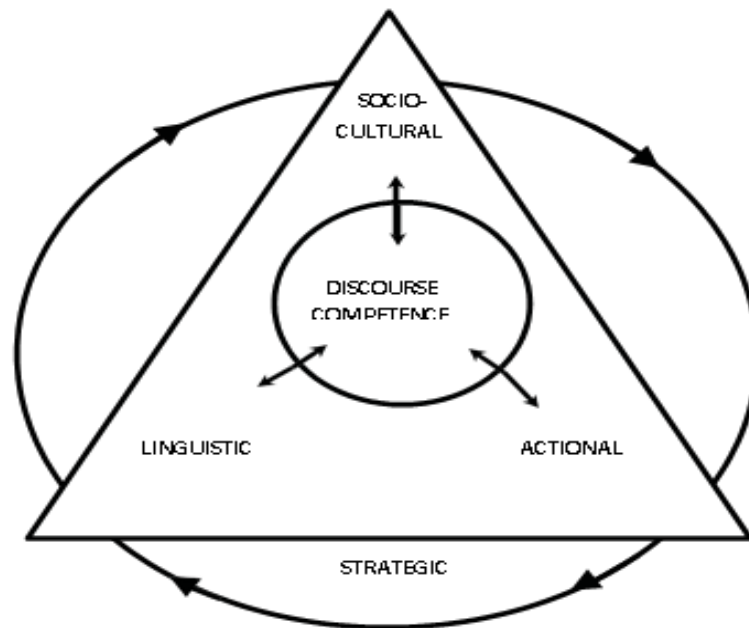
Figure 12: Schematic Representation of Communicative Competence (Celce-Murcia et al., 1995, p. 10 in Celce-Murcia, 2007, p. 44)

Celce-Murcia, Dornyei, and Thurell developed a model in 1995 that comprises five key components: linguistic, strategic, sociolinguistic, actional, and discourse competencies. Figure 12 displays this model clearly. Later, Celce-Murcia updated their model in 1995 based on Canal's and Swain's model of CC and added an additional competence. The updated model now consists of six vital competencies: socio-cultural, discourse, linguistic, formulaic, interactional, and strategic competence. Figure 13 provides an excellent illustration of these competencies. Celce-Murcia's 2007 publication features their updated model, which is widely accepted and used in the field.
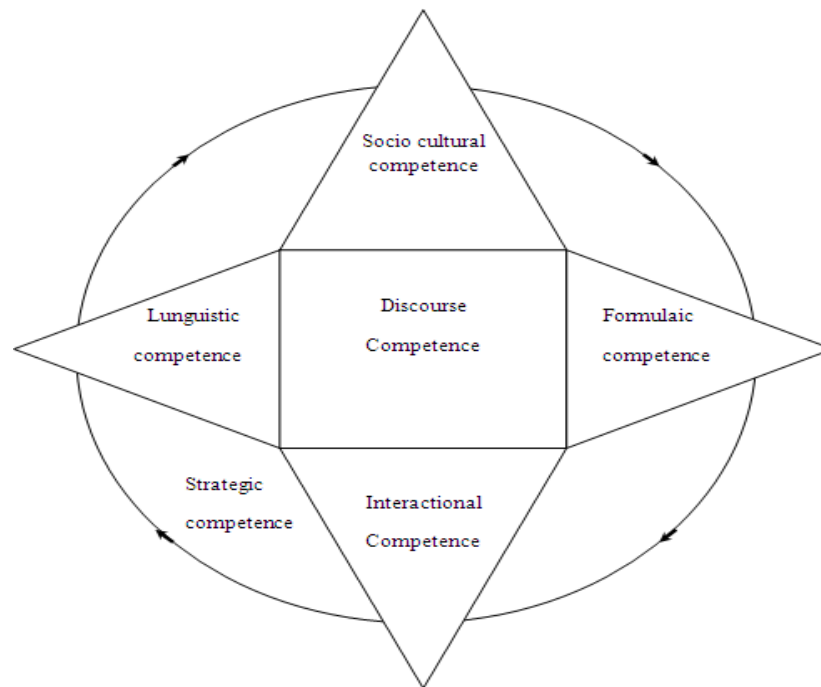
Figure 13: Revised Schematic Representation of Communicative Competence (Celce-Murcia, 2007, p. 45)

According to Celce-Murcia's Revised Schematic Representation of Communicative Competence (2007), six competencies are involved. The first is sociocultural competence, which involves the ability to communicate appropriately based on knowledge of the target language's variations. However, second and foreign-language teachers tend to understand linguistic conventions rather than sociocultural ones better. Providing adequate cultural portrayals can also be challenging for learners as they try to adjust their native-speaking behaviour to unfamiliar beliefs. The present model recognizes three relevant sociocultural variables: social contextual factors such as age, gender, social status, and social distance. Stylistic appropriateness includes politeness strategies and registers. Cultural factors that focus on awareness of target language and cultural differences (Celce-Murcia, 2007).

The second is discourse competence: Similarly, the current model keeps the "central role" of discourse competence. Discourse competence involves how individuals choose, place, and organise their words and utterances to produce "unified" messages. At this level, the "top-down" role of communicative purpose

and sociocultural understanding interfere with the linguistic and grammatical resources to produce coherent messages. Moreover, discourse competence involves: Cohesion that includes conventions about how to link and organise vocabulary and sentences. Deixis use deictic terms and expressions such as personal pronouns, spatial and temporal terms, and textual reference. Coherence includes organising information consistently and logically. Generic structure refers to "Formal schemata" to determine the nature of verbal discourse (Celce-Murcia, 2007).

The third is linguistic competence, which involves four different kinds of knowledge. Firstly, phonological knowledge concerns segmentals such as vowels and consonants and suprasegmentals like intonation, stress, and rhythm. Secondly, lexical knowledge involves content words, such as nouns and verbs and function words, such as pronouns, determiners, and prepositions. Thirdly, morphological knowledge, which involves grammatical inflexions and productive processes. Finally, syntactic knowledge concerns organising words and phrases (Celce-Murcia, 2007).

The fourth aspect is formulaic competence, which includes the use of pre-made phrases and expressions like "of course", "see you" and "kick the bucket" in everyday language (Celce-Murcia, 2007). The fifth aspect is interactional competence, which is influenced by sociocultural factors. This aspect is made up of three sub-components, which play a significant role in the model. Actional competence focuses on how individuals can use language to make speeches. Conversational competence involves starting, ending, interrupting and changing conversations. Non-verbal/paralinguistic competence refers to using body language, facial expressions, gestures, social distance and pauses effectively. The interactional competence is a crucial part of language learning but is often overlooked in EFL classrooms (Celce-Murcia, 2007).

The final competency in language learning is strategic competence. This involves specific behaviours and thought processes that students use to enhance their own learning of a second language. According to Oxford (2001), this

competency includes learning and communication strategies that foster language learning (Oxford, 2001, as cited in Celce-Murcia, 2007). The current model focuses on three of Oxford's learning strategies: cognitive strategies, metacognitive strategies, and memory-related strategies. Cognitive strategies are conscious and mental processes that guide learning through note-taking, summarising, reviewing, and organising. Metacognitive strategies refer to individuals' planning and organisation of learning tasks and strategies, while memory-related strategies use different materials like pictures and objects to help remember words. In addition, communication strategies include achievement strategies like miming and codeswitching, stalling or time-gaining strategies like "Where was I?", and self-monitoring strategies like "I mean...." Interacting strategies include clarifications, meaning negotiation, and confirming, while social strategies involve looking for native speakers to use the target language (Celce-Murcia, 2007).

2. 2. 2.8 Communicative Competence Development in EFL Classrooms

Communicative competence is based on the development of "…rules of use without which the rules of grammar could be useless" (Hymes, 1971, pp. 18-19). In foreign language learning and teaching context, communicative competence refers to the combination of grammatical conventions, understanding how language is performed in different social contexts for achieving a communicative purpose, and understanding how the utterances are connected to specific communicative purposes based on discourse principles (Canale & Swain, 1980). Furthermore, communicative competence represents the fundamental structures of information and abilities needed for communication (Canale, 1983). In other words, communicative competence is perceived as being a prerequisite for communication to take place. However, with the lack of communicative competence, communication activities in an English foreign language classroom become fruitless and useless (Paulston, 1974).

The expertise of a language teacher lies in guiding learners towards achieving practical language skills that can be applied in real-life situations with ease

(Savignon, 1997). Thus, language learners need to be well equipped to fulfil that task and interact in any given communicative situation inside or outside the classroom. For this purpose, language learners must effectively enhance their communicative skills with guidance from their teachers. It is worth noting that communicative competence emphasises communication principles rather than grammar rules (Richards, 2001). In addition, neither denotation nor grammar is sufficient for total mastery of the appropriate use of the target language, and communicative competence development is necessary for language learners to interact appropriately (Savignon, 1997). Concerning the development of communicative competence in English-speaking foreign classrooms, the transitional modal refers to the shift from traditional English teaching to establishing the teaching program that advocates communicative competence (August, 2002).

2. 2. 2.9 Communicative Competence Development and Teaching Materials

Communicative competence can not be achieved simply by memorizing endless lists of cultural perspectives from target societies. It involves a dynamic and interactive process that consists of navigating cultural differences. People in such interactions develop empathy, or the ability to see things from the cultural hosts' perspective, and gain a better understanding of cultural differences more abstractly. However, communicative competence development requires appropriate teaching materials (Shaules, 2007).

Teaching materials refer to any tool designed to help teachers transmit the target knowledge appropriately, and they may be in the form of textbooks, workbooks, cassettes, CD-ROMs, videos, and handouts (Tomlinson, 1998). The textbook is a crucial element in information delivery in the EFL classroom (Cunningsworth, 1995). Moreover, textbooks are considered the favourite teaching materials in ELT since they aim at reaching the instructional goals to fulfil learners' drawbacks (Cunningsworth, 1995).

To enhance their communicative abilities, individuals who are learning a foreign language can read materials related to the culture. These materials can

include both written documents and descriptions of events. By doing so, foreign language learners can gain a better understanding of both explicit and implicit cultural values, which can help them avoid misunderstandings and potentially problematic ideologies. This approach can be an effective way to improve communicative competence (Byram, 1997).

Moreover, empirical investigations into the impact of "news" in EFL instruction prove that news represents a critical factor in developing foreign language learners' skills (Nunan, 1999). Furthermore, consuming news content can improve the language abilities of individuals learning a foreign language. This includes their listening, speaking, reading, and writing skills that belong to various aspects of their daily routine. The primary benefit of news consumption is gaining access to genuine cultural information (Berardo, 2006). Additionally, newspapers with varying political or cultural viewpoints are deemed as valuable resources to encourage intercultural understanding (Byram et al., 2002). Videos' role is acknowledged for developing foreign language learners' communicative competence; it provides the learners with different models of language use in authentic situations by native speakers (Harmer, 2001).

2. 2. 3 Pragmatics Transfer

Pragmatics transfer represents an interesting issue in the field of Interlanguage Pragmatics (Bou Franch, 1998). Intercultural Pragmatics represents "...the branch of second language research which studies how non-native speakers ... understand and carry out linguistic action in a target language, and how they acquire L2 pragmatic knowledge." (Kasper, 1992, p. 203). Then, in interlanguage pragmatics, pragmatic transfer refers to the impact that a learner's knowledge of pragmatics in languages and cultures other than their second language (L2) has on their ability to understand, speak, and learn pragmatic information in the L2 (Kasper, 1992). In essence, the pragmatic transfer is viewed as foreign language learners' approach to using their native language rules or words in their foreign language production. In its most straightforward words, pragmatic transfer refers to the L1 influence that language learners exert on their L2 learning.

Moreover, pragmatic transfer represents a significant factor of intercultural communication misunderstanding (Olshtain & Cohen, 1989). In this context, for example, a group of Americans were learning "Korean as a foreign language in the Korean communicative act of requests". The Americans were using the formulae of their native language in their Korean production (Byon, 2004). The pragmatic transfer may be affected by several factors. For instance, language distance between learners' L1 and L2 (Takahashi, 1996), learning context influence and L2 proficiency (Takahashi & Beebe, 1987), and instructional effect (Kasper, 1982). In line with this, when L2 learners have a "universalist" perception, they are more likely to transfer their L1 pragmatic knowledge (Robinson, 1992). In other words, L2 learners will not transfer their L1 pragmatic knowledge when considering it language-specific.

Two types of pragmatic transfer have been distinguished; first, pragmalinguistic transfer and sociopragmatic transfer (Kasper, 1992). Such a dichotomy can be traced back to Leech's 1983 discussion of general pragmatics and Thomas' 1983 research on cross-cultural pragmatic failure (BouFranch, 1998). The pragmalinguistic transfer refers to learners using their first language, "form-function mappings," in the target language. In other words, it refers to the process through which learners' perception and production in L2 are affected by the illocutionary force or politeness value attributed to specific linguistic material in their L1. However, sociopragmatic transfer refers to how cultural attitudes; about internal and external situational characteristics from a first language; are transferred into a second language (Kasper, 1992).
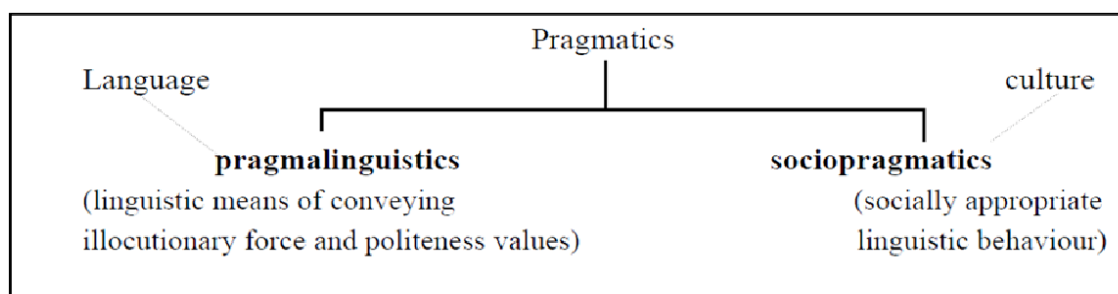
Figure 14: Pragmatic Continuum: Language-Culture (BouFranch, 1998, p. 8, Based on Leech 1993 & Thomas 1983)

Since teaching a language involves teaching the culture in which this language is used, figure n°14 shows the link that maintains both language and culture. The pragmalinguistic transfer involves illocutionary force and both discernment and strategic politeness. In contrast, the sociopragmatic transfer involves reflecting learners' social and cultural attitudes in their linguistic behaviour (BouFranch, 1998). Moreover, the present dichotomy needs acknowledgement for its pedagogical implications. Language-use teaching involves both linguistic and cultural knowledge. Both "... are filtered through systems of beliefs—beliefs about language and beliefs about the world" (Thomas, 1983, p. 99). As a result, unlike pragmalinguistic failure, teachers can not correct sociopragmatic failure. Instead, they need to be cautious and just identify it for debate (BouFranch, 1998).

2.2.4 Pragmatic Failure

As previously mentioned, pragmatics counts several definitions. For example, it is represented as "…the study of the relationships between linguistic forms and the users of those forms" (Yule, 1996, p. 6). In other words, pragmatics deals with the notion of "implicature". It seeks to combine the linguistic form with the implied meaning of the speaker to avoid pragmatic errors. This latter is known as pragmatic competence, which is "...the ability to use language effectively in order to achieve a specific purpose and to understand language in context" (Thomas, 1983, p. 92). Accordingly, pragmatics enables EFL learners to achieve this "pragmatic competence" as it concerns the interpretation of meaning forms to avoid a breakdown in cross-cultural interactions (Yule, 1996). Thus, foreign language teachers need to develop their students' pragmatic competence (Shen, 2013). In other words, pragmatic competence has to be an integrated part of the syllabus.

Miscomprehension in communication occurs mainly due to misinterpretation of the speakers' connotations (Miller, 1974). Thus, interlocutors need to share standard conversational rules to understand the implied meaning in a given context. Furthermore, misunderstandings in cross-cultural interactions result from speakers' unconsciousness that their interlocutors may share different

conversational rules than the ones they use (Liebe-Harkort, 1989). In this context, pragmatic errors are defined as "... the result of an interactant imposing the social rules of one culture on his communicative behaviour in a situation where the social rules of another culture would be more appropriate" (Riley, 1989, p. 234). In other words, pragmatic competence prevents cross-cultural misunderstanding as pragmatic failure (Fernández Amaya, 2008).

Pragmatic failure is coined to describe "…the inability to understand what is meant by what is said" (Thomas, 1983, p. 93). In other words, pragmatic failure occurs "…whenever two speakers fail to understand each other's intention" (Blum- Kulka & Olshtain, 1986, p. 166). Thus, in this context, pragmatic failure represents an obstacle to both language production and language comprehension (Fernández Amaya, 2008). Then, further development suggests that pragmatic failure refers to speakers' incapacity to attain their conversational purpose at the levels of both production and comprehension (Shen, 2013).

A distinction is made between pragmatic failure and cross-cultural pragmatic failure. The former refers to communication breakdowns and misinterpretations between individuals belonging to the same "speech community", whereas the latter refers to misinterpretations between people from different "speech communities" (Charlebois, 2003). In effect, figure shows that cross-cultural pragmatic failure is divided into pragmalinguisitc failure and sociopragmatic failure (Thomas, 1983). First, the pragmalinguistic failure refers to a situation where "...the pragmatic force mapped by speakers onto a given utterance is systematically different from the force most frequently assigned to by native speakers" (Thomas, 1983, p. 99). In other words, it refers to the use of inappropriate pragmatic force. Second, sociopragmatic failure refers to cross-cultural communication breakdowns caused by speakers' ignorance of cultural dissimilarities (Thoams, 1983). Worth mentioning that such a pragmalinguistic-sociopragmatic dichotomy is acknowledged for its pedagogical implications. As mentioned earlier, teaching language in use requires knowledge of both language and culture. Yet, these may be considered in the context of one's beliefs about language and the world

(Thomas, 1983, p. 99). As a result, unlike pragmalinguistic failure, sociopragmatic failure can only be identified and debated (Thomas, 1983).

Either pragmatic failure or cross-cultural pragmatic failure represent interesting aspects of intercultural communication barriers (Thomas, 1983). Such aspects are still neglected by foreign language teachers and textbook makers. In addition, both pragmatic failure and cross-cultural pragmatic failure are more destructive and harmful than "linguistic errors" (Thomas, 1983). Moreover, "pragmatic description" is not as precise as grammar in identifying linguistic competence. In addition, it is not that easy to identify how the study of "language in use" should be "taught" (Widdowson, 1979, p. 13). In this context, pragmatic competence refers to "…the knowledge of how an addressee determines what a speaker is saying and recognizes intended illocutionary force conveyed through subtle attitudes" (Fraser, 1983, p. 30). In other words, participants in any interaction will fail to understand each other without this competency, which would cause a misinterpretation.

2.3 The Politeness Theory

First and foremost, politeness represents an exciting field of pragmatic competence and, thereby, communicative competence (Foley, 1997). However, what is politeness? This is a question that different definitions may answer. In effect, politeness does not cover one single definition. First, for example, politeness refers to "…a battery of social skills whose goal is to ensure that everyone feels affirmed in a social interaction" (Foley, 1997, p. 270). Second, politeness represents "... the expression of the speakers' intention to mitigate face threats carried by certain face-threatening acts toward another" (Mills, 2003, p. 6). Third, in its most straightforward words, politeness is viewed as the capacity to charm people by interacting with them (Watts, 2003). Thus, politeness has been researched by different scholars, testing several strategies. In conclusion, politeness refers to a set of expressions and attitudes that ensure a quiet and pleasant conversation between people. In sum, the politeness theory of politeness

represents "…a tool for describing the quality of social relationships" (Brown & Levinson, 1987, p. 55).

2. 3. 1 Grice's Conversational Maxims and Cooperative Principles (CP)

The first approach to politeness is coined the social norm view and relates to the historical perspective of politeness (Fraser, 1990, p. 220). The social norm view of politeness considers that any group of people has a specific set of social rules that shape their behaviour and identify them as polite or not (Fraser, 1990). In other words, the social norm view outlines certain behaviours and "etiquette" that people have to respect. Then, the second approach to politeness refers to the conversational maxim view, which focuses on Grice's 1975 framework and his Cooperative Principles (CP) (Fraser, 1990, p. 220).

Grice's conversational maxims and Cooperative Principles (CP) are viewed as significant works in pragmatics (Grice, 1975). According to Grice's framework, four maxims are needed to understand speakers' utterances (Grice, 1975). These maxims are based on Grice's Cooperative Principles that recommend "Make your conversational contribution such as is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged" (Grice, 1975, p. 45).

The term "cooperative" is used because both interlocutors need to interact cooperatively to be understood due to the help of the maxims of quality, quantity, relevance, and manner (Grice, 1975). First, the maxim of quality involves telling the truth; people can not say something they do not believe or lack evidence of. Second, the maxim of quantity involves giving the required amount of information; people are not expected to say more or less than expected. Third, the maxim of relevance involves providing relevant information on the topic discussed. Finally, the maxim of manner involves clarity and avoiding ambiguity (Grice, 1975). In this research, we are using Grice's conversational maxims and Cooperative Principles (CP) as a model for politeness. The aim is to ensure that conversations are of high quality, meaning they include concrete facts, provide the relevant

amount of information, are relevant to the topic, and avoid ambiguity between the speakers.

2. 3. 2 Lakoff's (1973) Rules of Politeness

Lakoff's "pragmatic competence" is an attempt to approach politeness using Grice's 1975 framework as a base and trying to expand it; although Grice's 1975 framework represents a crucial and significant contribution, it is too broad and lacks explanations; "… the pragmatic component is as much a part of the linguist's responsibility as is any other part of grammar" (Lakoff, 1973, p. 296). Thus, combining Lakoff's 1973 personal politeness rules with Grice's conversational maxims led to a "pragmatic competence" set of two rules: Be clear (that focuses on Grice's CP of quality, quantity, relevance, and manner) and be polite (that embodies giving options, being friendly, and do not impose) (Lakoff, 1973). Lakoff's rules of communicative competence play the role of grammar, syntax, and semantics in learners' "linguistic repertoire" as a matter of fact, "We should like to have some kind of pragmatic rules, dictating whether an utterance is pragmatically well-formed or not, and the extent to which it deviates if it does" (Lakoff, 1973, p. 296).

Further, Lakoff's model highlights that clarity should not be related to politeness; otherwise, it will replace it, assuming that politeness does not aim at providing clarity but rather at avoiding trouble (Lakoff, 1973, pp. 297-298). Moreover, politeness is represented as "… a system of interpersonal relations designed to facilitate interaction by minimizing the potential for conflict and confrontation inherent in all human interchange" (Lakoff, 1990, p. 34). In sum, Lakoff's model of politeness aims at respecting interlocutors and avoiding trouble (Lakoff, 1973). However, Lakoff's model of politeness is criticized as restricted (Brown, 1976, p. 246).

2. 3. 3 Brown and Levinson's (1987) Theory of Politeness

Further, the most significant and influential politeness model, known as the Face-saving view, was developed by Brown & Levinson (1978, 1987) (Brunet et

al., 2012, p. 2). Brown and Levinson's contribution has been published as a book chapter in 1978 and as a book in its own right in 1987. Brown and Levinson's (1987) model is founded on Goffman's (1955, 1967) theory, which represents the first theory to introduce the notion of a "positive face" and identify its significance in any social interchange. Therefore, Brown & Levinson's model focuses on the way to save participants' faces (Brown & Levinson, 1987, p. 311). Moreover, "face" is viewed as the participants' "basic wants". In effect, a simple consideration of face is like a "diplomatic" statement, face may be neglected and "ignored" in different situations such as "effrontery", arrogance, and rapid interchange (Brown & Levinson, 1987). In other words, the cases of considering and neglecting face are treated as follows:

1. Negative face: involves participants' desires that their actions be unconstrained by other participants (Brown & Levinson, 1987, p. 312).
2. Positive face: involves participants' desires that their "wants" be beneficial to others (Brown & Levinson, 1987, p. 312).

This model aims at relating social interaction rules to how interlocutors interact with each other. The Face-saving view model is built on three factors that are face, face-threatening acts, and politeness strategies (Brown & Levinson, 1978), through analysing three different languages and cultures: English, Tamil ("Dravidian language"), and Tzeltel, a language of the Mayan family of Central America. The results reveal similar linguistic strategies between these three different languages and those belonging to other languages as well. Thus, as a conclusion, politeness represents a universal phenomenon (Brown & Levinson, 1978).

Then, the Model Person (MP) was developed by Brown and Levinson in 1987. The latter model focuses on the "rationality properties", ensuring that the interlocutors may "reason, gratify, and satisfy face wants" (Brown & Levinson, 1987). In this context, our Model Person (MP) is simply a highly articulate speaker of a natural language, with two distinct features: rationality and face. Rationality refers to a precise and definable reasoning process that allows the MP to determine the means necessary to achieve their desired ends. Face, on the other hand, refers

to two specific desires that the MP possesses: the desire to be unimpeded, and the desire to be approved of in certain respects (Brown & Levinson, 1987).

2. 3. 4 Leech's (1983) Theory of Politeness

Leech 1983, expands Grice's conversational maxims, attempting to scrutinize politeness from a pragmatic perspective. Leech compares between the speech act that the speaker intends to produce and how it is produced. Thus, Leech identifies six politeness principles, these principles seek "…to maintain the social equilibrium and the friendly relations which enable us to assume that our interlocutors are being cooperative in the first place" (Leech, 1983, p. 82). Therefore, Leech's (1983) model of politeness is founded on a set of six maxims:

(1) The Tact Maxim:

- Minimize cost to the speaker

- Maximize benefit to the hearer

(2) The Generosity Maxim:

- Minimize benefit to self (benefit to the S)

- Maximize cost to self

(3) The Approbation/Praise Maxim (it is oriented toward the H):

- Minimize dispraise of the H

- Maximize praise of the H

(4) The Modesty Maxim:

- Minimize praise of self (S)

- Maximize dispraise of self (S)

(5) The Agreement Maxim:

- Minimize disagreement with the H

- Maximize agreement with the H

(6) The Sympathy Maxim:

- Minimize antipathy towards the H

- Maximize sympathy towards the H

(7) Consideration Maxim:

(1) Minimize the hearer's discomfort/displeasure

(2) Maximize the hearer's comfort/pleasure

In this context, Leech's PP, identifies his maxims as the following: Firstly, the "tact maxim" entails decreasing the notion of beliefs that implies "cost" to the other and increasing the notion of beliefs that implies "benefit" to the interlocutor. Secondly, the "generosity maxim" focuses on decreasing the notion of "benefit" to oneself and increasing the notion of "cost" to oneself. Thirdly, the "approbation maxim" claims to decrease; the notion of beliefs that convey "dispraise" of the interlocuters and increases the notion of "approval" of the interlocutor. Fourthly, the "modesty maxim" entails the decrease of the notion of "praise" of oneself and increases the notion of "dispraise" to oneself. Fifthly, the "agreement maxim" focuses on decreasing the notion of "disagreement" and increasing the one of "agreement" between oneself and the interlocutor. Finally, the "sympathy maxim", which focuses on decreasing "antipathy" and highlighting "sympathy" between oneself and the interlocutor (Leech, 1983). In this context, "Leech's PP clarifies what is obscured in Grice…" (Kingwell, 1993, p. 395).

Moreover, Leech proposes a set of three scales of "delicacy" that cooperate with the PP maxims: cost/benefit, optionality, and indirectness (see figure 15). First, the cost/benefit scale refers to the importance with which a speaker must assess the expense to herself/himself and the value her/his utterance will offer the listener. Second, the Optionality Scale measures how much the speaker's illocutions give the addressee a degree of choice. Finally, the indirectness Scale gauges how much effort the listener expends in deciphering the speech acts made by the speaker (Watts, 2003, p. 68).

Leech's Scales of Delicacy

Cost/Benefit   Optionality   Indirectness
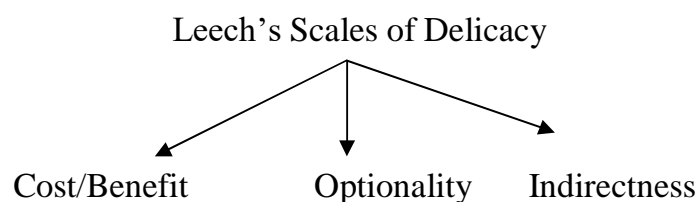
Figure 15: Leech's Scale of Delicacy (Watts, 2003, p. 68)

2. 3. 5 Blum-Kulka's (1992) Theory of Politeness

The different perspectives in which politeness is perceived in different cultures represent an area of interest to different scholars in the fields of pragmalinguistics, sociolinguistics, sociology, social anthropology, and psychology (Watts, 2003). Concerning the cultural perspective that determines the concept of politeness, "Cultural notions interfere in determining the distinctive features of each of the four parameters and, as a result, significantly affect the social understanding of politeness across societies in the world." (Blum-Kulka, 1992, p. 270).

In other words, there are four parameters that shape the notion of politeness: firstly, social motivation that is explained as the necessity to keep "face", secondly, expressive modes that represent different linguistic items that create politeness, and thirdly, social differentials that are explained in terms of power and distance (Blum-Kulka, 1992). Thus, on the one hand, culture represents a "self-evident entity" (Blum-Kulka, 1992), whereas, on the other hand, cultures represent "an objective entity that can be used to explain politeness or anything else for that matter" (Watts, 2003, p. 78).

2. 3.6 Fraser and Nolen's (1990) Theory of Politeness

The Fraser's 1990 conversational-contract view framework, developed by Fraser (1975) and Fraser & Nolen (1981), strongly aligns with Grice's Cooperative Principles. At the start of a conversation, each party must adhere to their initial set of rights and obligations, which determine what they can expect from the other participant(s) during the preliminary stages. However, the conversational contract is open for renegotiation when the context changes or circumstances evolve. In such cases, the two parties have the opportunity to modify their rights and obligations towards each other (Fraser, 1990, p. 232).

In other words, politeness is a contract agreed upon by both parties involved in a conversation. They need to respect their responsibilities according to the context of the speech. However, this model has been criticized by different scholars. For example, some argue that Fraser's model is not as detailed as Leech

and Brown and Levinson's, making it difficult to determine how it would work in practice (Thomas, 1995).

2. 3.7 Goffman's Theory of Politeness

Further, the Goffman's face notion was developed by Brown and Levinson in 1987, The Goffman's Face notion focuses on two types of face; the positive and the negative. In other words, positive face refers to the need to be accepted and worthy. While, the negative face refers to the need to be unconstrained (Brown & Levinson, 1987, p. 13).

In other words, the core of Goffman's theory of politeness is a relatively abstract idea of a face. In reality, it is based on two specific forms of "desire" or two types of face:

1. The negative face refers to an individual's want to act unrestrained.
2. The positive face refers to an individual's want to be accepted.

The notion of face in Goffman's theory of politeness is universal but, in any given community, is much elaborated upon culturally (Brown and Levinson, 1987).

2.3.8 Linguistic Politeness in Intercultural Communication

The primary aim behind scholars' interest in linguistic politeness in intercultural communication is that politeness patterns change from one language to another and from one culture to another. Thus, engaging in intercultural communication without sufficient knowledge of your interlocutors' native culture would be "…bewildering, confusing, depressing, anxiety-provoking, humiliating, embarrassing, and generally stressful in nature" (Bochner, 1982, p. 171). Linguistic politeness refers to speakers' attempts to modify their language, behaviour, and attitudes in cross-cultural communication depending on the addressee's feelings, expectations, and culture. In other words, a speaker engaging in intercultural communication would modify the language used according to his interlocutors (Brown, 2005).

From this perspective, there is a significant deliberate and strategic connection between linguistic structures and social interactions (Brown & Levinson, 1987). In other words, they consider linguistic politeness as a combination of linguistic approaches a speaker uses in interaction depending on the interlocutors' face, cost, and participants' relationship. Moreover, linguistic politeness refers to the linguistic strategies that tend to anticipate and decrease "antagonism" and "risk" in intercultural communication (Brown & Levinson, 1987). In this regard, politeness strategies are seen as guidelines that maintain social relationships. As a matter of fact, social relationships would be difficult to establish and maintain without methods to reduce conflict and confrontation. Politeness strategies are the techniques used to preserve harmony and cohesion. They are crucial for maintaining positive relationships (Lakoff, 1990).

2.3.9 Developing Linguistic Politeness in the EFL Classroom

The concept of linguistic politeness is a crucial aspect of language learning, especially when dealing with cross-cultural differences. The current form of politeness theory falls short in explaining such differences because they are more rooted in culture-specific values and attitudes rather than universal norms of politeness. Therefore, comprehending these values and attitudes is vital in understanding language use (Suszczynska, 1999).

Moreover, the patterns of politeness are known to have a broad "descriptive" influence on language usage. They are key factors in shaping linguistic behavior and are universally applicable (Grundy, 2000). In other words, linguistic politeness represents a key factor for language use as it helps to use language appropriately. Besides, language and politeness relate to each other; i.e., politeness refers to the use of a respectful and appropriate tone and utterances like "sorry", "thank you", and "please" (Watts, 2003).

Linguistic politeness may be addressed in the EFL classroom because teachers are not only limited to teaching the "subject material" but the "moral value" as well. Thus, the EFL classroom represents the appropriate place where language

learners may develop their linguistic politeness through teacher-student and student-student interactions, as the EFL teacher plays the role of a facilitator, monitor, and guide (Mugford, 2011).

In other words, as far as linguistic politeness development in the EFL classroom is concerned, it is generally viewed that it is the amount and quality of the provided information that is the most important factor for the students. As a matter of fact, "…it is the quality and quantity of the input to which the learners are exposed which is the single most important factor in their progress" (Lewis, 1996, p. 2). However, the teaching process in the EFL classroom is considered "acts by the teacher which occur in the context of classroom interaction" (Flanders, 1970). Similarly, teachers' language is important and influential as it impacts foreign language learners' conversational skills (Ellis, 1990). There are two obvious methodologies for the teaching of conversations in the EFL classroom: claiming that there are two main methods for teaching conversation in second language programs. The first is an indirect approach that focuses on engaging learners in conversational interactions to develop their conversational competence. The second approach is more direct and involves designing a conversation program that focuses on developing specific microskills, strategies, and processes necessary for fluent conversation (Richards, 1990).

2.4 Speech Act Theory

In a series of lectures in 1955 entitled *How to Do Things with Words* that were published in 1962, J. Austin developed the Speech Act Theory. "…to say something is to do something" (Austin, 1962, p. 123). Then, this comes in support of Austin's theory that whenever we use words to say something, we are doing an act (Searle, 1969). Furthermore, "… speaking a language is performing speech acts, such as making statements, giving commands, asking questions, making promises and so on" (Searle, 1969, p. 16). For instance, when we say "Thank you", we are thanking someone; when we say "I am sorry" we are apologizing to someone, or by saying "Nice to meet you" we are greeting someone.

There are three different types of speech acts performed while producing different utterances (Austin, 1962). These types are as follows, stating:

- The Locutionary Act: It refers to utterance production in order to transmit meaning. In other words, it is defined as "the act of saying something" (Austin, 1962, p. 149).

- The Illocutionary Act: This is the act of making an utterance in order to accomplish something. For example, the speaker may perform the actions of apologizing or requesting. This speech act refers to "utterances which have a certain conventional force" (Austin, 1969, p. 149).

- The Perlocutionary Act: This speech act refers to what speakers bring about or achieve by saying something. The speaker may be performing the act of thanking, claiming, guessing, reminding, warning, threatening, or requesting by uttering an act" (Austin, 1962, p. 150).

However, illocutionary and perlocutionary acts are related. In other words, when the speaker performs the speech act of "warning", the hearer may get frightened and end up doing something as a result of this fright. In addition, the hearer needs to deeply analyze the different utterances and to avoid dealing with the literal surface of the utterance in order to get the right speech act; otherwise, it may be considered a direct one (Searle, 1969). Moreover, illocutionary acts are divided into five distinct categories with reference to English verbs (Austin, 1962). These categories are as follows:

- Verdictives: refer to acts characterized by delivering a "verdict".
- Exercitives: refer to acts characterized by having an impact and control on the hearer.
- Commissives: refer to acts characterized by the deliverance of an "intention".
- Behabitives: refer to acts characterized by a certain "attitude".
- Expositives: refer to acts characterized by arguments' clarification.

(Austin, 1962)

The speech act theory pertains to the purpose and application of language. In essence, speech acts encompass all the actions we carry out when we speak and the various ways we use language (Schmidt & Richards, 1980). In other words, speech acts are performed in our daily life conversations. Each time we utter a word, we do something.

Further, speech acts' structures are discussed, and as a result, each speech act is characterized by two basic elements: firstly, the utterance on itself, and secondly, the intention of the speaker in producing his utterance (Finegan & Besnier, 1989, p. 329). While producing an utterance, the speaker may intend a divergent meaning from the literal meaning of his own utterance. This is why speech acts are constituted of the abovementioned elements (Finegan & Besnier, 1989).

2.4.1 The Speech Act of Greeting

The speech act of greeting is classified within the category of behabitives and explains that "Behabitives include the notion of reaction to other people's behavior and fortunes and of attitudes and expressions to someone's else's past conduct or imminence conduct" (Austin, 1962, p. 159). In other words, the speech act of greeting represents a "performative concern" attitude towards interlocutors to show them consideration and emotion (Austin, 1962). Austin's behabitives category was rejected and rather defined as "expressives" (Searle, 1979, p. 10). In addition, "expressives" do transmit "emotions" (Norrick, 1978, p. 279).

Yet, the speech act of greeting is classified within "acknowledgements" that refer to "perfunctorily, if not genuinely, certain feelings toward the hearer" (Bach & Harnish, 1979, p. 51). To illustrate, greetings are specific-speech situations. For example, greetings may be uttered to "express pleasure at meeting or seeing someone" (Bach & Harnish, 1979). Moreover, greetings take place to express messages like "I want to talk to you". Thus, the same speech act of greeting is viewed differently by three different scholars (Finegan & Besnier, 1989, p. 344). Greetings refer to "behabitives". Searle views greetings as "expressives", and Bach and Harnish consider greetings as acknowledgements (Austin, 1962).

It is essential to mention that greeting patterns have been noticed and identified in almost all cultures (Levinson, 1983). In effect, greetings are important for different cultures. Moreover, "greeting as a speech act is an important discourse function that learners are likely to encounter in a variety of situations". Additionally, "greeting is among the first speech acts that are learned by children in their native languages. Greetings commonly appear in the speech of American English-speaking children between the ages of nine months and eighteen months" (Ebsworth & Bodman, 1996, p. 89).

2.4.2 The Speech Act of Thanking

Producing the utterance of "Thank you" represents an action because the speaker is performing an act in which he is thanking the interlocutor. Thereby the speaker is performing the speech act of thanking (Austin, 1962). In addition, the act of expressing gratitude through thanking is defined as a response to compliments that shows appreciation (Searle, 1969).

English native speakers often link gratitude with being polite and having good manners. This is because expressing gratitude plays a crucial role in building social relationships as a "pragmatic function." (Bodman & Eisenstein, 1988). As a matter of fact, the significance of this expression of gratitude in American English, claiming that

> One indication of its importance is that it is one of the few functions that most speakers can remember being explicitly taught as children. Used frequently in a wide range of interpersonal relationships, this function, when appropriately expressed, can engender feelings of warmth and solidarity among interlocutors. Conversely, the failure to express gratitude adequately can have negative consequences for the relationship of speaker and listener.

> (Eisenstein & Bodman, 1993, p. 64)

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In other words, showing gratitude is a crucial aspect of being courteous and establishing meaningful social bonds. Neglecting to express gratitude can negatively impact relationships. Additionally, expressing gratitude is a fundamental response to a previous action that provided benefit to the speaker (Searle, 1969).

Conclusion

In conclusion, in this chapter, we treated the notion of intercultural communication as related to communicative competence, pragmatic failure, and linguistic politeness differences among cultures. These issues have been addressed to attain and tackle the speech acts of greeting and thanking that constitute two critical variables in this investigation. Nonetheless, in this chapter, we demonstrated the importance of developing foreign language learners' communicative competence in its simplest forms, like politeness patterns, in order to avoid communication breakdowns in cross-cultural communications, because interlocutors tend to interpret messages according to their own culture.

<center>**Chapter 3:**</center>
<center>**Research Methodology**</center>

Introduction

In the third chapter, we deal with the research methodology used in the present investigation. Two prominent points are introduced: research design and data analysis methods. In the first part, we deal with the participants in this study. Additionally, we advance and study the research instruments applied for the data collection procedures. Important to mention that the current investigation represents a double study. Thus, we have first dealt with an exploratory study that involves a description of the oral expression syllabus and pre-experiment questionnaire. Then, we engaged in a quasi-experimental study that involves pre and post-tests, post-experiment questionnaire, and interview. In the present chapter, we describe the teaching materials used in the present investigation. Last but not least, we describe the data analysis methods concerning the three research tools employed in the present investigation, and we highlight the research ethics considerations. As a result, in the present chapter, we attempt to clarify the research methodology used to gather, analyze, and interpret data to answer the research questions.

3.1 Research Paradigm

First, with any research paradigm, both qualitative and quantitative methodologies can be employed effectively (Saunders et al., 2007). Paradigm refers to a term that is repeatedly used in social science research; it can be confusing because of its propensity for having numerous meanings. A paradigm is an approach to approaching social phenomena that allows for certain understandings and attempts at explanations (Saunders et al., 2007). Second, in the present investigation, we started with an exploratory study that uses a description of the oral expression syllabus and the students' pre-experiment questionnaire. Thus, the exploratory study falls within the exploratory-interpretive pure form (see figure 16). Then, we engage in a quasi-experimental study that involves a quasi-experiment, students' post-experiment questionnaire, and interview. Thus, the

quasi-experimental study falls within the experimental-quantitative-interpretive mix form (see figure 16).

PURE FORMS

Paradigm 1: exploratory-interpretive

  1 non-experimental design
  2 qualitative data
  3 interpretive analysis

Paradigm 2: analytical-nomological

  1 experimental or quasi-experimental design
  2 quantitative data
  3 statistical analysis

MIXED FORMS

Paradigm 3: experimental-qualitative-interpretative

  1 experimental or quasi-experimental design
  2 qualitative data
  3 interpretive analysis

Paradigm 4: experimental-qualitative-statistical

  1 experimental or quasi-experimental design
  2 qualitative data
  3 statistical analysis

Paradigm 5: exploratory-qualitative-statistical

  1 non-experimental design
  2 qualitative data
  3 statistical analysis

Paradigm 6: exploratory-quantitative-statistical

  1 non-experimental design
  2 quantitative data
  3 statistical analysis

Paradigm 7: exploratory-quantitative-interpretive

  1 non-experimental design
  2 quantitative data
  3 interpretive analysis

Paradigm 8: experimental-quantitative-interpretive

  1 experimental or quasi-experimental design
  2 quantitative data
  3 interpretive analysis

Figure 16: Types of Research Paradigms (Grotjahnt, 1987, pp. 59-60, in Nunan, 1992, p. 6)

3.2 Research Design

The general strategy for linking conceptual research issues to relevant and practicable empirical research is known as the research design; it is a question that offers a research project's methods with clear guidance (Creswell, 2014). In other

words, a research design addresses the investigation's "overall plan" (Saunders et al., 2007). Therefore, in the present investigation, the research design provides and explains the research project followed to answer the research questions and test the research hypotheses. An overview of our research procedures is offered according to the layers of the "research onion" (see figure 17), which represents the research design and tactics; tactics focus on the finer points of data gathering and analysis; the core of the research onion (see figure 17).
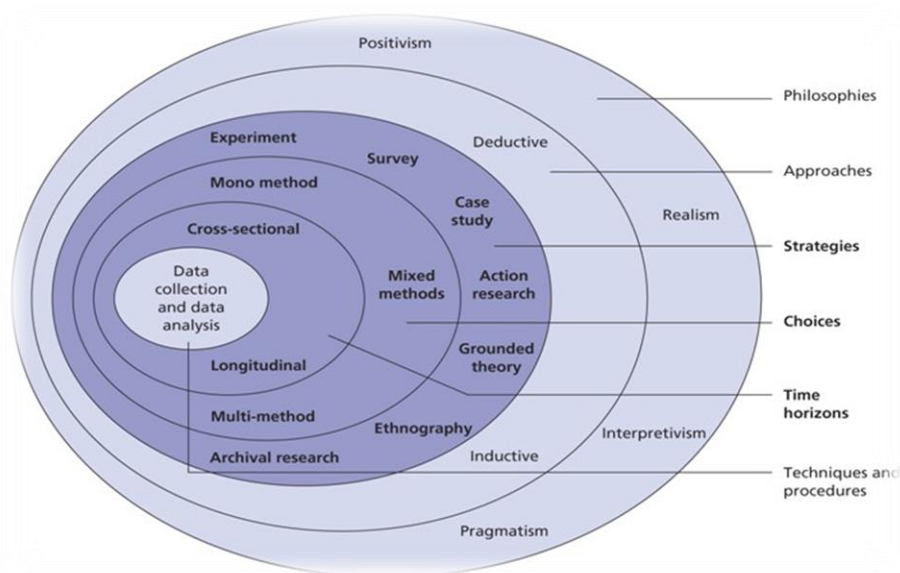
Figure 17: Research Onion (Saunders et al., 2007, p. 102)

3.2.1 Research Philosophies

Research philosophies represent "general orientations" that guide the researcher and influence the research procedure (see table 4). These research philosophies use qualitative, quantitative, or mixed methodologies approach in their study (see table 4); the choice of the methodologies depends on the values of each philosophy adopted (Creswell, 2009). However, the choice of the philosophy is based on the nature of the topic that is under investigation (May, 2011).

	Positivism	**Realism**	**Interpretivism**	**Pragmatism**
Ontology: *The researcher's view of the nature of*	External, objective and independent of social factors	Is objective. Exists independently of human thoughts and	Socially constructed, subjective, may change, multiple	External, multiple, view chosen to best enable answering of research question

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reality or being		beliefs or knowledge of their existence(realist), but is interpreted through social conditioning (critical realist)		
Epistemology: *The researcher's view regarding what constitutes acceptable knowledge*	Only observable phenomena can provide credible data, facts. Focus on causality and law like generalisations, reducing phenomena to simplest elements	Observable phenomena provide credible data, facts. Insufficient data means inaccuracies in sensations (direct realism). Alternatively, phenomena create sensations which are open to misinterpretation(critical realism).Focus on explaining within a context or context	Subjective meanings and social phenomena. Focus upon the details of situation, a reality behind these details, subjective meanings motivating actions	Either or both observable phenomena and subjective meanings can provide acceptable knowledge dependent upon the research question. Focus on practical applied research, integrating different perspectives to help interpret the data
Axiology: *The researcher's view of the role of values in research*	Research is undertaken in a value-free way, the researcher is independent of the data and objective.	Research is value-laden; the researcher is biased by worldviews, cultural experiences and upbringing.	Research is value bound, the researcher is part of what is being researched, can not be separated and so will be subjective	Values play a large role in interpreting results, the researcher adopting both objective and subjective points of view
Data collection techniques most often used	Highly structured, large samples, measurement, quantitative, but can use qualitative	Methods chosen need to fit the subject matter, quantitative or qualitative	Small samples, depth investigations, qualitative	Mixed or multiple method designs, quantitative and qualitative

Table 4: Comparison of Four Research Philosophies (Saunders et al., 2007, p. 119)

Pragmatic philosophy focuses on the research problem and uses different available approaches to find a solution and build knowledge (Rossman & Wilson, 1985, as cited in Creswell, 2009). As a philosophical underpinning, pragmatism does not adhere to any particular system of philosophy or conception of reality. Researchers are empowered to select their studies' research methods, strategies, and processes. They can mix quantitative and qualitative approaches instead of sticking to one approach. Pragmatism is a suitable philosophical foundation for mixed-methods research because it allows for the use of various assumptions, approaches, and methods for collecting and analyzing data (Creswell, 2009).

3.2.2 Research Approaches

The second layer of the research onion, which can be either deductive or inductive, represents the research approach (Saunders et al., 2007). The deductive research approach begins with a theory and a set of hypotheses and then gathers information to either support or refute the hypotheses (Saunders et al., 2007). In other words, it is defined as the progression from general to specific: first, the general theory and knowledge foundation are developed, and then the particular knowledge obtained through the research process is compared to it (Kothari, 2004). However, the inductive approach, as opposed to the deductive one (see table), begins with the research question and moves through observation and analysis (Saunders et al., 2007); it is identified by a shift from the particular to the general. Moreover, in contrast to the deductive method, which requires you to adopt an existing theory, the inductive method helps you develop your own theories (see table 5) (Bryman & Bell, 2011).

Deduction emphasizes	Induction emphasizes
• Scientific principles • Moving from theory to data • The need to explain causal relationships between variables • The collection of quantitative data • The application of controls to ensure validity of data • The operationalisation of concepts to ensure clarity of definition • A highly structured approach • Researcher independence of what is being researched • The necessity to select samples of sufficient size in order to generalize conclusions	• Gaining an understanding of the meanings humans attach to events • A close understanding of the research context • The collection of qualitative data • A more flexible structure to permit change sof research emphasis as the research progresses • A realisation that the researcher is part of the research process • Less concern with the need to generalise

Table 5: Major differences between deductive and inductive approaches to research (Saunders et al., 2007, p. 125)

The current investigation falls within the inductive approach. It starts with a research question and then goes through data collection to answer the research question and formulate a hypothesis. However, the quasi-experimental study falls within the deductive approach. It starts with research hypotheses, then gathers data from data collection methods, and moves towards data analysis to provide interpretation and confirm or disconfirm the research hypotheses. Therefore, starting from specific to general.

3.2.3 Research Methods

In effect, the methodological choices refer to whether the researcher uses a mono-method, mixed-method, or multi-method (see figure 18). First, the mono-method refers to the collection of either quantitative or qualitative data (see table 6); and focuses on one analysis methodology. Second, the mixed-methods refer to the combination of both qualitative and quantitative data and deal with both analysis methodologies. However, the multi-method refers to using quantitative and qualitative data but one single analysis methodology. Either quantitative or qualitative (Saunders et al., 2007). As previously mentioned, from a pragmatic point of view, it is necessary to employ the methods that best fulfil our goals and needs to reach comprehensive answers to our research questions. As a result, in

the present investigation, the researcher opts for mixed-methods. The aim behind choosing mixed-methods is to use both quantitative and qualitative data at the stages of data collection and data analysis to fulfil the gaps of each method (see table 6).

Qualitative research	Quantitative research
Advocates use of qualitative methods	Advocates use of quantitative methods
Concerned with understanding human	Seeks facts or causes of social phenomena
behaviour from the actor's own frame of reference	without regard to the subject state of the individuals
Naturalistic and uncontrolled observation	Obtrusive and controlled measurement
Subjective	Objective
Close to the data: the 'insider' perspective	Removed from the data: the 'outsider' perspective
Grounded, discovery-oriented, exploratory, expansionist, descriptive, and inductive	Ungrounded, verification-oriented, confirmatory, reductionist, inferential, and hypothetical deductive
Process-oriented	Outcome-oriented
Valid: 'real', 'rich', and 'deep' data	Reliable: 'hard' and replicable
Ungeneralizable: single case studies	Generalizable: multiple case studies
Assumes a dynamic reality	Assumes a stable reality

Table 6: Terms Associated with Qualitative and Quantitative Research (Nunan, 1992, p. 4)

In effect, the mixed-methods choice is defined as a method that deals with qualitative and quantitative data collection and analysis procedures simultaneously (see figure 18) (Kemper, Springfield & Teddlie, 2003). Mixed-methods involve using mixed data (numbers and reports) and alternative research instruments (statistics and analysis). Mixed-method research requires the researcher to apply a qualitative research paradigm toward one aspect of the study and a quantitative research paradigm for another point of the same study (Bazely, 2003). Both definitions argue that the mixed-methods involve merging and integrating both qualitative and quantitative data collection and analysis methods.
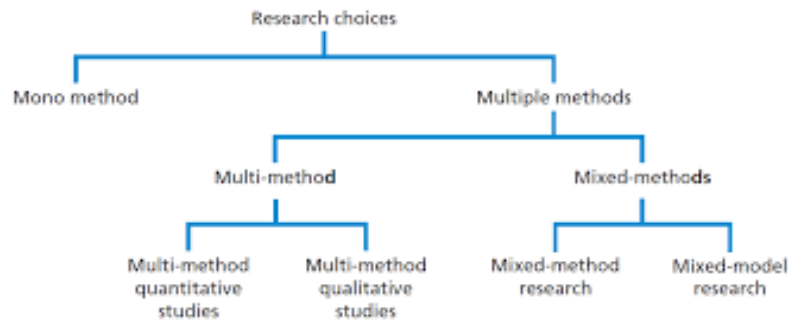
Figure 18: Research Choices (Saunders et al., 2007, p. 152)

In other words, mixed-methods depend on both numerical and text analysis interpretation. Thus, mixed-methods combine both quantitative and qualitative approaches (see figure 18) (Saunders et al., 2007). Despite the significant differences between both approaches, combining them through a mixed-method design may provide accurate and reliable data (Tashakkori & Teddlie, 1998). In this context,

> A combination of both approaches provides a variety of perspectives from which a particular phenomenon can be studied and they share a common commitment to understanding and improving the human condition, a common goal of disseminating knowledge for practical use. Both approaches provide for cross-validation or triangulation – combining two or more theories or sources of data to study the same phenomena in order to gain a more complete understanding of that phenomenon…

> (Sale, Lohfeld & Brazil, 2002, p. 46)

According to pragmatic researchers, "the purists' belief" that qualitative and quantitative methodologies' are dichotomous is fallacious. Instead, they argue that both methodologies share profound connections and that combining them supports "triangulation" (Tashakkori & Teddlie, 1998). Thus, a mixed-methods approach gathers quantitative and qualitative data and guarantees triangulation. Triangulation refers to applying more than two data collection methods for the

same investigation (Cohen et al., 2000, p. 112). Moreover, research results are reliable when validated by more than one research instrument studying the same aspect (Miles & Huberman, 1994).

3.2.4   Time Horizons

Time horizons in research do not depend on the methodology used. Indeed, time horizons depend on the frequency of data collection and analysis (Saunders et al., 2007). The current investigation combines longitudinal studies and cross-sectional studies. As previously mentioned, we first started with an exploratory study which falls within cross-sectional studies horizons; data are collected at a particular moment (Bryman, 2007, p. 44). Then we engaged in a quasi-experimental study, which falls into longitudinal studies horizons. Data are collected on a ten-week basis; the participants are pre-tested, and then after a ten-week treatment period, they are post-tested. Essentially, one of the great benefits of longitudinal research is its capacity to examine change and development. In effect, through keeping records of persons or incidents throughout time, the researcher can exert some control over the variables under observation, so long as those factors are unaffected by the research itself (Adams & Schvaneveldt, 1991).

3.2.5   The Research Purpose

During research, there are three possible purposes: exploratory, descriptive, or explanatory. Depending on the purpose, the researcher may ask different questions and end up with multiple research purposes (Saunders et al., 2007). The current investigation combines both exploratory and explanatory research. The exploratory study seeks explain and understand what is occurring, gain fresh perspectives, inquire, and evaluate situations differently (Robson 2002, as cited in Saunders et al., 2007). Thus, it falls under exploratory research purpose. Second, the quasi-experimental study seeks to explain the causality relationship between the dependent and independent variables and depends on experiments (Saunders et al., 2007). As a result, the quasi-experimental study falls within the explanatory research purpose.

3.3 Population and Sample

The present study population involves two populations. The first population is second-year students at the Department of English, University of Badji Mokhtar Annaba, Algeria. second-year groups are ten groups; each group counts twenty-five students. The population of second-year EFL students is 250 students. Working with a population of 250 students is challenging and tiring for the researcher as it is effort and time-consuming. Moreover, the present research's second population is EFL teachers at the Department of English, University of Badji Mokhtar Annaba, Algeria. Likewise, working with the whole population represents a difficult task. As a result, samples may be used to facilitate the task in terms of effort, time, materials, participants' engagement and integrity. Therefore, working with a sample allows generalizing the results to the rest of the population.

3.3.1 Sampling Technique

Sampling techniques are subdivided into two basic classifications: probability and non-probability sampling, and each category involves sub-techniques (see figure). Essentially, probability sampling, also known as representative sampling, is most frequently used in survey-based research approaches where it is necessary to draw conclusions from a sample of a population to address a research issue or achieve an objective (Saunders et al., 2007). Whereas a non-probability sample may be the most useful in the exploratory phases of some research projects, such as a pilot survey (Saunders et al., 2007).
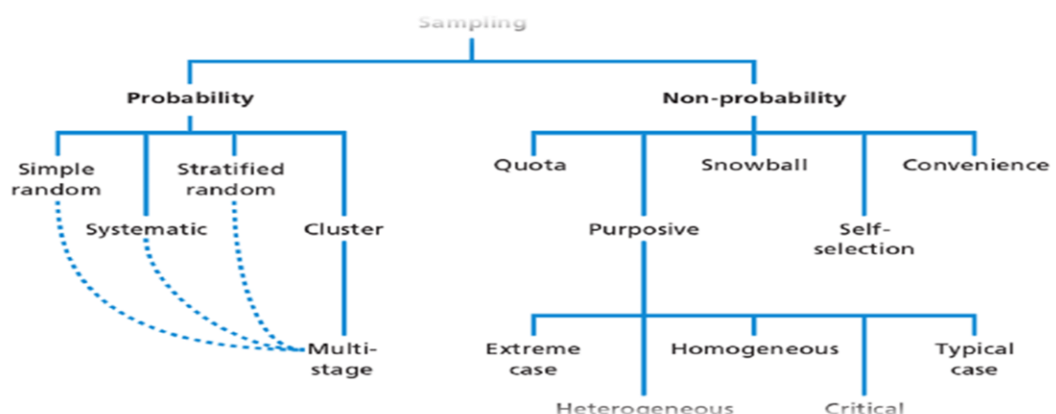
Figure 19: Sampling Techniques (Saunders et al, 2009, p. 213)

In this regard, a sample refers to a part of the population; chosen to be involved in research, and it needs to represent the research population (see figure 20) (Saunders et al., 2007). Likewise, another interpretation represents samples as a group of people participating in a study to provide information (Creswell, 2009).
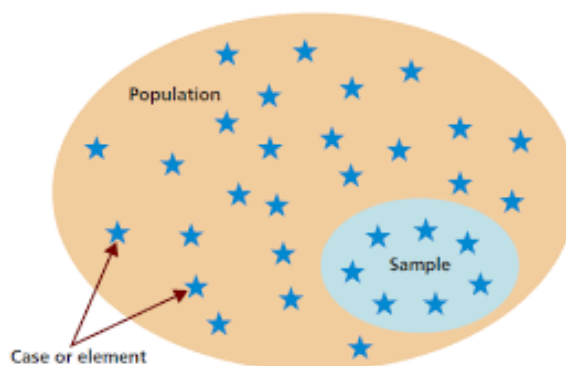
Figure 20: Population, Sample, and Individual Cases (Saunders et al., 2007, p. 211)

3.3.1.1 The Teachers

The teachers' sampling technique in the current investigation follows a non-probability purposive homogeneous sampling technique (see figure 19). A purposive sampling technique depends on the researcher's personal choice of participants.. Moreover, a homogeneous purpose involves the selection of similar candidates for an in-depth study (Saunders et al., 2007).

The present research's informants are EFL teachers at the English department, University of BADJI Mokhtar Annaba, Algeria. The teachers taking part in this investigation are five EFL teachers at the English department, University of BADJI Mokhtar Annaba, Algeria. The teachers' years of experience vary from 5 to 25 years (see table 7). All five teachers have a doctorate (see table 7). The researcher interviewed EFL teachers to study their attitudes regarding the impact of videos on EFL learners' greeting and thanking politeness patterns. The five teachers agreed to cooperate and answer the eighteen questions. However, two inquiries arose throughout the flow of the interaction.

	Teacher 1	Teacher 2	Teacher 3	Teacher 4	Teacher 5
Occupation	University teacher	University teacher	University teacher	University teacher	University teacher
University	U.B.M.A	U.B.M.A	U.B.M.A	U.B.M.A	U.B.M.A
Degree	Phd	Phd	Phd	Phd	Phd
Experience	20 years	5 years	5 years	25 years	8 years
Modules	Oral expression +	Oal expression +	Oral expression +	Oral expression +	Oral expression +
Intercultural awareness familiarity	Adanced	Advanced	Advanced	Advanced	Advanced
Technological background	Medium	Advanced	Advanced	Advanced	Deficient

Table 7: The Teachers' Characteristics

3.3.1.2 The Learners

A convenience sampling technique is used for the selecting the students who are participating in the current investigation. The choice of the convenience sampling technique for students is justified by the classroom based research. Moreover, each classroom group comprises twenty-five students, and populations of less than fifty participants require the collection of data from the whole population (Henry, 1990, as cited in Saunders et al., 2007).

The present research's informants are EFL learners at the English department, University of BADJI Mokhtar Annaba, Algeria. The learners are fifty second-grade EFL learners. The fifty participants constitute two classes of EFL learners, and each class counts 25 EFL learners (see table 8). Thus, the present research's participants are divided equally into two groups, experimental and control groups, for data collection procedures. The participants' native language is Algerian Arabic, with "Annabi" accent. In effect, since in classroom-based research, the

students are not "randomized" before being grouped, true experimental design would be impossible in such circumstances (Gilmore, 2007, p. 109). The control group comprises 13 girls and 12 boys, while the experimental group comprises 14 girls and 11 boys. Both groups' participants are Arabic native speakers. The fifty participants' ages vary from 19 to 21 years old (see table 8).

The participants	Experimental group	Control group
Pupils number	25	25
Gender	Male : 11 Female : 14	Male : 12 Female : 13
Age	19- 21 years old	19-21 years old
Vocation	University students	University students
Level	Second-grade	Second-grade
First language	Algerian Arabic	Algerian Arabic
Technological background	Advanced	Advanced

Table 8: The Learners' Characteristics

3.4 Negotiating Access

Negotiating access is a crucial part of conducting research; a researcher needs to think about how to get the information they need and how to explain why they are collecting it (Saunders et al., 2007). The informed access gives the participants a thorough grasp of the research's purpose and the many procedures they will go through (see figure 21) (Saunders et al., 2007).
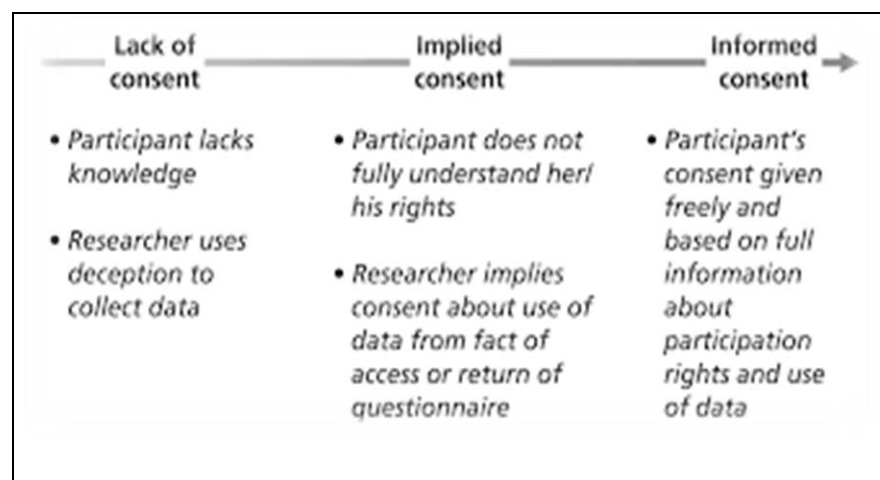
Figure 21: The Nature of Participant Consent (Saunders et al., 2009, p. 190)

The chairman of the English department at the University of Badji Mokhtar Annaba has given us permission to conduct the experiment with second-year students for the current study. The headmaster additionally submitted additional documentation for the current study (see figure 21). Participants in the current inquiry, both teachers and students, were required to sign a consent that defined their rights and gave them a clear understanding of the research's purpose.

3.5 Data Collection Instruments

Data collection refers to the gathering of information from the participants through different research instruments. Research instruments represent any tools used to gather information from the research participants (Saunders et al., 2007). In the present research, we started with a description of the oral expression syllabus, pre-experiment questionnaire, pre and post-tests, post-experiment questionnaire, and interview; those different research instruments were employed to collect data that answer the previously mentioned research questions. In the following part, these different research tools are approached respectively.

3.5.1 Instruments of the Exploratory Study

The present part deals with the different instruments that are used for the descriptive study.

3.5.1.1 Description of the Oral Expression Syllabus

The description of the oral expression syllabus aims to answer the first sub-question of the first research question: Are videos used to teach intercultural patterns? The syllabus delivers information about the oral expression content and the teaching materials required for information delivery (see figure 22). The study of the oral expression syllabus represents a preliminary phase for the investigation at hand and provides qualitative data. It refers to analyzing the syllabus to provide information about the current teaching methodology at the department of Englsih at the University of Badji Mokhtar Annaba (see appendix 1). It aims to explain the teaching materials used inside the EFL classroom and to identify the potential use of technical materials. The rationale of choosing the syllabus of oral expression is

justified by the fact that the current investigation is held within an oral expression context. The description of the oral expression syllabus seeks to answer the first sub-question of the first research question.

Figure 22: Oral Expression Syllabus

3.5.1.2 Description of the Students' Pre-experiment Questionnaire

The pre-experiment questionnaire seeks to answer the second sub-question of the first research question: Are the students satisfied with the oral expression current teaching methodology at the English department at the University of Badji Mokhar Annaba? Questionnaires in research designate any "... collection of information from a sample of individuals through their responses to questions" (Check & Schutt, 2012, p. 160). In effect, questionnaires are defined as written instruments that present a series of questions or statements to which respondents can either write out their answers or select from pre-existing choices (Brown, 2001).

Undoubtedly, questionnaires represent one of the primary data collection sources for any researcher (Saunders et al., 2007). However, while designing the

questionnaire, researchers need to guarantee that their questionnaires are "valid, reliable and unambiguous" (Richards & Schmidt, 2002, p. 438). Generally, questionnaires can be of three types: closed-ended questionnaires (structured), open-ended questionnaires (unstructured), and a mixture of closed-ended and open-ended questionnaires (Zohrabi, 2013). Open-ended questionnaires are hard to answer and need well-defined responses (Salant & Dillman, 1994, p. 93). Closed-ended questionnaires deliver numerical information, while open-ended questionnaires yield qualitative data (Zohrabi, 2013). The current investigation uses self-administered questionnaire forms with delivery and collection procedures (see figure 23). The rationale of using questionnaires is to collect and assemble EFL learners' attitudes in a numerical way, and then transform them into qualitative data for qualitative analysis.
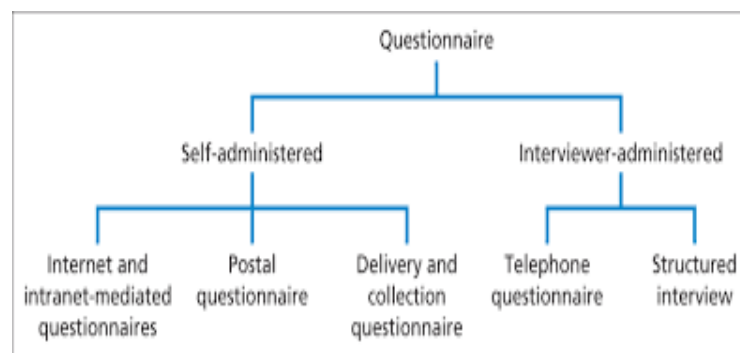
Figure 23: Types of Questionnaires (Saunders et at., 2007, p. 363)

The pre-experiment questionnaire is administered to control and experimental group participants before starting the experiment. The rationale of using a pre-experiment questionnaire is to see whether educational technology is integrated and to gather the learners' attitudes toward the current teaching techniques at the English department, University of Badji Mokhtar Annaba, Algeria. Besides, assuming that the current generation is a digital generation, the pre-experiment questionnaire attempts to draw an overall picture of EFL learners' perceptions towards video use implementation in EFL classrooms as a teaching aid. Therefore, the pre-experiment questionnaire seeks to answer the second and third sub-questions of the first research question. In reality, the pre-experiment questionnaire covers a mixture of ten closed-ended questions based on a Likert scale (see

appendix 2) followed by open-ended questions to provide further information, except for questions n°4, 5, 6, and 8. In effect, the same issue is usually covered by closed- and open-ended survey questions. Open-ended questions provide lexical tables, while closed questions lead to numerical tables (Bécut-Bertaut et al., 2010). In contrast to open-ended questions, closed-ended questions require the informants to select their answers from a ready-made set of responses (McIntyre, 1999, p. 75). When dealing with closed-ended questionnaires, the respondent is given predetermined response options to select by either circling, ticking, or placing an 'X' in the corresponding box. They are not required to produce any free writing. They simply choose one of the options, even if their preferred answer is not listed. Closed-ended questions have a significant benefit in that their coding and tabulation are uncomplicated and objective, leaving no space for subjective interpretation (Dornyei, 2003).

3.5.2 Instruments of the Quasi-experimental Study

The quasi-experimental study is justified and explained by the classroom-based research. An experimental study needs a random assignment of the participants. Thus, the difference between an experimental and quasi-experimental study is the participants' random assignment (Saunders et al., 2007). The quasi-experimental study includes three research tools.

Firstly, the t-Test to answer the third sub-question of the first research question: What is the impact of videos on students' greeting and thanking patterns? In addition, to testing the first hypothesis: Video use develops EFL learners' intercultural awareness of intercultural patterns. As previously mentioned, the purpose behind developing EFL learners' intercultural awareness is to enhance their intercultural competence and improve their performance. The participants are divided into two groups; one control group and one experimental group (see figure 24). The t-Test involves the pre and post-tests. The tests are described as a series of "stimuli" given to a category of people to collect answers that may need statistical interpretation (Ary et al., 2006, p. 201). Pre and post-test designs are regarded as a crucial tool in behavioral research, frequently employed to evaluate

groups and quantify the effects of experimental treatments. It is worth mentioning that these designs are heavily referenced in the existing literature (Dimitrov & Rumrill, 2003). The pre and post-test are applied to provide quantitative data through statistical results (see appendices 3 & 4); further, a qualitative description is provided. Both groups need to be pre-tested to measure the dependent variable, which is their intercultural awareness of greeting and thanking politeness patterns. Then, after the treatment period, both groups need to be post-tested to measure the dependent variable after the manipulation of the independent variable, that is, video use in the current investigations (see figure 24).

Secondly, The students' post-experiment questionnaire to answer the second research question: What are EFL students' perceptions regarding video use impact on students' intercultural awareness of politeness patterns? In addition to testing the second hypothesis: EFL learners enjoy using videos in their EFL classrooms.

Thirdly, the teachers' interview to answer the third research question: What are EFL teachers perceptions regarding video use impact on students' intercultural awareness of politeness patterns? In addition to testing the third hypothesis: EFL teachers approve video use for developing EFL learners intercultural awareness.
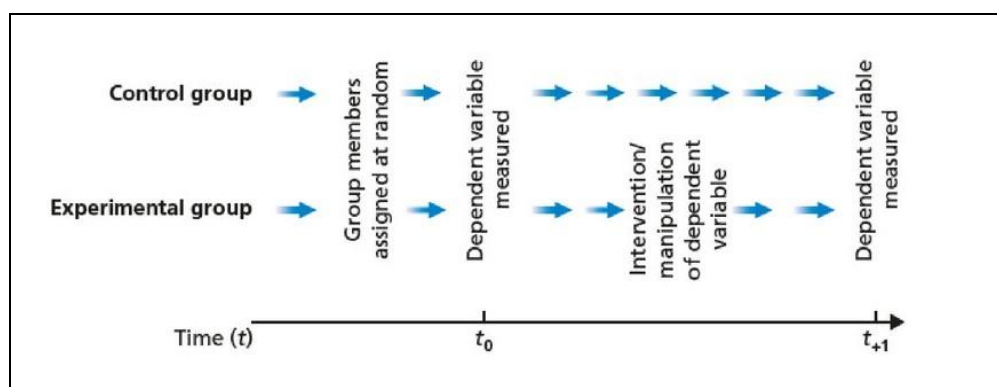
Figure 24: A Classic Experiment Strategy (Saunders et al., 2009. P, 142)

3.5.2.1 Description of the Pre-test

The pre-test is administered to control and experimental group participants before the experiment. The pre-test is divided into two sections; each covers ten questions (see appendix 3). The first section is based on the speech act of "Greeting"; the questions focus on how to greet people you know and those you

meet for the first time; besides, the questions deal with formal and informal greetings (see appendix 3). Of course, the participants are expected to respond appropriately and avoid repetitions. Then, the second section focuses on the speech act of "Thanking"; the questions consist of how to thank people in different circumstances (see appendix 3). The participants are expected to respond appropriately and avoid overusing expressions as well as misusing them. Therefore, the pre-test aims to test the participants' intercultural awareness of the "Greeting" and "Thanking" expressions before the treatment.

3.5.2.2 Description of the Treatment

The treatment period takes place after administering the pre-test to the experimental group participants. It focuses on studying the effect of the independent variable on the dependent one. As previously mentioned, the treatment period involves a video-use strategy that follows a teaching process, which involves integrating three techniques to provide video content to the students (see figure 25).
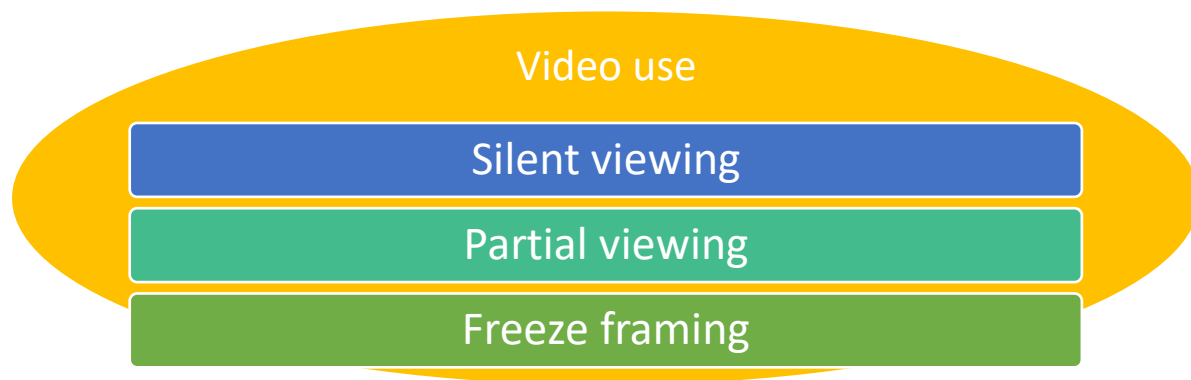
Figure 25: Video Techniques Adopted in the Current Investigation (Based on Harmer, 2001, p. 286)

Thus, video use in the EFL classroom for the treatment follows a specific process (see figure 25). The method for viewing the videos is based on Berk's (2009) recommendations for using videos and introduces Harmer's (2001) recommendations. At the beginning of each session, the investigator introduced the video content to provide to the students. Then, the researcher starts with a silent viewing technique to focus on non-verbal clues and check students' understanding

of non-verbal communication. After the silent viewing, the teacher and students discuss the video content, and students share their understandings. Then, students are exposed to partial viewing based on the discussion and shared information. Likewise, the teachers and students discuss the clip content after the partial viewing to confirm, disconfirm, and clarify the first discussion. After the partial viewing, the teacher opts for the freeze-framing technique, which allows the students to visualize the video content and stop the video several times for questioning, clarifying, and commenting. After the freeze-framing technique, the students have to discuss the video content with their teacher and reflect on their prior discussions. Finally, the teacher repeats the video to ensure the students get the correct information. Then, the teacher asks questions to check students' understanding. Similarly, the students are called to ask questions to the teachers and to their peers (see figure 26).
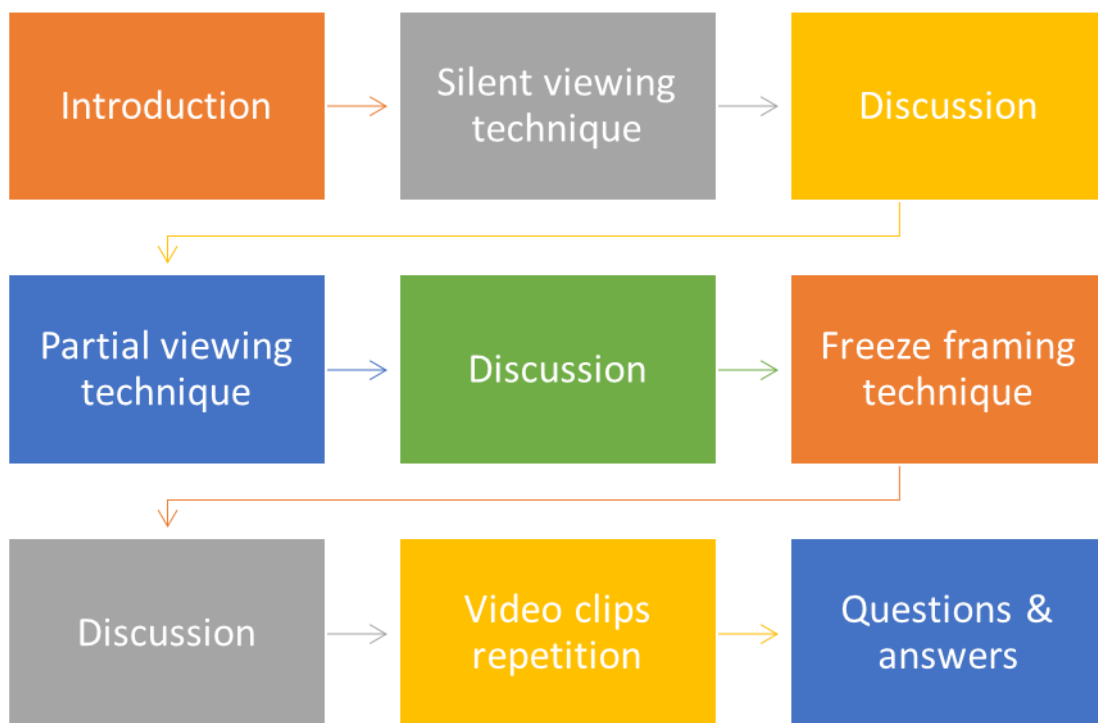
Figure 26: Video Instruction of the Current Investigation (Based on Berk, 2009, p. 10)

   As previously mentioned, the researcher centered their study around Tran's 2016 ICLT model (see figure 9) for intercultural communication. This model offers EFL learners a comprehensive approach to both language and intercultural education.

The study aimed to improve intercultural competence and awareness in both the experimental and control groups. The experimental group received videos, while the control group utilized textbook and audio materials. The objective was to enhance the participants' language and intercultural awareness to develop their language and intercultural competence in use. When it comes to linguistic politeness, the researcher focuses on Grice's conversational maxims and Cooperative Principles (CP). The objective is to ensure that conversations are of high quality, containing accurate information, providing the necessary amount of information, staying on topic, and avoiding confusion between speakers.

3.5.2.3 Description of the Post-test

The pre-test is administered to both the control and experimental group participants. Unlike the pre-test, the post-test is administered after the experiment. Thus, after a ten-week treatment period, the participants engage in answering the post-test questions. Similar to the pre-test, the post-test is based on two sections, each covering ten questions (see appendix 4), which makes a total of twenty questions. The first section of the post-test focuses on the speech act of "Greeting", and the second section focuses on the speech act of "Thanking" (see appendix 4). The aim of administering the post-test is to measure the participants' intercultural awareness of the "Greeting" and "Thanking" expressions after the treatment and to identify the impact of the treatment period. In the current investigation, the purpose of the post-test is to identify the impact of video use on the participants' intercultural awareness of "Greeting" and "Thanking" patterns.

3.5.2.4 Description of the Evaluation Grid

The quasi-experimental study of the current investigation opts for a numerical scale. To study the impact of authentic videos on EFL learners' intercultural awareness of the "Greeting" and "Thanking" patterns and to assess the participants' pre and post-tests, an evaluation grid is developed based on Tran's (2015) ICLT model. The last component is deleted for the current investigation (see table 9). Therefore, participants' awareness of the "Greeting" and "Thanking" patterns is evaluated according to three components: language and intercultural

knowledge, intercultural skills, and intercultural attitudes (see table 9). In effect, the grading scale employs three gradation levels.

Appropriate use ⟶ A ⟶ 0.50
Repetition of answers ⟶ B ⟶ 0.25
Over use ⟶ C ⟶ 0.25
Misuse ⟶ D ⟶ 0

Competence	Abilities	Value			
		A	B	C	D
Language &Intercultural Knowledge	• Knowledge of the target language "Greeting" and "Thanking" expressions. • Ability to communicate and cooperate appropriately. • Ability to avoid repetitions of language and cultural knowledge.	1	0.50	0.25	0
Intercultural Skills	• Ability to interpret in intercultural interactions. • Ability to negotiate meaning in intercultural interactions. • Ability to transmit meaning and avoid conflict in intercultural interactions.	1	0.50	0.25	0
Intercultural Attitudes	• Understanding intercultural differences. • Awareness of intercultural differences as necessary elements of coexistence. • Ability to adapt to cultural differences. • Critical awareness.	1	0.50	0.25	0

Table 9: Evaluation Grid (Adapted from Tran, 2016, p. 124, as cited in Tran & Duong, 2018, p. 4)

3.5.2.5 Description of the Teaching Materials

Teaching materials are crucial in the classroom. They are considered fundamental to language learning and teaching but can not be viewed independently of their users (Garton & Graves, 2014). However, pre-made teaching materials can not cater to the specific needs of every class. Some degree of customization may be required (Allwright, 1981, as mentioned in Harwood, 2010). In other words, teaching materials can only be evaluated or assessed by considering the teachers who use them. They rely on the teachers and cannot be chosen arbitrarily. Therefore, teachers need to tailor their teaching materials to meet their students' needs and abilities to achieve their desired outcomes.

Teachers need to make decisions and choices when designing and adapting teaching materials. Therefore, it is essential to provide a rationale for the chosen materials. To assess the impact of using videos on EFL learners' intercultural awareness of polite speech acts such as "greeting" and "thanking," a syllabus was created based on the task-based framework. This syllabus identifies EFL learners' needs and outlines the pedagogical tasks employed to help them achieve their learning goals (see table 10).

	Project	Teaching Materials	Tasks
Experimental group	**Greeting**	Authentic videos, films thanking parts, British council videos	Note-taking, compare and contrast, discuss, questions and answers, role play.
	Thanking	Authentic videos, films thanking parts, British council videos	Note-taking, compare and contrast, discuss, questions and answers, role play.
Control group	**Greeting**	Listening materials and textbook course	Note-taking, compare and contrast, discuss, questions and answers, role play.
	Thanking	Listening materials and textbook course	Note-taking, compare and contrast, discuss, questions and answers, role play.

Table 10: Experimental and Control Groups' Teaching Materials

A. Description of the Implemented Videos

The frame of this investigation consists principally of authentic videos and two pedagogical materials. The two pedagogical teaching materials are employed to compare and contrast both input types' characteristics and outcomes at the end of the investigation. In effect, the current study's treatment is based on studying the impact of authentic videos on EFL learners' intercultural awareness of the "Greeting" and "Thanking" patterns. As previously mentioned, the purpose behind developing EFL learners' intercultural awareness is to develop their intercultural competence and improve their performance. Therefore, the dependent variable is video use, and the independent variable is EFL learners' intercultural awareness of greeting and thanking patterns. Consequently, the treatment refers to using authentic videos as teaching aids in the EFL classroom. Videos selection aims at fulfilling the current investigation's objectives and clarifying the research questions to identify video use impact on EFL learners' intercultural awareness of "greeting" and "thanking" patterns.

The videos selected are authentic videos to provide authentic language-use situations of "greeting" and "thanking" politeness patterns. Worth mentioning that the selected videos are classified and organised into two categories: videos for greetings and videos for thanking expressions. Each category covers a set of six authentic videos providing native speakers' real-life situations of "greeting" and "thanking" patterns. Both videos' categories' common point is EFL learners' communicative competence development. First, the videos for "Greeting" patterns (see table 11); such videos focus on developing EFL learners' "Greeting" knowledge, expressions, and attitudes. As a result, six videos are selected for the treatment period; the selection of these videos starts from simple to complex videos and from short to longer (see table 11). The purpose is to meet EFL learners' levels and needs and attract their interest without making them lose interest. Worth mentioning that the selected videos are not designed for learning and teaching purposes. Instead, they divulge native speakers' daily use of the "greeting" pattern (see table 11).

Session	Topic	Title of the video	Content
1	Greetings	English Greetings and Introductions - Spoken English	Providing different greeting and introductory expressions.
2	Greetings	How to greet someone Greetings and Introduction.	Different greeting expressions according to different situations.
3	Greetings	Greetings and Introductions Basic	Providing basic greeting and introductory expressions
4	Greetings	Introducing Yourself and Others in English (with series)	Extracts of videos that provide greeting and introductory expressions.
5	Greetings	Talking to people in London	British people conversation that involves greeting and introductory expressions.
6	Greetings	introducing people Formal and informal greetings	Providing examples of formal and informal greeting expressions couples with introductions.

Table 11: Videos of the "Greeting" Pattern

Second, after selecting the videos of the "Greeting" patterns, the researcher could select the videos of the "Thanking" patterns. At this stage, the videos were selected to focus on developing the participants' knowledge, expression, and polite and sarcastic attitudes concerning the expressions of gratitude (see table 12). Six videos are selected for the treatment period (see table 12); similar to the process followed with the first category of videos, videos start from simple to complex ones and from short to longer ones. Each video provides additional knowledge on verbal and non-verbal communication concerning the "Greeting" and "Thanking" patterns. Important to mention that the selected videos are not designed for teaching purposes. Instead, they provide native speakers' language sue situations (see table 12).

Session	Topic	Name of the video	Content
7	Thanking	10 Ways to Say "Thank You" in English - How to Thank People and Respond	Different expressions of gratitude
8	Thanking	Stop Saying "THANK YOU" | Use These Advanced Phrases to Sound like a Native	Advances expressions of gratitude
9	Thanking	Listening of Thanking (Real life English) Different Ways to Say "Thank you!" In English! - Learn English Vocabulary	Native speakers' talk, which involves expressions of gratitude

10	Thanking	How to thank in English Learning English with native speakers	The way of thanking people in English
11	Thanking	Native speakers don't say thank you in English - English vocabulary lesson	English native speakers' ways of thanking people
12	Thanking	People saying THANK YOU in films PART 2	English expressions of gratitude extracted from films

Table 12: Videos of the "Thanking" Pattern

B. Description of the Textbook Materials

As previously mentioned, the control group participants did not receive video instruction during the treatment period. Instead, the researcher used two textbook materials with the control group participants. The two pedagogical teaching materials selected in this study are two textbooks materials (see table 13). These two textbooks include the "greeting" and "thanking" speech acts and were used with the control group participants since they did not receive any intervention through authentic videos. The two selected textbooks explain the notions of "greeting" and "thanking" speech acts independently. However, they do not provide any visual input yet authentic language-use situations of "greeting" and "thanking" politeness patterns.

Topic	Unit	Book Title	Lesson Title	Page
Greeting	Functional Language	English Vocabulary in Use	Greetings, farewells, and special expressions	142
Thanking	Functional Language	English Vocabulary in Use	Apologies, excuses, and thanks	134

Table 13: Description of the Textbook Materials

C. Description of the Audiotaped Materials

In addition, to the textbook materials, the control group participants had to listen to audio-taped materials (see table 14). In effect, the control group participants dealt with ten recordings of the "Greeting" and "Thanking" patterns, five recordings for each pattern. The audiotaped materials refer to the audio extracted from the videos used with the experimental group (see table 14).

Session	Topic	Name of the video	Content
1	**Greetings**	English Greetings and Introductions - Spoken English	Providing different greeting and introductory expressions.
2	**Greetings**	How to greet someone Greetings and Introduction.	Different greeting expressions according to different situations.
3	**Greetings**	Greetings and Introductions Basic	Providing basic greeting and introductory expressions
4	**Greetings**	Introducing Yourself and Others in English (with series)	Extracts of videos that provide greeting and introductory expressions.
5	**Greetings**	Talking to people in London	British people conversation that involves greeting and introductory expressions.
6	**Greetings**	Introducing people Formal and informal greetings	Providing examples of formal and informal greeting expressions couples with introductions.
7	**Thanking**	10 Ways to Say "Thank You" in English - How to Thank People and Respond	Different expressions of gratitude
8	**Thanking**	Stop Saying "THANK YOU" | Use These Advanced Phrases to Sound like a Native	Advances expressions of gratitude
9	**Thanking**	Listening of Thanking (Real life English) Different Ways to Say "Thank you!" In English! - Learn English Vocabulary	Native speakers' talk, which involves expressions of gratitude
10	**Thanking**	How to thank in English Learning English with native speakers	The way of thanking people in English
11	**Thanking**	Native speakers don't say thank you in English - English vocabulary lesson	English native speakers' ways of thanking people
12	**Thanking**	People saying THANK YOU in films PART 2	English expressions of gratitude extracted from films

Table 14: Description of the Audiotaped Materials

3.5.2.6 Description of the Students' Post-experiment Questionnaire

The post-experiment questionnaire aims to address the second research question: What are EFL students' perceptions regarding video use impact on students' intercultural awareness of politeness patterns? In addition, it aims to testing the second hypothesis: EFL learners enjoy using videos in their EFL

classrooms. The post-experiment questionnaire is used with the experimental group participants at the English department, University of Badji Mokhtar Annaba, Algeria. The post-experiment questionnaire is given to the experimental group participants after the post-test (see figure 23).

The psychometric features of the post-experiment questionnaire have been calculated; the psychometric features represent honesty and reliability. In other words, the questionnaire's stability to ensure that the answer will be the same if it is repeatedly applied to the same people (Salkind & Rasmussen, 2007). To measure the stability of the questionnaire, we used the coefficient Cronbach's alpha stability, which is considered an appropriate way to indicate the stability estimate.The rationale of using a post-experiment questionnaire is to gather EFL learners' opinions toward videos' use in the EFL classroom and study their impact on their politeness patterns regarding the speech acts of greeting and thanking. The post-experiment questionnaire is divided into two parts (see appendix 5).

- *Part 1:*

In the first part of the post-experiment questionnaire, experimental group participants' characteristics are provided (see appendix 5). In reality, the first part of the post-experiment questionnaire includes four open-ended questions that focus on the experimental group participants' ages, levels, and information on their English language background. The rationale for choosing open-ended questions is to give the participants the freedom to provide adequate and appropriate information. The first part of the post-experiment questionnaire is used to collect qualitative data.

- *Part 2:*

In the second part of the post-experiment questionnaire, the experimental group participants' attitudes are studied (see appendix 5). The second part opts for eighteen closed-ended questions. The type of closed-ended questions used in this research is closed-ended questions with ordered choices "Likert scale". The

second part of the post-experiment questionnaire in the present investigation is used to provide quantitative data through statistical results (see appendix 5).

3.5.2.7 Description of the Teachers' Interview

The teachers' interview aims at answering the third research question: What are EFL teachers perceptions regarding video use impact on students' intercultural awareness of politeness patterns? In addition to testing the third hypothesis: EFL teachers approve video use for developing EFL learners intercultural awareness. As previously stated, the goal of enhancing EFL learners' intercultural awareness is to boost their intercultural competence and enhance their overall performance.

The interviews refer to "… active interactions between two or more people leading to a negotiated contextually based result." (Silverman, 1997, p. 98), and they are described as a "social" meeting, in which interactants provide "retrospective and prospective" information about their experiences, opinions, and feelings (Seale, Giampietro, Gubrium & Silverman, 2004). In effect, interviews require gathering information from participants through interviews is a crucial component. These interviews can take on different forms, such as one-on-one meetings or group discussions held in person. It is possible to facilitate communication through electronic devices or over the phone (Cohen & Crabtree, 2006).

Interviews are held so that people can show how they conceive the world and build reality sing their own words and with sufficient detail to address the complex context that forms the basis of their interpretations (Jones, 1985, p. 46). During an interview, the interviewer can ask follow-up questions to explore ideas, probe responses, and investigate motives and feelings. This allows for the provision of information that a written response would conceal (Bell, 2005). Face-to-face interviews refer to interviewing the considered sample to get direct attitudes, opinions and perspectives regarding the topic under study (Saunders et al., 2007). In effect, face-to-face interviews are "unstructured interviews" (see figure 27) and are used when the researcher expects detailed information and explanations from the interviewees, such kind of interviews allows the researchers to "probe"

responses (Saunders et al., 2007). In addition, they represent a version of in-depth interviews, and they are used in oral exams, business, and qualitative research. They are also "qualitative research interviews" (King, 2004, as cited in Saunders et al., 2007, p. 214).

In-depth interviews help identify detailed attitudes and perspectives. This kind of interview may occur in person or through mass media such as phone, video call or webinar. However, a questions guide may be helpful when dealing with face-to-face interviews. Face-to-face interviews permit one to ask for elaboration and detect people's gestures, expressions, and non-verbal communication (Marshall, 2016).
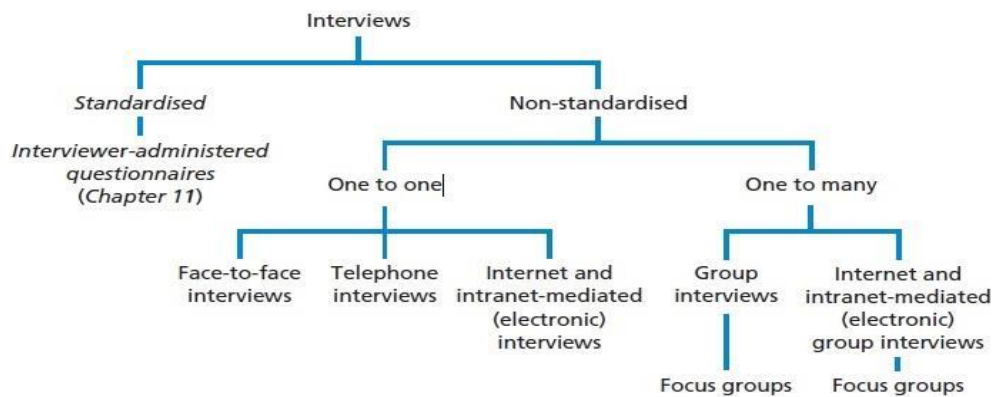
Figure 27: Forms of Interviews (Saunders et al., 2007, p. 321)

In the present research, face-to-face interviews are used (see figure 27) for interpreting EFL teachers' attitudes and to provide qualitative data through content analysis and they represent the last research instrument used in the present investigation (see appendix 6). The rationale for choosing in-depth interviews relies on the fact that in-depth interviews are best suited for such qualitative studies (see table 15) (Robson 2002, as cited in Saunders et al., 2007). The interview's questions include sixteen open-ended questions that allow the participants to express themselves without any limits on response range or length, ensuring comprehensive answers (Mack et al., 2005). Moreover, the rationale for choosing in-depth interviews with open-ended questions is to gather EFL teachers' honest and detailed opinions and feelings toward using videos to develop EFL learners' politeness patterns regarding the speech acts of greeting and thanking.

	Exploratory	Descriptive	Explanatory
Structured		✓✓	✓
Semi-structured	✓		✓✓
Unstructured	✓✓		

✓✓☐more frequent, ✓☐ less frequent.

Table 15: Uses of Different Types of Interview in each of the Main Research Categories (Saunders et al., 2007, p. 323)

In-depth Interviews sessions take place at the University of BADJI Mokhtar Annaba, Algeria, in a face to face setting. The interviews' lengths differ from one teacher to another (see table 16). Interviews results are analysed and interpreted to provide EFL teachers' attitudes toward videos' impact on EFL learners' intercultural awareness of the "Greeting" and "Thanking" patterns. Interviews are used with EFL teachers at the English department, University of Badji Mokhtar Annaba, Algeria.

Teachers	Interviews' span
Teacher 1	9 minutes
Teacher 2	10 minutes
Teacher 3	13 minutes
Teacher 4	14 minutes
Teacher 5	9 minutes

Table 16: Interviews' Span

3.6 The Pilot Study

Research is conducted to answer research questions, explain phenomena and find solutions. The research results need to be valid and trustworthy. In other words, research needs to reliably measure the things it purports to assess. Piloting and pre-testing the instruments used in an investigation is essential for improving their quality and validity. In effect, piloting refers to testing the "feasibility" of the research; it helps identify the potential drawback that the researcher may encounter and draws a picture for a future study (Eldridge et al., 2016). As a matter of fact, although you may believe that you have a good understanding of what you are doing, it is crucial not to underestimate the importance of conducting pilot

research. Even if you have completed similar tasks before, things often do not go as planned and can have unexpected outcomes. As a result, it is wise to take necessary precautions and be prepared for any potential changes (Blaxter, et al., 1996).

The sample size of the pilot study is still under debate. In reality, most scholars believe that 10% of the sample size is appropriate (Connelly, 2008). The instruments used in the current investigation have been piloted and pre-tested to check their efficiency and provide the required modifications. In effect, the pre and post-tests, as well as questionnaires and interviews, have been piloted. In the current investigation, the sample size of the pilot study comprises five EFL learners and two EFL teachers at the English department, University of Badji Mokhtar Annaba, Algeria.

3.6.1 The Pre-test

Before the pilot study, the pre-test was first divided into two categories, and each category consisted of twenty questions (see appendix 7). As a result, the pre-test consisted of forty questions. The pilot study participants found it too long and could not answer the forty questions within thirty minutes. Consequently, the researcher tried to modify the questions to tackle all the aspects of the "Greeting" and "Thanking" patterns within twenty questions. Therefore, the pilot study helped us produce a pre-test divided into two categories with ten questions for each category (see appendix 3).

3.6.2 The Post-test

The first version of the post-test was similar to the pre-test version (see appendix 8). As a result, such a mindset would produce biased results, as participants could review the questions and answers before taking the post-test. Additionally, the post-test contained forty questions, twenty for each category, which was identical to the pre-test. Therefore, the test questions were revised and replaced after pilot testing to offer participants new questions while maintaining

the same communication goals (refer to appendix 4). The number of questions was reduced to ten for each category.

3.6.3 The Students' Questionnaires

The students' questionnaires include both the pre and post-experiment questionnaires.

3.6.3.1 The Pre-experiment Questionnaire

Before the pilot study, the pre-experiment questionnaire covered closed-ended questions without allowing participants to provide clarifications (see appendix 9). As a result, the researcher opted for a mixture of closed-ended questions with ordered choices and open-ended questions except for questions n° 4, 5, 6, and 8. As a result, some participants' clarifications were provided based on paragraphs (see appendix 2)

3.6.3.2 The Post-experiment Questionnaire

Before the pilot study, the post-experiment questionnaire covered just four general questions concerning video use to develop EFL learners' intercultural awareness of the "Greeting" and "Thanking" patterns (see appendix 10). The participants' struggled to select a response. As a result, they provided additional information than required. Thus, the questions of the post-experiment questionnaire were modified to cover the participants' responses. Consequently, after the pilot study, the researcher modified the questions; since these questions' scope was too broad, thus, the researcher tried to narrow the questions' scope. After the pilot study, the post-experimental questionnaire covered questions and was based on a Likert scale (see appendix 5).

3.6.4 The Teachers' Interview

Before the pilot study, the current investigation interview was a telephone interview based on twenty open-ended questions (see appendix 11). After piloting the teachers' interview with two EFL teachers, the telephone interview was not practical for both the researcher and the interviewee. Moreover, the interview was

time-consuming and was mainly based on a question/answer process that may irritate and bother EFL teachers. Therefore, the teachers' interview construction was modified to opt for sixteen semi-structured questions (see appendix 6). The purpose is to engage EFL teachers in a kind of spontaneous interaction in which they can give their personal opinions, experiences, advice, and suggestions; without feeling tracked and getting bored. The pilot study helped the researcher polish the design of the instruments used to collect data.

3.7   Data Collection Procedure

As previously mentioned, the current investigation involves a double study. We first started with an exploratory study. Then we engaged in a quasi-experimental study to investigate the impact of multimedia, case of video use on EFL learners' intercultural awareness of the "Greeting" and "Thanking" patterns through analyzing their performance. Compared to an experimental design, impractical due to ethical considerations (Reichardt, 2009), a quasi-experimental technique does not randomly assign participants (Shadish, Cook, & Campbell, 2002). As a result, a quasi-experimental approach should be used in the study (Reichardt, 2009).

The participants' selection is classroom-based research; thus, the researcher is conducting the investigation is their own classroom (Allwright & Bailey, 1991). However, selecting either a control or experimental group follows a random assignment, guaranteeing that the participants are randomly divided into control and experimental groups. Random assignment makes "…samples randomly similar to each other, whereas random sampling makes a sample similar to a population" (Shadish, Cook, & Campbell, 2002, p. 248). Thus, a random assignment increases the researcher's control over both internal and external validity. The present investigation went through four main phases that will be described and explained in detail respectively:

- *Phase 1:*

At this initial stage, the researcher evaluated and studied the oral expression syllabus. Then the informants of the current investigation were selected. The

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students' groups were assigned to either control or experimental groups. As mentioned before, the control and experimental groups comprise 25 participants, respectively. All the participants are second-year EFL learners. Then, the researcher introduced the current investigation's nature, procedure, and purpose to the students participating. Thus, the preliminary step started on 05th November 2019; but the participants had to ask further questions in the next session held on 06th November 2019.

During this preparatory phase, both groups' participants were informed about the research's topic and procedures. First, on 06th November 2019, the fifty participants had to fill in the pre-experiment questionnaire forms. The purpose of using the pre-experiment questionnaire is to investigate whether technology is incorporated in EFL classrooms at the English department at the University of Annaba and to depict the participants' general views about the current teaching methodology at the University.

Thus, both groups' participants answered the pre-experiment questionnaire with ten closed-ended questions. The pre-experiment questionnaire uses a Likert questionnaire form. Then, both groups' participants were informed about the pre-test as the next step. The pre-test measures the degree of the dependent variable before the treatment period. The pre-test is analyzed qualitatively with statistical representation.

- *Phase 2:*

At this level comes the pre-test phase to start the quasi-experimental study. It is about providing both groups' participants with the pre-tests forms to answer. Pre-tests seek to measure the dependent variable before the treatment period: learners' intercultural awareness of greeting and thanking politeness patterns. This phase took place before the intervention, i.e., the treatment period.

The pre-test phase took place on 12th November 2019. The researcher ensured that both groups' participants had their pre-test at the exact moment to avoid any communication between the informants. The pre-test covers two sections. The first

section deals with the first politeness pattern: greeting, and the second part deals with the second politeness pattern: thanking. Each part comprises ten questions, in which the participants had to engage in a real conversation and answer "greeting" and "thanking" expressions appropriately and adequately. Worth mentioning that the researcher explained the pre-test questions to the participants during this phase; and clarified the answering method.

- *Phase 3:*

The third stage refers to the intervention or the treatment period, which is video use in EFL classrooms to provide authentic situations of greeting and thanking politeness patterns. The video use strategy involves three techniques: silent viewing, partial viewing, and freeze-framing (see figure 26). As previously mentioned, the participants were divided into control and experimental groups. The treatment period was given to the experimental group only and not the control group. The treatment period started on 19th November 2019. The intervention lasted for ten weeks, three hours per week divided into two sessions, i.e., each session lasted one hour and thirty minutes (see figure 28).

Annexe : Programme des enseignements du socle commun de Licence (L2)
Socle commun domaine : Lettres et Langues Etrangères

Semestre 3

Unités d'enseignements	Matières / Intitulés	Crédits	Coefficients	Volume horaire hebdomadaire			VHS (15 semaines)	Autre*	Mode d'évaluation	
				Cours	TD	TP			Contrôle Continu	Examen
UE Fondamentale Code : UEF 2.1 Crédits : 8 Coefficients : 4	Compréhension et expression écrite 3[5]	4	2		3h00		45h00	55h00	50%	50%
	Compréhension et expression orale 3[6]	4	2		3h00		45h00	55h00	50%	50%
UE Fondamentale Code : UEF 2.1 Crédits : 8 Coefficients : 4	Grammaire de la langue d'étude 3	4	2		3h00		45h00	55h00	50%	50%
	Phonétique corrective et articulatoire 3	2	1		1h30		22h30	27h30	50%	50%
	Introduction à la linguistique 1	2	1		1h30		22h30	27h30	50%	50%
UE Fondamentale Code : UEF 2.1 Crédits : 4 Coefficients : 2	Littératures de la langue d'étude 2	2	1		1h30		22h30	27h30	50%	50%
	Culture (s)/ Civilisation(s) de la Langue 3	2	1		1h30		22h30	27h30	50%	50%
UE Méthodologique Code : UEM 2.1 Crédits : 6 Coefficients : 3	Techniques du travail universitaire 3	4	2		3h00		45h00	55h00	50%	50%
	Etude de textes 3	2	1		1h 30		22h30	27h30	50%	50%
UE Découverte Code : UED 2.1 Crédits : 2 Coefficients : 1	Initiation à la traduction 1	2	1		1h30		22h30	2h30	50%	50%
UE Transversale Code : UET 2.1 Crédits : 2 Coefficients : 1	Langue(s) étrangère(s)	2	1		1h30		22h30	2h30	50%	50%
Total semestre 3		30	15	00h00	22h30		337h30	362h30		

*Travail complémentaire en consultation semestrielle

[5] Dans Les matières « Compréhension et expression écrites », « Compréhension et expression orales » et durant tous les semestres, le portfolio est demandé. Il est évalué par l'enseignant de la matière dans la note de TD.
[6] Dans Les matières « Compréhension et expression écrites », « Compréhension et expression orales » et durant tous les semestres, le portfolio est demandé. Il est évalué par l'enseignant de la matière dans la note de TD.

Figure 28: Oral expression Time Span at the Department of English at the University of Badji Mokhtar Annaba, Algeria.

As mentioned earlier, the intervention refers to incorporating authentic videos in the EFL classroom to identify the impact of multimedia tools, case of video use on EFL learners' intercultural awareness of greeting and thanking politeness patterns. Developing EFL learners' intercultural awareness seeks to enhance their intercultural competence and boost their performance. Consequently, the researcher had to incorporate multimedia tools in the EFL classroom: a personal computer and data-show projector provided by the researcher to present authentic videos. The purpose behind authentic videos was to provide EFL learners with authentic language-use situations of "greeting" and "thanking" politeness patterns. Therefore, the first ten sessions, i.e., the first five weeks, of the intervention provided the participants with authentic situations of the "greeting" politeness principle. While the following ten sessions, i.e., the last five weeks, provided the participants with authentic situations of the "thanking" politeness principle. The selected videos were implemented from simple to complex, either about the "greeting" or the "thanking" pattern. Likewise, the videos' lengths started from short authentic videos of ten minutes to deal with longer authentic videos of forty-five minutes. These videos' gradual length and content complexity were intended to motivate them and prepare them both linguistically and inter-culturally.

- *Phase 4:*

The fourth phase refers to the post-test phase. Control and experimental groups were given the post-test forms to answer after the treatment period, an intervention the control group did not receive. The treatment period provided language situations of both "greeting" and "thanking" politeness patterns through authentic videos to study the degree of video use on EFL learners' intercultural awareness of greeting and thanking speech acts. As previously mentioned, the intervention lasted ten weeks.

The post-test forms were submitted on 25th February 2020. Post-test includes both "greeting" and "thanking" sections dealt with in the pre-test. Both sections cover the ten questions. Experimental group participants had to answer the post-test after watching and discussing the authentic videos that provided real-life

situations of these politeness patterns. However, the control group participants had to deal with a more traditional teaching method, i.e., pedagogical teaching materials extracted from a textbook and their teacher's talk. Thus, control group participants did not receive any treatment period. The purpose of using pedagogical materials was to compare and contrast the two teaching methods and their outcomes at the end of the study.

Unsurprisingly, the researcher did not need to re-explain the post-test questions to the experimental group participants. However, the control group participants had some inquiries concerning the answering style. The researcher explained that the students need to engage themselves in a real conversation and find adequate and appropriate responses. Hence, the post-test phase was the last stage before engaging with the questionnaires and interviews.

After the post-test phase, experimental group participants had to answer the post-experiment questionnaires. The post-experiment questionnaire forms were submitted to the participants on 03rd March 2020. As previously mentioned, the post-experiment questionnaire is divided into two parts: the first part contains three questions dealing with the experimental group participants' characteristics. Whereas, the second part comprises 18 closed-ended questions in the form of a Likert scale. Closed-ended questions are justified by time constraints and participants' interests. The purpose of this research instrument is to analyse EFL learners' attitudes toward video use impact on their greeting and thanking politeness patterns.

- *Phase 5:*

At this final stage, the teachers participating in the current investigation were contacted for an interview meeting. Then, the researcher interviewed the fifth teachers in face-to-face interviews. In effect, they had to answer sixteen closed-ended questions, yet subordinate questions emerged spontaneously during the conversations. Interviews aim at analyzing EFL teachers' attitudes toward video use impact on EFL learners' politeness patterns of greeting and thanking.

Once the research instruments for the current investigation were addressed, the collected data underwent analysis, merging, and interpretation procedures. This process allowed for inferences and conclusions to be drawn in order to answer the research questions and confirm or disconfirm the hypotheses mentioned in the introduction, research questions and hypotheses sections, as well as the description of the research instruments. The findings of the present investigation highlith video use impact on EFL learners' "Greeting" and "Thanking" politeness patterns.

3.8 Methods of Data Analysis

Research relates to a methodical work that people do to learn new topics in a systematic manner to enhance their knowledge (Saunders et al., 2003). In other terms, the principal aim behind conducting an investigation is to answer a research question or to find solutions to a given problem. For this purpose, researchers need to collect and find data to provide research results and findings. As shown hereabouts, the term "data" pertains to information gathered through systematic processes, presenting readers with the ability to comprehend and analyze information accurately and logically (Antonius, 2003). Data analysis is the process of collecting, organizing, interpreting, and explaining information collected from the participants (Marshall & Rossman, 1999). It involves using "deductive and inductive" reasoning to answer research questions (Best & Kahn, 2006, p.354). There are two main methods of data analysis (see table 17): quantitative and qualitative (Antonius, 2003).

Quantitative data	Qualitative data
• Based on meanings derived from numbers.	• Based on meanings expressed through words.
• Collection results in numerical and standardised data.	• Collection results in non-standardised data requiring classification into categories.
• Analysis conducted through the use of diagrams and statistics.	• Analysis conducted through the use of conceptualisation

Table 17: Quantitative Vs Qualitative Data (Saunders et al., 2007, p. 482)

3.8.1 Analysis of the Exploratory Study

The exploratory study is mainly based on qualitative data analysis, which is represented as research that aims at explaining and interpreting informants' perceptions and experiences and seeking similar situations and opinions (Cohen et al., 2007, p. 461). Moreover, qualitative analysis methods imply the "narrative" interpretation of collected data (Leedy & Ormrod, 2010, p. 135).

3.8.1.1 Analysis of the Oral Expression Syllabus

As already mentioned, analyzing the oral expression syllabus refers to a preliminary phase or a step that precedes the investigation undertaking. In addition, exploring and evaluating the oral expression syllabus attempts to clarify whether technical materials and videos are required as teaching aids. The analysis of the syllabus follows qualitative data analysis procedures. Therefore, the oral expressions syllabus (see appendix 1) is analysed through a content analysis method. The evaluation of documents, including printed and electronic content (computer-based and Internet-transmitted), is known as document analysis. Such documents include pictures and text captured without the researchers' involvement (Bowen, 2009). In effect, the investigator should not be the source of such a document. In the current investigation, document analysis is used for the preliminary step that precedes the investigation; then, it is directly followed by the students' pre-experiment questionnaire. As a result, in the current investigation, the analysis of the oral expression syllabus follows an evaluation process. Then, the researcher creates codes for two themes. Finally, the researcher encodes information in the appropriate theme based on the document analysis and text content. The first theme refers to the use of technical materials, while the second theme refers to the absence of technical materials.

3.8.1.2 Analysis of the Students' Pre-experiment Questionnaire

In the present investigation, the students' pre-experiment questionnaire analysis provides both numerical and qualitative analyses. The pre-experiment questionnaire is provided to the fifty second-grade EFL learners to fill in. It is delivered to the participants during the introductory phase before undertaking the

pre-test. The pre-experiment questionnaire aims at demonstrating and studying the current teaching methodology situation ah the English department at the University of Badji Mokhtar Annaba (see table 18). In the present investigation, the pre-experiment questionnaire covers a mixture of closed and open-ended questions (see appendix 2).

Objectives of the Students' Post-experiment Questionnaire
- Demonstrating the absence and presence of educational technology.   - Demonstrating EFL learners' attitudes toward the current teaching methodology at the University.   - Demonstrating potential use of videos at the English department at the University of Badji Mokhtar Annaba, Algeria.

Table 18: Objectives of the Students' Pre-experiment Questionnaire

As mentioned earlier, the analysis of the pre-experiment questionnaire provides both quantitative and qualitative analyses. Thus, numerical values are assigned to each response to the closed-ended questions. Then, after coding all responses, the frequency of each respondent's responses was measured.

Then, the responses to the open-ended questions follow a qualitative analysis, which follows a narrative analysis. Informants' responses and words are used to demonstrate their opinions. A narrative is generally described as an evidence given in a particular order about an experience (Coffey & Atkinson, 1996, as cited in Saunders et al., 2007). As a result, analysing data in its original form is more likely to foster comprehension and meaning than trying to break them up into smaller pieces through the creation of categories and coding (Kvale 1996, as cited in Saunders et al., 2007). The information obtained can be compiled into a coherent piece using narrative analysis (Saunders et al., 2007).

3.8.2 Analysis of the Quasi-experimental Study

The quasi-experimental study opts for a mixed-methods design. Therefore, the analysis of the experimental study falls into mixed-methods procedures of data analysis.

3.8.2.1 Analysis of the t-Test

The t-test relies on quantitative analysis, which places significance on numerical data throughout the process of gathering and examining information (Bryman, 2001). Statistical results may be measured via computer networks through a statistical pack for social sciences (SPSS) (Connolly, 2007). In other words, quantitative research gives credit to numbers and numerical interpretations to explain the degree of the independent variable under study.

Pre and post-tests are provided to the fifty second-grade EFL learners participating in this research (see appendices 3 & 4). Pre and post-tests aim at answering the first research question, previously mentioned in the introduction: What is the impact of the multimedia case of video use on students' intercultural awareness of politeness differences? (see table 19).

Objectives of the Pre and post test
• Measuring the mean
• Measuring the t-score
• Determining whether there is a significant change between both means
• Calculating the impact of the dependent variable on the independent variable

Table 19: Objectives of the t-Test (Pre and Post-tests)

This research's t-Test is developed under two sections. Each section's results are conveyed in numerical values through SPSS software. Pre and post-tests cover two activities: the first activity deals with the "Greeting" politeness principle, while the second activity deals with the "Thanking" politeness principle. These activities seek to identify EFL learners' appropriateness of "Greeting" and "Thanking" linguistic politeness situations. Moreover, pre and post-tests aim to identify the overuse and misuse of these linguistic politeness patterns.

The mean of each activity of the control group's pretest results is calculated, and the means of each activity of the control group's post-test results are calculated. Likewise, the mean of each activity of the experimental group's post-test results is

calculated, and the mean of each activity of the experimental group's post-test results is calculated. Then, the mean of both the control and experimental groups is calculated.

The mean is calculated according to the following formula:

$$\bar{x} = \frac{\sum x}{N}$$

$\sum$: Sum of the population

X: Scores

N: Total number of the scores

Then, the T-score or t-value is measured to compare the control and experimental groups' results. The standard deviation of experimental and control groups' means is calculated to determine any significant change resulting from the treatment period. For example, in t-Test analysis, a large t-score informs us of a significant difference between both groups, and a small t-score informs us that there is a correlation between them. The formula followed to measure the t-value is the following one:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{(s^2(\frac{1}{n_1} + \frac{1}{n_2}))}}$$

3.8.2.2 Analysis of the Students' Post-experiment Questionnaire

In the present investigation, the students' post-experiment questionnaire analysis provides statistical and interpretive analysis. The post-experiment questionnaire is only delivered to the experimental group participants (see appendix 5). It was given to the participants after completing the post-test procedure. The post-experiment questionnaire aims at answering the earlier mentioned second sub-question of the second research question: What are EFL students' perceptions regarding the use of videos to develop their intercultural awareness about politeness differences? (see table 20).

Objectives of the Students' Post-experiment Questionnaire
• Identifying EFL learners' attitudes regarding video use impact toward their "Intercultural awareness" of "Greeting" and "Thanking" patterns.
• Demonstrating EFL learners' attitudes toward multimedia tools incorporation   in the EFL classrooms.
• Illustrating potential advantages of video use in the EFL classrooms.

Table 20: Objectives of the Students' Post-experiment Questionnaire

In the present investigation, the post-experiment questionnaire includes closed-ended questions, and "…the coding process of each item involves converting the answer into a numerical score" (Dornyei, 2003, p. 98). In other words, each reply is attributed a numerical representation. Further, after coding all the replies, all the respondents' answers' frequencies were measured.

3.8.2.3 Analysis of the Teachers' Interview

Interviews analysis goes with qualitative data analysis procedures. . In effect, a qualitative study takes place in a real place and provides the researcher with the ability to approach real-life experiences and collect information (Creswell, 2009). Further, it is referred to as "social science research" that does not rely on statistical results. Instead, it attempts to interpret data that explain social life experiences based on the study of a particular population (Punch, 2013). Qualitative research depends on observing and interpreting participants' perceptions of particular social events or phenomena (Gentles et al., 2015). Its main paradigms are positivist, interpretivism, and critical paradigms (Punch, 2013). Qualitative data analysis methods, as research procedures, seek to infer "relationships" between different data categories (Marshall & Rossman, 1999, p. 150). Qualitative data analysis is based on relationships and inferences between data categories to explain the respondents' answers and opinions and draw a logical and detailed interpretation. Qualitative data collection and analysis procedures need a high level of effort and regulation (Luna-Reyes & Andersen, 2003).

Thus, to analyze interview responses, the researcher needs to transcribe the answers. Then, analyzing the transcripts entails a rigorous evaluation of the responses to classify basic themes (Glaser & Strauss, 1967). One of the most challenging aspects of analysis is identifying important themes, recurring ideas or language, and patterns of belief that connect people and places. Despite this difficulty, this phase is crucial in bringing the entire project together (Marshall & Rossman, 1995). Thus, creating prominent themes is necessary to categorize interview responses to analyze and interpret them. In the present investigation, in-depth interviews are held with the five EFL teachers to collect their responses. The interviews aim at answering the earlier mentioned first sub-question of the second research question: What are EFL teachers' perceptions regarding the use of videos to develop their students' intercultural awareness of politeness differences? (see table 21) The interview covers sixteen questions (see appendix 6). The five teachers' interviews didn't exceed one hour. But each interview length differs from the other (see table 10).

Objectives of the Teachers' Interviews
• Identifying EFL teachers' attitudes toward video use impact on EFL learners' "Greeting" and "Thanking" politeness patterns.   • Understanding EFL teachers' attitudes toward integrating videos in EFL classrooms.   • Exemplifying EFL teachers' familiarity with the concept of intercultural awareness.

Table 21: Objectives of the Teachers' Interview

As previously mentioned, in this research, the interview's questions are open-ended to provide the respondents with the freedom to give their rights and detailed opinions toward video use impact on EFL learners' greeting and thanking politeness patterns. Thus, the five EFL teachers participating in this research; were not interrupted during the interview and took their time to provide their free and detailed responses. The interviewer started with general questions to tackle

specific inquiries. As previously mentioned, only sixteen questions were selected, but the conversation gave birth to extra questions.

Interviews transcripts are analyzed through the content-analysis method. A content-analysis method represents "a research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns" (Hsieh & Shannon, 2005, p. 1278). As mentioned, identifying basic themes is necessary for the transcripts' analysis. Moreover, the content analysis method refers to "any qualitative data reduction and sense-making effort that takes a volume of qualitative material and attempts to identify core consistencies and meanings" (Patton, 2002, p.453). In other words, the content analysis method requires a systematic understanding of textual data to examine and identify their meanings to interpret social facts in a subjective but accurate method.

Qualitative content analysis requires organising collected information into basic categories according to accurate judgement and analysis. This method depends on inductive reasoning to identify the primary themes. Nevertheless, the qualitative content analysis method does not reject deductive reasoning (Patton, 2002). The content analysis method is based on three approaches, according to the inductive reasoning involvement degree. The first approach is "conventional qualitative content analysis", where the "coding" themes are obtained immediately and "inductively" from the gathered data. Then, the second approach is "directed content analysis"; researchers involve themselves in the data and allow themes to arise. Finally, the third approach is a "summative content analysis"; firstly, it enumerates the signs and then extends the report to introduce hidden connotations and categories. The last approach may look quantitative at its starting point; however, it aims at examining the signs' occurrence inductively (Hsieh & Shannon, 2005).

Accordingly, transcripts of interviews in this research; are analysed based on the directed content analysis approach. This approach attempts to confirm, clarify, and develop a particular "theory or a conceptual framework" in an original frame

(Hsieh & Shannon, 2005). Then, interview results were interpreted at the last stage of interviewing process. It is crucial to analyse and interpret the recently gathered information during this stage. This involves categorising the information into different sections or groups, commonly called themes or codes. These themes or codes often consist of phrases, idioms, or concepts that the research participants frequently used (Turner, 2010).

This is exactly what has been followed in this research; respondents' answers were coded into themes to be classified, analysed, and interpreted. For example, when the interviewees answered the first interview's question, their responses were audiotaped. Then, the six responses were transcribed. I gathered similar responses in a distinct section and gave them a numerical code. Of course, a different set of answers will be classified independently with a different numerical code. Further, common themes have been organised in a table and presented the sum and percentages of the respondents who have mutual ideas. Percentages were calculated according to the same formula followed in questionnaire:

$$\text{Percentage} = \frac{Subjects\ (replied\ to\ a\ given\ component)}{Total\ number\ of\ the\ participants} \text{ x100 (Bell, 1987, pp. 108-109)}.$$

The analysis of the teachers' interview provides both quantitative and qualitative analyses. It is possible to quantify some of the qualitative data on occasion. For example, this is probably the case when tracking the frequency of certain occurrences, specific justifications, or allusions to a phenomenon. A table or diagram can then, be used to represent these frequencies. This method of defining and presenting data will give a beneficial addition to the main techniques for analysing qualitative data (Saunders et al., 2007).

3.9 Mixed-methods Analysis

This investigation employs a quasi-experimental design implemented to investigate the existence of potential relationships between the independent and dependent variables (Loewen & Plonsky, 2016). Likewise, experimental research is described as a "... study in which an intervention is deliberately introduced to observe its effects" (Shadish, Cook, & Campbell, 2002, p. 12). Moreover, true-

experimental research is characterized by participants' random assignment, which ensures that the participants are randomly attributed to the control or the experimental group by chance (Loewen & Plonsky, 2016). Yet, with classroom-based research, a natural random assignment can not be ensured (Gilmore, 2007). In quasi-experimental research, the researcher does not possess complete control compared to true-experimental research.

Thus, the current investigation opts for a mixed-methods analysis to ensure triangulation and provide systematic results. The present thesis uses triangulation of different methods to study the same topic. Method triangulation uses different research instruments like surveys, interviews, tests, and classroom observation for the same study. It blends quantitative and qualitative methods (Miles & Huberman, 1994). The mixed-method approach in this research helps ensure valid and reliable data to answer the research questions and provide an exhaustive explanation; to the research problem. Thus, this research opts for a basic mixed-method approach with a convergent parallel design.
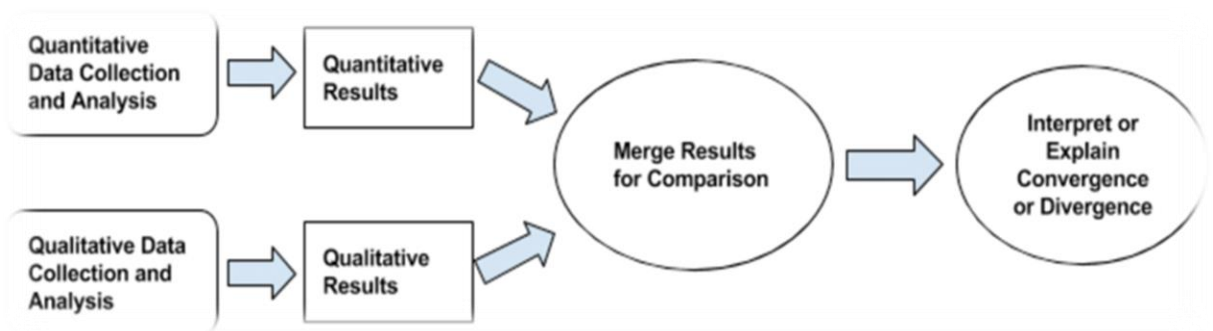
Figure 29: Diagram of the Applied Convergent Parallel Design (Creswell & Plano, 2015, p. 56)

The diagram of the applied convergent parallel design (Creswell & Plano, 2015, p. 56) below shows the convergent parallel design chosen for the mixed-method approach in this thesis (see figure 29). The data collection procedures dealt with information gathered from both quantitative and qualitative data. Then, quantitative data collected from both correlated T-tests and questionnaires were analysed through SPSS statistics software. Likewise, qualitative data collected from interviews were analysed through content analysis. Later, quantitative and

qualitative results were synthesised for comparison and contrast. Finally, quantitative and qualitative results were interpreted and explained to identify any convergence or divergence and answer the research questions.

3. 10 Ethics Consideration in Research

Ethics refers to a philosophical branch concerned with people's behaviour and their relationships' rules and patterns (Blumberg et al., 2005). Likewise, the term "ethics" comes from the Greek word "ethos," which means "way of life." It refers to the set of social norms and principles that determine what behavior is considered acceptable or unacceptable (Akaranga & Ongong'a, 2013). Moreover, the word "ethics" denotes moral values and guidelines adopted by a given group of people (Wellington, 2015). Accordingly, the three definitions confirm that ethics denotes a set of appropriate behaviours and rules that control and shape people's conduct.

Research ethics is vital for our regular investigations' trials and calls for researchers to preserve their informants' integrity and adequately report the gathered data (Fouka & Mantzorou, 2011). As long as ethics in research is concerned, it is essential to note that to truly comprehend their subjects, researchers need to do more than have technical expertise. They may establish trusting relationships and be receptive to the emotional experiences of their subjects, even if they find them unpleasant. They may simultaneously acknowledge the two conflicting versions of their subjects - one that is projected and one that is genuine and address them (Clough & Nutbrown, 2002).

Considering ethics while conducting research is of utmost importance. Researchers need to give credit to ethical considerations to respect the participants. Ethical considerations in conducting research are based on ten dominant morals (Bryman & Bell, 2007):

1.   Do not harm the research participants.

2.   Researchers should respect research informants' "dignity".

3.   Full consent is mandatory.

4.   Researchers have to "ensure" research informants' "privacy protection".

5.   Researchers should "ensure" the "confidentiality of research data".

6.   Researchers should "ensure" informants' "anonymity".

7.   Researchers should avoid any "deception" and "exaggeration" concerning the study "objectives".

8.   Researchers have to be honest and "declare" any objective of "affiliation, funding, or conflicts of interest".

9.   Researchers have to ensure "honesty and transparency".

10.   Researchers need to "avoid" data falsification.

(Bryman & Bell, 2007)

It is worth mentioning that ethics relate to "rational standards" that shape "moral" values and are "universally applicable" (Cooke, 1991). Two principal "philosophical research approaches" exist teleology and deontology (Blumberg et al., 2005). According to the teleological view, "the ends" followed through the investigation "justify the means", which indicates that the investigation results may be analysed unethically (Frankena, 2001). However, deontological views, which are against teleological beliefs, claim that "the ends" adopted during the investigation can not explain an "unethical" attitude while conducting the research (Frankena, 2001).

Conclusion

In this chapter, we considered the methodological strategy employed in this research. Both research design and data analysis methods were presented and explained, respectively. First, the participants' characteristics were introduced. Then, in this chapter, we presented and clarified the research instruments used in the present investigation. Likewise, in this chapter, we gave credit to the design of the teaching materials used in this study. In addition, data analysis methods were described to provide a complete investigation picture. Finally, In addition, ethical

considerations were introduced to highlight the importance of ethics while conducting research. Thus, an ethical methodology is fundamental. In this chapter, we highlighted the importance of identifying data collection instruments, procedures, and data collection analysis methods to achieve the investigation objectives and get reliable results.

CHAPTER 4:

PRESENTATION AND ANALYSIS OF THE RESULTS

Introduction

In the present chapter, we deal with the analysis of the collected data from the research instruments applied during our investigation. As mentioned before, in the present study, we start with the exploratory study that that involves an evaluation of the oral expression syllabus and pre-experiment questionnaire to engage in the quasi-experimental study which uses three research tools: pre and post-tests, post-experiment questionnaire, and interview. The previous chapters introduced the core of this topic, provided the literature review related to the topic, and identified the research design of the present investigation.

Thus, in the present chapter, we will first present the content analysis of the oral expressions syllabus. Then, we will present the analysis of both quantitative and qualitative data. First, we deal with the quantitative data analysis covering pre and post-test data and questionnaires data analyses. Pre and post-test analysis aims at demonstrating EFL learners' intercultural awareness of "greeting" and "thanking" politeness patterns before and after "Videos use" treatment. As a result, we study EFL learners' responses in terms of appropriateness, overuse and misuse of "greeting" and "thanking" politeness patterns. In addition, we provide the analysis of the questionnaire's data that identify EFL learners' preferences in terms of materials used and their attitudes about incorporating videos in their EFL classrooms to develop their intercultural awareness of "Greeting" and "Thanking" speech acts. Finally, we deal with qualitative analysis that includes interviews' analysis. Interviews' analysis attempts to study EFL teachers' attitudes regarding "Video use" to develop their EFL learners' intercultural awareness of the "Greeting" and "Thanking" speech acts.

In the present study, we seeks to examine the impact of "Video use" on EFL learners' intercultural awareness of the "Greeting" and "Thanking" politeness patterns. As previously stated, the goal of enhancing EFL learners' intercultural

awareness is to boost their intercultural competence and enhance their overall performance. The mixed-method is employed to ensure "Triangulation". The purpose behind "Triangulation" is to produce valid and reliable results.

4.1 Analysis of the Oral Expression Syllabus

As already mentioned, the analysis of the oral expression syllabus seeks to depict any valuable and helpful information that identifies the use of technical materials like videos. The analysis of the oral expression syllabus seeks to answer the first sub-question of the first research question: Are videos used to teach intercultural patterns? In effect, the document at hand (see figure 22) represents the designed syllabus for second-year University students at the English department, University of Badji Mokhtar Annaba. Of course, the syllabus is designed for different teachers and different students. Therefore, the syllabus content needs to be respected.

Based on the oral expression syllabus, the first course, "That is What Friends are for, " focuses on characterizing one's and other people's personalities, describing relationships, and expressing likes, dislikes, agreeing, and complaining. The second course, "Career Moves", focuses on describing jobs and careers and expressing opinions about professional careers. The third course is "Could you do me a Favor", which focuses on the speech act of requesting, accepting and rejecting them. Then, the following course is "What a Story", about developing the students' narrative skills. Finally, the last course, "Crossing Cultures", focuses on discovering customs, describing emotions and giving advice. As a result, the students get the ability to express themselves and describe persons and situations around them.

Moreover, the teaching materials that teachers are supposed to use are suggested and mentioned in the syllabus. According to the syllabus analysis, the teaching material refers to textbooks from the "New Interchange" edition by Hull and Richards 1998. In addition, no further teaching aids are provided for information delivery. The analysis of the oral expression syllabus reveals that teachers are not asked to use different media, and no further teaching support is

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provided to transmit information. Thus, videos are not used to teach intercultural patterns. Of course, teachers may introduce additional teaching aids. But in such circumstances, using technical equipment and different media for information delivery will depend on teachers' capacities, plans, conditions, and accommodations. As a result, one teacher out of two may integrate technical equipment and use different media for information delivery, and the students will not have the same learning opportunities. The analysis of the syllabus for oral expression addresses the first sub-question of the initial research question: Are videos used to teach intercultural patterns? The findings indicate that while videos are not officially mandated by the syllabus, teachers have the option to include them if they choose to do so.

4.2 Analysis of the Pre-experiment Questionnaire

The present thesis opts for pre and post-experiment questionnaires. The pre-experiment questionnaire comprises ten questions that analyse the participants' perceptions about actual teaching strategies, and toward multimedia and video use in EFL classrooms. The pre-experiment questionnaire is used to answer the second sub-question of the first research question: Are the students satisfied with the oral expression current teaching methodology at the English department at the University of Badji Mokhar Annaba? The pre-experiment questionnaire is delivered to both experimental and control group participants.

Categories	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Codes	1	2	3	4	5
weighted average	1.79-0.1	2.59-1.8	3.39-2.6	4.19-3.40	5-4.2

Table 22: Likert Scale Codes

As mentioned earlier, the pre-experiment questionnaire opts for a qualitative analysis coupled with statistical representation. The table n°22 identifies the numerical code used for Likert scale categories. This numerical code is used in the following tables for both the pre and post-experiment questionnaires' tables.

4.2.1 Encoding of the Pre-experiment Questionnaire's Data

Responses	Respondents	Sum	Mean	S.D
1	15			
2	20			
3	05	50	2.32	1.31615
4	04			
5	06			

Table 23: Oral expression teaching methodology at the University level is effective.

The table n°23 above displays experimental and control group participants' opinions toward the oral expression current teaching methodology at the University. The results indicate that fifteen participants out of fifty strongly disagree, and twenty out of fifty disagree. At the same time, four participants out of fifty agree that the current teaching methodology is effective and six participants strongly agree with this perception. However, five participants are neutral. Therefore, thirty-five participants out of fifty consider that the current teaching methodology is not effective, while ten participants out of fifty consider it effective. When asked to justify their answers and describe the teaching methodology at the University, the students' replies varied between:

1. Techniques: "… a hundred handouts." "Lot of handouts" "…suffering with handout" "handouts" "We can not deal with so many copies!" "We are asked to learn by heart dozens of handouts" "I hate handouts!" "Each teacher gives handouts that we should read" "… struggling with the different handouts" "…how is it possible to deal with all those handout?" "If we are not given a handout, then, we are asked to write" "I hate dictation" "It is like the high school!".

2. Atmosphere: "Boring classes" "…boring sessions" "I feel bored" "I hate listening" "There is nothing that motivates me!" "There is no innovation" "Same atmosphere everywhere! Different modules are taught in the same way!" "Ordinary!".

3. Educational technology: "I was expecting projectors! But I did not find them…" "We do not even use projectors" "Why is it impossible to use smartphones during classes?" "We can use neither laptops nor tablets!" "I want to study using projectors" "I just want to study differently" "I really want to feel that I'm studying at the University" "Unfortunately, we do not use technology!" "People abroad are using Facebook and messenger groups to share different files and lessons, but we are still using email!" "I am a visual learner… I tend to use YouTube to understand!" "It is not like what we see in films" "Everything is found in the Internet and demonstrated in a better way" "I prefer using my tablet and find written and spoken information with illustrations".

Based on the participants' responses, we, therefore, assume that technology has not spread to the university level. In other words, we assume that University teachers use the traditional teaching approach, which relies on handouts, dictation, and, undoubtedly, explanations. Moreover, the participants' responses demonstrate that the existing teaching style does not encourage or entice them, despite their need for motivation and attraction. Further, the participants' replies indicate that they wish to work with the technology of their generation. However, outside the classroom, students are accustomed to using computers, laptops, tablets, smartphones, and the Internet. As a result, they are exposed to information more sophisticatedly than at the University.

Responses	Respondents	Sum	Mean	S.D
1	02			
2	01			
3	02	50	4	0.83299
4	35			
5	10			

Table 24: Learning the target culture is important for foreign language learners.

The table n°24 above represents experimental and control group participants' opinions toward the importance of learning the target culture while learning a

foreign language. According to the results, two participants out of fifty strongly disagree that learning the target culture is important, and one participant disagree. In contrast, thirty-five participants out of fifty agree and ten participants out of fifty strongly agree. However, two participants are neutral. As a result, three participants out of fifty consider that learning the target culture is not essential, while forty-five participants out of fifty consider learning the target culture essential while learning the target language.

1. Appropriateness: "I think it is important to learn how to speak" "For an appropriate use of the langue" "To speak correctly" "…for language usage" "…for communication" "…for communicative goals" "Speaking has cultural rules" "Culture is important for speaking conventions" "…to avoid stereotypes" "It is important!" "…to learn more about the language" "For adequate use of the language" "…is helpful" "It is essential for language use…"

2. Language and culture are interrelated: "We have learnt that language and culture are linked" "…because of the link between language and culture" "I think so!" "…control the language…" "They can not be separated" "…They go with each other" "…because it is about the foreign language" "Learning the foreign culture provides additional information" "I don't know how to explain it! But I think that it is important" "We are taught civilisation! I think culture is more important" "To learn new cultures" "We have to learn the culture of the target language" "We should learn everything about the language that we are learning"

According to the students' responses, we assume that the majority of the students consider that learning the foreign culture is essential, and can not be isolated from language learning. Consequently, culture should be an integrated part of language teaching and learning to equip the students with necessary skills and knowledge to engage in cross-cultural exchanges.

Responses	Respondents	Sum	Mean	S.D
1	20			
2	25			
3	05	50	1.7	0.64681
4	0			
5	0			

Table 25: Teaching the target culture through textbook instructional materials is sufficient.

The table n°25 above represents experimental and control groups participants' perceptions of teaching the target culture through textbook materials. According to the results, twenty participants out of fifty strongly disagree that the teaching of the target culture through textbook material is sufficient, and twenty-five disagree. At the same time, five participants out of fifty are neutral. However, no participants strongly agree or agree that teaching the target culture through textbook materials is sufficient. Therefore, forty-five participants out of fifty consider that teaching the target culture through textbook materials is not sufficient. Thus, forty-five participants out of fifty are not satisfied. When asked to justify their answers, the students' replies varied between:

1. Instructional materials inadequacy: "Through instructional materials, we learn about the target culture, but not the culture!" "How can we learn the target culture through instructional materials?" "It is impossible" "How?" "Which aspects of culture?" "I do not think that it is possible" "It is not feasible" "…traditions, food, religion!" "We can learn customs and traditions" "Just literature and civilisation" "Literature and civilisation" "Instructional materials may provide information about civilisation" "Literature" "Instructional materials can not cover the different cultural aspects" "Just for the literature" "We can not learn a culture through instructional materials" "It is not possible…" "We can not learn culture through instructional materials" "We are living in our country and we still have problems with our mother culture. So how is it possible to learn a foreign culture in the classroom" "But how are we going to learn it?" "How

is it possible?" "Because the culture of a given country can not be taught as mathematics" "I have read that culture is not just about food and traditions".

2. Exposure: "…it needs exposure to the foreign culture" "How are going to be exposed to the foreign culture?" "We can not get involved" "We can not learn it" "…no exposure" "Learning a culture requires exposure" "Personally, I can not" "It is possible to know the patterns of a culture but not to learn it" "It requires efforts, involvement and imagination" "Learning a foreign culture requires exposure to that culture" "It needs real examples" "Learning a foreign culture requires more than reading and talking about it".

According to the participants' replies, we assume that the students view that foreign culture can not be taught through instructional materials. In other words, the participants' replies indicate that the students need to be exposed to the target culture and witness concrete situations that illustrate foreign cultural rules and conventions.

Responses	Respondents	Sum	Mean	S.D
1	03			
2	04			
3	03	50	4.2	1.22890
4	10			
5	30			

Table 26: Using multimedia to teach the target culture is effective.

The table n°26 above displays experimental and control groups participants' opinions about using multimedia to teach the target culture. The results show that three participants out of fifty strongly disagree, and four participants out of fifty disagree. In comparison, ten participants out of fifty agree and thirty participants out of fifty strongly agree. However, three participants are neutral. Therefore, seven participants out of fifty think that using multimedia to teach the target culture is not effective, while forty participants out of fifty believe that using multimedia to teach the target culture is effective.

Respondents	Respondents	Sum	Mean	S.D
1	06			
2	0			
3	0	50	4.06	1.23569
4	24			
5	20			

Table 27: Video use develops EFL learners' Intercultural awareness.

The table n°27 above represents experimental and control groups participants' opinions toward video use to develop EFL learners' "Intercultural awareness". The results indicate that six participants out of fifty strongly disagree, and no responses are reported for the "disagree" and "neutral" categories' answers. However, twenty-four participants out of fifty agree, and twenty participants out of fifty strongly agree. Therefore, six participants do not think that video use may develop EFL learners' "Intercultural awareness", while forty-four participants out of fifty think that video use may develop EFL learners' "Intercultural awareness".

Responses	Respondents	Sum	Mean	S.D
1	05			
2	08			
3	05	50	3.52	1.29741
4	20			
5	12			

Table 28: Video use provides the target culture real-life situations into the EFL classroom.

The table n°28 above represents experimental and control group participants' perceptions about the idea that video use provides the target culture real-life situations into the EFL classrooms. According to the results, five participants out of fifty strongly disagree, and eight participants disagree. In contrast, twenty participants out of fifty agree, and twelve participants strongly agree. However, five participants out of fifty are neutral. Consequently, thirteen participants out of fifty do not consider that video use provides the target culture real-life situations

in the EFL classroom, while thirty-two participants out of fifty believe that video use provides the target culture real-life situations in EFL classroom.

Responses	Respondents	Sum	Mean	S.D
1	04			
2	0			
3	0	50	4.28	1.08872
4	20			
5	26			

Table 29: Visual learning is more effective than traditional learning.

The table n°29 above represents experimental and control groups participants' perceptions about visual learning efficiency. The results show that four participants out of fifty strongly disagree that visual learning is more effective that traditional learning. However, no responses are reported for the "disagree" and "neutral" categories' answers. In contrast, twenty participants out of fifty agree, and twenty-six participants strongly agree. Therefore, forty-six participants out of fifty believe that visual learning is efficient, and four participants out of fifty do not view visual learning as efficient. When asked to justify, the students' views ranged from:

1. Motivation: "Because it is motivating" "Videos break the routine" "Videos engage us…" "It is new!" "We like it" "I adore watching videos" "It changes from what we used to do" "Different atmosphere" "I think so!" "It is completely different…" "Attractive" "It just changes from teachers' lessons" "It is always exciting to do anything that is new…" "We do not feel that we are in the classroom…" "We feel like adults…" "Videos are well designed" "Because I prefer this kind" "I am used to using YouTube to understand different courses…" "Videos are helpful..." "Based on my own experience" "It is a pleasure to watch videos" "Maybe because of the colours…""The design is attractive" "The videos are always pretty".

2. Facility: "With videos, we do not make efforts to focus" "More interesting" "We can see…" "Watching is helpful…" "It is easier…" "We concentrate easily" "I don't know the exact reasons. But I find it easy" "…videos

explain topics in a very useful way" "We can not lie, videos are useful…" "Using videos is more efficient" "It is a collection of everything…" "Because of the configuration of the video…" "Because it is possible to see everything" "…visuals explain aural information…" "We have colours and animations".

Based on the participants' replies, we assume that the participants find that visual learning is more effective than traditional learning. In other words, the students find that visual learning is motivating; in reality, visual learning breaks the routine and creates a new atmosphere in the classroom, thereby motivating the students. As a result, the classrooms become more attractive and the content more engaging. Moreover, the students find that acquiring information through visual mode is more effortless than through auditory. As a result, we assume that Mayer's CTML is practical and effective.

Responses	Respondents	Sum	Mean	S.D
1	0			
2	04			
3	06	50	3.92	0.80407
4	30			
5	10			

Table 30: Video use helps keeping information in mind.

The table n°30 above displays experimental and control groups participants' opinions toward video use impact on information storage. The results indicate that four participants out of fifty disagree that video use helps keep information in mind, and no responses are reported for the "strongly disagree" category answer. However, six participants out of fifty are neutral. In comparison, thirty participants out of fifty agree, and ten participants strongly agree. Thus, forty participants out of fifty believe that video use helps keep information in mind, while four participants do not believe that video use may have an impact on information storage in mind.

Responses	Respondents	Sum	Mean	S.D
1	12			
2	08			
3	05	50	3.06	1.50387
4	15			
5	10			

Table 31: Videos enhance understanding.

The table n°31 above displays experimental and control group participants' opinions regarding videos' impact on learners' understanding. According to the results, twelve participants out of fifty strongly disagree, and eight participants disagree. In comparison, fifteen participants out of fifty agree, and ten participants strongly agree. However, five participants are neutral. Therefore, twenty-five participants out of fifty believe that video use enhances understanding, while twenty participants out of fifty do not believe that video use may have an impact on their understanding. When asked to justify their answers, the replies ranged from:

1. Because of visual information: "We can see…" "We visualise…" "Videos illustrate information" "Seeing and watching are different than listening to the teacher…" "When we see things, we can understand them" "It is different than reading handouts…" "Images and films are better…" "We understand more…" "…it is explicit…"

2. Visual and auditory information: "We are able to see and listen" "…seeing and listening at the same time!" "We see and listen. Thus, we understand" "We get engaged" "…we get involved…"

3. Motivating: "It is exciting", "It is attracting…" "…stimulating…" "Videos are attractive" "Watching is not boring like listening and reading" "Videos are not monotoneous"

4. Innovation: "…something new!" "It is new", "Updated", "Let's cope with the real world", "It is original", "Up to date".

Through analysing the participants' replies, we assume that the students believe that videos enhance understanding. Unsurprisingly, since videos help retain

information, then videos enhance understanding. The replies indicate that focusing on visual and auditory media for information delivery, information illustration, and innovative video design all play a crucial part when giving out information. Mayer's CTML is helpful once more. As a result, we presume that students believe in the informational value of films.

Responses	Respondents	Sum	Mean	S.D
1	02			
2	03			
3	05	50	3.76	0.87037
4	35			
5	05			

Table 32: Video use enhances foreign language learners' communicative competence.

Finally, the table n°32 above represents experimental and control groups participant' opinions toward video use impact on foreign language learners' "Intercultural awareness". According to the results, two participants out of fifty strongly disagree, and three participants disagree. In contrast, thirty-five participants out of fifty agree, and five participants strongly agree. However, five participants out of fifty are neutral. Therefore, forty participants out of fifty believe that video use has an impact on foreign language learners' "Communicative competence", while five participants out of fifty do not believe that video use may impact foreign language learners' "Communicative competence". When asked to justify their answers, the students' answers varied between:

1. Real-life examples: "…videos of real people" "Concrete videos" "Real situations" "Natural situations" "Real examples" "Real life" "Real events" "…informal language"" "British people videos" "British people talk" "Native speakers' conversations" "Videos made by British people" "Native speakers' videos" "Native speakers' accent" "Their attitudes" "Intonation and way of speaking" "Their way of speaking" "We see them" "Like when we watch a film" "We can see" "Watching is different".

2. Exposure: "Videos show everything" "Videos are informative" "videos provide non-verbal cues" "Videos demonstrate the rules and values" "videos provide the exposure to the foreign culture" "We do not learn about the culture but, we see it".

3. Visual information: "Seeing helps to understand" "We watch them" "We do not forget films because we watch them, it is going to be the same thing." "Visual information explains what we listen" "Watching is good" "We can watch!" "I am a visual learner" "Watching videos is effective" "When we watch films, we can not forget them".

4. Visual and auditory information at the same time: "…seeing and listening at the same time" "We see and listen" "…we can see what we can not understand" "…each one completes the other" "We get engaged through watching and listening at the same time".

Unsurprisingly, the participants' answers analysis shows that the students think watching videos helps them develop their communication skills. In other words, the participants' responses to the various questions show that the students have confidence and are open to using video in their classes. Additionally, the students discover that films expose them to many cultural norms, bring the outside world inside the classroom, and employ a variety of media to convey information. Videos thus offer several ways for students to see the language used by native speakers and hone their communication competence.

Through analysing the responses in the pre-experiment questionnaire, we can address the second sub-question of our initial research: Are the students satisfied with the oral expression current teaching methodology at the English department at the University of Badji Mokhar Annaba?The results indicate that EFL learners are dissatisfied with the current teaching methodology in oral expression sessions. They believe that the methods should be revised to align with modern advancements and better suit their interests.

4.2.2 Content Analysis of the Pre-experiment Questionnaire's Data

Questions	Replies					Mean	S.D
	1	**2**	**3**	**4**	**5**		
Oral expression teaching methodology at the University level is effective.	15	20	05	04	06	2.32	1.31615
Learning the target culture is important for foreign language learners.	02	01	02	35	10	4	0.83299
Teaching the target culture through textbook instructional materials is sufficient.	20	25	05	0	0	1.7	0.64681
Using multimedia to teach the target culture is effective.	03	04	03	10	30	4.2	1.22890
Video use develops EFL learners' "Intercultural awareness".	06	0	0	24	20	4.06	1.23569
Video use provides the target culture real-life situations into the EFL classroom.	05	08	05	20	12	3.52	1.29741
Visual learning is more effective than traditional learning.	04	0	0	20	26	4.28	1.08872
Video use helps keeping information in mind.	0	04	06	30	10	3.92	0.80407
Videos enhance understanding.	12	08	05	15	10	3.06	1.50387
Video use enhances foreign language learners' communicative competence.	02	03	05	35	05	3.76	0.87037
Sum of the answers	**69**	**73**	**36**	**193**	**129**		

Table 33: Pre-experiment Questionnaire Results

To rank statements from highest to lowest mean, we sort them by average ratings (see tablen°33). Here are the statements sorted by mean values:

1. Visual learning is more efficient than traditional learning: Visual learning offers EFL learners a wide variety of visual information that supports meaning and clarifies understanding, thereby simplifying the provided information.

2. Using multimedia to teach the target culture is effective: Multimedia groups different tools that can be used in EFL learning as teaching aids to carter EFL learners' learning styles and simplify the content.

3. Video use develops EFL learners' intercultural awareness: Videos provide information in different formats and authentic situations, making it possible for the learners to access the content at any moment. Moreover, video use provides native speakers talking in their daily lives, making it possible for the learners to witness the target language use in its authentic situations.

4. Learning the target culture is important for foreign language learners: Learning a language is not strictly limited to its linguistic features. Instead, it also focuses on cultural knowledge essential for intercultural interactions. Therefore, cultural knowledge can not be detached from language learning and neglected.

5. Video use helps keep information in mind: It provides information in different ways, making it possible for the learners to activate both their auditory and visual processing information systems, thus enhancing their long-term memory.

6. Video use enhances foreign language learners' communicative competence: As previously mentioned, videos provide visual information like animations, films, cartons, pedagogical videos and speakers' native talk videos that display authentic situations of language use that may enhance EFL learners' intercultural awareness, competence, and performance.

7. Video use provides the target culture with real-life situations in the EFL classroom: Cultural knowledge is not solely about the surface culture. Instead, it focuses on the deep culture that can deepen EFL learners' intercultural understanding and enhance their intercultural awareness to improve their competence and performance. Videos may display such instances of the target culture by providing visual and auditory sequences of language use situations.

According to table n°33, the abovementioned insights emphasise the significance of incorporating cultural knowledge into the learning of English as a foreign language. It also highlights the benefits of using videos in EFL classrooms. Videos are efficient as they provide both visual and auditory information, enabling learners to gain a thorough understanding of intercultural knowledge. This can enhance learners' intercultural awareness, competence and performance. Additionally, using videos can improve EFL learners' long-term memory.

Based on the findings of table number 33, it appears that EFL learners are dissatisfied with the current methodology used to teach oral expression. They believe that it should be updated and tailored to their specific needs and preferences. Additionally, they feel that it should be adjusted to keep up with advancements in technology and the ever-changing external world. The same table also shows that the current textbook materials fall short in providing the cultural knowledge necessary for effective language learning. This can be especially challenging and complex for EFL learners, who may have different learning styles that require a variety of teaching strategies in order to achieve the desired outcomes.
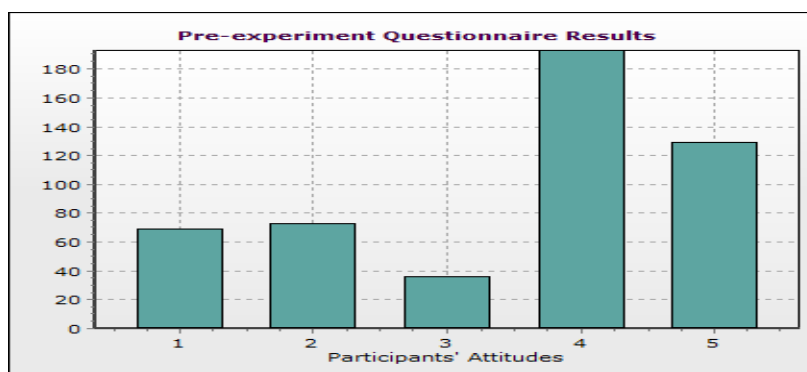
Figure 30: Pre-experiment Questionnaire Results

The figure n°30 above represents the table n°33 results. As shown in the figure the category n°04 represents the highest results, then, followed by the category n°05. Worth mentioning that the category n°04 refers to the "agree" category answer, and n°05 refers to the "strongly agree" category answer. Then, the category answer n°02 is followed the category answer n°01; category n°02 refers

to the "disagree" category answer, and category n°01 refers to the "strongly disagree" category answer. Finally the lowest results belong to the category answer n°03 and this category represents the "neutral" category answer (see figure 30).

Replies categories	Disagreement replies	Neutral replies	Agreement replies
Replies	142	36	322
Sum of the replies		500	
Mean		166,6667	
S.D		144,5868	

Table 34: Summary of the Participants' Attitudes

In sum, the sum of disagreement replies is 69+73= 142, and the sum of the agreement replies is 193+129= 322. While the sum of neutral replies equals 36. Thus, $322 \geq 142 \geq 36$, therefore, experimental and control group participants have positive perceptions regarding video use in their EFL classrooms (see table 34).
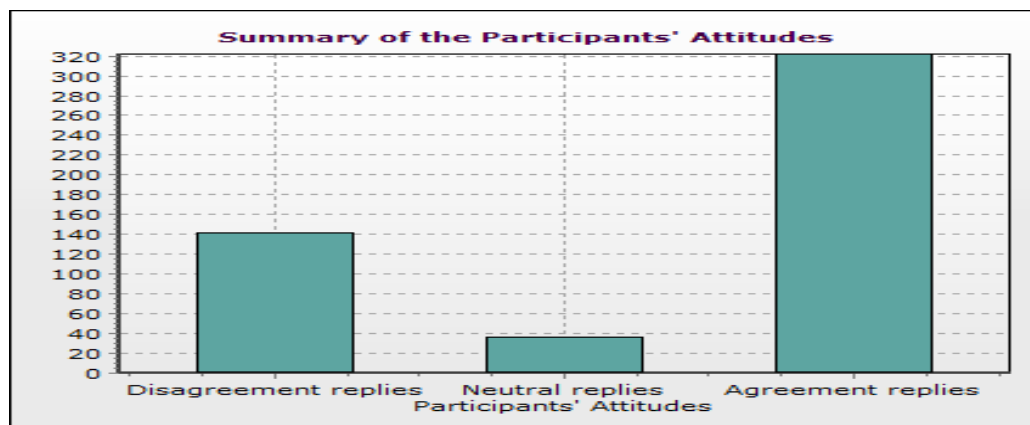
Figure 31: Summary of the Pre-experiment Questionnaire Participants' Attitudes

The figure n°31 represents the table summary of the pre-experiment questionnaire participants' attitudes results. The figure above gathers disagreement responses together and agreement responses together. According to the figure above, neutral responses represent the lowest category answers, then, followed by disagreement category answers. Finally the highest category answer refers to the

agreement one. As a result, experimental and control groups participants agree with the use of videos in their EFL classrooms (see figure 31).

4.3 Analysis of the Pre and Post-tests Results

Pre and post-test results seek to answer the third sub-question of the first research question: What is the impact of videos on students' greeting and thanking patterns? They indicate the impact of video use on EFL learners' intercultural awareness of the "Greeting" and "Thanking" politeness patterns through analyzing the participants' performance. First, we need to conduct the Kolmogorov-Smirnov and Shapiro-Wilk tests to measure the data normality before proceeding with the t-test for independent samples to test hypotheses.

4.3.1 Test for Normal Distribution

	Kolmogorov-Smirnov[a]			Shasigiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
ac1	.181	25	.034	.949	25	.042
ac2	.185	25	.027	.953	25	.017
ac01	.163	25	.045	.944	25	.022
ac02	.205	25	.008	.921	25	.049
g2ac1	.183	25	.031	.931	25	.030
g2ac2	.193	25	.018	.937	25	.023
b2ac01	.192	25	.019	.898	25	.016
g2ac02	.264	25	.000	.863	25	.003

Tests of Normality

a. Lilliefors Significance Correction

Table 35: Normal Distribution of the Groups

It is clear from table n°35 that the values of the Kolmogorov-Smirnova-Shasigiro-Wilk test are non-significant at 0.05, and therefore the variance is homogeneous between the control and experimental samples in the tests. Likewise, the values of the Shasigiro-normal distribution test are non-significant at 0.05. It fulfills the conditions for using the t-test for two independent samples to verify the hypothesis.

4.3.2 Experimental Group Pre and Post-tests Results

	Participants	Group	Pre-test Results			Post-test Results		
			Activity 1	Activity 2	Sum	Activity 1	Activity 2	Sum
EXPERIMENTAL GROUP RESULTS	1	1	3	4	7	7	8	15
	2	1	4	3	7	8	7	15
	3	1	2	4	6	6	9	15
	4	1	5	2	7	10	8	18
	5	1	4	3	7	8	8	16
	6	1	5	5	10	7	8	15
	7	1	5	6	11	8	10	18
	8	1	7	5	12	10	8	18
	9	1	5	4	9	7	9	16
	10	1	8	5	13	5	7	12
	11	1	4	4	8	8	6	14
	12	1	6	5	11	9	7	16
	13	1	6	5	11	9	8	17
	14	1	3	3	6	6	6	12
	15	1	5	4	9	7	8	15
	16	1	5	4	9	9	10	19
	17	1	4	2	6	6	5	11
	18	1	5	5	10	9	8	17
	19	1	3	1	4	5	6	11
	20	1	5	6	11	7	8	15
	21	1	4	4	8	7	6	13
	22	1	6	5	11	6	7	13
	23	1	8	7	15	9	10	19
	24	1	7	4	11	7	8	15
	25	1	2	3	5	8	6	14
	Sum		121	103	224	188	191	379

Table 36: Experimental Group Results

The table n°36 provides the results of the experimental group pre and post-tests. Worth mentioning that group 1 refers to the experimental group. As

mentioned before, the tests cover two activities, and the table provides the first and second activities' results. The first activity deals with the "Greeting" politeness pattern, while the second deals with the "Thanking" politeness pattern. Each participant results are represented in the table above.

First, the table above starts with the pre-test results. As mentioned earlier, the tests cover two activities. The sum of the pre-test first activity of the twenty-five participants equals: 121. The pre-test second activity sum is 103. Thus, the pre-test sum of both activities equals 224. Further, the table above provides the experimental group post-test results. As mentioned earlier, the tests cover two activities. The sum of the post-test first activity of the twenty-five participants equals: 188. The post-test second activity sum is 191. Thus, the post-test sum of both activities equals 379.
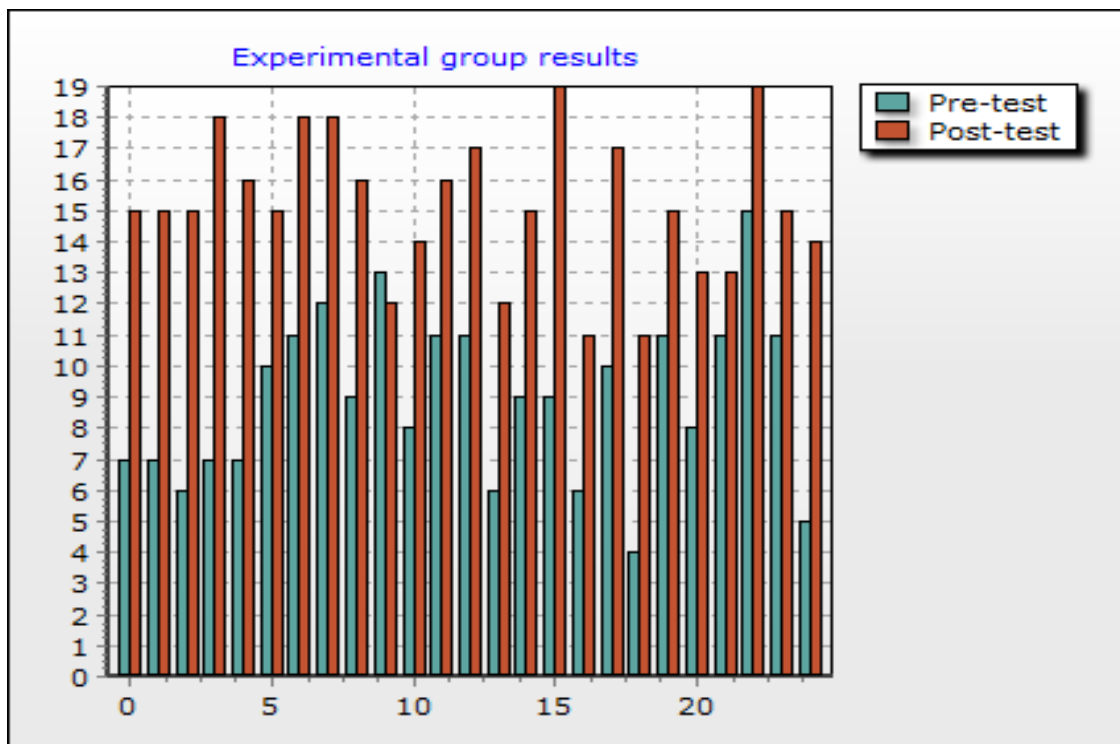
Figure 32: Experimental Group Pre and Post-tests Results

The diagram n°32 above shows the difference between experimental group participants' pre and post-test results. Pre and post-test results are referred to with different colours. The diagram provides the pre-test result of each participant, directly followed by its post-test results. According to the diagram, post-test results

are superior to pre-test results except for one participant whose post-test result decreased in comparison to the pre-test result.

4.3.3 Analysis of the Experimental Group Pre and Post-tests Results

Firstly, we will examine how the use of videos affected the results of pre- and post-tests' experimental group participants. As shown in table n°34, there are statistically significant differences between the averages of the experimental group on activity 1, before and after applying video teaching. Table n°37 shows the mean, standard deviation, t-value, and significance between the pre-test and post-test measurements of the experimental group first activity.

	Mean	Ecart type	Standard Error of Mean Difference	Calculated t-value	Critical t-value	Significance Level	Degrees of Freedom	Statistical Measure
Pre-test	4,84	1,842	,368	7,274	2.064	,000	24	statistical function
Post-test	7,52							

Table 37: Experimental Group First Activity Results

Table n°37 presents statistical measures for Activity 1, including degrees of freedom, significance level, calculated t-value, standard error of mean difference, standard deviation, and mean. With 24 degrees of freedom and a significance level of 0.000, the results suggest that the observed differences between the pre-test and post-test measurements are highly significant, indicating a low likelihood of occurring by chance alone. The calculated t-value of 2.740 indicates a potential difference, but without the critical t-value, it is unclear if this difference is statistically significant. The standard error of mean difference is reported as 0.346, reflecting the variability associated with the mean difference. The standard deviation of 1.208 for the pre-test denotes the spread of data, while the mean of 4.84 represents the average pre-test score. Further analysis or consulting with a statistician is recommended to better understand the significance of the observed differences in Activity 1.
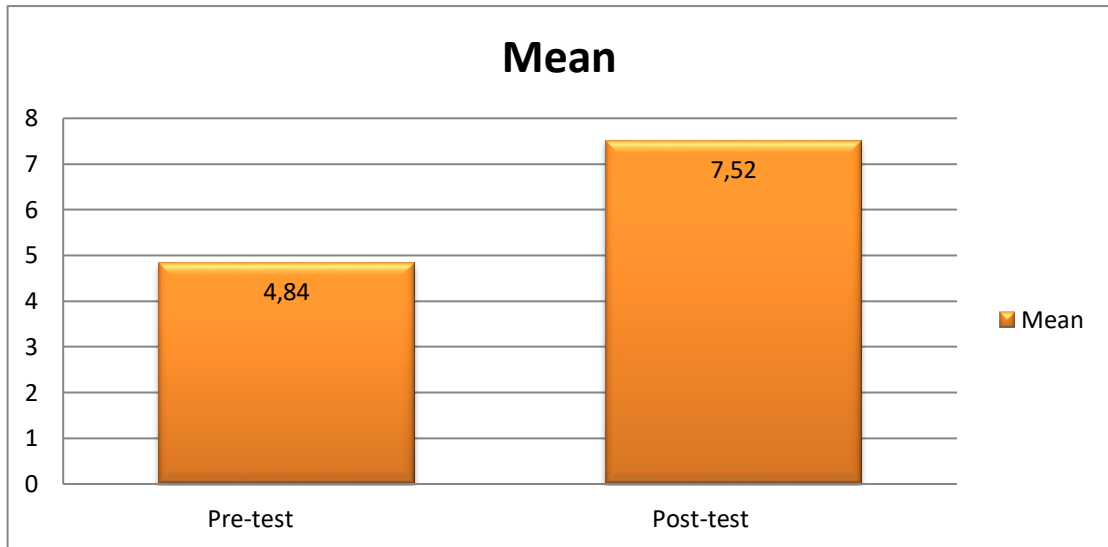
Figure 33: Experimental Group First Activity Results

In addition, figure n°33 displays table n°38, which shows the experimental group means of the pre-test and post-test results for the first activity that focuses on the greeting pattern. The data demonstrates that the experimental group participants made significant improvements in their performance of the greeting politeness pattern.

Table n°38 shows the mean, standard deviation, t-value, and significance between the pre-test and post-test measurements of the experimental group second activity.

	Mean	Ecart type	Standard Error of Mean Difference	Calculated t-value	Critical t-value	Significance Level	Degrees of Freedom	Statistical Measure
Pre-test	4,12	1,262	,252	13,943	2.064	,000	24	statistical function
Post-test	7,64							

Table 38: Experimental Group Second Activity Results

Table n°38 presents statistical measures, including degrees of freedom, significance level, critical t-value, calculated t-value, standard error of mean difference, standard deviation, and mean, specifically for the pre-test

measurement in Activity 2. The table reveals a highly significant difference between the pre-test and post-test measurements, with a calculated t-value of 13.943 exceeding the critical t-value of 2.064. The significance level of 0.000 further confirms the statistical significance of the observed differences. The standard error of mean difference is reported as 0.252, indicating the variability associated with the mean difference. The pre-test mean is reported as 4.12, while the standard deviation for the pre-test is 1.262. Overall, these results suggest a significant and non-random difference between the pre-test and post-test measurements for Activity 2, although specific changes in mean scores and standard deviation are not provided in the table.
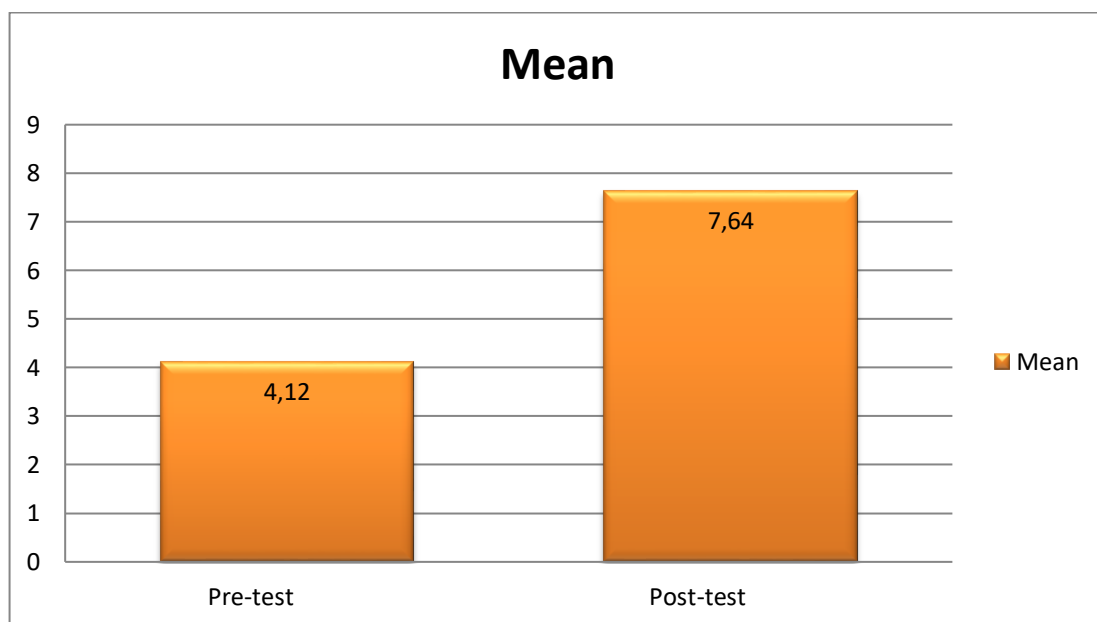
Figure 34: Experimental Group Second Activity Results

Likewise, table n° 38 is shown in figure n°34. This figures displays the mean scores of the experimental group in the pre-test and post-test of the second activity, which emphasises the thanking pattern. The results reveal that the experimental group participants showed a noteworthy improvement in their use of the thanking politeness pattern.

4.3.4 Control Group Pre and Post-test Results

	Particip ants	Group	Pre-test Results			Post-test Results		
			Activity 1	Activity 2	Sum	Activity 1	Activity 2	Sum
CONTROL GROUP RESULTS	26	2	4	3	7	6	3	9
	27	2	6	4	10	5	3	8
	28	2	5	4	9	4	4	8
	29	2	7	5	12	6	3	9
	30	2	7	6	13	4	5	9
	31	2	4	4	8	5	4	9
	32	2	6	6	12	6	5	11
	33	2	2	4	6	4	3	7
	34	2	2	1	3	3	2	5
	35	2	3	3	6	4	3	7
	36	2	5	5	10	6	3	9
	37	2	3	4	7	4	3	7
	38	2	5	3	8	4	4	8
	39	2	7	5	12	7	5	12
	40	2	7	3	10	7	3	10
	41	2	5	5	10	5	4	9
	42	2	5	4	9	4	4	8
	43	2	6	4	10	7	3	10
	44	2	4	5	9	5	5	10
	45	2	5	3	8	5	4	9
	46	2	5	4	9	6	4	10
	47	2	5	2	7	4	3	7
	48	2	4	4	8	5	3	8
	49	2	3	2	5	5	2	7
	50	2	6	6	12	7	5	12
	Sum		121	99	220	128	90	218

Table 39: Control Group Results

The table n °39 provides the control group pre and post-test results. As mentioned before, group 2 refers to the control group. Likewise, experimental group participants, control group participants dealt with two activities: first, the activity of the "Greeting" politeness pattern, and the second of the "Thanking" politeness pattern, and each participant results are represented in the table above.

Firstly, the table above presents the pre-test results. As already mentioned, the tests cover two activities. The sum of the pre-test first activity of the twenty-five participants equals: 121, and the pre-test second activity sum is 99. As a result, the

pre-test sum of both activities equals 220. Secondly, the table presents the control group post-test results. The sum of the post-test first activity of the twenty-five participants equals: 128. Then, the post-test second activity sum is 90. Therefore, the post-test sum of both activities equals 218.
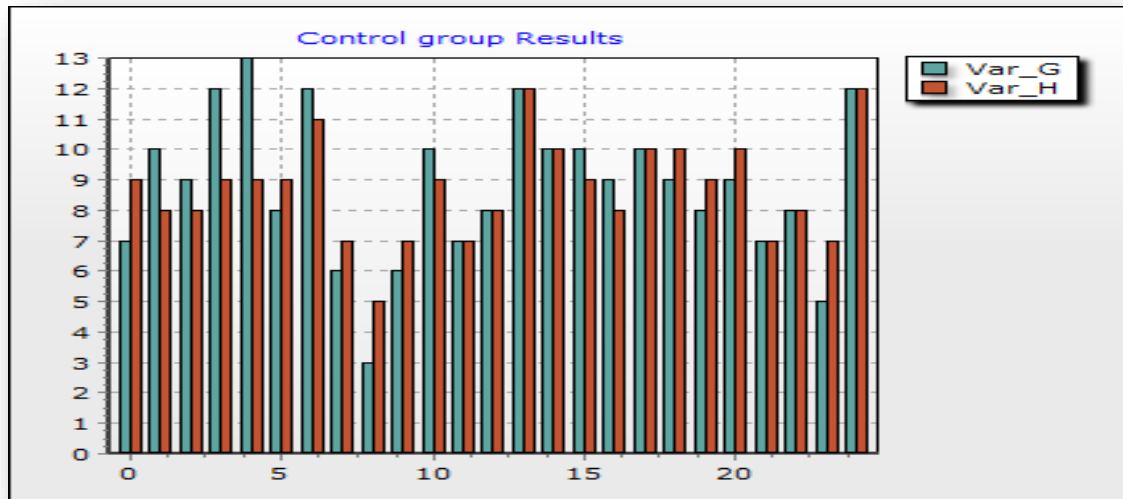
Figure 35: Control Group Pre and Post-test Results

Var_G: Pre-test / Var_H: Post-test

Figure n°35 presents the control group participants' pre and post-test results. Pre and post-test results are referred to with different colours. The diagram starts with the pre-test result of each participant, directly followed by its post-test result. According to the diagram, the post-test results of the participants are either superior or inferior or equal to the pre-test results. The diagram does not show any regular increase or decrease in the control group participants' results. In other words, the diagram above does not reveal a significant improvement in the control group participants' post-test results.

4.3.5 Analysis of the Control Group Pre and Post-tests Results

Table n°40 shows the mean, standard deviation, t-value, and significance between the pre-test and post-test measurements of the control group first activity.

	Mean	Ecart type	Standard Error of Mean Difference	Calculated t-value	Critical t-value	Significance Level	Degrees of Freedom	Statistical Measure
Pre-test	4,84	1,208	,242	1,159	**1.059**	,258	24	Not statistically significant
Post-test	5,12							

Table 40: Control Group First Activity Results

Table n°40 presents the results for the control group in Activity 1, focusing on the comparison between the pre-test and post-test measurements. The table indicates that the statistical analysis did not find a significant difference between the pre-test and post-test measurements for the control group. The degrees of freedom are reported as 24, suggesting an adequate sample size for analysis. The significance level is shown as 0.258, indicating that the observed differences are not statistically significant. The critical t-value is reported as 1.059, while the calculated t-value is 1.159. Since the calculated t-value does not exceed the critical t-value, it suggests that the observed differences are not statistically significant. The standard error of mean difference is reported as 0.242, and the standard deviation is indicated as 1.208 for the pre-test. The mean for the pre-test is reported as 4.84. Overall, the results suggest that there was no statistically significant change in the measurements for the control group in Activity 1 between the pre-test and post-test.
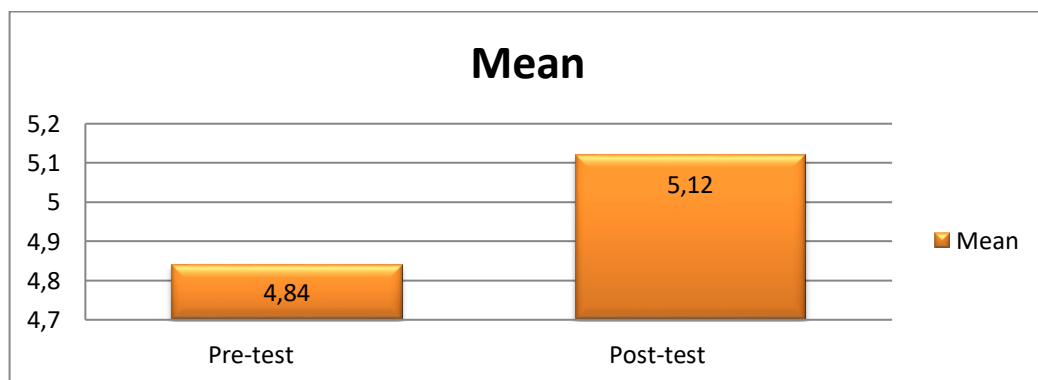
Figure 36: Control Group First Activity Results

The results displayed in table n°40 are shown in figure n°36. The figure depicts the average scores of the control group in the pre-test and post-test of the first activity on greeting patterns. The results reveal that the control group participants significantly improved their utilization of the thanking politeness pattern.

Table n°41 shows the mean, standard deviation, t-value, and significance between the pre-test and post-test measurements of the control group second activity.

	Mean	Ecart type	Standard Error of Mean Difference	Calculated t-value	Critical t-value	Significance Level	Degrees of Freedom	Statistical Measure
Pre-test	3,96	,860	,172	2,092	2.064	,047	24	statistical function
Post-test	3,60							

Table 41: Control Group Second Activity Results

Table n°41 provides the results for Activity 2, specifically comparing the pre-test and post-test measurements. The table includes statistical measures such as degrees of freedom, significance level, critical t-value, calculated t-value, standard error of mean difference, standard deviation, and mean. With 24 degrees of freedom and a significance level of 0.047, the findings indicate a statistically significant difference between the pre-test and post-test measurements. The calculated t-value of 2.092 exceeds the critical t-value of 2.064, further supporting the significance of the observed differences. The standard error of mean difference, reported as 0.172, represents the variability associated with the mean difference. While the standard deviation is provided for the pre-test (0.860), no information is given for the post-test. The mean score decreased from 3.96 in the pre-test

to 3.60 in the post-test, suggesting a potential impact of the intervention or treatment being evaluated in Activity 2.
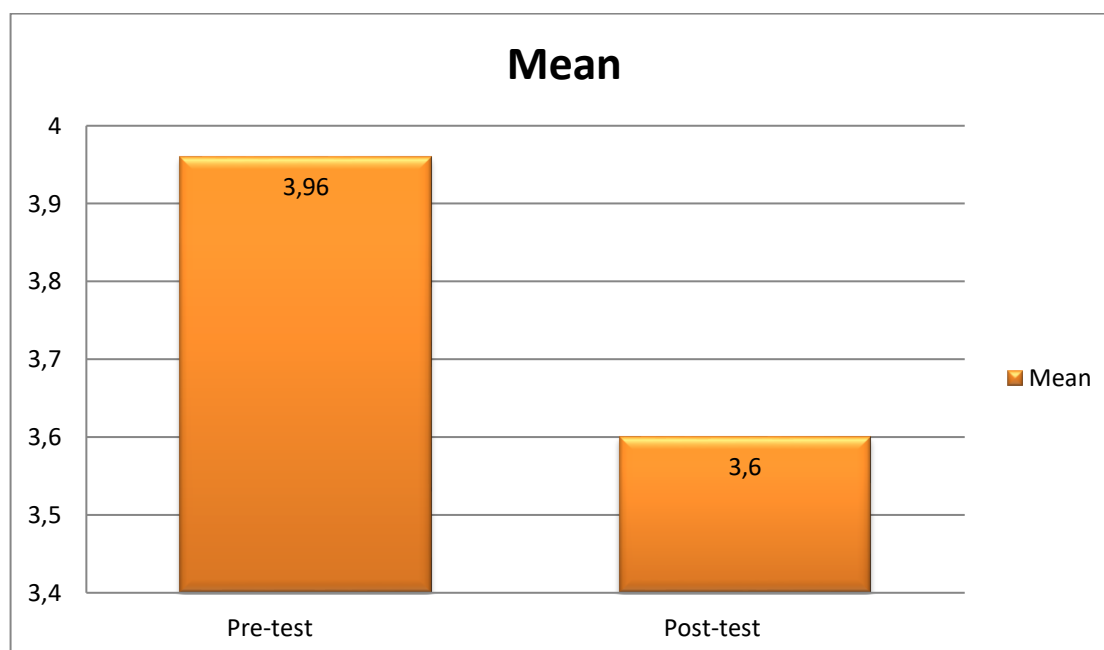
Figure 37: Control Group Second Activity Results

Figure n°37 displays the results shown in table n°41. The figure illustrates the average scores of the control group in the pre-test and post-test of the second activity related to greeting patterns. According to the results, the control group participants notably improved their usage of the thanking politeness pattern.

4.3.6 Comparison and Contrast Between Experimental and Control Group Results

There are statistically significant differences between the averages of the experimental group and the averages of the control group on the first activity after applying teaching by video technology as shown in table n°42.

Groups	n	M	SD	T	SIG
Experimental Group	25	7.52	1.14		
				6.92	0.00
Control Group	25	5.12	1.16		

Table 42: Experimental Group and Control Group First Activity Results

It is clear from table n°42 that there are statistically significant differences in the first test between the experimental sample (M=7.52/ SD=1.14) and the control sample (M=5.12/ SD=1.16), (T(25)=6.92/SIG=0.00). The t-test shows the differences in the first activity between the control and experimental samples in the post-test. Therefore, the hypothesis is fulfilled. This means that there are statistically significant differences between the averages of the experimental group and the averages of the control group on the first test after applying video teaching in favor of the experimental sample.

Additionally, there are statistically significant differences between the averages of the experimental group and the averages of the control group on the second activity after applying teaching by video technology as shown in table n°43.

Groups	n	M	SD	T	SIG
experimental sample	25	7.64	1.35	11.43	0.00
control sample	25	3.60	0.91		

Table 43: Experimental Group and Control Group Second Activity Results

It is evident from table n°43 that there are statistically significant differences in the second test between the experimental sample (M=7.64/ SD=1.35) and the control sample (M=3.60/ SD=0.91), (T(25)=11.43/SIG=0.00). The t-test shows the differences in the first test between the control and experimental samples in the post-measurement. Therefore, the hypothesis is fulfilled. This means that there are statistically significant differences between the averages of the experimental group and the averages of the control group on the second test after the application of teaching by video technology in favor of the experimental sample. Based on the results' of the pre- and post-tests of both the experimental and control groups, we can address the third sub-question of the first research question: What is the impact of videos on students' greeting and thanking patterns? The results reveal that video use has a positive impact on EFL learners greeting and thanking patterns. As a result, we can confirm the first hypothesis that video use develops EFL learners' intercultural awareness of intercultural patterns.

The video use technique was based on Harmer's 2001 video use techniques that focus on three techniques: silent viewing, partial viewing, then freeze and framing (Harmer, 2001). The video instruction was based on Berks' 2009 recommendations for using videos, which focus on introducing the video content, discussing the content after each technique, repeating the content and ending the session with questions and answers (Berk, 2009). Further, the intercultural model was based on Tran's 2016 ICLT model for both groups. It starts by providing language and intercultural knowledge to enhance students" language and intercultural awareness and develop their language and intercultural competence (Trans, 2016).

Based on the results of both pre and post-tests, the use of videos had a positive impact on the intercultural awareness of EFL learners regarding politeness patterns for "Greeting" and "Thanking". The t-test revealed significant differences between the results of participants in the experimental group and those in the control group. The first hypothesis that video use develops EFL learners' intercultural awareness of intercultural patterns is confirmed. Moreover, we can answer the third sub-question of the first research question: What is the impact of videos on students' greeting and thanking patterns? The t-test results reveal that videos develop EFL learners' greeting and thanking patterns. Based on our findings, we can confirm that the first hypothesis if true: video use develops EFL learners' intercultural awareness of intercultural patterns.

4.4 Analysis of the Post-experiment Questionnaire's Data

The post-experiment questionnaire is used to answer the second research question: What are EFL students' perceptions regarding video use impact on students' intercultural awareness of politeness patterns? In addition, it seeks to test the second hypothesis: EFL learners enjoy using videos in their EFL classrooms. In contrast to the pre-experiment questionnaire, the post-experiment questionnaire is only delivered to experimental group participants. The post-experiment questionnaire is divided into two parts. The first part reveals information about the experimental group participants' characteristics to highlight any potential

differences between the experimental group participants. Then, the second part of the questionnaire provides numerical data and represents EFL learners' attitudes toward multimedia tools case of video use and its impact on their intercultural awareness of the "Greeting" and "Thanking" politeness patterns. The purpose behind the post-experiment questionnaire is to study EFL learners' attitudes toward video use impact on their "Intercultural awareness" of the "Greeting" and "Thanking" "Politeness patterns".

4.4.1 Psychometric Features

The psychometric features focus on testing the account of the honesty and reliability of the post-experiment questionnaire.

paragraphs	Correlation	paragraphs	Correlation	paragraphs	Correlation
1	**0.936	10	**0.845	19	**0.954
2	**0.860	11	**0.938	20	**0.884
3	**0.781	12	**0.896	21	**0.881
4	**0.772	13	0.635**	22	**0.914
5	**0.833	14	**0.829	23	**0.657
6	**0.938	15	**0.864		
7	**0.742	16	**0.767		
8	**0.701	17	**0.885		
9	**0.843	18	**0.943		
Statistically significant at a significant level ($\alpha \leq 0.05$)					

Table 44: Internal Consistency Validity

Table n°44 displays the correlation coefficients between the scores of the questionnaire items and the total score. It is clear from table n°44 that the correlation coefficients between the individual scores of each paragraph and the overall score for all questionnaire items are positive and ranged between (0.635). At its lowest level before paragraph (13), and between (0.954), at its highest level before paragraph (19), and most of all the paragraphs are statistically meaningful at a significant level ($\alpha \leq 0.05$). Thus, it is considered proper to what it was set to

measure; that is, internal consistency exists between the paragraphs and the axes to which they belong.

	The number of phrases	stability of the axis
General stability coefficient	23	0.910

Table 45: Reliability coefficients for the study questionnaire

We used the coefficient Cronbach's alpha stability to measure the questionnaire's stability. We calculated it for the study tool as a whole and each variable separately and then calculated it for each dimension of the study, and this is what we highlight in table n°45.

Paragraph	Stability coefficient	Paragraph	Stability coefficient	Paragraph	Stability coefficient
01	0.896	9	0.904	17	0.899
02	0.931	10	0.905	18	0.899
03	0.901	11	0.896	19	0.899
04	0.932	12	0.899	20	0.898
05	0.904	13	0.916	21	0.902
06	0.899	14	0.900	22	0.896
07	0.905	15	0.899	23	0.906
08	0.931	16	0.906		

Table 46: Stability Coefficient for all Items of the Study Axes

It is clear from the above table that the general stability coefficient for the study as a whole was (0.910), which indicates that the study has excellent stability. The following table highlights the value of the Cronbach alpha stability coefficient when any paragraph is deleted and the rest of the paragraphs remain (see table 46).

Based on the table above, we can see that the stability coefficient values for the questionnaire items range from 0.896 to 0.931. This suggests that most of the items are significant and have an impact on the stability coefficient. Removing any of the phrases would decrease the overall value. However, there are some paragraphs that, if deleted, may increase the stability rate. Therefore, we need to keep them along with the rest of the paragraphs.

4.4.2 Encoding of the Post-experiment Questionnaire's Data

As previously mentioned, the post-experiment questionnaire involves two parts. The first part concerns the participants' characteristics and the second part concerns their attitudes regarding video use strategy.

Part1: Experimental Group Participants' Characteristics

The first part of the post-experiment questionnaire deals with experimental group characteristics. This part covers three questions that focus on experimental group participants' ages, degrees, and English language background.

Responses	Respondents	Sum	Mean	SD
19 years-old	20			
		25	8.3333	10.2144
20 years-old	4			
21 years-old	1			

Table 47: Participants' Ages

The table n°47 above shows the experimental group participants' ages. According to the results twenty participants (80%) out of twenty-five are 19 years old. However, four participants (16%) are twenty years old, and one participant (04%) is twenty-first years old. Worth mentioning that, the table above reveals that all the participants belong to the same young generation. Therefore, no generation gap may be referred to within the experimental group participants.

Responses	Respondents	Sum	Mean	SD
Second-degree	25	25	/	/

Table 48: Participants' Levels

The table n°48 above reveals the experimental group participants' degree. According to the results, all the participants are second-degree EFL learners at the department of English, University of BADJI Mokhtar Annaba, Algeria.

Responses	Respondents	Sum	Mean	SD
Yes	/			
		25	12.50	17.6777
No	25			

Table 49: Participants' English Language Background

The table n°49 above reveals the experimental group participants' English language background. The results indicate that no participant enrolled in English language courses in language institutions. Thus, all the experimental group participants studied the English language at the middle and high school levels before their enrolment at the University. As a result, all the experimental group participants have the same English language background.

Part2: Participants' Attitudes

Responses	Respondents	Sum	Mean	SD
1	01			
2	04			
		25	3.8800	1.16619
3	0			
4	12			
5	08			

Table 50: Video use engages EFL learners in their language learning process.

The table n°50 displays the results concerning the question, « Does video use engage you in the learning process? One participant strongly disagrees, and four

participants disagree that using videos engages the learners in their learning process. Thus, five participants do not consider that video use impacts EFL learners' learning process. No participant is neutral to this question. Moreover, twelve participants agree, and eight participants strongly agree that video use engages them in their learning process. Therefore, twenty participants out of twenty-five consider that video use positively impacts their learning process.

Responses	Respondents	Sum	Mean	SD
1	0			
2	01	25	3.8400	0.85049
3	08			
4	10			
5	06			

Table 51: You are a visual learner

The table n°51 shows the responses to the question "Do you consider yourself as a visual learner? The results indicate that no response is identified for the "strongly disagree" category and that one participant disagree while eight participants are neutral. Thus, one participant out of twenty-five does not consider themselves a visual learner. However, ten participants agree, and six strongly agree that they are visual learners. Thus, sixteen participants out of twenty-five consider themselves visual learners.

Responses	Respondents	Sum	Mean	SD
1	06			
2	10	25	2.5600	1.41657
3	02			
4	03			
5	04			

Table 52: Video use is a formal way of teaching.

The table n°52 shows the results concerning the expression "You consider video use as a formal way of teaching?" Six participants strongly disagree, and ten participants disagree. Thus, sixteen participants out of twenty-five do not view video use as a formal way of teaching. Two participants are neutral. However,

three participants agree, and four participants strongly agree that video use is a formal way of teaching. Therefore, seven participants out of twenty-five view that using videos refers to a formal way of teaching.

Responses	Respondents	Sum	Mean	SD
1	0			
2	02			
3	05	25	3.9600	0.93452
4	10			
5	08			

Table 53: Video use provides you with language speed variations

For more precision, the experimental group participants were asked whether video use provides them with language speed variations (see table 53). The results indicate that no participant strongly disagrees while two participants disagree. Thus, two participants out of twenty-five claim that video use does not provide them with language speed variations. Five participants are neutral. However, ten participants agree, and eight participants strongly agree that video use provides them with language speed variations. As a result, eighteen participants out of twenty-five claim that video use provides them with language speed variations (see table 53).

Responses	Respondents	Sum	Mean	SD
1	0			
2	0	25	4.6000	0.50000
3	0			
4	10			
5	15			

Table 54: Video use gives you the opportunity to listen to native speakers

According to table n°54 results, ten participants agree that using videos allows them to listen to native speakers, and fifteen participants strongly agree. Thus, twenty-five out of twenty-five participants consider that video use provides them with native speakers' language situations examples. Worth mention that no response is reported for strongly disagree, disagree, and neutral categories. In sum,

all the participants view that they may witness native speakers' language use situations through video use.

Responses	Respondents	Sum	Mean	S.D
1	0			
2	0			
3	5	25	4.2000	0.76376
4	10			
5	10			

Table 55: Video use provides you with intonation patterns

Since, the experimental group participants experienced video use. They were asked whether video use provides them with intonation patterns. According to table n°55 results indicate that no participant strongly disagrees or disagrees while, five participants are neutral. At the same time, ten participants out of twenty-five agree that video use provides them with intonation patterns, and ten participants strongly agree. Therefore, twenty participants out of twenty-five affirm that video use provides them with intonation patterns (see table 50).

Responses	Respondents	Sum	Mean	S.D
1	0			
2	0			
3	0	25	4.4000	0.50000
4	15			
5	10			

Table 56: Video use provides you with pitch range

Experimental group participants were asked whether video use provides them with pitch range. As shown in table n°56, the results indicate that no response for the "strongly disagree", "disagree", and "neutral" categories. However, fifteen participants out of twenty-five agree that video use provides pitch range, and ten participants out of twenty-five strongly agree. Therefore, no participant disconfirm that video use provides them with pitch range, and twenty-five participants out of twenty-five confirm that video us provides pitch range (see table 56).

Responses	Respondents	Sum	Mean	S.D
1	0			
2	04			
3	01	25	3.8400	0.94340
4	15			
5	05			

Table 57: Video use provides you with pausing and phrasing sequences

Additionally, experimental group participants were asked whether video use provides them with pausing and phrasing sequences. The results, as shown in tbale n°57, indicate that no participant strongly disagrees while four participants disagree. Thus, four participants out of twenty-five claim that video use does not provide them with pausing and phrasing sequences. One participant is neutral. However, fifteen participants agree, and five participants strongly agree that video use provides them with pausing and phrasing sequences. As a result, twenty participants out of twenty-five claim that video use provides them with pausing and phrasing sequences (see table 57).

Responses	Respondents	Sum	Mean	S.D
1	0			
2	0			
3	01	25	4.7600	0.52281
4	04			
5	20			

Table 58: Video use provides you with loudness and quietness sequences

Experimental group participants were asked whether video use provides them with loudness and quietness sequences. Table n°58 results indicate that no reply for the "strongly disagree" and "disagree" categories. However, one participant out of twenty-five is neutral. Thus, no participant disconfirms that video use does not provide them with loudness and quietness sequences. At the same time, four participants out of twenty-five agree, and twenty participants strongly agree that video use provides them with loudness and quietness sequences. Therefore, twenty-four participants out of twenty-five claim that video use provides loudness and quietness sequences (see table 58).

Responses	Respondents	Sum	Mean	S.D
1	0			
2	0			
3	0	25	4.8000	0.40825
4	5			
5	20			

Table 59: Video use provides you with non-verbal clues

In addition, experimental group participants were asked whether video use provides them with non-verbal clues. The results do not indicate any responses for the "strongly disagree", "disagree", and 'neutral" categories. Thus, no participant disconfirms that video use provides them with non-verbal clues. In contrast, five participants out of twenty-five disagree, and twenty participants strongly agree that video use provides them with non-verbal clues. As a result, twenty-five participants claim that video use provides them with non-verbal clues (see table 59).

Responses	Respondents	Sum	Mean	SD
1	0			
2	05			
3	0	25	3.9600	1.09848
4	11			
5	09			

Table 60: Video use develops your intercultural awareness of the "Greeting" politeness pattern

The table n°60 above shows the results concerning the question, "Does video use develop your intercultural awareness of the "Greeting" politeness pattern?" The results indicate that no response is reported for the "strongly disagree" and "neutral" categories. While five participants disagree that video use develops their intercultural awareness of the "Greeting" politeness pattern. Thus, five participants out of twenty-five consider that video use does not impact their intercultural awareness of the "Greeting" politeness pattern. However, eleven participants agree, and nine participants strongly agree that using video develops their intercultural awareness of the "Greeting" politeness principle. All in all, twenty

participants out of twenty-five consider that video use positively impacts their intercultural awareness of the "Greeting" linguistic politeness pattern.

Responses	Respondents	Sum	Mean	SD
1	0			
2	02	25	4.4400	0.86987
3	0			
4	08			
5	15			

Table 61: Video use develops your intercultural awareness of the "Thanking" Politeness Pattern

The table n°61 above shows the results concerning the question, "Does video use develop your intercultural awareness of the "Thanking" politeness pattern?" The results indicate that no response is reported for the "strongly disagree and neutral" categories. While two participants disagree that video use develops their intercultural awareness of the "Thanking" politeness pattern. Thus, two participants out of twenty-five do not believe that video use has an impact on their intercultural awareness of the "Greeting" politeness pattern. However, eight participants agree, and fifteen participants strongly agree that using video develops their intercultural awareness of the "Greeting" politeness principle. Thus, all in all, twenty-three participants out of twenty-five consider that video use has a positive impact on developing their intercultural awareness of the "Greeting" linguistic politeness pattern.

Responses	Respondents	Sum	Mean	SD
1	0			
2	3	25	4.2000	0.95743
3	0			
4	11			
5	11			

Table 62: Video use develops your communicative competence.

The table n°62 displays the results concerning the question, "Does video use develops your communicative competence?" According to the table's results, no response is reported for the "strongly disagree" and "neutral" categories. At the

same time, three participants disagree with the idea that video use develops their communicative competence. Thus, three participants out of twenty-five consider that video use does not impact their communicative competence. However, eleven participants agree, and eleven participants strongly agree that videos develop their communicative competence. Therefore, twenty-two participants out of twenty-five believe that video use has a positive impact on developing EFL learners' communicative competence.

Responses	Respondents	Sum	Mean	SD
1	10			
2	03	25	2.6800	1.60000
3	0			
4	09			
5	03			

Table 63: You pay more attention when the teacher is explaining.

Concerning the question "Do you pay more attention when the teacher is explaining?" The table n°63 above shows that ten participants strongly disagree, and three disagree that they pay more attention when the teacher explains. Thus, thirteen participants out of twenty-five do not consider being more attentive when the teacher is explaining. Furthermore, no response is reported for the "neutral" category. However, nine participants agree, and three strongly agree that they pay more attention when the teacher explains. Therefore, twelve participants out of twenty-five consider that they are more attentive when the teacher is explaining.

Responses	Respondents	Sum	Mean	SD
1	01			
2	02	25	4.0000	1.00000
3	0			
4	15			
5	07			

Table 64: You focus more when videos are used

The table n°64 displays the results concerning the question "Do you focus more when using videos?" Thus, the results indicate that one participant strongly disagrees, and two participants disagree that they focus more when using videos.

Thus, three participants out of twenty-five do not believe that video use impacts their concentration. No response is reported for the "neutral" category. However, fifteen participants agree, and seven participants strongly agree that they focus more when using videos. As a result, twenty-two participants out of twenty-five consider that video use increases concentration.

Responses	Respondents	Sum	Mean	SD
1	0			
2	0	25	3.8800	0.43970
3	04			
4	20			
5	01			

Table 65: You pay more attention when information is given through different media like pictures, sounds, and videos.

The table n°65 above demonstrates the results regarding the following question "Do you pay more attention when information is given through different media like pictures, sounds, videos?" The results show that no response is identified for the "strongly disagree" and "disagree" categories. Four participants are neutral. However, twenty participants agree, and one participant strongly agrees. Thus, twenty-one participants out of twenty-five consider that providing information through different media enhances their attention. To sum, these twenty-one participants claim that providing information through different media positively impacts their concentration.

Responses	Respondents	Sum	Mean	SD
1	0			
2	0	25	4.0800	0.86217
3	08			
4	07			
5	10			

Table 66: Combining oral and visual information is compelling.

The table n°66 above displays the results concerning the following question "Is combining oral and visual information effective?" The results show no response for the "strongly disagree" and "disagree" categories. Thus, the participants accept

the idea that the combination of oral and visual information is compelling. While eight participants are neutral and neither approve nor disapprove the idea that combining oral and visual information is effective. However, seven participants agree, and ten participants strongly agree. Therefore, seventeen participants out of twenty-five consider combining oral and visual information compelling.

Responses	Respondents	Sum	Mean	SD
1	0			
2	0	25	4.3600	0.81035
3	05			
4	06			
5	14			

Table 67: Combining oral and visual information enhances your understanding.

For more precision, the researcher asked the following question "Does combining oral and visual information enhance your understanding?" According to table n°67, no responses are reported for the "strongly disagree" and "disagree" categories. Thus, no participant rejects the idea that combining oral and visual information enhances the learners' understanding. Five participants are neutral and do not confirm or disconfirm. However, six participants agree that combing oral and visual information enhances their understanding, while fourteen participants strongly agree. Thus, twenty participants out of twenty-five approve that the combination of oral and visual information positively impacts their understanding.

Responses	Respondents	Sum	Mean	SD
1	0			
2	04	25	4.1600	1.06771
3	0			
4	09			
5	12			

Table 68: You keep more information when videos are used

The table n°68 displays results concerning the following question "Do you keep more information when videos are used?" The results indicate that no participant strongly disagrees, while four disagree. Thus, four participants out of twenty-five

reject the idea that they keep more information when using videos. To reformulate, these four participants do not believe that video use impacts their memory capacity. The results show that no participant is neutral. However, nine participants agree, and twelve participants strongly agree. As a result, twenty-one participants out of twenty-five affirm and confirm that video use positively impacts their memory capacity.

Responses	Respondents	Sum	Mean	SD
1	02			
2	01	25	4.0000	1.11803
3	0			
4	14			
5	08			

Table 69: You keep information longer through video use.

The table n°69 above shows the results concerning the following question "Do you keep information longer through video use?" The results indicate that two participants strongly disagree, while one disagrees. Thus, three participants out of twenty-five reject the idea that they keep information longer through video use. Thus, three participants view that video use does not impact their long-term memory. Furthermore, the results show that no participant is neutral. However, fourteen participants agree, and eight participants strongly agree. Thus, twenty-two participants out of twenty-five affirm and confirm that video use positively impacts their long-term memory.

Responses	Respondents	Sum	Mean	SD
1	0			
2	0	25	4.3600	0.63770
3	02			
4	13			
5	10			

Table 70: Video use provides extra information.

Concerning the question: "Does video use provide extra information?" The results indicate no response for the "strongly disagree" and "disagree" categories. Thus, no participant rejects the idea that video use provides extra information. Two

participants are neutral. However, thirteen participants agree, and ten participants strongly agree that video use provides extra information. Therefore, twenty-three participants out of twenty-five approve that video use provides extra information (see table 70).

Responses	Respondents	Sum	Mean	SD
1	04			
2	0	25	3.5600	1.29357
3	04			
4	12			
5	05			

Table 71: Video use impact on motivation.

The table n°71 above shows the results concerning the following question "Does video use motivate you?" The results indicate that four participants strongly disagree, while no participant disagrees. Thus, four participants out of twenty-five claim that video use does not impact their motivation. Furthermore, the results show that four participants are neutral and neither confirm nor disconfirm whether video use motivates them. However, twelve participants agree, and five strongly agree. As a result, seventeen participants out of twenty-five affirm and confirm that video use positively impacts their motivation.

Responses	Respondents	Sum	Mean	SD
1	0			
2	0			
3	02	25	4.4400	0.65064
4	10			
5	13			

Table 72: Video use provides authentic situations of language use

The table n°72 above provides the results concerning the following question "Does video use provide you with the opportunity to witness language use in authentic situations?" The results indicate that no participant strongly disagrees or disagrees. Thus, the participants accept the idea that video use provides them with the opportunity to witness language use in authentic situations. According to the

results, two participants are neutral. However, ten participants agree, and thirteen participants strongly agree. Therefore, twenty-three participants out of twenty-five affirm and confirm that video use provides them with the opportunity to witness language use in authentic situations.

4.4.3 Content Analysis of the Post-experiment Questionnaire's Data

Part1: Participants' Characteristics

Question	Same	Not the same
The experimental groups participants' generation	X 100%	/
The experimental group participants' degree	X 100%	/
The participants' English language background	X 100%	/

Table 73: Experimental Group Participants' Characteristics

The table n°73 summarises the experimental group participants' characteristics. According to the results, all the experimental group participants belong to the same generation. Thus, no generation gap among the experimental group participants needs to be referred to. Worth mentioning that, a generation gap may represent an extraneous variable. Moreover, all the participants are second-degree EFL learners at the department of English, University of BADJI Mokhtar Annaba, Algeria. Furthermore, all the experimental group participants did not enrol in English language courses in language institutions before their enrolment at the University. In other words, experimental group participants got benefit of middle and high school curriculum. In sum, all the experimental group participants are second-degree EFL learners and have the same English language background. Moreover, no generation gap may be referred to. Therefore, no extraneous variable needs to be detected.

Part 2: Participants' Attitudes

Categories	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Codes	1	2	3	4	5
weighted average	1.79-0.1	2.59-1.8	3.39-2.6	4.19-3.40	5-4.2

Table n°74: Post-experiment Questionnaire Likert Scale

Questions	Replies						
	1	2	3	4	5	Mean	S.D
Video use engages EFL learners in their language learning process.	01	04	0	12	08	3,8800	1,16619
You consider yourself as a visual learner	0	01	08	10	06	3,8400	,85049
You consider video use as a formal way of teaching.	06	10	02	03	04	2,5600	1,41657
Video use provide you with language speed variations	0	02	05	10	08	3,9600	,93452
Video use gives you the opportunity to listen to native speakers	0	0	0	10	15	4,6000	,50000
Video use provides you with intonation patterns	0	0	05	10	10	4,2000	,76376
Video use provides you with pitch range	0	0	0	15	10	4,4000	,50000
Video use provides you with pausing and phrasing sequences	0	04	01	15	05	3,8400	,94340
Video use provides you with loudness and quietness sequences	0	0	01	04	20	4,7600	,52281
Video use provides you with non-verbal clues	0	0	0	05	20	4,8000	,40825
Video use develops your intercultural awareness of the "Greeting" politeness pattern	0	05	0	11	09	3,9600	1,09848
Video use develops your intercultural awareness of the "Thanking" Politeness Pattern	0	02	0	08	15	4,4400	,86987

Video use develops your communicative competence.	0	03	0	11	11	4,2000	,95743
You pay more attention when the teacher is explaining.	10	03	0	09	03	2,6800	1,60000
You focus more when using videos.	01	02	0	15	07	4,0000	1,00000
You pay more attention when information is given through different media (pictures, sounds, videos...).	0	0	04	20	01	3,8800	,43970
Combining oral and visual information is compelling.	0	0	08	07	10	4,0800	,86217
Combining oral and visual information enhances your understanding.	0	0	05	06	14	4,3600	,81035
You keep more information when videos are used	0	04	0	09	12	4,1600	1,06771
You keep information longer through video use.	02	01	0	14	08	4,0000	1,11803
Video use provides extra information.	0	0	02	13	10	4,3600	,63770
Video use motivates you.	04	0	04	12	05	3,5600	1,29357
Video use provides you with the opportunity to witness language use in authentic situations.	0	0	02	10	03	4,4400	,65064
Sum of the answers	**24**	**41**	**47**	**239**	**214**		
Total						4,0417	,79652

Table 75: Post-experiment Questionnaire Results

These insights highlight the advantages of video use in language learning, including its ability to provide non-verbal cues, expose learners to authentic language usage, develop intercultural awareness, enhance comprehension of pitch and intonation, offer a multisensory learning experience, provide supplementary information, and engage learners through compelling content. Videos serve as a valuable resource for learners that may help them enhance their language skills and deepen their acquisition of the target language and culture (see table n°75).

Video use is perceived as a valuable tool for language learning: The high mean ratings for statements such as "Video use provides you with non-verbal clues," "Video use provides you with the opportunity to witness language use in authentic situations," and "Video use develops your intercultural awareness" indicate that participants recognize the benefits of using videos in language learning. Videos

effectively provide non-verbal cues, expose learners to real-life language use, and enhance intercultural understanding (see table n°75).

Audio-visual integration enhances language understanding: The statements related to combining oral and visual information, such as "Combining oral and visual information enhances your understanding" and "Combining oral and visual information is compelling," received relatively high mean ratings. This suggests that participants find the combination of audio and visual elements in videos to be engaging and beneficial for better comprehension and learning outcomes (see table n°75).

Video use promotes linguistic features and skills: The mean ratings for statements like "Video use provides you with intonation patterns," "Video use provides you with pitch range," and "Video use provides you with pausing and phrasing sequences" indicate that participants recognize the value of video use in developing various aspects of language skills. Videos are seen as effective in providing opportunities to learn and practice intonation, pitch, and pausing patterns, contributing to improved communicative competence (see table n°75).

Attention and motivation are variable factors: Some statements related to Attention and motivation, such as "You pay more attention when the teacher is explaining" and "Video use motivates you," received relatively lower mean ratings. This suggests that while video use can engage many learners, individual preferences and motivation may vary. It is essential to consider different instructional approaches and strategies to maintain Attention and motivation throughout the learning process (see table n°75).

Variability in responses: The standard deviations associated with the mean ratings indicate the Variability of responses among the participants. Higher standard deviations suggest a more comprehensive range of opinions or ratings for a particular statement. This indicates that participants may have different experiences and perspectives regarding video use in language learning (see table n°75).

These insights highlight the potential benefits of incorporating video materials into language learning curricula. However, it is essential to consider individual learner preferences, instructional context, and pedagogical strategies to maximize the effectiveness of video use in supporting language acquisition and learner engagement (see table n°75).
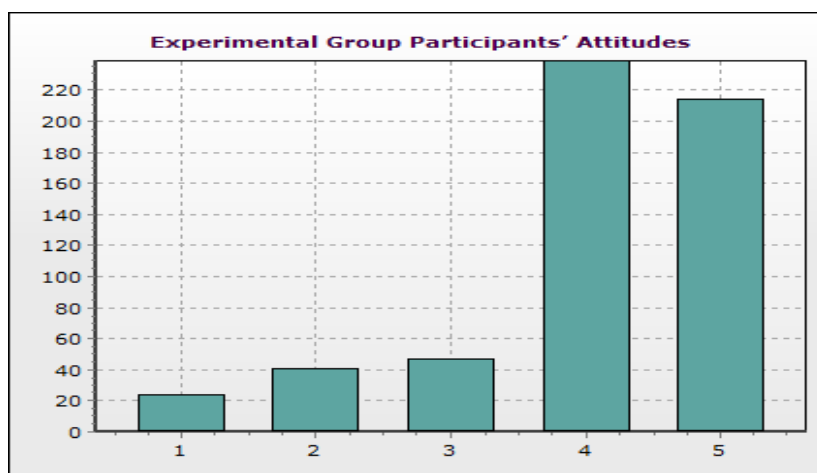
Figure 38: Experimental Group Participants' Attitudes

The figure n°38 above represents the sum of the replies of the post-experiment questionnaire participants' attitudes. The figure above gathers disagreement responses together and agreement responses together. According to the figure above, agreement replies represent the highest category answer, then, followed by the disagreement replies, and finally, neutral responses represent the lowest category answer. Therefore, experimental and control groups participants agree with the use of videos in their EFL classrooms.

As previously mentioned, the present thesis opted for a pre and post-experiment questionnaires. The pre-experiment questionnaire was delivered to both experimental and control groups participants, while the post-experiment questionnaire was delivered only to the experimental group participants. The pre and post-experiment questionnaires' results represent numerical data. The aim of using a questionnaire is to answer the second sub-question of the second research question. The questionnaire's results help analyse EFL learners' attitudes towards video use in EFL classrooms to develop their intercultural awareness of the "Greeting" and "Thanking" politeness patterns. Based on the post-experiment

questionnaire analysis, we can address the second research question: What are EFL students' perceptions regarding video use impact on students' intercultural awareness of politeness patterns? The results reveal that EFL students believe that video use has a positive impact of their intercultural awareness of politeness patterns. As a result, the students' post-experiment questionnaire confirm that the second hypothesis is true: EFL learners enjoy using videos in their EFL classrooms.

4.5 Analysis of the Interview

The teacher' interview seeks to answer the third research question: What are EFL teachers perceptions regarding video use impact on students' intercultural awareness of politeness patterns?

C1: Positive / C2: Negative

Two categories are employed for the encoding system. C1 refers to the category of positive answers representing positive attitudes. In contrast, C2 refers to the category of negative answers representing negative attitudes. As a result, C1 and C2 will be used in the following tables to represent the interviewees' answers.

Teacher	Comment	Category
Teacher 1	I have been teaching at the University for twenty years.	/
Teacher 2	I am still a new teacher. I started teaching at the University five years ago.	/
Teacher 3	I started teaching at University in 2014.	/
Teacher 4	I have been teaching at the University for twenty-five years.	/
Teacher 5	I am a University teacher since 2010.	/

Table 76: Teachers' teaching experience at the University

The table n°76 above represents interviewees' answers to the first question. This question was an introductory one to identify teachers' teaching experiences at the University. According to the first table results, there are just two teachers with teaching experience of less than ten years. First, teacher n°2 has five years of teaching experience, while teacher n°3 has seven years of teaching experience.

Secondly, teacher n°1 teaches for twenty years, teacher n°4 for twenty-five years, and teacher n°5 for eleven years. Thus, two teachers out of five with a teaching experience less than ten years and three teachers out of five with a teaching experience more than ten years.

Teacher	Comment	Category
Teacher 1	Yeah I teach the listening and speaking module.	C1
Teacher 2	Yes, I am teaching the listening and speaking module since my first year.	C1
Teacher 3	Yeah	C1
Teacher 4	Yes	C1
Teacher 5	Yes, I do! But I teach other modules as well!	C1

Table 77: Listening and Speaking Module

According to the table n°77 above, all interviewed teachers are teaching listening and speaking module. Of course, they are teaching other modules like civilisation, study skills, grammar, written expression, and linguistics. Thus, five teachers out of five are teaching listening and speaking.

Teacher	Comment	Category
Teacher 1	To some extent.	C1
Teacher 2	Of course!	C1
Teacher 3	Yeah, definitely!	C1
Teacher 4	I tried my best to develop my technological know-how to use technology in my classrooms.	C1
Teacher 5	Not really.	C2

Table 78: Teachers' Educational Technology Skills

The third question focuses on education technology. The purpose behind this question is to identify the five interviewees' notions of education technology. According to the table, four teachers out of five are familiar with educational technology. Teacher n°1 claims that their educational technology know-how is to some extent limited. The teachers; n°2 and n°3 claim that they are familiar with educational technology. Teacher n°4 reported that they make efforts to get familiar with educational technology knowledge to use technology in their EFL classroom.

However, teacher n°5 reports that they are not familiar with education technology (see table 78).

Teacher	Comment	Category
Teacher 1	It appears efficient!	C1
Teacher 2	Essential and practical!	C1
Teacher 3	It is innovative and practical	C1
Teacher 4	I like the approach of using different media in the EFL classroom; It is fruitful!	C1
Teacher 5	Not necessary!	C2

Table 79: Multimedia in Education

The researcher asked the fourth question to narrow down the field of educational technology. The aim behind the fourth question is to identify the interviewees' attitudes toward the concept of using multimedia tools in education. According to the results, teacher n°1 views it as efficient, while teachers, n°2 and n° 3 find it essential, practical, and innovative. Teacher n°4 considers it fruitful and claims that they like using different media in the EFL classroom. However, teacher n°5 claims that they disapprove of the use of multimedia in their EFL classroom. Thus, four teachers out of five have positive attitudes toward multimedia use in education, while one teacher out of five has negative views of multimedia use in education (see table 79).

Teacher	Comment	Category
Teacher 1	I read articles on the field but never tried the approach myself. But it seems practical!	C1
Teacher 2	I completely adhere!	C1
Teacher 3	Like cartoons, and an extract from a movie! Yes, I applied this kind of videos in my classroom. It is practical!	C1
Teacher 4	I tried it. But not regularly. The students enjoyed the experience! I recommend it!	C1
Teacher 5	Never used videos in my classroom. I don't really appreciate the concept!	C2

Table 80: Video use in Education

For more precision, the researcher asked the fifth question. The aim behind the fifth question is to focus on the case of videos. Likewise, teacher n°1 reports that they have read articles but never used the approach, but it seems practical, while teachers n°2, n°3, and n°4 claim that they approve of the use of videos. However, teacher n°5 reports that they do not appreciate the use of videos. Therefore, four teachers out of five have positive attitudes toward the use of videos in their EFL classrooms, while one out of five has negative attitudes toward the using videos in the EFL classroom (see table 80).

Teacher	Comment	Category
Teacher 1	Audio.	C1
Teacher 2	Videos. Because they combine everything	C1
Teacher 3	Videos, pictures and audio.	C1
Teacher 4	Audio and videos.	C1
Teacher 5	Never	C2

Table 81: Multimedia Tools Integration in the EFL Classroom

The aim behind the sixth question is to identify whether the interviewees have ever used multimedia tools and which ones. Four teachers out of five have used multimedia tools. First, teacher n°1 used audio, and teacher n°2 used videos; since videos integrated both visual and auditory information. Then, teacher n°3 used videos, pictures, and audio, while teacher n°4 used audio and videos only, teacher n°5 never used multimedia tools. Therefore, four teachers out of five have positive attitudes toward using multimedia tools in their EFL classrooms. However, one teacher out of five has negative attitudes toward using multimedia tools in their EFL classroom (see table 81).

Teacher	Comment	Category
Teacher 1	This is what I have read.	C1
Teacher 2	Based on my own experience I claim that videos have a positive impact on EFL learning.	C1
Teacher 3	Of course! Based on my own experience.	C1
Teacher 4	Personally, I noticed it.	C1
Teacher 5	Maybe, because it is something new.	C2

Table 82: Videos' Positive Impact on EFL learning

The interview's seventh question aims at identifying interviewees' attitudes toward video use impact on EFL learning. According to the table results, four teachers out of five approve that videos have a positive impact on EFL learning. First, teacher n°1 claims that they read articles about videos in EFL classrooms, and it is reported that videos have a positive impact on EFL learning. Secondly, teacher n°2 fully agrees that videos have a positive impact on EFL learning and adds that video use positively impacts EFL learners, EFL teachers, and the entire learning atmosphere. Then, based on their own experience, teachers; n°3 and n°4 agree that videos have a positive impact on EFL learning. Finally, teacher n°5 seems reluctant to either agree or disagree but claim that it is possible because it is something new and breaks the routine. As a result, four teachers out of five have positive attitudes toward the impact of videos on EFL learning, while one teacher out of five has negative attitudes toward the impact of videos on EFL learning (see table 82).

Teacher	Comment	Category
Teacher 1	Absolutely!	C1
Teacher 2	My graduation thesis topic!	C1
Teacher 3	Surely!	C1
Teacher 4	Undoubtedly! I feel that it is essential for any language teacher to get familiar with the concept of "Intercultural awareness"	C1
Teacher 5	Definitely!	C1

Table 83: Teachers' Intercultural Awareness Skills

The aim behind the sixth question is to analyse the interviewees' notion of the concept of "Intercultural awareness". According to the results, the fifth interviewees are familiar with the concept of "Intercultural awareness". Teachers, n°1, n°3, and n°5 affirm that they are familiar with the concept of "Intercultural awareness". Yet, teacher n°2 affirms that their graduation thesis is focusing on the concept of "Intercultural awareness". Worth mentioning that teacher n°4 adds that it is essential for any language teacher to get familiar with the concept of "Intercultural awareness". Therefore, five teachers out of five are familiar with the concept of "Intercultural awareness" (see table 83).

Teacher	Comment	Category
Teacher 1	Fundamental	C1
Teacher 2	Essential	C1
Teacher 3	Crucial	C1
Teacher 4	It should be integrated within the syllabus	C1
Teacher 5	Fundamental	C1

Table 84: Intercultural Awareness Importance in EFL Learning

The ninth question focuses on teachers' attitudes toward the importance while learning a foreign language. Basically, the five interviewees claim that "Intercultural awareness" is fundamental while learning a foreign language. In addition, teacher n°4 claims that it should be integrated within the syllabus. Thus, five teachers out of five have positive attitudes toward the importance of "Intercultural awareness" while learning a foreign language (see table 84).

Teacher	Comment	Category
Teacher 1	Yeah, of course! But they need more training. It is not enough!	C1
Teacher 2	Of course! But I think that developing EFL learners' intercultural awareness is a bit neglected!	C1
Teacher 3	I do my best to develop my EFL learners' intercultural awareness during listening and speaking sessions	C1
Teacher 4	During listening and speaking sessions.	C1
Teacher 5	Yes, I try to do my best to provide different information. But I can not neglect my syllabus and focus on intercultural awareness!	C1

Table 85: EFL learners' Intercultural Awareness Development

The table n°85 above shows the interview's question answers. The aim behind the tenth question is to demonstrate whether EFL teachers are trying to develop their EFL learners' "Intercultural awareness". The fifth interviewees claim that they try to do their best to develop their EFL learners' "Intercultural awareness". However, teacher n°1 views their efforts as insufficient, while teacher n°2 views "Intercultural awareness" as a neglected field. The teachers, n°3 and n°4 claim they try to develop their EFL learners' "Intercultural awareness" during listening and speaking sessions. Finally, teachers, n°5 adds that they cannot neglect their

syllabus and focus on "Intercultural awareness". Thus, five teachers out of five try to develop their EFL learners' "Intercultural awareness".

Teacher	Comment	Category
Teacher 1	Yeah, to a great extent!	C1
Teacher 2	Of course!	C1
Teacher 3	Definitely!	C1
Teacher 4	Undoubtedly!	C1
Teacher 5	I don't think so!	C2

Table 86: Videos' Impact on Intercultural Awareness Development

The table n°86 above shows interviewees' answers regarding videos' impact on EFL learners' "Intercultural awareness". Four out of five teachers answer positively. Teachers; n°1, n°2, n°3, and n°4 claim that videos develop EFL learners' "Intercultural awareness". However, teacher n°5 does not share the same belief and thinks that videos can not develop EFL learners' "Intercultural awareness". Therefore, four teachers out of five have positive attitudes toward the idea that videos may develop EFL learners' "Intercultural awareness", while one teacher out of five has negative attitudes toward the idea that videos may develop EFL learners' "Intercultural awareness".

Teacher	Comment	Category
Teacher 1	Sure!	C1
Teacher 2	Obviously!	C1
Teacher 3	Affirmative	C1
Teacher 4	Certainly	C1
Teacher 5	Of course!	C1

Table 87: Teachers' Knowledge of Politeness Patterns

For more precision, the researcher asked the interviewees about their notion of "Politeness patterns". Thus, the aim behind the twelfth interview's question is to analyse EFL teachers' familiarity with the concept of "Politeness patterns". According to the table above, all interviewees claim that they are familiar with "Politeness patterns". Thus, the five teachers out of five are familiar with the concept of "Politeness patterns" (see table 87).

Teacher	Comment	Category
Teacher 1	No	C2
Teacher 2	I tried it once with two groups that I have merged.	C1
Teacher 3	I just tried it with one group!	C1
Teacher 4	Not to develop, but to check and analyse their intercultural awareness of politeness patterns understanding.	C2
Teacher 5	Never!	C2

Table 88: Using Videos for Intercultural Awareness Development

The thirteenth question aims to study whether the interviewees develop their EFL learners' "Politeness patterns" through videos. According to the table, two interviewees have positive answers; teacher n°2 claims they tried it once with two groups merged, while teacher n°3 claims they tried it with one group. However, three interviewees have negative answers; teachers, n°1 and n°5 claim they did not use it. Teacher n°4 reports that they used to analyse their EFL learners' Intercultural awareness of politeness patterns, but not to develop. As a result, two teachers out of five have positive answers, while three out of five have negative answers (see table 88).

Teacher	Comment	Category
Teacher 1	I think so! Different studies have proven it, and videos provide authentic language-use situations.	C1
Teacher 2	Definitely! Combining visual and aural information may impact EFL learners'. Besides videos provide natives speakers' language-use situations.	C1
Teacher 3	Of course! Visual, aural, and textual information simultaneously attract EFL learners' attention.	C1
Teacher 4	Certainly, first, we have authentic situations through videos. Secondly, videos provide information through different media. Thus, video use will activate EFL learners' different procession information modes.	C1
Teacher 5	I think so! Because EFL learners like technology and they are used to it. Moreover, it is something new, and learners like everything that is new. Thus, they will focus in the EFL classroom and videos will have a great impact on them.	C1

Table 89: Videos and EFL Learners' "Greeting" and "Thanking" Skills

The fourteenth question aims to analyse whether the interviewees think that video use may develop EFL learners' "Greeting" and "Thanking" politeness patterns. According to the table, teacher n°1 claims that different studies have proven it; and that videos provide authentic language-use situations. Likewise, teachers, n°2 and n°3 affirm that providing visual, aural, and textual information will attract the learners. Similarly, teacher n°4 confirms and adds that video use will activate different procession modes. Finally, teacher n°5 confirms and adds that those learners like technology and innovation. Thus, five teachers out of five have positive attitudes toward video use impact on EFL learners' Intercultural awareness of the "Greeting" and "Thanking" politeness patterns (see table 89).

Teacher	Comment	Category
Teacher 1	Yes, I do!	C1
Teacher 2	Of course!	C1
Teacher 3	Absolutely!	C1
Teacher 4	With no doubt!	C1
Teacher 5	Why not!	C1

Table 90: Teachers' Opinions on Video Use for Developing EFL Learners' "Greeting" and "Thanking" Politeness Patterns

The aim behind the fifteenth interview's question is to analyse teachers' attitudes toward encouraging video use to develop EFL learners' "Greeting" and "Thanking" politeness patterns. According to the table above, all teachers encourage video use to develop their EFL learners' "Greeting" and "Thanking" politeness patterns. Thus, the fifth teachers have positive attitudes toward encouraging video use to develop EFL learners' "Greeting" and "Thanking" politeness patterns (see table 90).

Teacher	Comment	Category
Teacher 1	It has to be applied and widespread! Formal learning settings need to cope with the new world.	C1
Teacher 2	Video use in EFL classrooms is essential and practical. Let's incorporate it in our classrooms.	C1
Teacher 3	It requires teachers' training and material equipment.	C1
Teacher 4	Needs organization! Like material equipment in classrooms and teachers' training.	C1
Teacher 5	I don't consider it as something fundamental!	C2

Table 91: Final Comments

The final interview's question aims to study the interviewees' final comments about video use to develop EFL learners' politeness patterns regarding the speech acts of "Greeting" and "Thanking" politeness patterns. The table above shows that four teachers out of five have positive answers. Teacher n°1 claims that video use needs to be applied, schools, institutions, and universities have to cope with the new world. In contrast, teacher n°2 claims that it is essential to incorporate videos in their classrooms. Teacher n°3 adds that video use needs teacher training and material equipment. Likewise, teacher n°4 adds that videos use needs organization, teacher training, and material equipment. Finally, teacher n°5 views that video use is not something fundamental for developing EFL learners' "Intercultural awareness" of the "Greeting" and "Thanking" politeness patterns. Therefore, four teachers out of five have positive attitudes toward video use to develop EFL learners' "Intercultural awareness" of the "Greeting" and "Thanking" politeness patterns. In comparison, one teacher out of five has negative attitudes toward video use to develop EFL learners' "Intercultural awareness" of the "Greeting" and "Thanking" politeness patterns (see table 91).

Theme	Categories		Mean	S.D
Teaching experience	C1	C2	/	/
	/	/		
Listening and speaking	C1	C2	1	3,535534
	5	0		
Educational technology knowledge	C1	C2	1.2	2,12132
	4	1		

Multimedia use in education	C1	C2	1.2	2,12132
	4	1		
Perceptions of video use in education	C1	C2	1.2	2,12132
	4	1		
Using Videos in EFL classrooms	C1	C2	1.2	2,12132
	4	1		
Videos have a positive impact on EFL learning	C1	C2	1.2	2,12132
	4	1		
Familiarity with "Intercultural awareness"	C1	C2	1	3,535534
	5	0		
Perceptions of "Intercultural awareness" while learning a foreign language	C1	C2	1	3,535534
	5	0		
Developing EFL learners' intercultural awareness	C1	C2	1	3,535534
	5	0		
Videos may develop EFL learners' intercultural awareness	C1	C2	1.2	2,12132
	4	1		
Knowledge of the concept of "Politeness Patterns"	C1	C2	1	
	5	0		3,535534
Using Video to develop EFL learners' Intercultural awareness	C1	C2	1.6	0,707107
	2	3		
Video use may develop EFL learners "Greeting" and "Thanking" skills	C1	C2	1	3,535534
	5	0		
Supporting video use to develop EFL learners' intercultural awareness	C1	C2	1	3,535534
	5	0		
Final comments	C1	C2	1.2	2,12132
	4	1		
Sum of the answers	**65**	**10**		
Mean	**4,333333**	**0,666667**		
S.D	**0,816497**	**0,816497**		

Table 92: Teachers' Interview Results

The interview represents the last research instrument used to collect data and answer the first sub-question of the second research question. The aim behind interviewing EFL teachers is to analyse their attitudes toward using videos to develop EFL learners' Intercultural awareness of the "Greeting" and "Thanking"

politeness patterns. The table above summarizes the interview's answers in one table to collect positive replies and negative replies (see table 92).

With reference to table n°92, we can arrange the outcomes in descending order of the means or average. According to the table n°88, the participating teachers teach the oral expression module, while intercultural awareness and linguistic politeness are highly favored by the participating teachers. Additionally, the table n°92 indicates that developing intercultural awareness is crucial for EFL learners in the process of learning a foreign language and cannot be ignored. The research findings suggest that the teachers have a positive outlook towards the impact of video usage on EFL learners' intercultural awareness and they recommend its use.

According to table n°92, at the second level, we can find the educational technology knowledge of the participants, their use of video and multimedia, and their opinions on the impact of videos on education and EFL learning. This suggests that even though teachers have a favourable attitude towards the impact of videos on EFL learners' intercultural awareness and approve of integrating videos in EFL classrooms, videos are rare and not extensively employed in EFL classrooms. According to the data in table n°92, we can find using videos to enhance the intercultural awareness of EFL learners. This suggests that while teachers have a positive attitude towards using videos to improve intercultural awareness, they cannot be relied upon solely. They should be used in conjunction with other pedagogical materials and teacher guidance.

Similarly, based on table n°92, we can arrange the insights into two groups based on their averages, from highest to lowest. According to table n°92, we can categorize the insights into two groups based on their averages, from highest to lowest the category of positive attitudes has an average of $\bar{x}=4,333333$, while the average of the insights of the negative category is $\bar{x}=0,666667$. Therefore, positive attitudes are ranked higher than negative attitudes. Based on table n°92, the interview's results indicate that EFL teachers share positive attitudes regarding video use impact on EFL learners' intercultural awareness. Based on the teachers' interview analysis, we can address the third research question: What are EFL

teachers perceptions regarding video use impact on students' intercultural awareness of politeness patterns? EFL teachers have positive perception regarding video use impact on students' intercultural awareness of politeness patterns. Moreover, we can confirm that the third hypothesis is true: EFL teachers approve video use for developing EFL learners' intercultural awareness.

Conclusion

In this chapter, we have analysed the research instruments' findings to interpret them and answer the research questions. In this study, we first started by describing the oral expression syllabus then we have dealt with the pre and post-test, questionnaire, and interview. Thus, this study opted for mixed-methods procedure for data collection and analysis. In this chapter, we presented the analysis of both quantitative and qualitative data. Firstly, the analysis of the oral expression syllabus to identify the teaching materials that were used, then the pre and post-test results were analyzed and interpreted to identify the impact of video use on EFL learners' intercultural awareness of the "Greeting" and "Thanking" "Politeness patterns". Next, pre and post-test results were analysed in terms of appropriateness, overuse and misuse of the "Greeting" and "Thanking" "Politeness patterns".

Then, the pre and post-experiment questionnaires' results were analysed to study EFL learners' attitudes toward video use and its impact on their intercultural awareness of the "Greeting" and "Thanking" speech acts. Both pre and post-test and pre and post-experiment questionnaires' data were analysed quantitatively. Finally, this chapter presented the interview's results analysis to study EFL teachers' attitudes toward "Video use" to develop their EFL learners' intercultural awareness of the "Greeting" and "Thanking" "Politeness patterns". As mentioned earlier, developing intercultural awareness among EFL learners aims to enhance their intercultural competence and ultimately improve their performance. To conclude, the findings reveal that video use develops EFL learners' intercultural awareness of the "Greeting" and "Thanking" patterns. In addition, EFL learners and EFL teachers share a positive attitude toward video use incorporation in their

classrooms and affirm the video use develops EFL learners' "Intercultural awareness" of the "Greeting" and "Thanking" speech acts.

Discussion, Recommendations, and Implications

Introduction

In the present chapter, we deal with the discussion of the findings, recommendations, and implications as a result of the present study. First, in the present chapter, we summarise the main results of the research instruments. Then we draw conclusions and inferences based on the collected data. Secondly, based on the research findings and conclusions, we provide recommendations on how to use videos in classrooms and teach intercultural knowledge of linguistic politeness that may help EFL teachers develop their teaching and provide EFL learners with proper conditions for learning. Finally, in the present chapter, we provide pedagogical implications that include teachers' professional training programs and classroom technology equipment.

5.1 Discussion

5.1.1 Discussion of the t-Test Findings
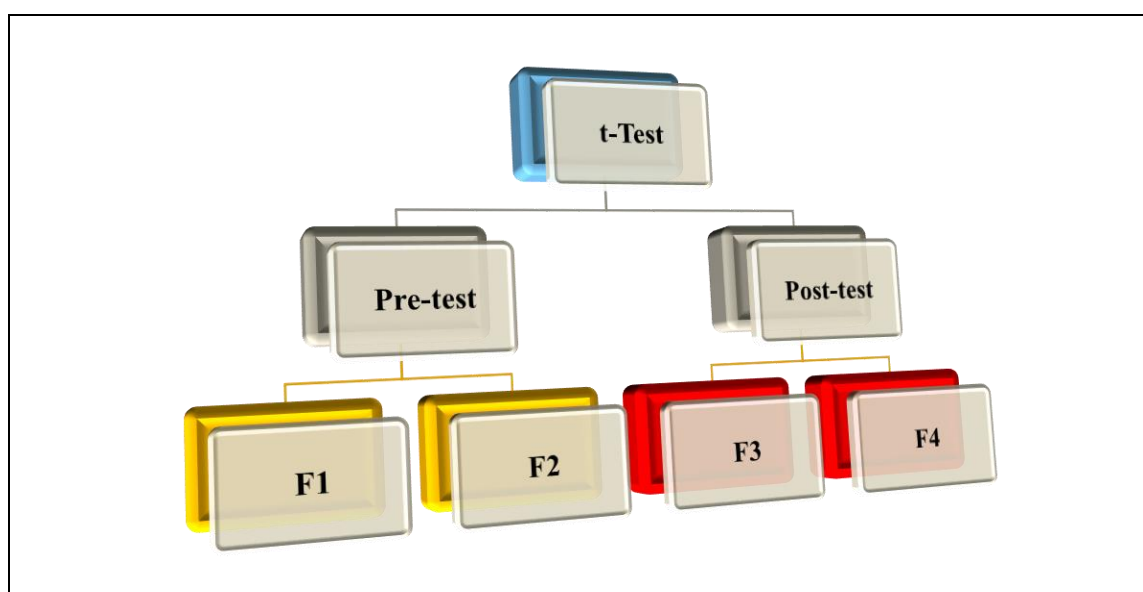
Figure 39: t-Test Findings

The figure n°39 above illustrates the t-test findings. The t-test seeks to answer the third sub-question of the first research question: What is the impact of videos on students' greeting and thanking patterns? In addition to testing the first

hypothesis: Video use develops EFL learners' intercultural awareness of intercultural patterns. The aim behind developing EFL learners' intercultural awareness is to foster their intercultural competence to inprove their performance. The t-test covers the pre and post-tests, and provides four research findings. At the beginning of the experiment, both control and experimental group participants were delivered the pre-test. As previously mentioned, the pre-test seeks to evaluate the participants' intercultural awareness of the "Greeting" and "Thanking" politeness patterns before the treatment period. As a result, control and experimental participants' pre-test results lead to two main findings:

F1: All the participants have the same intercultural performance level of the "Greeting" and "Thanking" politeness patterns.

F2: Participants' intercultural performance of the "Greeting" and "Thanking" politeness patterns is deficient.

At the beginning of the experiment, control and experimental group participants shared the same deficient intercultural performance level of the "Greeting" and "Thanking" patterns. In effect, the participants' intercultural performance level of the "Greeting" and "Thanking" politeness patterns seems arbitrary and characterised by overuse, misuse, and repetitions of the "Greeting" and "Thanking" expressions. Pre-test answers of both control and experimental group participants were analysed. First, the participants' pre-test replies were evaluated regarding appropriateness, overuse, misuse, and repetition standards (table 93).

Participants' Greeting and Thanking issues		Experimental Group	Control Group
Pre-test replies	Appropriateness	3.8135	3,2
	Repetition	5	4,75
	Overuse	3,8461	3,8571
	Misuse	2,7272	3,4285

Table 93: Participants' Greeting and Thanking Issues

According to table n°93, we can identify that both experimental and control group participants have repetition problems with an average of x̄=5 experimental group and an average of x̄=4.75 for the control group. Likewise, for the overuse problems, an average of x̄=3.8461 for the experimental group and an average of x̄=3.8571for the control group. At the third level, we can find the characteristic of appropriateness, an average of x̄=3.8135 for the experimental group and x̄=3.2 for the control group. Finally, misuse problems as the last feature, with an average of x̄=2.7272 for the experimental group and x̄=3.4285 for the control group.

Then, after the pre-test, the experimental group's participants experienced a treatment period characterized by video use in their EFL classroom. At the same time, control group participants experienced a traditional lesson combining teachers' explanations, audiotape materials, and textbook materials. During the treatment period, the experimental and control groups were taught using Tran's 2016 ICLT model (see figure 9) for intercultural communication and Grice's conversational maxims and Cooperative Principles (CP). In addition to this, the experimental group also received instruction on video techniques based on Harmer's (2001) methods and video use strategies according to Berk's (2009) approach.

Finally, after the treatment period's completion, experimental and control group participants were delivered the post-test. The results lead to two significant findings:

F3: Experimental group participants made significant improvements.

F4: Control group participants did not make significant improvements.
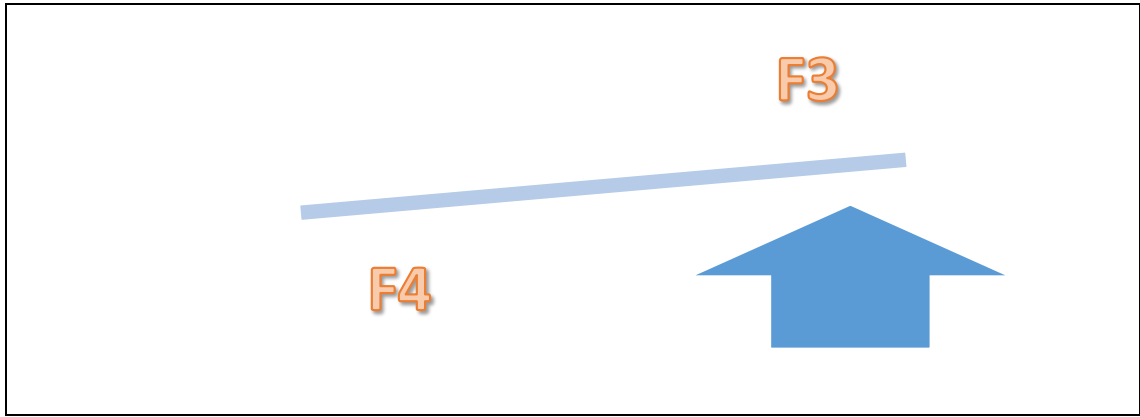
Figure 40: Post-test Findings

In other words, after experiencing authentic language-use situations of "Greeting" and "Thanking" politeness patterns through authentic videos. Experimental group participants showed significant improvements in their results (see figures 40); therefore, their results increased considerably due to video use experience. However, control group participants did not show any significant improvements; control group participants followed a traditional teaching methodology that did not lead to any progress.

Participants' Greeting and Thanking issues		Experimental Group	Control Group
Pre-test replies	**Appropriateness**	5	3,7142857
	Repetition	2,25	3,9230769
	Overuse	0,8	1,6666666
	Misuse	1,6	2,9444444

Table 94: Experimental Group Participants' Appropriateness of the Greeting and Thanking Expressions

According to table n°94, we can identify that experimental group participants significantly improved with an average of x̄=5. Similarly, even the control group participants performance slightly improved with an average of x̄=3.7142. Repetition, overuse, and misuse problems decreased for both groups. However, compared to the experimental group, the control group participants still have repetition problems with an average of x̄=3.9230 and an average of x̄=2.25 for the

experimental group. Similarly, the experimental group participants' misuse problems decreased compared to the control group participants, with an average of x̄=1.6 for the experimental group and an average of x̄=2.9444 for the control group. Likewise, the experimental group's problems with overuse decreased compared to the control group, with an average of x̄=1.6666 for the experimental group and an average of x̄=2.9444 for the control group.

As a result, EFL learners acquired politeness differences in the greeting and thanking patterns through these authentic situations. It is worth noting that the language teaching method used is CBA, which focuses on improving EFL learners' communicative skills.. Moreover, videos use was applied according to Harmer's 2001, Berk's 2009 recommendations for video use, and Tran's 2016 ICLT model that largely contributed to the investigation. However, we can not deny some repetitive expressions in experimental group participants' replies. In effect, such repetitions do not seem critical since they cover 30% of replies expressions. Moreover, video use provides visual and aural information at the same time, thus, activating learners' aural and visual information processing modes simultaneously. Consequently, experimental group participants integrated and stored both visual and aural information. Visual information completes and reinforces aural information. As a result, we can now answer the third sub-question of the first research question: What is the impact of videos on students' greeting and thanking patterns? Based on our findings, using videos has a positive impact on students' greeting and thanking habits.

First hypothesis: video use develops EFL learner's intercultural performance of intercultural patterns.

Based on the results presented in table n°39 and table n°40, we can discuss the first hypothesis that video use develops EFL learner's intercultural performance of intercultural patterns. For activity 1, the results in table n°39 indicate a highly significant difference between the pre-test and post-test measurements. The significance level of 0.000 suggests that the observed differences are unlikely to have occurred by chance alone. Although the critical t-value is not provided in

the table, the calculated t-value of 7.274 indicates a potentially large difference between the measurements. The standard error of mean difference of 0.368 reflects the variability associated with the mean difference. The pre-test standard deviation of 1.842 indicates the spread of the data, and the mean pre-test score of 4.84 represents the average value.

In table n°40, the results for activity 2 show a highly significant difference between the pre-test and post-test measurements. The calculated t-value of 13.943 exceeds the critical t-value, confirming the statistical significance of the observed differences. The significance level of 0.000 further supports the conclusion. The standard error of mean difference is reported as 0.252, suggesting relatively low variability in the estimated mean difference. The pre-test mean score is 4.12, and the pre-test standard deviation is 1.262.

Based on these results, we can infer that the use of videos in both activity 1 and activity 2 has resulted in significant improvements in intercultural performance, as indicated by the significant differences between the pre-test and post-test measurements. The findings suggest that incorporating videos into EFL instruction may enhance learners' understanding and application of intercultural patterns. Overall, the results from these tables provide preliminary support for the hypothesis that video use can contribute to the development of EFL learners' intercultural performance. However, additional research and analysis are needed to confirm and fully understand the impact of video use on intercultural competence in language learning contexts.

5.1.2 Discussion of the Questionnaires Results
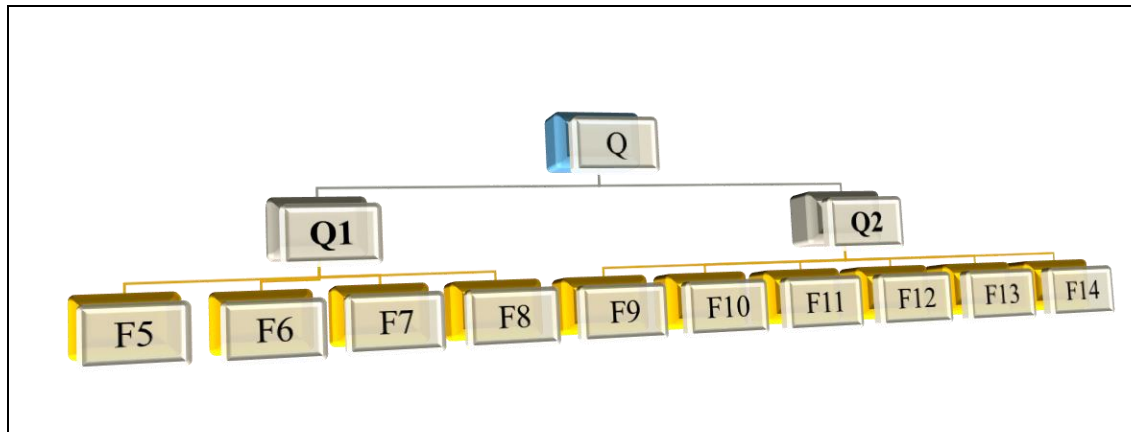
Figure 41: Questionnaires' Findings

Q1 $\Longrightarrow$ Pre-experiment questionnaire

Q2 $\Longrightarrow$ Post-experiment questionnaire

The figure n° 41 above illustrates the questionnaires' research findings. As previously mentioned, the present thesis opted for pre and post-experiment questionnaires. The pre-experiment questionnaire was delivered to both control and experimental group participants. The pre-experiment questionnaire aimed to identify the students' dissatisfaction and the absence of technology materials in the EFL classroom. As a result, the pre-experiment results reveal four significant findings:

F5: The participants are not satisfied with the current University teaching methodology.

F6: The participants encourage multimedia tool integration in their EFL classrooms.

F7: The participants want to integrate video use in their EFL classrooms.

F8: The participants think video use may develop their "Intercultural awareness".

The pre-experiment questionnaire findings reveal that EFL learners are not satisfied with the current teaching methodology at the University. Such dissatisfaction may lead to different situations like students' missing classes, chaos in the classrooms, absence of interaction, and learners' distraction in the classrooms. Additionally, the participants are encouraging multimedia tools

integration in their EFL classrooms; this is interpreted as their call for change and innovation to cooperate with their teachers and become actively engaged in their EFL learning process. Moreover, the participants want to experience video use in their classrooms; likewise, their encouragement for video use reflects their wants for innovation and change.

In addition, the participants think that video use develops their intercultural performance. In effect, before the experiment, the participants believed that video use might add information that would develop their intercultural knowledge. Thus, EFL learners trust video use's potential impact and their beliefs will necessarily impact their attention and learning outcomes. Through fulfilling the learners' learning wants and encouraging their beliefs, EFL teachers may lead EFL learners to satisfy their learning needs and attain their learning goals. The pre-experiment questionnaire can answer the second sub-question of the first question: Are the students satisfied with the oral expression current teaching methodology at the English department at the University of Badji Mokhar Annaba? Based on the pre-experiment questionnaire results, EFL learners are not satisfied with the oral expression teaching methodology at the English department at the University of Badji Mokhtar Annaba.

Then, after the treatment period that refers to the video implementation in the EFL classroom, the experimental group participants dealt with a post-experiment questionnaire. In effect, control group participants could not answer the post-experiment questionnaire because they did not use videos. Thus, the post-experiment results indicate six significant findings:

F9: Video use positively impacts EFL learners' Intercultural awareness.

F10: Video use positively impacts EFL learners' communicative competence.

F11: Video use positively impacts information processing.

F12: Video use positively impacts information storage.

F13: Video use positively impacts the learning process.

F14: video use positively impacts EFL learning.

The affirmations of the experimental group participants and the results of their post-test show that, in fact, using videos does help EFL learners develop their "Intercultural awareness" of the "Greeting" and "Thanking" politeness patterns. Additionally, EFL students claim that watching videos helped them become more communicatively competent. Thus, the development of intercultural awareness follows naturally from the development of communicative competence. Additionally, the results of the post-experiment questionnaire show that video use benefits the overall learning process since it improves information processing, boosts knowledge storage capacity, stimulates students, and draws their focus. Thus, the utilisation of videos has a good effect on learning. Last but not least, EFL learners affirm that video use positively affects EFL learning. Then, since integrating videos help EFL learners become more communicatively competent and interculturally aware. As a result, it is inherently good for EFL learning because it develops intercultural communication skills. As a result, the post-experiment questionnaire can answer the second research question: What are EFL students' perceptions regarding video use impact on students' intercultural awareness of politeness patterns? Based on the results, EFL learners share positive attitudes regarding the impact of video use on their intercultural awareness of politeness patterns confirming the second hypothesis that EFL learners enjoy using videos in their EFL classrooms.

Second hypothesis: EFL learners enjoy using videos in their EFL classrooms.

The hypothesis suggests that English as a Foreign Language (EFL) learners have a positive attitude towards using videos as a learning tool in their language classrooms. To discuss this hypothesis based on the results, we need to consider the findings and insights related to the use of videos in language learning. The ranked list of statements provides several indications that support the hypothesis. For instance:

- ✓ Video use engages EFL learners in their language learning process.
- ✓ Video use motivates you.

- ✓ You pay more attention when information is given through different media like pictures, sounds, and videos.
- ✓ You consider video use as a formal way of teaching.
- ✓ You focus more when using videos.

These statements suggest that EFL learners find videos to be engaging, motivating, and attention-grabbing. The fact that learners pay more attention when information is presented through various media, including videos, indicates a positive reception towards using videos in the classroom. Additionally, considering video use as a formal teaching method implies that learners perceive videos as a legitimate and effective instructional tool.

Furthermore, statements such as "You keep more information when videos are used" and "You keep information longer through video use" suggest that learners perceive videos as beneficial for information retention and recall. This finding supports the idea that videos contribute to a positive learning experience for EFL learners. In conclusion, based on the ranked statements, there is evidence to suggest that EFL learners enjoy using videos in their language classrooms. However, further research is necessary to validate and generalize these findings.

5.1.3 Discussion of the Interview's Findings
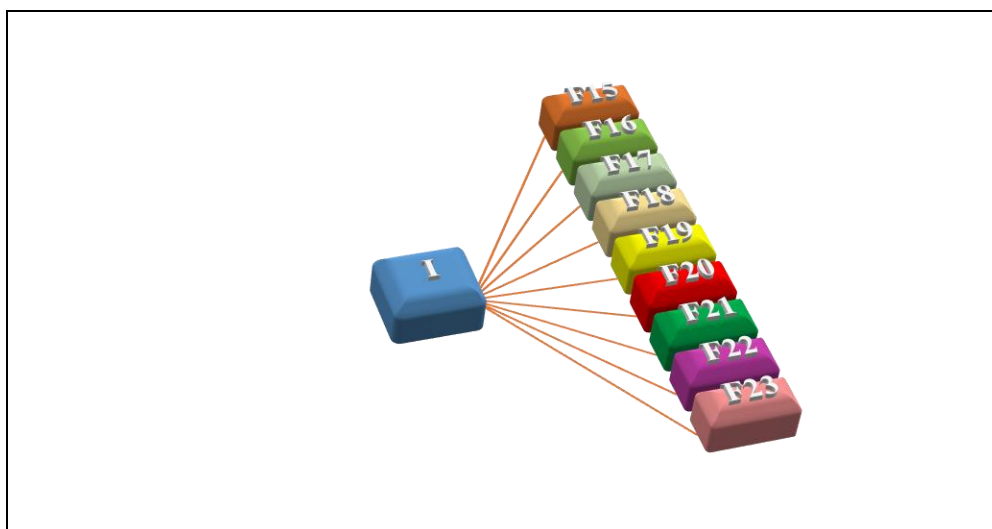
Figure 42: Interview's Findings

The figure n°42 above illustrates the interview's findings. Five EFL teachers were interviewed. Their interviews results lead to nine significant findings:

F15: EFL teachers like innovation.

F16: EFL teachers' ages do not impact their willingness to use videos.

F17: EFL teachers encourage multimedia tools.

F18: EFL teachers encourage video use in their EFL classrooms.

F19: Intercultural awareness skills seem neglected and need consideration.

F20: EFL classrooms need technology equipment.

F21: Video use positively impacts EFL learning.

F22: Video use positively impacts EFL learners' Intercultural awareness.

F23: Video use positively impacts EFL learners' communicative competence.

The teachers' interview's results reveal that EFL teachers like innovation and are not reluctant to apply educational technology, specifically video use, inside their EFL classrooms. Likewise, old and experienced EFL teachers do not necessarily represent reluctant ones. Thus, we can not attribute the absence of educational technology in the EFL classroom to teachers' ages; of course, reluctant teachers exist, but old and experienced teachers do not necessarily represent reluctant ones. Moreover, EFL teachers encourage multimedia tools integration and video use in EFL classrooms; this may represent EFL teachers' wants for innovation; thus, not only EFL learners are asking for change and innovation but EFL teachers as well. Additionally, EFL teachers are aware of "Intercultural awareness" importance but recognize that the curriculum neglects it. Therefore, EFL teachers need to consider and devote time to intercultural performance development. Finally, EFL teachers recognize that video use develops EFL learners' intercultural performance of the "Greeting" and "Thanking" "Politeness patterns", and "Communicative competence" but affirm that EFL classrooms need technical equipment for such implementation.

Of course, EFL teachers can not ensure the videos and multimedia equipment themselves for several reasons: financial, accommodation, and time constraints,

thus, EFL classrooms need to be well equipped for efficient EFL learning and teaching processes. The teachers' interview can address the third research question: What are EFL teachers perceptions regarding video use impact on students' intercultural awareness of politeness patterns? Based on the results, EFL teachers share positive attitudes regarding video use impact on students' intercultural awareness of politeness patterns, confirming the third hypothesis that EFL teachers approve video use for developing EFL learners' intercultural awareness.

Third hypothesis: EFL teachers approve video use for developing EFL learners intercultural awareness.

The hypothesis suggests that EFL teachers have a positive attitude towards using videos as a learning tool to develop their learners' intercultural awareness. In order to discuss this hypothesis, it is imperative that we analyse the insights on video use in language learning. The ranked list clearly and unequivocally provides substantial evidence that supports the hypothesis.

- ✓ Video use may develop EFL learners "Greeting" and "Thanking" skills.
- ✓ Supporting video use to develop EFL learners' intercultural awareness.
- ✓ Multimedia use in education
- ✓ Perceptions of video use in education
- ✓ Using Videos in EFL classrooms
- ✓ Videos have a positive impact on EFL learning
- ✓ Videos may develop EFL learners' intercultural awareness.

Based on these statements, it appears that EFL teachers view videos as engaging, useful, and effective tools for teaching. The fact that videos can improve EFL learners' politeness and intercultural awareness suggests that using video use in the classroom is well-received. Furthermore, the fact that EFL teachers consider videos to be useful teaching aids indicates that they trust and view them as a legitimate and effective instructional tool.

Furthermore, statements such as "Supporting video use to develop EFL learners' intercultural awareness" and "Videos have a positive impact on EFL learning" indicate that EFL teachers believe that videos are advantageous for obtaining and presenting information. This discovery confirms that videos help improve the learning experience for EFL students. To summarize, the rankings of the statements suggest that EFL teachers approve video use for developing EFL learners' intercultural awareness. Nonetheless, additional research is required to confirm and apply these findings on a larger scale.

5.1.4 Conclusions from the Research Instruments' Findings

As previously mentioned, three research instruments were employed in the current investigation. Those research instruments provided research findings. Thus, conclusions are driven from those research findings (see figure 43).
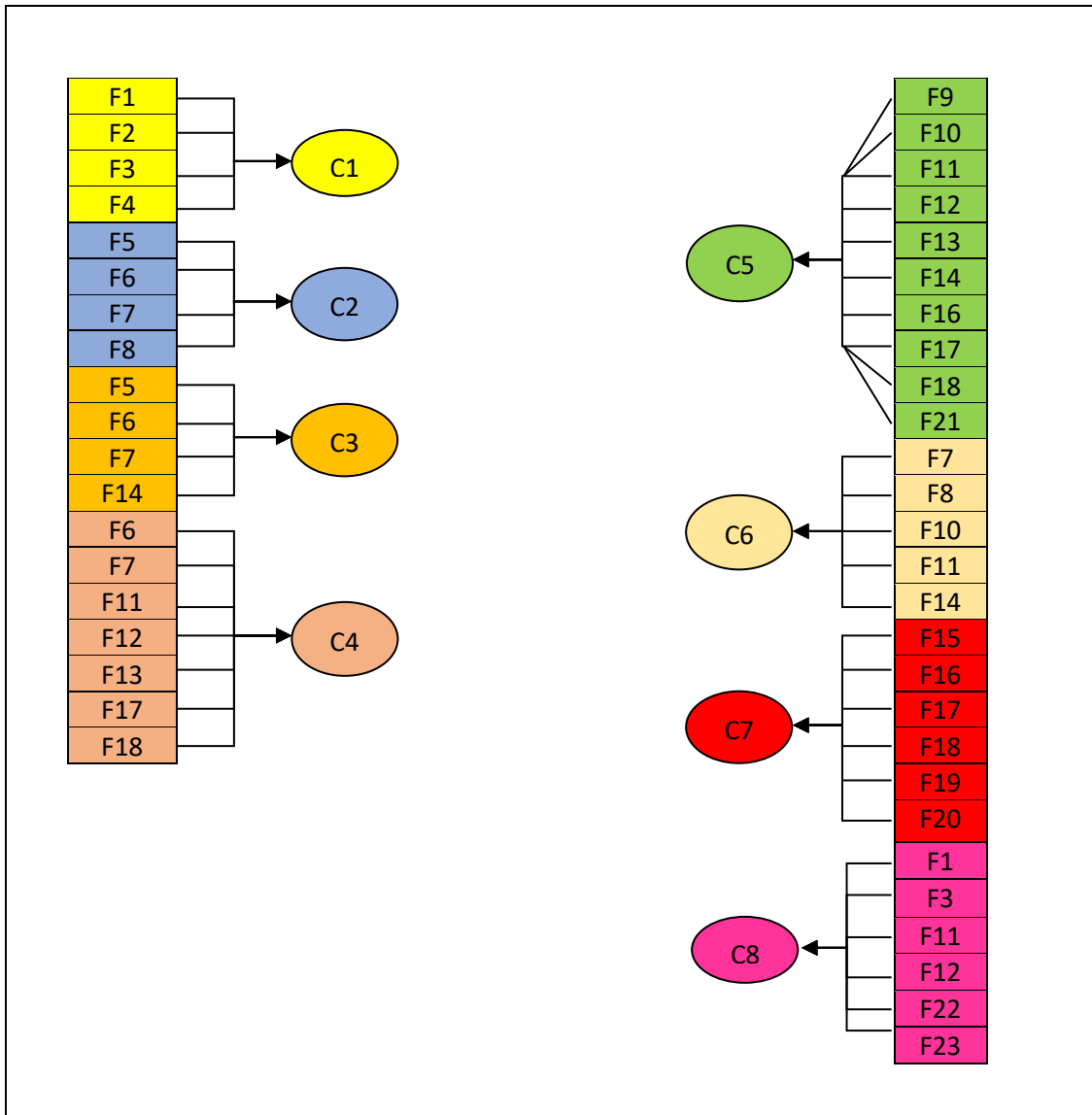
Figure 43: Research Conclusions (Based on Mizab, 2020)

As previously mentioned, the research instruments used in the current investigation led to twenty-three research findings. As a result, eight conclusions are driven from those findings. The figure above explains how the researcher developed the eight research conclusions from the twenty-three research findings (see figure 43).

According to the figure n°43 above, the first research instrument, the t-test, provided four research findings. Therefore, we may find the first research conclusion (C1) when linking and combining those four research findings.

- C1: Video use develops EFL learners' "Greeting" and "Thanking" politeness patterns.

Before the experiment, all the participants had the same deficient intercultural performance level of the "Greeting" and "Thanking" politeness patterns. Then, at the end of the experiment, only experimental group participants; who had experienced the video use treatment period developed their intercultural performance of the "Greeting" and "Thanking" politeness patterns. At the same time, the control group participants did not show any significant improvements. In other words, there are no crucial differences in their marks. Worth mentioning that the control group participants did not profit from the treatment period. As a result, experimental group participants' improvements' are due to the treatment period. We conclude that video use develops EFL learners' intercultural performance of the "Greeting" and "Thanking" politeness patterns.

According to the figure above, the pre-experiment questionnaire four research findings contributed to the development of the second research conclusion (C2).

- C2: EFL learners trust Multimedia tools' impact on their learning process.

The pre-experiment questionnaire results, first, show that the participants are not satisfied with the current teaching methodology at the University. Second, the participants encourage multimedia tools' integration, in general, in their EFL classrooms. Third, the participants want to integrate video use, in particular, in their EFL classrooms; thus, they ask for change. Forth, the participants think video use may develop their "Intercultural awareness" and trust videos' impact on their learning outcomes. Therefore, EFL learners trust multimedia tools' integration in EFL classrooms to satisfy their needs. The latter confirms what has been said before that multimedia enhances "…learner-centeredness, active engagement, and autonomous learning and focuses on learners' needs and wants (Lu & Liu, 2011. P, 3178).

Three research findings from the pre-experiment questionnaire and one from the post-experiment questionnaire contributed to the development of the third conclusion (C3).

- C3: EFL learners have positive attitudes toward video use in their EFL classrooms.

In effect, the five research findings of the pre-experiment questionnaire lead to the third conclusion (C3). First, the students are unsatisfied with the current teaching methodology at the University; they encourage multimedia tools' integration in their EFL classrooms and they want to use videos in their EFL classrooms. Moreover, video use has a significant impact on EFL learning. EFL learners are unsatisfied and call for novice and effective teaching and learning approaches, and they want to deal with multimedia tools and use videos for learning purposes. We conclude that EFL learners have positive attitudes toward video use in their EFL classrooms. In other words, the participants are not reluctant toward video use. Instead, they are motivated to use videos in their classrooms. As a matter of fact, video use increases students' motivation (Harmer, 2001).

The figure above explains how the researcher reached the fourth conclusion (C4). Two research findings from the pre-experiment questionnaire, three from the post-experiment questionnaire, and two from teachers' interviews lead to the fourth conclusion (C4).

- C4: Video use is practical

First, the participants encourage multimedia tools integration in their EFL classrooms and want to experience video use. Second, video use enhances information processing, storage capacities, and the learning process in general. Third, EFL teachers and learners encourage multimedia tools integration and video use in EFL classrooms. Thus, EFL learners and teachers ask to apply videos in EFL classrooms based on video use's impact on information processing, storage, and learning; we conclude that video use is practical. The fourth conclusion confirms what has been said earlier that videos in education are seen as efficient teaching materials (Kay, 2012), and videos represent productive teaching materials (The CPB, 1997). Finally, video use supports comprehension (Harmer, 2001). In conclusion, the current study's theoretical and fieldwork parts can not deny the

efficiency of videos and their powerful impact on constructing knowledge, building clear understanding, and reinforcing comprehension.

As the figure above illustrates, the fifth conclusion (C5) is developed by combining the post-experiment questionnaire's six research findings and four from the teachers' interviews.

- C5: EFL learners need video use in their EFL classrooms.

According to the fourth conclusion, videos are practical. In other words, videos provide several advantages and are helpful for learning. However, EFL learners really need to use videos to benefit from their advantages. First, videos have a significant impact on EFL learners' Intercultural awareness, communicative competence, information processing, storage capacities, and EFL learning in general. Second, EFL teachers encourage both multimedia tools and video use integration inside the classroom, and EFL teachers affirm that video use has a positive impact on EFL learning since videos activate both visual and auditory processing systems. Worth mentioning that EFL teachers' ages do not represent a factor in their willingness or reluctance to use videos. We conclude that EFL learners need video use in their EFL classrooms. As a result, the fifth conclusion supports Mayer's Cognitive Theory of Multimedia Learning (CTML).

Moreover, two research findings from the pre-experiment questionnaire and three from the post-experiment questionnaire lead to the development of the sixth conclusion (C6).

- C6: Video use develops EFL learners' communicative competence.

Firstly, EFL learners want to use videos in their EFL classrooms and trust videos' impact on their learning process and needs. Secondly, according to the first conclusion, video use develops EFL learners' intercultural performance, which naturally reflects to the development of communicative competence. Besides, it enhances information processing and EFL learning. Moreover, according to the research findings, video sue develops EFL learners' communicative skills. We conclude that video use develops EFL learners' communicative competence.

Finally, the sixth conclusion confirms that videos attempt to foster students' cross-cultural communication (Wang, 2015).

As shown in the figure above, the seventh conclusion (C7) is developed by combining six research findings from the teachers' interviews.

- C7: EFL teachers have positive attitudes toward integrating videos in their classrooms.

Based on the current research findings, EFL teachers like innovation, their ages do not influence their willingness or reluctance to use videos, and they like engaging students in the learning process. In addition, the interview results show that EFL teachers encourage multimedia tools integration in general and video use in their EFL classrooms. Moreover, EFL teachers affirm that the curriculum neglects intercultural awareness skills that needs to be considered and view that videos represent useful teaching aids for fostering the building of cultural knowledge, understanding, and awareness. Likewise, EFL classrooms need to be equipped with multimedia materials. Therefore, we conclude that EFL teachers have positive attitudes toward video use in their EFL classrooms to develop EFL learners' learning process: linguistically, culturally, and socially.

Finally, two research findings from the t-Test, two from the post-experiment questionnaire, and two from the teachers' interviews lead to the development of the eighth conclusion (C8).

- C8: Video use enhances EFL learners' language learning process.

First, at the beginning of the experiment, all the participants have the same "Intercultural awareness" level of the "Greeting" and "Thanking" "Politeness patterns". Then, after using videos, the experimental group participants show significant progress in their "Intercultural awareness" level of the "Greeting" and "Thanking" "Politeness patterns". Second, video use positively impacts information processing and storage capacity. Third, video use positively impacts EFL learners' "Intercultural awareness" and "communicative competence".

Therefore, we conclude that video use enhances EFL learners' language learning process.

5.2 Recommendations

The current research's conclusions and recommendations are derived from the data collected by the research's instruments. The researcher came up with a list of five recommendations to take into account based on the current thesis's theoretical underpinnings, research findings, conclusions, and inferences.

➢ Applying videos use in EFL classrooms

The present thesis results lead to twenty-three research findings and eight research conclusions. According to these findings and theoretical background, video use covers several advantages for EFL learners. Nonetheless, videos' efficiency does not mean that videos may replace the teachers. Rather, teachers' roles remain essential. The researcher recommends using video in EFL classrooms based on EFL learners' and teachers' attitudes and the t-test results. Because using videos may satisfy different learners' learning styles, provide extra-information, provides authentic situations of language use, and changes the classroom atmosphere. Worth citing that the first and the last research conclusions (C1) and (C8) emphasize that video use develops EFL learners' intercultural performance and competence. Therefore, the present thesis' first recommendation is the application of video use in EFL classrooms. The application of videos may be applied in face-to-face teaching when feasible or even through on-line teaching with providing the students with questions to answer for the upcoming sessions.
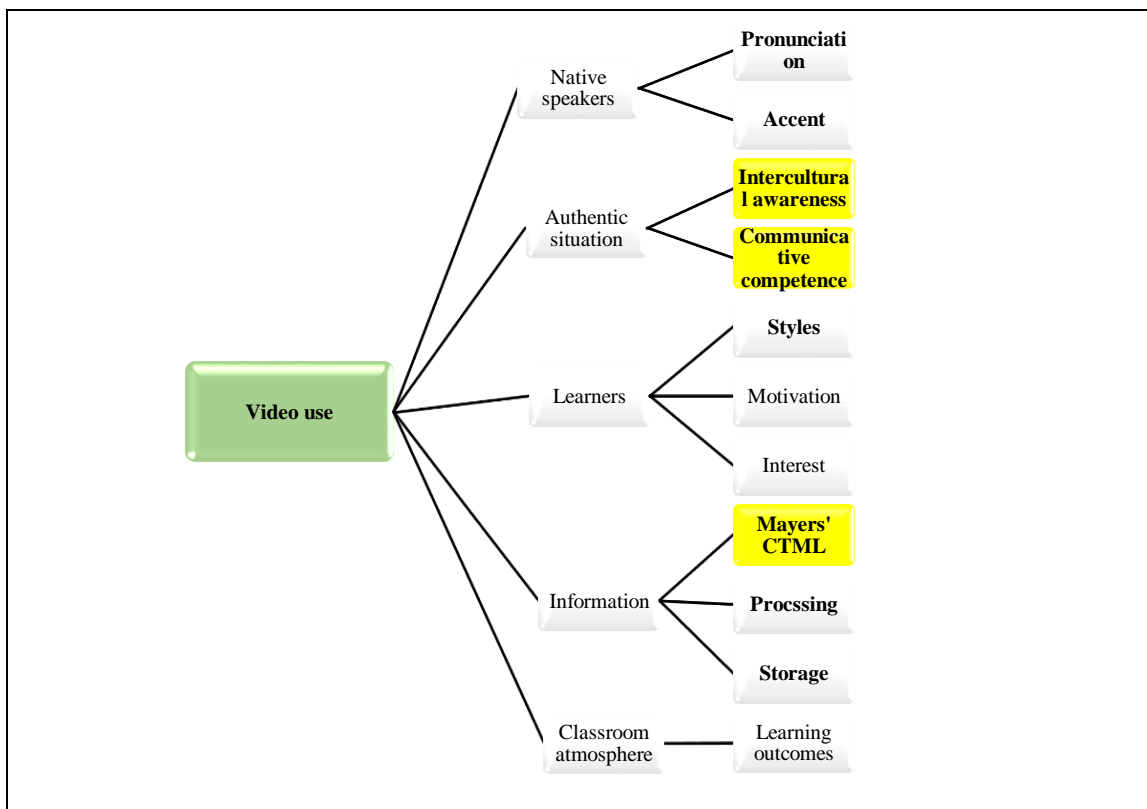
Figure 44: Video Use Benefits

The figure n°44 above illustrates video use benefits for EFL learners based on the present thesis research findings and theoretical background. Therefore, by applying video use in EFL classrooms, EFL teachers can provide native language use situations. Thus, EFL learners will get the opportunity to listen to native speakers' conversations, thereby developing their correct pronunciation and accents. Moreover, EFL learners will visualize native speakers' authentic language use situations. In other words, EFL learners will visualize how native speakers tend to answer appropriately in different language use situations and learn from them; of course, they will need to practice similar tasks after acquisition. As a result, video use will enhance EFL learners' language use appropriateness, intercultural awareness, and communicative competence (see figure 44).

Further, video use will provide information through different media, in different formats, for instance, aural, visual, and textual information and even animations for learners with artistic learning styles. Thus, video use will satisfy EFL learners with different learning styles since it covers different information formats. In addition, based on the pre and post-experiment questionnaires, and as the teacher,

n°5, said, "…video use represents a new teaching approach in EFL classrooms…EFL learners like any other learners, like innovation…" Thus, using videos use will increase EFL learners' motivation and attract their attention and interests (see figure 44).

Moreover, providing information through different media will activate learners' different processing modes, thereby applying Mayers' Cognitive Theory of Multimedia Learning to foster EFL learners' information processing and storage capacities. According to Mayers' CTML, the human brain connects information from different information processing channels and stores it. Applying video use represents a novice approach either in EFL classrooms or other classrooms. Therefore, this new approach will bring innovation and develop the entire classroom atmosphere by breaking the routine, increasing interaction, increasing motivation, and satisfying different learners, enhancing EFL learners' learning process and fostering their learning outcomes (see figure 44).

> EFL learning departments shall cope with educational technology and encourage multimedia application in EFL classrooms.

According to the present thesis findings and first recommendation, video use in the EFL classroom brings numerous benefits to EFL learners. As already mentioned, videos are media. Thus, videos in EFL classrooms are part of multimedia tools integration in EFL classrooms. We conclude that multimedia tools cover several advantages for EFL learners, and encouraging multimedia tools integration in EFL classrooms will cover videos, audio, pictures, test, and animations.
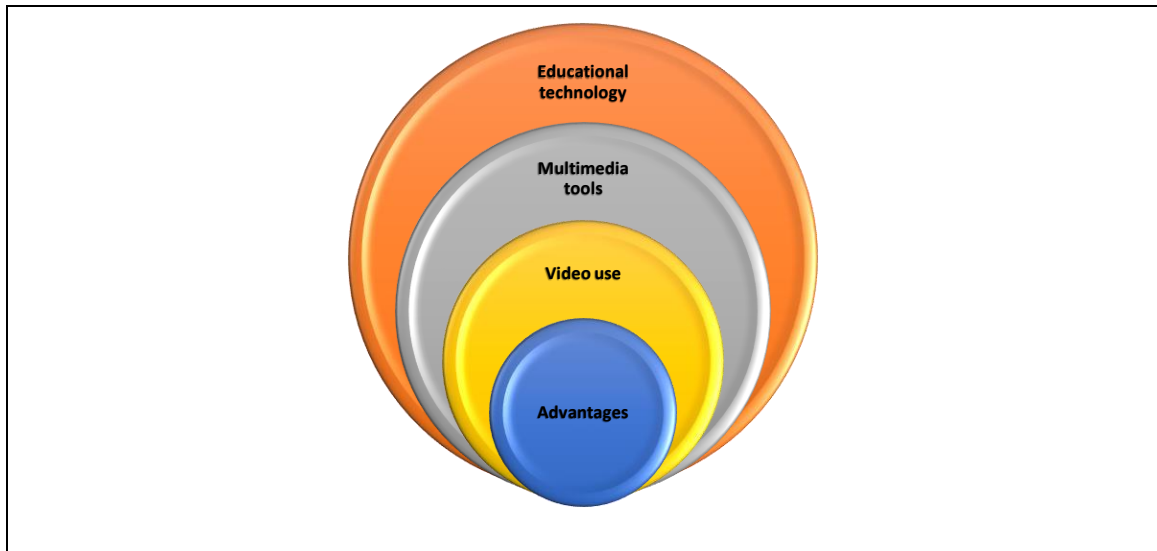
Figure 45: Inferences

According to the present thesis' theoretical background, videos are part of multimedia tools, and multimedia tools are part of educational technology. The figure above demonstrates that videos' benefits are part of multimedia tools' benefits, and these befits are part of educational technology benefits. Bear in mind that videos have several advantages for EFL learners. Since videos are part of multimedia tools, and multimedia tools are part of educational technology. It means that multimedia tools and educational technology have different advantages for EFL learners. Thus, why are EFL teachers are limiting themselves to videos? Why do EFL teachers not enlarge the scope of their teaching strategies? Why do EFL teachers not diversify their teaching strategies? These inquiries do not question teachers' roles and competencies; of course, we do not deny EFL teachers' efforts. In effect, we attempt to open the door for alternative strategies that add value to our teaching process, facilitate learning, increase learners' outcomes, and cope with the learners' tendencies. EFL teachers should use educational technology to prepare the lesson plan, deliver information, tasks and activities, and assess (see figure 45).

➢ Blended Learning Strategy

During the Covid-19 pandemic, Algerian universities implemented a blended learning approach. However, the strategy was officially adopted after the pandemic ended. Even teachers who are not proficient in using videos and computers in their

classrooms can still utilise the blended learning strategy by sending videos to their students on the e-learning platform. They can then assign tasks for students to prepare and complete both in and out of the classroom. Blended learning strategy represents a way of using videos and multimedia in EFL learning.

➢ Applying Tran's 2016 ICLT Model

The ICLT model continuously develops students' intercultural communication competence (see figure 9). This model has three main components: language and culture, the Input-Notice-Practice-Output process, and the ICC itself. The model focuses on four teaching measures to help learners acquire ICC, with each measure illustrating the knowledge required for the development of ICC. The first component of the model is language-culture, which represents the basis of the ICC model and highlights the close relationship between language and culture. The second component is the Input-Notice-Practice-Output process. The input step focuses on providing learners with language and intercultural knowledge through authentic materials. This step is based on Krashen's Comprehensible Input Hypothesis. The notice step focuses on noticing intercultural features, comparing previous knowledge, and comparing familiar and unfamiliar intercultural features. This step is based on Schmidt's Noticing Hypothesis theory, which aims to develop learners' language and intercultural awareness. The practice step encourages learners to practice various communicative tasks based on the knowledge constructed from the previous two steps. This step is based on Long's Interaction Hypothesis theory, which aims to encourage learners to use their "comprehensible input" to develop their ICC. The output step is the last step of the model, where learners can produce and reflect on the interlanguage. This step is based on the learning theory of Swain's Output Hypothesis, which seeks to develop learners' awareness. Finally, the objective of the ICLT model is to develop learners' intercultural communicative competence, which represents their skills to communicate appropriately in the interlanguage (Tran & Seepho, 2016). As previously mentioned, the Tran 2016 ICLT model was used in this investigation. The model was effective in enhancing the English as a Foreign Language students' abilities by providing them with knowledge and guiding them towards developing

their intercultural competence. It starts at the basic level and progresses towards advanced usage.

> ➢ Applying Mayer's Cognitive Theory of Multimedia Learning

The present thesis' theoretical background is first based on Mayer's Cognitive Theory of Multimedia Learning, and video use was implemented based on this theory; that is, to provide visual and auditory information simultaneously. Through (CTML), EFL learners will activate both visual and auditory processing modes to process information and then combine these two types of information with their prior knowledge for storage, enhancing their information processing and storage capacity (Mayer1988).
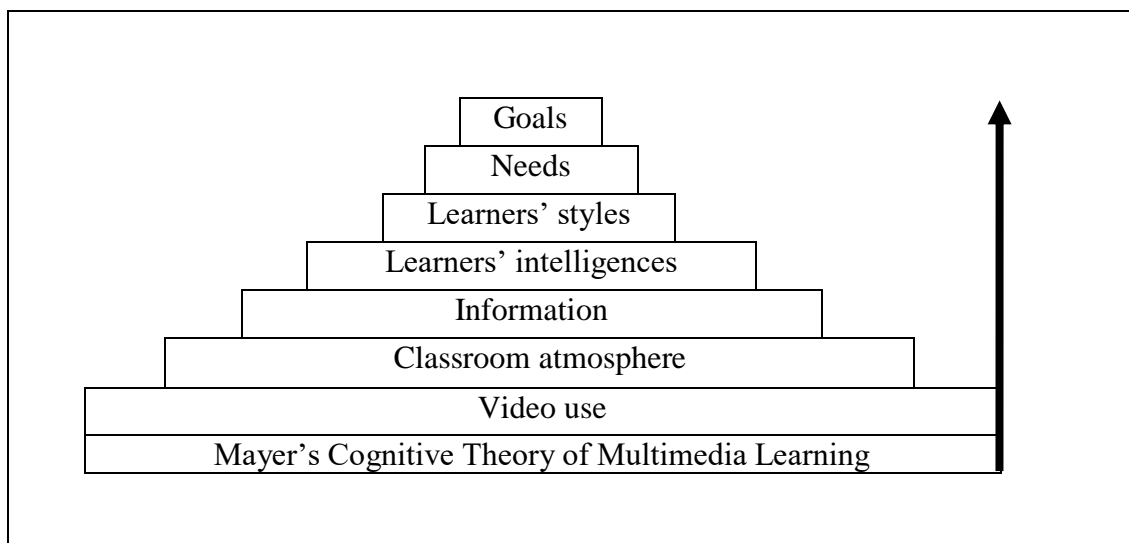
Table 95: Applying Mayer's CTML in our EFL classrooms

The present thesis results indicate that the treatment period through video use was founded on Mayer's (CTML). First, the results indicate that video use provides visual and auditory information simultaneously; experimental group participants reported that combining both visual and auditory information is compelling. More explicitly, video use focuses on Mayer's (CTML) and positively impacts the whole classroom atmosphere like motivation, interest, attention, and interaction. Moreover, as video use is based on Mayer's (CTML), it provides both visual and auditory information simultaneously, thus, activating EFL learners' auditory and visual processing modes and enhancing their memory capacity. Then, since videos

provide different information formats, thus, it satisfies different learning intelligence and styles. In addition, one processing mode reinforces the other. As a result, video use helps EFL learners understand, comprehend, reflect, and store, satisfying learners' needs and helping them attain their learning objectives. The purpose behind applying Mayer's (CTML) is to foster EFL learners' understanding and information storage and, of course, to develop the learning atmosphere (see table 95).

> ➤ EFL teachers may integrate video use to satisfy learners' different learning styles.

Undoubtedly, an EFL classroom counts different learners with different learning styles and types of intelligence. Thus, EFL teachers should identify and select appropriate strategies that may satisfy learners' differences. The present thesis results assert that video use provides information through different media, thereby covering visual, auditory, and textual information. Therefore, the researcher asserts that video use may satisfy those learners' styles.

Learners' styles	Video use features				
Visual	PowerPoint	Animations	Diagrams	Illustrations	Gestures
	Pictures	Images	Charts	Graphs	Objects
Linguistic	Auditory			Read/Write	
Kinesthetic	Movements	Body language		Performances	
Musical	Animations	Sounds	Rythms	Songs	Videos' melodies
Logical	Logic	Reasoning		Systems	Sequences
Interpersonal	✔				
Intrapersonal	✔				
Combination	✔				

Table 96: Video use and Learners' styles

For instance, visual learners are best served by video use as they may visualize authentic or pedagogical language-use situations. Nonetheless, they are satisfied through PowerPoint, animations and illustrations, pictures and images, body language and gestures, diagrams, charts, graphs, and objects. Therefore, such visual information reinforces meaning, or EFL learners may combine two types of information, for example, auditory and visual. Moreover, linguistic learners are

served through auditory information like speech and textual information through reading extracts from the videos or writing the video speech. Likewise, video use may provide songs, melodies, and sounds added to either visual or auditory information, thereby satisfying learners with the musical learning style. Kinesthetic learners are provided with body language information, movements, and performances. Moreover, they may act or perform similar communicative situations to satisfy their learning-by-doing learning style. Video use may provide animations and illustrations that cover logical and rational charts, diagrams, systems, concepts, and sequences that satisfy learners with a logical learning style. Further, video use may satisfy both interpersonal and intrapersonal learners since they may interact with each other and discuss the videos' content or opt for individual reflection, depending on the teachers' instructions. As previously mentioned, videos combine different information formats, thus, satisfying learners with combined learning styles (see table 96).

➢ Considering Garner's Multiple Intelligences Theory

Classrooms are heterogeneous learning settings. Thus, these classrooms gather students with different backgrounds, personalities, learning styles, and intelligence. Garner's Multiple Intelligences Theory that there is no single intelligence aspect and that human beings do not all have the same intelligence. Instead, individuals may have different bits of intelligence. For this purpose, EFL teachers need to consider Garner's Multiple Intelligences Theory to satisfy the different learners' intelligence. Videos may serve this purpose and respond to Garners' Multiple Intelligences Theory. Consequently, EFL teachers need to apply multimedia tools like videos to apply different theories that satisfy their learners and lead them to higher scores.

EFL teachers should open the door for further teaching aids that may activate EFL learners' different talents and skills to engage them in their learning process and fulfil their needs. Therefore, considering Gardner's Multiple Intelligences Theory seems practical; these multiple intelligences are described as a "… set of abilities, talents, or mental skills…" (Gardner, 2006, p.6) Moreover, these

intelligences are: "Linguistic intelligence" that on language, either written or spoken, individual's capacity with language. "Logical-mathematical intelligence" focuses on an individual's logical capacity. "Musical intelligence" focuses on individuals' listening and "discerning" capacity. "Spatial intelligence" implies individuals' ability to acquire, "transform" and apply visual experiences in real-life situations. "Bodily-kinesthetic intelligence" refers to individuals' capacity to deal with a substantial body. Finally, "Intrapersonal and interpersonal intelligences" focus on individuals' ability to identify others' feelings and states of mind and apply such information as a performance model. Thus, such skills are practical and valuable for EFL learners in intercultural communications. Once EFL teachers consider Gardner's Mulitple Intelligences Theory, EFL learners will have different opportunities to satisfy their needs and experience new skills.

➢ Equipping classrooms with technical equipment.

Based on the findings of the thesis, it is recommended to provide technology equipment in EFL classrooms. However, this suggestion is difficult to implement and may not be feasible. The goal is to make it easier to use videos in the classroom and incorporate educational technology. Interviews with EFL teachers reveal their desire for multimedia tools in their classrooms. These tools would allow teachers to plan their lessons around multimedia content, such as video clips, film excerpts, and presentations using a data projector. Either for EFL teachers or any other teachers, video use or any other multimedia format and content is complex and challenging regarding the lack of materials:

1. Teachers can not use their materials; for instance, they may store their research data on their computers; thus, we can not ignore the possibility of losing their materials or being stolen.
2. Teachers can not bring their materials to the University every day.
3. Materials' installation and placement take time; thus, teachers will lose five to ten minutes to accommodate their classes. Therefore, equipping classrooms with multimedia tools will help teachers apply video use and different multimedia formats in their classrooms. Instead of delivering a

traditional class, teachers will be able to attract their learners' attention by providing information in different formats, providing an extract of authentic language use situations, extract of dialogues and speeches, and animations.

4. Teachers will be able to apply Mayer's CTML and cope with their learners' different learning styles and different bits of intelligence.

➢ Video use during oral expression can create a five-star learning experience.

The above recommendation may raise an indefinite number of questions. Why the listening and speaking session in particular? Are EFL teachers limited to using videos in the listening and speaking class? Is video use particular to listening and speaking sessions? The answer to these questions is, of course, not! However, the purpose behind choosing oral expression sessions is that EFL teachers have the freedom and flexibility to integrate different materials that focus on the objective of the listening and speaking sessions. Spoken language requires: loudness and quietness, pausing and phrasing, rhythm, pitch, stress, intonation, and body language (Halliday, 1989, p. 31). As a matter of fact, the research findings reveal that video use covers these characteristics. Making such a recommendation may be challenging and unaffordable due to financial constraints.

Objectives				
Listening comprehension	**Video use**	**Communicative skills**		**Video use**
Audio	✓	Native speakers' language		✓
Pausing and phrasing	✓	Authentic situations		✓
Variations	✓	Loudness/ quietness		✓
Speaking skill	**Video use**	Intonation		✓
Grammar rules	✓	Appropriateness		✓
Stress	✓	Non-verbal clues		✓
Rythm	✓	Linguistic politeness		✓
Fluency	✓	Intercultural awareness		✓
Accuracy	✓	Intercultural attitudes		✓
Pitch	✓	Communicative competence		✓

Table 97: Video use and Listening and Speaking Objectives

Table n°97 above demonstrates video use's usefulness for covering listening and speaking objectives. According to the table above, listening and speaking sessions not only represent first-class contexts for video use applicsssssss, but video use represents first-class teaching aid for listening and speaking objectives. Listening and speaking or oral expression classes attempt to develop EFL learners' communicative skills. However, to develop their learners' communicative skills, EFL teachers may first develop their learners' listening comprehension and speaking skills. For these purposes, EFL teachers are recommended to integrate video use as it covers listening comprehension objectives, speaking skills objectives, and communicative skills objectives. Video use provides audio and variations. Thus, EFL learners can use formal and informal language, pausing and phrasing sequences, variations in accents to compare and contrast and distinguish the correct accent and pronunciation, and variations in speed to engage themselves in concrete language use situations. In addition, EFL teachers may provide grammar rules that should be kept in mind through videos to attract their learners.

Video use will allow EFL learners to listen to correct words and utterances, correct stress, rhythm, and pitch, and will provide fluent and accurate language. Finally, to cover communicative skills objectives, EFL teachers may use videos of native speakers' language, accent, and pronunciation, authentic situations of language use that were not created for pedagogical purposes, that emphasize loudness and quietness sequences, appropriate language use instances, and focus on intonation. Moreover, videos may cover non-verbal clues and linguistic politeness, reaching intercultural awareness and attitudes to attain communicative competence. Of course, video use does not erase or decrease the EFL teachers' roles. Instead, it modifies the roles; teachers will be considered guides and facilitators. Nevertheless, EFL teachers' roles remain prominent and indispensable. Because EFL teachers need to intervene, explain, question, answer, guide, and assess (see table 97).

➢ Intercultural awareness development needs to be a learning objective of listening and speaking sessions.

EFL teachers claim that no time is considered for developing EFL learners' intercultural awareness. Even though the cultural dimension should be integrated into the syllabus and curricula, EFL teachers may benefit of listening and speaking classes to develop their EFL learners' intercultural awareness.

Listening and speaking Sessions				
Flexibility			Adaptation	
Pedagogical materials	Video use		Listening comprehension	Communicative skills
	Combining infomration formats	Authentic language use situations	Intercultural communication	Intercultural attitudes
			Intercultural awareness	

Table 98: Listening and Speaking Sessions potential

The table n°98 above summarizes the listening and speaking sessions' potential to develop EFL learners' intercultural awareness. During listening and speaking sessions, EFL teachers have the flexibility to use different materials, either pedagogical materials or applying videos. It is worth mentioning that through applying videos during listening and speaking sessions, EFL teachers can information in different formats and provide their learners with native speakers' authentic language use situations. Through video use, EFL teachers will be able to develop their learners' listening comprehension and reinforce meaning through visual formats and animation aids.

Likewise, EFL teachers may develop their learners' communicative skills by providing different examples of language use situations and asking their learners to discuss or imitate. Moreover, through authentic language use situations, EFL teachers will be able to their learners, thereby fostering their language use appropriateness. Communicative competence represents a requisite objective for EFL learners. Thus, EFL teachers may adapt the content during listening and speaking sessions to develop their EFL learners' understanding of intercultural

communications. Likewise, EFL teachers may adapt their content to develop their learners' intercultural attitudes. As already mentioned, videos provide authentic language use situations that develop EFL learners' intercultural awareness, train them to engage in intercultural communications and develop appropriate intercultural attitudes to avoid pragmatic failure (see table 98).

> ➤ Developing EFL learners' linguistic politeness during listening and speaking sessions.

As mentioned in the above recommendation, listening and speaking sessions represent appropriate settings for developing EFL learners' linguistic politeness. The purpose behind focusing on listening and speaking sessions is that the class in the syllabus is referred to as an oral expression sessions. As shown in the oral expression syllabus (see appendix), the primary objective is to train EFL learners to express themselves and to communicate using the English language fluently and appropriately. In order to speak fluently and appropriately, EFL learners should learn and master different language features and conventions.

Linguistic politeness belongs to those conventions and it is part of both spoken and written language, thus, since it can not be neglected or ignored, instead it needs to be tackled, discussed, and acquired for a total control of the language. Once acquired, linguistic politeness will help EFL learners develop their speaking skills and communicative abilities to attain their language learning objectives. As shown in the literature, language is not only about producing grammatical correct sentences. However, the language has linguistic, social, and cultural aspects that can not be detached from it. Therefore, developing linguistic politeness remains a crucial step for the appropriate use of the foreign language and thereby developing EFL learners' intercultural awareness and attitudes to engage in intercultural communications (see table 95).

Linguistic politeness			
Allows EFL learners to reflect on their own culture and build a well-founded **"Intercultural understanding".**	Develops EFL learners' **"Intercultural awareness"** through "Intercultural understanding".	Helps EFL learners avoid "Pragmatic failure" by emphasizing "Intercultural understanding" and developing "Intercultural awareness"**.**	Through the teaching of linguistic politeness, EFL learners will undergo a gradual process starting from building an "Intercultural understanding", to developing "Intercultural awareness" and avoiding "Pragmatic failure" to reach **"Communicative competence".**

Table 99: Developing EFL Learners' Linguistic Politeness

The table n°99 above summarizes developing EFL learners' "Linguistic politeness" benefits. Linguistic politeness will allow EFL learners to reflect on their culture and the target culture, sort out the cultural differences and construct a rational "Intercultural understanding". EFL learners need to understand the intercultural differences that frame linguistic politeness rules to avoid stereotypes and prejudices concerning the target culture. Then, constructing a logical "Intercultural understanding", EFL learners can not compare the two cultures in terms of preferences, superiority, and inferiority; instead, they will develop "Intercultural awareness". Likewise, this "Intercultural awareness" will help EFL learners communicate with respect to the language used, interlocutor, and communicative situation, thereby avoiding "Pragmatic failure". Once EFL

learners may avoid "Pragmatic failure" obstacles, they attain "Communicative competence" development. EFL learners develop "Communicative competence" when they may engage in intercultural communication without facing any obstacles, using the language appropriately, and avoiding "Pragmatic failure" that may lead to embarrassment, offensive situations, and social disconnections (see table 99).

> Training University teachers on how to use videos in their classrooms.

Video use may indulge data-show, the internet, computer, Forums, and social media. In order to provide information in different formats and through different media, EFL teachers need to be trained to apply video use. The present thesis participants prove that teachers' ages do not interfere with their willingness to use videos in their classrooms. However, some new or experienced teachers should be trained to apply videos. This educational technology training will help teachers save time and respond positively and immediately to software and net challenges and accidents in the EFL classroom.

Untrained teachers	Trained teachers
Confused	Organized
Random use	Well studied use
Time loss	Consume time properly
Do not know when to use videos	Know when to use videos
Ignore video use technique	Master video use techniques
Do not know how to interfere	Know how to interfere
Do not know when to interfere	Know when to interfere
Struggle to combine different media	Combine different media easily
Struggle to select video content	Able to select appropriate video content
Can not link the learning goals with video use objectives	Able to connect the learning goals with video use objectives

Table 100: Untrained Vs Trained Teachers Characteristics

The table n°100 above summarizes the different characteristics between trained teachers and untrained teachers. For a proper application of video use in EFL classrooms, EFL teachers need to be well prepared and ensure such preparation; they may follow training programs. Trained teachers seem organized when applying videos. In order to implement video use, teachers need to inform their students to engage them in a classroom activity. Thus, trained teachers will be organized when introducing video use as a strategy, presenting the objectives and advantages or when placing the materials and applying video use itself. As a result, trained teachers will ensure a well-studied use of videos, gaining their students' trust and attracting their attention and interest. In contrast, untrained teachers may seem confused; they may miss a step like informing the students about the different steps or while applying videos. Thus, this confusion may lead to the random use of videos (see table n°100).

In addition, a trained teacher knows when and how to apply video use and may face software problems and solve them rapidly; thereby, a trained teacher will consume time properly. Untrained teachers may choose inappropriate timing to apply video use and may take time organizing and preparing. Thus, untrained teachers may lose time at the expense of other learning objectives. Moreover, trained teachers know that video use does not erase the teachers' roles. IN addition, they know when to guide their students and clarify ambiguities. However, untrained teachers may take for granted that video use may alternate teachers' roles, which is wrong. Of course, untrained teachers may interfere when needed and help their students. Likewise, they may neglect to interfere or interfere repetitively to mark their presence and highlight their roles, and they may interfere and distract their students. Further, trained teachers will find it easy to combine different media, select videos, download videos, and create videos and animations. Untrained teachers may find it difficult either for technical features or pedagogical features; thereby, untrained teachers may lose time at the expense of their free time. Finally, trained teachers will apply pedagogical or authentic videos for pedagogical reasons. Therefore, they will keep their learners' goals in minds to connect them with video use application objectives to satisfy their learners' needs

and attain the learning goals. In comparison, untrained teachers may get distracted by video content selection and forget their learners' needs, thereby missing the learning objectives (see table n°100).

> ➢ Teachers may be guided concerning how to teach linguistic politeness.

Linguistic politeness represents an essential feature for EFL learners to develop. Nevertheless, when dealing with the topic of linguistic politeness, numerous questions arise. First, how are EFL teachers supposed to teach linguistic politeness? Second, are EFL teachers supposed to follow traditional teaching? Third, are EFL teachers teaching linguistic politeness? Forth, when are EFL teachers teaching linguistic politeness? In effect, we can mention an endless list of questions to study the organized teaching of linguistic politeness. EFL students need to master the target language, and linguistic politeness is a crucial factor for students in acquiring fluency. Expanding beyond the use of pedagogical materials for teaching linguistic politeness, EFL teachers may consider the idea of incorporating visual aids like videos. This approach allows for diverse formats of information delivery.

Linguistic Politeness				
Video use	Slides with text	Dialogues	YouTube videos	
	Animations	Audio	Authentic videos	
Authentic videos	Films	Interviews	Prodcast videos	
	Cartoons	Youtube videos	Non-verbal clues	
Pedgogical materials	Pedagogical videos			
	Textbook materials			
Teacher's roles	Explanation	Discussion	Questionning	Guiding
Learners' roles	Discussion	Interacting	Questioning	Answering
Written tasks				
Oral tasks				

Table 101: Teaching Linguistic Politeness

The table n°101 above summarizes how EFL teachers may teach linguistic politeness. EFL teachers may use videos to create slides and animations, providing textual and aural information emphasized by pictures and animations. Moreover,

EFL teachers may opt for videos of dialogues and audio, and EFL learners will get the opportunity to listen to the target language's linguistic politeness features with animations and text. In addition, EFL teachers may opt for authentic YouTube videos through which EFL learners may witness how the interlocutors interact. However, EFL teachers may focus on authentic videos, thereby providing native speakers language use authentic situations by providing extracts of films, cartoons, interviews, YouTube videos, and prod cast videos. Moreover, these authentic videos will provide non-verbal clues like gestures, facial expressions, and body language that shape and reinforce meaning. Teachers may use pedagogical materials like pedagogical videos and textbook materials. Likewise, to teach linguistic politeness, EFL teachers and EFL learners have their respective roles; EFL teachers need to intervene by explaining, discussing video content, questioning their learners and guiding them toward appropriate answers. Then, EFL learners have to interact with their teachers to question, reflect on the content and answer their teachers' and peers' questions. Finally, EFL teachers should administer written and oral tasks to their learners to check their understanding and assess their performances, understanding, and intercultural awareness (see table n°101).

> ➤ Teachers need to be instructed concerning which cultural aspects to teach.

Are EFL teachers aware of which cultural aspects of teaching? We can not deny teachers' competencies. Reflection is required because some EFL teachers may face problems teaching cultural aspects. We may face different probabilities; EFL teachers may provide unnecessary cultural aspects. Therefore, EFL teachers should consider specific objectives to identify which cultural aspects to teach and why. "Linguistic politeness" represents one of the most important cultural aspects that EFL learners need to acquire in order to develop "Intercultural awareness" and "Communicative competence". But, is "Linguistic politeness" the single cultural aspect that needs to be emphasized? Of course, no! Undoubtedly, EFL teachers may interact with each other to find the required cultural aspects to teach. Nevertheless, a well-established program needs more than interaction and different colleagues' advice. Of course, we do not question EFL teachers' competencies.

However, they may be guided on which cultural aspects to teach and how to select them to develop their EFL learners' "Intercultural awareness" and "Communicative competence".

Emphasis on					
Social conduct	Communication styles	Socializing rules	Conversational patterns	Linguistic politeness	**Openness and &Tolerance**
	Social interaction rate	Tone of voice	Non verbal communication	Personal space	
	Personal identity	Idiomatic expressions and proverbs	Myths and legends	Taboos	
	Values	Etiquette	Norms	Ethics	
	Intercultural attitudes	Intercultural concepts	Intercultural beliefs and assumptions	Intercultural perceptions	
	Intercultural notions	Intercultural expectations	Intercultural approaches	Intercultural empathy	

Communicative competence

Table 102: Cultural Aspects to Emphasise

The table n°102 above summarizes the cultural aspects that lack emphasis on developing EFL learners' "Intercultural awareness" and "communicative competence". According to the present thesis' theoretical Background and research findings, EFL learners lack intercultural understanding for reaching "Intercultural awareness" and "Communicative competence" development. Thus, the researcher summarized essential aspects that will help EFL learners. For example, EFL teachers may focus on communication styles, socializing rules, conversational patterns, linguistic politeness, social interaction rate, tone of voice, non-verbal communication, personal space, personal identity, idiomatic expressions and proverbs, myths and legends, and taboos.

In addition, EFL learners need to focus on values, etiquette, norms, and ethics. Moreover, EFL teachers need to teach intercultural attitudes, concepts, beliefs, assumptions, perceptions, expectations, approaches and empathy. These aspects help EFL learners adopt standard social conduct characterized by openness and

tolerance to intercultural differences. Finally, these cultural aspects will help EFL learners develop their "Intercultural awareness" and "Communicative competence". Worth mentioning that both "Intercultural awareness" and "Communicative competence" are essential for EFL learners. Therefore, EFL teachers and syllabus makers need to focus on these cultural aspects that frame EFL learners' intercultural understanding and open their "Intercultural awareness" to develop "Communicative competence" (see table n°102).

5.3 Implications

5.3.1 Teacher Training programs in Algeria

The present thesis focuses on using videos to develop learners' intercultural awareness of politeness patterns. Thus, teachers' training programs concern both technological know-how and intercultural knowledge. One may ask: Are training programs important for teachers? Do training programs affect teachers' self-confidence? Do training programs question teachers' competencies? Thus, training programs should not be seen and perceived from a personal point of view. Instead, training programs need to be tackled from a pedagogical, academic, and professions point of view. In reality, improvement is always needed and required.

First, teachers need training programs for technological know-how to emerge and engage in a high-tech generation. Technological know-how is a vast domain that gets deeper every day. Thus, to use technical tools like computers, data-show, the Internet, social media, and different media resources as a means of instruction in formal learning settings, one needs to possess total control of technology or at least total control of the tools and applications used. Such training programs may help reduce teachers' possible resistance and reluctance to change. As far as our study is concerned, teachers' professional training programs may focus on video use in formal learning settings. Through such professional training, teachers may learn how to deal with connection problems, Internet outages, content selection, and time constraints for using technology. Thus, teachers should perceive professional training programs from a constructive point- of view. In addition, since today's generation is digital, teachers should understand that videos may be

used as teaching aids to fill in the gaps of traditional education, fulfil learners' different' learning styles, consider learners' different types of intelligence, and provide authentic situations of language use.

Moreover, the present study gauges the necessity of intercultural training. Of course, we can not question or doubt teachers' competencies. According to the present study, language teachers need intercultural training programs to teach and train their students on how to engage in intercultural communications. For example, greetings, thanking forms, and facial expressions differ from one language to another and from one culture to another. In addition, greetings and thanking expressions are speech acts that need to be taught while teaching a language. Teachers can not limit themselves to the teaching of the basic and common greeting and thanking expressions that are used by any individual. Instead, teachers should go deeper and use such greetings and thanking expressions appropriately, considering overuse, misuse, and repetition problems. Thus, professional training programs may help teachers select which aspects to teach and how to teach them.

5.3.2 Technical equipment

Down to the current investigation, University classrooms need technical equipment. Unsurprisingly, technical equipment may seem expensive. But we are not asking for smart boards, individual laptops and tablets, scanners, and 3D printers. We can not deny that oral expression laboratories are equipped with headphones, listening centres, and voice amplifiers. Such equipment may be outdated. In reality, an Internet connection, computer, and projector in each classroom would cover educational technology requirements. Such measures would reduce teachers' costs, gain time, and facilitate the incorporation of educational technology. It may seem that such technology equipment is unnecessary because teachers are used to traditional strategies like explaining, writing, and dictating. However, education has seen a significant shift and teachers need to cooperate with the modern world and the generation to which their students

belong. As already mentioned, we are not asking for extravagance and seeking luxury; instead, we are asking for necessity and seeking practicality.

As the research findings indicate, teachers are not reluctant to use technology, but they face obstacles. For example, teachers can not always bring their personal computers for privacy issues, transport and security issues, and availability issues. In addition, of course, we can not assume that each teacher has and may share a 3G connection and provide projectors. Thus, classroom technology equipment seems necessary to consider for implementing educational technology. Important to mention that such integrating technical equipment does not diminish or eliminate the role of the teacher. Instead, it requires teachers' guidance. For example, teachers need to select the content, explain what is provided on the screen, interfere when necessary, ask questions, and guide the whole session. The only difference is that teachers are bringing new teaching aids to their classrooms and making new efforts. Thus, technology equipment amplifies teachers' roles.

Conclusion

First, the sixth chapter represents the last one of the current thesis. In the last chapter, we first summarized the main results obtained from the research instruments. Then, we attempted to discuss those research findings to interpret them. Secondly, we drew research conclusions based on those research findings and provided recommendations based on those conclusions. In effect, within the last chapter, we provided recommendations for the proper use of videos in EFL classrooms and careful consideration of intercultural awareness of linguistic politeness patterns. Finally, in the present chapter, we have dealt with pedagogical implications resulting from the present study.

General Conclusion

Multiple researchers are interested in the various mechanisms for teaching and learning languages. Learning English has gone through multiple stages and has shown numerous advancements. Constructivism, which is regarded as "a psychology of learning" and focuses on "Computer Assisted Language Learning (CALL)," is followed by cognitivism and behaviourism (Cooper, 1993). CALL-based teaching, which first appeared in the 1960s and 1970s, is a novel educational approach. CALL teaching techniques demand specific expertise (Moras, 2001). Since computers have encroached on people's social lives, it appears vital to incorporate them into EFL lessons (Seljan, et al., 2002). As a result, EFL teachers are choosing to incorporate contemporary technologies as teaching aid. The use of educational technology in general and language learning, in particular, is significant. Educational technology has considerably impacted ELT theories and practises since it provides various resources that disrupt the usual teaching routine, increase teacher and learner interest, and improve student outcomes (Patel, 2013). Learning English as a foreign language is challenging for students attending universities. It is essential to point out that its participants' sociolinguistic and pragmatic knowledge is the foundation of any conversation. Language acquisition incorporates both linguistic and cultural knowledge in this setting.

For appropriate use of the target language at both levels, enhancing EFL learners3 intercultural awareness and competence are essential to develop their intercultural performance. The development of the cultural backgrounds of language learners is a crucial teaching objective that need to be considered and incorporated into the language learning curriculum. As a result, educational technology is a valuable strategy because it offers an infinite number of alternatives to teaching methods and activities that can be used for language teaching in the EFL classroom. In addition, it will always include authentic materials that provide cultural knowledge, such as restaurant menus, videos, and journals.

Using authentic videos in EFL classrooms to increase EFL learners' intercultural awareness of greeting and thanking patterns was the fundamental purpose of the current thesis. The purpose behind improving their intercultural awareness was to develop their intercultural competence to effectively interact with people from diverse backgrounds, ultimately improving their intercultural performance in cross-cultural situations. In effect, the current project first examined real videos and how they affect EFL learning. In other words, it investigated the effectiveness of the video instruction strategy by examining the use of authentic videos as teaching resources in EFL classrooms, examining the intercultural competence of EFL learners before and after the strategy is used, and examining teachers' attitudes and students toward video instruction. Second, it aimed at encouraging authentic instructional materials to be used in EFL classrooms. Third, it discussed the effects of technology and visual literacy on EFL instruction and emphasized the significance of combining auditory and visual information. Finally, the current thesis linked videos and EFL students' intercultural awareness and competence. It aimed to find practical teaching aids for developing learners' intercultural competence. As a result, our goals can lead to the proper use of the target language in various formal and informal settings.

In effect, the thesis at hand is composed of theoretical and fieldwork parts. First, the theoretical part, divided into two units, focused on the literature review chapters. In the first chapter, we focused on culture teaching, intercultural communication, and the development of communicative competence in EFL classrooms in Algeria. we provided an overview of the concepts of culture, language, intercultural communication, communicative competence, pragmatic failure, and politeness theory. Then, in the second chapter, we focused on using video instruction strategies in EFL classrooms and educational technology in general. In this chapter, we aimed to presenting data regarding the efficiency of videos in fostering intercultural competency in language learners. Second, three chapters in the second section are devoted to the experimental study. The fieldwork covers the research approach, which explains the tools and methods used for the current investigation. In the third chapter, we focused on interpreting and analysing

the information gleaned through the evaluation of the oral expression syllabus, pre- and post-tests, instructor interviews, and student questionnaires. As a result, based on research's findings, we drew logical conclusions to answer our research questions. Finally, in the final chapter, we provided advice and recommendations based on the research's findings.

The current investigation sought to answer three research questions. First, what is the impact of multimedia case of video use on Algerian students' intercultural awareness of politeness patterns? The first research question led to three sub-questions: Are videos used to teach intercultural patterns? Are the students satisfied with the oral expression current teaching methodology at the English department at the University of Badji Mokhar Annaba? What is the impact of videos on students' greeting and thanking patterns? Then, the second research question: What are EFL teachers and EFL students' perceptions regarding video use impact on students' intercultural awareness of politeness patterns? Finally, the third research question: What are EFL teachers perceptions regarding video use impact on students' intercultural awareness of politeness patterns? Teachers' interview was employed to answer the third sub-question. Moreover, the present research sought to test three hypotheses: Firstly, video use develops EFL learners' intercultural awareness of intercultural patterns. Secondly, EFL learners enjoy using videos in their EFL classrooms. Thirdly, EFL teachers approve video use for developing EFL learners intercultural awareness.

We first started with an exploratory study to answer the first and the second sub-question, We reviewed the oral expression syllabus from the Department of English at the University of Badji Mokhtar Annaba for the first sub-question and administered a pre-experiment questionnaire to students for the second sub-question. Then, we engaged in the quasi-experimental study, which dealt with t-test, students' post-experiment questionnaire, and teachers' interview. The quasi-experiment is used to study the impact of authentic videos on EFL learners' greeting and thanking patterns. The t-test was used to answer the third sub-question

and to test the first hypothesis. It included pre and post-tests for both experimental and control groups and the treatment period for the experimental group. Concerning the treatment period, the researcher employed Tran's (2016) ICLT model for intercultural communication teaching as it fulfils the purpose of the study since it begins with offering language and intercultural knowledge to improve the intercultural awareness of EFL learners. This helps in developing their intercultural competence, leading to better performance in intercultural settings. Regarding linguistic politeness, the researcher focused on Grice's maxims and cooperative principles to train EFL learners to respect the quality, relevance, amount, and way of providing information according to the communicative context, which refers to socio-cultural situations in this case. Additionally, the researcher used videos with the experimental group, following Harmer's (2001) techniques of silent and partial viewing, followed by freeze and framing techniques. As for the instruction strategy, the researcher chose Berk's (2009) video instruction strategy. It is worth noting that the teaching methodology employed in Algeria is CBA, which emphasises the communicative skills of EFL learners. The Students' post-experiment questionnaire was administered to answer the second research question and to test the second hypothesis. Finally, the teachers' interview was employed to answer the third research question and to test the third hypothesis.

The analysis of the collected data followed a mixed-methods analysis procedure. Based on the oral expression syllabus, the official teaching material refers to textbooks. Thus, videos are not officially used to teach intercultural patterns. Then, the pre-experiment questionnaire showed that the students are not satisfied with the current teaching methodology in the oral expression sessions and they are willing to use videos in their EFL classrooms. Moreover, according to the t-Test results, experimental group participants showed significant progress compared to control group participants. Therefore, video use develops EFL learners' greeting and thanking politeness patterns. Moreover, the questionnaire's results indicated that EFL learners share positive attitudes towards video use in

EFL classrooms. Finally, teachers' interview revealed that EFL teachers have positive attitudes toward video use as a teaching aid in the EFL classroom.

Based on the results, videos are not officially used and required by the curriculum. EFL learners are not satisfied with the current oral expression teaching methodology at the department of English at the University of Badji Mokhtar Annaba. Moreover, the t-test results reveal that video use develops EFL learners' greeting and thanking patterns and confirm the first hypothesis. In addition, the students' post-experiment questionnaire reveals EFL learners' positive attitudes regarding videos' impact on their intercultural performance of the greeting and thanking patterns. Finally, the teachers' interview reveals EFL teachers' positive attitudes regarding videos' impact on EFL learners' intercultural performance of the greeting and thanking patterns. Throughout the research process, there were some limitations that arose. For example, the researcher encountered some challenges in obtaining permission to record the students for a planned classroom observation. As a result, the classroom observation was cancelled as a research tool. Additionally, due to the COVID-19 pandemic and subsequent confinement measures, the researcher was only able to interview five teachers. It is worth noting that the panel of teachers was also altered, as the initially selected teachers were replaced with a different panel. Additionally, due to the COVID-19 pandemic, the researcher decided to conduct a telephone interview. However, this method was not possible for the teacher and the interviewee.

To conclude, the present thesis' theoretical background and fieldwork results confirm that EFL teachers need to show a certain degree of flexibility and innovation when delivering information. In effect, learners' different learning styles, different types of intelligence, the CTML, and the teaching and learning routine demand the incorporation of different information media and formats for efficient information processing and storage capacity. Moreover, the results of the current thesis' experiment proved that authentic videos foster EFL learners-intercultural awareness of the greeting and thanking patterns. Thus, using authentic

videos develops EFL learners' intercultural awareness. Then, the development of communicative competence follows naturally. In conclusion, integrating videos in EFL classrooms provides various advantages for EFL learners and teachers. However, of course, video use does not replace teachers' presence. Indeed, EFL teachers' presence and guidance remain obligatory.

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Appendices

Appendix 1

Oral Expression Syllabus

SYLLABUS

Matière : oral expression

Domaine : Langues Estrangères Filière : Anglais
Spécialité : .
Semestre : ...3..   Année scolaire : 2019-2020

Identification de la matière d'enseignement

Intitulé : oral expression

Unité d'enseignement: ....

Nombre de Crédits: ...4..   Coefficient : ...2..

Volume horaire hebdomadaire total :

- Cours (nombre d'heures par semaine) : ....
- Travaux dirigés (nombre d'heures par semaine) : ....
- Travaux pratiques (nombre d'heures par semaine) : ....

Description de la matière d'enseignement

Prérequis : improve students' listening and speaking skills

Objectif général du la matière d'enseignement : develop the students' speaking and listening skills

Objectifs d'apprentissage : (de 3 à 6 objectifs, n'inclure que les objectifs que vous pouvez évaluer)

To enable stydents to to listen to identify main ideas and important details of spoken texts (dialogues, conversations).

Listen to understand the speaker's purpose and attitude

Listening to native speakers in different conversational situations intended for non-native learners of English.

Enable students to use correct sentences in daily situations with academic tools.

Université Badji-Mokhtar. Annaba
Faculté :...**Département:** ....

جامعة باجي مختار — عنابة

Contenu de la matière d'enseignement

Third semester:

1- Listening comprehension
2- Developing speaking skills

Second semester :

1-Introducing topics for debates and discusssion

2-inseting clues for story-telling

Inclure le contenu sur une autre page, si nécessaire

Modalités d'évaluation

Nature du contrôle	Pondération en %
Examen	
Micro – interrogation	
Travaux dirigés	
Travaux pratiques	
Projet personnel	
Travaux en groupe	
Sorties sur terrains	
Assiduité (Présence /Absence)	
Autres (à préciser)	
Total	**100%**

Université Badji-Mokhtar. Annaba
Faculté :...**Département:** ....

جامعة باجي مختار – عنابة

Références & Bibliographie

Textbook (Référence principale) :		
Titre de l'ouvrage	**Auteur**	**Éditeur et année d'édition**
New Interchange	Jonathan Hull Jack C Richards	Cambridge Univesity Press 1998
Les références de soutien si elles existent :		
Titre de l'ouvrage (1)	**Auteur**	**Éditeur et année d'édition**
Titre de l'ouvrage (2)	**Auteur**	**Éditeur et année d'édition**

Semaine	Titre du Cours	Date
	That's What Friends are for	
	Career Moves	
	Could You Do me a Favor	
	What a Story!	
	Crossing Cultures	
	Micro-interrogation écrite N°1	
	Oral evaluation of Students' interaction capacities	
	Examen de fin de semestre	
	Examen de rattrapage	

Appendix 2

Pre-experiment questionnaire

<div align="center">Students' Questionnaire</div>

Dear student,

This questionnaire forms part of a doctorial research investigating the impact of using a video instruction to develop students' intercultural awareness at the University of Badji Mokhtar Annaba**.** It is designed to investigate the students' attitudes towards the use of videos. Dear participant, you are kindly invited to answer this questionnaire. I appreciate your precious help and thank you for your cooperation.

Instructions:

✓ Please read carefully each question and provide honest answers that reflect you inner thoughts.

✓ Check (X) in the box that reflects your answer.

✓ Likert scale: strongly disagree (1), disagree (2), neutral (3), agree (4), strongly agree (5).

✓ The survey is anonymous and confidential.

1. EFL teaching methodology at the University level is an effective one.

   Justify   your answer…………………………………………………………………………..

1	2	3	4	5

2. Learning the target culture is important for foreign language learners.

   Justify   your answer…………………………………………………………………………..

1	2	3	4	5

3. Teaching the target culture through textbook instructional materials is sufficient

Justify   your

answer………………………………………………………………………..

1	2	3	4	5

4. Using multimedia to teach the target culture is effective.

1	2	3	4	5

5. Using videos to develop intercultural awareness of politeness differences is effective.

1	2	3	4	5

6. Video use brings the target culture into the EFL classroom.

1	2	3	4	5

7. Visual learning is more effective than traditional learning.

Justify   your

answer………………………………………………………………………..

1	2	3	4	5

8. Video use helps keeping information in mind.

1	2	3	4	5

9. Videos provide extra meaning.

Justify   your
answer…………………………………………………………………………..

1	2	3	4	5

10. Video enhances foreign language learners' communicative competence.

Justify   your
answer…………………………………………………………………………..

1	2	3	4	5

Thank you for your cooperation!

Appendix 3

Pre-test

Pre-test

Section 1: Greeting

1. If you have invited people to your home. How would you greet them?
    ………………………………………………………………………………………
    …

2. When do you usually use formal greetings?
    ………………………………………………………………………………………
    …..

3. You work in a company. How would you greet your customers?
    ………………………………………………………………………………………
    ……

4. How would you greet your old friend?
    ………………………………………………………………………………………
    ……

5. You are meeting your friends for coffee. How would you greet them?
    ………………………………………………………………………………………
    ……..

6. You did nott see your friend for a long time. What would you say when you see them?
    ………………………………………………………………………………………
    ……..

7. How do you greet your boss and colleagues in a meeting?
    ………………………………………………………………………………………
    ……..

8. What are you doing if you say "I'd like you to meet our accountant Hugo"?
    ………………………………………………………………………………………
    ….......

9. What would you say after being introduced to someone for the first time in a meeting?
    ………………………………………………………………………………………
    ……..

10. What would you say after being introduced to someone in a coffee shop by your friends?
    ………………………………………………………………………………………
    ……..

Section 2: Thanking

1. You have four heavy suitcases someone suggests to give you a hand and carries two of them. You say:

   …………………………………………………………………………………………
   ……..

2. You help foreigners to find their way. They say "thank you" and you reply:

   …………………………………………………………………………………………
   ……..

3. Your friend lends you his coat when he sees that you are cold. You say:

   …………………………………………………………………………………………
   ……..

4. You are in a restaurant and the waiter invites you to savour their seafood dishes but you hate seafood. Thus, you reply:

   …………………………………………………………………………………………
   …….

5. You sent an email to your boss asking for information. Then, your boss sends you an email to answer you. You reply to their email and say:

   …………………………………………………………………………………………
   ……..

6. You have a lot of work that you did not finish. However, your colleague informs your chief executive officer in a meeting that you have to attack the new project. After the meeting you see your colleague and you say:

   …………………………………………………………………………………………
   ……..

7. A new friend brings a generous gift for you. Feeling ashamed and uncomfortable, you say:

   …………………………………………………………………………………………
   ……..

8. Walking in the airport, someone notices that you have dropped your passport. They pick it up and give it to you. You say:

   …………………………………………………………………………………………
   ……..

9. Busy at work, you remember you have to bring your kids form the school. Your friend offers to take them up for you because she is leaving the office. You say to your friend:

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   ……..

10. You want to thank someone but you want to say more than "thank you", what would you say.

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    …….

Appendix 4

Post-test

Section 1 : Greeting

1. Provide four formal greeting expressions

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2. Provide four informal greeting expressions

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3. Which greeting expression is best for a formal business meeting?

   ………………………………………………………………………………………

   ……..

4. Which greeting expression might friends use when meeting for coffee?

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   ……...

5. Which would only be said if you have not met the person for a long time?

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   ……...

6. How do business people usually greet each other?

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   ……...

7. Describe the different ways you may greet your friends

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8. What do you say when your headmaster says, "Good morning, how are you?"

…………………………………………………………………………………………
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9. How do you reply to "Hi, what's up?"

…………………………………………………………………………………………
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10. Provide two examples of formal non-verbal greetings

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Section 2: Thanking

1. Provide four different gratitude expressions of causal situations

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2. Provide four formal gratitude expressions

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3. How do you answer informal gratitude expressions?

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4. How do you answer formal gratitude expressions?

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5. What is the difference between "I owe you one" and "I am truly thankful"?

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6. How do you thank a friend who gives you a gift for your birthday?

……………………………………………………………………………………………

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7. How do you thank your headmaster for promoting you?

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8. What do you say to a stranger who showed you the way in a foreign country?

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….........

9. One of your friends tries to give you sarcastic advice to embarrass you. What do you say?

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10. You are sick, home alone, and you do not have dinner; your friend comes to see you and brings dinner. What do you say?

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Appendix 5

Post-experiment questionnaire

<center>**Students' Post-experiment Questionnaire**</center>

Dear students,

    This questionnaire forms part of a doctorial research. It aims at investigating the impact of video instruction on developing students' intercultural awareness at the University of Badji Mokhtar Annaba**.** It is designed to investigate your attitudes towards video use in the EFL classroom in order to develop your communicative competence. Dear participants, you are kindly invited to answer this questionnaire through ticking the answers that suit you. I appreciate your precious help and thank you for your cooperation.

Instructions:

- ✓ Please read carefully each question and provide honest answers that reflect you inner thoughts.
- ✓ Check (X) in the box that reflects your answer.
- ✓ Likert scale: strongly disagree (1), disagree (2), neutral (3), agree (4), strongly agree (5).
- ✓ The survey is anonymous and confidential.

Section 1: Personal Information

1. Your age: ....

2. Your degree: ....

3. Did you study English language before the university (Outside the scholl/private institutions)?

       Yes ....   **No**......................

4. If yes, for how many years?

....

Section 2: The Impact of Videos' Incorporation, in the EFL classroom on developing Students' Intercultural Awareness

	1	2	3	4	5
Video use engages you in the learning process.					
You consider yourself as a visual learner					
You don't consider video use as a formal way of teaching.					
Visual learning is not your preferred learning style.					
Video use gives you the opportunity to listen to native speakers.					
Video use develops your intercultural awareness regarding the speech act of greeting.					
Video use develops your intercultural awareness regarding the speech act of thanking.					
Video use develops your communicative competence.					
You pay more attention when a teacher is explaining.					
You can not focus while using videos.					
You pay more attention when information is given through different media like pictures, sounds, and videos.					
Combining oral and visual information is effective.					
Combining oral and visual information enhances your understanding.					
You keep more information when videos are used					
You keep information longer through video use.					
Video use provides extra information.					
Video use motivates you.					
Video use provides you with the opportunity to witness language use in authentic situations.					

Appendix 6

Teachers' Interview

Teacher 1

Interviewer: Hello, how are you?

T1: Fine, thank you and you?

Interviewer: Fine, thanks. So this interview is part of a doctorate thesis. The questions seek to identify EFL teachers' opinions regarding the impact of multimedia case of video use on EFL learners' intercultural awareness of politeness patterns.

T1: Great!

Interviewer: First, how long have you been teaching at the university?

T1: I have been teaching at the University for twenty years.

Interviewer: Are you teaching listening and speaking?

T1: Yeah, I teach the listening and speaking module.

Interviewer: Are you familiar with the notion of educational technology?

T1: To some extent.

Interviewer: What do you think about multimedia in education?

T1: It appears efficient!

Interviewer: Great, and what do you think about videos in education?

T1: I read articles on the field but never tried the approach myself. But it seems practical!

Interviewer: Have you ever used multimedia tools in your classrooms?

T1: Audio.

Interviewer: Do you think that videos have a positive impact on EFL learning?

T1: This is what I have read in different articles.

Interviewer: Are you familiar with the concept of intercultural awareness?

T1: Absolutely!

Interviewer: Is the development of EFL learners' intercultural awareness essential?

T1: Fundamental!

Interviewer: Do you try to develop your EFL learners' intercultural awareness?

T1: Yeah, of course! But they need more training. It's not enough!

Interviewer: Do you think that videos may develop EFL learners' intercultural awareness?

T1: Yeah, to a great extent!

Interviewer: Are you familiar with the concept of politeness patterns?

T1: Sure!

Interviewer: Have you ever used videos to develop your EFL learners' Intercultural awareness?

T1: No!

Interviewer: Do you think videos may influence EFL learners' "greeting" and "thanking" skills?

T1: I think so! Different studies have proven it, and videos provide authentic language-use situations.

Interviewer: Do you encourage the use of videos for developing EFL learners' "greeting" and "thanking" skills?

T1: Yes, I do!

Interviewer: Do you have any final comments about using videos to develop EFL learners' politeness patterns regarding the speech acts of greeting and thanking, please?

T1: It has to be applied and widespread! Formal learning settings need to cope with the new world.

Interviewer: Great, thank you for your collaboration!

Teacher 2

Interviewer: Good morning, how are you doing?

T2: Fine, thanks! Al hamdou li Allah. You?

Interviewer: Fine, thanks. So, this interview is part of a doctorate thesis. The purpose it to identify EFL teachers' opinions about the impact of multimedia case of video use on EFL learners' intercultural awareness of politeness patterns.

T2: Yeah! Great.

Interviewer: So, how long have you been teaching at the university?

T2: I am still a new teacher. I started teaching at the University five years ago.

Interviewer: Do you teach listening and speaking?

T2: Yes, I am teaching the listening and speaking module since my first year as a teacher.

Q3: What about the concept of educational technology? Are you familiar with?

T2: Of course!

Q4: What do you think about multimedia in education?

T2: Essential and practical!

Q5: What about using videos in education?

T2: I completely adhere!

Q6: Have you ever used multimedia tools in your classrooms? Which tools?

T2: Videos. Because they combine everything

Q7: Do you think that videos have a positive impact on EFL learning?

T2: I fully agree. Based on my own experience I claim that videos have a positive impact on EFL learning, EFL learners, EFL teachers, and the whole atmosphere.

Q8: Are you familiar with the concept of intercultural awareness?

T2: My graduation thesis topic!

Q9: What do you think about developing EFL learners' intercultural awareness?

T2: Essential

Q10: Do you try to develop your EFL learners' Intercultural awareness?

T2: Of course! But I think that developing EFL learners' intercultural awareness is a bit neglected!

Q11: Do you think that videos may develop EFL learners' intercultural awareness?

T2: Of course!

Q12: Are you familiar with the concept of politeness patterns?

T2: Obviously!

Q13: Have you ever used videos to develop your EFL learners' Intercultural awareness?

T2: I tried it once with two groups that I have merged.

Q14: Do you think that videos may influence EFL learners' "greeting" and "thanking" skills?

T2: Definitely! Combining visual and aural information may impact EFL learners'. Besides videos provide natives speakers' language-use situations.

Q15: Do you encourage the use of videos for developing EFL learners' "greeting" and "thanking" skills?

T2: Of course!

Q16: Any final comments?

T2: Video use in EFL classrooms is essential and practical. Let's incorporate it in our classrooms.

Interviewer: Great, thank you for your cooperation!

Teacher 3

Interviewer: Hello

T3: Hello, how is it going?

Interviewer: Fine thanks and you?

T3: Fine!

Interviewer: So, first, our interview is part of a doctorate thesis. We attempt to identify EFL teachers' opinions regarding the impact of multimedia case of video use on EFL learners' intercultural awareness of politeness patterns.

T3: Perfect!

Interviewer: First, I need to have an idea of your teaching experience. How long have you been teaching at the university?

T3: I started teaching at University in 2014.

Interviewer: Do you teach oral expression?

T3: Yeah

Interviewer: Are you familiar with educational technology?

T3: Yeah, definitely!

Interviewer: What do you think about using multimedia in education?

T3: It is innovative and practical

Interviewer: What do you think about video use in education?

T3: Like cartoons, and an extract from a movie! Yes, I applied this kind of videos in my classroom. It's practical!

Interviewer: Have you ever used multimedia tools in your classrooms? Which tools?

T3: Videos, pictures and audio.

Interviewer: Do you think that videos have a positive impact on EFL learning?

T3: Of course! Based on my own experience.

Interviewer: Are you familiar with the concept of intercultural awareness?

T3: Surely!

Interviewer: Is the development of EFL learners' intercultural awareness essential?

T3: Crucial

Interviewer: Do you try to develop your EFL learners' Intercultural awareness?

T3: I do my best to develop my EFL learners' intercultural awareness during listening and speaking sessions

Interviewer: Do you think that videos may develop EFL learners' intercultural awareness?

T3: Definitely!

Interviewer: Are you familiar with the concept of politeness patterns?

T3: Affirmative

Interviewer: Have you ever used videos to develop your EFL learners' Intercultural awareness?

T3: I just tried it with one group!

Interviewer: Do you think that videos may influence EFL learners' "greeting" and "thanking" skills?

T3: Of course! Visual, aural, and textual information simultaneously attract EFL learners' attention.

Interviewer: Do you encourage the use of videos for developing EFL learners' "greeting" and "thanking" skills?

T3: Absolutely!

Interviewer: Your final comments, please?

T3: It requires teachers' training and material equipment.

Interviewer: Excellent! Thank you for your cooperation.

Teacher 4

Interviewer: Good morning. How are you doing?

T4:

Interviewer: Great, thanks. So our interview is part of a doctorate thesis. We attempt to scrutinize EFL teachers' opinions about the impact of multimedia case of video use on EFL learners' intercultural awareness of politeness patterns.

T4: Perfect! Let's start.

Interviewer: So, how long have you been teaching at the university?

T4: I have been teaching at the University for twenty-five years.

Interviewer: Do you teach oral expression?

T4: Yes

Interviewer: Are you familiar with the notion of educational technology?

T4: I tried my best to develop my technological know-how to use technology in my classrooms.

Interviewer: What do you think about multimedia in education?

T4: I like the approach of using different media in the EFL classroom; It is fruitful!

Interviewer: What do you think about videos in education?

T4: I tried it. But not regularly. The students enjoyed the experience! I recommend it!

Interviewer: Have you ever used multimedia tools in your classrooms? Which tools?

T4: Audio and videos.

Interviewer: Do you think that videos have a positive impact on EFL learning?

T4: Personally, I noticed it.

Interviewer: Are you familiar with intercultural awareness?

T4: Undoubtedly! I feel that it's essential for any language teacher to get familiar with the concept of "Intercultural awareness"

Interviewer: Is the development of EFL learners' intercultural awareness essential?

T4: It should be integrated within the syllabus

Interviewer: Do you try to develop your EFL learners' intercultural awareness?

T4: During listening and speaking sessions.

Interviewer: Do you think that videos may develop EFL learners' intercultural awareness?

T4: Undoubtedly!

Interviewer: Are you familiar with politeness patterns?

T4: Certainly

Interviewer: Have you ever used videos to develop your EFL learners' Intercultural awareness?

T4: Not to develop, but to check and analyse their intercultural awareness of politeness patterns understanding.

Interviewer: Do you think that videos may influence EFL learners' "greeting" and "thanking" skills?

T4: Certainly, first, we have authentic situations through videos. Secondly, videos provide information through different media. Thus, video use will activate EFL learners' different procession information modes.

Interviewer: Do you encourage the use of videos for developing EFL learners' "greeting" and "thanking" skills?

T4: With no doubt!

Interviewer: Your final comments about videos use to develop EFL learners' politeness patterns regarding the speech acts of greeting and thanking, please?

T4: Needs organization! Like material equipment in classrooms and teachers' training.

Interviewer: Great! Thank you for taking the time to do this.

T4: Thank you.

Teacher 5

Interviewer: Hello, how are you?

T5: I am fine, thanks. How are you doing?

Interviewer: Fine thanks. So our interview is part of a doctorate thesis. The questions seek to identify EFL teachers' opinions regarding the impact of multimedia on EFL learners' intercultural awareness of politeness patterns.

T5: Okay!

Interviewer: First, how long have you been teaching at the university?

T5: I am a University teacher since 2010.

Interviewer: Do you teach oral expression?

T5: Yes, I do! But I teach other modules as well!

Interviewer: Are you familiar with the notion of educational technology?

T5: Not really.

Interviewer: What do you think about multimedia in education?

T5: Not necessary!

Interviewer: What about using videos in education?

T5: Never used videos in my classroom. I don't really appreciate the concept!

Interviewer: Have you ever used multimedia tools in your classrooms?

T5: Never

Interviewer: Do you think that videos have a positive impact on EFL learning?

T5: Maybe, because it is something new. Thus, it breaks the routine. That's all!

Interviewer: Are you familiar with the concept of intercultural awareness?

T5: Definitely!

Interviewer: Is the development of EFL learners' intercultural awareness essential?

T5: Fundamental!

Interviewer: Do you try to develop your EFL learners' intercultural awareness?

T5: Yes, I try to do my best to provide different information. But I can't neglect my syllabus and focus on intercultural awareness!

Interviewer: Do you think that videos may develop EFL learners' intercultural awareness?

T5: I don't think so!

Interviewer: Are you familiar with politeness patterns?

T5: Of course!

Interviewer: Have you ever used videos to develop your EFL learners' Intercultural awareness?

T5: Never!

Interviewer: Do you think that videos may influence EFL learners' "greeting" "thanking" skills?

T5: I think so! Because EFL learners and any other learners like technology and they are used to watch different videos on social media. Moreover, it's something new, and learners like everything that is new. Thus, they will focus in the EFL classroom and videos will have a great impact on them.

Interviewer: Do you encourage the use of videos for developing EFL learners' "greeting" and "thanking" skills?

T5: Why not!

Interviewer: Your final comments about videos use to develop EFL learners' politeness patterns regarding the speech acts of greeting and thanking, please?

T5: I don't consider it as something fundamental!

Interviewer: Perfect, thank you for your collaboration.

T5: Thank you.

Appendix 7

Pre-experiment questionnaire

Students' Questionnaire

Dear student,

This questionnaire forms part of a doctorial research investigating the impact of using a video instruction to develop students' intercultural awareness at the University of Badji Mokhtar Annaba**.** It is designed to investigate the students' attitudes towards the use of videos. Dear participant, you are kindly invited to answer this questionnaire. I appreciate your precious help and thank you for your cooperation.

Instructions:

✓ Please read carefully each question and provide honest answers that reflect you inner thoughts.

✓ Check (X) in the box that reflects your answer.

✓ Likert scale: strongly disagree (1), disagree (2), neutral (3), agree (4), strongly agree (5).

✓ The survey is anonymous and confidential.

1. EFL teaching methodology at the University level is an effective one.

1	2	3	4	5

2. Learning the target culture is important for foreign language learners.

1	2	3	4	5

3. Teaching the target culture through textbook instructional materials is sufficient

1	2	3	4	5

4. Using multimedia to teach the target culture is effective.

1	2	3	4	5

5. Using videos to develop intercultural awareness of politeness differences is effective.

1	2	3	4	5

6. Video use brings the target culture into the EFL classroom.

1	2	3	4	5

7. Visual learning is more effective than traditional learning.

1	2	3	4	5

8. Video use helps keeping information in mind .

1	2	3	4	5

9. Videos provide extra meaning.

1	2	3	4	5

10. Video enhances foreign language learners' communicative competence.

1	2	3	4	5

Thank you for your cooperation!

Appendix 8

Pre-test

Section 1: Greeting

1. If you have invited people to your home. How would you greet them?

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……..

2. When do you usually use formal greetings?

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……..

3. Provide two examples of formal greetings.

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……..

4. Provide two examples of informal greetings

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5. How do you greet your neighbours?

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……...

6. You work in a company. How would you greet your customers?

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……...

7. How would you greet your old friend?

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………..

8. You are meeting your friends for coffee. How would you greet them?

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9. You did not see your friend for a long time. What would you say when you see them?

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10. What do you say when a stranger greets you?

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11. How do you greet your students?

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12. How do you greet your boss and colleagues in a meeting?

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13. What are you doing if you say, "I'd like you to meet our accountant Hugo"?

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14. What would you say after being introduced to someone for the first time in a meeting?

………………………………………………………………………………………………

………...

15. What would you say after being introduced to someone in a coffee shop by your friends?

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………...

16. You enter a store to buy something. What do you say?

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17. You meet your new colleague. What do you say?

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18. You are in a restaurant the waiter comes to you. What do you say?

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19. You are in a foreign country and need to ask people to show you the way. What do you say?

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………...

20. Your new neighbours come from a foreign country. How do you greet them?

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Section 2: Thanking

1. You have four heavy suitcases someone suggests giving you a hand carrying two of them. You say:

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2. You help foreigners to find their way. They say "thank you", and you reply:

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…….

3. Your friend lends you his coat when he sees you cold. You say:

………………………………………………………………………………………………
……..

4. You are in a restaurant, and the waiter invites you to savour their seafood dishes, but you hate seafood. Thus, you reply:

………………………………………………………………………………………………
……...

5. It is your birthday, and your friend gives you a gift you do not like. What do you say?

………………………………………………………………………………………………
……...

6. You sent an email to your boss asking for information. Then, your boss sends you an email to answer you. You reply to their email and say:

………………………………………………………………………………………………
……...

7. You friend sends you an email with detailed information concerning the meeting. You say:

………………………………………………………………………………………………
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8. Your old friend brings the sweets you were in love with as a child. You say:

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9. You missed the class, and one of your classmates sends you the lessons. You say:

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10. You friend gifts you an expensive gift. You say:

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11. Your are alone in a foreign country, but you meet natives, and they invite you for dinner. You say:

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……...

12. Your mum prepares your favourite meal. You say:

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….......

13. You have a lot of work that you did not finish. However, your colleague informs your chief executive officer in a meeting that you have to attack the new project. After the meeting you see your colleague and you say:

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14. A new friend brings a generous gift for you. Feeling ashamed and uncomfortable, you say:

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15. Walking in the airport, someone notices that you have dropped your passport. They pick it up and give it to you. You say:

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16. Busy at work, you remember you have to bring your kids form the school. Your friend offers to take them up for you because she is leaving the office. You say to your friend:

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17. Your grandmother gifts you her engagement ring. You say:

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18. You parents gift you a car. You say:

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19. Being sad after a breakup, your organise a journey. You say:

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20. You want to thank someone but say more than "thank you", what would you say.

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Appendix 9

Post-test

Section 1: Greeting

1. If you have invited people to your home. How would you greet them?

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2. When do you usually use formal greetings?

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3. Provide two examples of formal greetings.

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4. Provide two examples of informal greetings

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5. How do you greet your neighbours?

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6. You work in a company. How would you greet your customers?

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7. How would you greet your old friend?

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8. You are meeting your friends for coffee. How would you greet them?

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9. You did not see your friend for a long time. What would you say when you see them?

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10. What do you say when a stranger greets you?

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11. How do you greet your students?

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12. How do you greet your boss and colleagues in a meeting?

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13. What are you doing if you say, "I'd like you to meet our accountant Hugo"?

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14. What would you say after being introduced to someone for the first time in a meeting?

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15. What would you say after being introduced to someone in a coffee shop by your friends?

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16. You enter a store to buy something. What do you say?

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17. You meet your new colleague. What do you say?

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18. You are in a restaurant the waiter comes to you. What do you say?

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19. You are in a foreign country and need to ask people to show you the way. What do you say?

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20. Your new neighbours come from a foreign country. How do you greet them?

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Section 2: Thanking

1. You have four heavy suitcases someone suggests giving you a hand carrying two of them. You say:

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2. You help foreigners to find their way. They say "thank you", and you reply:

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3. Your friend lends you his coat when he sees you cold. You say:

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4. You are in a restaurant, and the waiter invites you to savour their seafood dishes, but you hate seafood. Thus, you reply:

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5. It is your birthday, and your friend gives you a gift you do not like. What do you say?

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6. You sent an email to your boss asking for information. Then, your boss sends you an email to answer you. You reply to their email and say:

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7. You friend sends you an email with detailed information concerning the meeting. You say:

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8. Your old friend brings the sweets you were in love with as a child. You say:

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9. You missed the class, and one of your classmates sends you the lessons. You say:

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10. You friend gifts you an expensive gift. You say:

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11. Your are alone in a foreign country, but you meet natives, and they invite you for dinner. You say:

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12. Your mum prepares your favourite meal. You say:

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13. You have a lot of work that you did not finish. However, your colleague informs your chief executive officer in a meeting that you have to attack the new project. After the meeting you see your colleague and you say:

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14. A new friend brings a generous gift for you. Feeling ashamed and uncomfortable, you say:

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15. Walking in the airport, someone notices that you have dropped your passport. They pick it up and give it to you. You say:

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16. Busy at work, you remember you have to bring your kids form the school. Your friend offers to take them up for you because she is leaving the office. You say to your friend:

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17. Your grandmother gifts you her engagement ring. You say:

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18. You parents gift you a car. You say:

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19. Being sad after a breakup, your organise a journey. You say:

………………………………………………………………………………………… ……..

20. You want to thank someone but say more than "thank you", what would you say.

………………………………………………………………………………………… ……

Appendix 10

Post-experiment questionnaire

<div align="center">Students' Post-experiment Questionnaire</div>

Dear students,

This questionnaire forms part of a doctorial research. It aims at investigating the impact of video instruction on developing students' intercultural awareness at the University of Badji Mokhtar Annaba**.** It is designed to investigate your attitudes towards video use in the EFL classroom in order to develop your communicative competence. Dear participants, you are kindly invited to answer this questionnaire through ticking the answers that suit you. I appreciate your precious help and thank you for your cooperation.

Instructions:

✓ Please read carefully each question and provide honest answers that reflect you inner thoughts.

✓ Check (X) in the box that reflects your answer.

✓ Likert scale: strongly disagree (1), disagree (2), neutral (3), agree (4), strongly agree (5).

✓ The survey is anonymous and confidential.

Section 1: Personal Information

1. Your age: ....

2. Your degree: ....

3. Did you study English language before the university (Outside the scholl/private institutions)?

   Yes .... **No**.....................

4. If yes, for how many years?

....

Section 2: The Impact of Videos' Incorporation, in the EFL classroom on developing Students' Intercultural Awareness

	1	2	3	4	5
Video use engages you in the learning process.					
Video use develops your intercultural awareness of the greeting pattern.					
Video use develops your intercultural awareness of the thanking pattern.					
Combining oral and visual information is effective.					

Appendix 11

Interview's Questions

This interview is part of a doctorate thesis. These questions constitute EFL teachers' interviews. The questions seek to identify EFL teachers' opinions regarding the impact of multimedia on EFL learners' intercultural awareness of politeness patterns.

Q1: How long have you been teaching at the university?

Q2: Which modules do you teach?

Q3: Are you familiar with educational technology?

Q4: What do you think about multimedia in education?

Q5: What do you think about videos in education?

Q6: Have you ever used multimedia tools in your classrooms?

Q7: If yes, for which purposes?

Q8: Do you think that videos have a positive impact on EFL learning?

Q9: What do you think about intercultural awareness while learning a foreign language?

Q10: Have you ever tried to develop your EFL learners' intercultural awareness?

Q11: If yes, how?

Q12: Do you think that videos may develop EFL learners' intercultural awareness?

Q13: Have you ever tried to use videos in order to develop your EFL learners' politeness patterns?

Q14: Do you think that videos may influence EFL learners' greeting skills?

Q15: If yes, how?

Q16: Do you think that videos may influence EFL learners' thanking skills?

Q17: If yes, how?

Q18: Do you encourage the use of videos for developing EFL learners' greeting skills?

Q19: Do you encourage the use of videos for developing EFL learners' thanking skills?

Q20: Your final comments about videos use to develop EFL learners' politeness patterns regarding the speech acts of greeting and thanking, please?

Thank you for your cooperation!

ملخص:

يركز هذا العمل على أثر استعمال الوسائط المتعددة, خصوصا الفيديو, على الوعي الثقافي حول صيغ التحية و الشكر لدى طلبة السنة ثانية ليسانس المتخصصين في اللغة الانجليزية كلغة أجنبية. يحوي العمل دراسة استكشافية تمهد الطريق لدراسة أخرى شبه تجريبية. تبدأ الدراسة الاستكشافية بوصف منهاج التعبير الشفهي و بعدها الاستبيان القبلي لتحديد المنهجية المستعملة في التدريس و مواقف الطلبة اتجاهها و اتجاه فكرة استعمال الفيديوهات. أما الدراسة الشبه تجريبية فتستعمل اختبارات قبلية و أخرى بعدية و استبيانا بعديا موجها للطلبة و مقابلة مع الأساتذة لمعرفة أثر استعمال الفيديوهات على الوعي الثقافي للطلبة و تحليل مواقفهم و مواقف الأساتذة اتجاهها. تتكون عينة الدراسة من أساتذة و طلبة اللغة الانجليزية كلغة أجنبية. يتم تقسيم الطلبة الى مجموعة تجريبية و أخرى مرجعية و بعدها نقوم بتطبيق اختبارات قبلية و بعدية. نستعمل الفيديو مع المجموعة التجريبية فقط خلال حصص التعبير الشفهي لمدة 10 أسابيع. بعد ذلك نقوم بتقديم استبيان بعدي للطلبة. تعد المقابلات مع الأساتذة اخر أداة بحث تم استعمالها في هذا البحث. أما عن منهج جمع و تحليل البيانات فهو مختلط قصد ضمان تثليث المقاربات و المناهج و الأدوات. يتبع تحليل البيانات تصميما متقاربا مبينا على تحليل بيانات كمية و كيفية و مزج النتائج لصياغة نتائج كمية و كيفية و استنتاجات لإبراز أثر الفيديو على الوعي الثقافي للطلبة. تظهر النتائج المنهجية المستعملة قبل التجربة مواقف الطلبة و انفتاحهم على استعمال الفيديو في حصصهم. أما نتائج الدراسة الشبه تجريبية فتحدد أثر الفيديوهات على الوعي الثقافي للطلبة حول صيغ الشكر و التحية و مواقفهم و مواقف الأساتذة اتجاه استعمال الفيديوهات خلال الدرس. و ختاما تظهر النتائج أثر الفيديوهات على الوعي الثقافي لطلبة اللغة الانجليزية كلغة أجنبية.

الكلمات المفتاحية: الوعي الثقافي, الوسائط المتعددة, استعمال الفيديوهات, أنماط المداراة ,طلبة اللغة الانجليزية كلغة أجنبية.