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PhD Defense Dissertation

Entitled

THE USE OF SHORT VIDEOS TO PROMOTE SECOND LANGUAGE (L2) INTERACTION AMONG YOUNG ENGLISH AS A FOREIGN LANGUAGE (EFL) LEARNERS

by

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Date & Venue

11:00 AM UAE Time, 3:00 PM HK time.

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Abstract

Short videos are a tool for multimodal learning. Utilizing these videos in second language (L2) classrooms to facilitate interaction among learners can be an asset for language learning by providing varied pedagogical approaches. This convergent concurrent mixed-methods design study analyzed the efficacy of short videos to promote L2 interaction in English as a Foreign Language (EFL) context in the United Arab Emirates (UAE). The main aim of this study was to investigate how short videos can promote interaction. In a very important sense, it sought to highlight if short videos facilitate classroom interaction among EFL learners and in what ways. It also intended to pinpoint young EFL learners' perceptions and attitudes toward using short videos in promoting their interaction with one another and with their teacher in the L2 classroom. The study considered teachers' view about the use of short videos in promoting student–student and teacher–student interaction in the L2 classroom. The study used different research instruments, including observational checklists, fieldnotes, learners' surveys and interviews, and teachers' interviews. The study targeted eighth-grade female students (n = 27) in a government school in Abu Dhabi. Six lessons were observed where short videos were used. Most of the students participated in the survey (24 of 27), and six randomly chosen students were interviewed. The study collected teachers' perspectives. Four teachers were interviewed to share their viewpoints regarding the use of short videos to facilitate interactions among learners. The main findings of the study revealed that short videos promote interaction in L2 classrooms. There were different ways in which short videos promoted interactions, including teachers' questioning strategies and feedback, tasks related to short videos, and random or purposeful grouping or pairing of students. Moreover, other factors of short videos hindered interaction, such as length, content, presentation, and time of placement of the short video in the class. By analyzing the interviews, four themes were extracted from students and teachers' responses to questions. Some theoretical and pedagogical implications emerged based on the findings and discussions of this study.

Keywords: Short videos, L2 interaction, multimodality, classroom interaction.