



First-year Algerian university students' perceptions of the integration of BBC and CNN news videos in EFL classrooms

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Abstract

Universities are increasingly exploring innovative approaches to engage students in language learning through the integration of digital media such as YouTube. However, the use of international news outlets, particularly the BBC and CNN, remains relatively unexplored in the context of higher education. Previous studies have examined the role of news materials for intermediate learners, yet limited attention has been given to their impact on university students' academic outcomes. This study addresses this gap by investigating students' perceptions of incorporating BBC and CNN news videos into English as a Foreign Language (EFL) courses. Employing a quantitative design with a questionnaire administered to university students, the research explores learners' attitudes, awareness, and satisfaction regarding the pedagogical use of news content. The findings reveal positive perceptions of news videos as effective tools for enhancing academic engagement, professional awareness, and language proficiency. The study underscores the potential of integrating authentic news media into EFL curricula to foster media literacy, critical thinking, and stronger connections between classroom learning and real-world contexts.

Keywords: academic engagement; critical thinking; EFL learning; media literacy; news integration.

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1. INTRODUCTION

Utilizing multimedia resources like BBC and CNN news videos to enhance teaching and learning experiences for the digital generation is now the concern of many researchers, educators, and even students in higher education institutions. These reliable resources provide students with many learning opportunities. They offer rich and diverse sources of information on several fields, including global affairs, politics, the economy, science, and culture. Hence, incorporating these videos that carry a large information network into classroom instruction can provide students with multiple real-world examples and foster many important skills, including critical thinking. However, few researchers have focused on students' perspectives regarding integrating news videos into higher education curricula. Therefore, this study attempts to uncover this gap by exploring students' perceptions of integrating BBC and CNN news videos in higher education classrooms.

To align educational systems with the demands of global technological progress, universities worldwide are accelerating efforts toward modernization, and Algeria is no exception. Extensive research on university students' perceptions regarding the integration of technology and multimedia in classroom settings has made significant contributions to foreign language learning (Zhang, 2002; Zinan & Sai, 2017; Ubaidillah et al., 2020; Istenič Starčič & Lebeničnik, 2020). Nevertheless, no published study has addressed students' perceptions concerning the pedagogical use of news videos in classroom contexts, despite the importance of this resource in the academic development of learners.

Recent findings by Greeves and Öz (2024) indicate that students perceive online video platforms such as YouTube positively and consider them beneficial for course instruction. These findings suggest potential parallels with the integration of specific news videos from sources such as BBC and CNN. Furthermore, the rapid global transformations and the imperative to enhance the quality of knowledge constitute essential motivations for educating university students about current events. Such developments are expected to influence learners' perspectives, inform their understanding, shape critical thinking, and strengthen the overall educational experience.

Educational institutions continuously strive to refine instructional practices and provide environments conducive to comprehensive learning that enable active participation in society. The incorporation of news materials in instruction has emerged as an influential approach within the domain of language teaching and learning, offering multiple pedagogical advantages. Consequently, an in-depth understanding of students' perceptions regarding the inclusion of news videos in foreign language classrooms can provide educators with effective instructional strategies and valuable opportunities to enrich the learning process.

To achieve the goal of this study, understanding students' experiences and perceptions of incorporating mass media news videos in Algerian universities is considered crucial to offer valuable insights for educators and curriculum designers to empower the educational system. Thus, the following three key research questions are proposed:

1. What is the significance of incorporating BBC and CNN news videos in higher education classrooms?
2. How do students perceive the integration of news videos in their university lectures?
3. What are the advantages of using BBC and CNN news videos in higher education syllabi?

Hypotheses for the above questions are:

1. The significance of incorporating BBC and CNN news videos in higher education classrooms is that they enhance students' understanding of course materials by connecting theoretical concepts to real-world events.
2. Students generally perceive the integration of news videos in their university lectures as valuable learning resources that enhance their engagement and trust in the classroom.
3. The advantages of using BBC and CNN news videos in higher education syllabi include stimulating critical thinking, promoting dialogue, and providing diverse perspectives that help students explore complex issues from multiple angles.

1.1 Conceptual framework

Higher education institutions are required to integrate and depend on different types of mass media into course materials for students, for their significant role in shaping the digital generation's opinions (Singun, 2025; Hajhashmi et al., 2018; Liu & Gadekallun, 2024; Yap et al., 2025). Thus, modern educational curricula include integrating multimedia resources to increase the quality of education in Algerian Universities. Mass media offers students extensive language practice through various tools like TV and radio, thereby enhancing their development of four language skills (Tafari, 2009). News broadcasts in higher education, particularly in language teaching and learning, are highly effective due to their precise and direct presentation of information, making them invaluable tools for EFL/ESL students. According to Bahrani and Tam (2011), TV news programs in English are a great way to learn the language because they provide students with several opportunities to listen to and talk to people in other languages and give them instant access to new information. Moreover, using BBC and CNN news in higher education classrooms is a new trend gaining attention among university students. Communicating in English has become a criterion for the country's growth and reputation, and Algeria is no different.

To align with global educational development, the use of engaging English language teaching materials for Algerian students is essential, as these learners represent the upcoming generation of professionals and scholars. The incorporation of international media sources such as BBC and CNN into the curriculum holds considerable importance for enhancing learners' awareness of diverse cultures and linguistic varieties. Exposure to multiple news outlets, including BBC and CNN, enables educators to present varied political perspectives and to promote analytical and critical thinking skills. Empirical evidence provided by Mekheimer (2025) demonstrated that the use of authentic video materials, encompassing both news and dramatized content, produced significant improvements in listening, speaking, reading, and writing proficiency among college-level EFL learners. Therefore, using BBC and CNN news in higher education classrooms can provide first-year University students with a diverse and inclusive learning experience that enhances their understanding of global issues, political perspectives, and technological advancements. By incorporating these news sources into the curriculum, educators can help students become critical thinkers and stay informed about the world around them.

1.1.1 Integration of news media in Algerian higher education classrooms

Incorporating real-world news media into higher education courses is gaining popularity, aiming to improve students' analytical thinking, ability to critically assess media, and understanding of global issues. Literature suggests that critical thinking skill is the core concept in *media literacy* (Leaning, 2017; Potter, 2010), for it is a key factor in enhancing individuals' ability to analyze media effectively (Feuerstein, 1999), which is what universities are aiming to achieve. Thus, educators are crafting a more engaging and effective learning experience using real-world examples, interactive storytelling, and multimedia. Multimedia resources, including news broadcasts from reputable sources like BBC and CNN, supplement traditional lecture-based approaches. This new method boosts students' critical thinking and problem-solving abilities while keeping them updated on the fast-evolving global environment. Integrating news media into higher education has become more important for its numerous benefits. It not only keeps students informed; it equips them with skills to navigate the complex media landscape and contribute thoughtfully to the education system. For instance, when students analyze news articles, they learn to discern credible sources from unreliable ones, identify biases, and understand different perspectives. By immersing students in current events and real-world issues, they can connect theoretical knowledge with real-world applications, making their learning experience more relevant and engaging.

Thus, educators can encourage active engagement, generate meaningful discussions, and cultivate a more informed and socially aware generation. This process helps them develop critical thinking skills that are essential in their academic and personal lives. Moreover, using news media in education can enhance media literacy, which is crucial in an age where misinformation is rampant. Additionally, interactive discussions and debates on news topics can also foster a sense of community and collaboration among students, as they share their views and learn from each other. Hence, whether it is through multimedia presentations, interactive

discussions, or hands-on journalism projects, embracing news media as a valuable educational tool can empower students to become informed, engaged, and responsible global citizens because it offers them the opportunity to develop a deep understanding of how news is created, consumed, and distributed.

1.1.2. Role and benefits of using BBC and CNN news videos

BBC and CNN are prominent global news outlets known for their comprehensive coverage and journalistic integrity. Integrating content from these reliable news outlets into academic settings offers students heterogeneous perspectives on existing topics and issues. These instructional resources provide students with interactive and comprehensive input, permitting them to gain knowledge in a dynamic environment. Moreover, their engaging nature promotes a sense of trust and credibility within the classroom. News videos, like BBC and CNN, are replacing traditional education and developing the young generation's mind by providing real-world insights on topics like politics, business, and economics, enhancing higher education through their vast collection of informative content (Kousha & Thelwall, 2017).

Regarding the effectiveness of BBC News on language learning, many researchers investigated its impact on different language competencies (Teng, 2015; Sirmandi & Sardareh, 2018). Teachers can utilize these news channels as a pedagogical tool to instruct students in academic writing, given that they are reputable academic sources. When utilized cautiously, BBC and CNN can often be dependable for students to reference in essays, scientific articles, or dissertations, especially when academic publications such as articles and books are inaccessible. It is believed that English news improves many language skills, including vocabulary, listening, and writing, because it uses the most common and easiest variety of Standard English, according to Yen and Le (2020), especially that presented on BBC, CNN, and ABC Nightly News, as argued by Evans (2006). Moreover, Xia (2004) states that English news broadcasts are crucial for all students to enhance their critical thinking skills and expand their limits. In addition, news broadcasts develop pronunciation and communication because they contain various accents that can help students deal with different situations (Zhang, 2019); thus, promoting dialogue where students can discuss and exchange perspectives. Furthermore, students can deeply understand global issues and trends by exploiting these trusted sources in higher education. Therefore, including BBC and CNN news videos in the curriculum is necessary, whether through analyzing political developments or examining social issues.

Several studies have investigated the issue of news media integration in education, including Brinton and Gaskill (1978). Their study attempted to explore the effectiveness of news broadcasts in the ESL/EFL classroom. They concluded that live broadcasts have contributed positively to students' progress in English language learning. Sirmandi and Sardareh (2018) conducted another study, yielding similarly positive results. Their paper highlighted the effect of subtitled BBC video clips on intermediate EFL learners' learning English vocabulary. The findings reveal that those videos develop students' vocabulary. In addition, enough exposure to TV and radio news is an effective way to help students develop their comprehension of news, listening abilities, and vocabulary learning. In this regard, Cabaj (2000) indicates that frequent exposure to TV news would raise students' listening comprehension. Likewise, Poon (1992) argues that using TV news is effective for teaching listening comprehension. In contrast, Wetzel et al. (1994) reveal that TV news is not consistently beneficial for comprehension. However, another research held by Bahrani and Tam (2011) about EFL students' speaking proficiency indicates that sufficient exposure to TV and radio news significantly enhances their speaking ability. Moreover, Evans (2006) notes that using TV news in EFL classrooms supports teachers in integrating the four language skills (listening, speaking, reading, and writing). In a study examining the salient role of news in developing critical thinking abilities, Walters (2017) found that it is a useful instructional method for middle and high school students. To sum up, these previous studies seem to focus on incorporating mass media news into education. However, none of them has dug into EFL students' perceptions of this integration in universities.

1.2. Purpose of study

Therefore, the main objective of this paper is to fill this gap in the literature. Further research is needed to explore the long-term impact of incorporating BBC and CNN News into the higher education context, particularly on students' critical thinking skills, media literacy, and global citizenship competencies.

Investigating strategies for effectively integrating news media into different disciplinary contexts and educational settings can provide educators and curriculum developers with valuable insights.

2. METHOD AND MATERIALS

In order to find out the problem discussed above, a study was conducted to examine the use of BBC and CNN news videos in university classrooms from the students' point of view. The study adopted a quantitative research approach and gathered data using a range of question types, such as open-ended and multiple-choice questions. There were 80 students chosen for the study. They were assigned to four diverse groups. The researcher ensured that the students had enough experience before conducting the study at the end of the first semester. The questionnaire was distributed to students during classes and electronically through Google Forms to absentees. Students were free to seek clarification if any part of the questionnaire was not understandable. They were also asked to offer their honest and trustworthy response to questions seeking to gather their perceptions and experiences of how news videos are incorporated into the classroom.

2.1. Participants

The study is focused on a specially selected group of eighty English department students based on academic exposure. The students were exposed to a series of specially selected news videos from YouTube throughout the duration of the first semester of the 2022-2023 academic year. This semester consists of ten instructional sessions, providing an enhanced and extended opportunity for students to analyze the subject matter and develop well-expressed opinions on the issues under discussion in the ongoing research. The approach taken helps to promote a more intense involvement and understanding of media discourse.

2.2. Data collection instruments

The researcher administered a questionnaire to first-year university students for data collection for the study. It consisted of eleven questions, with open-ended and multiple-choice types mixed for rapid responses. For accuracy and consistency purposes, the questionnaire was chosen based on watching YouTube news videos (BBC and CNN) shown in the classroom. Our predeveloped questions are intended to understand the areas of interest explained below. The questions were framed carefully after a close reading of related literature. A specific emphasis was taken to find out the students' views on the use of BBC and CNN news videos in the classroom. The questionnaire consists of two main sections, including students' consumption of news broadcasts, with two questions attempting to establish how students consume the news and how they influence their opinions, mindsets, and preferences. Section two, on the other hand, contains nine questions specifically designed to elicit students' perceptions of learning with the news broadcasts. These questions are asked to observe students' attitudes toward the use of news videos in the classroom. They determine whether this new experience stimulates and motivates them, ascertain the impact of the news on students (i.e., whether the topics selected and their length are appropriate for their academic level), and attempt to emphasize the significant role of news stories and their impact on students' mindsets. These questions are also intended to assess students' viewpoints and awareness regarding their learning outcomes and the relevance of news stories to their academic and professional success. Additionally, the questions target students' willingness to apply the news broadcasts to other modules, evaluate the extent of their engagement with news reports, and their comprehension of the use of news in their lives.

2.3. Procedure

The research design that is followed in this research is quantitative. Because the participants are accessible within the University, it is more convenient for the researcher to administer a questionnaire in class. This strategy spares the researcher from the need to explain the intricacies of completing an online version and waiting for it. With the help of an in-class questionnaire, the researcher can save valuable time and resources, except for absentees. The classroom questionnaire is effective because it enables the researcher to collect data systematically and efficiently. Moreover, it is an appropriate method to quantify the perceptions of students. By administering the questionnaire face-to-face, the researcher evades any potential errors that can be made due to technical glitches or misinterpretations. Hence, the use of a classroom questionnaire as a

quantitative data-gathering instrument is an intelligent decision. It is an effective approach to make sure that the gathered information is valid and that the research objectives are attained.

To ensure the validity and reliability of the instrument used in this study, some steps were undertaken. The questionnaire was designed using clear, concise, and age-appropriate language to prevent students' misinterpretation and was reviewed by an expert colleague teacher. A pilot study was conducted on a small sample of students (n=30), selected from the same target population, in case of ambiguity or confusing questions. Additionally, for the data collected to be more dependable, the researcher enabled the Google Forms feature 'Limit to 1 response' to avoid any potential problems participants might encounter by completing the questionnaire multiple times. This ensured that each participant's responses were only selected once. Thus, based on their feedback, some minor adjustments were made to clarify. Moreover, ethical concerns took precedence during the study. Participants received complete information regarding the purpose and procedures of the research and provided informed consent before engaging. Anonymity and confidentiality were guaranteed. Finally, participants were notified of their right to withdraw from participation at any stage without penalty.

3. RESULTS

The current study utilizes a questionnaire to gather the data required for the research. Therefore, the results are presented and discussed as follows:

Figure 1 illustrates the news consumption patterns of BBC and CNN among university students. The results reveal that a majority, 55%, of students occasionally watch or listen to BBC and CNN news. Additionally, 27% engage in the news every week, while 10% show daily interest in it. However, only 8% of students are uninterested in current global events.

Figure 1

Patterns of BBC and CNN News Broadcast Consumption

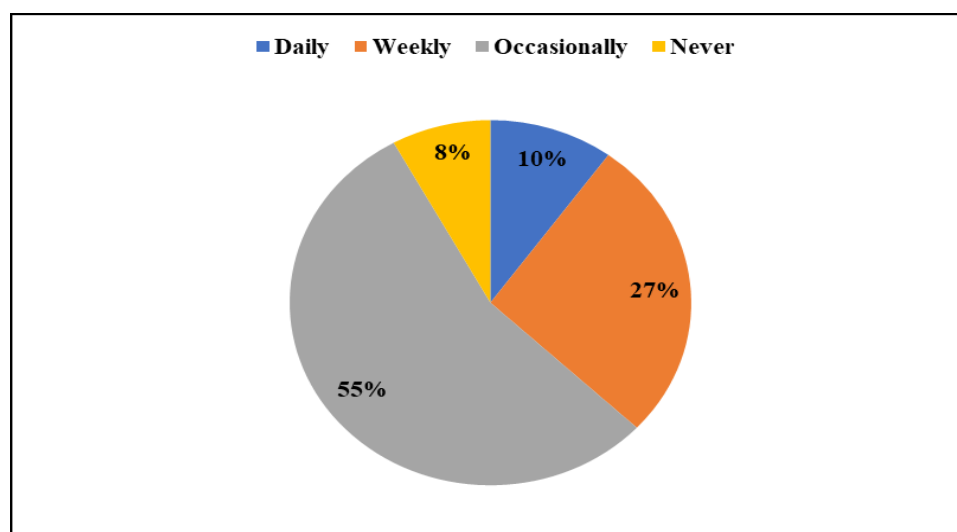


Figure 2 illustrates the devices that students prefer for accessing the news. The results indicate that the majority of students, 65%, prefer to access news broadcasts via smartphones or tablets. Meanwhile, 22% prefer to use computers or laptops to watch or listen to the news, while a smaller percentage, 13%, stated they prefer to watch the news on television.

Figure 2

Students' device preferences for accessing BBC and CNN news broadcasts

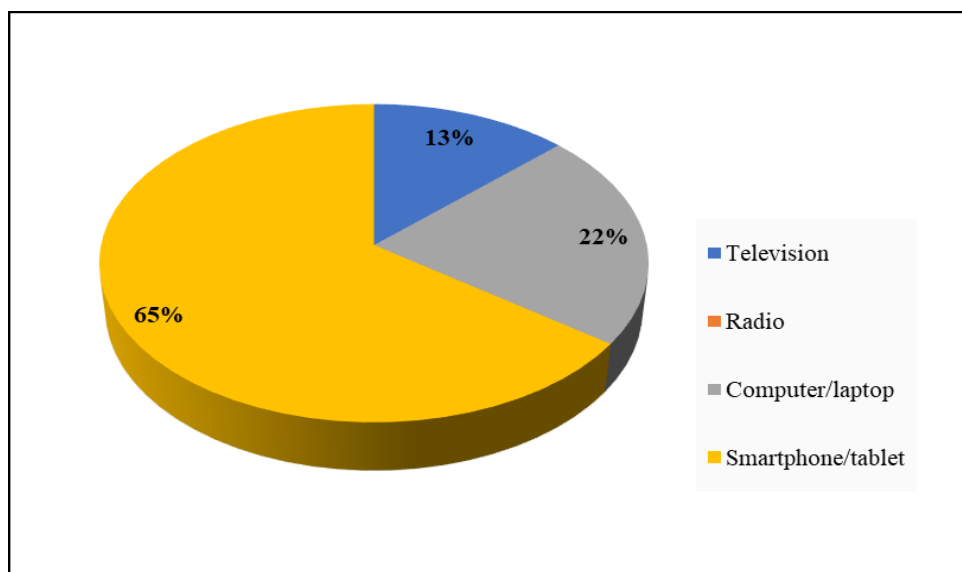


Figure 3 illustrates students' preferences for engaging topics. The results indicate that a majority of participants, 49%, prefer the social and humanitarian topic, while 30% favor the cultural topic. However, 14% find the educational topic more interesting, whereas only 7% of students favor the political topic.

Figure 3

Student preferences for captivating topics

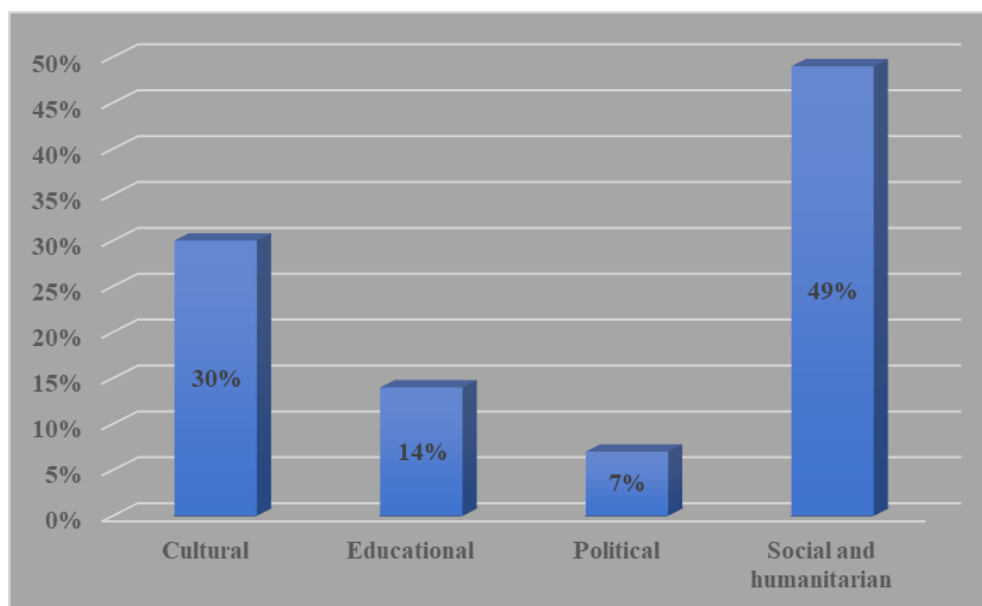


Table 1 depicts the relevance of the news content of BBC and CNN to student comprehension. It shows that 25% of the students find the content highly relevant to their comprehension, while 39% find it partially relevant. In contrast, 20% find the content neither relevant nor irrelevant. Alternatively, 12% of the students find that the news content is partially irrelevant to the comprehension of the topic, while only 4% find the content very irrelevant.

Table 1

Assessing the relevance of BBC and CNN news content for students' understanding

Grade	Count	Percentage (%)
Very relevant	20	25
Somewhat relevant	31	39
Neutral	16	20
Somewhat irrelevant	10	12
Very irrelevant	3	4
Total	80	100%

Figure 4 illustrates students' preferences for educational content from BBC and CNN. The results show that the majority of participants, 54%, prefer live coverage of events. In comparison, 20% enjoy short news segments, 15% prefer interviews with experts, and only 11% like to watch in-depth documentaries.

Figure 4

Students' preferences for educational BBC and CNN News content

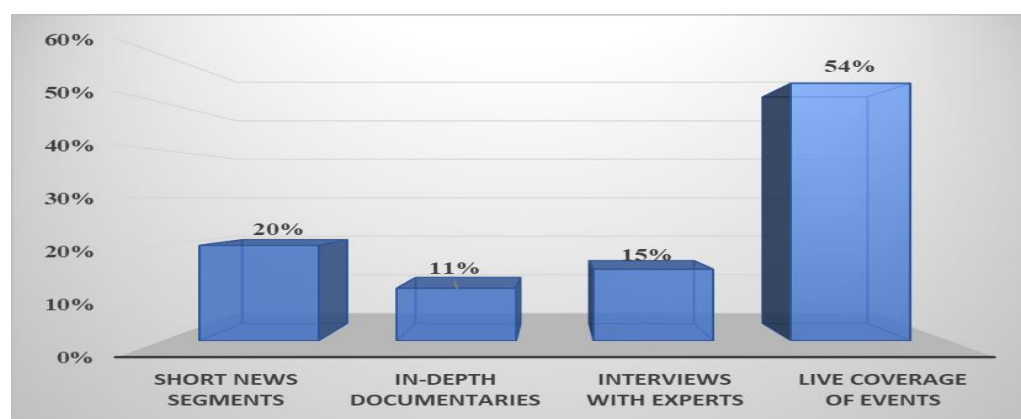


Figure 5 illustrates the influence of news video length on comprehension for both CNN and BBC. As indicated by the findings, 54% of viewers say that the length of the video sometimes obstructs their comprehension of the news, while 31% hold the view that video length does not obstruct their comprehension. However, 15% indicate that longer videos obstruct them from comprehending the content.

Figure 5

Impact of video length on BBC and CNN news comprehension

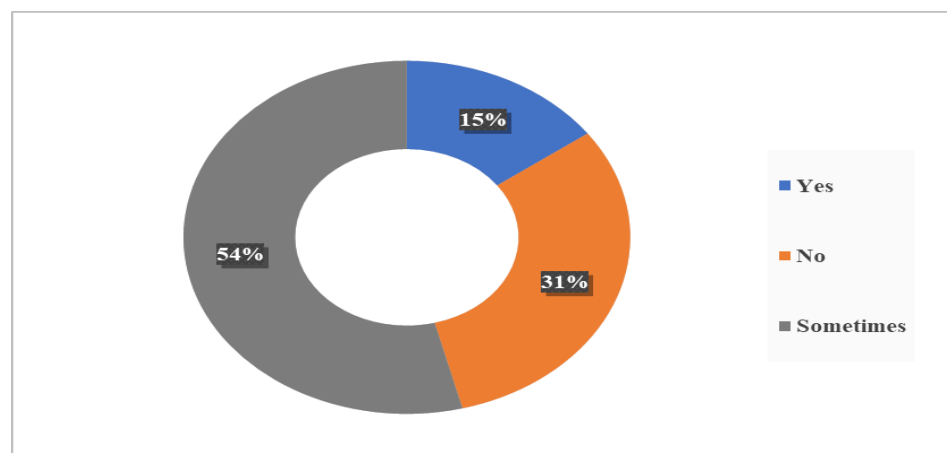


Table 2 indicates how students view the benefits of BBC and CNN news broadcasting. The results indicate that only 4 students (5%) view that news broadcasts help them stay informed about current events and improve their critical thinking skills. The majority of the students (27%) perceive the overall benefits of news

broadcasting as staying abreast of current world news and enhancing their vocabulary and communication skills. Eleven students (14%) reflect that a considerable number perceive that news broadcasts not only make them informed but also stimulate their intellectual curiosity, and encourage me to conduct further research. Furthermore, 5 students (6%) primarily report that news broadcasts keep them informed about what is happening in the world, prepare them for classroom discussions, and enhance their language learning skills. Likewise, 6 students (8%) associate learning news with improved thinking skills and an expanded vocabulary, which enhances their communication with classmates.

In addition, 9 students (11%) State that news broadcasts improve their critical thinking skills and spark their curiosity to conduct further research. Following the findings above, this pair has low selection rates; 5% of the respondents report that watching or listening to the news broadcasts increases their ability to think critically, prepares them for class discussions with their classmates, and enhances their language learning skills. Moreover, only 3 students (4%) stated that watching or listening to news leads to language development, including vocabulary learning and enhanced communication skills, along with a sparked curiosity to investigate further research. While 13 students reflect that 16% regard news broadcasts as helpful for improving their language ability (vocabulary and communication skills), which directly strengthens their academic engagement. In contrast, only 4% report that news broadcasts spark their curiosity, encourage them to conduct further research, prepare them for class discussions, and enhance their language learning skills.

Table 2

Benefits of BBC and CNN news broadcasts for students' learning

The combination of options that students selected	Options (advantages)	Number of students	Percentage (%)
AB	News broadcasts help me stay informed about current events and improve my critical thinking skills.	4	5
AC	News broadcasts help me stay informed about current events and develop my vocabulary and communication skills.	22	27
AD	News broadcasts help me stay informed about current events, spark my curiosity, and encourage me to conduct further research.	11	14
AE	News broadcasts help me stay informed about current events, prepare for class discussions, and enhance my language learning skills.	5	6
BC	News broadcasts improve my critical thinking skills and develop my vocabulary and communication skills.	6	8
BD	News broadcasts improve my critical thinking skills, spark my curiosity, and encourage me to conduct further research.	9	11
BE	News broadcasts improve my critical thinking skills, prepare me for class discussions, and enhance my language learning skills.	4	5
CD	News broadcasts help me develop my vocabulary and communication skills, spark my curiosity, and encourage me to conduct further research.	3	4
CE	News broadcasts help me develop my vocabulary and communication skills, prepare for class discussions, and enhance my language learning skills.	13	16
DE	News broadcasts spark my curiosity, encourage me to conduct further research, prepare for class discussions, and enhance my language learning skills.	3	4
Total		80	100

Table 3 summarizes the challenges students encounter in learning from BBC and CNN news broadcasts. According to the results, 46% of students believe that the length of the broadcasts and the complexity of the content are the main obstacles. Additionally, 33% of students report that both the length of the broadcasts and a lack of engagement are significant disadvantages. Meanwhile, 21% of students highlight that the complexity of the content and lack of engagement are their primary challenges when learning from these news broadcasts.

Table 3

Students' challenges of Learning with BBC and CNN news broadcasts

The combination of options that students selected	Options (disadvantages)	Number of students	Percentage (%)
AB	The length of the broadcasts and the complexity of the content	37	46
AC	The length of the broadcasts and the lack of engagement	26	33
BC	The complexity of the content and the lack of engagement	17	21
Total		80	100

Table 4 summarizes students' assessments of the effectiveness of BBC and CNN news broadcasts in linking theory to practice. According to the table, 16% of students feel very well about connecting theoretical concepts to real-world events after watching the news broadcasts, while 29% feel moderately well about making these connections. Additionally, the majority, 41%, have reported feeling neutral about their ability to relate theory to practice, and 9% have stated that the news broadcasts somewhat assist them in making these connections. However, only 5% of students have indicated that the news broadcasts do not help them draw connections between theory and practice.

Table 4

Students' assessment of BBC and CNN news broadcasts' effectiveness in linking theory to practice

Grade	Count	Percentage (%)
Very well	13	16
Somewhat well	23	29
Neutral	33	41
Somewhat poorly	7	9
Very poorly	4	5
Total	80	100

Figure 6 showcases students' perspectives on their learning experiences with BBC and CNN news broadcasts. The results show that the majority (45%) feel engaged and involved when learning from these news sources. Additionally, 38% feel motivated to learn through the news, while 11% remain neutral about their experience. Whereas only 6% report feeling bored when learning from news broadcasts.

Figure 6

Evaluating students' learning experience with BBC and CNN news broadcasts

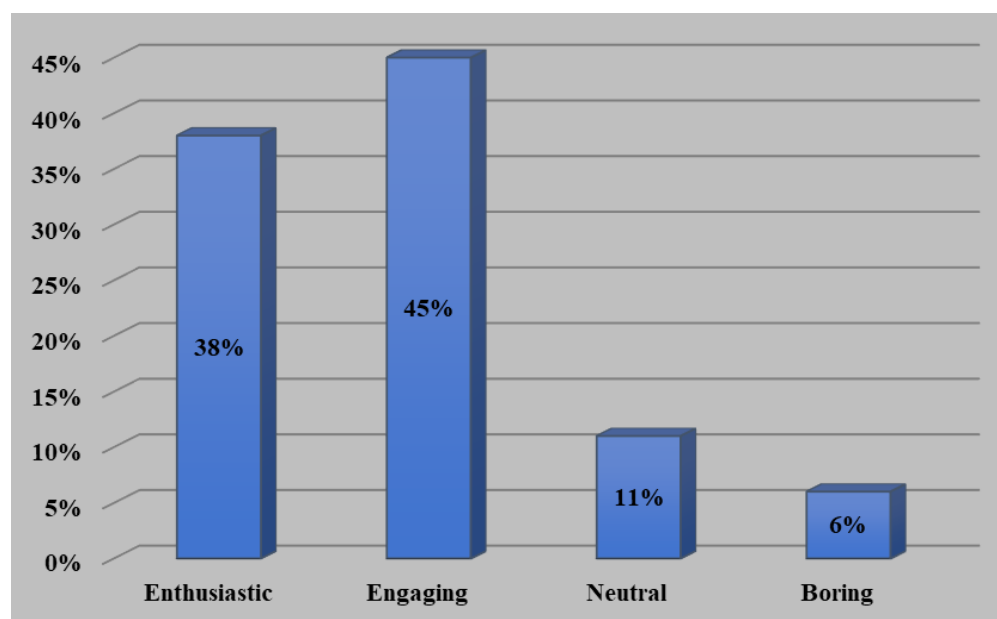


Table 5 represents the students' willingness to engage with BBC and CNN news in other learning experiences. The results show that 14% of students are very willing to learn using BBC and CNN news, while the majority 36% are moderately willing to do so. Additionally, 33% of students feel neutral about their willingness to incorporate these news sources into their learning experiences. Conversely, a small minority (10%) have indicated a reluctance to use this instructional strategy again, and 7% have no willingness to try this strategy in the future.

Table 5

Students' willingness to use BBC and CNN news broadcasts in future studies

Numerical response	Rates	Frequency (count)	Percentage (%)
5	Very willing	11	14
4	Moderately willing	29	36
3	Neutral	26	33
2	Slightly willing	8	10
1	Not willing at all	6	7
Total		80	100

4. DISCUSSION

The questionnaire's data analysis reveals four key findings akin to students' perspectives on integrating BBC and CNN news videos in Algerian universities. Most students have developed the ability to watch the news, indicating that they have begun to take an interest in current events. Students value the significant impact of news videos that connect academic principles they learn to real-life matters and appreciate their contribution towards constructing the learning experience. Through those videos, they learn how to apply academic theories to real-world issues, which is a process used to encourage critical thinking. Students also emphasize the benefit of news videos in presenting numerous insightful perspectives that encourage critical thinking and classroom debate. They find news videos engaging and believe that they enhance their understanding of course materials and promote their communicative skills and language learning skills, like the speaking and listening skills, which are the basic components of verbal communication and interaction in language learning (Bahrani & Tam, 2011; Yanar & Tütüniş, 2016; Wahyuningsih, 2018). They encounter various

accents and expressions, with news figures serving as good models in authentic situations for imitation, thereby stimulating their intellectual curiosity.

Furthermore, most believe that having relevant content to enhance understanding is important, especially when watching short news segments with live coverage of events. These shorter formats help them effectively follow news stories, as longer videos with complex details can sometimes hinder comprehension and exhaust the students (Merino & Massi, 1998; Evans, 2006). The majority of the students have shown their satisfaction with the content of the videos, as most of them found watching the news that covered social, humanitarian, and cultural topics valuable, relevant to capture their attention, and entertaining. Thus, topic selection is vital for students' understanding of course material. In addition, this new strategy engages students and motivates them, which means that it is successful as an educational instruction to enhance language learning, as emphasized by Evans (2006) and Meirbekov et al., (2024). Additionally, students recognize strengths in news coverage, such as remaining informed and knowledgeable about the world. This proves they understand its importance in gaining solutions to issues the world is confronted with.

The results also reveal that first-year students are satisfied with the news-based learning strategy that increased their motivation, as argued by Johnson (2017) and Singh & Singh (2021). This implies that the teacher has successfully involved them in the learning task through the stories they watched. Furthermore, the news videos had a positive impact on their perception and learning outcomes. Since the participants have enjoyed the strategy employed in the classroom, developed important skills that help them attain their learning objectives, become conscious of the importance of watching the news, and are eager to learn from the news across various experiences or modules, they demonstrate readiness to take risks and embrace new challenges. This reflects how motivating, inspiring, and passion-provoking this strategy is, making it a positive instructional method for any teacher to implement to motivate and involve students in English as a foreign language learning, as highlighted by Evans (2006). Overall, first-year university students generally perceive the integration of BBC and CNN news videos in their classroom lectures as invaluable learning resources that enhance their engagement, interest, and trust in the classroom. Despite the encouraging results elicited by the current study, future research may investigate other variables that can affect the students' perceptions and attitudes toward learning from BBC and CNN news broadcasts.

5. CONCLUSION

Because mass media platforms play a great part in students' academic attainment for the vital impact that they have on their lives as a whole, new working strategies are needed, especially in teaching a foreign language. The news has been the concern of many researchers in different fields, and many of them have already made use of them in teaching the English language since it is the main code used in today's media-oriented world. Thus, Algerian teachers are primarily concerned with integrating news into their higher education system to increase university students' interest and elevate their English language performance. For this reason, this research attempts to understand students' perspectives on incorporating BBC and CNN news videos into the classroom. Students generally perceive news videos as valuable learning resources that enhance their understanding of course materials and promote critical thinking. Educators and curriculum developers can use these findings to inform their pedagogical practices and design more effective learning experiences that leverage the power of multimedia resources in higher education.

The results demonstrate the great impact of mass media news videos on students' needs and concerns. They indicate the effectiveness and relevance of this learning strategy for boosting motivation, facilitating learning, orienting their learning objectives, and raising their English language proficiency. Students find it practical because it captivates their interest in several topics, engages, and entertains them. This paper uses a methodological design to teach first-year University students English as a foreign language using news videos. Hence, this pedagogical strategy has proved to be effective in imparting knowledge, and this can be seen in students' enjoyment and engagement with the teacher and the course material.

Therefore, the present paper highlights the researcher's contribution to the body of knowledge on bachelor students' perceptions and opinions about learning English with the most trusted news outlets (BBC and CNN), which makes it significant in improving the quality of teaching and learning languages and opens

many doors for future investigations in mass media education. Further research is warranted to explore additional factors influencing student perceptions and the long-term impact of news video integration in different modules on student learning outcomes.

Conflict of interest: No potential conflict of interest was reported by the authors.

Ethical Approval: The study adheres to the ethical guidelines for conducting research.

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