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Teachers' Perceptions and Challenges in Integrating Interactive Videos in Sixth-Grade English Language Classrooms in Hebron, Palestine

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Abstract

This study is a phenomenological, qualitative study that explores EFL teachers' perceptions about the use of interactive videos and integrating it into English classes at the Hebron Governorate schools of Palestine. The current study will outline the benefits, challenges, and impact of IVs on teaching methods and the academic performance of learners. Semi-structured interviews involved ten EFL teachers who teach at public schools within the Hebron district. For the purpose of this research, participants were chosen according to a purposeful sampling strategy, considering previous experience in using IVs. Data collection entailed interviews via Zoom; afterwards, transcription and thematic analysis were carried out to identify patterns



and themes. Teachers show a good perception about using the interactive videos, and they admit that the interactive videos enhance students' engagement and develop language skills more motivationally. Regarding this, it improves their listening comprehension, vocabulary building, and overall language proficiency. However, the significant barriers to integration on the part of teachers involve technological limitations in terms of insufficient hardware and unreliable internet connectivity, lack of professional development regarding integration of technology, lack of time due to increased pressures of preparation, and rigid curricula not allowing for innovative.

Keywords: Interactive Videos (IVs), EFL Teaching, English Language Skills, Educational Technology, Qualitative Study, Palestine

Introduction

Knowing English well is very important in today's globalized world because it helps people communicate with different cultures and opens doors to education and job opportunities (Crystal, 2012). Learning English in Palestine is quite vital because it would equip students with the necessary skills to qualify them for higher education and to join the international community in their chosen careers (Al-Tamimi & Shuib, 2019). Although it is important, English faces various challenges related to its teaching in Palestine: a lack of resources, old-fashioned teaching methods, and social and political issues that make language instruction less effective (Abbas & Abouchedid, 2020). Moreover, the study aims to identify the challenges encountered by teachers and students in using interactive videos from teachers' perspectives using an interview. In addition, the study aims to propose strategies to overcome these challenges to facilitate the implementation of interactive videos in the classroom.

Background of the Research

The swift progression of technological developments has given rise to novel instruments and methodologies within the educational sphere, with interactive videos surfacing as a significant vehicle for improving learning experiences (Wang & Antonenko, 2017). Interactive videos amalgamate visual, auditory, and interactive components to produce captivating content that accommodates diverse learning preferences (Zhang et al., 2006). In the field of language education, research indicates



that interactive videos enhance comprehension, retention, and motivation in learners by offering authentic contexts along with interactive exercises (Sholdis et al., 2019). In Palestine, the incorporation of technology into educational practices faces challenges due to infrastructural deficiencies and insufficient opportunities for professional development among educators (Tamim & Mohamad, 2018). Nevertheless, there is an increasing acknowledgment of the necessity to integrate technology in order to improve educational quality and to reconcile traditional teaching methods with contemporary pedagogical strategies (Ministry of Education and Higher Education, 2017).

Research Problem

According to the Ministry of Education and according to the latest statistics, the passing rate of six grade students in English is not more than 33% (Palestinian Ministry of Education, 2018). Although interactive videos have demonstrated certain encouraging advantages in language learning, in situ they have been scant and under-researched in classroom teaching at Palestinian schools. Furthermore, since the region of Hebron has technological problems, EFL teachers can be challenged socioeconomically, which could prevent teachers from incorporating interactive videos into their teaching practices. Possible challenges include inadequacy of technological infrastructure, lack of enough training, and resistance to change. It is rather important to learn about teachers' perceptions and experiences regarding those challenges for the proposition of remedies. Thus, this research will seek to establish the efficacy of the interactive video in enhancing the comprehension of the English language and vocabulary amongst the sixth-grade students in Schools in Hebron Governorate.

Purpose of the Study

This study is important in explaining how EFL teachers view the integrating of interactive videos into sixth-grade-level English classes in the city of Hebron, Palestine. It will seek to highlight some of the challenges teachers face in trying to put the interactive videos into place, and then look at whether the use of these interactive videos improves students' participation and grades. It also aims to draw from the



experiences of the teachers to propose some actionable strategies that can be helpful in effectively integrating interactive videos into EFL teaching.

Research Questions

The following are the research questions guiding the study in addressing the research problem:

1. What are the EFL teachers' perceptions regarding the interactive videos' usefulness in the grade six level English classes in the Hebron, Palestine area?
2. What are the challenges for EFL teachers in using interactive videos in class?
3. How does the adoption of interactive video influence students' engagement and performance according to the teachers?
4. What measures may be recommended to overcome the enlisted challenges and effectively integrate online interactive video into EFL teaching?

Significance of the Study

This study holds significance for several reasons:

The present study assumes significance on many counts:

- **Improvement of Educational Outcomes:** This research is done in the hopes of discussing the integrative usage of interactive videos and, consequently, improving English language teaching in Palestine and potentially enhancing students' learning outcomes.
- **Policy Development:** The findings could also usefully inform policy and educational authority thinking and approaches concerning teacher needs and challenges, thus informing resource allocation and professional development.
- **Theoretical Contribution:** The contribution to the literature of integrating technology into language education in general, or in a developing country with constrained resources.



- **Teacher Empowerment:** The feeling of the teachers' perception will provide ways of developing support systems and strategies that would make educators confident in adopting innovative teaching methods.

Research Objectives

The specific objectives are pegged as stated below:

1. To explore EFL teachers' perceptions of integrating interactive videos in sixth-grade English language classrooms.
2. To enumerate the problems teachers, face in implementing interactive videos.
3. To measure and describe the perceived impact of interactive videos on students' engagement and academic performance.
4. Suggest recommendations for overcoming the challenges with the aim of integrating interactive videos effectively into EFL instructions.

Research Hypotheses

Based on the literature and theoretical framework, the study proposes the following hypotheses:

- **H1:** EFL teachers have a positive perception about using IVs in the instruction of the English language, realizing that these materials tend to increase student participation and improve learning outcomes.
- **H2:** Among the most critical barriers that prevent EFL teachers from widely adopting IVs in practice are significant difficulties related to a technological limitation and a lack of training.
- **H3:** Using interactive videos is useful for improving students' engagement and academic performance in learning the English language.
- **H4:** The reported challenges are reduced through targeted strategies and support; therefore, there is a better integration of interactive videos into EFL teaching.

Theoretical Framework



The basis of this work is found within constructivist and sociocultural theory frameworks, providing a guide toward a perspective on how interactive video influences education processes.

- **Constructivism-which Piaget (1954):** conceptualizes-means that individuals develop knowledge by actively participating and interacting with the environment. Interactive videos foster this process of engagement by allowing students to interact with the content, make decisions, and get immediate feedback.
- **Sociocultural Theory (Vygotsky, 1978):** This theory emphasizes learning being socially interactive and culture-bound. It can be designed to include culturally relevant material and afford opportunities for collaborative learning through interactive video.

These theories therefore support the inclusion of interactive videos into the language lesson for active participation and authentic contexts that will lead to learning.

Scope and Limitations

The present study targeted EFL teachers from sixth-grade classes in Hebron, Palestine. The findings of the research cannot be generalized into the entire other states as it considers different contexts. The entirety of this study relies on the perception of the teachers whose judgment might be unexpectedly blinded by personal bias.

Definition of Key Terms

- **Interactive Videos:** the digital videos that include interactive media features such as quizzes, prompts, and hotspots that make viewing much more interactive. (Mayer, 2009).
- **EFL Teachers:** those who teach English as a foreign language to students having other first languages. (Harmer, 2007).
- **Student Engagement:** the extent of the student's alertness, interest, and curiosity about learning. (Zepke & Leach, 2010).



Organization of the Study

The sequence of the next sections of this paper will go as follows: The Literature Review covers the related research and theoretical framework about interactive video and language acquisition. The methodology will describe the research design, participant selection, methods of data collection, and analytic procedures. The Results section follows; the Discussion interprets these findings in light of the research questions and theoretical underpinnings. Finally, the Conclusion summarizes the contribution of this study and offers some recommendations about practical implications and future research directions.

Literature Review

Introduction

Through the integration of technology into educational practices, the process of teaching and learning has completely changed all over the world. In language education, technology-based tools have become very helpful in providing immense opportunities for improvement in students' language abilities, engagement, and learning experiences (Chapelle, 2010). As part of such innovations, interactive videos have become one of the strongest conduits, providing dynamic and immersive learning environments that can serve students with varied learning styles (Zhang et al., 2006). This review tries to put in perspective the place of interactive video in the EFL teaching and learning process: its theoretical underpinning, its advantages and challenges, and its place within the Palestinian educational context.

Educational Technology and Language Learning

Recent developments in educational technologies have enabled new kinds of language learning: for example, with multimedia resources, learners may participate in authentic, interactive contexts. Technology-mediated language learning can facilitate linguistic competencies by giving opportunities for real-life uses of language, autonomous learning, and collaborative learning (Lai & Zheng, 2018). The video as an educational technology integrates audio-visual capabilities with interactivity that



allows learners to actively learn through activities such as quizzes, annotation, and/or branching scenarios in any other manner (Mayer, 2009).

Theoretical Foundations

The effectiveness of interactive videos in language learning is grounded in several theoretical frameworks:

Constructivism

In constructivist approaches, knowledge is internally constructed by the learners themselves through active processing and interaction with the environment. (Piaget 1952; Vygotsky 1978) With interactive videos, learners meet the criteria of constructivist approaches since they approach the content through activities of choice and are immediately given feedback, which enhances understanding and retention. (Jonassen 1994). Vygotsky's sociocultural theory also supportively stresses that the social interaction and cultural context bear relevance in how children learn, and supportively indicate how interactive videos should mediate learning by embedding culturally relevant materials and promoting collaboration. (Vygotsky 1978, Kozulin, 2003).

Cognitive Theory of Multimedia Learning

According to Mayer's (2009) Cognitive Theory of Multimedia Learning, there is a greater depth in learning from words and pictures rather than words alone. The major focus here lies in the dual-channel processing of the visual and audio together, reducing the extraneous cognitive load. This has been in use through interactive videos that combine audio and visual stimuli with interactivity in order to enhance this cognitive load for meaningful learning, as (Mayer 2009).

Input Hypothesis

Related to Krashen (1985) and Long (1996) The Input Hypothesis emphasizes that comprehensible input is imperative in language acquisition. He also sets that learners develop when they get the language input somewhat beyond their current proficiency level that is +1. Interacting video provides such input since it offers language in



context, enriched with visual and interactive support, so equally accessible and interesting to them. (Krashen, 1985; Long, 1996).

Dual Coding Theory

According to Paivio's (1991) Dual Coding Theory, the information that has been encoded both verbally and visually is more remembered. Such ground enables an interactive video to take such theory into its favor: presenting spoken or written languages with accompanying visual display thus allows an easier mental representation and recall accordingly. (Paivio, 1991; Sadoski & Paivio, 2013).

Benefits of Interactive Videos in EFL Instruction

Enhancement of Language Skills

Various studies have demonstrated that interactive videos can improve several language competencies among EFL learners. Shadiev et al. (2018) show activities with integrated interactive videos that allowed students to improve their listening comprehension and speaking skills because of the authentic language input and practice opportunities provided. Likewise, Montero Perez et al. (2013) reported positive results with regard to vocabulary and reading comprehension after learners watched videos with captions and integrated interactive elements.

Increased Student Engagement and Motivation

Engagement is considered an integral part of language learning. Interactive video advances learner participation with activities that are inspiring and engaging to hold learners' attention. Guo et al. (2014) state that this level of interaction fosters learner independence and personalization, which may increase motivation and lead to more continuous effort as explained by Zhang et al. (2006). Wang and Chen's 2019 findings indicated that the learners who interacted with the videos enjoyed and were showing more interest in learning the target language of English than those who received standard teaching.

Promotion of Autonomous Learning



Interactive videos support autonomous learning due to the fact that students can view content at their own speed, review parts of content which they did not understand, and view additional materials (Little, 2007). Such autonomy allows individuals to be responsible for their learning, thereby enhancing self-regulated learning strategies and lifelong learning skills (Holec, 1981; Lai & Gu, 2011).

Immediate Feedback and Adaptability

Videos are often interactive, with quizzes and questions providing immediate answers, something necessary in language learning. According to Hattie and Timperley (2007), this type of feedback enables the learner to identify errors immediately and correct them, thus assisting them in developing accurate use of the language. McNamara and Shapiro (2005) indicated that adaptive interactive videos can modify their content to fit the requirements of various learners, increasing their effectiveness.

Challenges in Implementing Interactive Videos

Technological Infrastructure Limitations

A major barrier to integrating interactive videos into the educational curriculum, particularly in developing countries, is the lack of adequate technological infrastructure (Buabeng-Andoh, 2012). In Palestine, schools experience frequent problems, such as a shortage of computers, a fragile internet connection, and a lack of multimedia tools (Jabbar & Zaza, 2016). These setbacks inhibit the frequent and proper integration of interactive videos within a classroom setting.

Teacher Preparedness and Professional Development

Teachers should play an important role in integrating technology into the education process. However, much training and support is needed for effective implementation, since most educators themselves are still in need of developing such skills with confidence (Ertmer & Ottenbreit-Leftwich, 2010). In fact, Abuhammad, 2020 notes that teachers sometimes say they are unprepared to use the technological tool due to inadequate professional development opportunities in Palestinian schools.



Cultural and Curricular Constraints

Other potential barriers to the use of such new methods as interactive video include curricular rigidity and standardized testing (Shabaneh & Farrah, 2019). Content should be culturally appropriate and relevant as well to engage the learner (Young, 2003). Times, the content for the interactive video is not in line with the local culture or goals of education in a manner to ease the burden on the teacher.

Resistance to Change

Resistance by teachers, administrators, or policy makers: this is a serious barrier to the integration of interactive video. Several reasons might lead to such resistance, such as disbelief in technology's value, fear of workload increase, or lack of confidence in technological resource reliability (Albirini, 2006). Demonstrating the effectiveness of interactive videos should be embedded within sufficient support to overcome this resistance.

Interactive Videos in the Palestinian Educational Context

Current State of Technology Integration

The Palestinian Ministry of Education has recognized the importance of integrating technology into pedagogical practices to enhance the current teaching and learning outcomes (MOEHE, 2017). To this end, different projects were undertaken to provide schools with digital infrastructure and to support teachers' professional learning in using technology (Tamim & Grant, 2013). Yet, such efforts are continuously hindered by political turmoil, economic duress, and infrastructure limitations (Jabbar & Zaza, 2016).

Studies on Interactive Videos in Palestine

There is a lacuna of studies related to the use of interactive videos in Palestinian schools and universities. In addition, the attitudes of educators toward technology integration in classes were generally positive, though resource and training constraints were indicated by Najjar and Hammad (2020). Equally, Yildiz (2017) researched in a



similar context and found that interactive videos improved both student engagement and linguistic competence, which could relate to Palestinian contexts.

Potential Benefits and Opportunities

Some of the challenges in Palestinian EFL instruction may be met by interactive videos, which provide engaging content that's accessible and can make up for the lack of resources (Shaqour & Abu-Ayyash, 2020). These expose learners to native usage of English, which many of them may never experience in a traditional classroom environment (Abushihab, 2016). Moreover, interactive videos may provide scaffolds for differentiated instruction for learners with divergent proficiency levels and learning styles (Tomlinson, 2014).

Gap in the Literature

While the global body of research points out the benefits of interactive videos in language education, there is a noticeable gap in their implementation in the Palestinian context, specifically in relation to teachers' perspectives. Most consist of research that explored student outcomes or general technology integration, not the particular experiences, perceptions, and challenges of using interactive videos in EFL teaching in Palestine. This gap points out the need for research addressing contextual factors impacting technology adoption in Palestinian schools.

Conclusion

Literature suggests that interactive videos promise to greatly improve EFL instruction by way of bettering language skills, increasing engagement, and fostering autonomous learning. The theoretical frameworks underpinning this effectiveness include constructivism, cognitive theories, and the Input Hypothesis. However, for the complete realization of the benefits, issues in technological infrastructure, teacher preparedness, culture, and resistance to change must be overcome. In this respect, the investigation into teachers' perceptions and experiences is very important for developing guidelines that can consider local needs and constraints. This study tries to contribute to this understanding by exploring EFL teachers' perceptions and



challenges in integrating interactive videos in sixth-grade English language classrooms in Hebron, Palestine.

Methodology

This section describes the general methodology of the research work: stating the design of research, context, participants, methods of data collection, instrumentation, procedures, techniques of data analysis, ethical concerns, and limitations. The methodology has been well-thought-of in design to answer the research questions and objectives of the study to ensure validity and reliability.

Research Design

A qualitative research approach with a phenomenological research design was utilized. In the phenomenological approach, the interest is in the exploration and description of the essence of individuals' lived experiences and perceptions concerning a particular phenomenon. This is supported by Creswell & Poth (2018). Thus, this design is appropriate when conducting an investigation into EFL teachers' perceptions and challenges of integrating interactive video into the sixth-grade English language classroom in Hebron, Palestine.

In this study, a qualitative phenomenological design is appropriate as a means of obtaining an in-depth understanding of the subjective experiences of teachers. Rich, detailed narratives and insights that may not be captured through quantitative methods can be captured using this approach (Moustakas, 1994). The focus on the participants' personal accounts helps the researcher unravel what constitutes the essence of the experiences and the meanings that participants attach to integrating interactive videos into their teaching practices.

Background of the Study

This study was carried out in Hebron Governorate, located in the southern part of the West Bank in Palestine. Since historical times, Hebron has been considered one of the largest towns in Palestine, posing a very complicated socio-economic atmosphere due to conflicts and occupation. The condition reflects the general educational atmosphere



in Hebron since it usually results in resource limitations, infrastructural problems, and disruptions within the Ministry of Education (2019).

In Palestinian schools, English is taught as a foreign language; the system stresses the development of the communication skill to equip pupils for world communities and further education. Abu Abbas & Abouchedid, 2020. The period of sixth grade is considered critical since students are exposed to transition between primary and secondary school; hence, it is vital to analyze innovative teaching practices such as interactive videos.

Participants

Population

The targeted population of this research involves all EFL sixth-grade teachers teaching in public schools within Hebron Governorate. According to data from the Ministry of Education (2019), there are approximately 150 EFL teachers serving at the sixth-grade level in the entire region.

Sample Selection

A purposeful sampling strategy was employed to select participants who are most likely to provide rich and relevant data (Patton, 2015). Criteria for inclusion were:

- **Teaching Position:** Currently teaching English for the sixth grade in a public school in Hebron Governorate.
- **Experience:** Two or more years of teaching experience for sure exposure to standard ways of teaching.
- **Using Interactive Videos:** It can demonstrate experience in using interactive videos while teaching the English language.
- **Willingness to Participate:** Volunteering to participate; it means informed consent.

Sample Size

Participants in this study were ten EFL teachers (5 males and 5 females). Although small, this sampling size for phenomenological research would nonetheless be

considered appropriate, as its approach emphasizes depth over breadth and therefore entails detailed exploration at the expense of generalization, according to Englander (2012).

Demographic Profile of Participants

Table 1: Demographic Information of Participants

Participant	Gender	Age	Years of Experience	Educational Qualification	Training in Technology Integration
T1	Male	35	12	Bachelor's Degree	Yes
T2	Female	29	7	Bachelor's Degree	Yes
T3	Male	41	16	Master's Degree	No
T4	Female	33	10	Bachelor's Degree	No
T5	Male	28	6	Bachelor's Degree	Yes
T6	Female	36	13	Master's Degree	Yes
T7	Male	31	9	Bachelor's Degree	No
T8	Female	38	15	Bachelor's Degree	No
T9	Male	34	11	Bachelor's Degree	Yes
T10	Female	30	8	Bachelor's Degree	No



Data Collection Methods

The data collection process was meticulously planned to ensure the richness and accuracy of the data collected.

Semi-Structured Interviews

Semi-structured interviews were the main source of data collection. This is a flexible approach while exploring participants' experiences, and it remains concerned with the guiding research questions (Kvale & Brinkmann, 2009). Interviews allow participants to describe their thoughts and feelings in their own words, thus generating rich and contextual data.

Development of the Interview Guide

These were developed based on the objectives of the study, the research questions, and insight from the literature review. This approach allows for questions that are open-ended in nature, allowing for detailed responses and further probing for details.

Validation of the Interview Instrument

To ensure content validity for the interview guide, a panel of experts reviewed the interview guide, comprised of two university professors specialized in educational research and another in English language teaching. Comments for rephrasing to make items clear, removing ambiguity, and even fitting the responses within the theoretical framework were catered for.

Pilot Testing

An experiment interview with one EFL teacher who was within the inclusion criteria, but not within the main sample of the study, was conducted. The effectiveness of the questions, the flow of the conversation, and the length the interview would take were some of the aspects the pilot tried to test. The observations and responses from the pilot interview called for the effecting of some adjustments.

Interview Procedure



- **Scheduling:** Participants were contacted via email and phone to schedule interviews at their convenience.
- **Mode of Interview:** The interviews, by necessity due to geographical locations and participant preference, were conducted via Zoom, a video conferencing platform.
- **Length:** The interviews lasted for approximately 45-60 minutes.
- **Recording:** Interviews were audio-recorded upon consent by the participant for transcription purposes.

Data Recording and Management

- **Transcription:** Interviews were transcribed verbatim, and language transcripts were checked for accuracy.
- **Quotes:** Quotes used in reports required translation. Translations were reviewed by a bilingual expert for fidelity to the original meaning.
- **Storage:** Transcripts and recordings are kept on a password-protected computer. Access was granted only to the researcher and research assistant.

Data Analysis Procedures

Accordingly, the phenomenological approach was used in relation to data analysis to establish patterns, themes, and meanings within the qualitative data.

Thematic Analysis

Braun and Clarke's (2006) thematic analysis were used. This approach suits the identification, analysis, and reporting of data patterns in detail, which is appropriate for an in-depth rich description of findings.

Steps in Data Analysis

1. **Familiarization with the Data:** The researcher got familiar with the data through reading and then re-reading of the transcripts and then listening to the recordings.
2. **Initial Coding:** Then, the transcripts were systematically coded, meaning that substantial statements and segments referring to the research questions were labeled.



3. Identification of Theme: Codes were combined into theme form based on their recurring pattern and relation.

4. Theme Review: Themes were reviewed and refined for best capturing the nature of the coded data and the overall dataset.

5. Naming of themes and sub-themes: A definition of each theme and sub-theme was created that briefed the definition of what participants described.

6. Writing Up: Themes were developed into a coherent narrative supported by verbatim quotations from participants to illustrate the points being made.

Ensuring Trustworthiness

In addition, the following strategies were taken to enhance the credibility and trustworthiness of the analysis:

- **Triangulation:** Interviews have been cross-checked by observing the material-lesson plans or examples of interactive videos-provided by the participants.
- **Member checking** consisted of the participants reviewing the themes and the interpretation to identify if it suited their viewings accurately.
- **Peer Debriefing:** The researcher cross-checked the stage of coding, creating themes by discussing it with colleagues to get an external overview.
- **Reflexivity:** He kept a reflexive journal of his own biases and assumptions so that his personal biases did not influence data analysis.

Ethical Considerations

Ethical standards were upheld throughout the research process in accordance with the guidelines provided by the American Psychological Association (APA) and the Institutional Review Board (IRB) at An-Najah National University.

Informed Consent

Participants provided an information sheet regarding the study purpose, procedures, potential risks, and potential benefits. They were ensured of confidentiality and their



right to withdraw at any time. Written informed consent was provided for before beginning the study.

Confidentiality and Anonymity

- **Confidentiality:** Personal information and data were kept confidential. Identifiers removed, and pseudonyms or participant codes, such as (T1, T2) used in reporting.

- **Information Security:** Data were recorded using an electronic tool on encrypted devices. Physical documents had been stored in the filing cabinet.

Minimizing Harm

The risk in the study was minimal for the participants. However, the interviews were handled very carefully to ensure that no aspect of the interviewing made the participants uncomfortable. Participants were at liberty to deny answers to any questions or terminate the interview at any stage.

Debriefing

Immediately following the interviews, participants were de-briefed about the purpose of the study and provided with contact details if further clarification or support was needed.

Validity and Reliability

In qualitative research, validity (trustworthiness) and reliability (dependability) are ensured through rigorous methodological procedures (Lincoln & Guba, 1985).

Credibility

- **Prolonged Engagement:** The rapport established with respondents really deepened the data collected.

- **Member Checking:** Validated interpretations and findings with participants.

Dependability



Audit Trail: Full records of the research method adopted were kept, including those regarding data gathering and analysis, for any external verification purposes.

Confirmability

- **Reflexive Journal:** The researcher kept records of decisions, reflections, and potential biases.

Transferability

- **Thick Description:** Providing detailed context and rich descriptions enables readers to determine the applicability of findings to other settings.

Limitations of the Study

Limitations acknowledge the degree of transparency and help to direct further research.

- **Sample Size and Composition-Small,** not randomly selected; thus, generalization is problematic. The results represent Hebron Governorate.
- **Self-reporting bias:** The subjects may have provided socially desirable responses and did not fully open up about negative experiences.
- **Technical Problems:** Zoom interviews lack the interactivity that one would have with a face-to-face interview.

Conclusion

The research will explore in depth what the EFL teachers think and the problems they face in using and sharing interactive videos when teaching at the sixth-grade level in Hebron, Palestine. The results from this phenomenological research will enhance the literature of studies on the use of educational technology and teaching and learning languages, considering the contextual challenges that are confronted within the educational system in Palestine.

Results

This section presents the results of a thematic analysis of semi-structured interviews with ten EFL teachers in the Hebron Governorate, Palestine. The findings are



presented thematically and sub-thematically, according to responses from teachers regarding the stated research questions about teachers' views, experiences, and challenges involved in infusing

Overview of Results

Thematic analysis disclosed four major themes:

1. Perceptions of Interactive Videos

Positive attitude to interactive video.

Perceived Benefits to Students

Alignment with Learning Outcomes

2. Challenges with Embedding Interactive Videos

Technical Limitations

Professional Training Not Provided

Time Constraints and Workload

Curriculum and Assessment Limitations the English language classroom at grade six.

3. Effect on the Students' Motivation and Performance

Increased Student Motivation

Improvement in Language Abilities

Increased Motivation and Confidence

Observed academic achievement

4. Strategies for Overcoming Challenges

Personal Initiatives and Self-Learning

Cooperation with Co-workers

Requests for Institutional Support

Adaptability, flexibility in teaching practices.

Table 1: Summary of Themes and Subthemes

Theme	Subthemes
1. Perceptions of Interactive Videos	Positive Attitudes, Perceived Benefits, Pedagogical Alignment
2. Challenges in Integration	Technological Limitations, Lack of Training, Time Constraints, Curriculum Limitations
3. Impact on Student Engagement and Performance	Enhanced Engagement, Improvement in Skills, Increased Motivation, Academic Achievement
4. Strategies for Overcoming Challenges	Self-Learning, Collaboration, Institutional Support, Adaptation

Theme 1: Perceptions of Interactive Videos

The first theme represents the general attitude of teachers concerning the implementation of interactive video in their teaching practice. From the interviews conducted, the attitude towards interactive videos was altogether positive, while the teachers acknowledged a number of advantages for their students that were in tune with their pedagogical aims.

Subtheme 1.1: Positive Attitudes towards Interactive Videos

All ten respondents have manifested positive attitude towards the use of interactive video inside the classroom. The response stated, "They would make lessons more interactive and fun".

- **Participant T4** said:

The interactive videos really changed the format of my teaching. The materials just pop out at them, and they pay attention much more than before."



- **Participant T7** shared:

"I am also waiting to explain it by using the interactive video, hence the tempo is different from the usual.

Subtheme 1.2: Perceived Benefits for Students

The educators pointed out various advantages that interactive video provides to the learner based on disparate learning styles, increased comprehension due to visual and audio inputs, and participation.

- **Participant T2** observed:

Visual elements of video provide a lot of benefits for the students who have problems with reading texts. They understand quicker.

- **Participant T9** commented:

"Interactive videos let the students regulate the pace of learning. They can stop, rewind, and even replay portions if need be.

Subtheme 1.3: Congruence with Learning Outcomes

Participants testified that these videos align with current methodologies of learning, which emphasize learner-centered and technology-integrated learning.

Participant T1 says:

"Their interactive video is a real fit for my objective: developing an active, student-centered learning environment."

Participant T6 said:

"The curriculum objectives are supported by offering authentic contexts for the application of language, which is crucial in the teaching of languages."

Theme 2: Incorporation challenge of interactive videos

Notwithstanding the upbeat feeling, there were challenges that appeared to prevent the teachers from embedding the interactive videos into their

pedagogy. It falls under the following headings; the technological limitation, lack of professional training, time constraints, and curriculum limitations.

Subtheme 2.1: Technological Constraints

The major problems reported here had to do with unsatisfactory technological infrastructure: lack of hardware, unstable internet connectivity, and equipment that was outdated.

• participant, T3 expressed frustration:

We have only one old computer in our class and the connection to the internet is very poor most of the time. Using that computer with an interactive video embarrasses me.

• Participant T8 shared:

Sometimes, with poor internet, videos don't load well, disrupting the flow of the lessons.

Frequency of Technological Challenges

• Table 2: Technological Challenges Reported by Participants

Technological Challenge	Number of Teachers Reporting
Insufficient Hardware	7
Unreliable Internet Connection	8
Lack of Technical Support	5
Outdated Equipment	6

Subtheme 2.2: Lack of Professional Training

Most of the teachers felt unprepared to effectively integrate interactive video because of a lack of training on educational technology. They wanted professional development to improve their technological and pedagogical skills.



- **Participant T5** admitted:

"I was never formally trained in using interactive videos. I do most of the things by hit and trial."

- **Participant T10** suggested:

"Workshops on how to effectively integrate technology into teaching would be very helpful."

Subtheme 2.3: Time Constraints and Workload

Educators emphasized that the development of lessons incorporating interactive videos necessitates extra time and effort, posing significant challenges in light of their current workload and time limitations.

- **Participant T2** explained:

"Interactive videos either take a long time to find or create. With a heavy teaching load, there is only a little time to realize that."

- **Participant T7** said:

Managing classroom activities and technical setup during the lesson can be time-consuming and sometimes disruptive.

Subtheme 2.4: Curriculum and Assessment Limitations

- Also, educators have made comments that the current curriculum and standardized assessment may not always enable them to allow the use of the interactive video, hence reducing the usage intensity by an educator.

- **Participant T6** explained,

The curriculum is very compacted; it allows little room other than to prepare the students for routine evaluations, which somehow allow little room for active pedagogies.

- **Participant T9** remarked:



"There is a gap between the progressive pedagogy and traditional assessment methods."

Theme 3: Impact on Student Engagement and Academic Performance

The integration of interactive videos had a visible effect on student engagement and academic performance, the teachers reported. This theme investigates the ways through which interactive videos shaped students' experiences of learning.

Subtheme 3.1: Enhanced Student Engagement

Teachers noted that the students were more attentive, participatory, and enthusiastic during lessons where interactive videos were used.

- **Participant T1** remarked:

"When using interactive videos, students are eager to participate. It keeps them interested through and through in the lesson.

- **T4 participant** explained:

It makes the class atmosphere alive and even the quietest children participate in it.

Subtheme 3.2: Development of Language skills

These participants enhanced most of their linguistic competencies, such as listening, vocabulary, speaking, and reading.

- **Participant T5** noted:

"They have enhanced the listening ability among students, whereby they understand native speakers' accents and pronunciations.

Participant T8 reflected:

Vocabulary retention has also improved when unfamiliar terms were being introduced with the use of interactive videos.

Subtheme 3.3: Higher Motivation and Self-efficacy



The educators noted that the students were more motivated and confident in English, whether it was at school or during informal contacts.

• **Participant T3** stated:

"Students are more confident to join discussions and are not as apprehensive about making mistakes.

Participant T10 said:

Evidence of this in practice is the eager requests for extra videos taken home to watch.

Subtheme 3.4: Observed Academic Achievement

Some attributed it to improvement in the kids' academic performances, some recording better test scores and better completion of assignments.

• **Participant T6** reported:

Such improvement has been reflected both in the listening and reading sections of examinations among students.

• **Participant T2** mentioned:

The student will do the assignments more thoroughly by teaching concepts through interactive videos.

Despite the various challenges reported, the teacher deployed several strategies to surmount the problems and enhance the integration of the interactive video.

Subtheme 4.1: Personal initiatives and self-learning

Teachers took personal initiative in learning more about interactive videos through online resources, tutorials, and independent testing.

• **Participant T7:**

I used to find my way around different online platforms and taught myself to create simple interactive videos.

• **Participant T9** said:



I joined online forums and educator groups to gain insights and tips from educators around the world.

Subtheme 4.2: Collaboration with Colleagues

Collaboration among teachers has indeed emerged as a success. The participants indeed shared resources, jointly developed materials, and solved some technological problems for one another.

- **Participant T1** explained:

"In the school, a small group was formed around the sharing of interactive videos and discussion of best practice.

- **Participant T5** observed:

"Group work relieved the work burden and introduced me to newer tools.

Subtheme 4.3: Requests for Institutional Support

They have also argued vigorously for more institutional support through formal requests for resources, training, and infrastructure improvements from school and educational authorities.

- **Participant T4** explained:

A proposal was sent to the school administration indicating the need for better equipment and better training.

- **Participant T8** added:

"Collective demands are loud; we, therefore, expect the Ministry to allocate funds to upgrade our institutions technologically.

subtheme 4.4: Adaptability and Flexibility within Teaching Practices

Teachers used adaptations in practice: downloading videos in advance to avoid dependency on internet access, or using low-resource activities.



• **Participant T2** explained:

"I download them at home and bring them to class on a USB drive to avoid problems with streaming."

• **Participant T6** shared:

Regarding the failure of technology, I have prepared backup activities that would keep the lesson smooth

Additional Findings

Gendered Differences in Perceptions and Challenges

While the response size is small to arrive at definitive conclusions, there were slight differences in perceptions and challenges from the teachers' point of view, male and female.

• **The females** were more interested in professional development and showed a higher need for training.

Participant T10 remarked:

The woman teacher thinks that only continuous learning can help her keep up with the modern pace of technologies.

• **The males** more frequently took personal initiatives towards disposing or overcoming technological problems.

Participant T7 observed:

"I prefer to solve the problem independently, which also will help me develop professionally."

Impact of Teaching Experience

Teachers with more years of experience reported greater challenges in adapting to new technologies compared to their less-experienced counterparts.

• **Participant T3** (16 years of experience) admitted:



"Adjusting to new technology is challenging for me. I'm more comfortable with traditional methods."

- **Participant T5** (6 years of experience) expressed:

"Being relatively new, integrating technology feels natural and enhances my teaching."

Impact of Prior Training in Technology Integration

Less experienced teachers reported fewer problems adjusting to the new technologies than the more experienced teachers.

- **Participant T3** (16 years of experience) shared:

"New technologies peeve me off; I am used to doing things in a more traditional way."

- **Participant T5** experience: 6 years, said:

"Being relatively new, integrating technology feels natural and enhances my teaching."

Impact of prior training in technology integration

Teachers previously trained for technology integration had fewer problems and also a greater level of confidence in the use of interactive video.

- **Participant T6** said:

"The previous training I had is priceless now. I am at ease with technical issues."

- **Participant T9** (untrained) noted:

"Poor training makes troubleshooting more complex if something were to go wrong."

Quantitative Analysis of Themes

While the study is qualitative, the frequency of themes provides insight into the commonality of perceptions and challenges among participants.

Table 3: Frequency of Themes among Participants

Theme/Subtheme	Number of Teachers Reporting
Positive Attitudes towards Interactive Videos	10
Technological Limitations	9
Lack of Professional Training	7
Enhanced Student Engagement	10
Improvement in Language Skills	8
Increased Motivation and Confidence	7
Personal Initiatives and Self-Learning	6
Collaboration with Colleagues	5

Illustrative Quotes

To enrich the findings, additional illustrative quotes from participants are presented below:

- **On Student Engagement:**

On Student Engagement:

Participant T8:

"Kids that used to disengage are now participating. The interactives pique their interest."

- **Issues of Curriculum:**

Participant T9:

The curriculum is strung and tight-it's a race to cover everything-so integrating interactive videos sometimes just feels like an added burden.



• **Professional Development Needs:**

Participant T4:

We need structured training programs focusing on technical skills, along with pedagogical approaches to using interactive video.

• **Resilience and Adaptation:**

Participant T3:

"Regardless of setbacks, one needs to adapt. With students, it pays in the end."

Summary of Key Findings

Positive Attitudes: All teachers perceive interactive videos as positive, knowing how they could contribute to teaching and learning.

• Most of the major challenges include technological limitations and the lack of training.

• **Impact on Students:** Interactive videos serve to highly increase student participation, development of languages, motivation levels, and academic improvement.

• **Proactive Strategies:** Teachers also use such strategies as self-learning, collaboration, and pleading for assistance in response to obstacles.

• **Need for Support:** There is felt the need for support on the institutional front in terms of infrastructure improvement and also professional development.

Alignment with Research Questions

The results address the research questions as follows:

The findings answer the research questions as follows:

1. Teacher Attitudes: Interactive video is pedagogically valued by teachers and seen as likely to enhance the learning experience for students.



2. Problems Faced: These are faced by the teachers, generally on technical problems, inadequate professional preparation, lack of time, and limitation of curriculum.

3. Impact on Students: Teachers said that in many respects, like "engagement, motivation, and confidence," the use of an Interactive Video can provide superior improvements, thereby benefiting them-the learners.

4. Strategies of Overcoming: These adversities are challenged by teachers through self-learning, sharing and collaboration, adapting teaching practices, and institutional support.

Conclusion of Results

The findings indicated a very strong disposition on the part of EFL teachers in Hebron to integrate interactive videos, given the observed benefits within student engagement and learning. However, systemic challenges inhibit the full realization of benefits. Overcoming technological limitations and appropriate professional development becomes vital in this respect for effective integration within EFL instruction.

Discussion

This research investigates the views of the EFL teachers about the development of using interactive video in the English language classes at the sixth grade in Hebron, Palestine. It also sought to determine what problems EFL teachers experience in using that technology. In this respect, the qualitative phenomenological approach has been applied, and through the semi-structured interviews conducted for ten EFL teachers, it aims at acquiring insight about their personal experiences. The findings revealed that while teachers perceive interactive videos as positive, knowing their potential contributions in terms of improving student engagement and learning outcomes, at the same time they are faced with extreme challenges stemming from technological limitations, a lack of professional training, limitations of time, and curriculum constraints. This discussion explains these findings in the light of the research questions, the theoretical framework, and the literature reviewed, and reflects on their implications regarding educational practice and policy.

Perceptions of Interactive Videos



Results showed that all the participating teachers hold positive notions about interactive videos and view them as helpful tools to enhance teaching as well as learning in the EFL classrooms. The result is corroborated by the Cognitive Theory of Multimedia Learning propped by Mayer (2009) where he opined that a learner will get better understanding if information is provided through both visual and auditory channels. Teachers also noticed that an interactive video allows for making lessons more interesting and involving various types of learners, which corresponds to results from previous research that stated that interactive multimedia resources could enhance the motivation of students and promote better language acquisition. Z. Zhang et al. (2006); R. Shadiev et al. (2018).

From a constructivist perspective, Piaget (1954) illustrates that learners may themselves construct knowledge in an active way by being exposed to relevant and contextualized information. Teachers discussed how interactive video provides a real-life context in which students can put their new knowledge into context, connecting it with prior knowledge. This further aligns with the theory of Vygotsky's Sociocultural Theory (1978), in which social interaction and cultural context have a place regarding learning. Integrated with authentic materials, interactive video creates a bridge between the learner's immediate cultural environment and that of the target language in that comprehension is enhanced while developing cultural awareness.

Impact on Student Engagement and Learning Outcomes

Teachers felt that with the integration of interactive videos, there was an improvement in the level of student participation, motivation, and academic performance. Accordingly, it was observed that students were more attentive, participative, and motivated to learn about the English language. This corroborates prior research findings that interactive videos increase the engaging factor in learners and reduce dropout rates (Guo et al., 2014; Wang & Chen, 2019). The interactivity of the videos encourages this active learning that is so crucial to developing any language in Krashen's 1985 Input Hypothesis. Indeed, the interactive videos can make possible the language development through exposure to real usage with comprehensible input slightly above what the students currently possess.



This further supports the gains in the language skills as reported in the improvement of listening comprehension and acquisition of vocabulary in the Dual Coding Theory by Paivio, (1991) that remembering and learning are better with the combined levels of both the verbal and visual information. Interactive videos reinforce the linguistic input through their visual cues, aiding in the retention and recall of language forms. Such a type of multimodal presentation adapts to different learning preferences and can thus accommodate learners with diverse cognitive styles.

Furthermore, the Interaction Hypothesis by Long (1996) confirms that increased student confidence to participate is supported due to the emphasis on an interaction approach toward language development. In most cases, interactive videos will give time to the learners to practice the language skills without feeling much stress, followed by reduced anxiety, increased chance of taking risks in using the language. An attitude toward language learning will be better with high self-efficacy.

Challenges in Integrating Interactive Videos

Despite these positive views and listed benefits, a number of challenges were pointed out which obstructed the full potential for teachers to integrate interactive videos within their teaching. In ranking, the leading challenges which were enumerated included: technological limitations, lack of professional training, time constraints and curriculum constraints.

Technological Limitations

Technological infrastructure deficiencies, such as insufficient hardware, unreliable internet connectivity, and outdated equipment, were reported by most teachers. These limitations impede the consistent and effective use of interactive videos, as noted by Tamim and Mohamad (2018) and Jabbar and Zaza (2016) in their studies on technology integration in developing regions. The lack of access to adequate technology undermines the potential benefits of interactive videos and exacerbates the digital divide.

Lack of Professional Training



Most of them reported a need for professional development in integrating interactive video into their practice. Owing to the fact that a number of teachers undergo inadequate training, most of them lack confidence and proficiency in using technology in enhancing the teaching practice. It goes back to the results given by Ertmer and Ottenbreit-Leftwich, 2010, and Abuhammad, 2020. Professional development is important; it empowers the teachers with an attitude to try new pedagogies

Time Limitations and Workload

This would involve more effort and time, scheduling classes using interactive videos which is not readily feasible with the work pressure at present. Locating relevant interactive videos for classes and preparing the same besides some technical issues arising during classes increases the workload as per teachers. Again, this leads to another issue highlighted by Albirini (2006), that an increased workload of the staff in incorporating technology and an equivalent rise in "support and resources".

Curriculum Constraints

Some were limitations to integrating the interactive video, such as the present curriculum and standardized assessments in Palestine. Teachers explain how much more stress is placed on a strict curriculum and traditional forms of assessment, leaving little room for innovative strategies to go hand-in-hand with teaching. This supports the remarks of Shabaneh and Farrah (2019) in regard to the challenge provided by curricular rigidity and the need for reforms in education that would allow for technology-enhanced learning.

Strategies for Overcoming Challenges

These have been countered by various strategies which teachers themselves have engaged in to show strength and determination to better equip themselves with teaching skills. This can be through personal initiatives and self-learning, in collaboration with other colleagues, advocacy for institutional support, and adjustment of teaching practices.

Personal Initiatives and Self-Learning



Some teachers took personal initiatives to enhance their skills by using online resources, tutorials, and experimentation with interactive video tools. This self-initiated learning is considered a form of teacher autonomy and professional agency by Lai and Gu (2011), and may well be an even better way of improving teaching than formal training.

Teamwork with Colleagues

These are strategies that are collaboratively initiated amongst teachers themselves: sharing resources, developing material together. Providing them with peer support networks will enhance their competencies in sharing ideas and best practices. This approach by teachers aligns well with the sociocultural perspective that Vygotsky (1978) defined of learning and development being situated within the social context.

Advocacy for Institutional Support

Teachers also asked for more institutional support, with appeals for school leaders and education authorities to promote technological infrastructures and professional training opportunities. This follows from the fact that systemic support is needed to allow educational innovations to occur (Fullan, 2007). Individual initiatives must fall short if unsupported by the institutions.

Adaptation and Flexibility in Teaching Practices

Teachers showed flexibility by either offering pragmatic solutions, such as video downloading in advance or using low-tech alternatives. By the degree of flexibility at this level, one underlines the commitment to the student's need when limitation may arise, entailing the teacher's resilience and solving.

Implications for Practice and Policy

The findings of this current study have important implications for education practices and education policy in Palestine and other comparable settings.

Developing Technological Infrastructure

It is relevant to address the technological limitation for the incorporation of interactive videos. Therefore, policies related to the field and relevant authorities in education



should be encouraged to invest in developing the technological infrastructure to equip schools through hardware provision, internet access, and technical support to reduce the digital gap, hence giving equal opportunity to different students in gaining access to technological resources.

Professional Development and Training

There is a real need for comprehensive professional development programs that address both the technical and pedagogical dimensions of integrating interactive videos. Training must be continuous, hands-on, and centered on specific teachers' needs. Professional development could enhance teachers' competencies, making them more confident and effective users of educational technology (Darling-Hammond et al., 2017).

Curriculum Reform

E. Educational policymakers should think over revising curricula as well as assessment methods with regard to innovative teaching methodologies that use technology. There exist flexible curricula which create an enabling environment for embedding interactive videos by supporting 21st-century skills or a student-centered learning approach in schools (Voogt & Pareja Roblin, 2012).

Supportive School Culture

Schools should design a shared perception in educating within an experimentation culture with each other for continuous improvement. Administrators can induce this through collaborative times for planning, rewarding innovative practices, and developing channels to share experiences. A supportive school culture can help build teacher motivation and commitment towards the integration of new technologies (Hargreaves & Fullan, 2012).

Limitations of the Study

While the study provides valuable insights, certain limitations should be acknowledged.

1. **Sample Size and Composition:** The sample size is very small, with just ten teachers drawn from one geographical location, which may weaken the generalization of such findings; future studies can enhance their sample size by making the population more representative.
2. **Self-Reporting Bias:** since it was an interview, which, by its very construction, is self-reporting, distortions could occur either in the form of social desirability bias or poor recall of incidents. Triangulation through classroom observation or solicitation of student feedback would more than likely provide a more integrated picture.
3. **Contextual Factors:** Considering the socio-political context of Hebron in Palestine, the characteristics of this setting are rather peculiar. Hence, all the findings may be influenced by an unstable political situation, economic constraints, and also by cultural factors that could influence integration in a manner different from elsewhere.

Recommendations for Future Research

Based on the findings and limitations, the following recommendations are proposed for future research:

1. **Quantitative Studies:** Conduct quantitative research using standardized measures of learning results; this will allow statistical evaluation and generalization of findings regarding how interactive videos affect students' learning results.
2. **Comparative Studies:** This will necessarily involve comparison studies in experiences between regions or countries to establish how contextual factors influence the integration of interactive videos.
3. **Longitudinal Research:** Longitudinal studies should be conducted to establish long-term effects that using interactive videos has on students' language proficiency and motivation.



4. **Student Perspectives:** Students' perspective was included to present a comprehensive view of the effectiveness and acceptability of interactive videos on the part of the learner.
5. **Intervention Studies:** Designs that evaluate the efficacy of an intervention-performance improvement in infrastructure, professional development courses, etc.-aimed at solving a problem.

Conclusion

If applied to sixth-grade classes in teaching the English language in Hebron, Palestine, interactive videos can bring an amazing possibility to better the teaching-learning process. Teachers hold positive perceptions with respect to using videos of an interactive nature. They attributed the possible benefits for enhancement regarding student involvement, motivation, and the development of basic language items. Integration of such a tool is impeded by systemic barriers: technological, professional preparation, temporal, and rigid curricula. In fact, such challenges urgently require concerted effort by the education authorities, policy makers, school administrations, and the teachers themselves. In all, fully unpacking this potential requires investment in technological resources, comprehensive professional development, and fostering supportive educational environments in order to move forward in improving the results of English language education in Palestine and other similar contexts.



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Appendix A: Interview Guide

1. Perceptions of Interactive Videos

- Can you describe your experiences with using interactive videos in your English language classroom?
- How do you perceive the role of interactive videos in enhancing student engagement and learning?

2. Impact on Student Learning

- In what ways have interactive videos affected your students' English language skills?
- Do you observe any changes in students' motivation or attitudes toward learning English after integrating interactive videos?

3. Challenges Faced

- What were the challenges you encountered in using interactive videos for teaching?
- How have these challenges impacted your teaching practices?

4. Support and Resources

- What support or resources have you had available to you in using interactive video?
- What other support, in your view, is lacking that would help with embedding the interactive videos?

5. Professional Development

- Have you ever taken any training related to integrating technology or interactive videos in your teaching? Please comment.
- To what extent does professional development influence the ability to effectively use interactive video?



6. Strategies for Integration

- What strategies have you found effective in integrating interactive videos into your lessons?
- Do you have any examples about how you 'fit' the interactive videos to your curriculum?

7. Collaboration and Sharing

- Do you collaborate with other teachers in using interactive videos? If yes, how?
- How would collaboration bear on the resolution of challenges with technology integration?

8. Future Plans and Recommendations

- What are your plans for a future use of Interactive Videos within your pedagogical practice?
- What are some recommendations that you would make for other colleagues or schools interested in using more interactive videos with your students?

9. Overall Reflections

- Reflect on the experience-what do you think is the main strengths and weaknesses of exploiting interactive video in the teaching of English?

10. Additional Comments

- Is there anything else you would like to add with regard to your experiences or even your thoughts on how to use interactive videos?