

Toward a New Educational Paradigm: Live Video Streaming in Higher Education

نحو نموذج تعليمي جديد: البث المباشر في التعليم العالي

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ABSTRACT:

Recently, live video streaming appeared as an innovation in social networks and gained popularity for its likeliness to real life communication. This paper aims at investigating the perceptions of teachers and students of English as a Foreign Language (EFL) towards the implementation of live video streaming in higher education within the EFL context. To reach this aim, an exploratory method was opted with a mixed methods design by use of a questionnaire to forty (40) students and an interview with ten (10) teachers at Skikda University, Algeria. Data were analyzed quantitatively and qualitatively using the thematic analysis. The findings showed an overall high engagement of mainly all students and most of teachers in using web technologies and live streaming for educational purposes. In addition, both students and teachers revealed positive views towards the use of this technology in EFL teaching and learning. Thus, these positive attitudes will pave the way for an effective application in the EFL context and innovating the methods of teaching and learning keeping the pace with the requirements of the digital age.

Keywords: EFL, Higher Education, Perceptions, Live Video Streaming.

الملخص:

ظهر حديثا البث المباشر باعتباره ابتكارا في شبكات التواصل الاجتماعي واكتسب شعبية نظرا لاشتباهه بالتواصل الواقعي إذ يهدف هذا المقال إلى دراسة مواقف معلمين ومتعلمين اللغة الإنجليزية كلغة أجنبية تجاه تطبيق البث المباشر في التعليم العالي، وللوصول إلى هذا الهدف، تم اختيار المنهج التحليلي مع الاستراتيجية المندمجة باستخدام استبيان لأربعين (40) طالبا ومقابلة مع عشرة (10) أساتذة في جامعة سكيكدة، الجزائر إذ تم تحليل البيانات كمياً ونوعياً باستخدام التحليل الموضوعي. أظهرت النتائج بشكل عام مشاركة عالية غالبا من جميع الطلاب ومعظم الأساتذة في استخدام تكنولوجيا الواب والبث المباشر لأغراض تعليمية. بالإضافة إلى ذلك، كشف كل من الطلاب والمعلمين عن وجهات نظر إيجابية تجاه استخدام هذه التكنولوجيا في تعليم وتعلم اللغة الإنجليزية كلغة أجنبية. وبالتالي، فإن هذه المواقف الإيجابية ستمهد الطريق للتطبيق الفعال في سياق اللغة الإنجليزية كلغة أجنبية وابتكار طرق التعليم والتعلم التي تواكب متطلبات العصر الرقمي. كلمات مفتاحية: اللغة الانجليزية كلغة اجنبية، التعليم العالي، تصورات، البث المباشر.

1- Introduction

The 21st Century is characterized with the continuous progress of technology that affects all fields of life, most notably the field of education. In the light of the increase of internet and the high exposure to social networks, new alternatives have emerged in education to meet the learning needs of the current generation and to modernize the ways of teaching. Online platforms hold enormous potential for youths because they provide academic assistance and support (Lusk, 2010). Social networks in particular are worldly wide popular for playing an important role in the lives of the net generation students. Accordingly, White (2009) conducted a study to reveal the potential of Facebook in increasing the level of motivation for learners who had less pressure and more confidence in their discussions. In fact, the more students feel comfortable and motivated to learn, the more they enhance their academic achievements. As far as technology is concerned, teachers have a variety of means to be integrated in higher education in general and in EFL classes in particular. Video technologies appeared as a powerful agent in the educational landscape that reinforce the quality and the value of the teaching and learning experience. Typically, the current generation is well equipped with the necessary skills in terms of technological literacy and engagement. Social networks seem to be a fascinating fashion for everyone as an everyday activity or as an online learning tool. They provide different ways of communication whether it is oral or written, synchronous or asynchronous. Live video streaming is among the innovations in the communication system to deliver a real-life alike interaction. The significance of this study stemmed from the fact of living in a digital age, where the web technology is shaping the lifestyle of the current generation. Therefore, it is crucial to keep the pace with the needs of the “next generation” through adopting innovative tools of learning that hold significant potential in the educational technology. Thus, the focal aim of this study is to investigate the perceptions of EFL teachers and students towards implementing live video streaming in higher education within the EFL context. In this regard, this study addresses the following questions:

- To what extent do students use the web for educational purposes?
- How do students perceive the use of live video streaming in EFL learning?
- What are teachers’ difficulties in their EFL classes?
- How do teachers view live video streaming implementation in EFL teaching?

2- Literature Review

2-1- Education in the 21st Century

The 21st century has witnessed dramatic change related to the bloom of digitalism. The progress of the web has reshaped the scope of the world system through shifting the manipulation process into mainly web-oriented. The increase of the internet has accelerated the use of the web for teaching and learning purposes (Evans et al., 2004). The proliferation of technologies has introduced a set of various platforms, which are of great value for providing resources to create blended learning opportunities to EFL students and teachers. Blended

learning refers to the combination of traditional and modern way of learning through incorporating the technological aids to complement face-to-face teaching. Hybrid and collaborative learning are conceived to be the leading trend of the integration of technology that brings significant changes in higher education (Johnson et al., 2014). Technology can be an effective tool for shifting learning to a digital process to cope with the advance of the century. Bates (2015) investigates the impact of technology on teaching and learning by predicting the importance of online learning in education as he states,

While the proportion of online learning compared to face-to-face teaching is increasing, and will vary according to context, online learning is becoming increasingly an integral part of teaching and learning. Thus, in the future, online learning will not be a separate activity, but one component within a wide range of decisions about teaching and learning. (Bates, 2015, p. 19)

Regarding the importance of technology in the 21st educational framework, online learning seems to be an integral way to supplement traditional learning to meet the needs of the new generation and to expect significant academic achievements. Yet, it is crucial for EFL students, teachers and policymakers to develop a digital literacy for better integration of technology in education. Digital literacy is related to the competence of using diverse digital tools in education with a critical ability of questioning and evaluating the net resources (Johnson, Adams Becker, Estrada, & Freeman, 2015). Undoubtedly, the advent of the web has opened doors to self-access and self-exploration of ICTs with regard to the software and the hardware technologies. Therefore, it facilitates the integration of this new trend in the EFL classroom with high digital literacy and critical thinking.

2-2- Live Video Streaming as an Innovative tool of Learning/teaching

The typology of videos has changed conclusively over time. The traditional format was a video cassette, which requires more equipment and verification in case of implementation in the classroom. Therefore, it poses some challenges for the educator to ensure initially technical quality. The video technology can be an effective tool of teaching if educators know how to integrate it inside or outside the classroom. In fact, many lecturers require decent knowledge and training to adopt this technology and prevent the challenges that maybe faced in terms of practicality or technicality (Stover & Veres, 2013). Integrating videos in teaching may seem unmanageable or unstable comparing to traditional teaching because it introduces new materials with lack of training and high reliance on technology that should be taken into account in all the universities. Yet, videos have an ongoing role in higher education that has been confirmed firmly in many occasions (De Vera & McDonnell, 1985).

Live video streaming as the latest innovation is regarded as the leading step toward modernizing the teaching tools and materials and breaking up with the old usual way of teaching that kills students' motivation and willingness to learn. According to Day (2008), educational videos can have the potential to 'decrease the in-class time spent on information transfer and increase the in-class time available for more engaging learning activities that

facilitate learners' active knowledge construction' (p.19). Additionally, the in-class time can be devoted to collaborative learning with emphasis on discussion and analysis of the attained information. Typically, students might be more active and engaged in the class after being exposed to a relevant input available in different video technologies. Moreover, live videos share the same impact on students' academic achievements as face-to-face teaching (Lou et al., 2006). Of course, it depends on the way they are used whether as a tool of blended learning in which teachers deliver the course content and instructions via online resources, or it can be used as a method of distance learning, which is similar to in class learning.

Educational videos can be used in different manners. Videos were initially used as a learning/teaching material to expose students to the content in order to save class-time only to transfer information. Live videos are to be used as an out of class learning where students can attend the lecture on the web so that 'the extra in-class time available as a result of using web lectures can be used to answer questions, discuss difficult subject material, and engage in meaningful learning activities' (Day, 2008, p. 29). In addition, live video streaming of lectures can help students to study effectively through the availability of the material that provides the opportunity of multiple readings and reviewing (Al Nashash & Gunn, 2013). Videos can be a best aid in E-learning as they facilitate the transfer of information, the creation of interaction and the progress of collaborative learning (Fransen, 2006b). In this regard, this technology is a sustaining product for higher education (Armstrong, 2000) that allows teachers to perform different functions and increases interaction among the students.

3- Research Methodology

3-1- : Research Design

This study was exploratory in nature and utilized mixed methods design. This latter is "an approach to inquiry involving collecting both quantitative and qualitative data, integrating the two forms of data, and using distinct designs that may involve philosophical assumptions and theoretical frameworks" (Creswell, 2014). The combination of quantitative and qualitative data is of paramount importance in this research in order to provide meaningful and complete insights about the implementation of live video streaming in higher education within the EFL context.

3-2- Population and Sampling

This study targeted EFL students and teachers at Skikda University, Algeria. Through a random sampling technique, the selection included forty (40) students of English enrolled in a second-year class along with ten (10) EFL teachers of English. The random sampling technique was adopted in order to avoid bias and increase representativeness. Regarding background information about the students, they were homogenous in terms of gender and age. Specifically, the participants were composed of 16 males and 24 females whose ages ranged between 19 and 23 as it is detailed in the following table:

Table 1. Distribution of Students' Gender and Age

Age	19	20	21	22	23	Total
Male	2	3	4	4	3	16
Female	5	10	4	3	2	24
Total	6	13	8	7	5	40

3-3- Data Collection Tools

The data of the study were collected from a questionnaire administered to forty (40) EFL students along with an interview held with ten (10) EFL teachers at Skikda University, Algeria.

3-3-1- Students' Questionnaire

This questionnaire was used to reveal students' practices and views in using live videos as a learning tool. It is composed of three sections. The first section is devoted to collect background information about the participants including gender and age. In addition, the second section aims to collect data about students' practices and use of web-based technologies and live videos in particular. Finally, the last section is about students' views towards out-of-class learning and the effectiveness of using live videos in boosting EFL learning.

3-3-2- Teachers' Interview

This interview was used to show teachers' experiences and perceptions towards using this innovation in their teaching. It is comprised of seven essential questions, which tackle their experiences and difficulties in teaching EFL and the likeliness of using live videos. In addition, the questions deal with their views in using these live videos to promote EFL learning and teaching along with some recommendations for future implications.

4- Data Analysis and Interpretation

The collected data were analysed quantitatively and qualitatively. Thematic analysis was used in this study in order to gain deep information to answer the aforementioned research questions.

The data obtained from the questionnaire were analysed quantitatively. The first section of the questionnaire was analysed quantitatively by calculating the percentage of each total frequency of the answers obtained in order to classify the respondents according to the items. Moreover, the closed-ended questions of the second section were analysed qualitatively by using Likert Scale. We opted for five categories of items in the scale ranging from "strongly agree" to "strongly disagree". Data collected from the questionnaire is concerned with students' use of the web for educational purposes along with their views towards using live video streaming the EFL learning context.

The data obtained from the interview were analysed qualitatively based on the research questions of the study. The responses of the interview are concerned with teachers' difficulties in EFL classes along with their views towards implementing live videos in EFL teaching.

4-1- Students' Exposure to the Web for Educational Purposes

This theme is related to the first question of this study, which aims to reveal the students' frequent use of web-based platforms for educational purposes. Therefore, the first part of the questionnaire deals mainly with questions related to information about the use of the web. Particularly, this section tackles the frequent use of the net in their daily life and the likelihood of using live video streaming. Based on the results, it is found that thirty-nine participants making up 97% asserted that they rely on the net in their daily life. However, only one participant claimed that she does not use that. Thus, the internet becomes indispensable in the majority of EFL students' routine as 97% of students have access to the web whether it is WIFI, 3G, 4G or any other types of networks.

In terms of their familiarity with live video streaming, the findings reveal that 83% of the respondents are familiar with live videos in Facebook, Instagram, YouTube or in other mobile applications. Moreover, the frequent use of LVS differs from one student to another as it is illustrated in the following table:

Table 2. Students' Intensity of the Use of live streaming.

	Always	Sometimes	Rarely	Never
Watching (%)	27	40	23	10
Commenting (%)	17	27	16	40
Producing (%)	3	23	21	53
Mean (%)	16	30	20	34

As it is illustrated in the table, 16% of the participants are day to day active 30% of them are sometimes active in using live videos for educational purposes through watching, commenting and producing content. Still, the majority of them are consumers and only 3% to 23% are producers. This indicates that they are anxious to face the audience and to deliver videos live. However, it is even interesting to see 17% to 27% are involved and interact with others who post their videos and this is important to develop their communication skills and their sense of sociability. Accordingly, 20% rarely use live videos preferring to watch and comment rather than posting their own. 34% of the participants never used live streaming and probably are not very familiar in using social networks as it is a new fashion in mainly Facebook and Instagram.

4-2- Students' Perceptions towards the use of live video streaming in learning English

Data related to the students' attitudes towards the use of live video streaming in learning English were gained from the second section of the questionnaire. As illustrated in the table below (see table3), most of the respondents show moderate agreement with the potential role live videos play in promoting the quality of learning and the retention of new knowledge in a motivating way. Few of them were not sure about their views, while some others disagree and strongly disagree with some assumptions related to the development of writing and reading skills.

The majority of the respondents strongly agree to agree with the usefulness of live videos in EFL learning as it is an innovation, which motivates students to learn and therefore enhance

their academic achievements. Undoubtedly, 53% strongly agree and 37% agree that live streaming provides extra opportunities for students to practice English especially in the non-native country where English is not used outside, so it is an opportunity to be exposed and to use the language for specific purposes. Concerning its importance in enhancing collaborative learning, 43% strongly agree and 37% agree while 13% of them are neutral probably due to their unfamiliarity with the term collaborative learning, or because it is a one-way video, which does not allow the audience to interact directly with the speaker. Surprisingly, 64% admit that this streaming helps exchanging knowledge and culture. This is evident thanks to the nature of social networks as they facilitate communication and interaction with people around the world and therefore stand as a space where they know about the different cultures and discuss issues and topics from different perspectives. In addition, live videos can be used as a method of teaching that complements learning in the classroom and even solve the problem of the insufficient time to complete the course as 43% of the respondents strongly agree and 27% agree with this assumption. As far as the language skills are concerned, the respondents assume that live video streaming has a great role in developing students' speaking and listening skills as it allows them to practice the language orally and to listen to authentic and native speakers. 33% disagree that it has a role in improving students' writing skills because of there is no way to practice writing except in the comments. Yet, it may enhance their writing through exposing them to language input necessary to write fruitful compositions in terms of vocabulary variations. That is why 13% strongly agree and 27% agree that it helps in developing the writing skill as students can even receive lessons and tips concerning writing effectively and they can ask questions for an in-depth understanding and more clarifications. Enhancing the reading skill via live video streaming seems impossible for 33% ranging from strongly disagree to disagree because they think that reading is only restricted to books and articles and so on. However, students can develop their motivation to read when they watch others posting reviews or recommend books. They can even develop their critical reading through questioning and discussing with others what they have read. Thus, the effectiveness of this technology depends on the content delivered to the audience and the extent of presence and interactivity with the members.

Table 3. Students' Views towards Live Streaming and EFL learning.

	I think that using live videos...	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Is useful in learning English	33%	50%	17%	0%	0%
2	Motivates students to learn	40%	50%	10%	0%	0%
3	Maximizes the opportunities to practice English	53%	37%	7%	3%	0%
4	Enhances collaborative learning	43%	37%	13%	7%	0%
5	Helps in exchanging knowledge and cultures	67%	23%	3%	7%	0%
6	Complements learning in the classroom	43%	27%	23%	7%	0%
7	Improves the speaking skill	50%	47%	3%	0%	0%
8	Improves the listening skill	50%	40%	17%	10%	0%
9	Improves the writing skill	13%	27%	17%	33%	10%
10	Improves the reading skill	7%	43%	17%	23%	10%

4-3- Teachers' Difficulties in EFL Classes

The third question of this study deals with the most frequent obstacles teachers encounter in their teaching sessions. This theme gains a deeper understanding of teachers' constraints in teaching EFL learners at the University. The answers to this question are categorized into three interrelated themes, which identifies the main obstacles faced by teachers in teaching English. The following table represents the main findings of this question:

Table 4. Teachers' Obstacles in EFL Teaching.

Themes	Obstacles
Classroom environment	Overcrowded classes Unhealthy atmosphere
Course delivery	Limited time Lack of materials Lack of resources Heterogenous classes
Students' attitudes	Lack of learners' motivation Lack of learners' autonomy

– Classroom Environment:

The main obstacles faced by EFL teachers are related to the classroom environment that hinder teachers' classroom management. Overcrowded classes, is a common problem that many universities witness. Hence, this problem prevents teachers to provide a healthy atmosphere in the classroom to pursue the course successfully and to get access to the whole class.

– Course Delivery:

Regardless of the classroom environment, many teachers complain of some difficulties related to the process of delivering a course. Firstly, time is insufficient to cover all the lessons appropriately or even to finish the recommended syllabus. In addition, teachers lack resources and materials to succeed in supplying knowledge to students successfully and engage them in the course. Lastly, teachers find many difficulties to manage heterogenous classes that will affect students' understanding and therefore their academic achievements.

– Students' Attitudes :

Effective teaching and learning are depending on students' willingness and motivation, on the first place to learn and to succeed. Yet, many students lack motivation and autonomy to develop their sense of ownership and leadership to enhance their learning, and this by virtue is a problem that concerns teachers in the classroom. Many teachers fail to motivate their students to learn and to engage them in the classroom, and even to break the class boundaries for students to take charge of their own learning.

4-4- Teachers' Views towards Implementing Live Videos in EFL Teaching

All teachers think that learning in the classroom is not sufficient to develop students' language skills, as they require extra opportunities for effective academic achievements. All the interviewees admit that learning in the classroom is insufficient to develop students' language skills. They reported in general that students need extra activities to gain more knowledge and

experiences essential to enhance their skills. Especially, learning a foreign language necessitate the use of the target language in real-life situations. The following excerpts highlight the aforementioned reason of having extra opportunities for developing language skills:

- “Sometimes, students need some field experiences. For example, being in contact with native speakers of the target language.”
- “To be able to develop language skills, you need to actually use it in real context, so using language only in class is not sufficient.”

As far as live video streaming is concerned, all the teachers regard this as an additional teaching resource for a variety of reasons. One teacher pinpoints the necessity of live videos to cope with the requirements of the technological era as it is reported in the following excerpt:

- “Since we are in the digital age, learners became more and more attached to technology. Live videos are very interesting for students because they may provide the needed motivation.”

This report focuses additionally on the role of live videos in fostering students’ motivation since it is considered as an innovation to kill the boredom out of the traditional redundant methods of teaching. As far as language learning is concerned, out of class learning is indispensable in the digital age and therefore live videos can be used as a medium as it reported by one teacher as “it gives a chance to have teaching activities outside the class.” This opinion points the importance of live videos in providing an environment to teach outside the classroom or assign students to have controlled home works. Another teacher extends this view to show that live video streaming helps in exposing students to native speakers and more experienced teachers. This important for students to gain knowledge from different perspectives and therefore it helps in developing their critical thinking.

5- Conclusion

This study was intended to reveal EFL teachers and students’ perceptions towards integrating live videos as an innovative language-learning/teaching tool in higher education. The findings of the present study revealed positive attitudes towards implementing this innovation in higher education, and high engagement in web-based technologies for both EFL students and teachers at Skikda University, Algeria. EFL students are constantly connected and probe to the web and its proliferation and therefore willing to receive and use innovative ways of learning as live videos through which they show an overall agreement on the role it plays for effective learning. Moreover, EFL teachers complain of some difficulties related to classroom environment, content delivery and students’ attitudes that might be solved through using live videos based on their opinions on its potential role in providing support and innovation in teaching that will meet the requirements of the digital students. Accordingly, the results prepare the ground for pedagogical implications of adopting live videos in EFL teaching framing prospects and expectations for better quality of education keeping the pace with the development of the century.

In the light of the aforementioned results, a set of recommendations are pointed out in order to pursue the path towards an effective implementation of live streaming within the context of EFL teaching and learning in higher education.

- Teachers and students should develop their digital literacy.
- Teachers should be trained in using live streaming in teaching EFL.
- Teachers should balance between face-to-face teaching and using live streaming.
- Students should be aware of the importance of the web and seize the potential of the latest technologies for educational purposes.
- Teachers should encourage their students to overcome their anxiety and engage in using live streaming.

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6- Appendices

Appendix I

Students' Questionnaire

Dear student,

This questionnaire is part of an academic research that aims to reveal your practices and views in using live videos in higher education. You are kindly required to answer the following questions that will be a tremendous contribution to this research. Please note that no information about your identity will be collected.

Background Information

1. Gender

Male

Female

2. Age

About Web-based Technologies

3. Do you use the net in your daily life?

Yes

No

4. Do you have home internet access?

Yes

No

5. What kind of device do you use to connect to the net?

Smart phone

Pc

Tablet

None

6. Are you familiar with live videos?

Yes

No

If yes, in which platform are you exposed to that?

Facebook

Instagram

Mobile applications

7. How often do you use live videos to learn English?

	Always	Sometimes	Rarely	Never
Watching				
Commenting				
Producing				

Live Videos and EFL Learning

8. To what extent do you agree with the following statements?

	I think that using live videos...	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	Is useful in learning English					
2	Motivates students to learn					
3	Maximizes the opportunities to practice English					
4	Enhances collaborative learning					
5	Helps in exchanging knowledge and cultures					
6	Complements learning in the classroom					
7	Improves the speaking skill					
8	Improves the listening skill					
9	Improves the writing skill					
10	Improves the reading skill					

Thank you for your cooperation!

Appendix II

Teachers' Interview

Dear colleague,

This interview is part of an academic research, which aims to collect data about the integration of live videos in higher education. You are kindly requested to take part in this interview and answer the questions sincerely to ensure credibility of the research findings. Your contribution is precious and of great support. Thank you!

Question 1: What are the most frequent obstacles you encounter in your teaching sessions?

Question 2: Do you think that learning in the classroom is sufficient to develop students' language skills.

Question 3: Do you use the internet to prepare your courses.

Question 4: Are you familiar with live videos? If yes, in which platform are you exposed to that?

Question 5: Do you regard live videos as an additional teaching resource?

Question 6: Do you think that live videos enhance students' language skills.

Question 7: In what instances do you currently use live video streaming or recommend to use in the future?