The Importance of Implementing Authentic Video Materials in EST Courses: Case of Third Year Students of Physics at University Mascara

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Abstract:

The aim of this study is to highlight the importance of using authentic video materials in the ESP classrooms as a pedagogical tool to facilitate the teaching and learning processes. In doing so, a study was conducted in the department of Physics at Mascara University where a sample of thirty-eight Third Year students was selected. The data were gathered through a questionnaire addressed to the students and a semi-structured interview conducted with their teacher. To analyse the data, a mixed-methods approach has been used. The findings reveal that the pedagogical use of authentic videos is efficient for both the students and the teacher because the appropriate selection of the video attracts the students' attention and facilitates the task for the teacher in creating a new learning environment. As a conclusion, we suggest the use of technology-based materials in all the ESP disciplines with all the specific groups of learners.

Keywords: ESP; EST course; ICTs; Motivation; physics; authentic video materials

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1. INTRODUCTION

The mid-twentieth century has witnessed a noticeable shift in the realm of the English language teaching moving from traditional to modern methods and approaches. This change did not arise out of a vacuum; instead, it stemmed out from the technological advances that permeated all the domains of human life. A new approach that was implemented in language teaching and mainly in English for Specific Purposes (ESP)is the integration of Information and Communication Technologies (ICTs); the use of authentic video materials that transmit ESP courses.

There is no doubt that the idea that pushed to tackle this topic is the curiosity to integrate (ICTs) with an ESP course to discover the outcome of this new way of teaching, mainly the student's motivation because the great majority of them were demotivated. It is presumably due to the traditional method used in teaching that does not go on a par with their preferences.

The following research questions operate as a springboard to dive in this survey:

1) - To what extent is the use of authentic video materials important in EST courses?
2) - How can the teacher use them to motivate the students of Third Year Physics?

As tentative answers to the above research questions are as follows:

1) - The pedagogical use of authentic video materials is important in EST courses for several reasons; among them:
    - The specialty itself requires the use of technological devises in teaching.
    - The call for integrating technology is highly recommended in education due to the technological advance.
    - Authentic video materials help the teacher motivate his students towards a better learning.
2) - EST courses can be taught to Third Year students of Physics at the University of Mascara through using authentic video materials to help them increase their motivation to learn. This is done by

introducing an interesting topic related to the students' field of study putting emphasis on new vocabulary and grammatical structures followed with written and oral activities, such as language games, group discussions, debates, role-plays, dialogues, and oral presentations.

The purpose of this study is to highlight the importance of implementing ICTs in EST courses in general and authentic video materials in particular to motivate the students of Physics. To collect the data for this study, the researcher hinged upon the mixed methods and employed two main research instruments; students' questionnaire and Semi-structured interview with the teacher, both conducted in December 2024.

1. 2. Literature Review

1.1. Definition of Authentic Video Materials

The history of using authentic video materials in language teaching and learning dated back to the late 20th century since it has been seen as an effective method of Teaching English as a Foreign Language (TEFL) as it opens the doors for the teachers to create new opportunities for their students to develop their communicative skills as well as raising their cultural awareness and knowledge of the target situation.

According to the Common European Framework of Reference (CEFR), watching a video material is known as an audiovisual reception described as an educational activity through which the learner simultaneously receives an auditory and a visual input (Council, 2001) using new technologies.

Authentic video materials can be defined as those materials that are produced by the native speakers of the target language and used in the

original version for purely educational reasons without any changes or additions (Weyers, 1999). So, teachers can use the video materials related to the content of the course to provide an authentic input and context directly from native speakers, as: educational songs, movies, documentaries, and TV shows, so that the teaching and learning for teachers and learners can become more interesting. In a similar vein, (Iskhokovna & Erkinovna, 2021) state that "we can consider video materials as any video production recorded on an electronic medium (or reproduced via the Internet), combining visual and sound sequences, characterized by the adequacy of language means, natural lexical content and grammatical forms." According to them, video materials can be considered as any production of videos recorded electronically or via internet through the combination of visual and sound sequences. Among its features are the adequacy of language means, the lexical content is natural and the use of grammatical forms.

Concerning the main sources of authentic video materials, the internet is arguably considered as the most useful one for downloading and retrieving them, as it provides the teachers with easy access to a variety of other types of authentic media materials (Berardo, 2006); (Blake, 2001).

1.2. Authentic Video Materials and Communicative Language Teaching (CLT)

Communicative Language Teaching (CLT) is an approach to language teaching developed to help the learners improve their communicative competence so that they put the language they learnt in use in the real context. (Hymes, 1972) Is known as the first scholar who coined the term "communicative competence" to be defined as the "competence that enables persons to convey messages and interpret them to negotiate their meanings interpersonally within a specific context. Communicative competence reflects the underlying objective of language, which allows for meaningful and authentic communication (Brown, 2000). Hence, CLT is based on the understanding that language is used for communication and

therefore; students need to develop their communicative competence (Richards, 2001).

Authentic video materials are evidently effective in developing the communicative competence of the foreign language learners; especially, when used inside the classroom by teachers who can provide an exposure to the real life issues, real, and real problems communication (Lee, 2007). Consequently, authentic video materials, by nature are a valuable source that allows teachers to present an authentic communication by real native speakers of the target language, in addition to useful and helpful nonverbal cues that are embodied in the visual portion of the video material.

1.3. Authentic Video Materials and Contextualization of Teaching and Learning (CTL)

Contextualization of Teaching and Learning (CTL) is the process of relating the content of the subject matter to the real-world situations (Berns & Erickson, 2001). (Herron, Secules, & Curtis, 1995) explained contextualization through using authentic video materials in ESL/ EFL classrooms by stating that videos are used for contextualizing language, i.e., linking language form to meaning and depicting the target culture more effectively than any other type of teaching materials. (Dirkx & Prenger, 1997) See that one of the main concerns of CTL is that it avoids focusing on teaching knowledge and skills that are not directly useful in real-life situations, teachers who use this method; their aim is to help their learners transfer information from the classroom into real-life situations. Language can be presented in a contextualized form through using authentic video materials which can help engage the learner's attention and improve their motivation.

1.4. Authentic Video Materials and ESP Teaching in Tertiary Level

Using authentic video materials in ESP courses is seen as one of the effective methods that can open the door for new opportunities to students as well as teachers. Teachers can use the video materials to provide an authentic input directly from the native speakers; displayed and presented to the ESP learners in form of educational songs, movies, documentaries, and TV programmes that have a relation with the teaching syllabus, so that the teaching and learning can become more interesting and to add stimulation and entertainment element to the course (Radosavlevikj & Hajrullai, 2019). ESP teachers' main interest is constantly finding new authentic materials that can help them enhance the teaching and learning processes. Due to the technological advance, authentic Video materials have become an important tool that can be integrated successfully with ESP learners to provide them with the course content and language in context, to stimulate and develop their critical thinking skills, and to change the learning situation from traditional to modern.

1.5. Authentic Video Materials and Learner's Motivation

Motivating learners is seen as one of the fundamental challenges that most of the foreign language teachers can face. It is believed that the learners pay more attention to language learning courses when the learning process is interesting (Kaur, Yong, Zin, & DeWitt, 2014). When comparing the use of the traditional audio materials with the videos, its already explained that unlike audiocassettes, video's visual dimension is thought to decrease ambiguities presented in the voices and accents of native speaker and to motivate the learners to learn the foreign language" (Herron, Morris, Secules, & Curtis, 1995). Noticeably, when the teachers provide interesting materials to their students, this may make them more engaged and motivated to learn. To better support this with evident, a research conducted by (Harlow & Muyskens, 1994) who carried out a survey demonstrated that students appreciate viewing authentic video materials and that they find them very engaging and motivating. They explored the priority goals and objectives of instructions for intermediate students and instructors. The

findings of this study reveal that students believe that videos are one of the most preferred resources for second or foreign language learning, inside and outside of the classroom.

The literature above suggests that authentic video materials are interesting to students and therefore, shows how these materials can help in accelerating the students' learning by increasing their motivation and engagement.

1.6. Benefits of Using Authentic Video Materials in Teaching

Authentic video materials, as mentioned by different scholars and researchers; have different benefits in teaching and learning. According to (Silverman, 2013)**,** when displaying to the students a video material that has audio and visual cues, this can support second or foreign Language learning as it helps the learners develop their lexical items and concepts. (Çakir, 2006) sees that video materials give the learners a chance to focus on the visual cues of communication which helps in understanding of the other culture and improves their ability to understand the message being conveyed, not only the words. In addition to this, many scholars believe that teaching ESL or EFL through using authentic videos is beneficial as it exposes learners to the sociolinguistic features and aspects of the target language in an authentic way (Shrum & Glisan, 2000). Implementing video materials can be beneficial and helpful for teachers who can involve their learners in pair or group discussions, through which they can learn a lot about the cultural background of the target language as well as improving learners' communicative skills and competence.

Another benefit of teaching the target language through video materials is that they permit students to listen to the native speakers interacting in everyday conversational situations and to practice important linguistic structures" (Herron, Secules, & Curtis, 1995). Furthermore, it

provides the teachers with a chance of increasing learners' vocabulary and cultural knowledge (Erbaggio, Goplakhirsnan, Hobbs, & LIU, 2012). Consequently, the value of using authentic video materials can be remarked in the combination of sound, images, and subtitles where applicable as well as their ability to demonstrate the socio-cultural aspects of the target language and culture, such as: the habits and traditions (Shrum & Glisan, 2000).

Authentic video materials are the most effective aids to teaching and learning as they provide a full authentic exposure to language elements and aspects in their specific context through using the dual-presentation (combination of visual and oral modalities) of the content in addition to the non-verbal cues. Hence, the pedagogical values and benefits of authentic video materials are considerable from a CTL perspective. In fact, the aforementioned benefits of using authentic video materials in CTL are considered as the main factors that make their use superior to any other type of authentic materials.

1.7. Criteria for Selecting and Using Authentic Video Materials in Teaching

Depending on the pedagogical purposes of the authentic video materials, criteria for selecting them are considered as guidelines for teachers in the foreign language classroom. Those criteria are categorized into two sets by (Arcario, 1992). The first category of those criteria is known as "factors affecting the comprehensibility" of the video and the second of them "factors affecting the students' engagement" with it. "Factors Affecting Comprehensibility" includes:

- (1) - The "degree to which the visual element aids in the comprehensibility of the verbal message";
- (2) - The clarity of the picture and sound;

- (3) - The density of language, referring to "the amount of language spoken over the course of a particular scene";
- (4) - Speech delivery, including the clarity and rate of speech, as well as the clarity of the accent;
- (5) - The content of the language used should reflect linguistic elements that were taught in class;
- (6) - The level of the language used in the video should be appropriate to the learners (Arcario, 1992).

Following these criteria ensures for the teacher that the video contains a language that is appropriate to the level of the learners. However, if the purpose of the teacher through using the video material in the classroom is to present the target language to the learners, this set of criteria becomes less important in the selection.

The second set of criteria that is elaborated by Arcario is useful and more applicable to some situations where the video material is implemented to introduce the use of the language. These criteria include:

- (1) - The degree of interest in the video will be reflected in students;
- (2) - The length of sequence (between 5 to 10 short excerpts are more effective than longer videos);
- (3) - The independence of the sequence (the content can stand alone without the need for extra information);
- (4) - The availability of related materials that can be combined with the video such as printed materials; and
- (5) - The appropriateness of the content of the video materials (Arcario, 1992)

In this second set of criteria, Arcario clarifies the importance of the degree of the students' interest in the video materials, and their engagement

with it, in addition to the activities based on them. For this reason, the authentic videos structure should meet learners' needs and the purposes of the learning process (Widdowson, 1979); (Oguz & Bahar, 2008)**;** (Sreehari, 2012)**.** Therefore, it is crucial for foreign language teachers to choose carefully the authentic video materials that are of interest to their learners and motivate them to interact with these materials effectively (Wing, 1986).

2. Methodology

The sample population of this study is composed of thirty-eight (38) Third-Year undergraduate students of Physics and their teacher.

The sample population of this study includes thirty-eight (38) Third-Year undergraduate students of Physics and their teacher of who is in charge of teaching them English for Science and Technology module EST. The participants are all aged between 21 and 25 years old, 28 females and 10 males attending ESP courses once a week. The 38 students' level in English Language is average, i.e., intermediate. In addition to the students, another participant in this study is their teacher who is in charge of English for Sciences and Technology module (EST).

2.1. Research Tools

Two tools of research were used in collecting the data for this study:

2.1.1. Students Questionnaire

The second research tool used for collecting the needed data in this study is a questionnaire addressed to Third Year students of Physics at Mascara University. Questionnaire is defined by (Brown H. D., 2001) as any written instrument that provides the respondents with a set of questions or statements in which they respond either by selecting from the pre-determined existing options or by writing out their answers. The questionnaire used in this study contains twelve (12) close-ended and dichotomous questions and two other questions that contain several statements to be rated according to Likert Scale. This research tool begins

with a short introductory paragraph explaining the present study's aim and warmly invites the participants to respond to the questions. This questionnaire contains three main rubrics (See Appendix 01):

1) **Rubric One:** ***Personal information***
   It contains four questions (from 01 - 04) and aims at gathering some data about students' gender, age, time volume devoted to learn the English language per week and how do they consider their different levels in English language.
2) **Rubric Two:** ***Importance of Implementing Authentic Video Materials in Teaching EST Course***.
   This rubric is considered as the core of this questionnaire which comprises six questions (from 05 – 10) varied between close-ended and dichotomous questions
3) **Rubric Three:** ***Motivating the EST Students through Authentic Video Materials***
   This rubric contains one question (11) which covers thirteen statements to be answered according to Likert scale.
4) **Rubric Four:** ***Impact of using authentic video materials on the EST students' performance***
   This rubric comprises six statements to be answered according to Likert scale and two other close-ended questions (13 & 14) to be answered by ticking or putting a cross in front of the appropriate option.

2.1.2. Teacher's Interview

For the sake of gathering more reliable data for this study, the researcher used a semi-structured interview with the teacher in charge of EST courses delivered to Third Year students of Physics.

(Dessler, 2008) sees that the interview is one of the research tools that is often used and designed to gather the needed data from one individual through "oral responses to oral inquiries". Interviewing the teacher illustrates communication skills including listening and speaking by

both the interviewer and the teacher and establishes the abilities to reflect a serious awareness during this academic process that usually takes place in the educational setting.

Concerning the types of interviews, (Nunan, 2002) categories them based on their degree of formality, namely: structured, unstructured, and semi-structured.

1) - Structured Interview

According to (Wallace, 2001) structured interviews have a very tight structure, and the questions will be probably read from a carefully prepared interview schedule, similar to questionnaire but used orally.

2) - Unstructured Interview

‘Unstructured' interviews do not refer to that the interviewer does not have a clear research aim when conducting the interview. Another important element of unstructured interview is that it can be quite freewheeling, without losing sight of the research purpose (Wallace, 2001).

3) - Semi-structured Interview

As the name suggests, this type of interview is a combination of the two extremes. It is known as a debate in which the interviewer asks more open-ended questions to have more about the detailed variety of data from the interviewee .Wallace adds that semi-structured interviews have a certain degree of freedom to develop the interview (Wallace, 2001).

The researcher has prepared a set of questions for the interview. These questions were asked to collect the needed data concerning the topic. Teacher's Interview starts with a short welcoming paragraph followed by a compilation of 12 questions selected and formulated carefully to achieve the research objectives. The interview is divided into three rubrics. (See Appendix 02)

Rubric 1 contains four questions from 1 to 4 and aims at having a clear account of the practitioner's background information; especially, her teaching experience and qualifications. This rubric is labeled 'Biographical Data'.

Rubric 2 discusses issues related to the implementation of authentic video materials in EST course and its importance in motivating the ESP learners and developing their communicative skills. This rubric covers 5 questions from 5 to 9.

Rubric 3 contains three questions, from 10 to 13. It investigates the impact of using authentic video materials on the student's performance, how they contribute to the development of EST teaching/ learning processes, in addition to some recommendations and suggestions given by the teacher for better learning.

4. Findings Analysis and Discussion

To collect the needed data, a mixed-methods approach was utilized (qualitative and quantitative methods) along with three different research tools; classroom observation, a questionnaire conducted with thirty-eight students and an interview with the teacher.

4.1. Students' Questionnaire Analysis

The questionnaire was conducted face-to-face with thirty-eight Third- Year students of Physics to collect the needed data about the implementation of authentic video materials in teaching EST course. The main aim of the questionnaire was explained to the participants who were selected randomly. The questionnaire conducted in this study comprises twelve close-ended and dichotomous questions including two other questions that contain statements for rating according to Likert Scale.

***Rubric one:* Personal Information**

The first question was about the gender in order to categorize the participants, therefore it displayed seven males (18, 42%) and thirty-one females (81, 58%). The second question was addressed to the pundits to know their different ages and it revealed that seventeen students (44%) are between 18 – 20 years old, seventeen students (44%) are between 20 – 22 years old, while only four students (10, 52%) are between 22 – 24 years old. As for the third question, it asked how often the students study the English language per week. As predicted, all the participants (100%) answered that they study the English language once a week with a time volume of one hour and thirty minutes (01h30mns).

Question 04: How do you consider your level in English language?

Eleven students (28, 94%) said that their level is weak, twelve (31, 57%) of them see that their level is average, thirteen (34, 21%) consider their level good and only two students (05, 26%) see themselves as excellent ones in the English Language.

Question 05: Do you watch some videos in English?

Thirty-five students (92, 10%) of them said that they watch videos in the English language. Whereas, three (07, 89%) of them answered that they do not watch any videos in English.

<u>Rubric Two</u>: Importance of Implementing Authentic Video Materials in Teaching EST Course

Question 06: If yes, are these videos for entertainment or for learning the language?

Sixteen students (42, 10%) answered that they watch videos in English for entertainment, whereas twenty-two of them (57, 89%) said that they watch videos in English in order to learn this language.

Question 07: Does your teacher use some authentic video materials (scientific) related to your specialty in the classroom?

All the students (100%) said that their teacher uses some authentic video materials (scientific) related to their specialty in the classroom during EST courses.

Question 08: If yes, how often does he use them a month?

All the students (100%) answered that their teacher uses some authentic video materials (scientific) related to their specialty in the classroom during EST courses twice a month.

Question 09: How did you find the use of authentic video materials during the English language session?

Twenty-five students (65, 78%) find that the use of authentic video materials is very motivating during the English language session. Nine students (23%) consider the use of authentic video materials as a motivating issue during the session. However, none of the students choose the third option which is 'demotivating'. As for students who were neither motivated nor demotivated, they were four students (10, 52 %), that is, neutral.

Question 10: How did you find the session after using authentic video materials by your teacher during the English language session?

The great majority of the students twenty-nine (76, 31%) found the session very interesting after using authentic video materials by the teacher during the session. Six students (15, 78%) see that the session was

interesting. Whereas, none of the students have chosen the 'uninteresting' option. Only three 03 (07, 89%) students were neutral.

***Rubric Three*: Motivating the EST Students through Authentic Video Materials**

In this section, the researcher tries to understand how the students feel towards the use of authentic video materials during the EST course. Question number eleven in this rubric contains thirteen statements to be rated according to Likert Scale. The options given are:

1: Strongly agree **2**: Agree **3**: Neutral **4**: Disagree **5**: Strongly disagree

In the first statement, the researcher investigates the degree of using authentic video materials in attracting the students' attention during the EST course. The majority of the students; twenty-five (65, 78%) strongly agree that using authentic video materials attracts their attention during the course, ten students (26, 31%) agree, and three students (07, 89%) were neutral. None of the students have chosen the fourth and the fifth options (disagree and strongly disagree).

The second statement in this Likert scale investigates whether the use of authentic video materials in the EST course is better than using the handouts or not. Twenty-six students (68, 42%) strongly agree, seven students (18, 42%) were neutral, two students (05, 26%) disagree, and only one 01 student (02, 63%) strongly disagree.

In the third statement, the researcher tries to know whether the teaching through authentic video materials is motivating and interesting or not. Twenty-nine students (76, 31%) strongly agree, nine students (23, 68%) have shown their agreement towards this statement. Any students have not chosen the third, the fourth, and the fifth options.

The researcher's aim in statement number four is to see whether the students feel bored or not when their teacher uses authentic video materials in the classroom. Thirty-one students (81, 57%) strongly agree on the fact the course was exciting and the rest of them, while seven of them (18, 42%) agree. Options three, four and five have not been chosen by any students.

Statement number five was addressed to the students to see the extent of using authentic video materials that motivate and encourage them to interact with their teacher and their colleagues in the classroom. Twenty-six students (68, 42%) strongly agree, eight others (21, 05%) agree and four (10, 52%) of them were neutral about this statement. The two last options; 'disagree' and 'strongly disagree' were not chosen by the respondents.

The main aim of the researcher in the sixth statement is to know from the students the degree of authentic videos in helping and bringing benefit for learning the English language. Twenty-nine students (76, 31%) strongly agree, seven students (18, 42%) agree and two students were neutral towards this statement. No students have chosen the two last options; 'disagree' and 'strongly disagree'.

In statement number seven, the students are asked whether they agree that the use of authentic video materials help them learn the English language easily and quickly. The great majority of the students; thirty-two 32 (84, 21%) strongly agree and six 06 (15, 78%) agree about that. However, no student has chosen options three, four and five.

Statement number eight is addressed to the students to see whether the use of authentic video materials can help them understand the English language course content easily and quickly. Twenty-four students (63, 15%) strongly agree, ten others (26, 31%) agree and four (10, 52%) were neutral towards this statement. Options four and five; disagree and agree were not among the choice of the students.

In statement number nine, thirty students (78, 94%) strongly agree that the use of authentic video materials facilitate and simplify learning the English language for them. Eight students (21, 05%) agree about this statement. Whereas, the three last options; neutral, disagree and strongly disagree have not been chosen by the students.

Statement number ten is addressed to the students to see whether they agree that the use of authentic video materials can help in memorizing the English language course content easily and quickly. Most of them twenty-eight (73, 68%) strongly agree about that and ten others (26, 31%) agree. However the other options; 'neutral', 'disagree' and 'strongly disagree' were put aside by all the students.

The researcher in statement number eleven asked the students to know whether they agree that the use of authentic video materials motivate in opening and creating a debate between them and their teacher in the classroom as well. Twenty-two students (57, 89%) strongly agree, fourteen students (36, 84%) agree, while two others (05, 26%) were neutral towards the statement. The two other options; 'disagree' and 'strongly disagree' were neglected by all the students.

In the twelfth statement, the researcher asked the students about the degree of their agreement regarding the use of authentic video materials that spur them to ask and answer questions during the English language course. Half of the students; nineteen (50%) strongly agree, sixteen students agree, whereas three others (07, 89%) remained neutral. As for the two last options; 'disagree' and 'strongly disagree' no student has ticked their slots

Likert scale in this rubric ends with statement number thirteen which is about whether the students' prefer more videos to be implemented by the teacher in the English language course or not. Twenty-seven students (71, 05%) strongly agree, ten of them (26, 31%) agree, while only one student

(02, 63%) remained neutral. 'Disagree' and 'strongly disagree' are the two last options that none of the students have chosen.

Rubric Four: Impact of using authentic video materials on the EST students' performance

The main aim of the fourth rubric in the questionnaire is to investigate the impact of using authentic video materials on the EST students' performance. This rubric contains three questions (from 12 to 14). Question number twelve is composed of six statements for rating from one to five according to Likert scale. The options given were: (**1**: Strongly agree, **2**: Agree, **3**: Neutral, **4**: Disagree, **5**: Strongly disagree). In addition to that, in this rubric, questions thirteen and fourteen are close-ended ones with two or more options to be ticked.

In statement number one, the students were asked if they agree that the use of authentic video materials help them learn new terms and vocabulary related to their specialty, i.e. Physics. Thirty-three students (86, 84%) strongly agree, while five of them agree about this statement. None of the students has chosen the three last options: 'neutral', 'disagree' and 'strongly disagree'.

The students were asked in the second statement about the degree of agreement about the use of authentic video materials that help them improve and develop their listening skill in English language. The great majority of the students; thirty-six (94, 73%) strongly agree and two of them (05, 26%) agree. Whereas, the other three options; 'neutral', 'disagree' and 'strongly disagree' have not been chosen by any student.

The aim of the researcher in the third statement is to investigate the level of using authentic video materials support the students correct and improve their pronunciation when speaking in English language. Twenty students (52, 63%) strongly agree, ten of them (26, 31%) agree and eight

(21, 05%) were neutral. No student has chosen the two last options; 'disagree' and 'strongly disagree'.

In statement number four, the researcher tries to determine to what extent the use of authentic video materials help the students correct and improve their grammatical mistakes and errors in English language. Twenty-five students (65, 78%) strongly agree, eight students (21, 05%) agree and five students (13, 15%) were neutral towards this statement. 'Disagree' and 'strongly disagree' are the two last options that no student has chosen.

In the next statement, the students were asked about the degree to which the students agree that the use of authentic video materials support them improving their spelling mistakes and errors in English the English language. Twenty-five students (65, 78%) strongly agree, eight other students (21, 05%) agree and the rest of them; five (13, 15%) were neutral towards this statement. Concerning the two last options; 'disagree' and 'strongly disagree' were not among the options chosen by the students.

Statement number six is the last one in Likert scale from which the researcher tries to know how much the students agree that the implementation of authentic video materials assist them speak fluently inside and outside the classroom. Twenty-seven students (71, 05%) strongly agree, nine (23, 68%) agree, while only two (05, 26%) were neutral. In terms of the two last options; 'disagree' and 'strongly disagree', no one of the student has referred to them.

Question 13: Which of the following four language skills can be easily improved through watching authentic video materials in English language related to your specialty? (You can tick more than one option).

In this question, the researcher's aim is to know which of the language skills according to the students can be easily improved through

watching authentic video materials in English language related to their specialty. They were given the right to tick more than one option. All the students; thirty-eight (100%) have chosen the 'listening' and 'speaking' options as the main language skills that can be easily improved through watching authentic video materials related to their specialty in the English language. However, no student has chosen 'reading' and 'writing' as the language skills that can be easily improved through watching authentic video materials related to their specialty in the English language.

Question 14: In your opinion, do you think that authentic video materials used in teaching EST courses help the student perform effectively in the classroom and outside it?

In the last question, the students were asked about their opinions whether the use of authentic video materials in teaching EST courses assist the student perform effectively in the classroom and outside it or not. Twenty-four students (63, 15%) answered with 'yes' which means that the use of authentic video materials in teaching EST courses help the student perform effectively in the classroom and outside it. The rest of the students, i.e. nine (23, 68%) answered with 'no'.

1.2. Teacher's Interview Findings

-Rubric One: Biographical data of the Interviewee

The bio-data reflect that the interviewee is a doctor in Didactics and Applied Linguistics graduated from Djilali Liabès University of Sidi Bel Abbès in 2020.In 2021, she participated in the teaching contest organized by the Ministry of Higher Education and Scientific Research and succeeded to start teaching ESP at Mustapha Stambouli University of Mascara in the faculty of Exact Sciences. During her teaching career of four years, the interviewee taught First Year Mathematics, Second Year and Third Year

Physics, and First Year Master's students of Physics, Chemistry, Mathematics and Computer Science. During her first year of teaching EST students, the interviewee did not have the opportunity to receive any training to teach EST courses, which pushed her to rely on her own efforts and explore the field of ESP designing her own syllabi and courses.

-Rubric Two: Implementation of Authentic Video Materials in EST Course and its Importance

When the interviewee began teaching EST, she thought about implementing ICT tools to motivate the students. Among the ICT tools she used, the data-show projector with authentic video materials in relation to their specialty for watching them twice or thrice. When the students finish watching the videos, the teacher gives them a series of comprehension questions and some varied activities about grammar, and lexis to finish the session with a written production.

According to the teacher, the experience complemented ESP classes and EST courses supported in bringing real world into the classroom, enlivening and creating more positive attitudes towards learning. Among the benefits of using authentic video materials in language instruction is that a great exposure to authentic materials can enhance vocabulary acquisition, listening comprehension; improve reading comprehension skills, and writing skills and overall language proficiency). Add to that, combining visual elements with audio explanation satisfies or caters to different learning styles, improving information and knowledge retention through multimedia engagement and building a strong affective filter and cognitive basis.

Among the language skills that the teacher focus on are oral skills; when giving explanation, engaging in oral discussions and defending or arguing (as they involve active listening and oral practice). Further, writing skill (though it is a matter of experience and it is under question regarding the stratagem associated).

-Rubric Three: Impact of using Authentic Video Materials on the Student's Performance

The teacher believes that authenticity has a positive impact on instructional practices in EST; however, the way authentic language materials and ICT tools are implemented; determines the extent of their positive impacts on teaching (especially: when and how to use them).

According to the teacher, providing educators with tools that facilitate personalized learning experiences can be adapted to the unique and specific needs of each learner. In addition to this, ICT tools in general and authentic video materials in particular enhance the language acquisition process for the students, as they differently offer opportunities for practicing the four language skills. In terms of assessment and evaluation, the learner, ICT tools and authentic video materials facilitate and provide the teacher with different forms to assess the learner and evaluate the course.

For better learning the English language in general and EST in particular through authentic video materials, the teacher interviewee has suggested some recommendations which are as follows:

- Tailor the authentic tasks to the learners' learning needs, target needs and proficiency level.
- Incorporating other technologies and encourage learners to use them and highlight the significance of authentic learning experiences.
- Sharing positive learning experiences.
- Varying the teaching techniques by the teacher in the classroom (tasks, cooperative techniques, group works, pair works, and using different assignment methods both oral and written.

4.3. Discussion of the Main Findings

The study displays that the research participants are adult learners very aware of their specific needs, mainly the importance of acquiring EST. In terms of ICTs' implementation; authentic video materials in particular, both the students and their teachers have shown a positive attitudes towards it, and are all cognizant of the different benefits it can bring to the teaching and learning processes. According to the students, the use of authentic

video materials in the classroom makes EST courses more enjoyable; a sign of bringing motivation to life and push students learn and practice English, which has become an international language.

In order to collect valid data about the target sample population, their learning situation as well as their motivation, a students' questionnaire was administered. It revealed that the Third-Year students of Physics had exhibited some deficiencies in the listening and speaking skills before their teacher began using ICT tools in the classroom. However, due to the teacher's implementation of some authentic video materials in EST courses, the students found learning the English language more interesting and motivational.

As far as the ESP teacher's interview is concerned, the findings reveal that the teacher interviewee insisted mainly on the great exposure to ICT tools and authentic materials because it can help the students enhance their listening comprehension, acquire specialized vocabulary, correct their pronunciation, improve their reading comprehension skills, and overall language proficiency. She admitted that she encountered some challenges and obstacles while implementing some ICT tools as authentic video materials for the first time because of the students' weak level in English language and the insufficient time volume allotted to ESP sessions per week. She suggested some solution for better learning and acquiring the English language through ICT tools and authentic video material as tailoring the authentic tasks to learners' learning needs, target needs and proficiency level. Incorporating other technologies, encourage learners to use them, engage them in fruitful debates and highlight the significance of authentic learning experiences.

4. CONCLUSION

The present study is an investigation through which the researcher tried to highlight the importance and the benefits of implementing authentic video materials in EST courses and their impact on the students'

performance. Among the benefits of authentic video materials for the students is that, on the one hand, the pedagogical use and the appropriate selection of the video attracts the students' attention, makes them highly motivated and more interested in the course content and develops their communicative and language skills, especially listening and speaking and other study skills as note-taking, listening to lectures and participating in conferences. On the other hand, if the authentic video is used as a part of active learning approach, it facilitates the task for the teacher in creating a new learning environment and engaging the students in individual, pair, and group works and discussions. On top of to that, it provides the EST learners with watching and listening to real-life situations and communication, as it promotes specialized vocabulary acquisition. Taking into consideration these findings, one may recommend that the EST course/syllabus designers should consider using authentic video materials while planning and providing their teaching materials and activities. Integration of technology-based materials needs to be expanded in all the ESP disciplines and with all the different specific groups of the learners.

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6. Appendices

Appendix 01: Students' Questionnaire

Dear students,

The aim behind administering this questionnaire is to collect the needed data about the importance of using authentic video materials in teaching EST course to Second Year students of Physics. Your collaboration will help us tremendously accomplish this

study through filling and responding to this questionnaire. Make sure that your responses will be used for purely scientific purposes and dealt with anonymously and confidentially.

***Rubric One*: Personal Information**

1- Gender:

Male ☐ Female ☐

2- Age:

18 – 20 ☐ 20 – 22 ☐ 22 – 24 ☐

3- How often do you study English language a week?

Once ☐ Twice ☐ Three times ☐

4- How do you consider your level in English language?

Weak ☐ Average ☐ Good ☐ Excellent ☐

***Rubric Two*: Importance of Implementing Authentic Video Materials in Teaching EST Course**

5- Do you watch videos in English language?

Yes ☐ No ☐

6- If yes, these videos are for:

Entertainment ☐ Learning the language ☐

7- Does your teacher use authentic video materials (scientific) related to your specialty in the classroom?

Yes ☐ No ☐

8- If yes, how often does he use them a week?

Once ☐ Twice ☐ Three times ☐ Four times ☐

9- How did you find the use of authentic video materials during the English language session?

Very important ☐ Important ☐ Unimportant ☐ Neutral ☐

10- How did you find the session when your teacher used videos in the classroom?

Very interesting ☐ Interesting ☐ Uninteresting ☐ Neutral ☐

Rubric Three: Motivating the EST Students through Authentic Video Materials

11- Please, select the number below that best represents how you feel about the use of videos

1: Strongly agree **2**: Agree **3**: Neutral **4**: Disagree **5**: Strongly disagree

N=	Statement	1	2	3	4	5
01	Authentic video materials attract my attention during the English language course					
02	Using authentic video materials in the English language course is better than using the handouts					
03	Teaching through authentic video materials seems motivating and interesting					
04	I do not feel bored when the teacher uses authentic video materials in the classroom					
05	Authentic video materials encourage me to interact with the teacher and colleagues in the classroom					
06	Authentic videos are considered as helpful and beneficial materials for learning the English language					
07	Authentic video materials help me learn the English language easily and quickly					
08	Authentic video materials help me understand the English language course content easily and quickly					
09	Authentic video materials facilitate and simplify learning the English language					
10	Authentic video materials help me remember and memorize the English language course content easily and quickly					
11	Authentic video materials help in opening and creating debate between me and the teacher in the classroom					
12	Authentic video materials motivate and encourage me to ask and answer questions during the English language course					
13	I would prefer more videos to be implemented by the teacher in the English course					

Rubric Four: Impact of using authentic video materials on the EST students' performance

12- Please, select the number below to show your level of agreement**:**

1: Strongly agree **2:** Agree **3:** Neutral **4:** Disagree **5:** Strongly disagree

N=	Statement	1	2	3	4	5
01	Authentic video materials help me learn new terms and vocabulary related to my specialty					
02	Authentic video materials help me improve and develop my listening skill in English language					
03	Authentic video materials help me correct and improve my pronunciation in English language					
04	Authentic video materials help me correct my grammatical mistakes and errors in English language					
05	Authentic video materials help me correct my spelling mistakes and errors in English					
06	Authentic video materials help me speak fluently inside and outside the classroom					

13- Which of the following skills can be easily improved through watching authentic video materials in English language related to your specialty? (you can tick more than one option)

Listening ☐ Speaking ☐ Writing ☐ Reading ☐

14- In your opinion, do you think that authentic video materials used in teaching EST courses help the student perform effectively in the classroom and outside it?

Yes ☐ No ☐

Thank you for your time and efforts! ☺

Appendix 02: Teacher's Interview

Teacher's Interview

Dear teacher,

This interview is designed as a part of the process of data collection for our research which is about the importance of using authentic video materials in teaching EST to students of Physics at Mascara University. Thus, we kindly invite you and request you to answer these questions that will have a great importance in the success of this research. This interview will last approximately 15-20 minutes. Thank you for having accepted to devote your time, energy and efforts to respond to this interview during which

you will be asked a number of questions in order to obtain some information about the study's subject. We promise you that all your answers during this interview will be used for purely scientific reasons**.**

1- What is your degree?
2- How long have you been teaching EST in the department of Physics?
3- What specialties have you taught EST to?
4- Did you have the experience of teaching other specialties in addition to Physics?
5- Have you already used ICTs in the classroom when teaching EST students?
6- What kind of ICT tools do you use when delivering EST courses?
7- How was the experience of using authentic videos during the EST course?
8- According to your experience, to what extent is using authentic video materials important in EST courses?
9- What language skills do you focus on when teaching EST courses through authentic video materials?
10- To what extent do you believe that teaching English language through authentic video materials can have a positive impact on the student's performance?
11- How are ICTs in general and authentic video materials in particular contributing to the development of EST teaching/ learning processes?
12- Could you provide us with some recommendations for better learning through authentic video materials?

Thank you for your time and collaboration!