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DEPARTMENT of ENGLISH



# **Developing Communication in Literature Classes Through Video Novels**

**The Case of Third year LMD English Students at Amar Thelidji University**

*Dissertation submitted as a partial fulfillment for the requirements of Master  
Degree in literature and civilization*

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# Dedication

I dedicate this work to

To my dear mother Fatima and to my father Mohamed, for their love

To my husband Khalil

To my daughter Maria and my son Ahmed

To all my family.

To all my beloved friends, thank u so much for your support and your  
encouragement.

Nawal

# Dedication

I dedicate this work to

To the soul of my father and to my beloved mother, for her love and support

To all my family.

To all my beloved friends, thank u so much for your support and your  
encouragement.

**Saida**

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## Abstract

Improving communicative skill in classroom has always been one of the very complex tasks in the foreign language learning (FLL) process; it is regarded as the hardest challenge for both EFL teachers and learners. Due to its difficulties, students face many pitfalls while improving their level of communicative competence. The sample of the study was randomly selected and divided into two groups 20 students and 10 teachers. Therefore, the current study is meant to explore the importance of integrating Video Novels in the classroom to enhance the communicative competence of third year students of English at Laghouat University. It aims at examining the use of technological tools inside the EFL classroom with a particular focus on the use of Video Novel. Video Novel is considered as one of the essential tools of ICTs nowadays, which plays a fundamental role in creating friendly learning atmosphere that suits the learners' needs. We endeavour to raise students' awareness on how Video Novel can contribute to developing communicative competence inside and outside the classroom. It is hypothesized in this research, if the EFL learners are exposed to Video Novel, they will develop their communication efficiently and increase their motivation and classroom interaction. To achieve the objective of this study, we relied on a descriptive method that focuses on both qualitative and quantitative framework. To this end, questionnaire and semi structured interview were administrated to both teachers and students in order to find out their attitudes towards the importance of Video Novel as a new learning style in improving students' communication competences. The findings of the study revealed that students are very interested in developing their communication competences using Video Novel. In turn, it enhances two important factors which are motivation and participation in the classroom.

**Key words:** FLL, EFL, EFL literary classroom, communication competences, Video Novel, ICT.

## **List of Abbreviations**

EFL: English as Foreign Language

ELL: English Language Learning

ELT: English Language Teaching

ICT: Information and Communication Technologies

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## **General Introduction**

### **Background of The Study**

In the age of technology. Information and Communication Technology (ICT) played a major role in different spheres of life and is becoming an integral part of personal lives. According to Bajrami and Ismaili video materials are shown as an effective method in teaching English language as a foreign language for all learners both inside and outside classroom. As many researchers asserted that using video material facilitate memorizing language skills more than using other materials. It is widely known that literature is a complex subject of study for learners that's why EFL teachers rely on the use of YouTube Videos, in order to make communication and understanding of the novel or story easier, Muhammad (2012). Videos are considered as one of the effective methods for both teachers and learners. Since our inspiration is to discover how literary video novels can promote the communicative skills inside the classroom, we base this study on investigating the effects of using video novels on EFL learner's communication and interaction, at the English department of Amar Thelidji University in Laghouat.

### **Rational of the study**

The significance of this research lies in the fact that developing learner's communication in literature classes through video novels have recently become the main focus and subject matter of a number of researchers as well as instructors, due to the previous studies video in the past were used as a stimulus for language learning and teaching process. Nowadays, they are used differently in the classroom and we believe that this can be attributed to the development of technology in the domain of teaching and learning. What motivated that research is a personal experience, as we have studied in 3rd year LMD literature session, we

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noticed that visual novel is more attractive and the most enjoyable classroom material, while watching rather than reading

### **Statement of the problem**

As students of EFL at Amar Thelidji University , we admit that many of our learners still face difficulties in expressing themselves appropriately in English , this was our observation of third year LMD students at the department of English .While attending a fundamental module that is (literature) we noticed that there is no interaction and communication inside the classroom , even if the teacher tried all methods to motivate them with the lesson, only a few number of good students were involved and interacting. Moreover we have noticed that the most of them are not interested, particularly in literature .The problem that we have stated above is the main reason that pushed us to do this research which is entitled Developing Communication in Literature Classes Through Video Novels.

### **Aim of the study**

This study is conducted in the English department aims at:

To show the effects of using video novel on the student's communication skills. In addition to examine the use of technological tools inside the EFL classroom by using visual novels. Furthermore to examine the use of video novel is the process of teaching and learning as an effective method

### **Motivation**

In the complex process of learning and teaching, it is very important to choose the appropriate tool of learning for better results. The realization that the use of video novels in literature classes improves the student's communication skills has motivated this study. By choosing

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this subject, we shed the light on the significant tool of learning which is the use of video novels, that helps the students to learn in an enjoyable atmosphere, in which they feel that they are motivated and involved effectively

### Research questions

To reach these objectives, the study is guided by the following research questions

What are the main difficulties that encounter student's while communicating in literature classes? Thus a number of questions are needed to be raised; How can video novels enhance the students' communication skills? And what are the advantages of using video material in EFL literature classes taking into account to the fact of the effect of teaching visual novels on 3rd year LMD students.

### Hypotheses

An answer to the question, we first hypothesize that

1. Students may have several difficulties that affect their communication skills such as the lack of the adequate materials used in classroom.
2. Thanks to video novels the students may learn effectively about different cultures and lifestyle.
3. Visual novels may help students improve their communication skills in an enjoyable atmosphere.

### Literature Review

Using the videos in the language classroom has a positive influence on the learning and teaching process, particularly in classes. Petrona (2017) in her article argued the importance

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of literary communication through showing the interaction of the reader towards the author according to some circumstances, such as social, cultural. For Candlin and Breen (1980) in their book entitled *Language and Communication* “argued the syllabus issue of teacher and learner, they argued the useful contribution of the task design and specification, that influence the task content and method. They add an outline of characteristics of a process syllabus for classroom language learning and teaching. They concern on presenting ELT in graphical, cultural context and social context. Whereas, Sherman (2003) in his book entitled *Using Authentic Videos in the Language Classroom*” stated that language teaching material using authentic films and television is motivating and fun, However teachers are often unsure of how to use this material in the classroom. According to him, using a video in language classroom is not just a renewable resource or refreshing conventional textbook material, but also provides the learners with the accessibility and motivation, these acts can be used many times with new material to stimulate students and bring the language alive. Moreover, Bajrami and Ismaili (2016) discussed an article about *“The Role of Video Material in EFL Classroom”*, the video material nowadays for them is not only a part of everyday life activities, but they are shown as an effective method in teaching English as a foreign language for all learners both inside and outside the classroom. They added videos can be used in a variety of instructional and teaching settings in classroom, as a way of presenting context, initiating discussion, for providing illustration a certain topic and content self-study and evaluation situations. While Bashova and Pachoviski (2016) considered visual novel as the most advanced technology window, especially for the youth age. They like to enjoy the various multimedia games. Watching visual effects that are adapted to visual novel through it’s different devices. Therefore, Bastos and Ramos (2009) in their study on tackling the use of technology for learning EFL on web and applications on the impact of Youtube on promoting essential competences, added that teachers may turn to video technology to

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develop students reflective and critical thinking, the use of authentic learning material that engage second language learners to communicate in real context and foster the development of comprehension and communication oral and writing skills and intercultural communication competences, plays a crucial role in foreign languages. Similarly to Al Murashi (2016) confirmed that technology can offer learners many online materials and provides them an incredible source of information, he shed the light in his dissertation on the effective role of the multimodal text found in many YouTube videos for teaching English inside classroom as a supplementary material. When added that these websites can provide students with everyday videos and authentic situations that may help them improve their understanding and performance in English language lessons. Likewise Willis (1983) in his document "*The potential and limitation of video*" video for him can be overused by a thoughtless programme planner or teacher who harnesses its potential for effective students control rather than effective teaching. According to him students like video particularly when it is relatively new to them. For Willis the video is an obvious medium for helping students to interpret visual clues effectively. Through his study about "*101 ways to use videos*" he explained a personal experiment with his students, he stated that video is a teaching aid, and it can be a valuable teaching resource, as textbooks or audio tape recording. Meanwhile Lonergan (as cited in McGovern, 1983) in his article entitled "*video applications in English language teaching*" stated that the suitability of television as a medium for bringing a living language to learner is undoubted, and the dynamic combination of sound and vision can bring an air of reality into the classroom. The wealth of visual information available can convey the atmosphere of another culture, it can show Para-linguistic aspects of communication. The techniques of television can present material to learners in ways quite, beyond the resources of the language teacher.

### **Research methodology**

- Research design: qualitative and quantitative
- Research tools: classroom observation, interviews with teachers and students questionnaire.

In this research the study has been conducted through the descriptive method that focuses on qualitative design that provides a comprehensive picture about the concerned problem on the learners who are supposed to interact and communicate effectively, while watching a video novel in classroom. The sample represents both male and female students of the third year LMD at Laghouat University, their age between 23 and 27 years old. Moreover the students located in three classes, the student's received the questionnaire in order to answer their feedback while attending literature class with video novels, in addition to their communication interaction, besides semi structured interview for teachers.

### **The Structure of The Study**

Research is based on three chapters, The first chapter contains the theoretical framework of communication and interaction in literature class; we try to present an overview on the learner's communication inside the classroom to the details the second chapter is concerned with the description of video novels, is divided to give a brief comparison between the old method through textbooks and the new method of video novels, it also deals with its various types, and provides with its basic pedagogical application to developed the communication skills. The last chapter is for methodology, showing the main techniques and strategies for teaching and learning EFL through literary video novels, going through analysis and the results of the questionnaire which contains the variables of the research. In the last the general conclusion and some latest recommendations of effective teaching and learning processes.

**Chapter One:**  
**Communication in Literature Classes**

## Chapter One: Communication in Literature Classes

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Literature is considered as a basic component and a source of the language curriculum. The work of literature and language interact the benefits of the students and the teachers. Many teachers and educators debated the issue of literature what is it, its uses, its importance, and its integration in EFL classroom. Learning English literature considered as a valuable field of learning for the non-native speakers. The goal of this chapter is focused on the communication in literature classes, first it introduce the approaches of literature , stating its definition, use and importance in ELL, then pointing out literature relationship to teachers and learners in classroom. After that dealing with communication approaches and its importance in EFL acquisition, through defining and showing its characteristics, including teacher and learner role in the communication process, In order to establish the role of literature in communication classes, including its use through ICT, in addition to conclusion.

### **1.1. Definition of Literature:**

There is no exact definition of Literature. However , Literature can be defined as the body of any written text or any document in any field , through the use of language .It is also considered as the representation of human own experiences . As well as the production of feelings, ideas, thoughts, imaginations and opinions that are reflected our literary works in different forms. Thus, literature has been defined differently by various scholars and writers.

According to Vandergrift (1999) Literature is, First of all, can be entertaining, beautiful, funny, or tragic. And in the reader experience is to take and to bring meanings from the literary works. Moreover, Chambers and Gregory (2006) confirmed that all literary works are of course practices of individuals and groups, by showing their personal ideas, beliefs, and imagination in our own and other societies, over time. They emphasize the setting time and place is one of the literary texts necessities it “stands for”. Another view summarized the boarder term of literature as any written or printed works that is based on criteria of creative,

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imaginative, or artistic value (Borges, 2013). It is considered literature as a past of events of the writer thoughts on his society, beliefs, and culture. It provides the reader an opportunity to interpret the content according to his/her perspective. While literature is defined as; “A body of written works related by the subject matter, it is taken to include oral, dramatic, and broadcast composition that may not have been published in written form, which has been preserved.” (as cited in Borges 2013.p,18).The quotation tackled literature as a process that presented in printed works, in which it deals with the imagination and creation of both the writer and the reader. The literary works took the reader into a very deep trip between his thoughts and his emotions, to reach the character which is the basic stage in every work.

### **1.2.1. Approaches to Literature:**

It is known that literature is naturally changed by time or by civilization, it differs from nation to another and changed from time to time. Literature can be a kind of complicated fields, history, philosophy, political, science, etc. According to Edgar and Jacobs (2008) literature helps human lives, improving their background knowledge. Absolutely it puts the reader into another world, it gives him the ability of translating and understanding the literary works as they stated that Literature teach learners how to grow both personally and intellectually, it provides them a strong relationship with cultural, philosophical, and religious world of which they make part. It made them human by clarifying their identity through their own experiences in reading literature. Therefore, literature expresses how to live in society. Through what it contains as global knowledge and theories.

### 1.2.2. Generes of Literature :

The term “Literature” spread amongst the world, since centuries. In Literature there are many genres, which mean the types and the classes of literature .Therefore the main literature classes are: prose fiction, poetry, drama, and non-fiction. Accordingly, Borges summarized the literary genre as epic, tragedy, comedy, novel, and short story. So prose fiction can be defined as the narrative fiction that includes imagery writing used in novels and short stories. Poetry is the use of high emotion, imagination, and beauty that expressed by language. Drama or play is the dialogue between actors usually presented in theater rather than in book, in which the language that used here is in spoken form .Non-fiction is the use of “reality” real language in style of writing. Concerning the Novel and short story , it can be defined as any long story written in a form of “ prose” non-poetic writing , usually is exist in a book .Writers narrate their real stories and experiences to the reader through the novel or short story, in which contains important aspects as, plot ,characters. Because of the positive opportunities that the literature provides for both teachers and learners, it is a basic module in the universities programs.

### 1.2.4. Teaching Literature :

There are many disciplines in the field of Higher Education, whereas language and literature is the main purposes among both teachers and learners. As Brumfit and Carter 1986) argue that, literature offers several benefits to EFL classes. It can be useful in developing linguistic knowledge, to the extent that students enjoy reading literature, and it may increase their understanding of different cultures. Learning and teaching literature has a great value over the world, thus it considered as the most important field of education. As Chambers and Gregory explained:

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“ Literature , as a subset of story, acts, as do all other forms of story, to perform such all important functions as telling human beings what is important in life ,telling us what’s worthy of our admiration or our contempt .Telling us what it’s like to be those who live in different circumstances and in other historical times and in other gendered bodies .Telling us what we should pay attention to and what we afford to ignore , and , In short , telling us how life might be lived this way and not that way.” (2006, p.2)

Through this quotation we can understand that Literature is a recorded history of human cultural heritage that taught people how to learn from others experiences, to know what is right from what is wrong. Many researchers argue the role of teaching literature is a part of an important subject of learning English, studying English literature provide students to build their background knowledge, to develop new information and ideas, it helps students to describe other societies and traditions. Teaching literature gives all the EFL learners an open door to study of different literary forms and techniques, to know more about the literary theories and concepts. In addition to the improvement of communicative competences and the classroom interaction, literature originally has a huge number of attractive students who want to study literature. It contains some difficulties. Chambers and Gregory (2006) the positive contribution of literature on the learner’s language is the enjoyable and attractive novel that touches the learner’s emotion directly. Mohamed Ali (2001) argued that Learners can enhance their language skills, critical thinking, and personal growth effectively, through the use of literary texts such us; studying a novel or a short story, took the learner into a trip full of imagination and interpretation of the character’s thoughts and emotions. It does not only help students to improve their linguistic skills, but also can develop an overall education achievement. Consequently, teaching literature has a major role in EFL classes, it is a discipline that creates a learner with multiple personality, he can be motivated, intercultural,

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translator, critical thinker, good analyser, experienced, good listener, speaker, writer, reader, communicator, In other words he can be an effective learner.

### 1.3.1. Communication Definitions:

Communication is each act of transmitting information, whether by, thoughts, ideas, emotions. Communication is the imparting or exchanging of information by speaking, writing, or using some other medium. Communication is a letter or message containing information or news. It can be means of sending and receiving information such as, telephone lines and computers. (Learner's dictionary). For them Breen and Candlin (1980) claimed that Communication is understood to have the basic characteristics: the nature of communication is used for social interaction, it has the form of message, can be existing in discourse and contexts with an appropriate language in use. It also has a specific purpose. Communication is an act of any speech that occurs between speaker and listener, based on important components, as it explains more below.

### 1.3.2. Approaches to Communication:

Learning EFL like other aspects of human communication, inside or outside the classroom settings. The communication function among learners goes through direct or indirect way, due to the use of language, gestures, and signs. It has two functions individual or group, it can be verbal or non – verbal, its nature can be concrete or abstract, its' expression can be conscious or unconscious. Therefore, communication today is considered as the basic technique in understanding human interaction and in illustrating texts and every sending and receiving ways. By mechanisms and techniques which is language. Language is the transmitting and announcing of information and experiences from sender to receiver.

### 1.3.3. Communication Process :

According to Grimsly (2018) communication process consisted of several components such as: Sender is the part that sends a message. Message is the information to be conveyed. Encode is transforming the thoughts and the information to be conveyed. Channel of communication is the manner in which the message is sent, channel of communication include, speaking, writing, videos transmission, audio transmission, electronic transmission, through emails, text messages, faxes, and even non-verbal communication such as body language. Thus, there is no communication practice or dialogue without those important components. People communicate with each other sending and receiving messages to understand themselves. In other words, the communication model has a sender who is sending message and the receiver who is receiving the message in between, the speech or ideas need to be simple enough to be decoded and understood by the receiver. If the ideas are not presented properly, decode is improper and the receiver does not understand. According to Brasin, communication is the act of sending information or ideas via speech visuals, writing or any other such methods. Furthermore, the receiver feedback is not produced in a speech or written form; it could express in other ways like body language or eye-contact.

### 1.3.4. Types of Communication :

Communication is a process of exchanging verbal and non-verbal messages, according to Bhasin (2018) (as cited in marketing 91) summarised the types of communication as follows:

1. **Verbal** communication or oral communication in very simple terms, any communication that happen orally between people is known as verbal communication. It is

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very nature, and it used by most of people, for example in face to face discussion or via phone call.

**2. Non-verbal** communication or interpersonal communication is the abstract way of communication, the non-linguistic transmission of information through visual, auditory, tactile, and physical channels, it includes visual cues such as body language, distance, eye contact, for this type of communication is used more by children who did not start talking, and so they express their needs by body language.

**3. Written** communication all different forms of written communication can be formal or informal. Though it is used in official letters and administration documents, the written communication needs to be used safely and effectively.

**4. Visual** communication is the developed process that occurs between people who live far from their relatives and friends, it is very common in media platforms. For example, in Skype, and Facebook, So they can communicate their ideas better. In other words the communication process is an essential act that occurs between two or more persons, it includes an important component to accomplish the process.

**5. Context** The communication affected by the context in which it takes place. This context maybe physical, social, chronological or cultural, even communication proceeds with context. The sender chose the message to communicate with.

**6. Sender /Encoder** Is a person sends the message. A sender makes use of symbols words or graphic or visual-aids to convey the message a produce the required response.

**7. Message** is a key idea that the sender wants to communicate, it is the sign that elicits the response of recipient, communication process being with deciding about the message to be conveyed .It must be ensured that the main objective of the message is clear.

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**8. Medium** it a means used to exchange the message the sender must choose an appropriate medium for transmitting message.

**9. Recipient/ Decode** recipient or decode is a person for whom the message is intended, the degree to which the decoder understands the message depends on various factors such as, knowledge of decoder ,their responsiveness to the message and the reliance of encoder on decoder.

**10. Feedback** is the main component of communication process as it permits the sender to analyse the efficacy of the message it helps the sender in conforming the correct interpretation of message by the decoder. Feedback maybe verbal through words or non-verbal in a form of smiles, sighs it may take written form also in a form of reports.

### 1.3.5. Teacher's Role in Communication :

Teaching process inside classroom is all about what the teacher himself do with both the learner and the course , whether theoretical or practical way, based on using activities such as; presenting, reading , discussing, analysing, observing, evaluating, and many other activities. Learner in the other hand is supposed to react and communicate with the teacher through the course and tasks that is given. Therefore, the classroom interaction and communication are considered as the most important aspects in teaching and learning process. As Brown (2001) stated that "... interaction is, In fact, the heart of communication: it is what communication is all about." (p.165) In order to achieve a communication in literature class teacher has to interact with learner effectively. According to Wagner (1994) interaction is "a reciprocal events that requires at least two objects and two actions. Interaction, occurs when these objects and events naturally influence one another." It means that there is no teaching or learning without interaction in classroom, Thus communication and classroom interaction are

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the basic activities inside classroom, which includes both the teacher and the learner interaction with one another. For the teaching process teacher should follow two important techniques to build the communication with his students successfully: **Teacher / classroom communication** in this type of communication the teacher is the source of information, through a verbal communication (oral) inside the classroom. The direct form of communication produced from the teacher to the learner, when the students need information to know in these situations the answer should be oral. Indeed, the communication it start to progress between the sender who is taking the role of the teacher and the receiver who is the students. There is non-verbal (body language) communication in which it expressed in some situations. For example, when there is a noise in classroom, teacher communicates instead of saying an out loud voice, he can simply moving around, the learners will observe and receive the message. Additionally, the teacher should have the ability to manage his classroom in good conditions, including, seating, time, and activities. Therefore, **Teacher / students communicating** the role of the teacher here shaped to be a sociable with his students, there is no race or religion differences, his main roles is as to be Controller, organize the activities. Assessor, assessing and providing feedback on their Performance, Participant: Are teacher practices inside classroom. In addition to, organizer, resource There are also different types of teacher will play an important role in building classroom interaction and communication such as; The Explainer, who is the good teacher in explaining grammar and vocabulary, and entertaining the students with presentations. The Involver, in the other hand has to be good at involving the students in the learning process through the use of different tasks and activities. This types and styles of the teacher build the classroom communication and interaction effectively, if the teacher tries to integrate all these roles to shape one model. It would definitely obtain the education achievement.

### 1.3.6. Student's Role in Communication:

Reading, writing, speaking, and listening is a separable part of language skill, that literature stands for, through its types whether novel or short story. Therefore it is thought in schools and colleges, on how to deal with the author's bibliography, plot of the novel, how the characters are presented, the setting when and where. What makes the students interact and motivated to discover the next events of each story details. Moreover he/she has the desire to learn about other culture and tradition, to improve their language skill form side and to enjoy studying from the other side. Expressive and managing skills important, as it are important also to develop communication skill. The role of expressive skill improving the student's speech and be more confident when describing feelings or thoughts, also for presenting a topic. Listening skill is a beneficial for students too, while following the story in literary class. Therefore students develop their communication skill through these techniques:

**1. Students/teacher communication** is direct communication between students and teachers, but in this type the students who starts the conversation during whole-class participation, for example, when the students asks a teacher during class discussion , engages in students /teacher communication. Because here a single students communicating with single teacher, this situation reverse to be teacher /classroom communication, because the teacher action and discussion are directed towards the whole class. While the students question here is the only directed at the teacher, there some written forms too of students /teacher communication, when students write emails to their teachers for greeting or congrats.

**2. Students /students communication** this interaction exist when two or more students with one another, the advantages of this type is when whole-class discussion stimulates ,what makes all students talk to each other confidently not only to their teacher. That pushed the students to communicate whether verbal or non-verbal.

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**3. Students /classroom communication** this type exists when the students or a group of students direct their message to the whole-class, or to another group of students, As well as the whole-class discussion stimulates in this type of communication. In the individual or group presentations for example, when a student asks a question during the discussion that is directed to the whole-class it occurs students /students communication. In students classroom interaction there are some strategies help students motivation while-class whether by: Teacher help, as it discussed above, that deals with the teacher activities while-class for example the teacher asking the students questions that directly getting them involved, or by using body language also can interact the students, or by using an interesting topic in which it made every student participate, For example a novel or short story. Or by the use of communication strategies also can enhance student's interaction effectively in classroom through the achievement or reduction strategies. As Torone et al (1983) defined the communication strategies as: "...A systematic attempt by the learner to express or decode meaning in the target language, in situation where the appropriate systematic target language rules have not been formed" Since the communication process is occurs between three main component such as; sender, receiver, and feedback .Torone et al (1983) focused on those aspects of communication how the receiver understands and how the feedback is translate. According to Torone the communication strategy has to pass on these steps: whether by paraphrasing in which the same meaning that is used, or translating is the kind of any translation from L1 to target language, or avoiding is the act of the learner avoid what is difficult to him, depends on the situation he/she is in. As a result using classroom interaction and communication in literature class claimed by many researchers as the beneficial way for students to improve the language skills. Even if, there are some communication barriers that encounter students like; clarity and currency, misunderstanding, lack of messages, lack of interest, classroom noise, inappropriate medium, language differences, bad timing.

### 1.4. Communication in Literature Classes:

Since literature is the art of any written text shaped in short story, or novel. Literature is an open window of the other side of world, it studies other cultures and beliefs, through the plot story, that is written by the author who tries to introduce his society issues in a narration form to the reader. By the most important aspect in this process which is “text”. Text again plays the most important relationship between the author and the reader to sum up with what is known by literary communication. Accordingly, Petrona (2017) literary communication is the interaction that is produced by the reader on the author writings. Therefore, literature in ELT and ELL is the main concern by most scholars and instructors, because of, its large number of benefits that it provides to the learner. In British Council literature in ELT is considered as the main tool for language learning, it can motivate and involve the students effectively, and provides him with linguistics input. In addition to many reasons that lead them to use literature in ELT classroom. That is to say, literature is the source of the learner’s background and information is the development of learner’s communication and interaction. Based on basic elements that it involves such as; characters and events, the reason that lead the reader seeks to understand what the author wants to send through his story and pushed him to interpret the plot story depends on his knowledge and his perspective. In fact, this stage is considered as the hard step amongst all steps to the readers. Exactly when they have problems with the real meaning that the author meant in the text itself. As Attila and Agues (2013) stated that “literary communication, is the normal communicative interaction is suspended, we only have access to the text includes no meaning, it is not a system of signified, but a systematically organized set of signifiers.” The saying it refers to the Swiss linguists Ferdinand De Saussure when he explains the foundation of semiotics, his theory of signs. He argued that the system of language is consists of interrelated elements as follows; signifier \_\_\_\_ code \_\_\_\_ signified. However, in literature scholars dealing with stories the

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same way as the theory of sign, in this situation the communication process will be as follows; Author \_\_\_\_ Text \_\_\_\_ Reader. To explain the sign of literature communication, we simply understand that the Author is the signifier, the text is the code, and the reader is the signified. Indeed, the writer is playing the role of the sender, who sends his emotions and thoughts through the text which is the code, and the most important element is the reader who is the receiver. The problem of the receiver is code; consequently, the text for the reader is difficult to understand, because one of the literary conditions understands the story. What lead receiver dealing with text using interpretation technique. In order to understand, analyse, study, explain, review, and criticise the plot story. Instructors and scholars development of literary communication between authors and readers found an effective solution to study the novel stories in simple and easy way to understand by using technologies.

### **1.5. Communication in Classes Through ICT:**

Nowadays, Information and Communication Technologies (ICT) is the dominant material that is used among all domains, it becomes one of the most person necessities. By rights of its fast way, less cost, and it's easy to use. The use of technology in education particularly, provides various positive benefits for both teachers and learners. It has transformed totally the learning curriculum; therefore, one of the major goals of academics and researchers is supporting the use of this tool inside classroom. By claiming that it enhances the learner communication skills, improving their critical thinking, providing them with linguistics input, in addition to many useful advantages that it involves. As Dudeney and Hockly (2007, p.8) Argued that, technology offers new ways for practicing language and assessing performance. According to them technology is the source of communication language.

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To conclude, learning and teaching literature has become the main concern of Higher Education among universities and institutions, besides the various advantages that it provides for the learners. Learning literature in the EFL classes has a great value in enhancing students with communication skills and interaction. In addition to these positive benefits, it shaped a powerful level in education for students, though drawing the other society stories and famous characters in a form of communication in literary class. The second chapter deals with the importance of using video novel in EFL classroom, it explains the use of video in details.

**Chapter Two:**  
**Video Novels**

## Chapter Two : Video Novels

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In the complex process of learning English language as a foreign language, Scholars and teachers use different methods and techniques such as visual, auditory, and other various tools, in order not only to learn the language, but also to communicate with the language effectively .However, This research is more concerned with the importance of developing communication in literature classes through video novels. This chapter is a theoretical study of concepts that are closely related to the effects of the communication through the use of video novels in literature classes.

### **2.1. Definition of ICT:**

Learners in the past were enjoying reading books, but, nowadays they get bored quickly while reading novels or even short stories, When they found themselves surrounded by technological development, which is full of extraordinary materials and tools that facilitate not only the learners path, but also all levels and ages in learning. This is why learners start using the electronic books and various devices to develop the visual version of their preferable stories and novels in a various forms and by different devices too. ICTs stand for information and communication technologies and are defined by Tinio (2002). As “ a diverse set of technological tools and resources used to communicate, and to create, disseminate, store, and manage information.” In other words, ICTs are all communication materials. That includes computers, Internet, broadcasting technologies like radio, television, and telephony. The most common ICTs that are used in education are: computer, mobile phone, internet, data show, and E board. Each of the different ICTs—print, audio/video cassettes, radio and TV broadcasts, computers or the Internet—may be used for presentation and demonstration, the most basic of the five levels. Except for video technologies, drill and practice may likewise be performed using the whole range of technologies. On the other hand, networked computers and the Internet are the ICTs that enable interactive and collaborative learning best; their full

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potential as educational tools will remain unrealized if they are used merely for presentation or demonstration. According to Unesco (2005) ICT is a potential to promote the property of the foreign language teaching which provides for EFL teachers and learners a plenty of popular materials used inside classroom setting to make the foreign language and culture a life process.

### 2.2. Definition of Video Materials:

In order to create successful students and suitable atmosphere in literature classes, ICT helps teachers of English language to use different ways to facilitate the teaching process. One of these ways is the audio-visual tools such as movies, songs and powerpoint presentations. Therefore, videos are used widely in EFL classes in a various pedagogical institutions especially in classrooms in which teachers are always searching for more motivating sources, as a way of presenting contents, discussion, providing illustrations for a certain topic, self-study and evaluation. Richards and Rodgers have stated that; “materials allow learners progress at their own rates of learning and use different styles of learning, they also provide opportunities for independent study and use, and to provide opportunities for self-evaluation and progress in learning” (2014,p,35). Moreover, there are two main methods in teaching and learning process, that include different types of materials, for the traditional language teaching materials there are board, flash, cards, posters, textbook and pictures. Whereas for the new language teaching materials such projector, audio player, power point slides, video, podcasting. Videos have been appreciated as one of the most innovations that invaded the daily life of people. Recently video become the alternative form in a learning platform, As Mayer (2001) revealed; “A video is a form of multimedia that conveys information through two simultaneous sensory channels: oral and visual. It often uses multiple presentation modes, such as verbal and pictorial representation in the case of on-screen print and closed-captioning

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“(As cited in cruse, 20011, p.6). Video is one of the multimedia devices; its use is based on two main aspects whether visual or oral. The reason that may teachers to use video materials is to affect the students “cultural background information and emotional behavior through the learning materials. Also they will be able to use their autonomy in language; while seeing the video materials, students can imagine themselves into the bright scene.” Bajrami and Ismaili (2016). Created by the video material and realize that the language is used by characters. Video material is also known as film, it gives representations about a certain topic in which it helps the students to discover another culture and mentality. Having an idea about other people behaviors, language and by bringing into the classroom different communicated situations. Language skills should be presented in literature classes which are reading, writing, speaking and listening.

### **2.3. The Advantages of Video Materials in English Teaching:**

There are many advantages that features video materials in English teaching, the major ones are: the vital image students leave while watching the video that increases immediately the students’ cultural baggage (background). And improving their understanding through the actors in which they are presented, in contrast to the traditional method that make the learners passive and less motivated with many barriers can. According to Christopher and Ho (1996), the video material can provide the learner an entertainment atmosphere, through which the techniques that is used in authentic video. It affects the learners’ both emotions and thoughts. Therefore, it shapes an active role through the use of video material inside classroom that should be chosen on the basis of students’ level and interest for the favor of the learner themselves, taking into consideration that the video is characterized by some important parameters that facilitate the teaching process such as sound and vision. The teacher has the acuity to choose the desirable scene, the level and rapidity of sound and vision, in addition to

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many other parameters. As Nunan ( as cited in Bajrami and Ismaili 2016), stated that the design of listening plays an important step in using video material. Likewise to takes after viewing the video in which is support learner's participation. For Thanajaro (as cited in Bajrami and Ismaili 2016), resulted in his experience the positive effects on EFL student's motivation through the use of video materials in classroom. While Maneekul (as cited in Bajrami and Ismili 2016), on his study about the use of video materials in order to improve the listening skill .He resulted that his students listening skill is developed to highl average, compared with non-native speaker's videos. As Rice (1993) stated that using video in classroom can enhance the learner's oral comprehension. Additionally, Toumahim (1992), considers that video communicates meaning better than any other media , which means that videos are the most useful and effective materials compared to other technologies .In EFL teaching , mainly videos stimulate students to acquire the target culture as well as language.

### 2.4.1 Definition of the Novel:

The Novel has become more popular in the second half of the eightieth century as an effective medium for displaying humans' thoughts and actions. Novel takes the form of prose in which it is written in a form of sentences and sentences .It is based on a plot and setting. It tells a story about a number of characters who went through changes throughout the development of the events in which the characters communicate and interact .Therefore, The novel addresses various themes that are reflected through the characters of the story along the events, That is to say that the novel can be read and viewed from different perspectives. It can be also read and analyzed in relation to the writer's own life in case the writer reflects his or her own experiences, thoughts and emotions in the novel through the representation of the characters.

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### 2.4.2 Features of Novel:

The novel is characterized by various features such as:

**1. Plot:** There is no exact definition of the plot but it can be defined as a set of events that take a setting and develop throughout the story .It is also characterized by conflicts and changing positions through the representation of the characters in that makes the plot very attractive and interesting in which the reader become involved and can't put the book down (As cited in literary devices). Therefore, in the plot there are five elements that make it well written. First element is known as exposition in which the writer introduced to the readers the setting and the characters that take place in the story. The second element is raising action, it is when the events develop and become more and more complicated for the characters due to the problems and conflicts they face in their lives. Moreover, the third element in the plot is known as climax, it is also known as the turning point in the story in which the characters at this level may change their opinions, way of thinking, positions or take decisions about their lives after experiencing a set of events that are complicated and hard to deal with .However, The forth element is called the falling action, at this level problems are about to be solved and thing become clear and obvious for the characters of the story. The last element is known as resolution or the end of the story, whether happy ending in which the characters solve their problems and live happily, or tragic ending in which the story ended up with death or sad events.

**2. Characters development:** Characters are one of the main important elements in the story that shape both the story and the events. Characters are divided or classified into types, the main character in the story is called the protagonist or the hero who is the main focus of the writer and who represent the good image and considered as an rest ideal for the rest, on the other hand, there is a hero, there is character of antagonist who fight against him and

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represent a bad image .Moreover, characters are also classified as foil, round, and flat characters who contribute and make the story very interesting and attract the readers. These characters can be presented as persons, animals, or figures represented in literary works. (Wimmer, as cited in study .com 2018).

**3. 3. Setting:** Setting is considered as one of the most important pillars that shapes the story. By other words it is the place or location or environment, time mood where the event are happening. Thus, each story has its own place and time that are performed by the representation of the characters. ( Literary devices .2019).

**4. 4. Theme:** Theme is the central idea to collect all the element of the story to get the deep meaning that is to say that the development of the story address a various themes that are presented through the characters such as themes of education, religion, culture, sex, politics, gender, social classes, racism and other aspects that affect people's lives. (Novel writing help.2018).

### 2.4.3 Types of Novel:

There are many types of novels such as:

**1. Gothic Novel:** They were developed in the second half of the 18th century in the United States .this type of novel creates a mysterious atmosphere with supernatural horror predominant. The plot often involves hidden secrets with the protagonist. Some examples of gothic novel *the castle of Otranto* by Horace Walpole , *the mysteries of Udololpho* by Ann Radchiff *and the turn of screw* by Hennery James. (Swarnshikha,2019).

**2. Picaresque Novel:** The picaresque novel gets its name from the Spanish work *picaro/rogue*; It represents the stories of adventures of man or women who keep moving from one place to another .there are many writers who adopt this kind of novel and write about it

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such as *Tom Jones* by Henry Fielding, *Robinson Crusoe* by Daniel Defoe, *Moll Flanders* by Daniel Defoe, and *the adventure of Huckleberry Finn* by Mark Twain . ( Swarnshikha, 2019).

**3. Stream of consciousness Novel:** The author uses narrative stylistic devices to create the sense of an unedited internal monologue, characterized by syntax and punctuation in which characters are described as having fragmented thoughts and sensory feelings. That is to say that stream of consciousness refers to the state of characters who are suffering from fragmentation in terms of ideas, thoughts, feeling, emotions, and self-representation. As an illustration of stream of consciousness, *Ulysses* by James Joyce, *Mrs. Dalloway* and *the light house* by Virginia Woolf, and also *the portrait of Lady* by Henry James. (English literature notes, 2018).

**4. Epistolary Novel:** Epistolary novel can be defined by the novel that is written in a form of exchange of letters such as *Pamela* by Samuel Richardson. The serialized form of written literary works is episodes such as *Pickwick papers* (1836) written by Charles Dickens . (Swarnshikha, 2019).

**5. Bildungsroman Novel :** Bildungsroman is one of the most common types of novel as a literary genre, taken from the German term that indicates a growth .this type of novel is more concerned with the development of the characters from childhood to adulthood, a development in terms of psychological state, physical and cultural aspect .*David Copperfield* is considered as a Bildungsroman novel by Charles Dickens, as another example of this kind of the novel *Portrait of the artist as a young man* by James Joyce . ( Dictionary .com 2012).

**6. Allegorical Novel:** Allegorical novel is a form of writing that is used by many writers to present their characters, usually the story is a description in which persons, places, the objects, and the events have meaning and implication beyond literal meanings. However , this type of novel implies a penetrating truth that reflect and affect both life and society through the

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representation of the characters in the novel , representing ideas or qualities such as patience , purity , truth, anger , jealousy and other aspects . (Swarnshikha, 2019).

### 2.5. Types of Videos:

According to Sherman (2003) there are many types and ways to use video in many different purposes such as: Drama videos (films), Documentaries, TV news, Discussion, Interviews, TV shows, Game show, Educational fields. As Sherman added, that the use of videos can be: As a complete recording .Exposing students to enjoy the watching, For the sake of encounter with culture. For listening comprehension to provide models of spoken language, as input stimulus for other activities, as a moving picture book.

### 2.6. Teaching Using video:

Mckinnon (2018) suggested techniques used for teaching English through video material in classroom; according to him video is a valuable and possibly underused classroom tool. There is always the temptation to simply put the video on at the end of term and let students watch a film without even challenging them to be actively involved. The video material inside the classroom from Mckinnon's point of view, videos can enhance learners' listening experience and communicative activities, he emphasized through an example of using a video in classroom that he can add a whole new dimension to oral practice, the setting, action, emotion, gestures and others. That the students can observe in a video clip, which provides an important visual stimulus for language production and practice. He sheds the light on three basic activities that involve pre-viewing, while-viewing, post-viewing.

**1. Split viewing:** In split viewing some students are going both to see and hear, unlike with other tools they only hear, students' task is to relay on the scene that they have just witnessed.

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**2. Voice on /sound off:** In this activity the vision on and the sound off, in order to make students guess the content that they have watched, through these act students will improve the imagination stimulus.

**3. Observe and write:** Students are asks to write an article after watching and observing the scene, it includes the pre-viewing and while-viewing tasks; also it enhances the vocabulary and grammar skill.

**4. Video dictogloss:** In this activity students need to use an effective listening skill and practice the dictation task while or after viewing scene , they focus more on the actors dialogue.

**5. Watch and observe:** It's not different from the previous act so far, students try to pick up the minimum of vocabulary from the spoken dialogue .

**6. Video as listening tool pronunciation students:** in this video are supposed to listen carefully to a specific phrases, In order to be able to pronounce the sounds they heard correctly

**7. Video as a listening tool – elementary video class:** Through this video activity, students are going to do a conversation exercise in a jumbled text, then after viewing the video they will check the answers. Mckinnon in his experiment used the video material in teaching English to a different levels and different types by applying different activities too, during watching the video inside the classroom. The method he followed push his learners in a way or another to have the desire to learn, they engaged, motivated, interact, communicate, and practice the English language effectively.

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### 2.7. Video Novels:

It is known that most of films and series are adapted from what is called novels, there are many examples as; Harry Potter series, The Hunger Games (adventure), The Bourn series. In addition to many other genres that are based on various types of books, Tapaswi et al (2015) believed that such adaptations are used to motivate the story understanding for both video and natural language. The most important thing that the visual novel contains is the whole picture for the characters and their surroundings which can be the main source for learning. Tapaswi et al (2015) discussed in details the difference between books and their movie adaptation; He stated some problems that usually encounter the origin of the story for instance as, the presence or absence of character, on the levels of sub-stories, differences at the scene. Tapaswi (2015) focused in his work on the transmission of book to movie It is derived first from an adventure game that is named (sound story). After its huge number of solds and publication to be later on known as ( visual novels ).According to Bashova and Pachovsky (2016), Visual Novel is all multimedia elements such as text, Background, characters , music , sounds , it has interaction with player .Similar to Cavallaro (2010) , who define visual novels as : "The visual novels typically articulates its narrative by means of extensive text conversations complemented by lovingly depicted backgrounds and dialogue boxes with characters sprites determining the speaker superimposed upon them " Cavallaro (2010,p.8).Through this quote, we understand that visual novels are considered as a full of storytelling .the same elements in any story as a plot story, characters are presented in the visual novels. Acts of characters express the scene based on many techniques, in addition to the background and dialogue boxes; there are also two main elements that may improve the viewer interaction which are the sound and music. Nevertheless, Bashhova and Pachovsky argued that the development of visual novel are based mainly on the choices of the story

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itself, and its scenario in which the characters are going to present the whole story and its development, visual novel for him is typically a branch of the story.

This chapter was devoted to a theoretical background about the use of video novels in literature classes and its effectiveness as it helps the students to develop their communication skills. It also shed the light on the importance of video novels as a powerful method that affect both the process of teaching and learning in literature classes. Besides, it dealt with the definition of ICT and video novels that are collected from different sources to analyze and examine the use of videos as an effective method of learning through the analysis of the questionnaire.

## **Chapter Three:**

### **Methodology and results' interpretations**

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This research deals with both the methodology and the analysis of the present study about the importance of developing communication in literature classes through video novels. Thus, this chapter is devoted to description and analysis of the data through investigation and the application of this research. Moreover, to carry out this research, we used a questionnaire as a method of collecting data for third year students of English at university of Amar Thlidj Laghouat, and through interview for literature teachers. Thus, this research would help us to know and to understand the effects of learning English literature through video novels in literature classes.

### **3.1. Research Design**

In order to conduct this research a set of methods and techniques have been used to examine the effects of developing communication in literature classes through the use of video novels among students by taking third year English students' as a population. The descriptive and analysis research design seems to be the appropriate method in order to see to what extent the use of videos novels as a tool can improve communication in literature classes. In this study the quantitative and qualitative approaches were adopted for this present study .Thus, the quantitative and qualitative methods are used for the analysis of the data about a certain phenomenon in which the collected data is analyzed and interpreted in a statistical format, mainly tables. In order to answer the research questions related to the proposed phenomenon and to find solutions for better effective learning.

### **3.2. Methods of Data Collection and Data Analysis**

In any research, the methods of collecting data are one of the most important techniques for researchers to collect the needed information about the topic, in which the researchers use different techniques in collecting data such as questionnaires and interviews .However, the questionnaire is considered as one of the most useful methods of collecting data, it consists of

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a set of questions related to the subject matter delivered to a number of students to answer them. Thus, To achieve better understanding and effective communication in literature classes through video novels, we used a questionnaire delivered to 10% of third year LMD English students at university of Amar Thelidj Laghouat as a method of collecting data, in which a group of students are asked to answer a number of questions, and to have an idea about their opinions, ideas and even suggestions about the use of video novels in literature classes and its communication effectiveness. In addition to that, we used an interview delivered to teachers of literature at university of Amar Thelidj Laghouat, it consists of a set of questions that helps to achieve a better understanding and analysis.

In this research, After the processes of gathering data by following and using the data collection methods, that is based on the information that are obtained from the questionnaire and the interview, analysis of the data will be the next step in which all the needed information of the study are presented, analyzed and translated in a form of tables and graphs, numbers, percentage and statistics. Therefore, the results of the study will be discussed and analyzed according to the responses of the students and the teachers in order to make evaluation about the significance of communication in literature classes through video novels as an effective tool for better achievements in the learning process.

As methods of collecting data about the present study, a questionnaire and an interview were given to 10% of third year LMD students and teachers of English at university of Amar Thelidji Laghouat randomly during the academic year 2018/2019 in one session. The questionnaire included fifteen (15) questions and was delivered to twenty students (12 females and 8 males). However, the interview included four (4) questions and was delivered to ten (literature and civilization) teachers.

### 3.3. Description of The Questionnaire

The present study aims to investigate on developing communication in literature classes through video novels, a questionnaire and interview were delivered in a form of hard papers to twenty students and ten teachers in department of English. The questions were consisted of open-ended and closed-ended questions. And is made up of fifteen questions divided into three sections and each part has its own purpose. Therefore, the first section is devoted to the student's personal information and their level in literature classes' .While the second section is composed of a set of questions that deals with the students' communication problems in literature classes. The third section deals with the benefits and the significance of developing communication in literature classes through video novels.

### 3.4. Analysis of The Questionnaire

#### 3.5.1. Section one: Personal Information

##### Question 01: Gender

Gender	Male	Female
Percentage	40%	60%

**Table 3.1:** Gender of Students

As indicated in the above table (3.1), the majority of the students are females (60%) while the others (40%) are males.

**Question 02:** student's age

<b>Age</b>	21-27	25-29
<b>Percentage</b>	80%	20%

**Table3.2:** The Student's Age

Table (3.2) indicates that the majority of the students (80%) are aged between 21 and 27 years old, and the rest (20%) are aged between 25 and 29 years old.

**Question 03:** Student's Level

<b>Options</b>	<b>Excellent</b>	<b>Average</b>	<b>Weak</b>
<b>Number</b>	4	16	0
<b>Percentage</b>	20%	80%	0%

**Table3.3:** Student's Level

As indicated in the table above, some of the students (20%) consider themselves excellent with high level and the minority (80%) of the student consider themselves as average and they still have a lot to learn .However, none of them classify his or herself as weak.

**3.5.2. Section Two: Students' Communication Problems**

**Question 01:** How long have you been studying English?

<b>Options</b>	<b>Three years</b>	<b>More than three years</b>
<b>Number</b>	16	4
<b>Percentage</b>	80%	20%

**Table 3.4:** Students' studying Years

The table above indicates that the majority of students have been studying English for three years, while the minority they have been studying English more than three years.

**Question 02:** Do you like studying literature?

<b>Options</b>	<b>A lot</b>	<b>A little</b>	<b>No , at all</b>
<b>Number</b>	2	15	3
<b>Percentage</b>	10%	75%	15%

**Table3.5:** Students' Desire Toward Literature

Through the analysis of the table above, we can notice that (75%) represent the majority of the students who like to study literature while a minority of them (10%) adores studying literature .However; the data provides (15%). of students who dislike studying literature due to many factors. For example; the long literary text, the difficult language in pomes.

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## Chapter Three: Methodology and results' interpretations

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**Question 03:** Do you face difficulties in communication in literature classes?

Options	Yes	No
Number	10	10
Percentage	50%	50%

**Table 3.6:** Students' Communication Difficulties in Literature Classes

As we can notice in the table (50%) of students' (10) have difficulties in literature class's communication, and (50%) of the students don't have difficulties in communication. This shows that there is a balance between the levels of students. They are divided into two parts, part face difficulties while the other doesn't.

**Question 04:** What kind of literature do you prefer?

Options	Poems	Novels	Short stories	Drama
Number	0	12	8	0
Percentage	0%	60%	40%	0%

**Table 3.7:** students' Preference about literary works

The majority of the students (60%) prefer to study novels and (40%) of the students prefer to study short stories. However, According to the analysis of the table above, no one like to study poems and drama as a literary text.

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**Question 05:** What do you prefer while studying the English novel?

Options	Reading books	Watching videos
Number	3	17
Percentage	15%	85%

**Table 3.8:** Students' Preferences While Studying the Novel

The table indicates that (85%) refers to the majority of the learners who prefer watching videos while studying the English novel, besides (15%) refers to the students who prefer reading books rather than watching videos in studying the novel.

**Question 06:** How many times you read the novel to understand the content?

Options	Once	Twice	More
Number	4	7	9
Percentage	20%	35%	45%

**Table 3.9:** The students' passing time in reading and understanding the novel

Through the analysis of the table, we notice that (45%) makes up the majority of the learners who claimed that they spend so much time in reading the novel and to understand it in which they repeat reading many times . Other learners claimed that they spend less time to understand the novel through reading (35%). On the other hand, the table indicates that a few learners can read and understand the novel from the first reading (20%).

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**Question 07:** How many times do you watch the video to understand the content of the novel?

Options	Once	Twice	More
Number	7	10	3
Percentage	35%	50%	15%

**Table 3.10:** Students' passing time in watching and understanding the video

The table indicates that 10 students forming (50%) understand the content of the video through watching it two times, and 7 students get the meaning of the video form the first time .However, 3 students claimed that they spend and repeat watching the video several times in order to get its meaning and themes.

**Question 08:** According to you, can videos enhance you literature level?

Options	Yes	No
Number	17	3
Percentage	85%	15%

**Table3. 11:** Students' opinion about the development of level through the use of videos

The table shows that the majority of the learners(85%) agree on the idea that the use of videos in literature classes enhance and help them to improve their levels in literature in

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which they can through literature express their ideas ,opinions, emotions and experiences and develop a critical thinking about their lives. Besides, the rest of the learners (15%) disagree on the idea of using video in which they find it useless and it is not enough for literature development.

### 3.5.3. Section three: Robinson Crusoe's Video

**Question 01:** Do you think that can you understand the story of "Robinson Crusoe" through watching video?

Options	Yes	No
Number	16	4
Percentage	75%	25%

**Table 3.12:** Students' opinion about the understanding of Robinson Crusoe through watching videos

The majority of the learners (75%) argue that they can understand the novel of Robinson Crusoe through watching the video. They claim that watching videos help them to understand the novel without passing much time in reading and repeating without a certain results. While few of leaners, forming (25%) disagree claiming that watching the video is not enough for them to understand the novel and analyze and cover it from different perspectives.

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## Chapter Three: Methodology and results' interpretations

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**Question 02:** In your opinion do you think that watching the novel of Robinson Crusoe can enhance your communication skills more than reading it? Illustrate why?

Options	Yes	No
Number	17	3
Percentage	85%	15%

**Table 3.13:** Students' opinion about communication development skills in Robinson Crusoe's video.

Through The results of the above table (13.) We can notice that (17) students believe that through watching the video of Robinson Crusoe, they can develop their communication skills like speaking and listening more than just reading because students learn new words and have a chances to talk , discuss and cover the major elements of the novel which are easy to remember and to learn. However, the rest of students (3) state that the effective way for them to develop communication skills is through reading in which students learn a new vocabulary, improve reading skill and involved with the content of the literary text, covering its aspects.

**Question 03:** Do you consider that video novels are the most suitable tool for learning literature?

Options	Yes	No
Number	16	4
Percentage	80%	20%

**Table 3.14:** Students' opinion about the suitable tool for learning literature.

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## Chapter Three: Methodology and results' interpretations

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The table shows that the majority of the students consider video novels as the best tool for learning literature. According to them, watching video doesn't take time so that they can analyze and study a variety of novel and discuss them from different perspectives as well as they can develop a literary skills and devices effectively .on the other hand, a few students they were disagree on that idea of using video as a tool of learning.

**Question 04:** Do In your opinion are there advantages of using video novels in literature classes? If yes, list some of them

Options	Yes	No
Number	16	4
Percentage	80%	20%

**Table 3. 15:** Students' opinion about the advantages of using video novels in literature classes.

Most of the students (80%) believe that there are many advantages of using video novels in literature classes as a useful and effective technique to learn literature. According to them , by watching video novels they can study the given material in a form of video in a short enjoyable time in which they can also cover the novel from different angles through videos.one of the most advantages of the use of video novels is the communication skills in which the students have a chance to discuss and evaluate the given material as well as to build a strong relationship between students and the teacher where they learn to listen each other while speaking and to express their personal experiences and opinions related to the proposed topic. While (20%) of the respondents believe in the opposite, in which they consider the use of video novels is useless and not enough in literature classes.

### 3.6. Findings and Interpretations:

The analysis of the questionnaire shows that the use of video novels improves the student's communication skills in literature classes become an effective and motivated tool of learning in which students like to study literature through video novels and improve their communication skills in enjoyable time. Based on the analysis of the first part of the questionnaire, It is clear that the majority of the students in literature classes like to study literature and consider themselves as average.

The majority of learners argue that the use of video novels are very powerful and helpful in classes , in which they feel motivated to learn in enjoyable time and can't lose attention in addition to that they don't feel bored and can speak out , expressing their ideas and emotions about a certain topic with confident. They also agree on the idea that learning through video novel enhance their communication skills, mainly speaking and listening. However, the majority of the students strongly disagree with the idea of reading books as a way of learning in literature classes comparing with the visual tools. They claim that they prefer to watch video novels rather than read books because they can't focus for a short time on a literary work and spend a lot of time reading and explaining words only to get meaning. For them reading books is useless and doesn't help them neither to study literature nor to enhance their communication skills. The analysis of the second part support the first and the second hypothesis that have to deal with the student preference of learning and communication problems in literature classes. In the opposite, a few of them like to read books in literature classes as an effective method on the process of learning.

Through the analysis of the third section of the questionnaire that deals with the students' opinions about learning literature through video novels and its advantages on the students, most of the students confirm that they are able to understand the novel of Robinson

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## Chapter Three: Methodology and results' interpretations

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Crusoe through watching video and do the analysis .Moreover , (80%) of the students considered the use of visual methods of learning especially video novels in literature classes are the suitable tools of learning , in which they improve their communications skills as well as their levels of learning . they argue that for the sake of the student's better learning and developing skills , the teacher should adopt the use of video materials as helpful technique as far as the students improve their levels in terms of developing communication skills in literature classes .Thus , the results of the third part of the questionnaire support the third hypothesis of this project that deals with the advantages of using video novels in literature classes as a powerful method on the learning process.

Based on the analysis of the interview, the majority of English teachers in literature classes strongly agree on the idea of using video novels in literature classes as a new powerful method of learning that facilitate the task of teachers especially in our modern age. According to them, they prefer to use video novels rather than reading books in which it helps them to improve the students' communication skills as well as to improve the interaction in literature classes.

### **3.7. Interpretation of The Semi Structured Interview Answers:**

**Question01:** Do you think that teaching video novels is useful method?

Most of our interviewees had long experiences of teaching literature and agree on the idea that teaching video novels is a useful method, as it helps students to learn and to develop communication skills in enjoyable way.

## Chapter Three: Methodology and results' interpretations

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**Question 02:** How can you find communication and classroom interaction after using video novels?

Answers to the second question showed that the majority of teachers of literature integrate video materials in their classes. They find the use of video novels very helpful and help them to interact and communicate electively. Usually students don't focus for a long time in the classroom however the use of videos is the motivating tool that helps them to improve their level and communication skills.

**Question 03:** According to you, do you think video novels are an authentic teaching material in EFL literature classes?

Most of teachers of literature classes consider that video novels are the authentic material that is used as effective methods. Thus, It helps to facilitate the learning process for both teachers and learners. The majority of teachers in literature classes prefer the use of video novels as an authentic materials especially in the age of technology.

**Question 04:** What are the advantages of using video material in literature classes ?

In literature classes, all teachers agree on the idea that video novels are powerful methods that facilitate both the process of learning and teaching. According to them, video novels have a lot of advantages to achieve better results such as developing the student's communication skills and level, it is also considered as a motivated tool in which students feel motivated and involved to learn and express their ideas and opinion.

This research as it is mentioned before; it is devoted to both analyses of the data by providing a summary of the results and to the methodological aspect in carrying out this research. According to the results gathered through the questionnaire and through the interview, we can say that video novels in literature classes can be used as a very helpful and useful technique for better achievements and success among students to develop the students' communication skills. Moreover, learners like to study literature epically novels through videos in which they enhance their communication skills in an effective enjoyable way of learning.

## **General Conclusion**

## General conclusion

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Communication is one of the very crucial competencies in the process of EFL teaching and learning. In spite of its necessity for EFL learners this aspect is neglected in language teaching curriculum, alongside this research study, we tried to identify the usefulness of the ICT aids and their affection in all aspects of life, especially education. We attempted to shed the light on the importance of Video Novel in enhancing EFL learners' communication skills.

Our work was based on three chapters. First, the theoretical part which is composed of two chapters, through the first chapter, is meant to introduce communication acquisition in literature classes as a dependent variable. We start this chapter with its different definitions from various experts in the literature field. Similarly, we show the importance of communication in the process of foreign language teaching and learning; and demonstrating the types of communication which is verbal and non-verbal. Furthermore, we highlighted teachers' and learners' role in communication. We presented the role of ICT in communication classes.

The second chapter we tried to present the Video Novel as an independent variable. We started the chapter with a background of ICT in general. Then we moved to the Video material as one of the technological resources and how it can be a very useful tool in foreign language teaching and learning. Likewise, we discussed the advantages and various types of Video materials. In addition we explained its basic relation to novel in particular. Moreover, we reviewed some strategies and guidelines concerning the use of Video Novel in the EFL classroom. And how the EFL learners can take benefit from its usage in a way that enables them to boost their participation.

The third chapter is dedicated to the analysis of students' questionnaire and semi structured interview to interpret the results and to generate the findings in order to prove the effectiveness of Video Novel in enhancing EFL learners' communication. This study based

## **General conclusion**

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on the triangular tools such as classroom observation, questionnaire, and semi structured interview. In order to establish the relationship between the two variables and to validate our hypothesis which state that if the EFL learners are exposed to Video Novel, they will develop their communication efficiently and increase their motivation in the classroom.

The finding and results obtained from the study bring us to a high degree of interest and positive affirmation towards the importance of Video Novel as a teaching material in the learning environment. From the current study, we found that the current method of teaching of one-way lecturing does not satisfy certain of the students' needs, which revealed that teachers and students highlight the good contribution of Video Novel of creating a most attractive atmosphere, were making the students more motivated and get rid of the routine. Correspondingly, Video Novel represent a new way of authentic input that assists students in their educational setting which offers EFL learners with divers information and knowledge which give them an extra help in their English studies. However, the success of such technological tools depends on the good selection of the authentic videos by the teachers.

On the basis of the results achieved in this study, it clearly appears that the findings gathered in this study support the two hypothesis we have stated above; video material help students to discover other cultures, thoughts, emotions. Video novel helps students improve their communication skill in an enjoyable atmosphere.

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# **Appendices**

# Appendices

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## Students Questionnaire

Dear students the following questionnaire is proposed in order to prepare master dissertation , we would be grateful if you answer honestly and truthfully . These questions through which we aim to get some information about developing communication in literature classes through video novels .

Please read the question and put a cross (x) in the appropriate box . Give a full answer whenever necessary .

### **Section One** : Personal information

1. Gender :Male  Female
2. Age :.....
3. How do you consider your level in English ?
  - a) Excellent
  - b) Average
  - c) Weak

Class 3<sup>rd</sup> year LMD students , University of Ammar Thlidji Laghouat.

### **Section two** : Student's communication problems

1.How long have you been studying English ?

.....

2.do you like studying literature ?and why?

- a) A lot
- b) A little
- c) No , at all

.....  
.....

## Appendices

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3. Do you face difficulties while communication in literature classes ?

Yes

No

If yes write your problems ?

.....

.....

4. What kind of literature do you prefer?

a) Poem

b) Novel

c) Short Story

5. What do you prefer while studying the English novel ?

a) Reading books

b) Watching videos

6. How many times do you read the novel to understand the content?

a) Once

b) Twice

c) More

7. How many times do you watch the video to understand the content of the novel?

a) Once

b) Twice

c) More

8. According to you, can videos enhance your literature level ?

Yes

No

## Appendices

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If yes ,Justify your answer :

.....  
.....

### Section three :“Robinson Crusoe’s” video :

1.Do you think that you can understand the story of “ Robinson Crusoe” from watching video ?

Yes

No

If yes justify :

.....  
.....

2.Do you think watching the novel of Robinson Crusoe can enhance your communication skills more than reading it ?and why ?

Yes

No

.....  
.....

3.Do you consider video novels as the most suitable tool for learning literature ?

Yes

No

If yes justify your answer ?

.....  
.....

4. what are the advantages of using video novels in literature classes ?

.....  
.....

**Thanks for your collaboration**

## Appendices

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### Semi structured interview:

Dear teachers, we would be grateful if you answer these questions which are mainly focused on Teacher's objectives about developing communication in literature classes through video novels.

1- Do you think that teaching video novels is useful method?

\_yes  \_No

2- How can find communication and classroom interaction after using video novels?

.....

3- According to you, do you think that video novels is the authentic teaching material in EFL literature classes?

.....

4- What are the advantages of using video material in literature classes?

.....

## Appendices

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### An example of Video Novel: Rabonson Crusoe's Video 1972



**Résumé / ملخص**

## Résumé :

Développer la communication pour apprendre l'anglais en tant que langue étrangère (FLL) est un défi difficile à relever pour les enseignants et les étudiants. Ce qui a affecté négativement l'amélioration de l'efficacité de la communication entre les étudiants. La vidéo du roman est l'une des technologies de l'information et de la communication les plus importantes à l'heure actuelle. Elle joue un rôle clé dans la création d'un environnement d'apprentissage confortable et adapté aux besoins des apprenants afin de sensibiliser les étudiants à la manière de contribuer au développement de l'efficacité de la communication au sein et en dehors des classes. Dans cette recherche, nous supposons que si les apprenants sont exposés à la roman vidéo, cela augmentera leur capacité à développer leur communication, ainsi que leur motivation et leur interaction en classe. Pour cette étude, nous avons sélectionné un échantillon aléatoire de 20 étudiants et 10 professeurs afin de découvrir l'importance de l'intégration du roman vidéo dans les classes afin d'améliorer l'efficacité de la communication entre. Afin d'atteindre l'objectif de l'étude, les étudiants de troisième année en langue anglaise de l'Université de Laghouat se sont appuyés sur une méthode descriptive axée sur un cadre à la fois quantitatif et qualitatif. En ce qui concerne les résultats de la recherche, on peut en conclure que les étudiants sont très intéressés par le développement de l'efficacité de leur communication en utilisant le roman vidéo. Dans les classes académiques.

**Mots-clés:** FLL, EFL, communication en classe littéraire, roman vidéo,

TIC

### ملخص المذكرة

يعتبر تطوير الاتصال في تعلم اللغة الإنجليزية كلغة أجنبية تحدي صعب لكل من المعلمين والطلبة مما أثر سلبا على تحسين مستوى كفاءة التواصل لدى الطلبة ، يعتبر فيديو الرواية واحدا من أهم تكنولوجيات الاتصالات والمعلومات في الوقت الحاضر والتي تلعب دورا أساسيا في خلق جو تعليمي مريح الذي يناسب احتياجات المتعلمين من أجل محاولة رفع وعي الطلاب عن كيفية المساهمة في تطوير كفاءة التواصل داخل وخارج الأقسام الدراسية ، في هذا البحث نفترض أنه اذا تعرض المتعلمين لرواية الفيديو فإن ذلك سيزيد كفاءتهم في تطوير اتصالاتهم وكذا زيادة الحافز والتفاعل في القسم الدراسي ، من أجل هذه الدراسة قمنا باختيار عينة عشوائية مكونة من 20 طالب و 10 أساتذة وهذا قصد اكتشاف أهمية اندماج رواية الفيديو في القسم لتطوير كفاءة التواصل بين طلاب السنة الثالثة لغة إنجليزية بجامعة الأغواط من أجل تحقيق هدف الدراسة اعتمدنا على طريقة وصفية تركز على كليهما إطار كمي ونوعي وقمنا بمقابلة واستجواب المعلمين والطلبة من أجل مع البيانات لمعرفة وجهة نظرهم من أهمية رواية الفيديو كأسلوب تعليمي جديد في تحسين التواصل ما بين الطلاب ،فيما يتعلق بنتائج البحث يمكن الاستنتاج أن الطلاب مهتمون بالاتصال جدا بتطوير كفاءة التواصل الخاصة بهم باستخدام رواية الفيديو في الأقسام الدراسية.

**الكلمات المفتاحية:** تعلم اللغة الأجنبية، تعليم اللغة الأجنبية، التواصل في القسم الأدبي، رواية الفيديو، تكنولوجيات المعلومات