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LOCAL CREATORS, GLOBAL PROJECTS: EXPLORING ALGERIAN EFL STUDENTS' EXPERIENCES INTEGRATING SDGs IN MULTIMODAL ORAL DOCUMENTARIES

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Abstract: Global citizenship and sustainable development are increasingly shaping educational priorities worldwide, and English as a Foreign Language (EFL) classrooms are becoming vital spaces for shaping responsible and critically engaged learners. This study explores how third-year Algerian EFL university students engage with Sustainable Development Goals (SDGs) through project-based learning using multimodal oral documentary tasks. The research responds to pedagogical, methodological, and contextual gaps in linking Global Citizenship Education (GCE) and Education for Sustainable Development (ESD) to oral communication teaching. Its aim is to explore students' performances when producing this task and their perspectives on motivation and learning experiences. The research uses a mixed-methods exploratory design. Data were collected through classroom observations and detailed field notes of students' oral multimodal performances, as well as an online questionnaire completed by 34 students. Data were analysed using qualitative and quantitative descriptive analyses, multimodal analysis, and thematic analysis. Findings revealed a positive development in students' oral communication, remarkable levels of motivation, and greater awareness of global issues. Students believed the task is engaging, socially relevant, and pedagogically enriching, valuing its collaborative multimodal nature and authenticity in developing their speaking skills and in raising their global awareness. The study provides evidence about the integration of SDGs in oral communication from an under-researched context, showing that multimodal global themes in oral tasks in higher education can enrich EFL pedagogical practices and enhance learner engagement with global issues.

***Keywords**:* EFL classrooms; global citizenship; multimodal; oral documentaries; SDGs.

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1. Introduction

The integration of the United Nations (UN) Sustainable Development Goals (SDGs) has become a growing component of higher education. Most institutions are attempting to prepare graduates to be ethically responsible and globally aware. Educators are seeking to bridge this gap by integrating critical skills and vital themes that raise their global awareness and interconnectedness with the world. For instance, the integration of SDGs in English as a Foreign Language (EFL) education offers rich thematic content that transforms traditional language classrooms into global spaces for inquiry, civic engagement, and critical reflection. However, despite the global urgency surrounding Education for Sustainable Development (ESD), SDG-related pedagogical initiatives in EFL classrooms are unbalanced and frequently limited to theoretical discussions, textbook representations, or writing-based activities. The potential of SDGs to support EFL oral communication based on multimodality and project-based learning has received limited scholarly attention globally and almost none regionally, especially in contexts such as Algeria, which is an Arab, Muslim, African country that also belongs to the Maghreb region, where English serves as both an academic discipline and a gateway to global citizenship.

The integration of SDGs into EFL pedagogy in Algerian higher education remains largely underexplored and underresearched. There is limited available research focusing on students' perceptions or general classroom attitudes towards sustainability themes, leaving a clear gap in empirical research investigating how the SDGs can shape EFL classrooms using project-based spoken performances. For example, El Aggoune and Abdaoui (2023) explored EFL learners' attitudes towards promoting cross-cultural communication through the SDGs, highlighting positive perceptions while leaving the effectiveness of classroom-based SDG interventions largely unexplored. Consequently, there remains a clear need for empirical research investigating how SDG, multimodal, spoken activities can simultaneously promote oral communicative competence and sustainability awareness in Algerian EFL classrooms. Therefore, this research uses multimodal, collaborative Project-Based Learning (PBL) to produce oral tasks that require students to do research, scriptwriting, oral presentation, and justification of ideas through spoken English, using one of the SDGs.

Studies across global EFL contexts have significantly prioritised teachers' attitudes about the integration of SDGs in EFL classrooms, focusing on some skills such as writing, literature, and vocabulary expansion, using the same methods of data collection, such as teachers' interviews, focus groups, and classroom observations. For instance, Kwee (2021) conducted a study in Hong Kong to investigate the motivation of high school English language teachers about the integration of SDGs, using semi-structured interviews. Cordova (2024) investigated a study in the Philippines about the integration of SDGs in English language literature, using interviews, a focus group, and observations. Oraif (2024) conducted a study about the effect of using a competence-based language teaching approach to introduce sustainability topics in an EFL writing course at a university in Saudi Arabia. Another research conducted by Ali Sulaiman et al. (2025) explored the extent to which tertiary EFL teachers in Oman integrate SDGs, using teachers' questionnaires followed by focus group discussions.

Drawing on the regional context, there is little to no research, especially peer-reviewed journal articles, on the use of SDGs in Algerian EFL higher education. Some of the closest academic sources are Hadjeris's (2025) peer-reviewed research, which focuses on Global Citizenship Education (GCE) in post-colonial Algeria and how it connects with the UN 2030 Agenda. The study does not focus on the EFL classroom; rather, it discusses how language education (including English) can contribute to education for global citizenship. The study is

based on an in-depth look at the journey and pedagogical practices of EFL teachers, using a qualitative case study research design.

In the Maghreb region, significant studies have focused on the incorporation of SDGs in textbooks. In Morocco, El Gourari and Ed-Dali's (2024) research examined the incorporation of SDGs in two English-language textbooks. The findings revealed that it is necessary to coordinate textbook choices with educational goals that enhance global citizenship and sustainable development. In Tunisia, Abid and Moalla's (2021) research analysed five Tunisian EFL textbooks from different timelines to investigate intercultural contact. The study suggests that textbooks should incorporate interculturality to meet learners' requirements for intercultural communication skills. These studies reinforce the use of SDGs in EFL contexts and related discussions in the Maghreb region. However, they demonstrate that SDG content in this region is often theoretical, with little emphasis on practical tasks, which this research aims to address.

Therefore, unlike considerable studies, this study responds to various pedagogical, methodological, and contextual gaps by (1) examining the use of SDGs as the foundation for oral documentaries produced by Algerian 3rd-year EFL university students in the module of *Oral Communication Practices* to support their language learning; (2) incorporating a multi-layered methodology that provides a rich classroom-based dataset that is rarely found in previous SDG or GCE research; and (3) addressing a contextual gap by offering data on the use of SDGs in EFL classrooms in one of the underdeveloped countries in North Africa, the Arab World, and the Global South.

So, the study offers a model for integrating critical pedagogy and media production into oral communication courses by investigating how SDG-based oral documentaries function as a pedagogical tool to develop students' oral communication skills and global awareness. It provides evidence of students' global awareness through foreign language education by examining the extent to which multimodal, project-based work fosters engagement, motivation, and meaningful use of English. It also aims to strengthen arguments for curriculum innovation in non-Western and under-researched contexts, such as Algerian and North African higher education. Therefore, it answers two main research questions:

1. How do 3rd-year EFL university students perform during SDG tasks in terms of theme integration, script quality and organisation, media use, presentation skills, and motivation?
2. What are students' perspectives on the values, motivation, and learning experience linked to the use of SDGs and multimodal resources for their oral documentary projects?

To address these research questions, an exploratory mixed-method approach is adopted, using classroom observation and field notes of students' SDG multimodal oral projects to answer the first research question, and a structured online questionnaire to answer the second one. The answers will offer a thorough analysis of SDG integration in EFL oral communication, contributing to both theoretical and practical insights into an area of research that remains significantly unexplored. It argues that SDG oral tasks offer a promising, pedagogically rich approach to merging foreign language learning with GCE, especially in higher education settings where communicative competence and global awareness are intertwined educational priorities.

2. Literature Review

2.1 Global Citizenship, SDGs, and EFL Education

Some of the focal concepts in this research are global citizenship, SDGs, and EFL education. Global citizenship is integrated in this study because the incorporation of the UN 17 SDGs (see *Figure 1*) into educational practice addresses an international commitment to shape learning around sustainability and global responsibility, which transforms learners into global citizens. UNESCO (2017, 2020) emphasised that education must be a force that equips learners with disciplinary knowledge and critical awareness of global challenges. To fulfill this objective, the SDGs can be a vital pedagogical framework that assists educators in incorporating and developing global citizenship, leading to ethical actions and intercultural communication in classrooms. In this vein, language classrooms can be effective spaces for communication and meaning-making. Scholars (Kwee, 2021; Cordova, 2024; Ali Sulaiman et al., 2025) argued that EFL teaching is well positioned to support SDG-based learning by enabling students to explore global issues through English.

Figure 1:

The 17 UN SDGs (United Nations, n.d.)



There is a theoretical connection between language education and sustainability, which UNESCO encapsulated as ESD. Its aim is to consider communication, collaboration, creativity, and critical thinking as core competencies for 21st-century learners. UNESCO (2014) asserted that integrating global issues into language learning enhances students' agency and willingness to participate in local and global communities. However, the gap between theory and pedagogical incorporation is vague due to the lack of exploratory and empirical research that might provide insights into real classroom practices, especially within higher education institutions. That is why the integration of SDGs requires thoughtful teaching approaches that encourage students to investigate global issues while using language effectively, such as PBL or multimodal approaches, which this research aims to investigate.

2.2 Integration of SDGs in International EFL Classrooms

EFL classrooms have recently been acknowledged as effective spaces to combine language learning with global citizenship education. The literature from different contexts

suggests that incorporating the SDGs can strengthen learner engagement, critical thinking, and authentic communication. However, empirical evidence also highlights that there are challenges regarding teachers' willingness to use SDGs, pedagogical choices, and lesson planning. The research papers highlighted in this section confirm that EFL pedagogy based on SDGs is considered to be complex due to the context, which is influenced by educators' beliefs and school environments.

A significant amount of research investigated the major role of teachers' beliefs and values and institutional policies in shaping SDG pedagogy. Kwee (2021), for instance, explored the factors that influence English teachers' motivation in Hong Kong to incorporate SDGs in teaching and revealed that teachers' personal beliefs, the achievement of teaching goals, and supportive school management positively influenced self-efficacy and motivation to implement SDGs. However, there were some challenges, such as lack of time, training, and resources.

In addition, learners' experiences and pedagogical design also play a vital role in facilitating the integration of SDGs in language learning. In this regard, Cordova's (2024) research explored the experiences of pre-service teachers (teaching interns) who integrated SDGs into English literature lessons in a Philippine laboratory school and collected junior high students' feedback. The research findings revealed that concrete action, interdisciplinarity, and contextualised approaches were some of the main themes that interns believed were essential. However, learners highlighted empowerment and meaningful learning regarding the integration of SDGs in their learning process, which entails their positive perception of this pedagogy. Although these studies (Kwee, 2021; Cordova, 2024) underscore the importance of teacher-related factors and learners' positive experiences in SDG integration, they pay limited attention to how students perform in classroom-based contexts when engaged in SDG multimodal project-based oral tasks, leaving an important gap that this study seeks to address.

Evidence from the Arab world added systematic contributions about the integration of SDGs in EFL settings, especially the challenges that hinder implementation. Oraif (2024) conducted a study on the use of sustainability in an EFL writing course at a university in Saudi Arabia. The researcher tested the use of the competence-based language teaching approach to introduce sustainability topics in EFL writing and measured students' competence in sustainability dimensions. The data were submitted in the form of assignments, a survey, and reflective analysis. The findings revealed that students demonstrated considerable competence in sustainability topics and indicated a willingness to participate. Moreover, the approach that was used provided authenticity by linking language learning to real-world sustainability topics. Oraif (2024) highlighted the limitations of short experiments and recommended curricular integration and longitudinal designs.

Ali Sulaiman et al. (2025) conducted a study on the integration of SDGs in English teaching to investigate how far tertiary EFL teachers in Oman integrated these global goals. The researchers used an explanatory sequential mixed-methods approach based on a structured questionnaire with 82 EFL teachers from private universities across Oman, followed by focus group discussions. The findings revealed that more than 80% of the teachers value SDG integration because of its role in improving critical thinking and global awareness. However, they believed that the process remains in its early stages of integration. The study also revealed that students' low proficiency, time constraints, lack of materials, and workload are among the barriers to SDG integration.

In the end, it should be highlighted that the literature affirms the promise of SDG integration to enhance EFL learning in the Arab context and to promote global citizenship; however, it also demonstrates that its successful implementation relies on institutional, pedagogical, and policy components and reveals a need for innovative classroom practices that can overcome existing implementation challenges, such as SDG multimodal projects, which this research aims to fulfill.

2.3 Integration of SDGs in the Maghreb EFL Context

The integration of SDGs into the educational sphere has become a vital global priority. Literature in the Maghreb region demonstrates that SDG pedagogy, especially in EFL contexts, holds considerable potential to change learning, empower students, and support regional development agendas. However, research has revealed unequal implementation and some institutional barriers, as well as a striking disparity between Global North and Global South experiences of SDG education.

In Morocco and Tunisia, recent literature has provided valuable insights into the integration of SDGs. These studies confirmed that even though SDG pedagogical potential exists in the region, textbook representation remains largely theoretical and lacks practical tasks that are necessary to develop learners' agency and social engagement. El Gourari and Ed-Dali (2024) examined the incorporation of SDGs in two English language textbooks used in Morocco, which are *Gateway to English 2*, and *Ticket to English 2*, using qualitative content analysis. The findings revealed that it is necessary to coordinate textbook choices with educational goals that enhance global citizenship and sustainable development. Similarly, Abid and Moalla's (2021) research analysed five Tunisian EFL textbooks from different timelines to investigate intercultural contact, suggesting that textbooks should incorporate interculturality to respond to learners' requirements for intercultural communication skills. These studies reinforce the use of SDGs in EFL contexts and related discussions in the Maghreb region; however, they also show that SDG content in Algeria, Morocco, and Tunisia is often limited and theoretical, with scarce emphasis on practical tasks, which this research aims to cover.

Algeria presents a more complex situation due to a lack of empirical, peer-reviewed studies focused on SDG integration in EFL contexts, especially in higher education. The most notable contribution is Hadjeris's (2025) research, which highlighted various institutional, pedagogical, economic, linguistic, and cultural obstacles that negatively affect teachers' experiences and hinder quality education that fosters the value of global citizenship education. This depicts the challenges that affect teachers' ability to integrate the SDGs meaningfully and demonstrates the disproportion that exists between the Global North and the Global South. Integrating the SDGs in Algeria, as in the Maghreb region, is a pedagogical opportunity and an urgent necessity. Research from Morocco and Tunisia demonstrates significant first steps through textbooks, but classroom research remains limited. Algeria, on the other hand, faces a considerable research gap shaped by institutional and social barriers that require thorough investigation and demonstrates the need for empirical research on innovative pedagogical approaches, such as SDG multimodal oral projects.

2.4 SDGs in EFL Oral Communication

English language educators are seeking to connect language learning with real-world issues to enhance global citizenship and communicative competence. Yet, research on oral communication is scarce. Some studies provided interesting evidence about the use of the SDGs in speaking pedagogy, referring to this combination that enhances learners' global awareness of crucial global matters, such as climate change, poverty, and gender equality, using English as a tool of inquiry, expression, and problem-solving. The literature

demonstrates that this approach strengthens linguistic skills and deepens student agency, motivation, and critical thinking (UNESCO, 2014).

One of the most relevant contributions in the field is Mendoza Mendoza et al.'s (2024) research. Their quasi-experimental design explored the impact of SDG speaking activities on EFL learners' oral communication. The study revealed that there is an improvement in students' willingness and ability to speak in English when activities are linked to sustainable development. Teachers reported higher participation, rich oral performances, and significant use of related vocabulary.

Another study by Buck et al. (2024) at the American University of Sharjah investigated the use of SDGs in a pre-sessional English course. The aim of their research was to develop students' linguistic competencies while enhancing global citizenship. Some of the suggested activities were gamification, the use of social media, the use of multimedia resources, and integration of technology. The researchers relied on descriptions and teaching reports to retrieve answers. The findings revealed that units designed around sustainability topics increased learner engagement and provided authentic opportunities for speaking. At the end of the study, Buck et al. (2024) encouraged the use of SDGs in language learning curricula because they boost students' critical thinking, problem solving, and language learning.

Despite the limited research, the findings argue for expanding SDGs integration into speaking curricula, which will help students become reflective participants and global citizens. Overall, these studies support the integration of SDGs into speaking as a means of promoting meaningful communication and global citizenship, but they offer little practical evidence on students' performance in producing SDG oral projects, providing a clear rationale for the present research.

2.5 Theoretical Framework

This research is grounded in a set of theoretical perspectives that collectively justify the purpose behind integrating SDGs into EFL oral communication pedagogy. The first theoretical perspective is Education for Sustainable Development (ESD), as established by UNESCO. This approach positions education as a transformative force that empowers learners to engage critically with global challenges. In this regard, UNESCO (2017, 2020) emphasised that ESD strengthens key competencies, including critical thinking, problem-solving, and collaborative communication. The second theoretical perspective is based on Global Citizenship Education (GCE), which aims to equip learners with knowledge, attitudes, and communicative capacities that are vital for navigating an interconnected world.

The pedagogical perspective of this research is based on Project-Based Learning (PBL). Ellis et al. (2020) argued that tasks should encourage students to use meaningful language to achieve an outcome, leading to better fluency, interaction, and strategic communication. According to Thomas (2000), PBL extends this approach by promoting sustained inquiry, collaboration, and problem-solving. The oral documentary used in this study encapsulates these principles. Students work in pairs to research an SDG theme, design a script, craft a narrative, and incorporate visuals to produce a coherent multimodal documentary. Knowing that this approach has been proven effective in EFL settings (Ghobrini, 2020).

Finally, the last perspective that this research relies on is multimodality. Kress (2010) and Jewitt (2016) highlight that linguistic expression should be expanded to include images, sounds, gestures, and digital media. In this vein, oral documentaries constitute a multimodal communicative event in which learners use different modes to construct meaning. Research in

multimodality in EFL education has shown that multimodal tasks enhance student engagement, creativity, and agency (Hafner, 2014). In addition, for students who might face difficulties with fully spoken tasks, the integration of visual and digital elements increases confidence, planning, and coherence. The integration of these theoretical perspectives demonstrates that oral documentaries about the SDGs are based on theoretically grounded pedagogical frameworks.

3. Methodology

3.1 Research Design

This study adopted an exploratory mixed-method research design to investigate how EFL university learners engage with the SDGs through the production of oral documentaries to practise their speaking. An exploratory orientation is appropriate because the pedagogical use of the SDGs in oral communication in Algerian and global higher education remains under-researched, requiring an understanding of emerging patterns (Stebbins, 2001). The mixed-method dimension is grounded in the recognition that combining qualitative and quantitative approaches enhances depth, validity, and interpretation. According to Creswell & Creswell (2018), mixed-method designs are particularly valuable when qualitative insights need to be strengthened or confirmed by quantitative data, or when new pedagogical phenomena are still in the early stages of conceptualization, which is the case in this study. The research objective was not to measure causal effects but to examine learner responses to a pedagogical approach that incorporates global citizenship, multimodal literacy, and oral communication practice. This design is suitable for research at early stages, seeking to explore insights, recommend future curricular innovations, and lay the groundwork for empirical studies (Creswell & Creswell, 2018).

3.2 Context of the Study

The study is conducted in the module of *Oral Communication Practices* in the *Department of Letters and English Language* at the *University of Ain Temouchent Belhadj Bouchaib*, a public higher education institution in the city of *Ain Temouchent* in *West Algeria*. The module is designed for undergraduate students to strengthen their spoken performance across academic, professional, and intercultural contexts. The integration of the SDGs within this module is convenient with global calls to strengthen sustainable literacy and citizenship through language education (UNESCO, 2020).

3.3 Participants

The participants are third-year BA (Licence) students enrolled in the EFL LMD *(Licence-Master-Doctorate)* program at the *University of Ain Temouchent*. They can be characterised as post-intermediate English users who have developed familiarity with traditional oral presentation tasks but have had limited prior exposure to multimodal or documentary spoken projects. The study collected a total of 34 voluntary questionnaire responses across four groups. Although the overall cohort was larger, several contextual factors influenced participation, including semester assessment pressure and students' varied availability during the data collection period.

Although the sample is relatively small, it is appropriate for an exploratory mixed-method study. Because a smaller but authentic sample is methodologically appropriate, as the goal is not representativeness but rather to generate initial insights and map emerging patterns in learner participation (Creswell & Clark, 2018). Exploratory inquiries often prioritise ecological validity and depth over statistical generalisability, especially when investigating novel pedagogical practices such as the integration of SDGs in EFL speaking activities. Therefore, the current sample provides a meaningful dataset for capturing students' early

experiences and perceptions while paving the groundwork for future research employing larger or more systematic sampling procedures.

3.4 Data Collection Instruments

3.4.1 Classroom Observation and Field Notes

Classroom observation and field notes were used as data collection instruments, enabling the collection of data during students' SDG oral documentary presentations. These multimodal products function as reasonable qualitative data in applied linguistics because they provide insights into the creation of meaning beyond language (Kress & Van Leeuwen, 2021). The use of observation as a data collection instrument is widely recognised as an effective tool to capture naturally occurring classroom behaviours, interactions, and performances in an authentic context.

Field notes were collected during classroom observation as students planned and delivered their oral documentaries. They provide an essential record of classroom processes, learner engagement, and emergent behaviours, offering rich contextualised qualitative data (Emerson et al., 2011). These field notes were descriptive rather than evaluative, following the approach recommended for exploratory practitioner research that includes Teaching English to Speakers of Other Languages (Richards, 2003). After data collection, the notes were summarised and organised into analytic paragraphs corresponding to each focus area. This allowed for the systematic identification of recurring patterns.

3.4.2 Online Questionnaires

In order to reinforce the qualitative results and understand learners' individual perceptions, an online questionnaire was designed via Google Forms. Questionnaires are a common and reliable tool in applied linguistics for eliciting learner beliefs, attitudes, and self-reported experiences in second language research (Dörnyei & Taguchi, 2010). The questionnaire was disseminated via email to the groups' delegates to share with their classmates.

The questionnaire consisted of six sections. The first provided an introduction to the study, a reminder of the 17 SDGs, and a consent question (yes/no). Sections two to five consisted of three Likert-scale questions each, knowing that they are widely used for measuring attitudinal variables in language education research due to their clarity, reliability, and sustainability for capturing levels of agreement (Creswell & Creswell, 2018). Each section addressed a specific feature relevant to the study that will be identified in the results' section.

The sixth and final section included three open-ended questions, inviting students to elaborate on: (a) usefulness of SDGs in oral documentaries, (b) challenges, and (c) suggestions. Open-ended questions were included to collect qualitative insights that could not be captured by closed-ended questions and to allow students to freely express their reflections, which is consistent with best practices for mixed-methods questionnaire design (Bryman, 2016).

3.5 Procedures and Rationale for Pedagogical Choices

The study was conducted across the four groups of the third-year EFL cohort enrolled in the *Oral Communication Practices* module. The procedure took place over a period of three weeks, combining theoretical preparation, guided practices, and data collection based on multimodal performance. This design is consistent with classroom exploratory research where multimodal production tasks are integrated into regular instruction (Hafner & Miller, 2019).

During the first week, a full 90-minute session was dedicated to introducing the theoretical foundations of oral documentaries. This session covered the communicative purpose of this genre, its structural features, and the pedagogical value of combining voice, visual, and auditory modes for effective message delivery and meaning-making, drawing on principles of multimodal literacy (Kress, 2010). Emphasis was placed on the importance of vocal performance, including articulation, tone, intonation, pitch, emphasis, and rhythm, especially in relation to audience engagement. These elements are known to significantly influence listener comprehension and speaker intelligibility in L2 oral performance (Derwing & Munro, 2015). To illustrate these principles, students examined three examples of documentaries: the first one focused on "Life Below Water" (SDG 14), another focused on "Good Health and Well-Being" (SDG 3), and a podcast documentary on neuroscience, featuring a guest speaker. The latter example was chosen to highlight how voice quality and modulation can carry meaning and deliver messages even when visual components are minimal.

Students were then instructed to work in pairs and select one SDG as the focus of their own oral documentary, knowing that a poster had been shared with them containing all the requirements of the task, a picture summarising the SDGs, and a link for further information. It is worth noting that pair work was chosen to encourage collaborative dialogue and shared problem-solving, which have been shown to support L2 output and reflective thinking (Swain, 2000). Students were asked to present a documentary in five minutes, supported by a written script and relevant images, audio, or short video clips. The task required them to integrate one of the SDGs with purposeful multimodal choices, consistent with research advocating digital storytelling as a means to enhance language production and critical engagement (Robin, 2016). Instructions were provided three weeks in advance, allowing learners sufficient time to plan, draft, and rehearse their multimodal content.

Each of the groups completed two sessions of 90 minutes (a total of 180 minutes in total per group) dedicated to oral documentaries. During these sessions, pairs delivered their projects to the class, and systematic classroom observations were conducted with detailed field notes. After each presentation, immediate feedback was offered by the instructor, occasionally supplemented by peer comments to encourage reflective learning and audience awareness—an essential component of effective oral communication (Bygate, 2016). Once all groups had completed their oral documentaries, they were asked to complete an online questionnaire designed to elicit their reflections. Their responses complemented the observational data, offering insight into how learners interpreted the practical integration of SDGs with an EFL oral communication context, a growing area of interest in global education research (UNESCO, 2017).

3.6 Data Analysis

3.6.1 Field Notes Analysis: Qualitative Descriptive Analysis

Teacher's field notes were analysed using qualitative descriptive analysis. This approach is suitable for studies conducted in classrooms that aim to provide "a comprehensive summary of an event in the everyday terms of those events" (Sandelowski, 2000, p. 336). This method allows the research to extract insights from observed behaviours, classroom patterns, and emerging issues without imposing theoretical concepts.

The analytical process involved several stages. First, all field notes were reviewed repeatedly to achieve familiarity with the data and to gain an overall understanding of students' performances. During readings, significant observations related to students' use of SDGs, script quality and organization, media use, presentation skills, and motivation were highlighted, as these components are the core of the 1st research question. Similar

observations were then grouped into descriptive categories based on recurring classroom events rather than predefined analytical frameworks.

Interpretation of the data remained data-driven and closely grounded in the observational data, emphasizing the overall oral performance of students. The analysis aimed to provide evidence of students' experiences and performances during the implementation of the SDG project. Interpretation of the data involved examining recurring patterns in students' choice of SDG themes, especially in terms of how it may reflect the educational, socio-economic, or cultural context in which the project was conducted. These interpretations were informed by the relevant literature to identify areas of convergence and divergence with previous research and to situate the findings within the broader field of SDG language learning.

3.6.2 Oral Documentaries Analysis: Multimodal Analysis

Students' multimodal presentations were analysed using multimodal analysis, focusing on verbal delivery, nonverbal language, narrative coherence, media integration, and representation of the SDG concept. Multimodal analysis emphasises how learners mobilise linguistic and visual resources to construct meaning (Kress & Van Leeuwen, 2021). This approach was selected because the oral documentary project required students to communicate meaning through the use of spoken language, visual materials, and digital media. According to Jewitt (2016), multimodal analysis recognized that meaning is constructed through the interaction of multiple semiotic modes. Consequently, examining the interplay between verbal and visual resources enables a more comprehensive evaluation of students' performances.

The analytical process involved thorough observation of the presentations to examine how different communicative modes were integrated throughout the documentaries. Each presentation was analysed with reference to the study's observation criteria, including the representation of the SDG, effectiveness of multimedia, and overall verbal and non-verbal presentation skills. The interpretation of the data focused primarily on how verbal, visual, and digital resources worked together to communicate the SDG concept. There was also a major focus on how multimedia supported script coherence, enhanced presentation delivery, and increased motivation. The findings were interpreted in relation to previous research on the role and effects of multimedia integration in EFL contexts.

3.6.3 Questionnaire Analysis: Quantitative Descriptive Analysis and Thematic Analysis.

The closed-ended questions of the questionnaire were analysed using descriptive analysis to identify the main patterns in students' perceptions. Descriptive analysis is adequate for exploratory mixed-method studies where the goal is to map trends rather than test hypotheses (Creswell & Creswell, 2018). Responses to the open-ended questions were analysed using Braun and Clarke's (2006) six-phase thematic analysis, which allows for systematic coding, theme identification, and interpretation of qualitative data. All responses were read repeatedly to achieve familiarity with the data. Initial codes were generated inductively by identifying meaningful segments of text relevant to the research questions. Similar codes were compared and grouped into broader categories, which were reviewed and refined to develop coherent themes representing recurring patterns across participants' responses.

Following the questionnaire structure, the interpretation was based on two stages as well. The closed-ended Likert-scale responses were examined first to establish an overall profile of students' perceptions through percentages, allowing statements of agreement, disagreement, and response variability to be identified across the different sections of the

questionnaire. The open-ended responses were then interpreted to provide deeper insight into students' views, preferences, and justifications for their perceptions, enriching the interpretation of the quantitative findings. Both quantitative data and qualitative themes were examined in relation to the second research question and discussed in relation to previous studies to identify similarities, differences, and contextual insights regarding the implementation of SDG multimodal oral documentary projects in the EFL higher education context.

3.7 Ethical Considerations

The study adhered to the ethical standards governing classroom research in the researcher's institution. Formal Institutional Review Board approval is not mandatory in Algerian higher education for routine classroom research involving minimal risk. As the course instructor, the researcher also acknowledges the potential for researcher bias. To minimise these risks, observational field notes focused on descriptive rather than evaluative accounts, participation was entirely voluntary, and students were informed of the study's purpose before providing informed consent. Questionnaire responses were collected anonymously, ensuring participants' confidentiality. This is to maintain ethical integrity and avoid introducing coercive pressure, particularly given the power dynamic inherent in classroom research (Dörnyei, 2007). Finally, all data were stored securely and used exclusively for research purposes.

4. Results

4.1 Observation and Field Notes of Students' SDG Oral Multimodal Projects

- *Use of SDG Themes*

Most groups identified their chosen SDG clearly at the beginning of the presentation, mainly through a title slide, image, short video, or an opening appealing statement such as a quote or a rhetorical question. The observation of oral documentaries revealed that despite the descriptive nature of a few presentations and their inability to connect local and global contexts, most students engaged with a significantly diverse range of SDGs that reflected both personal relevance and a growing environmental and social consciousness. Some SDGs appeared with high frequency, especially SDG 5 (Gender Equality), often intertwined with SDG 4 (Quality Education). Environmental themes were also prominently used, particularly SDG 14 (Life Below Water) and SDG 13 (Climate Action). Socially oriented goals such as SDG 1 (No Poverty) and SDG 16 (Peace, Justice, and Strong Institutions) were likewise recurrent themes. Additional but still meaningful attention was directed to SDG 15 (Life on Land), SDG 2 (Zero Hunger), SDG 11 (Sustainable Cities and Communities), and SDG 6 (Clean Water and Sanitation).

- *Script Quality and Content Organisation*

The observation and analysis of students' scripts revealed a generally strong mastery of content organisation and academic documentary writing techniques. Across presentations, the majority of groups produced scripts that were well-organised, coherent, engaging, logically sequenced, and closely related to the selected SDG. Most scripts displayed clear evidence of topic and conceptual accuracy through the incorporation of terminology related to the specific domain, up-to-date statistics, experts' viewpoints, and illustrative visual examples, which reflected students' understanding and engagement with the chosen SDG, fulfilling all the necessary requirements for a credible scientific narrative. Although a small number of students struggled to fully integrate these elements, the overall performances indicated successful application of the theoretical guidelines presented in class. At the end, most groups concluded with concise summaries, while others integrated calls to action.

- *Use of Media (Images, Audios, Videos)*

Integrating multimodal elements was a prominent feature in oral documentaries. The use of media was one of the strongest aspects of students' presentations. Most groups incorporated images, short videos, expressive sounds, or infographics obtained from online platforms, especially YouTube and UNESCO, to facilitate message delivery and meaning-making of the selected SDG while presenting their scripts. In some cases, students used original photos and videos taken from their communities. Others collected information and designed their own videos. The relevance and use of visuals was generally high, especially for documentaries addressing nature, life below water, the environment, hunger, poverty, and gender equality. Technical quality was mostly adequate; some groups brought their speakers, microphones, and data shows; however, others struggled with sound synchronisation because their pace was somehow fast. Groups that coordinated their scripts with visuals produced the strongest communicative impact.

- *Oral Performance*

The oral performance in the module of *Oral Communication Practices* is the core of the presentation. Overall, oral performances were satisfactory. Most groups demonstrated clear articulation, adequate intonations, expressive tones, and moderate pacing with occasional pauses. However, some students struggled to maintain a moderate pace, resulting in overly rapid speech. Pitch variation was limited across groups. Many presentations adopted a monotone explanatory delivery that reflected the habit of classroom presentations rather than documentary narration. Concerning confidence, it varied across groups. Few of them showed strong coordination and well-rehearsed delivery, while others seemed overly dependent on written notes. Yet, most of them managed their stress and anxiety. They were rather energetic and motivated to present their work, showing a growing familiarity with oral documentaries and comfort while performing in front of their peers.

- *Motivation and Preparation*

Observational data indicated that students' motivation was consistently high across the cohort. Many students demonstrated genuine enthusiasm for their chosen SDG, often expressing pride in the visuals they had collected or created to support their presentations. Engagement was significantly high among groups addressing SDGs related to gender equality, quality education, poverty, and hunger. Several groups had even incorporated illustrations from the Arab and African contexts to reinforce their illustrations and demonstrate contextual authenticity in their narratives. Evidence of careful preparation was obvious in the organised sequencing of content, coordinated speaking roles, and rehearsed delivery.

4.2 Students' Questionnaire: Likert-scale Questions

Numbers in the Likert scale are: 1 = Strongly Disagree / 2 = Disagree / 3 = Neutral / 4 = Agree / 5 = Strongly Agree.

Table 1.

Students' Questionnaire Results

Item	1 (%)	2 (%)	3 (%)	4 (%)	5 (%)
Understanding and Awareness					
The oral documentary assignment helped me understand the Sustainable Development Goals (SDGs).	0	5.9	8.8	41.2	44.1
The SDG I chose became clearer to me as I prepared the script and visuals.	0	2.9	11.8	20.6	64.7
The assignment helped me think about global issues in English.	0	2.9	8.8	50	38.2
Motivation and Engagement					
The SDG topic made me more motivated to work on my oral documentary.	2.9	0	17.6	26.5	52.9
Using real-world issues increased my desire to participate in the assignment.	5.9	0	20.6	29.4	44.1
I felt more engaged because the topic was meaningful and relevant.	0	0	8.8	32.4	58.8
Use of Media					
Using images and videos helped me explain my SDG more effectively.	0	2.9	5.9	26.5	64.7
Working with media (images, sound, video, ...) improved the quality of my performance.	2.9	2.9	5.9	38.2	50
The media helped the audience understand my message more clearly.	0	0	2.9	29.4	67.6
Oral Communication Skills					
The SDGs are suitable topics for oral communication activities.	2.9	0	32.4	29.4	35.3
The activity should be used again for future cohorts / students.	2.9	0	17.6	29.4	50
Integrating global themes benefits EFL learning by connecting language learning with real-world issues.	0	0	17.6	38.2	44.1

4.3 Students' Questionnaire: Open-ended Questions

To enhance the transparency of the analysis, Table 2 provides an illustration of how the first theme was developed following Braun and Clarke's (2006) thematic analysis.

Q1. What did you find most useful about using an SDG as the topic of your oral documentary?

Theme 1: Discovering global issues through SDGs

Learners frequently mentioned gaining new perspectives, understanding real-world problems, and recognising urgency of global concerns in their responses. The following table demonstrates some participants' excerpts, codes, and the theme. Most students acknowledged the use of SDGs in oral documentaries because it allowed them to discover global issues and gain global awareness (Table 2).

Table 2.

Thematic Analysis

Participant Excerpt	**Initial Code**	**Theme**
"I gained a new perspective about the SDG and its importance."	**Developing** appreciation of the SDGs	Discovering global issues through SDGs
"*It made me more aware of what is happening in our world.*"	**Global Awareness**	
"*I found it useful because it helped me learn more about real global issues and understand the importance of protecting life on land.*"	**Recognising** environmental sustainability challenges	

Theme 2: Meaningfulness and relevance to real life and global discussions

Many respondents emphasised that the SDG topic made the documentary more meaningful, relevant, and connected them to life. Students repeatedly highlighted that the task felt purposeful because it addressed authentic issues rather than abstract speaking topics. Some students said that: "*Using an SDG … made the oral documentary more meaningful because it connected our speaking skills to real global issues*", *"It helped me connect English learning with real global issues and explain meaningful ideas clearly"*, and "*It gave us clear direction and a real problem to talk about … and helped us explain why the topic is important*".

Theme 3: Improving communication skills through SDGs

Another prominent theme is related to linguistic gain, particularly vocabulary expansion and strengthened oral communication skills. Several participants referred to learning new vocabulary associated with their selected SDG while simultaneously developing their ability to communicate ideas in English. Some respondents mentioned that "*It helped me learn English while exploring an important global issue,"* "*Learning new words related to the topic I worked on,"* and "*Understanding real-world problems and learning how to present solutions in English."*

Theme 4: Appreciation of Multimodality and SDGs

Some recurring themes involved students' appreciation of multimodal resources. Several participants referred to the inclusion of visuals as a useful element in presenting and sharing information about their selected topics. Others explicitly mentioned the SDGs as providing a clear focus for organizing the content of their documentaries. One of the students said, "*I was glad to share … visuals… because that global problem needs more recognition."* Others focused on the SDGs as guiding frameworks that offered coherence and conceptual clarity. One of the respondents mentioned that "*Framing my documentary around SDG 15 allowed me to tie local biodiversity issues to global shared goals."*

Q2. What challenges did you face during the preparation or presentation?
Theme 1. Organising, structuring, and synthesising information

Some students expressed difficulty transforming complex SDG content into a coherent English-language presentation, a challenge especially visible in oral genres that require clarity, cohesion, and timing. Several responses referred to the challenge of deciding which

information to include and arranging ideas in a logical sequence while preparing the script. Others specifically mentioned maintaining clarity and fluency throughout the presentation. For instance, some students said that: "*I faced some difficulty selecting the right information and organising it clearly,"* while others commented, "*Organising the script in a clear, fluent way was the most difficult part*".

Theme 2. Time pressure and workload

Even though the students were informed weeks before the deadline to prepare their documentaries, most of them faced some time constraints during preparation and presentation. Participants frequently referred to difficulties managing the time required for researching the topic, preparing the script, and producing the final documentary. Most comments were brief but directly pointed to the challenges they faced. They stated, "*Time managemen*t," "*Lack of time,"* and "*Making the video took a lot of time*".

Q3. How could this assignment be improved for future students?
Theme 1. Extending preparation time

The most frequently mentioned improvement was the request for more time. Many participants indicated that a longer preparation period would better support and would be more adequate for the different stages of the project, including researching the selected SDG topic, choosing adequate multimedia, and writing the script. This recommendation appeared consistently across students' responses and was often expressed in simple, direct statements. For instance, they stated, "*Give them* (the students) *time to prepare."*

Theme 2. Importance of Collaborative Work and Discussions

Several students expressed that group or peer discussions could improve preparation and deepen understanding. While some students referred generally to collaboration, others specifically recommended organized discussions prior to presentations of SDG multimodal oral documentaries. One of them said, "*Group discussions before presenting could also help*". Similar responses identified peer interaction and discussion as suggested improvements for future students undertaking the oral documentary project.

Theme 3. Recognition of the Effectiveness of the Assignment

Interestingly, several students noted that the assignment requires no changes. They mostly stated that they were satisfied with the assignment and did not suggest any improvements. Most of their responses reflected a positive evaluation of the overall design and implementation of the SDG multimodal oral documentary project. Some of them said, "*Nothing, it's good as it is,"* "*Good,"* and "*One of the best tasks we did … for me, nothing needs to be improved*".

5. Discussion

The findings of this exploratory study are based on classroom observations and questionnaire results, demonstrating that integrating the UN SDGs into an oral documentary assignment significantly enriches learners' engagement, motivation, and global awareness in the EFL classroom. Overall, the findings support existing theories of ESD, GCE, and multimodal oral communication and show how SDG projects can encourage both foreign language learning and engagement with global issues. Incorporating projects with the use of media provides collaboration opportunities among students and motivates them to construct meaning using various resources other than language alone. The combination of mixed-method data, informed by both the researcher and students, enhanced the credibility, depth, and interpretive validity of the findings (Denzin, 1978; Lincoln & Guba, 1985; Patton, 1999).

The findings answer the two research questions thoroughly. The key results of RQ1, using classroom observations and field notes, revealed that students demonstrated strong multimodal oral performances and communicative expression. Students used well-structured SDG scripts, and their collaborative work reduced anxiety and enhanced organisation. In addition, most presenters handled turn-taking smoothly, and the integration of visuals and SDG vocabulary was effective. These findings support Mendoza Mendoza et al. (2024) by showing that SDG projects enhance cooperative learning, learner agency, and dialogic global participation, consistent with UNESCO's GCE and ESD frameworks.

Students have engaged deeply with global issues, demonstrating reflective and critical thinking. They used statistics, case studies, and problem-solution structures, reflecting ESD principles (UNESCO, 2017). In addition, they analysed global issues and proposed practical actions, making them citizens with a high degree of civic participation. Students' performances were mostly coherent, multimodally rich, and critically engaged, showing that SDG oral documentaries can be an effective platform for linguistic output, content learning, and global awareness, consistent with international GCE/ESD research.

The prominence of some SDG themes in presentations is not incidental. Rather, it reflects broader pedagogical trends documented in sustainability education and EFL research. Studies indicated that learners are often directed toward SDGs that are either highly visible in public discourse or directly relatable to their lived realities, particularly those addressing gender, poverty, education, and environmental degradation (UNESCO, 2020; Clayton et al., 2021). In the Algerian and wider MENA context, issues such as gender equality, environmental vulnerability, and poverty remain salient concerns, which may explain why students chose SDG 5, SDG 4, SDG 1, and SDG 13 so frequently. Moreover, the strong presence of SDG 14, SDG 13, and SDG 15 reinforces global findings indicating significant awareness of ecological fragility and global climate issues, and suggests that youth respond positively to ecological themes when engaged in multimodal tasks and digital storytelling that allow them to be a creative and globally aware generation (Modi et al., 2024).

Socially oriented goals such as SDG 1 and SDG 16 were likewise recurrent themes, suggesting civic awareness among students and reinforcing their emphasis on and sensitivity to issues of inequality, vulnerability, and governance, consistent with ESD literature, emphasising how project-based sustainability tasks reinforce civic democratic thinking and social responsibility (Kioupi and Voulvoulis, 2019). Overall, the richness and variety of these selections highlight how SDG tasks can captivate students' critical awareness, encourage them to connect with global concerns, and participate in worldwide discussions. This fact also demonstrates the pedagogical value of project-based multimodal oral communication activities in fostering both reflection and agency. This pattern suggests that project-based multimodal tasks support both communicative competence and social engagement, extending Buck et al. research (2024) revealing how SDG integration promotes language learning and global citizenship in EFL higher education.

Students performed positively across all dimensions, producing well-organised scripts, integrating relevant multimodal resources, and delivering their documentaries with confidence and enthusiasm. The effective use of media enhanced meaning-making and audience engagement, supporting the multimodal perspectives of Kress (2010) and Jewitt (2016). Students' high motivation, collaboration, and oral confidence further reflect the benefits of PBL as referred to by Thomas (2000) and Ellis et al. (2020). These findings are also consistent with Mendoza Mendoza et al. (2024), who reported improved willingness and ability to communicate in English through sustainability-based activities.

The questionnaire findings, aiming to answer RQ2, are consistent with Ghobrini's (2020) and Cordova's (2024) results, but also indicate that students perceive the combination of SDGs, PBL, and multimodality as a particularly effective approach to oral language learning. Specifically, 85.3% selected agree or strongly agree when asked whether the assignment of oral documentaries helped them understand SDGs, and 85.3% again reported that the specific SDG they chose became clearer through preparing scripts and visuals. Moreover, 64.7% rated SDGs as suitable topics, and 82.3% agreed that integrating them benefits EFL learning. These results strongly echo UNESCO's assertion that contextualised, problem-based engagement with sustainability issues deepens learners' conceptual and ethical awareness (UNESCO, 2015; 2020). Classroom observations supported these trends because most students selected diverse SDGs, such as SDG 5 (Gender Equality) and SDG 16 (Peace, Justice, and Strong Institutions). These were contextualised using local or regional illustrations from Algeria, the Arab World, or Africa, demonstrating emerging local and global awareness.

These findings resonate with GCE literature, which emphasises the importance of connecting global challenges to learners' sociocultural realities to foster shared responsibility and civic awareness (UNESCO, 2014; Pashby and Sund, 2020). The use of SDG themes in relevant contexts, using multimodal resources, demonstrates the beginning of critical global citizenship and appreciation of autonomy, creativity, and global awareness. Thematic analysis reinforces this statement. The data revealed that students repeatedly mentioned that the media supported and facilitated message delivery, and most of them were highly motivated to engage in such assignments. In this vein, 79.4% believe that the activity should be used with future cohorts. However, challenges related to time constraints and workload persisted, supporting Kwee (2021) and Ali Sulaiman et al. (2025) while highlighting that these issues continue even when students report positive learning experiences.

6. Implications

The findings of this study have several practical, policy, theoretical, and research implications. The results demonstrate that SDG-based multimodal oral documentary projects represent a meaningful pedagogical approach for developing EFL oral communication while simultaneously promoting global awareness. EFL instructors can employ authentic, project-based tasks that encourage students to investigate real-world issues, communicate information to an audience, and integrate multiple modes of meaning-making rather than relying on decontextualized speaking activities. The students' perceptions and high levels of engagement observed in this study suggest that such projects can increase learners' motivation, raise their global awareness, and provide a more purposeful context for language use.

At the same time, the classroom observation and questionnaire responses indicate that successful implementation requires explicit pedagogical support. Students benefited immensely from structured guidance on oral delivery techniques, including voice projection, intonation, eye contact, and minimal dependence on written scripts. Teachers must provide instruction in multimodal design principles to help students critically select and integrate visual and audiovisual resources rather than using them merely as decorative elements. Assessment practices may be broadened to evaluate linguistic performance alongside multimodal communication, critical thinking, and engagement with sustainability issues.

The findings have implications for curriculum development and higher education policy. The positive outcomes associated with SDG projects support the integration of ESD and GCE within language education curricula. The curriculum used in higher education may consider embedding SDG-related themes across English language modules through authentic communicative tasks rather than treating sustainability as a separate disciplinary concern.

Furthermore, higher education institutions could encourage interdisciplinary approaches that combine language learning with contemporary global challenges while providing professional development opportunities that equip language teachers with the pedagogical and digital competencies necessary to implement multimodal project-based learning effectively. These initiatives would allow English language education to align with broader institutional commitments to sustainability and 21st-century graduate competencies.

This study also contributed to the theoretical literature by providing empirical support for the integration of multimodal pedagogy, project-based learning, and ESD within EFL higher education. The findings suggest that language learning and sustainability education can function collaboratively through authentic communicative tasks that promote both linguistic development and global citizenship. Moreover, the study reinforces the view that language classrooms can be meaningful spaces to address interdisciplinary and socially relevant issues without compromising core language learning objectives. Finally, the study extends this literature by providing evidence from the Algerian higher education context, which enriches the theoretical discussions with insights from an underrepresented Global South setting.

The current study also opens avenues for future research. Given its exploratory nature and relatively small sample drawn from a single institution, future studies should examine the effectiveness of SDG-based multimodal projects across different universities, educational levels, and cultural contexts to enhance the transfer of the findings. Longitudinal research would also be valuable in determining whether increases in students' global awareness and motivation are sustained beyond the duration of a single course.

Future researchers may additionally employ experimental or quasi-experimental designs to compare SDG-based multimodal projects with more traditional speaking activities in terms of language development, critical thinking, and global citizenship outcomes. Further investigation into teachers' perspectives, assessment practices, and the long-term development of multimodal communicative competence would also deepen understanding of sustainability-oriented pedagogy in EFL settings.

7. Conclusion

This exploratory mixed-method research indicates that SDG multimodal oral documentaries can be a promising and transformative critical pedagogical approach in EFL higher education. The findings revealed that 3rd-year students were able to engage with global issues critically, integrate multimedia resources effectively, and connect language learning with global discussions. Students expressed strong motivation and high confidence, deeper understanding of SDGs, support of oral communication, enhanced critical global awareness, and greater appreciation for global citizenship values. Overall, the study contributes valuable, meaningful discussions to the field of EFL pedagogy and SDGs learning, especially in integrating UNESCO's GCE and ESD frameworks into EFL classrooms. This exploratory study has provided evidence for partial regional (MENA) contexts, highlighting the value of integrating SDGs in EFL oral tasks.

However, even though the findings support a shift toward more engaged, interdisciplinary, and socially responsible EFL pedagogy that transforms local voices into global projects, they should not be assumed to be generalised to other Global South settings, where education, curriculum, resources, and sociocultural conditions may differ from the Algerian EFL context. Future research should examine the integration of SDG oral tasks across diverse contexts in sub-Saharan Africa, South Asia, Latin America, and other regions, as well as comparing them with Global North settings, to determine the extent to which these findings are transferable.

Despite the positive outcomes, some challenges were encountered in the process of preparation and presentation due to time constraints and workload. A shortage that can be addressed in future research. These challenges offer opportunities for pedagogical adjustments and highlight the need for structured scaffolding in multimodal and analytical activities. Another main limitation of this study is its relatively small sample size, which may limit generalising the findings to other EFL higher education contexts. Future research should involve larger and more diverse cohorts to provide a broader understanding of the effectiveness of SDG-based multimodal collaborative approaches.

Declaration on Generative AI Use. The author used ChatGPT (OpenAI) during the preparation of the manuscript to mainly refine the organization of some sections to enhance the readability of the text. However, no AI tool was used to write or search for the literature review, collect data, conduct data analysis, interpret the findings, or generate the study's results or conclusions. The final content of the manuscript remains the sole responsibility of the author, who thoroughly reviewed and verified all sources and original data before submission.

Ethical Declaration. The study was conducted in accordance with institutional research practices and relevant principles of research ethics. Since the study involved routine classroom activities and an anonymous, voluntary questionnaire, no formal ethical approval was required by the institution. However, students were informed about the purpose of the study and the voluntary nature of their participation in the questionnaire, knowing that a consent was obtained before the questionnaire was completed. No personally identifying information was collected, and all responses were treated confidentially and used solely for research purposes. Furthermore, participation or non-participation had no impact on students' academic assessment.

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Data Availability Statement. Data are available upon request.

Author Contribution. The author designed the study, implemented the classroom activity, collected the observations and questionnaire data, conducted the data analysis, interpreted the findings, and drafted and revised the manuscript. The author approved the final version of the manuscript and is responsible for the integrity of the work.

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