



PEOPLES DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH
MOHAMED KHEIDER UNIVERSITY OF BISKRA
FACULTY OF ARTS AND LANGUAGES
DEPARTMENT OF ENGLISH LANGUAGE

MASTER DISSERTATION

Dissertation submitted and defended by
Mayar Atia

**Exploring The Impact of Educational Videos on Grammar
Enhancement in Secondary School Teaching and Learning
Settings:
The Case Study Hakim Saadane 2nd Year Learners in Biskra,
Algeria**

Dissertation submitted to the Department of English Language as Partial Fulfillment for
Master Degree in Sciences of Languages

Board of Examiners

Dr. Hanane Saihi	(Chairperson)	(University of Biskra)
Dr. Fatima Messaoudi	(Supervisor)	(University of Biskra)
Dr. Messaouda Bendahmane	(Examiner)	(University of Biskra)

Academic year: 2023/2024

Declaration

I, Mayar Atia, solemnly affirm that this work is the result of my personal endeavor and has not been submitted or published to any educational institution or university for obtaining a degree. Furthermore, I confirm that a comprehensive list of references is included, which denotes all the sources from which the cited and quoted information has been derived. This work has been certified and finalized at Hakim Saadane High School Biskra, in Algeria.

Certified:

Ms. Mayar Atia

Master Student, 09/06/2024

Section of English.

AKCNOWLEDGEMENTS

Firstly, I thank Allah who gave me strength and patience to accomplish this work, all praises to you lord.

Secondly, I would like to express my sincere gratitude and deep appreciation to my supervisor, Dr. Messaoudi Fatima for her valuable guidance, kindness, constructive criticism and tremendous assistance throughout the completion of this work.

I would like also to thank Dr Saihi Hanane and Dr. Bendahmane Messaouda. for having accepted to examine this modest work.

The acknowledgments go also to the students of second year and teachers of English, of Hakim Saadane high school in Biskra in Algeria who have participated in this work with their perceptions and insights. This research would not have been possible without them. Also I would like to thank all who help me from near or far.

Dedication

I dedicate this humble work

To The souls of my dear, father

El-Moudjahid ATIA AHMED and brother

ABDELIHAMID.

To my Mother

*To my sisters and my beloved family, for their
support and advice.*

To my nephews and nieces.

To miss BOUTELDJA AYA for her help.

Abstract

The majority of students in high school struggle with using the English language accurately, leading to difficulties in speaking and writing due to inadequate grammar skills. Lack of motivation in grammar classes further complicates the learning process. This research aims to explore the impact of educational videos on teaching grammar to second-year students at Hakim Saadane High School in Biskra. The hypothesis suggests that students will be more engaged and improve their grammatical proficiency through video-based learning. A mixed method approach was used, including semi-structured questionnaires for teachers of English and students at the school. The analysis of the data revealed that both students and teachers view educational videos positively as a means to enhance grammar-learning engagement, indicating its potential as a valuable tool for improving students' skills. The results confirm the hypothesis of the study.

Keywords: Educational videos, Grammatical Proficiency, Hakim Saadane High School, Biskra, Students' engagement, Second -year students.

Abbreviation list

CLT: Communicative Language Teaching

GTM: Grammar Translation Method

DM: The direct method

TV: Television

OHP: Overhead Projector device

NAV: National Audio-Visual

ICT: Information and Communication Technology

CSI: Cisco Systems Inc

ETV: Educational television

DVD: Digital Versatile Disc

OER: open educational resource

SLA: Service Level Agreements

List of figures

Figure 1.1: The division of language components (Student).....	09
Figure 1.2: Different Approach to Teaching English Grammar Using Form-Based Techniques (purpura, 2004).	19
Figure 2: Kelb’s cycle of experiential learning (Kolb, 2010)	40
Figure 3: Number of student’s gender.....	44
Figure 4 : Number of how students see studying english as subject by gender. 45	
Figure 5 : Number of how students evaluate their level in English by gender.	46
Figure 6: Number of at what extent learning English grammar is important for the students by gender.	47
Figure 7 : Number of students opinions about difficult of learning grammar by gender.....	48
Figure 8 : Number of how much students agree that is hard to memorize grammatical rules by gender.	49
Figure 9 : Number of students opinions about which of the following grammatical aspects They think is the hardest to remember?	50
Figure 10 :Number of students participation during grammar exercises.....	51
Figure 11: Number of students opinion about the grammar activities suggested by teacher.	52
Figure 12: Students‘ opinions about the sufficiency of time devoted to their interaction in the grammar tasks.	53
Figure 13: Teacher’s most used teaching strategy (ies).....	54
Figure 14: Student’s opinions about watching educational videos to learn English	55
Figure 15: Students opinions about prefer videos mixed with ludic	56
Figure 16: Students’ opinions about used videos to learn English in classroom.....	57
Figure 17 : Students opinions about efficiency of videos in improving their level in English.	58
Figure 18 : Students opinions about teacher use video-based activities to explain grammar lessons by teachers	59

Figure 19: Student’s opinions about being less engaged during grammar lessons and tasks.....	60
Figure 20: Students opinions about sources of videos students prefer	61
Figure 21: Students opinions about following educational YouTube channel for learning English.....	62
Figure 22: Students opinions about how fast did you get the content of the video you have watched.....	63
Figure 23: Student’s opinions about the helpful of it helpful to understand the lesson and the task.	64
Figure 24: Students opinions about that this kind of grammar game show encourage them to be more active during grammar lessons.	65
Figure 25 : Students opinions about to what extent consider that “learning through ludic educational videos boosts your engagement”?	66
Figure 26: Students opinions about to what extent that them level in grammar can be enhanced when learning is in an enjoyable funny way.	67
Figure 27: Student’s opinions about to what Video-based learning is an effective tool for students	68
Figure 28: Students‘ degree of agreement with the mentioned statements	69
Figure 29: Student’s degree of agreement about implementing videos in teaching enhances communication between the teachers and boosts motivation and engagement.....	70
Figure 30: Student’s degree of agreement that the use of videos to learn grammar is just a waste of time.....	71
Figure 31: Percentageof teachersdegree	75
Figure 32: Percentage of teaching period.....	76
Figure 33: Percentage of grammar significant	77
Figure 34: Percentage of Grammar proficiency enhances students’ achievements in English.	78
Figure 35: Percentage of teachers about considred the importance of grammar in improving EFL.	79
Figure 36: Percentage of teachers opinions about given grammar teaching more priority in EFL classes.	80
Figure 37: Percentage of teachers opinions about The method more effective to teach grammar	81

Figure 38: Percentage of Students appreciate/value grammar lessons.	82
Figure 39: Percentage of Students interested in grammar lessons.	83
Figure 40: Percentage of the grammatical proficiency of students.	84
Figure 41: Percentage of the grammar weakness that has to be improved and fixed in students.	85
Figure 42: Percentage of the opinions of teachers about students motivation to study grammar.	86
Figure 43: Percentage of the opinions of teachers about that the way of teaching grammar influences students' achievements.	87
Figure 44: Percentage of the opinions of teachers about importance of engagement students during grammar lessons.	88
Figure 45: Percentage of the opinions of teachers about boost students' engagement inside the classroom.	89
Figure 46: Teachers' perceptions about the implementation of educational Videos in Teaching Grammar.	91
Figure 47 : Percentage of teachers that follow any educational YouTube channel for preparing your lessons.	92
Figure 48 : Percentage of teachers opinion about grammar game show encourage students to be more active during grammar lessons.	93
Figure 49 : Percentage of teachers opinion about learning through ludic educational videos boosts student's engagement.	94
Figure 50 : Percentage of teacher's opinion grammar enhanced when teaching is in an enjoyable funny way.	95
Figure 51 : Percentage of teachers opinion about Video-based learning is an effective tool for students.	96
Figure 52 : Percentage of teacher's opinion about exploring ludic in videos affects positively students 'grammar mastery.	97
Figure 53: Percentage of teachers opinion about implementing videos in teaching enhances communication between the teacher and boosts motivation and engagement.	98
Figure 54 : Percentage of opinion teachers about the use of videos to learn/ to teach grammar is just a waste of time.	99

List of tables

Table 1 : Would you specify your gender?	44
Table 2 : How do see studying English as a subject?	45
Table 3 : How do you evaluate your level in English?	46
Table 4: At what extent learning English grammar is important	47
Table 5 : Learning grammar is it a difficult task	48
Table 6 : How much do you agree that it is hard to memorize grammatical rules?.....	49
Table 7 : Which of the following grammatical aspects do you think is the hardest to remember?	50
Table 8:How frequently do you participate during grammar exercises?	51
Table 9: What is your about opinion about the grammar activities suggested by your teacher.	52
Table 10: Do you consider the time allotted for you to communicate on grammar tasks is enough?	53
Table 11: What techniques does your teacher mostly use when teaching grammar activity	54
Table 12: Students opinions about watching educational videos to learn English	55
Table 13: Do you prefer videos mixed with	56
Table 14: Are you used to learn English in classroom using videos?	57
Table 15: Do you think that learning through videos might help you to improve your level in English	58
Table 16 : Does your teacher use video-based activities to explain grammar lessons?	59
Table 17: Students less engaged during grammar lessons and tasks	60
Table 18: Sources of videos students prefer	61
Table 19: Do you follow any educational YouTube channel for learning English	62
Table 20: How fast did you get the content of the video you have watched	63
Table 21: Did you find it helpful to understand the lesson and the task?	64

Table 22: Do you think that this kind of grammar game show encourage you to be more active during grammar lessons?.....	65
Table 23: To what extent do you consider that “learning through ludic educational videos boosts your engagement”?.....	66
Table 24: Student’s level in grammar can be enhanced when learning is an enjoyable funny way.....	67
Table 25: Video-based learning is an effective tool for students	68
Table 26: Exploring ludic in videos affects positively students ‘grammar mastery.....	69
Table 27: Implementing videos in teaching enhances communication between the teacher and boosts motivation and engagement.....	70
Table 28: The use of videos to learn grammar is just a waste of time.	71
Table 29: Which degree do you hold?	75
Table 30: How long have you been teaching English at a high school?	76
Table 31: To what extent do you think grammar is significant in learning English as a foreign language?	77
Table 32: Do you agree that grammar proficiency enhances students’ achievements in English as a foreign language?	78
Table 33: How do you consider the importance of grammar in improving EFL learners’ speaking/writing proficiency?	79
Table 34: Do you think grammar teaching should be given more priority in EFL classes?	80
Table 35: Which approach/méthodes do you find more effective to teach grammar?.....	81
Table 36: Do you think that your students really appreciate/value grammar lessons?	82
Table 37: To what extent do you think your students are interested in grammar lessons?	83
Table 38: How do you assess the grammatical proficiency of your students? .	84
Table 39: Which of the following are a grammar weakness that has to be improved and fixed in your students?	85
Table 40: In your opinion, are your students motivated to study grammar? . .	86

Table 41: To what extent do you agree that the way of teaching grammar influences students' achievements?	87
Table 42: Do you think students' engagement during grammar lessons is important?	88
Table 43: In your opinion, what can boost students' engagement inside the classroom from the following?.....	89
Table 44: Do you think that creating an enjoyable and funny atmosphere can boost students' engagement when teaching a lesson of grammar?.	90
Table 45: To what extent do you agree that the use of ICT and multimedia in teaching process is necessary?.	90
Table 46: What do think about the use of video-based approach in teaching grammar?.....	90
Table 47: Do you follow any educational YouTube channel for preparing your lessons?	92
Table 48: Do you think that this kind of grammar game show encourage students to be more active during grammar lessons?	93
Table 49: To what extent do you consider that "learning through ludic educational videos boosts student's engagement"?.....	94
Table 50: To what extent do you agree that grammar can be enhanced when teaching is in an enjoyable funny way?.	95
Table 51: Video-based learning is an effective tool for students.	96
Table 52: Exploringludic in videos affects positively students 'grammar mastery.....	97
Table 53: Implementing videos in teaching enhances communication between the teachers and boosts motivation and engagement.	98
Table 54: The use of videos to learn/ to teach grammar is just a waste of time.....	99

Table of Contents

Declaration	I
Dedication.....	II
Acknowledgements	III
Abstract	IV
List of Abbreviations	IV
List of Figures.....	X
List of Tables	XV
GENERAL INTRODUCTION	
1.Statement of the Problem	01
2. Research Questions	02
3. The Research Hypothesis	02
4. Aims of the Study.....	02
5.Significance of the Study	02
6.Research Design.....	03
1. Population and sampling:	03
Literature Review	04
7. A Provisional Structure of the Dissertation.....	06
Chapter one.....	07
Theoretical framework.....	07
Section one: An overview on Grammar Teaching	08
Introduction	08
1.1. The definition of grammar	8
1.2. Learning grammar significance in English	9
1.3. Prescriptive vs. Descriptive grammar	10
1.4. Grammatical competenceand performance	11
1.5. Grammatical knowledge and ability	11
1.5.1. Grammatical Knowledge.....	11
1.5.2. Grammatical Ability.....	12
1.6. Grammar Teaching Approaches.....	14
1.6.1. Deductive approach.....	14
1.6.2. Inductive approach	14
1.6.3. Interactive Approach	15

1.6.4. The communicative approach	15
1.7. Grammar teaching methods	16
1.7.1. The grammar translation method (GTM).....	16
1.7.2. The direct method (DM)	16
1.7.3. The audio-lingual technique.....	17
1.7.4. The bilingual method	17
1.8. Instructional Technique in Teaching Grammar	18
1.8.1. Form-Based Techniques.....	18
1.8.2. Input-focused methods	19
1.8.3. Techniques Based on Feedback	20
1.8.4. Techniques based on practice.....	20
1.9. The difficulties Encountered by Learners of Grammar	20
2.8. Engaging and innovative ways to teach English.....	21
2.8.1. The utilization of media in the instruction of grammar.	22
Conclusion.....	23
Section two: An Overview on Educational Videos.....	24
Introduction	24
2.1. Multimedia Integration in Language Learning	24
2.2. Efficacy of Multimedia Instruments.	25
2.3. Multimedia Language Teaching Materials	25
2.3.1. Microsoft PowerPoint	26
2.3.2 Overhead Projector (OHP) device.....	27
2.3.3. Videos and podcasts	27
2.3.4. Educational Videos	29
2.4. Exploring Pedagogical Theories and Models for Video Integration in Language Learning	30
2.5. Selecting Video Content.....	30
2.6. Benefits of learning through educational videos in classroom.	32
2.6.1. Educational videos prompt learners' interaction.....	33
2.6.2. Educational videos boost learners' motivation	33
2.6.3. Educational videos boost learners' engagement	34
2.7. Drawbacks of Video- based strategy in classroom	35
2.8. Some widely known platforms of educational videos	36
2.8.1 The Effectiveness of YouTube as an Educational Resource.....	36
2.9. Integration of ludic pedagogy in educational videos into classroom teaching:	38

2.9.1. Definition and Principles.....	39
2.9.2. Two main features of ludic pedagogy through educational videos:.....	40
2.9.2.1. Concept of fun:.....	40
2.9.2.2. Concept of positivity:.....	41
Conclusion.....	42
Chapter Two	43
Fieldwork	43
1.Data Gathering Tools	443
1.1. Introduction	Erreur ! Signet non défini. 43
1.2. Analysis of student's questionnaire:	443
1.3. Personal information	43
1.4. Section One: Students Profil	443
1.4.1 .Item 1. Specify your gender?	44
1.4.2. Item 2. Perspective on studying English as a subject.....	44
1.4.3.Item 3: Assess your proficiency in English.....	45
1.5. Section Two: Students' insights towards Learning Grammar	46
1.5.1 . Item 1: At what extent learning English grammar is important?	47
1.5.2.Item 2: Learning grammar is it a difficult task?.....	48
1.5.3. Item 3: How much do you agree that it is hard to memorize grammatical rules?	49
1.5.4 Item 4: Which of the following grammatical aspects do you think is the hardest to remember?	50
1.5.6 Item 6 : What is your about opinion about the grammar activities suggested by your teacher	51
1.5.7.Item 7: Do you consider the time allotted for you to communicate on grammar tasks is enough.	52
1.5.8 Item 8 : What techniques does your teacher mostly use when teaching grammar activity	53
1.6.Section Three: Learning Grammar through Ludic Educational Videos	54
1.6.1 Item 1 :Are you used to watch Educational videos to learn English?.....	55
1.6.2.Item 2: Do you prefer videos mixed with fun	56
1.6.3 Item 3: Are you used to learn English in classroom using videos?.....	57
1.6.4 Item 4: Do you think that learning through videos might help you to improve your level in English	58
1.6.5 Item 5: Does your teacher use video-based activities to explain grammar lessons?.....	59

1.7.Section four: Students’ Opinions about introducing Ludic Educational Videos in Learning Grammar	59
1.7.1.Item 1 : In your opinion, why are students less engaged during grammar lessons and tasks.....	59
1.7.3.Item 3 : Do you follow any educational YouTube channel for learning English.....	61
1.7.5.Item 5: Did you find it helpful to understand the lesson and the task.....	61
1.7.6.Item 6: Do you think that this kind of grammar game show encourage you to be more active during grammar lessons?	62
1.7.7 Item 7: To what extent do you consider that “learning through ludic educational videos boosts your engagement”?.....	62
1.7.8.Item 8 : Your level in grammar can be enhanced when learning is in an enjoyable funny way	63
1.7.9.Item9 : Video-based learning is an effective tool for students.....	68
1.7.10.Item 11 : Exploring ludic in videos affects positively students ‘grammar mastery.	69
1.7.11.Item 11 :Implementing videos in teaching enhances communication between the teacher and boosts motivation and engagement.....	70
1.7.12.Item 12: The use of videos to learn grammar is just a waste of time.....	71
2..Discussion and Interpretation of Students’ Questionnaire	72
3. Summary of the Qualitative Results.....	73
4. Analysis of teacher’s questionnaire:	74
4.1. Personal information	74
4.2. Section One: Teacher’s Profil	75
4.2.1. Item 1. Which degree do you hold?	75
4.2.2.Item 2: How long have you been teaching English at a high school?.....	76
4.3.Section Two: Teachers’ perceptions about teaching grammar	77
4.3.1. Item 1 :Grammar significant	77
4.3.2 Item 2 : Grammar proficiency enhances students’ achievements in English.	78
4.3.3 Item 3: Importance of grammar in improving	79
4.3..4 Item4 : Grammar teaching should be given more priority in EF classes	80
4.3.5.Item 5 :The method more effective to teach grammar	81
4.4.Section Three: Teachers’ Perceptions of the Learners’ Attitudes towards Grammar Lesson.	82
4.4.1.Item 1: Students appreciate/value grammar lessons.	82

4.4.2.Item 2: Students interested in grammar lessons	83
4.4.3.Item 3: Assess the grammatical proficiency of students	84
4.4.4.Item 4: The grammar weakness that has to be improved and fixed in students.....	85
4.4.5 Item 5: Students motivated to study grammar	86
4.4.6.Item 6: Way of teaching grammar influences students' achievements.....	87
4.4.7.Item 7 :Importance of engagement students during grammar lessons	88
4.4.8.Item 8: Boost students' engagement inside the classroom.....	89
4.5.Section Four: Teachers' Perceptions about the implementation of educational Videos in Teaching Grammar.	90
4.5.1. Item 1: Creating an enjoyable can boost students' engagement teaching of grammar.	90
4.5.2.Item 2 :Extent of agree use of ICT and multimedia in teaching process is necessary.	90
To what extent do you agree that the use of ICT and multimedia in teaching process is necessary?.....	90
4.5.3. Item 3 :The use of video-based approach in teaching grammar	90
4.6.Section Five: display of a Ludic Educational Video in classroom exploring a lesson of grammar	92
4.6.1. Item 1 : Follow educational YouTube channel for preparing lessons.....	92
4.6.2. Item 2 :Grammar game show encourage students to be more active during grammar lessons.....	93
4.6.3.Item 3: To what extent do you consider that "learning through ludic educational videos boosts student's engagement?.....	94
7. Discussion and Interpretation of Teachers' Questionnaire	100
8.Summary of the Qualitative Results.....	101
9.The Analysis of Classroom Observation.....	102
10.Conclusion.....	103
General conclusion	104
1. Limitations of the study.....	106
2.Suggestions and Recommendations	106
List of References	108
Appendices	121
Appendix 1 : Students Questionnaire.....	142
Appendix 2 :Teachers Questionnaire	148
Appendix 3: Observation Checklist	1556
المخلص	157

GENERAL INTRODUCTION

1. Introduction

Incorporating multimedia has become the new norm in the educational field, that still revolutionizing the educational sector. In their attempts to modernize classrooms and language learning, teachers began introducing multimedia elements, such as educational videos, to improve certain aspects of language learning, grammar in particular. This step is vital to depart from dated teaching methods that exhaust the attention of young learners and attempt to stimulate learners' various learning needs visually.

English language learning is of the utmost importance in Algerian education, as its proficiency opens the doors to numerous opportunities for future generations. Not only does learning offer employment advances and career possibilities, but it also offers national communication skills as the English language continues to gain global extension and embracement. The Algerian educational system has recently given a great tribute to learning by gradually introducing English into all educational levels. Accordingly, innovative strategies of teaching are encouraged as well.

Multimedia incorporation to advance language education, precisely here, using educational videos for improving grammar in Algerian secondary school settings: Case Study Hakim Saadane 2nd Year Learners is the concern of this research that aims to offer valuable insights that will enhance the quality of English language instruction currently provided in Algerian classrooms. By taking this action, we intend to create a dynamic and productive learning environment that will encourage students to enjoy studying languages.

II. Statement of the Problem

Traditional language learning methods in Algerian secondary schools face the primary challenge of their reliance on tedious textbooks and conditioned memorization. This challenge is especially notable in 2nd-year learners in Hakim Saadane, who need to remain focused and interested during grammar activities. This restrictive framework of conventional approaches may not be compatible with the current generation's diverse learning styles and technological abilities and ambitions. The fact that may lead to a notable shortage concerning grammar mastery.

III. Research Questions

The study in hand seeks to answer the following research question:

- **RQ1** Do visual aids learning featuring educational videos influence the enhancement of grammar skills among 2nd-year learners at Hakim Saadane High School?
- **RQ2** How videos perceived by Hakim Saadane 2nd Year Learners and teachers in the context of learning?
- **RQ3** How can short educational videos tailored to suit the specific needs and preferences of Hakim Saadane 2nd-year Learners, considering their learning preferences

IV. The Research Hypothesis

In conducting the present study, we hypothesize that:

If learners are exposed to Educational videos, they will develop their grammar efficiently and increase their motivation in and outside the classroom.

V. Aims of the Study

The aim of this research study to raise students' awareness of how Educational Videos can help in improving Grammar competence in and outside the classroom and assist them in their grammatical learning practices. More specifically, it aims to:

Explore on the importance of Educational videos as a useful way to diversity in the classroom environment for increasing learners' motivation for positive interaction between students-students, teacher-students', and student-himself for a better quality of learning and teaching and whether this learning resource facilitates the teaching and learning process.

VI. Significance of the Study

With the current emphasis on modernization in language learning, the significance of educational videos has become more relevant and effective. The multimedia elements discussed in this research resonate with Algerian education and the digital skills of this generation. The visual aids strategy relying on educational videos provide an engaging classroom atmosphere that may be absent in conventional approaches widely yet adapted in our EFL classes.

VII. Research Design

Since this study aims to identify the effectiveness of incorporating educational videos in teaching and learning grammar we will employ a mixed methodology design to explore the effect of visual aids learning (VBL) on grammar improvement in Hakim Saadane secondary school.

Therefore, we intent to adopt the Qualitative approach to gather data.

To validate our research hypothesis, three data collection methods will be used. First, we will apply two separate questionnaires to teachers of English in Hakim Saadane secondary school and second-year learners. The questionnaires will view both teachers' and students' sights and perceptions on using educational videos. Second, we aim to manage classroom observation after watching an educational video which is relevant to the national curriculum and will be carefully selected and integrated through different activities. This method provides a chance to put the video into practice, and to set an accurate description of the participants' grammar competence.

1. Population and sampling:

- Random Assignment: Participants from 2nd year Hakim Saadane secondary school will be randomly assigned to answer the questionnaire.
- Demographic Considerations: Students' English proficiency levels, socio-economic backgrounds, and prior exposure to multimedia in education will be considered for group homogeneity.
- Teachers of English will provide us with their thoughts.

Secondary level precisely second year students' curriculum is rich in grammar activities, as we know grammatical features studied throughout the whole cycle give a big space in language exploration section in examinations. So, it requires

relying on practical techniques that granted their development in the language, since their improvement of Grammar that is considered as an essential component in the Target language. Their teachers will provide us with their thought about using visual aids in particular as teaching tools. This population may have exposure to ICT's resources mainly videos in the process of their Grammar activities learning and teaching the fact that permits to provide us with their valuable opinions on the current issue.

2. Data Collection:

- We will then gather qualitative data through questionnaires to understand students' and teachers' perceptions and experiences.
- Conducting in-depth and extracting qualitative insights about integrating educational videos to conceive teachers' perceptions.
- Observations: Classroom observations to assess the implementation fidelity and effectiveness of VBL in classroom.

3. Data Analysis:

- Descriptive Analysis: of qualitative data from questionnaires, and observations to identify patterns, challenges, and success factors.

4. Ethical Considerations:

- Once we ensure the participants' confidentiality and anonymity, we will also ask for their consent.
- We intend to get an official permission from the administration to attend some classroom sessions for ensuring ethical standards are maintained throughout the research.
- We were cautious and aware not to choose the high school where we work as teacher of a foreign language, to reveal much more transparency and objectivity.

VIII. Literature Review

Multimedia in Language Learning:

Multimedia incorporation into the field of education has undergone a substantial shift over the past few decades as many researchers emphasize its effectiveness in enhancing educational achievements, specifically in the field of language teaching and learning.

The study conducted by Clark and Mayer (2003) presents many guiding principles of the Multimedia Theory of Learning, which are designed to improve learning outcomes. These principles include the Contiguity Principle, which recommends supporting words with corresponding graphics; the Multimedia Principle, which highlights the effectiveness of combining words and graphics; and the Modality Principle, which supports presenting words as audio narration rather than on-screen text. Furthermore, the theory also considers the Redundancy Principle, which suggests explaining pictures using either voice or text, not both, and the Coherence Principle, which advises against including unnecessary information that can obstruct learning. The idea also incorporates the Segmenting and Pre training Principle, which call for breaking classes into manageable groups. In order to support meaningful learning, Mayer and Moreno (2003) maintain that instructional designers must utilize multimedia education that minimizes needless cognitive load.

Videos in Language Learning:

Focusing on the interest in videos and their impact on language learning, the investigation of Galendez and Ong (2024) highlighted the effects of Video-Based Learning (VBL) on students' language learning experiences. Galendez and Ong (2024) identified five major themes: VBL's positive influence, VBL's utility, VBL's suitability and relevance, VBL's clarity and ease of understanding, and VBL's disadvantages. Their study emphasized the positive results that can be achieved by integrating videos into language learning. The positive impact of VBL on language acquisition was highlighted in the responses provided by the learners in their study, who highlighted enhanced engagement and flexible learning. The utilization of VBL by teachers was recognized as a means to increase student engagement, raise technological competence, and appeal to various learning preferences and styles.

Edutainment:

The concept of 'edutainment,' a fusion of entertainment and education, and its significance in shaping young learners' learning experiences was the focus of examination for Othman et al. (2022). The researchers also offered insights into the edutainment framework and its potential outcomes on educational methodologies. Components and elements of edutainment that are specifically

targeted for educational music videos (EMVs) in the context of children's learning were proposed in this study. The research provided educators and content creators with practical guidance on developing instructional and captivating videos for students by identifying essential criteria for identifying effective EMVs. The positive potential of EMVs to enhance learning experiences and the practical implications for educators, curriculum developers, and educational content creators were established by Othman et al. (2022). The findings of this research contributed to more comprehensive outcomes of how edutainment influences learning and offered practical suggestions for how educational videos can be developed to incorporate edutainment principles.

XI. Structure of the Dissertation

The present study consists of two main parts. These are: the Theoretical Part and the Practical Part, with a total number of Two Chapters. Initially, the Theoretical Part divided into two sections that provides a general overview about multimedia /educational videos and how to enhance the grammatical competence. This chapter attempts also to display the literature review, and the previous studies that have been conducted on the subject matter. Furthermore, the fieldwork part is devoted to analyze and discuss the data collected from various instruments.

Chapter one

Theoretical framework

Section one: An overview on Grammar Teaching

Introduction

According a historical background, modern languages were emerged in the eighteenth century, consequently learning the foreign language was regarded as one of the main targets. Grammar, as an essential component of languages begun to be considered as an independent field of study. Due to its great significance, grammar has been viewed as the skeleton of a language, its essence lies in covering uncountable many aspects, rules and patterns, so is crystal clear that intensive time and effort are required to build and foster language skills learning. Achieving proficiency in the four language skills necessitates EFL students to concentrate on their grammatical abilities, as it plays a crucial role in effective communication.

In this chapter, we offer a summary of grammar in conjunction with convergent concepts:

Grammar ability function and importance in teaching and learning a foreign language domain. The major approaches and methods used for teaching grammar are provided as well. Accordingly, the tie between grammars, the language learners and the difficulties that the learners could face, are figured out. This section highlights the importance of engagement as a catalyst for improving the mechanism of learning grammar. In this section too, implementing Educational videos as a strategy to make learners more engaged in grammar classes is also mentioned.

1.1. The definition of grammar

Many theorists and linguists from multiple angles have defined the term of 'grammar'. The reason why, it would be justified to tackle just one simple and clear definition which may be convenient since the term was variously dealt (Nelson al Greenbaum, 2013). Grammar serves as the foundation of every language, encompassing rules that dictate sounds, word pairings, sentence organization, and various other elements along with their meanings. Grammar is also the study that denotes these abstract features or books present grammatical rules (Nelson al Greenbaum, 2013). Nelson and Greenbaum defined grammar as the rules that permit the combination of words in English to get larger meaningful

speech units; it is in this sense the alternative of syntax (Nelson al Greenbaum, 2013).

Therefore, constructing a linguistic background requires learning grammar. Additionally, in their book Nelson and Greenbaum confirmed that the discussion about grammar necessitates illustrating the other aspects of language briefly defined below (Nelson al Greenbaum, 2013):

- a) Phonology; which is defined as the system that governs sounds in the language and how every sound is combined to units.
- b) Orthography; it deals with the written aspect of the language, written symbols in distinctive units and the way they are combined.
- c) Semantics; this aspect concerns the system sense, whether the single or combined units of speech meanings in a language.
- d) Phonetics; refers to the production sound utterances their physical characteristics and how they occur.
- e) Morphology is concerned with units' structure and the rules that allow words 'combinations.
- f) Pragmatics focuses on the utilization of specific sentences within specific contexts between the speaker and the listener.

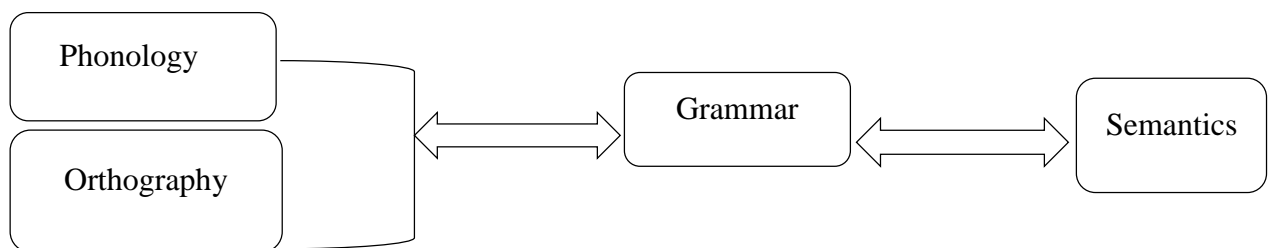


Figure 1.1: The division of language components

1.2. Learning grammar significance in English

In fact, the aspects of language above are necessarily mentioned, but dealing with grammar is crucial as it is a central aspect of learning any language (Nelson et al, 2013). Leech, Deucher & Hoogenraad, their view concerning grammar is similar viewed as an essential component of a language combining both elements sounds and meanings (Leech et al, 1982). So, EFL learners have to learn grammar since it is a vital constituent that allows them to make their thoughts sound adequately into speech parts and communicate in a precise comprehensive ideas by constructing sentences and write coherently (Leech et al,1982). Accordingly, many teachers attribute a great attention to grammar in

their classroom due to its significance in building learners 'knowledge about a language (Hedge, 2000). Bouyakoub claimed that grammar allows communicating meaningfully by providing a foundation for language learning (Bouyakoub, 2005). An efficient teaching of grammar allows students to write correctly (Lin, 2008). That is to say, when they master grammar rules, learners can strengthen both skills writing and reading, therefore building language proficiency and knowledge.

Additionally, a fluent communication cannot be possible when students' grammatical competence is poor (Nunan, 1991). So, grammar proficiency allows students be good to performer in any language (Oumsalem et al, 2012).

Grammar has played a crucial role in foreign language education, contributing to the enhancement of learners' communicative skills (Mukalel, 1998). Consequently, it has been closely associated with various teaching methodologies and strategies in the realm of language acquisition. Crush (2021) argued that, in UK elementary schools, children are required to use in classroom Standard English, a strategy to make them apply correctly grammar rules in conversation (Crush, 2021).

Many scholars and theorists have dealt with English grammar as a field of research in terms of rules and usage (Mukalel, 1998). The rules of English grammar, also referred to as descriptive grammar, differ from English usage, which is sometimes known as prescriptive grammar (Mukalel, 1998). While the grammatical rules are inherent to the language, the standards and suitability of usage are established by the speech community (Mukalel, 1998).

Learning the grammar rules and using them appropriately in language acquisition instills learners with a significant amount of confidence. Consequently, in order to enhance their English proficiency, learners must first grasp the grammar rules and subsequently engage in regular practice (Mukalel, 1998).

1.3. Prescriptive vs. Descriptive grammar

Grammar encompasses various types based on rule application and language interpretation (Huddleston, 1988). The primary focus lies on prescriptive and descriptive grammar. Huddleston differentiated between them in terms of objectives (Huddleston, 1988). He stated that prescriptive grammar dictates how we should communicate, while descriptive grammar aims to showcase the grammar underlying actual usage (Huddleston, 1988). Over time, grammarians have leaned towards either describing or prescribing language grammar

fundamentals (Huddleston, 1988). There has been a shift from adhering to prescriptive grammar, which involves memorization and rule usage, to embracing descriptive or transformational grammar (Huddleston, 1988). The change in focus suggests that grammar teaching ought to be tailored to the needs of the learner, resulting in enhanced versatility and effectiveness in communication. (Huddleston, 1988). These grammar distinctions are crucial in laying the groundwork for language skills and play a significant role in foreign language teaching and learning (Huddleston, 1988). They support learners' progress by enhancing grammatical competence and performance (Huddleston, 1988).

1.4. Grammatical competence and performance

According to Cattle, Chomsky makes a clear distinction between grammatical competence and grammatical performance. Linguistically, competence refers to the mental understanding of the linguistic message by the speaker or listener, encompassing the comprehension of word combinations, parts of speech, and all grammar rules. On the other hand, performance pertains to the actual execution of language skills in real-life listening or speaking scenarios (Cattel, 2006).

1.5. Grammatical knowledge and ability

Many experts in the field of language attribute the comprehension of grammar to three primary classifications. These classifications are widely recognized as grammatical knowledge (knowledge of grammatical structures), metalinguistic knowledge (knowledge of the different terms employed to elucidate those structures), and, above all, grammatical ability (the proficiency to effectively employ acquired structures for communication purposes) (Purpura, 2004).

1.5.1. Grammatical Knowledge

Purpura defines grammatical knowledge as a collection of internalized informational structures.(Purpura, 2004). Language specialists emphasize that possessing grammatical knowledge involves the two closely connected elements in language learning are grammatical form and grammatical meaning (Purpura, 2004). Grammatical form pertains to the linguistic structures used, while grammatical meaning aids learners in comprehending the speaker's message (Purpura, 2004). Grammatical meaning encompasses both the literal meaning and the intended meaning. Literal meaning, as defined by Purpura, is the meaning

conveyed by the sounds, words, phrases, and sentences, derived from their individual parts and arrangement in syntactic structure (Purpura, 2004). On the other hand, intended meaning refers to the interpretation of an utterance in relation to a real or possible situation (Purpura, 2004). It assists in grasping the true intended meaning of the speaker. Both literal and intended meaning are essential for understanding a speaker's utterance and play a significant role in conveying the appropriate grammatical meaning. (Purpura, 2004).

1.5.2. Grammatical Ability

Having a strong grasp of grammar in a language extends beyond just memorizing structural rules. It encompasses having a grammatical skill, also referred to as grammatical competence or language proficiency (Purpura, 2004). This skill can be described as the learner's capability to effectively and appropriately utilize grammatical knowledge to convey different language functions (Purpura, 2004). Based on this explanation, an individual's grammatical ability demands more than mere language knowledge (Purpura, 2004).

Proficiency in grammar having a strong grasp of grammar in a language extends beyond just memorizing structural rules (Purpura, 2004). It encompasses having a grammatical skill, also referred to as grammatical competence or language proficiency (Purpura, 2004). This skill can be described as the learner's capability to effectively and appropriately utilize grammatical knowledge to convey different language functions (Purpura, 2004). Based on this explanation, an individual's grammatical ability demands more than mere language knowledge: it also involves the skill to effectively communicate correct and meaningful messages (Purpura, 2004).

Bachman and Palmer (1996) propose that grammatical ability is a blend of grammatical knowledge and strategic competence, encompassing metacognitive strategies such as association and clarification. These strategies are essential for language learners to effectively fulfill their communicative requirements. Therefore, it is imperative for learners to effectively apply their grammar skills in practical situations (Bachman et Palmer, 1996).

Many language experts break down knowledge of grammar into three main areas: grammatical knowledge (Understanding of grammar, knowledge of

language terminology, and the crucial ability to effectively communicate using acquired language structures.) (Bachman et Palmer, 1996).

1.6. Grammar Teaching Approaches

In general, there exist several methods for teaching grammar. We will address four main approaches: deductive, inductive, interactive, and lastly, the communicative approach. The following section provides a brief overview of these approaches (Dash, 2007):

1.6.1. Deductive approach

The deductive method involves presenting rules before providing examples for application. Dash emphasized that teachers should introduce rules to students first, followed by exercises to apply these rules (Dash, 2007). This approach moves from general concepts to specific instances. Additionally, Rivers and Temperley in 1978 underscored the importance of both teachers and students in this method (Rivers and *al*, 1978) Teachers are responsible for creating meaningful contexts to demonstrate rules, while students are tasked with deriving rules from examples and practicing them continuously. In essence, teacher's present rules, students internalize them, and then apply them in various tasks (Rivers and *al*, 1978).

1.6.2. Inductive approach

The inductive method involves observing and measuring specific examples, from which the general concept is inferred. (Thornbury, 1990) explains that learners study examples to understand rules without being explicitly taught the rule itself. This method highlights student involvement and participation. (Dash, 2007) further demonstrate that teachers present examples before students and then work together to establish rules. Inductive methods encourage students to think and actively engage in the learning process. This approach focuses on learners' ability to derive rules from previously encountered activities (Dash, 2007).

Many linguists consider it an effective tool for teaching grammar. Shrum support this idea by suggesting that learners can unconsciously grasp how language works through exposure to engaging examples using the inductive approach. This allows learners to interact with the language effectively (Shrum , 2015).

1.6.3. Interactive Approach

The four primary language skills are frequently taught independently, often overlooking their interrelation. For example, methodologies such as the Grammar Interpretation Method and Audio-lingual Method prioritize teaching each skill in isolation. However, an integrated approach can also be utilized to teach macro skills, where they are taught collectively. In contrast to discrete skill instruction, integrated skill teaching requires that the macro skills complement and reinforce each other to achieve the desired outcomes. This is demonstrated in content-based instruction and task-based instruction. (Savvidou, 2004).

The concept of an integrative approach involves the fusion of two core subjects or teaching components, such as in the case of integrative grammar (Savvidou, 2004). Within an integrated model, teaching strategies are utilized in stylistic analysis, which entails the examination of texts, both literary and non-literary, from the perspective of style and its relationship to content and form. This approach entails a systematic and detailed analysis of the stylistic elements present in a text, including vocabulary, structure, register, and other factors. The ultimate goal is not only to comprehend the meaning conveyed by a text, but also to understand the mechanisms through which it conveys that meaning (Savvidou, 2004).

1.6.4. The communicative approach

According to Cook the communicative approach, also known as communicative language teaching (CLT), has had a significant impact not only in language teaching but also in various other areas of applied linguistics. (Cook, 2003). This approach is considered highly effective in foreign and second language teaching as it allows for the integration of grammar with other language skills, ultimately leading to the achievement of language learning goals. (Cook, 2003).

Furthermore, the application of the communicative approach in foreign language teaching aims to involve learners in authentic language use in real-life situations (Cajkler *et al.*, 2012). This approach also promotes motivation and enjoyment within the classroom (Cajkler *et al.*, 2012).

In simpler terms, the communicative approach enables language learners to apply grammar rules in communicative tasks, particularly in speaking and writing (Cajkler *et al.*, 2012). Despite the various methods and approaches used to

facilitate the acquisition and retention of grammar rules, learners still encounter challenges in learning grammar. They often find it difficult to master and memorize all the rules (Cajkleretal, 2012).

1.7. Grammar teaching methods

1. The teaching methods listed above have been implemented in the educational process and have shown effectiveness and productivity.

1.7.1. The grammar translation method (GTM)

Hu and Byram stated that the grammar translation method (GTM) was first employed by Europeans in the medieval era to teach Latin and Greek. This method is commonly known as the traditional approach. (Hu etByram, 2000). Moreover, GTM employed translation and formal instruction to facilitate the learning of foreign languages (Mukalel, 2005). It was further contended that GTM has the potential to effectively teach the grammar of any language. In addition, GTM has the capacity to enhance learners' writing abilities (Mukalel, 2005) stated that "individuals who underwent training in the grammar translation method are recognized for their impeccable writing, neat handwriting, accurate spelling, and profound understanding of English grammar, qualities that are unfortunately lacking in our current generation"(Mukalel, 2005). Therefore, the grammar translation method not only enhances language learners' writing skills but also aids in their comprehension of grammar (Mukalel, 2005).

1.7.2. The direct method (DM)

The emergence of this approach occurred towards the end of the nineteenth century, primarily as a response to the grammar translation method. It facilitates an unconscious form of learning. The Direct Method's development, as stated by Mukalel (2005), was rooted in the belief that learners acquire a language solely through the processes of listening and speaking. Additionally, the direct method places speaking as the primary focus in language learning, rather than writing. (Thornbury, 1999) posited that language acquisition occurs in a similar manner to how children naturally acquire the grammar of their native language, through immersion in the language. In essence, effective language learning necessitates communication and verbal practice.

1.7.3. The audio-lingual technique.

The audio-lingual technique theory was rooted in Behaviorism, as it centered on habit formation as the cornerstone of language acquisition. The primary emphasis of this approach was on sentence-level activities, such as drills. Furthermore, it was noted that this method aimed to train students in the use of grammatical sentence patterns, as sentences are the vehicle for conveying meaningful messages (Larsen-Freeman, 1986). A detailed explanation was provided regarding the audio-lingual method, which had its origins in the United States during the 1960s., rejected the notion of large abstract language categories like 'tense' or 'case' in favor of specific patterns based on sentence structure (Grauberg, 1997). These patterns were to be internalized through analogy and repetitive practice. The audio-lingual method highlights the importance of sentences in creating coherent language, as opposed to using explicit rule explanations. According to Mukalel, the audio-lingual method represents a contemporary iteration of the direct method, which prioritizes the communicative aspect of the target language in the classroom (Mukalel, 2005). This method places a strong emphasis on oral language over written language, and places greater value on repetitive drills rather than rule explanations (Mukalel, 2005).

1.7.4. The bilingual method

Dodson from North Wales University developed the bilingual approach, which involves using the native language to teach a second language (Mukaleuhuh, 2005). The effectiveness of this approach was explored by incorporating Welsh to teach English and other foreign languages (Mukaleuhuh, 2005). This method involves incorporating the native language into the learning process of the second language to aid comprehension. Furthermore, teaching a foreign or second language through the bilingual approach necessitates the incorporation of equivalent words from the native language (Mukaleuhuh, 2005). According to (Dash, 2007), teaching English involves providing mother tongue equivalents for English words or sentences when necessary. Therefore, the bilingual approach allows for the use of the native language to provide guidance, solicit responses, or explain challenging and unfamiliar words. (Mukaleuhuh, 2005). Essentially, the teacher integrates native language terms in the classroom to enhance the learning of the target language. Additionally, the bilingual approach

follows a conventional structure known as the 'P-P-P' structure, which stands for presentation-practice-production (Aslam, 2006). This method involves using the native language to facilitate the learning of the target language by highlighting differences and similarities between the two languages.

1.8. Instructional Technique in Teaching Grammar

Language experts have highlighted the importance of incorporating grammar techniques into language instruction in order to enhance its efficiency (Norris et al, 2004). These techniques encompass various approaches, including form-based or rule-based methods, input-based strategies, feedback-based approaches, and practice-based techniques (Norris et al, 2004).

1.8.1. Form-Based Techniques

Purpura (2004) discusses methods that focus on teaching grammatical forms. These methods may involve teaching grammar implicitly and inductively, emphasizing meaning while drawing attention to form without using grammatical terms (purpura, 2004). It is suggested by experts that such methods help teachers highlight the meaning of specific grammatical structures and redirect learners' attention to form without explicitly explaining the intended form. However, in other cases, these techniques may require explicit and deductive instruction on grammar, where the teacher aims to teach a grammatical rule without using grammatical terms (purpura, 2004). Purpura (2004) also notes that incorporating Form-based techniques in the classroom may include consciousness-raising activities, which can be presented either inductively or deductively (purpura, 2004).

Inductive consciousness refers to the method of providing learners with L2 data and prompting them to derive an explicit rule from the target structure (purpura, 2004). Conversely, deductive consciousness involves providing learners with a grammar rule and instructing them to apply it to L2 data (Purpura, 2004).

In addition to consciousness-raising exercises, the teacher can employ the "Dictogloss" technique, which serves as another form-based technique (purpura, 2004). With this technique, the teacher reads a carefully selected text to the learners, who are expected to take notes while listening. Subsequently, the learners are tasked with working in groups to reconstruct the passage and compare it with the original (Purpura, 2004).

The diagram presented below offers a comprehensive overview of the two primary types of form-based techniques for grammar teaching. It includes their respective goals and the type of practice associated with each genre.

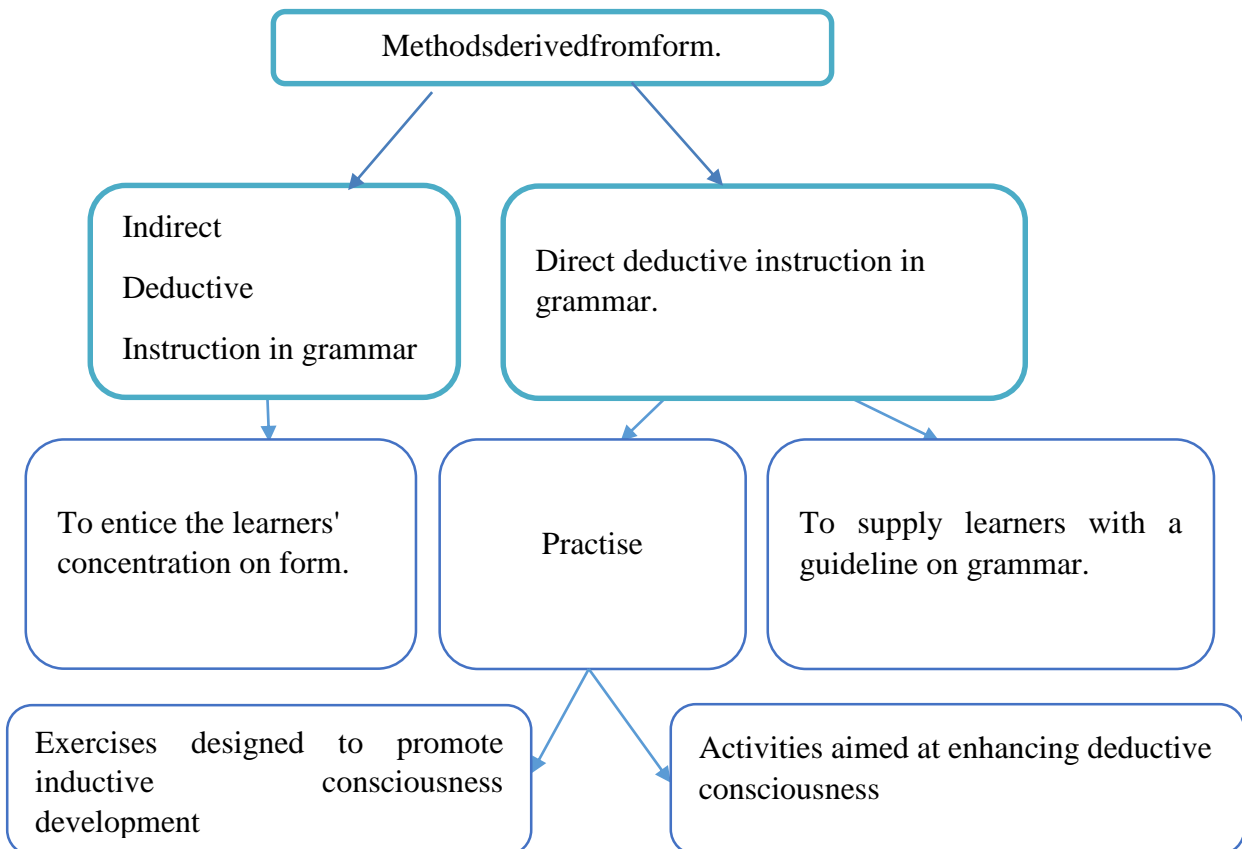


Figure 1.2: Different Approach to Teaching English Grammar Using Form-Based Techniques (Purpura, 2004).

1.8.2. Input-focused methods

According to Purpura (2004), the focus is on the application of input in grammar instruction. Some methods that fall under this category include input flooding, typographical input enhancement, and comprehension practice. In the first group of methods, learners are exposed to a substantial amount of input to assist in their understanding and learning process (Purpura, 2004). The presence of the targeted feature is determined by the quantity of input received (Purpura, 2004). Conversely, the manipulation of input involves techniques like capitalization and boldface printing (Purpura, 2004). On the other hand, the Comprehension practice technique requires learners to link grammatical form with meaning, often through the use of pictures or questions focused on meaning

(Purpura, 2004). Input-based techniques have proven their effectiveness in assessing learners' acquisition of grammatical meaning. (Purpura, 2004).

1.8.3. Techniques Based on Feedback

This set of strategies includes approaches for demonstrating subpar grammar performance. For instance, one method is referred to as "Recast" (Purpura, 2004). In this technique, an incorrect utterance is repeated without the error (Purpura, 2004). Another strategy, named "Garden Path", explicitly showcases a language rule to students and enables them to apply it to various examples (Purpura, 2004). Nevertheless, if the generalization is not accurate (providing negative evidence), additional instruction is provided (Purpura, 2004). The last feedback-oriented method is known as "Metalinguistic Feedback" (Purpura, 2004). This approach uses linguistic terms to prompt learners to "Notice" their errors. (Purpura, 2004)

1.8.4. Techniques based on practice

Lee and colleagues (2003) introduced the concept of "Input-processing instruction and output practice" as part of practice-based techniques. They defined SLA as the development of an unconscious language system that includes various components like lexis and syntax. This system interacts during language use. Lee and team proposed three processes for language acquisition: input processing, system change, and output processing. The first process focuses on how learners understand grammatical information they hear or read. Strategies are used to help learners associate form and meaning during comprehension. Van Patten (2003) stated that this process is evaluated through grammatical comprehension tasks. The second process involves the assimilation of new grammatical knowledge into the evolving language system, leading to the restructuring of the underlying language system. The final step, output processing, explains how learners develop the ability to use newly acquired grammar to produce meaningful and spontaneous utterances. (Van Patten, 2003).

1.9. The difficulties Encountered by Learners of Grammar

When it comes to learning a foreign language, one of the biggest hurdles for learners is understanding and applying grammatical rules (Oldin, 1994). The association of grammar with rigid rules has led to doubts about its effectiveness in

language acquisition (Oldin, 1994). In light of this, (Oldin, 1994) highlighted three major issues with using pedagogical rules: determining the extent and nature of regularity or generalization, formulating appropriate generalizations, and ensuring their reliability (Oldin, 1994). Consequently, learners encounter numerous obstacles in mastering grammar, making it a complex task. Additionally, learners often struggle with the diverse aspects of grammar (Oldin, 1994).

Greenbaum stated that there is a lack of standardized terminology for grammar (Greenbaum, 1988). For example, the term 'tense' can have different meanings in different grammar books (Greenbaum, 1988). It can be perplexing for students as some books encompass all English tenses and aspects under one term, including the progressive form, whereas others differentiate between tense and aspect (Greenbaum, 1988). Moreover, the influence of a learner's native language (L1) presents obstacles in mastering grammar (Oldin, 1994).

Aitken elucidated in 1992 that certain mistakes stem from L1 interference, wherein the learner utilizes rules from their mother tongue that are not applicable to English (Aitken, 1992). This overgeneralization of L1 rules leads to grammatical mistakes (Aitken, 1992).

To overcome these difficulties, classroom engagement plays a crucial role (Greenbaum, 1988). Active participation in the classroom is a significant predictor of students' positive academic achievements in grammar learning (Aitken, 1992).

2.8. Engaging and innovative ways to teach English

Learning and instructing English grammar can be a challenging yet captivating endeavor. For educators, it is crucial to discover an enjoyable and practical approach to impart this language's grammar to students (MM Akhmadjanova, 2020). The process should encompass stimulating teaching materials, inventive ideas, and engaging methods that make learning English grammar an enjoyable experience (MM Akhmadjanova, 2020). There are numerous ways to acquire and teach English grammar, such as incorporating music, exercises, games, dictation, and similar techniques (MM Akhmadjanova, 2020). These methods have proven to be highly effective, particularly when employed with middle and high school students in secondary education (MM Akhmadjanova, 2020). Vijayalakshmi in 2014 proposes integrating songs, poems, music, games, and tasks into grammar instruction (Vijayalakshmi, 2014).

It would be a comprehensive conversation if we were to address all of these innovative techniques. Given that our dissertation focuses on utilizing videos as an effective multimedia tool for teaching, we will focus on media integration (Vijayalakshmi, 2014).

2.8.1. The utilization of media in the instruction of grammar.

Media plays a vital role in igniting the curiosity of learners (DurratulHikmah, 2019). The utilization of computer tools such as the internet, audio, and video clips enables learners to interact with and listen to native speakers, thereby enhancing their motivation and ability to teach (DurratulHikmah, 2019). According to the Journal of English Teaching's Innovative Techniques of Teaching English Grammar at Secondary Schools, the inclusion of video and audio clips in the classroom acts as a catalyst for students to engage in communication about topics that interest them. Multimedia sources like songs, movies, TV series, magazines, and newspapers play a crucial role in enhancing language skills (Anil, 2017). It is essential for students to acknowledge the significance of these sources in order to enhance their language proficiency (DurratulHikmah, 2019). In the classroom, students frequently have the opportunity to engage with visually presented songs and movies, enabling them to comprehend the meaning of expressions and utilize various language structures (DurratulHikmah, 2019). By incorporating these innovative ideas into the learning and teaching environment, the educational process can be enriched, leading to success and efficiency. (DurratulHikmah, 2019).

Conclusion

In conclusion, this chapter focused on elucidating the notion of grammar and presenting different facets related to the acquisition and instruction of grammar in a foreign language. Furthermore, we highlighted the challenges encountered by grammar learners and emphasized the significance of active involvement to overcome these obstacles, ultimately leading to enhanced proficiency in grammar. Moreover, we briefly discussed the efficacy of incorporating educational videos in grammar lessons and the positive impact of this visual tool on students' learning experience.

Section two: An Overview on Educational Videos

Introduction

In the current chapter, we have arrived at a pivotal juncture that underscores the advantages and efficacy of Educational Videos as instructional tools. These videos can function as either supplementary or primary resources when chosen and utilized thoughtfully. By incorporating authentic materials, they prove to be extremely beneficial in the language learning environment, inspiring students and improving the language skills of learners. Moreover, they aid in enhancing and solidifying grammar proficiency. Currently, Educational Videos are constantly progressing with new innovations, offering fresh avenues for teaching foreign languages in a straightforward, effective, and captivating manner through the utilization of multimedia technology.

The chapter also delves into how educators can employ Educational Videos to capture students' interest in learning the target language, acting as a means of communication and boosting learnability. Additionally, it underscores the value of these videos as a tool for language instruction and learning assistance. Lastly, the section wraps up by examining the pros and cons of using videos in the classroom, including the integration of video-on-demand systems as a novel feature in educational environments. It also touches upon the significance of popular digital platforms like YouTube and Facebook in showcasing and utilizing multimedia content for educational objectives, meeting learners' demands for top-notch language learning methods.

2.1. Multimedia Integration in Language Learning

The inclusion of multimedia in language instruction has made significant progress, providing a wide range of tools and platforms to enhance the learning experience. It is widely recognized that multimedia serves as a powerful tool in improving language skills acquisition (Mayer et Moreno's, 1999). Numerous studies have emphasized the advantages of incorporating visual and auditory elements in language learning. For example, Mayer and Moreno's cognitive theory of multimedia learning suggests that the use of texts and graphics in presenting information promotes a deeper level of comprehension compared to using texts alone (Mayer et Moreno's, 1999). This theory is based on the understanding that information is effectively processed in the working memory through the combined

channels of auditory and visual learning (Mayer et Moreno's, 1998). Furthermore, multimedia presentations have been shown to engage learners' attention and facilitate their understanding by catering to different learning styles (Mayer et Moreno's, 1999).

2.2. Efficacy of Multimedia Instruments.

Research has demonstrated that the use of multimedia tools in language education is highly effective, as it helps to enhance learners' linguistic abilities. By utilizing digital resources, interactive applications, and videos, learners can engage in a more immersive language learning experience, which in turn improves their understanding of grammar and vocabulary. The incorporation of multimedia in language instruction promotes active learning, empowering learners to actively participate in meaningful language practice and real-world interactions (Mayer et Gallini, 1998). The Multiple Representation Principle, a key concept in the effectiveness of multimedia tools, highlights that explanations presented through a combination of words and visuals have a greater impact compared to those presented through text alone. Studies conducted by Mayer and Anderson (1991, 1992) have shown that learners who received a narration accompanied by corresponding animations were able to generate twice as many solutions to problem-solving tasks compared to those who only heard the narration (Mayer et Gallini, 1998; Mayer et Anderson, 1991). Similarly, a research by Mayer and Gallini (1989, 1990) revealed that learners who read text with captioned illustrations performed significantly better on problem-solving tests than those who only read the text. This phenomenon, known as the multimedia effect, aligns with cognitive theories of multimedia learning, enabling learners to form verbal and visual mental representations and establish connections between them (Mayer et Gallini, 1989).

2.3. Multimedia Language Teaching Materials

The process of teaching is intricate and demanding, requiring significant effort, creativity, and skill to adapt to the modern era and cater to the increasing needs of students. Educators need to establish a supportive, conducive, and efficient learning atmosphere that encourages students to actively participate in the learning process (Richards, 2001). Authentic materials like videos and other technology-based resources are recognized as valuable teaching aids that play a vital role in the field of education (Richards, 2001). These materials are constantly

evolving to improve the learning experience of learners and meet the requirements of teachers in a flexible and manageable way (Richards, 2001). They are indispensable for both teachers and learners in the educational journey. House stresses the significance of incorporating authentic materials in the classroom to bridge the gap between the formal learning environment and the real world, where students will eventually apply the language they are acquiring (Yu et al, 2001). The integration of new technological resources in foreign language instruction has revolutionized traditional teaching approaches, offering learners interactive opportunities to boost their enthusiasm, collaboration, and creativity during classroom activities (Yu et al, 2001). Moreover, these materials have transformed the role of teachers towards a student-centered, communicative approach (House, 2008). Ultimately, the utilization of multimedia language teaching materials exposes learners to authentic communication and practical scenarios (House, 2008).

In summary, the incorporation of new language teaching materials provides learners with the chance to engage in real-life communication and practical scenarios. Various audio/visual aids can be employed as innovative teaching tools within a classroom setting, including PowerPoint slides and the Overhead Projector (OHP). The concise educational videos and Podcasts are derived from the extensive range of information accessible on the Internet (Pateşan et al, 2018).

2.3.1. Microsoft PowerPoint

PowerPoint has become a widely utilized tool across various industries, initially gaining popularity in the business sector and later expanding its reach to educational institutions (Pateşan et al, 2018). Particularly in the field of education, PowerPoint has proven to be beneficial for both students and teachers, effectively addressing the pressing demands of the classroom, by utilizing slide presentations, learners and educators are able to present their ideas and projects in a creative and flexible manner (Pateşan et al, 2018). According to Castelli and Fiorentino, Microsoft PowerPoint aids teachers in creating visually appealing and efficient presentations, handouts, interactive animations, stand-alone kiosks, task cards, and web pages, enabling effective information delivery to students (Castelli and Fiorentino, 2008). As a result, PowerPoint slides serve as a valuable

resource for EFL learners, allowing them to access information and fulfill their educational requirements (Castelli et Fiorentino, 2008).

2.3.2 Overhead Projector (OHP) device

This specific device is widely utilized and highly respected by educators and trainers worldwide for delivering lectures and conducting workshop presentations (Lukileni-Ipinge, 2017). As stated by the National Audio-Visual Supply (1992), the overhead projector is described as a simple tool that projects various transparent materials onto a screen within a well-lit room (NAVS, 1992). The OHP provides numerous benefits and assistance for both teachers and learners as it simplifies the display of multiple images in the form of large slides (Lukileni-Ipinge, 2017). Consequently, teachers have the ability to create multiple slides that combine written words and visuals to emphasize the effectiveness of the lesson and highlight key points for their students (Lukileni-Ipinge, 2017).

The literature highlights several characteristics of the OHP, including:

- The overhead projector has been specifically designed to be utilized in front of the audience, ensuring continuous involvement throughout the entirety of the presentation (Lukileni-Ipinge, 2017).

- The overhead projector (OHP) is equipped with an impressive visual system that can display sharp images on the screen, even in a brightly lit environment. This is made possible by its high definition capabilities. Additionally, by using blank transparency film and transparency markers, the OHP can also serve as an electronic board, effectively reducing the time and effort needed for instructional purposes (Lukileni-Ipinge, 2017).

2.3.3. Videos and podcasts

A/ Videos:

In today's society, particularly among the younger generation, there is a growing interest and reliance on the Internet and its various platforms (Cruse, 2011). Videos have been identified as a significant digital innovation that has become an integral part of people's daily routines (Cruse, 2011). Over the past few years, videos have gained popularity as an alternative means of accessing information and are considered to be a valuable tool in the realm of education. With the advancement of Information and Communication Technology (ICT), there are numerous educational resources available that cater to the specific needs

of learners. According to Mayar, "Video is a multimedia format that delivers information through both auditory and visual channels simultaneously" (Mayar, 2001). Videos often utilize various presentation methods, including verbal and visual representations, such as on-screen text and closed-captioning (Cruse, 2011).

Videos are an essential resource for connecting students with language learning. They play a crucial role in classrooms, helping students achieve different objectives. This visual tool helps learners improve their retention of knowledge and expand their understanding. Furthermore, it enables teachers to enhance their teaching methods, making lessons more efficient and engaging. Videos cater to various learning styles and offer a wide range of benefits. According to Cisco Systems Inc, videos have a significant impact on education, as outlined in three key concepts (CSI, 2012):

1. **Interactivity with content:** Students interact with visual materials by engaging in verbal discussions, taking notes, analyzing critically, or grasping concepts. This active engagement promotes creativity and engagement.
2. **Engagement:** Videos captivate learners by immersing them in the visual content, whether it is available on-demand or presented in real-time. This captivating ^experience enhances rapid understanding and facilitates the absorption of information.
3. **Knowledge transfer and memory:** Videos are more effective than other instructional media in helping learners retrieve and remember concepts. As a result, information can be comprehended and retained with greater ease.
4. Additionally, videos are advantageous for both students, who have the opportunity to tap into a vast amount of information while learning a language, and educators, who can enjoy the ease and convenience of using them as instructional tools.

B/ Podcasts:

The University of Wisconsin has put forth a series of recommendations for developing educational podcasts, which involve choosing suitable content, defining learning goals, structuring the content, creating the podcast, and incorporating it into the curriculum (Laing et al, 2007).

Evaluating the learning experience's quality is crucial, taking into account if the podcast complements formal or informal learning and is in line with contemporary educational theories (Sharples et al, 2005).

Furthermore, the influence of podcasts on the academic achievement of students is a significant issue, despite the limited research available. Although certain studies have revealed no substantial difference in exam scores between students who utilize podcasts and those who do not, there have been discoveries suggesting enhanced performance on essay-type questions for students who utilize podcasts in particular manners (Bond et al, 2007). There are disadvantages associated with podcasting, including the requirement for adequate bandwidth, possible exclusion of the hearing impaired, limited interactivity, and the importance of teacher training to improve voice quality and delivery (Bond et al, 2007). Additional research is necessary to determine successful educational strategies for podcasting, with continuous experimentation and sharing of knowledge being crucial for its advancement (Educause, "7 things you should know about podcasting." (Nataatmadja et Dyson, 2008).

2.3.4. Educational Videos

According to Emily (2006), the use of audio-visual materials in the classroom is not a recent concept. In fact, it dates back to World War II when filmstrips were initially used as a training tool for soldiers. Since then, there have been significant advancements in both the content and technology of audio-visual materials, making them more accessible and important in educational settings. Hovland et al (1949) and Emily (2006) have also noted these advancements.

During the 1950s and 1960s, educational television (ITV) relied on recorded lectures that could be replayed, while educational television (ETV) was developed to complement classroom instruction rather than compete with it (CPB, 2004). In the present day, there are educational videos specifically designed to supplement classroom instruction, adhering to educational standards (CPB, 2004).

Over time, delivery technologies have evolved, transitioning from filmstrips and broadcast television to the flexibility offered by VCRs, DVDs, and laser disk drives. With the emergence of digital technology, the field continues to progress, offering even greater potential for sophisticated delivery methods. Surveys conducted by the Corporation for Public Broadcasting have shown that the use of educational videos and television in schools has steadily increased. These surveys not only examined usage patterns but also explored teachers' behaviors and perceptions of the outcomes. Based on the most recent study, the

technology is not only widely utilized but also highly recommended for fostering more productive and creative teaching practices (CPB, 1997). (recent sources would be better)

This crucial survey finding from the Corporation for Public Broadcasting highlights the significance of these interactive devices in relation to students' outcomes and motivation (CPB, 2004). It shows that the rate of use is directly linked to the perceived increase in student learning and motivation.

Among educators who utilize television or video for at least two hours per week, a majority of two-thirds are of the opinion that students acquire more knowledge when utilizing these devices (CPB, 2004). Furthermore, nearly 70% of these educators have observed an increase in student motivation. Moreover, more than half of the regular users have found that incorporating videos aids students in effectively engaging with vocabulary and grammar (CPB, 2004). Educators in the present era acknowledge the significance of audio-visual content in captivating learners' attention, promoting interactivity, and enhancing the pace of learning (CPB, 2004). This content, often obtained from the internet, is regarded as a valuable medium for delivering educational material.

2.4. Exploring Pedagogical Theories and Models for Video Integration in Language Learning

The successful integration of multimedia in educational environments requires the application of educational theories and models to direct its creation and implementation. Within the realm of multimedia-enhanced education, this research will investigate different pedagogical theories such as Multimodal Learning Theory, Task-Based Language Teaching, and Schema Theory. Each theory provides valuable perspectives on the specific ways in which learners acquire language. This section of the study delves into these theories to identify effective strategies that enhance the use of multimedia, ultimately leading to improved learning outcomes, increased student engagement, and academic success (Florian et Marc, 2014).

2.5. Selecting Video Content

The proper selection and integration of videos into educational settings is a crucial aspect. According to Fabos (2001), analyzing the historical context of classroom technologies reveals that the value of the content, rather than the technology itself, plays a vital role in the success or failure of educational

technology (Fabos, 2001). To optimize the usefulness of videos and maximize the learners' benefit, it is essential for teachers to choose videos that are relevant to the topic being taught, have depth, and possess educational dimensions (Fabos, 2001).

Videos serve as visual tools and can effectively enhance learning by providing visual demonstrations, presenting activities and concepts, and increasing engagement and emotional appeal (Lin, 2003). Educational videos also incorporate instructional strategies and cognitive modeling features within the videos themselves (Lin, 2003). They can be particularly beneficial for English as a Foreign Language (EFL) students, aiding in language comprehension and knowledge acquisition (Lin, 2003). Examples of effective video techniques include zooming in on specific details, incorporating attention-grabbing graphics and titles, and utilizing animations. Closed-captioned videos can further support learners in developing fluent reading skills and motivation in various language abilities (Lin, 2003).

When evaluating videos, Denning (undated) offers valuable suggestions to consider. These suggestions encompass:

1. Diverse delivery styles
2. Subtle humor
3. Narration suitable for the intended age group and thinking abilities
4. Organized presentation in manageable sections
5. Presence of pertinent examples.
6. Elaborating of open-ended questions
7. Opportunities for students attempting to embody independent creative learning

The video tool's failure can be attributed to an overemphasis on non-visual elements in the presented choices. This can lead to an amplification of the drawbacks of the medium by excessively incorporating theoretical and non-visual content, heavily relying on the "talking heads" approach to convey information or make logical arguments without sufficient physical evidence (Hampe, 2006). The underlying reason for this lies in the fact that videos encompass both auditory and visual components, which must harmonize with each other for successful outcomes. Excessive utilization of dramatic soundtracks, visuals, and narratives that lack support or engagement with one another, along with an excessive

dependence on still frames or slides, can all detrimentally impact the educational process (Hampe, 2006).

The Impact of Educational Videos on Grammatical Proficiency

- presenting open-ended inquiries
- providing opportunities for students to engage in abstract learning

The efficacy of videos decreases when the choices provided excessively emphasize non-visual elements, thereby taking advantage of the limitations of the medium by offering theoretical and non-visual content. This heavily relies on the "talking heads" approach to communicate information or present logical arguments without adequate physical evidence (Hampe, 2006). Since videos convey information through both auditory and visual means, these two components must synchronize to attain optimal effectiveness (Hampe, 2006). Overemphasized soundtracks, visuals, and narratives lacking coherence, along with an excessive utilization of still frames or slides, can all undermine the educational message (Hampe, 2006).

2.6. Benefits of learning through educational videos in classroom.

Videos play a vital role in the educational system, providing numerous advantages. They bring learning to life and engage all students through visual lessons, promoting communication and active participation. As stated by Emely, videos are particularly valuable in conveying information that may be difficult to present in traditional classrooms due to various limitations, such as space or location. By incorporating videos into active learning techniques, students' attention is effectively captured, ensuring their active involvement in the learning process (Emely, 2006).

Furthermore, videos serve as an effective medium for delivering content by combining visual and audio elements. They also give students the opportunity to assess their understanding of different contexts and identify potential obstacles to learning. Additionally, videos enhance the authenticity of students' learning experiences by introducing them to various forms of communication, including body language, hand gestures, and cultural symbols (Emely, 2006).

Ultimately, the use of educational videos has a profound impact on inspiring students, especially when traditional methods fail to motivate them. Videos offer a fresh perspective and ignite students' enthusiasm for learning (Emely, 2006).

In the realm of EFL education, games not only provide entertainment but also offer significant educational benefits.

This educational value can be exemplified through the following key points:

2.6.1. Educational videos prompt learners' interaction

The incorporation of educational videos in English as a Foreign Language (EFL) teaching and learning provides a favorable environment for learners to engage and negotiate meaning (Baek, 2010). According to Yang (2011), the lack of authentic interaction in EFL settings has been a concern in language instruction. However, by integrating videos, the level of interaction is increased, placing a greater emphasis on the practical application of knowledge in the target language (Yang, 2011). Baek (2010) supports this idea by asserting that input, interaction, and output creation are crucial components in foreign language classrooms, and interactive videos can effectively provide these elements, fostering interaction among students. Moreover, videos aid in the development of students' interpersonal skills, such as discussion and communication. Schwartz and Hartman (2007) emphasize that videos offer numerous opportunities for students to observe, engage, participate, and express themselves verbally (Schwartz et Hartman, 2007). As a result, the classroom environment created by videos encourages learners to actively participate in discussions, ask questions, and communicate effectively, thereby enhancing their adaptability and creativity in utilizing the foreign language to achieve their objectives. Furthermore, educational videos have been found to strengthen reading skills, enhance the collective knowledge level among students, promote communication and discussion abilities, and increase the effectiveness of teachers, as supported by research and surveys conducted by the Corporation for Public Broadcasting (Cruse, 2007). Additionally, technology has facilitated the accessibility of information, enabling teachers to adapt their instructional tools and facilitate learning more efficiently (Angeli, 2008). In conclusion, the integration of videos enhances students' interactive skills and empowers teachers to be more effective in their instruction. Effective communication fosters symbiotic relationships where students learn from one another (Angeli, 2008).

2.6.2. Educational videos boost learners' motivation

Motivation plays a vital role in foreign language classes, significantly impacting learners' psychological well-being. The use of videos in language

teaching has been on the rise, becoming a popular tool. This increase in popularity is due to videos' ability to boost students' motivation, enhance their communicative skills, and facilitate the teaching and learning process. According to Harmer (2001), videos serve various purposes and introduce positive elements to the learning environment. He emphasizes the advantages of integrating this valuable resource through the following points: (Harmer, 2001).

- Providing language in context and fostering cross-cultural awareness: Videos bring real-life situations into the classroom, offering students authentic exposure to the target language. By observing native speakers' pronunciation, accents, beliefs, traditions, and culture, students develop a deeper understanding of the language within its cultural context (Harmer, 2001).
- Increasing motivation: Videos are highly effective in motivating students and capturing their interest in language learning. Through visual and auditory cues from native speakers, students can easily grasp subtle meanings and emotions conveyed through gestures and facial expressions (Harmer, 2001).
- Promoting active participation: Video-based learning encourages inclusivity, collaboration, and engagement through communicative activities carried out in pairs or groups (Harmer, 2001).
- Providing relaxation and enjoyment: While videos can offer entertainment and relaxation, it is essential to maintain a balance and avoid excessive use, as video watching should be an interactive process (Harmer, 2001).

In conclusion, integrating games into language instruction can be a beneficial approach to enhancing learners' motivation.

2.6.3. Educational videos boost learners' engagement

The use of games promotes engagement in various ways. According to Coates (2005), engagement refers to the active participation level of students in educational tasks, leading to high-quality learning. Multimedia technology integration is often utilized to improve teaching and learning. Ljubojevic, Vascovic, Stankovic and Vascovic (2003), inspired by Mayer's (2001) cognitive theory of multimedia learning, highlight videos as a valuable tool for engaging students' linguistic, spatial, and rhythmic cognitive abilities, especially in self-

learning (Ljubojevic et al, 2013; Gardner, 2000). By employing suitable teaching media and methods to present relevant information, the efficiency of self-learning can be enhanced (Ruiji, 2012). Assessing the effectiveness of incorporating video tools into teaching materials in distance learning settings and measuring "viewer engagement" are essential for enhancing the learning process (Stubiener et al, 2012). The positive impacts of video features (multisensory, dynamic, and attention-grabbing) are commonly observed in engineering education (Marques, 2012). In essence, integrating videos into education helps students become more independent learners, as this format delivers valuable content with a higher cognitive load (CPB, 2004). Thus, it can be inferred that videos effectively engage students in the educational realm and influence learning outcomes (CPB, 2004).

2.7. Drawbacks of Video- based strategy in classroom

Educational Videos are a valuable resource for foreign language learning, often referred to as video-based reflection or process. However, teachers face obstacles when trying to utilize these videos as a primary component in the classroom. One major challenge is the lack of resources, which makes it difficult for teachers to effectively incorporate video-based reflection into their lessons without adequate materials (Miayata, 2022).

Additionally, the high cost and logistical challenges associated with using videos, along with the absence of clear procedures for their application, further hinder their effective use (Miayata, 2022). Another significant limitation is the unreliable or insufficient internet access in many schools, which is essential for teachers to access online videos when preparing their lessons (Miayata, 2022). (Beggs, 2000) stresses the importance of a strong internet connection and computer system for creating online content.

Furthermore, time constraints also play a role in preventing teachers from fully integrating educational technologies into their teaching practices. This is especially true for those with busy schedules and numerous responsibilities. Instructors may also face challenges in creating and sharing educational videos online, as not all platforms are user-friendly or well-received by students and audiences (Sammons, 1994). (Prensky, 2010) highlights the need to distinguish between valuable educational content and inappropriate material, as some online platforms may contain objectionable content.

2.8. Some widely known platforms of educational videos

The primary justification for incorporating video clips into multimedia presentations is to evaluate the impact it has on enhancing student engagement. By utilizing a media application that students are already familiar with, such as visual stimulation, it is believed that their involvement can be significantly improved (Ljubojevic et al, 2013). It is widely recognized that Internet video traffic consistently accounts for a substantial portion of consumer Internet traffic (Ljubojevic et al, 2013). In addition, social media platforms like Facebook, YouTube, and others can serve as valuable sources of instructional materials in the educational process (Burke, et al, 2009).

2.8.1 The Effectiveness of YouTube as an Educational Resource

In the realm of higher education, educational videos have become a significant component, serving as a means of delivering content in various formats such as flipped classrooms, blended learning, and online courses (Brame, 2021). YouTube, being a vast platform, is utilized in educational settings to complement and expand upon the knowledge acquired from traditional course materials (Brame, 2021).

However, it is crucial to acknowledge that the use of YouTube in education has positive and negative aspects, which are outlined below (Brandon, 2021):

Positive aspects:

1. **Supplementary tool:** Instructors can incorporate YouTube videos into their classroom instruction to reinforce key concepts being discussed. This can serve as a valuable resource for providing additional information or presenting visual explanations for problem-solving methods.
2. **Expanded learning environment:** Students have the opportunity to enhance their studies and complete assignments independently, especially when additional support is limited. By utilizing YouTube, instructors can offer a range of instructional videos for reference, ensuring that students fully comprehend and retain the material.
3. **Unlimited access:** In a classroom setting, students may hesitate to ask for repeated explanations of key points. With YouTube, students have continuous access to videos that can be viewed at their convenience, allowing them to

replay content as many times as necessary. This flexibility enables students to review important videos for exam preparation and revision.

4. **Integration into instruction and course planning:** Educators can leverage YouTube videos as an educational tool in the classroom or incorporate helpful supplementary videos into online learning platforms like Canvas. Both instructors and students can access YouTube from home, facilitating teaching and learning objectives. YouTube, as an open educational resource (OER), presents numerous advantages by alleviating the burden on instructors to create new content and ensuring proper attribution to original creators.

- **YouTube serves as a digital repository and networking platform for instructors:** By utilizing YouTube as a resource, instructors with limited time to create and upload videos can benefit greatly. This not only prevents redundant efforts but also allows instructors to acknowledge the original authors while accessing a vast array of educational content.

B/ However, there are negative aspects to consider:

- **Unreliable internet connection:** A stable and fast internet connection is crucial for seamless playback of YouTube videos, particularly when they are utilized as valuable teaching and learning resources in the classroom.
- **Authenticity concerns:** It is essential to exercise caution regarding the source and authenticity of videos found on YouTube. Educators should invest time in verifying and distinguishing between authentic and non-authentic content before incorporating it into their teaching materials.
- **Tedious and inappropriate advertisements:** Certain YouTube videos inundate viewers with lengthy and repetitive advertisements that cannot be skipped. Furthermore, these advertisements may contain inappropriate content, placing educators in an uncomfortable position. To address this issue, YouTube has recently introduced 'YouTube Premium,' a paid subscription service that offers ad-free viewing and offline video playback.

2.8.2. Facebook reels and videos for education:

Facebook is undoubtedly the leading social media platform. Its ability to meet users' needs effectively has contributed to its long-standing dominance (Mohsin, 2021). Over the years, Facebook has consistently exceeded expectations and adapted to accommodate its growing user base (Mohsin, 2021).

A recent study conducted by the Pew Research Center revealed that 71% of Facebook users have a high school education or lower, while 75% are college students (Mohsin, 2021). It is clear that students form a significant portion of Facebook's user demographic (Mohsin, 2022). In addition to serving as a communication tool, Facebook offers a plethora of educational resources for students. These resources include pages and groups created by educators, educational institutions, and subject matter experts. These platforms provide access to educational videos, which are crucial for online learning environments (Mohsin, 2022).

One of Facebook's standout features is its live streaming capability, which enables educators to deliver lessons and engage in discussions on educational topics. Through Facebook Groups Live, instructors can stream lectures, making learning more accessible for students. Even if a student is unable to attend a live lecture, they can participate online or watch the recording later. This feature also allows instructors to save live streams, providing students with valuable review material for exams (Mohsin, 2021).

Many educators opt to use live videos to maintain connections with their students beyond the traditional classroom setting. Some may choose to create or share educational content in various formats like reels, podcasts, or short videos, which can be easily shared with learners (Mohsin, 2021).

2.9. Integration of ludic pedagogy in educational videos into classroom teaching:

Incorporating ludic elements into the educational process can be a valuable strategy for teachers when faced with the challenge of involving students in educational tasks and activities (Olimplus, 2017). This approach is particularly effective in situations where students lack motivation, preparation, or when the content is complex (Olimplus, 2017). OlimplusIstrate emphasizes the importance of ludic learning in one of his articles (Olimplus, 2017). Ludic learning involves integrating play and exploration into education, aiming to foster intrinsic motivation, curiosity, and a passion for learning in students (Olimplus, 2017). In the field of language education, ludic learning creates dynamic and interactive environments that capture students' interest and stimulate their imagination (Olimplus, 2017). Through participation in interactive games and storytelling, students are able to actively engage with language in context, leading to

improvements in their linguistic skills and critical thinking abilities, all while enjoying the learning process (Olimplus, 2017).

2.9.1. Definition and Principles

Ludic learning, derived from the Latin term "Ludus," which means play, is an educational approach that incorporates playful and exploratory elements into the learning process. This method aims to promote language acquisition through dynamic and stimulating activities (Kolb, 2010).

According to the Oxford Learner's Dictionaries, "ludic" pertains to engaging in play and enjoyment, while Merriam-Webster defines it as being related to or characterized by play (Kolb, 2010). The fundamental principles of ludic learning highlight active participation, creativity, and enjoyment as crucial components for effective education (Kolb, 2010).

The ludic learning strategy seeks to spark learners' curiosity, interest, and enthusiasm for learning by integrating playful elements into the educational environment. By adopting this approach, learners are more engaged and empowered to take ownership of their learning journey, resulting in a deeper understanding and long-term retention of knowledge (Kolb, 2010).

Ludic learning offers significant benefits in language instruction. Language acquisition involves mastering various skills such as speaking, writing, and listening. Traditional teaching methods that rely on repetition and memorization can lead to disengagement and impede language learning progress (Kolb, 2010). In contrast, ludic learning creates an interactive and imaginative learning space that captures learners' attention and encourages creativity, providing a departure from traditional classroom settings (Kolb, 2010).

Kolb and Kolb (2010) explore the impact of a playful learning environment on academic success. Their research underscores key elements of a playful learning atmosphere, including the freedom to learn, interactive experiences, and the cultivation of curiosity (Kolb, 2010).

Furthermore, this study aims to investigate the impact of hands-on learning in a playful setting on self-discovery and personal growth (Kolb, 2010). In contrast to Kolb's emphasis on playful learning environments, this research focuses on the role of play in EFL classrooms (Kolb, 2010). It aims to examine how play contributes to deep learning. Despite the different contexts, both studies

strive to clarify how a playful learning atmosphere fosters meaningful learning experiences through various forms of experiential learning. Through play, students are encouraged to explore language in its natural setting, engage in authentic communication, and take ownership of their learning journey. For instance, short educational videos can immerse learners in different linguistic contexts, providing authentic language exposure and cultural immersion (Kolb, 2010). Educators can enrich language learning by integrating playful elements such as interactive games and educational videos to enhance student engagement and relevance to academic progress (Kolb, 2010).

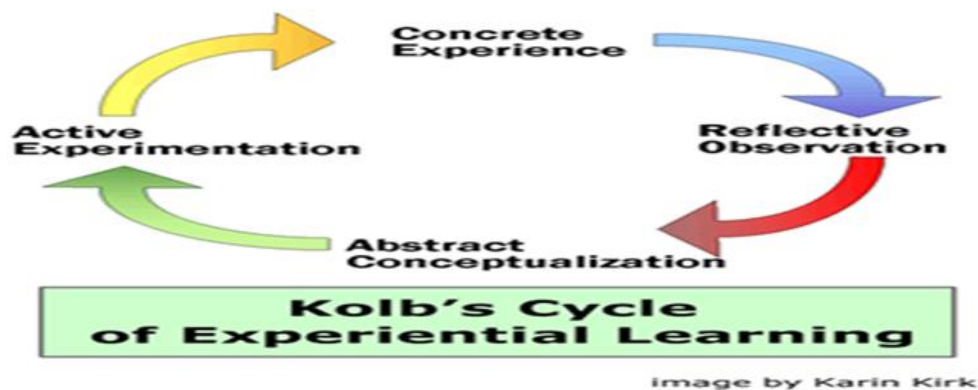


Figure 2: Kolb's cycle of experiential learning (Kolb, 2010)

2.9.2. Two main features of ludic pedagogy through educational videos:

Teachers should emphasize the unique attributes of pleasure and positivity in order to foster engaged and interactive learning among their students (Edmunds, 2021). Moreover, these notions possess the capacity to rejuvenate the atmosphere within the classroom (Edmunds, 2021).

2.9.2.1. Concept of fun:

Educators have found it necessary to revamp their lesson preparations to ensure engaging and effective learning experiences in light of the rise of digital content (Amit, 2023). Consequently, the introduction of fun learning videos into education has become an official practice, with the goal of tackling the difficulties that some students face in traditional learning settings (Amit, 2023).

The incorporation of fun learning videos has proven to be beneficial in the realm of education. By blending education and entertainment through various

learning approaches, it cultivates a lively environment during the teaching process, effectively combating boredom and inertia among students (Amit, 2023).

2.9.2.2. Concept of positivity:

According to a study conducted by King in 2015, positivity plays a vital role in boosting student engagement. Creating a positive classroom environment encourages students to actively participate and enhance their understanding (King et al, 2015). Moreover, when positive elements are incorporated into the learning process, individuals tend to develop a more creative, integrative, flexible, and receptive mindset (Fredrickson, 2003). Although the way positivity is expressed in the classroom may vary among students, it ultimately falls upon the instructor to demonstrate a positive attitude that can inspire students to adopt a similar outlook by selecting appropriate materials (Fredrickson, 2003).

Conclusion

Throughout the current section, we have arrived at a critical juncture that underscores the advantages and efficacy of Educational Videos as tools for the instructional and learning processes. These videos can function as either supplementary or primary resources when chosen and utilized thoughtfully. By incorporating authentic materials, they demonstrate significant value in the language learning environment, inspiring students and honing the skills of EFL learners. Moreover, they contribute to the enhancement and consolidation of grammatical proficiency in EFL learners.

Presently, Educational Videos are constantly progressing with new innovations, offering fresh avenues for teaching foreign languages in a straightforward, rapid, and captivating manner, courtesy of the dynamic multimedia technology.

The section also delves into how educators can leverage Educational Videos to capture students' interest in acquiring the target language, acting as a conduit for communication and augmenting learnability. Additionally, it underscores the utility of these videos as tools for language instruction and learning reinforcement.

To sum up, the section deliberates on the pros and cons of incorporating videos in the classroom, which instructors can leverage. It also touches upon the video-on-demand system as a novel feature in the educational landscape, along with the primary digital platforms like YouTube and Facebook, which showcase and utilize multimedia content for educational objectives, meeting learners' expectations for top-notch language learning methods.

Presently, Educational Videos are constantly progressing with new innovations, offering fresh avenues for teaching foreign languages in a straightforward, rapid, and captivating manner, courtesy of the dynamic multimedia technology.

The section also delves into how educators can leverage Educational Videos to capture students' interest in acquiring the target language, acting as a conduit for communication and augmenting learnability. Additionally, it underscores the utility of these videos as tools for language instruction and learning reinforcement.

Chapter Two

Fieldwork

1 .Data Gathering Tools

Introduction

In our study we use three tools (2 questionnaires and classroom observation) the latter is defined as: Classroom observations involves quantitatively documenting and assessing teacher /students performance and expertise through systematic observation and recording of their actions (Torsh ,2019).

1.2. Analysis of student's questionnaire:

The Questionnaire consists of 28 questions. It has 5 sections, section general information about the students and them relation with the language, and the second one is students insights towards learning grammar, then section three about Learning Grammar through Ludic Educational Videos; after that we have section four about Students' Opinions about introducing Ludic Educational Videos in Learning Grammar, and finally section five is about if there is a relationship between the use of funny ways in studying and the degree

Of students understanding.

1.3. Personal information

This study presented a comprehensive overview study that explores the influence of educational videos on enhancing Grammar for (English as a Foreign Language) students among 28 students of second-year Students at Hakim Saadane High School .Biskra.

1.4. Section One: Students Profil

1.4.1 .Item 1. Specify your gender

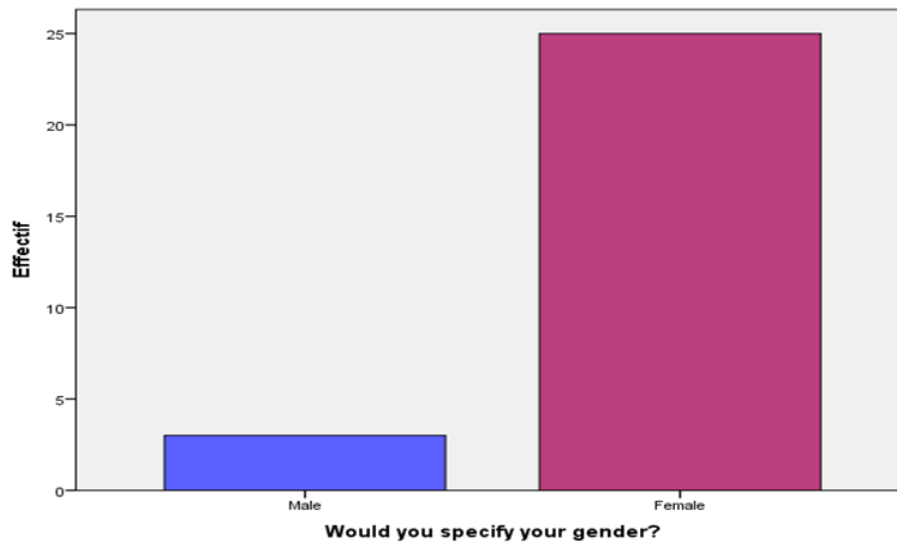
Table 1

Specify your gender

	Number	Pourcentage (%)
Male	3	10.7
Female	25	89.3
Total	28	100.0

Figure 3

Number of student's gender.



1.4.2. Item 2. Perspective on studying English as a subject

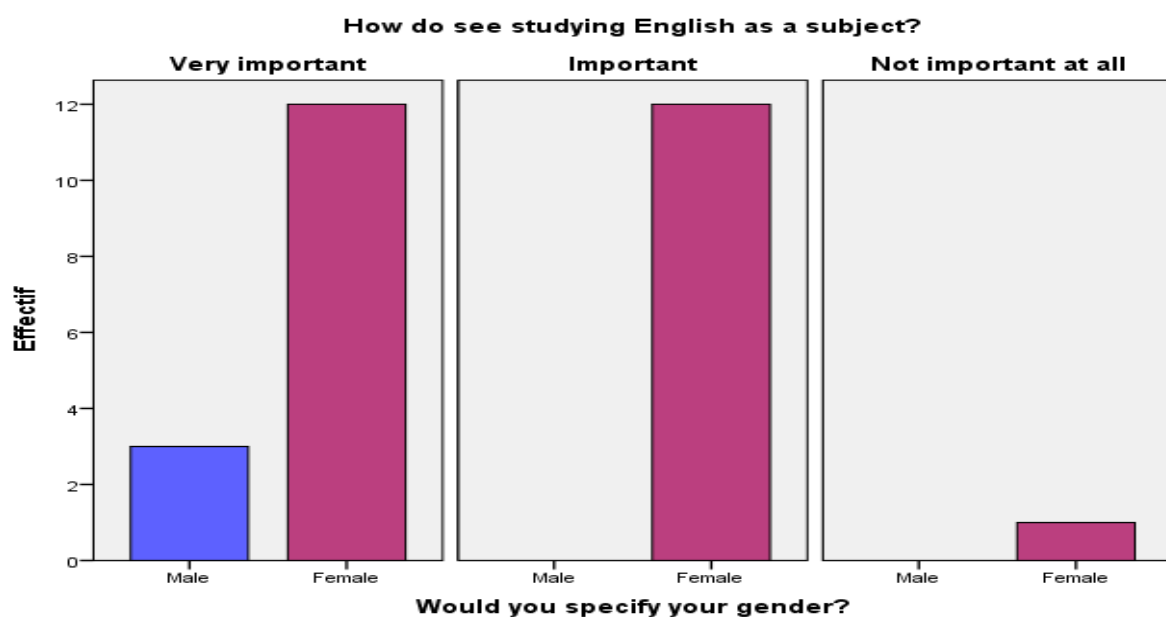
Table 2

Perspective on studying English as a subject

	Number	Pourcentage (%)
Very important	15	53.6
Important	12	42.9
Not important at all	1	3.6
Total	28	100.0

Figure 4

Number of how students see studying English as subject by gender.



The following table (Table 2) shows statistical results on the possession of how students see studying English as a subject?, the proportion of as a very important with 15 (53,6%) students (12 females and 3 males) is greater than as important with 12 (42 ,9%) students (all of them female) , and the rest proportion is of not important at all with 1 (3,6 %) student(1 female) (table2, figure 2).

According to the results obtained previously, it is clear that most students acknowledge the importance of studying English, thereby confirming the validity of our hypothesis outlined in the questionnaire.

1.4.3.Item 3 Assess your proficiency in English

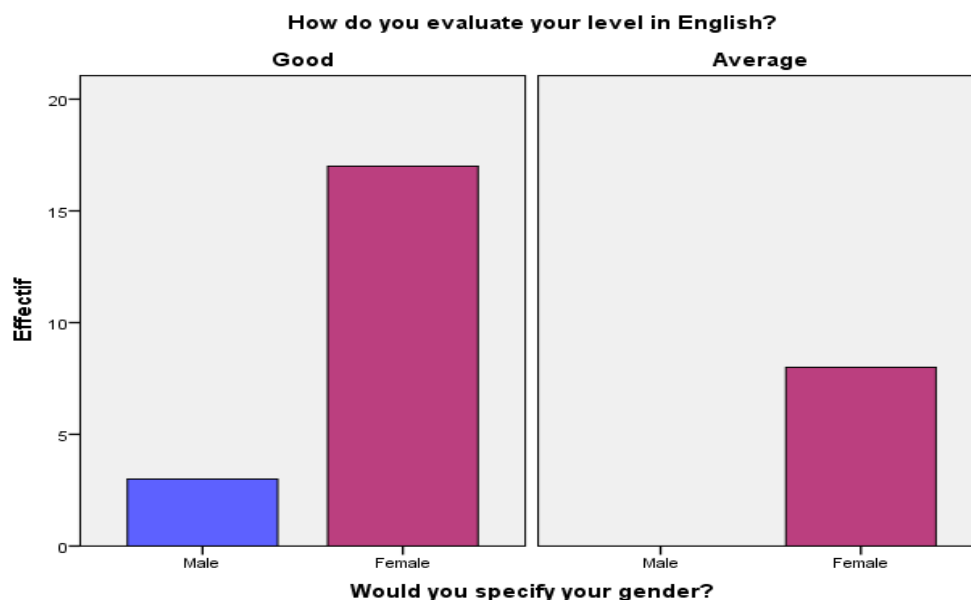
Table 3

Assess your proficiency in English

	Number	Pourcentage(%)
Good	20	71.4
Average	8	28.6
Total	28	100.0

Figure 5

Number of how students evaluate their level in English by gender.



The following table (Table 3) shows statistical results on the possession of how students evaluate their level in English ? , the proportion of good with 20

(71,4%) students (17 females and 3 males) is greater than average with 8 (28,6%) students (all of them female). (table3, figure 3). Based on the findings from the earlier outcomes, it is evident that a large number of students their level of english is acceptable which means they are interested and recognize the significance of learning English, thus validating the hypothesis put forth in the questionnaire.

1.5. Section Two: Students' insights towards Learning Grammar

1.5.1 .Item 1. At what extent learning English grammar is important?

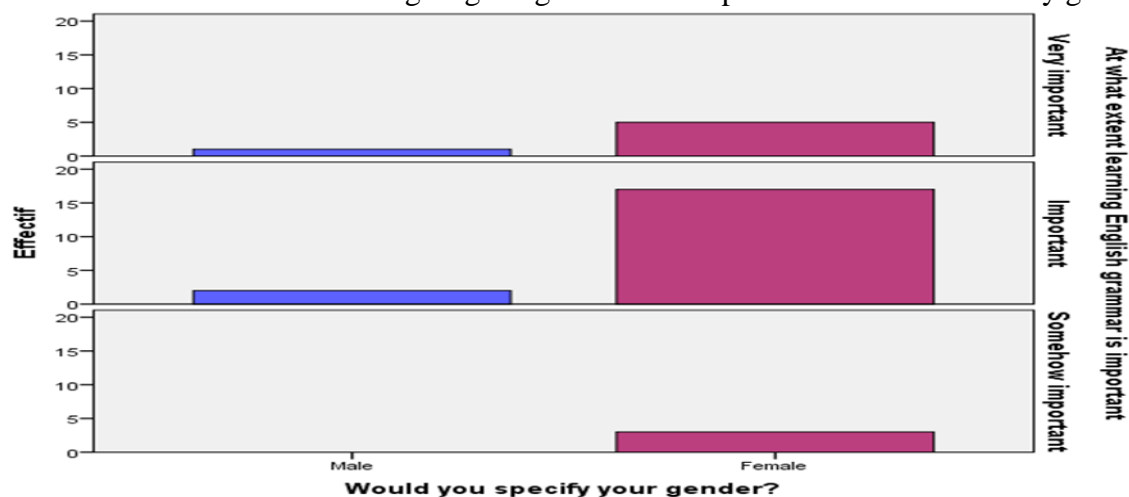
Table 4

At what extent learning English grammar is important

	Number	Pourcentage (%)
Very important	6	21.4
Important	19	67.9
Somehow important	3	10.7
Total	28	100.0

Figure 6

Number of at what extent learning English grammar is important for the students by gender.



The following table (Table 4) shows statistical results of at what extent learning English grammar is important for the students, the proportion of very important with 6(21.4%) students (5 females and 1 male) is greater than

important with 19 (67 ,9%) students (them 16 female and 3males) than somehow important with 3 (10 ,7%) (All of them females). (table4, figure 4).

The data indicates that students value the acquisition of English grammar, signifying their interest in studying this language. The hypothesis presented in the questionnaire has been confirmed.

1.5.2.Item 2.Learning grammar is it a difficult task?

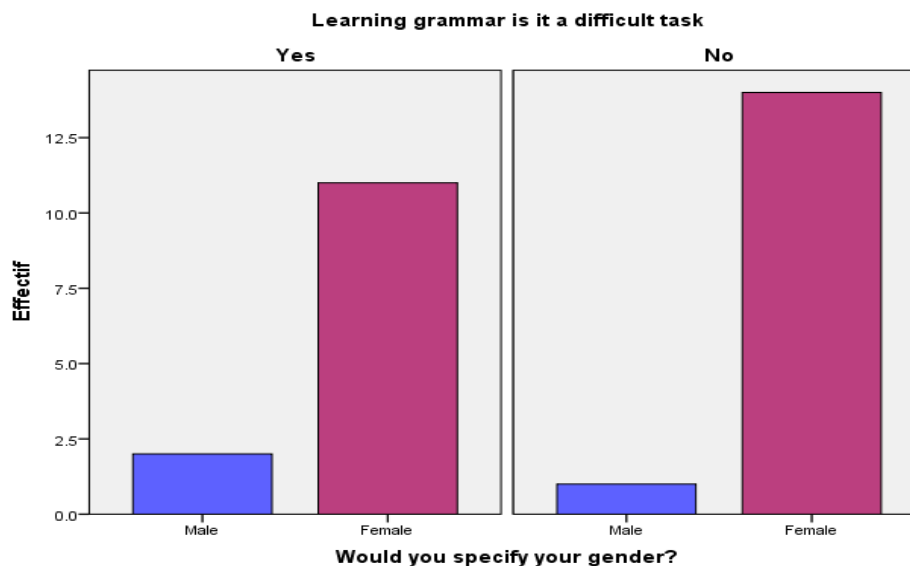
Table 5

Learning grammar is it a difficult task

	Number	Pourcentage(%)
Yes	13	46.4
No	15	53.6
Total	28	100.0

Figure 7

Number of students opinions about difficult of learning grammar by gender.



13 (46.4%) of students (11 females, 2males) agree that learning grammar is it a difficult task and 15 (53.6%) of them (14female, 1male) disagree that learning grammar is it a difficult task. (Table 5, Figure 5), We can ducuce this results that ,It can be concluded that the EFL learners perceive grammar as a

difficult skill to acquire, even if they possess a high level of proficiency in the language.

Moreover, a number of students contended that acquiring grammar skills is a challenging endeavor due to the multitude of exceptions that deviate from the overarching rule.

1.5.3. Item 3. How much do you agree that it is hard to memorize grammatical rules?

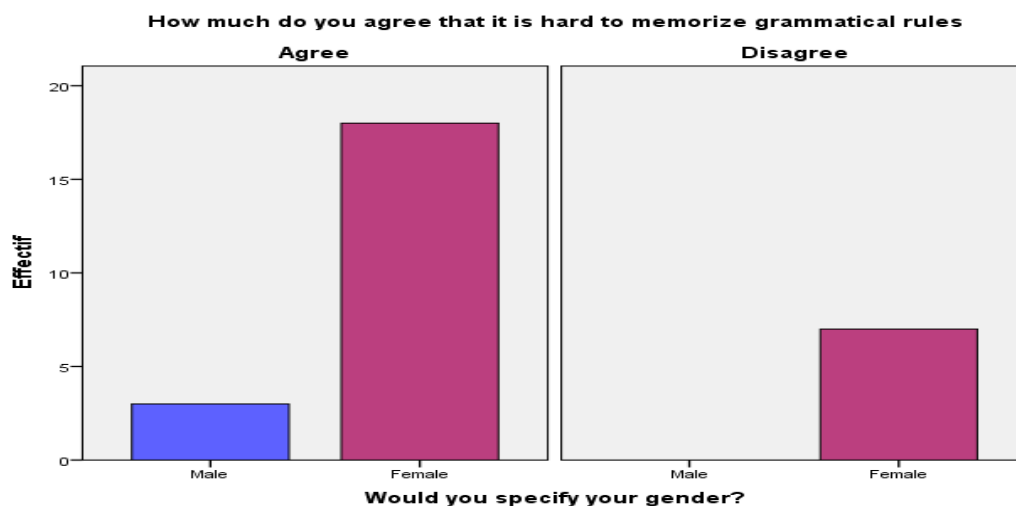
Table 6

How much do you agree that it is hard to memorize grammatical rules?

	Number	Pourcentage (%)
Agree	21	75.0
Disagree	7	25.0
Total	28	100.0

Figure 8

Number of how much students agree that is hard to memorize grammatical rules by gender.



The results shows that about 21(75%) students (18 females ,3males) agree that it is hard to memorize grammatical rules ,and the rest 7(25 %) females disagree .(table 7,figure 7) .Many English as a Foreign Language (EFL) students hold the belief that retaining grammar rules is challenging, which can have an adverse impact on their grammar learning process.

1.5.4 Item 4. Which of the following grammatical aspects do you think is the hardest to remember?

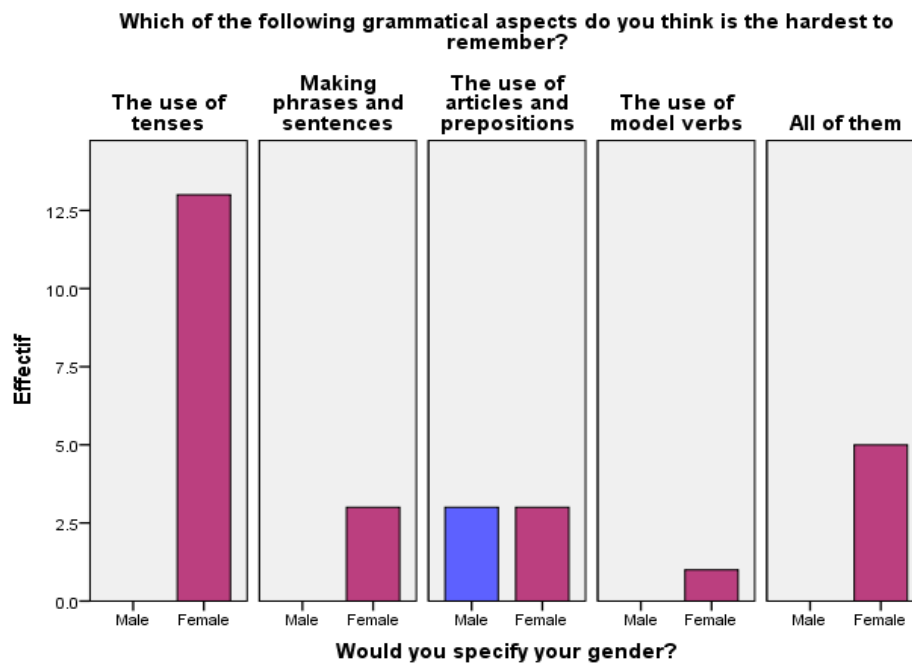
Table 7

Which of the following grammatical aspects do you think is the hardest to remember?

	Number	Pourcentage(%)
The use of tenses	13	46.4
Making phrases and sentences	3	10.7
The use of articles and prepositions	6	21.4
The use of model verbs	1	3.6
All of them	5	17.9
Total	28	100.0

Figure 9

Number of students opinions about which of the following grammatical aspects They think is the hardest to remember?



13 (46.4%) of students (all of them females) think that the use of tenses is the hardest aspect to remember, than 6 (21.4%) of them (3females and 3males) think that The use of articles and prepositions is the most hardest to remerber, while 5 (17.9%) all of them females think that they all hard to remember, finally 1 female (3.6%) think that the use of model verbs is the hardest aspect to remember

The results from the previous studies clearly indicate that although the majority of students do not think that English grammar is difficult, some rules steel difficult to memorize, especially uses of tenses.(Table 7 ; figure9) .

1.5.5 Item 5.How frequently do you participate during grammar exercises?

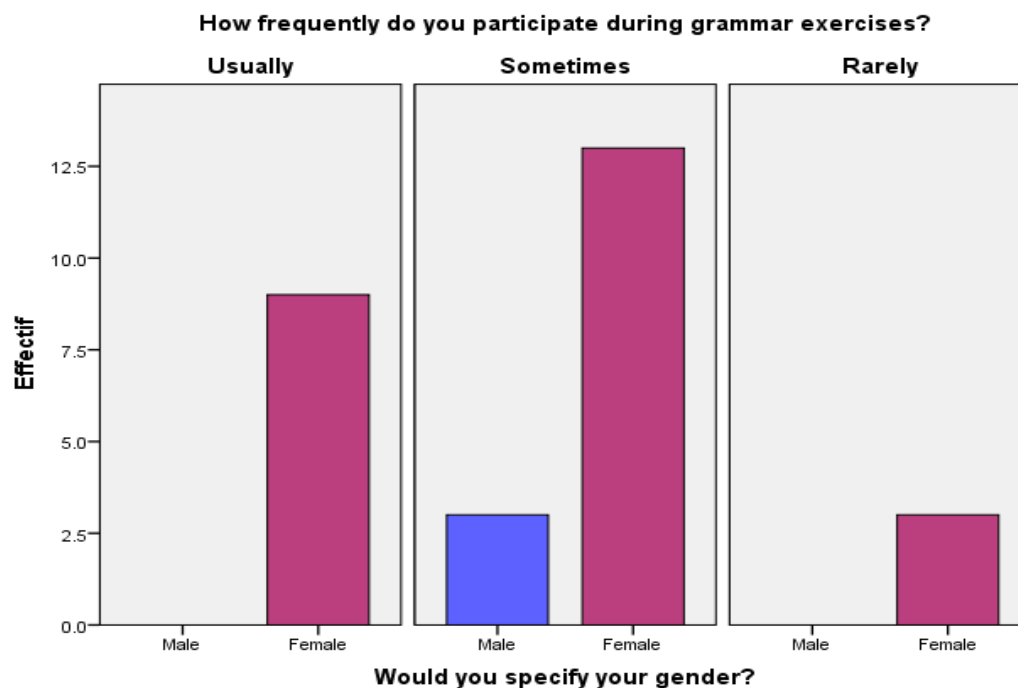
Table 8

How frequently do you participate during grammar exercises?

	Number	Pourcentage(%)
Usually	9	32.1
Sometimes	16	57.1
Rarely	3	10.7
Total	28	100.0

Figure 10

Number of students participation during grammar exercises.



The table N° 8 illustrate that 16 (51,1%) of the students (13 female, 3males) sometimes participate during grammar sessions. Additionally,9 (32,1%) of them (females) usually participate while 3(10,7%) of the students (females) rarely participate (table 8, figure 10). Based on these findings, we deduce that only few students participate in grammar sessions because of particular reasons.

1.5.6 Item 6. What is your about opinion about the grammar activities suggested by your teacher

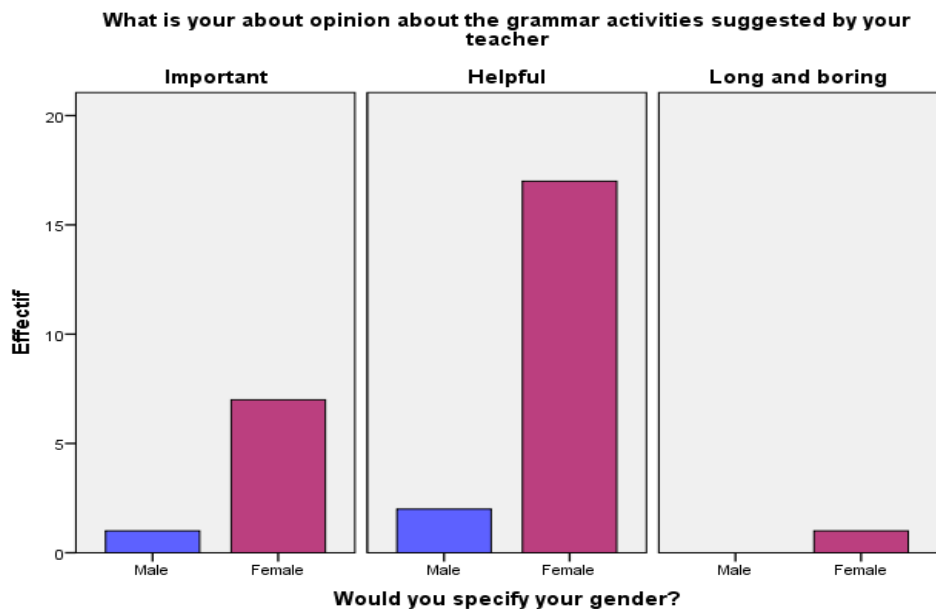
Table 9

What is your about opinion about the grammar activities suggested by your teacher.

	Number	Pourcentage(%)
Important	8	28.6
Helpful	19	67.9
Long and boring	1	3.6
Total	28	100.0

Figure 11

Number of students opinion about the grammar activities suggested by teacher.



Based on the findings illustrated in the graph above (Table 9, Figure 11.), 19 (67,9%) of the Students (16 females, 3males) find that the activities proposed by the grammar teacher are helpful. On the other hand 8 (28 ,6%) of the students (7 females, 1male) find that the activities are important while the minority of students 1(3,6%) female find that the activities are boring, we deduce that only a few students are satisfied with the way of learning grammar.

1.5.7. Item 7. Do you consider the time allotted for you to communicate on grammar tasks is enough.

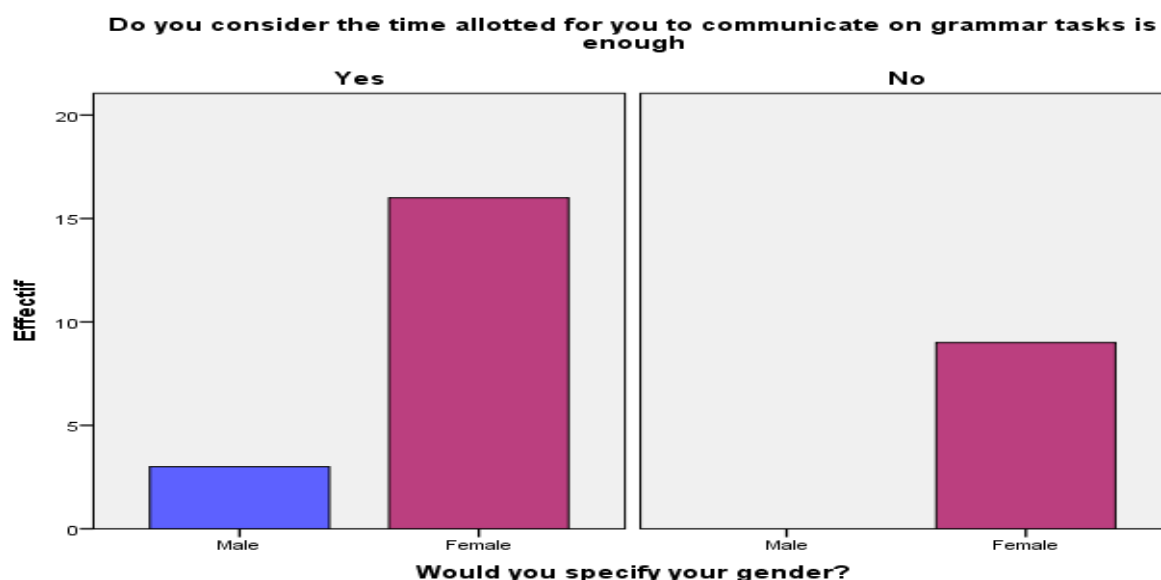
Table 10

Do you consider the time allotted for you to communicate on grammar tasks is enough?

	Number	Pourcentage (%)
Yes	19	67.9
No	9	32.1
Total	28	100.0

Figure 12

Students 'opinions about the sufficiency of time devoted to their interaction in the grammar tasks.



Do you consider the time allotted for you to communicate on grammar tasks is enough?

In order to gather students' perspectives on the adequacy of the time allotted for their participation in the grammar tasks, this inquiry seeks their opinions. The findings indicate that a significant majority of students 19 (67, 9%), 15 females and 4 males believe that the allocated time is sufficient, while a smaller proportion 9 (32,1%) all of them females consider it is not enough. As a result, it can be inferred that EFL students feel constrained in their ability to actively engage in the grammar sessions due to the limited time dedicated to their learning needs. (table10, figure 12).

1.5.8 Item 8. What techniques does your teacher mostly use when teaching grammar activity

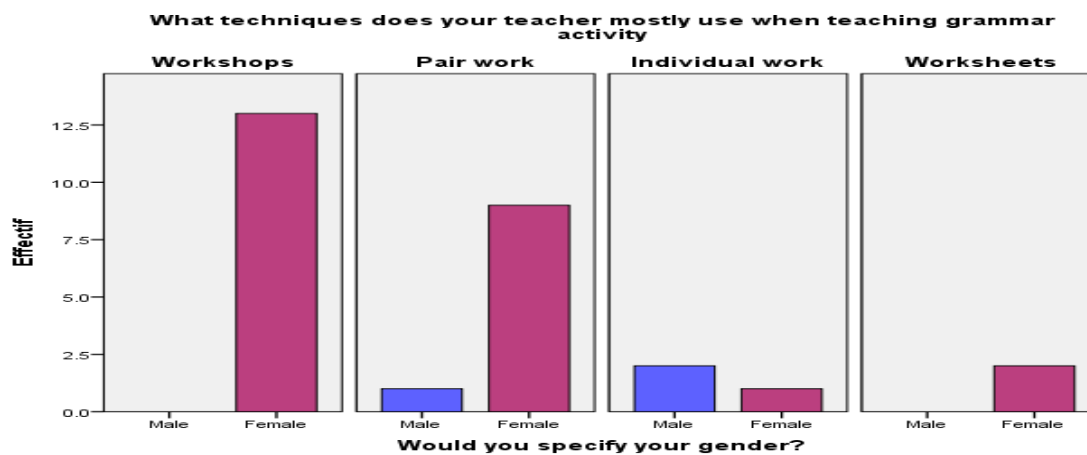
Table 11

What techniques does your teacher mostly use when teaching grammar activity

	Number	Pourcentage (%)
Workshops	13	46.4
Pair work	10	35.7
Individual work	3	10.7
Worksheets	2	7.1
Total	28	100.0

Figure 13

Teacher's most used teaching strategy (ies).



This question was allocated for students to identify which of the proposed activities their grammar teachers use the most. The results is as the following: a. Workshops b. Pair work c. Individual work D.Worksheets 13 female (46,4%), 10 (46,4%) (9females ,1male) ,3(10,7%) 2 females and male ,2 females (7,1%). According to these data, we can say that teachers of grammar use several types of activities and that group work is not frequently used in grammar sessions. (Table 11, figure 13).

1.6. Section Three. Learning Grammar through Ludic Educational Videos

1.6.1 Item 1 .Are you used to watch Educational videos to learn English?

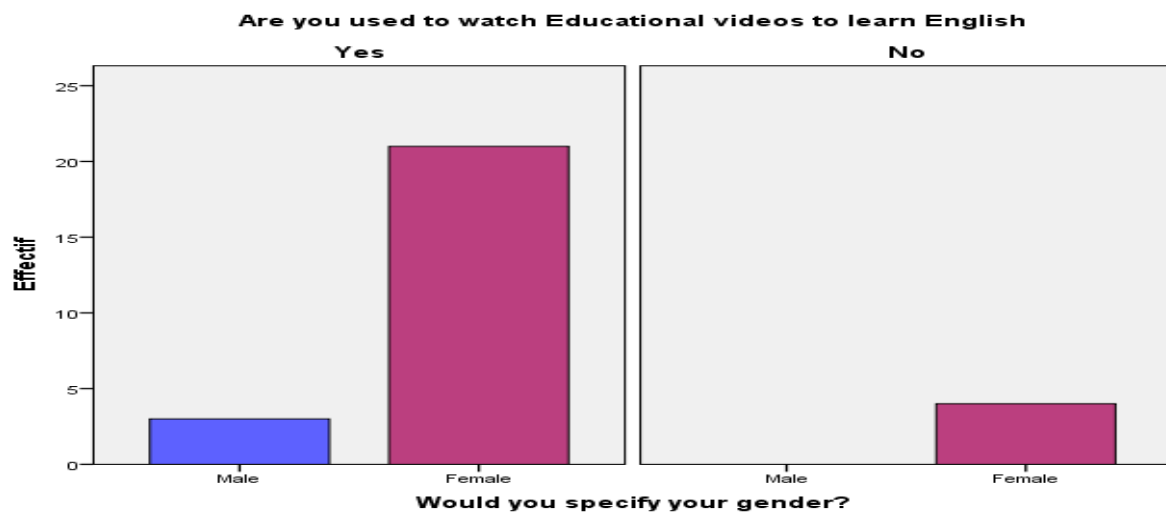
Table 12

Students opinions about watching educational videos to learn English

	Number	Pourcentage (%)
Yes	24	85.7
No	4	14.3
Total	28	100.0

Figure 14

Student's opinions about watching educational videos to learn English



According to the results shown above, the majority of students 24 (85,7%) 20 females and 4males are not used to watch educational videos to learn English . In addition, 4 females (13, 3%) said yes. We can discuss the results that students prefer classroom lessons than studying outside the classroom (table 12, figure 14) .

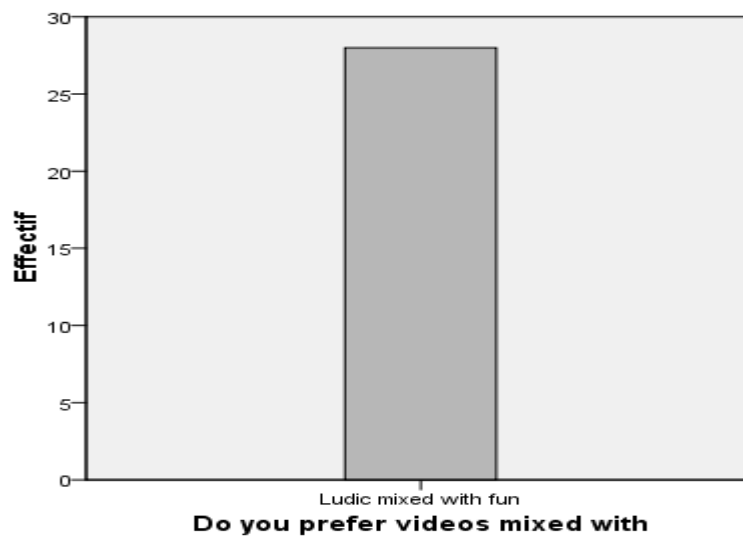
1.6.2.Item 2. Do you prefer videos mixed with fun**Table 13**

Do you prefer videos mixed with fun

	Number	Pourcentage%
Ludic mixed with fun	28	100.0

Figure 15

Students opinions about prefer videos mixed with ludic



It is illustrated in table and figure 17 that 28 (100%) all students prefer using games Videos mixed with ludic in classrooms of English , because ludic make education funny and more easy.

1.6.3 Item 3. Are you used to learn English in classroom using videos?

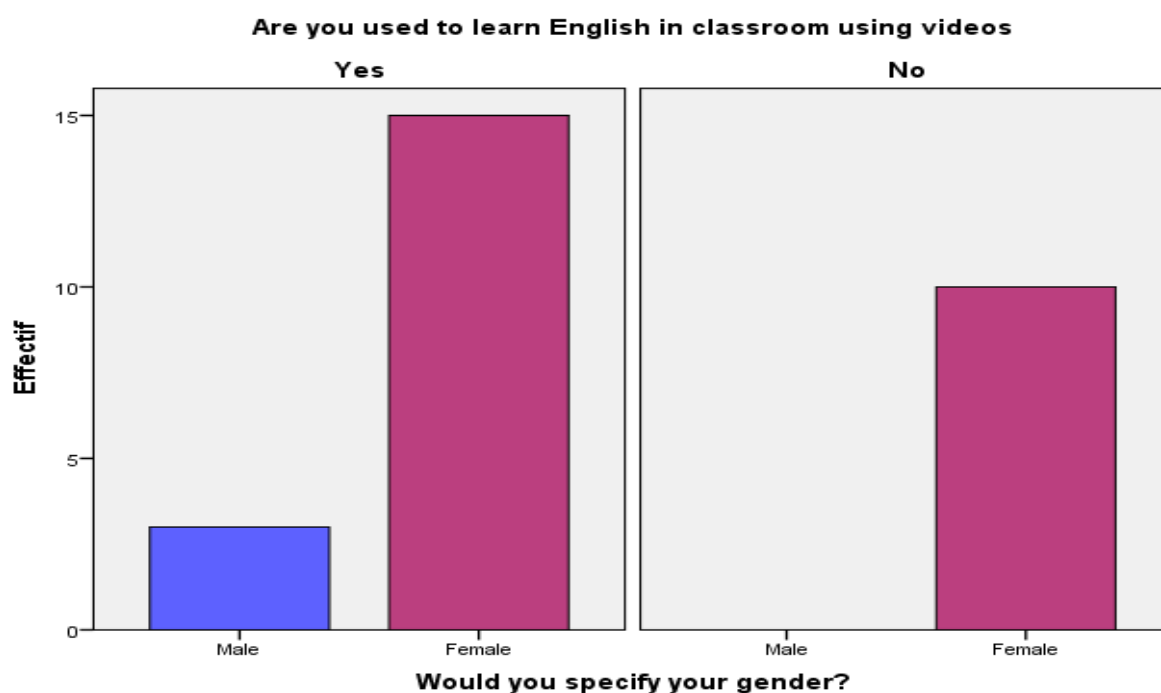
Table 14

Are you used to learn English in classroom using videos?

	Number	Pourcentage (%)
Yes	18	65
No	10	35
Total	28	100.0

Figure 16

Students' opinions about used videos to learn English in classroom



The results viewed in the table 14 and figure N16 indicate that the great majority of EFL students 18 (65%) 15female and 3 males, used to learn English in classroom videos, only 10 females (36%) do not used it, we conclude that most students have a positive attitude towards educational videos.

1.6.4 Item 4. Do you think that learning through videos might help you to improve your level in English

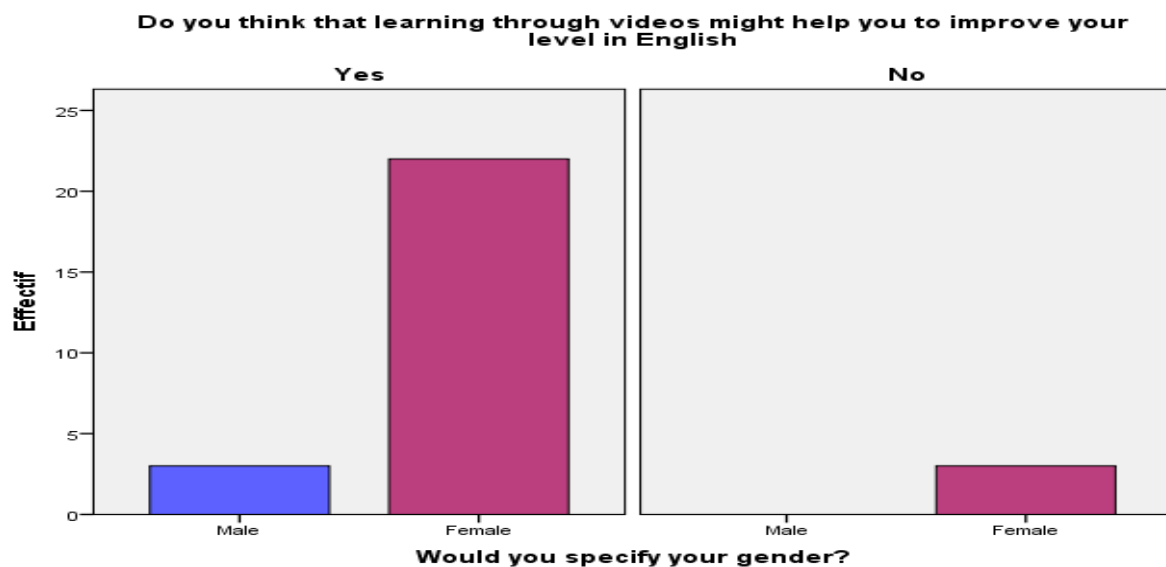
Table 15

Do you think that learning through videos might help you to improve your level in English

	Number	Pourcentage (%)
Yes	25	89
No	3	11
Total	28	100.0

Figure 17

Students opinions about efficiency of videos in improving their level in English.



The results viewed in the table 15 and figure N° 17 indicate that the great majority of EFL students 22 females and 3males (89%) think that learning through videos be helpful to improve their level in English whereas only10 females (11%) of think that it cannot be helpful. Accordingly, we conclude that most students have a positive attitude towards videos in learning and that they would prefer to learn through videos.

1.6.5 Item 5. Does your teacher use video-based activities to explain grammar lessons?

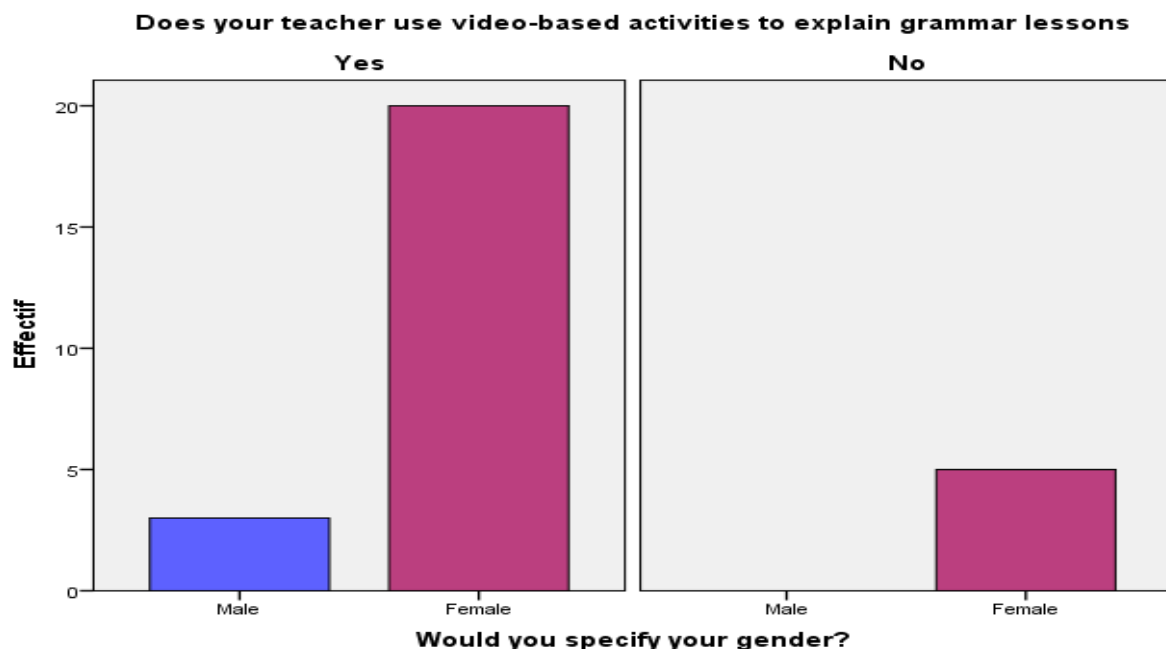
Table 16

Does your teacher use video-based activities to explain grammar lessons?

	Number	Pourcentage (%)
Yes	23	82
No	5	18
Total	28	100.0

Figure 18

Students opinions about teacher use video-based activities to explain grammar lessons by teachers .



Based on the data indicated in the table 16 and figure 18, we notice that the great majority of Students 23(20females and 3males) with a percentage of (82%) stated that their teachers of grammar use videos based activities while only 3 females with a percentage of (18%) said that their teachers don't use videos - based activities in grammar sessions. That is, EFL grammar teachers start using videos in their classes.(table and figure 20)

1.7. Section four. Students' Opinions about introducing Ludic Educational Videos in Learning Grammar

1.7.1. Item 1 .In your opinion, why are students less engaged during grammar lessons and tasks

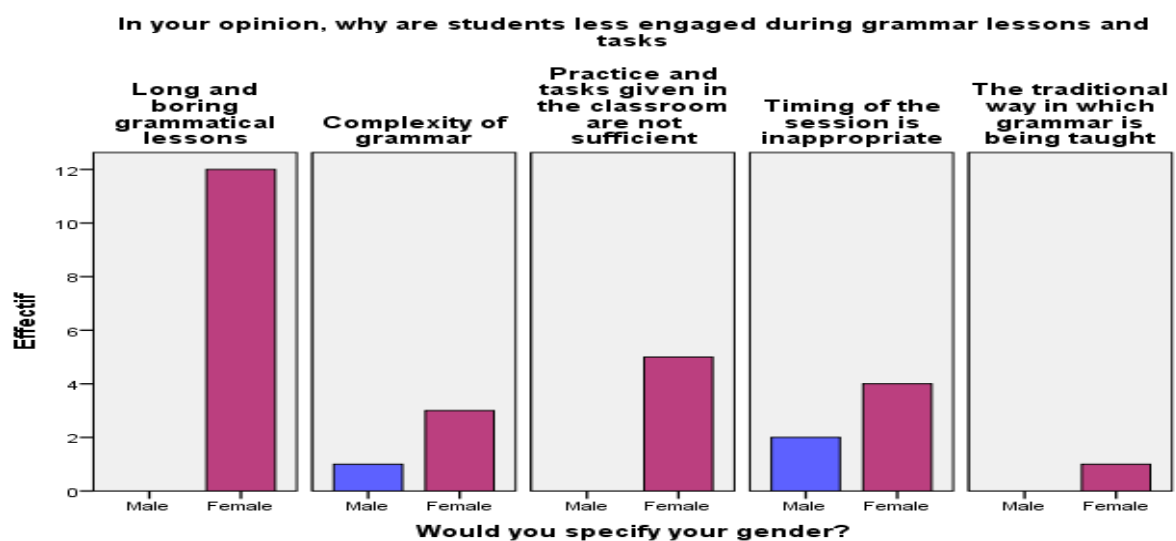
Table 17

Students less engaged during grammar lessons and tasks

	Number	Pourcentage(%)
Long and boring grammatical lessons	12	43
Complexity of grammar	4	14
Practice and tasks given in the classroom are not sufficient	5	18
Timing of the session is inappropriate	6	21
The traditional way in which grammar is being taught	1	4
Total	28	100.0

Figure 19

Student's opinions about being less engaged during grammar lessons and tasks



In this question, students are requested to choose a reason behind their disengagement in the grammar sessions. We inferred that 12 females (43%) of the students think that their disengagement is because of the long and boring grammatical lessons. 6 (21%) 4 females and 2 males said that the reason is the timing of the session is inappropriate while 5 females (18%) think that practice

and tasks given in the classroom are not sufficient is the reason behind their disengagement.

In addition, 4 (14%) of the students (3 females, 1males) said that Complexity of grammar is the reason.

Furthermore, 1 female (4%) believe that the traditional way in which grammar is taught. That is to say, strategies of teaching play a significant role in boosting EFL learners' engagement. We can conclude that changing the traditional way of teaching grammar by adding modern education to the pedagogical system can significantly raise classroom engagement (table 17 and figure 19).

1.7.2.Item 2 . What sources of videos do you prefer

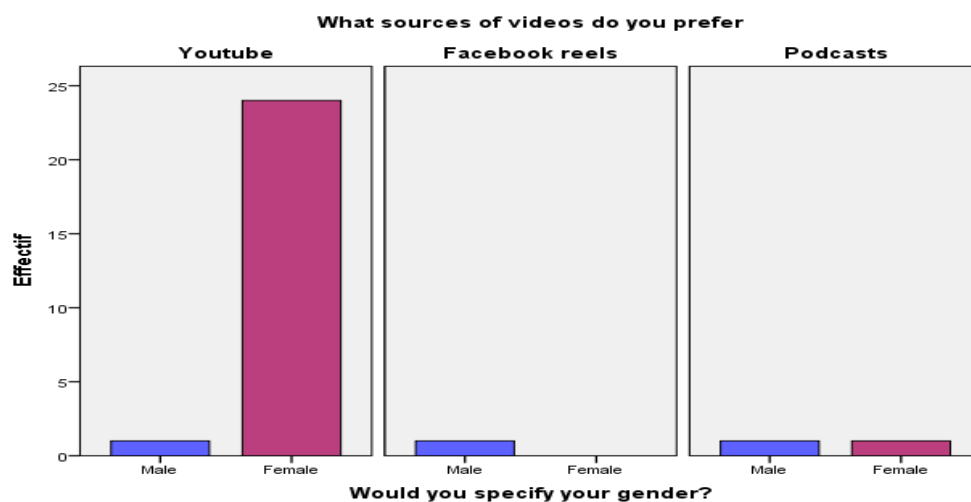
Table 18

Sources of videos students prefer

	Number	Pourcentage (%)
Youtube	25	89
Facebook reels	1	4
Podcasts	2	7
Total	28	100.0

Figure 20

Students opinions about sources of videos students prefer



Based on the data indicated in the table 18 and figure 20 , we notice that the great majority of students 25 (24femles and 1male) with a percentage of (89%) prefer Youtube , and 2 (1female, 1male) with a percentage of (7%) of

students prefer Facebook reels , while only 1 males with a percentage of (4%) said that he prefer podcasts as an educational reference. That is, EFL grammar teaching help students to learn English in their classes (Table 22, figure 22).

1.7.3.Item 3. Do you follow any educational YouTube channel for learning English

Table 19

Do you follow any educational YouTube channel for learning English

	Number	Pourcentage (%)
Yes	27	96
No	1	4
Total	28	100.0

Figure 21

Students opinions about following educational YouTube channel for learning English.



According to the results shown above, the majority of students 27(25 females, and 2 males) with percentage of (96%) follow educational YouTube channel for learning English. In addition, 1 male (4%) do not follow educational YouTube channel for learning English.

1.7.4.Item 4. How fast did you get the content of the video you have watched?

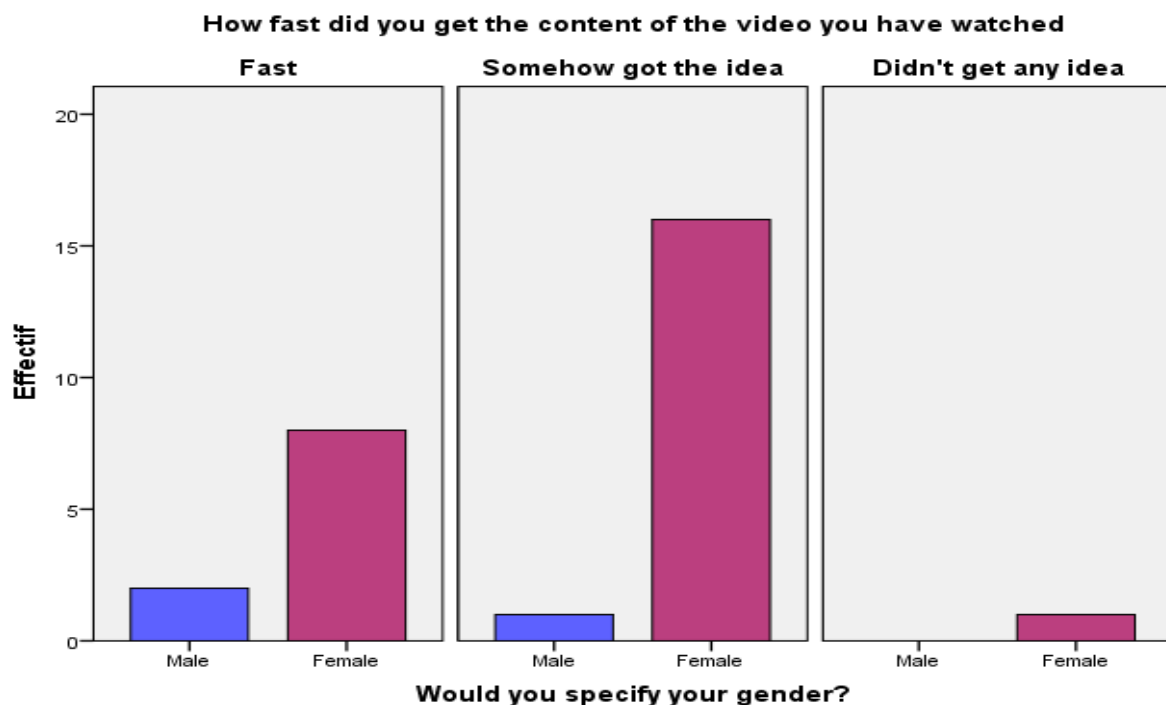
Table 20

How fast did you get the content of the video you have watched

	Number	Pourcentage (%)
Fast	10	36
Somehow got the idea	17	60
Didn't get any idea	1	4
Total	28	100.0

Figure 22

Students opinions about how fast did you get the content of the video you have watched.



According to the data represented on the graph above (Table 20 and Figure 22), the majority of the students 17 with a percentage of (60%) somehow got the idea ,than 10 (8females and males 2) get the content of the video you have watched fast while only 1 male (4%) of them said that they didn't get any idea , we can discuss these results that the attention of students who study English is clear by improving their level and understanding the video content ,though the minority are still in need of improved level.

1.7.5.Item 5. Did you find it helpful to understand the lesson and the task

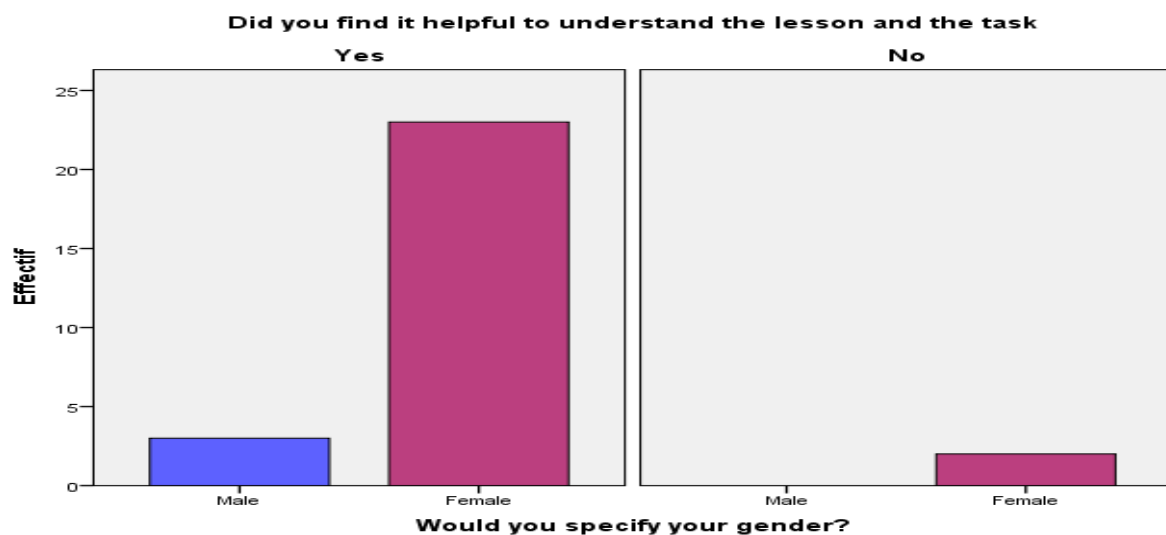
Table 21

Did you find it helpful to understand the lesson and the task?

	Number	Pourcentage (%)
Yes	26	93
No	2	7
Total	28	100.0

Figure 23

Student's opinions about the helpful of it helpful to understand the lesson and the task.



According to the data represented on the graph above (table 21 and figure 23), the majority of the students 26 (23 females and 3 males), with a percentage of (93%) find it helpful, while only 2 females (7%) of them said that they didn't find helpful. We will discuss these results that videos make easy for students to understand their lessons.

1.7.6.Item 6. Do you think that this kind of grammar game show encourage you to be more active during grammar lessons?

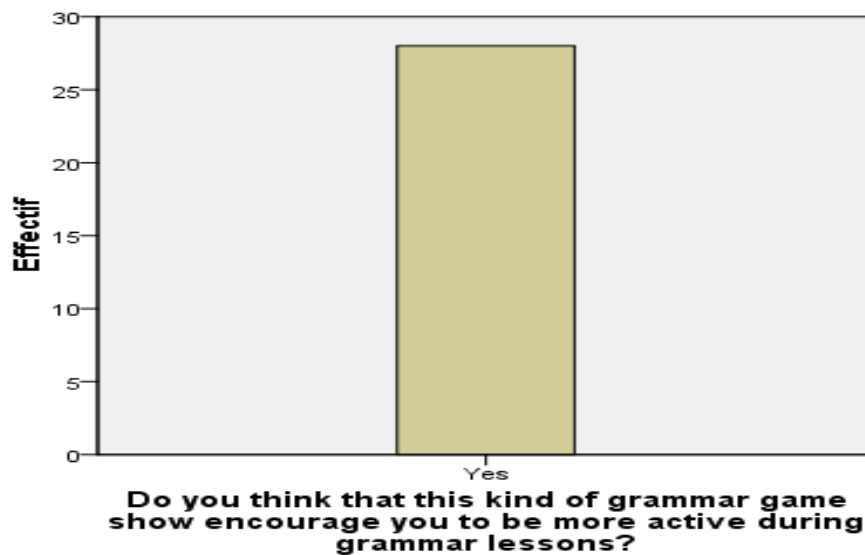
Table 22

Do you think that this kind of grammar game show encourage you to be more active during grammar lessons?

	Number	Pourcentage (%)
Yes	28	100.0

Figure 24

Students opinions about that this kind of grammar game show encourage them to be more active during grammar lessons.



According to the data represented on the graph above (table 22 and figure 24), all of students 28 with a percentage of (100%) think that this kind of grammar game show encourage them to be more active during grammar lessons .we will discuss these results that game show make easy for students to understand them lessons.

1.7.7 Item 7. To what extent do you consider that “learning through ludic educational videos boosts your engagement”?

Table 23

To what extent do you consider that “learning through ludic educational videos boosts your engagement”?

	Number	Pourcentage (%)
Agree	28	100.0

Figure 25

Students opinions about to what extent consider that “learning through ludic educational videos boosts your engagement”?



According to the data represented on the graph above (table23 and figure 25), all of students 28 with a percentage of (100%) strongly agree that “learning through ludic educational videos boosts your engagement” .we will discuss these results that learning through ludic educational videos boosts us a funny way help students to understand lessons easy.

1.7.8.Item 8. Your level in grammar can be enhanced when learning is in an enjoyable funny way

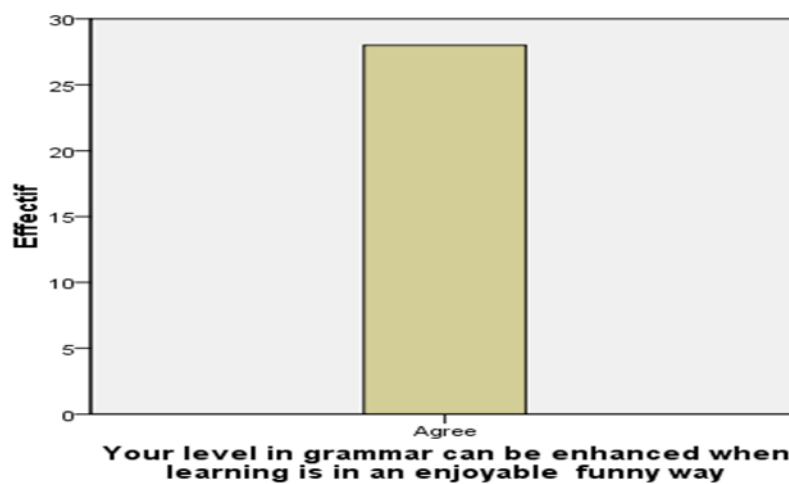
Table 24

Student's level in grammar can be enhanced when learning is an enjoyable funny way.

	Number	Pourcentage(%)
Agree	28	100

Figure 26

Students opinions about to what extent that their level in grammar can be enhanced when learning is in an enjoyable funny way.



According to the data represented on the graph above (table 24 and figure 26), all of students 28 with a percentage of (100%) agree that that them level in grammar can be enhanced when learning is an enjoyable funny way .Based on these data, we may say

that EFL learners would appreciate learning grammar through enjoyable funny way.

1.7.9.Item 9. Video-based learning is an effective tool for students**Table 25**

Video-based learning is an effective tool for students

	Number	Pourcentage (%)
Strongly agree	28	100.0

Figure 27

Student's opinions about to what Video-based learning is an effective tool for students .



The data shown on the graph (table25 and figure 27) above indicates that all students 28 (100%) Agree that Video-based learning is an effective tool for students, we may say that all EFL students believe that videos -based learning is an advantageous strategy that can improve their educational achievements.

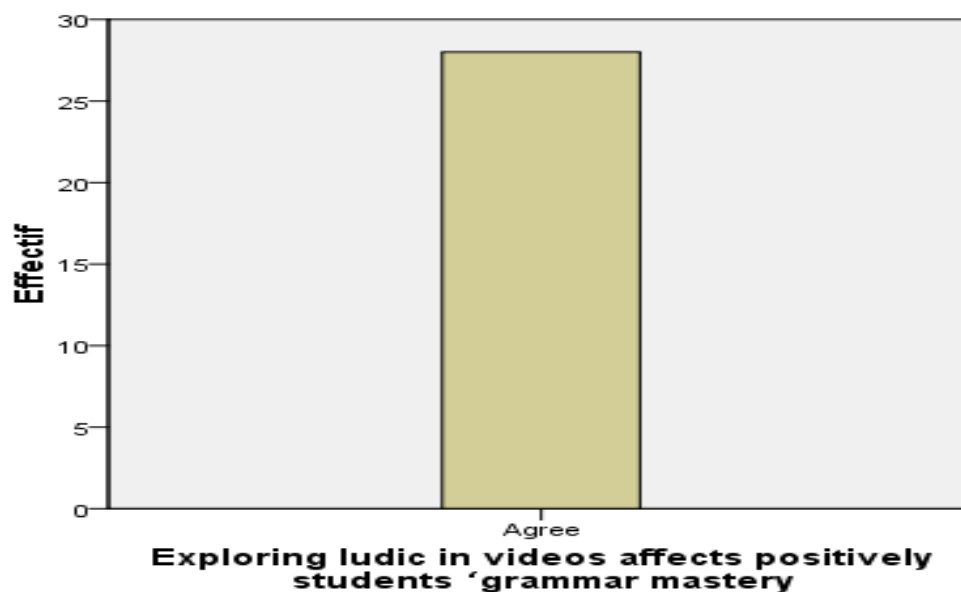
1.7.10.Item 11 .Exploring ludic in videos affects positively students ‘grammar mastery.**Table 26**

Exploring ludic in videos affects positively students ‘grammar mastery.

	Number	Pourcentage (%)
Agree	28	100.0

Figure 28

Students‘ degree of agreement with the mentioned statements .



The findings illustrated above show that the all of students 28 (100%) agree that Exploring ludic in videos affects positively students ‘grammar mastery. That is, the great majority of students have a positive attitude Ludic and that it can positively affect their grammar mastery.

1.7.11.Item 11 .Implementing videos in teaching enhances communication between the teacher and boosts motivation and engagement

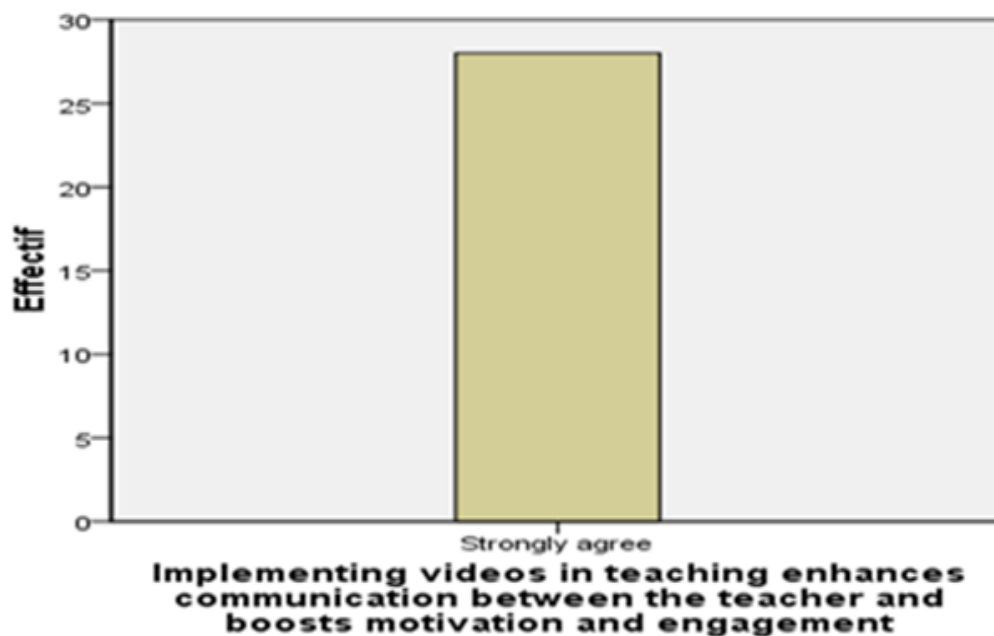
Table 27

Implementing videos in teaching enhances communication between the teacher and boosts motivation and engagement.

	Number	Pourcentage (%)
Strongly agree	28	100.0

Figure 29

Student's degree of agreement about implementing videos in teaching enhances communication between the teachers and boosts motivation and engagement.



It is clarified in the table and figure 33 that 28 (100%) of the students strongly agree that implementing videos in teaching enhances communication between the teacher and boosts motivation and engagement. Consequently, we can infer that the great majority of students consider that classroom interaction plays a significant role in enhancing their motivation to learn grammar.

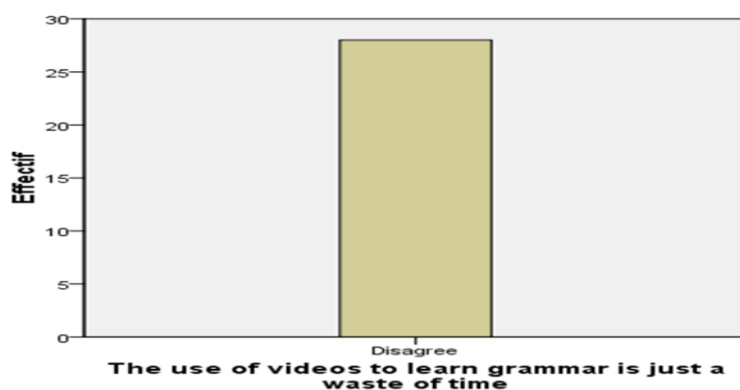
1.7.12.Item 12.The use of videos to learn grammar is just a waste of time.**Table 28**

The use of videos to learn grammar is just a waste of time.

	Number	Pourcentage(%)
Disagree	28	100.0

Figure 30

Student's degree of agreement that the use of videos to learn grammar is just a waste of time.



The findings revealed above state that all students are disagree 28 (100%) strongly disagreed that using videos to learn grammar is a waste of time. That is to say, the great majority of EFL students consider using games as a beneficial tool to learn grammar rather than a waste of time (table 28 figure 30).

2. Discussion and Interpretation of Students' Questionnaire

This survey was conducted among second-year EFL Students at Hakim Saadane High School in order to investigate the impact of educational videos on EFL students' grammatical competence. Based on the findings of this survey, the following conclusions can be drawn:

The data collected revealed that the majority of EFL students are female. Moreover, most students chose to study English based on their personal preference. A significant number of students believe that their level of English language proficiency is good. When it comes to grammar learning, the majority of students consider it to be highly important. They perceive their level of grammar proficiency to be between good and average. Students expressed that learning grammar is challenging due to the numerous and complex rules, as well as the various exceptions that need to be considered. Remembering and mastering these rules is difficult. Among the different grammatical aspects, such as tense, word order, phrases and sentences, articles and prepositions, plural markers, and agreements, most students find difficulty with more than one aspect or with all of them. Additionally, students' participation in grammar sessions was divided into three categories: usually, sometimes, and rarely. The majority of students indicated that they participate sometimes. Students believe that the allocated time for grammar sessions is insufficient for active participation. They perceive the activities proposed by their grammar teachers as helpful but not particularly interesting. In general, they find them to be boring. Students expressed a preference for group and pair work over individual work, which is contrary to the preference of grammar teachers. The survey also asked about students' familiarity with learning through games in EFL classrooms. The responses indicated that a significant number of teachers use videos as a teaching strategy.

Consequently, most individuals are of the opinion that utilizing videos for learning can enhance their proficiency in the English language. Videos are believed to foster a relaxed environment that encourages interaction and boosts motivation, involvement, and engagement. When it comes to incorporating video-based activities for teaching grammar, the vast majority reported that their teachers utilize this method during grammar sessions.

According to the students' feedback, the main reason for their disengagement in grammar classes is the traditional teaching method used.

However, when students were introduced to a video (link provided: <https://youtu.be/OsW5sV3GMDM?si=qydTK7EVu9VuXQoe>), they were asked if they had previously learned grammar through videos, and the majority expressed that they had. Among those who had experienced learning grammar through videos, they found it to be a helpful strategy. Additionally, students had a positive attitude towards videos and believed that videos provided them with the opportunity to actively participate in grammar sessions. They stated that learning grammar through videos prompted their engagement and allowed them to be more involved in the learning process. In the questionnaire, students were given a set of statements to assess their impressions. All students agreed that video-based learning is an effective tool and that learning in a fun way enhances their grammar skills. They also noted that the use of videos can positively impact their grammatical proficiency. Furthermore, students acknowledged that interaction with teachers and classmates improves their motivation to learn grammar.

In conclusion, the results of the student questionnaire provided valuable insights into the grammatical proficiency and impressions of EFL students. It confirmed that students have a positive attitude towards videos and would be interested in learning grammar through this strategy. They believe that using videos will enhance their engagement in learning grammar. Therefore, these results support our initial hypothesis.

3. Summary of the Qualitative Results

The objective of this study was to enrich the involvement of EFL students in the study of grammar by proposing the utilization of educational videos. Additionally, we aimed to emphasize the importance of mastering grammar for EFL learners and the necessity of having a high level of proficiency in grammar to support different aspects of the language.

The feedback gathered from the students through questionnaires, EFL students expressed that their grammar skills are notably weak and they need to enhance them. They mentioned that learning grammar is challenging as it entails mastering and memorizing a wide array of rules and exceptions. Moreover, they stated that the current methods of grammar instruction do not align with their requirements. They also indicated a preference for a more engaging approach to learning grammar.

Furthermore, the results revealed that most students are not accustomed to learning grammar through videos. However, they believed that video-based learning could serve as an effective technique to boost their engagement in the classroom. In addition, students displayed a positive attitude towards using videos as a tool to enhance their interest in studying grammar, as it enables them to interact, have better focus during lessons, learn in a stimulating environment, and feel more motivated to participate in the learning process.

4. Analysis of teacher's questionnaire:

The Questionnaire consists of 25 questions. It has 5 sections, section general information about the teachers, and the second one is Teachers' perceptions about teaching grammar than section three about teachers' Perceptions of the Learners' Attitudes towards Grammar Lesson, after that we have section four Teachers' Perceptions about the Implementation of Educational Videos in Teaching Grammar, and finally section five is about display of a Ludic Educational Video in classroom exploring a lesson of grammar .

4.1. Personal information

This study presented a comprehensive overview study that explores the influence of educational videos on enhancing Grammar for EFL (English as a Foreign Language) students among 4 teachers of second-year EFL Students at Hakim Saadane High School Biskra .

4.2. Section One: Teacher's Profil

4.2.1. Item 1. Which degree do you hold?

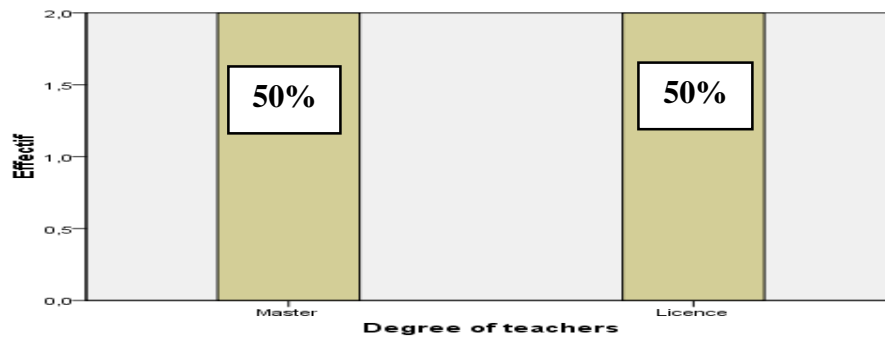
Table 29

Which degree do you hold?

Degree	Number	Frequency(%)
PHD	/	/
Master	2	50(%)
Licence	2	50(%)
Total	4	100(%)

Figure 31

Percentage of teachers degree



4.2.2.Item 2: How long have you been teaching English at a high school?

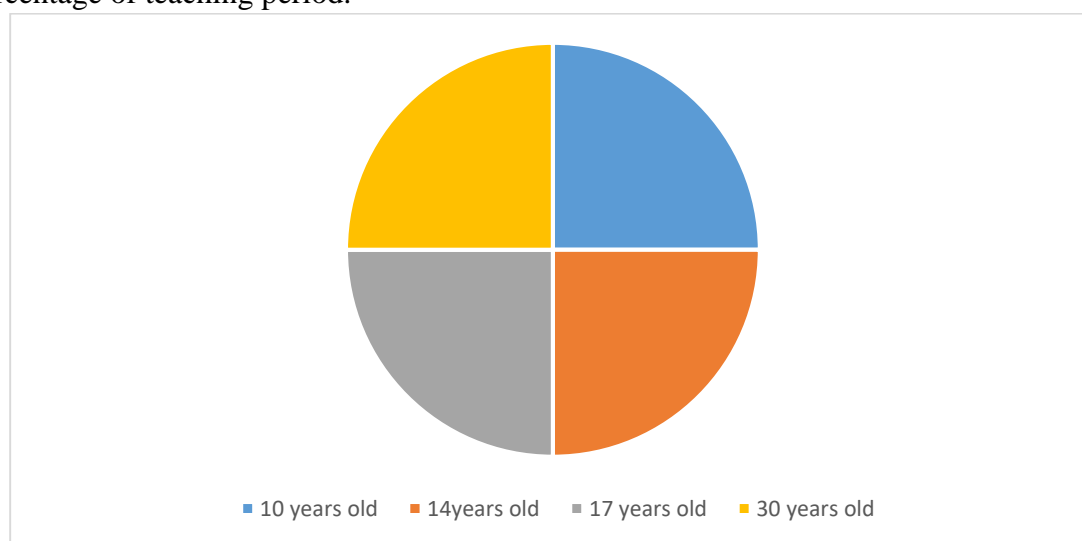
Table 30

How long have you been teaching English at a high school?

Teachingperiod	Effectif	Frequency (%)
10 yearsold	1	25%
14 yearsold	1	25%
17years old	1	25%
30years old	1	25%
Total	4	100%

Figure 32

Percentage of teaching period.



Our study was conducted on 4 teachers at high school 2 (50%) of them hold licence degree and the rest 2 (50%) hold master degree (Table 1). The number of teachers varied according to the teaching period (10, 14, 17, 30) The same percentage (25%) for all of them (table 29.30/Figure 31.32).

4.3. Section Two: Teachers' perceptions about teaching grammar

4.3.1. Item 1 : Grammar significant

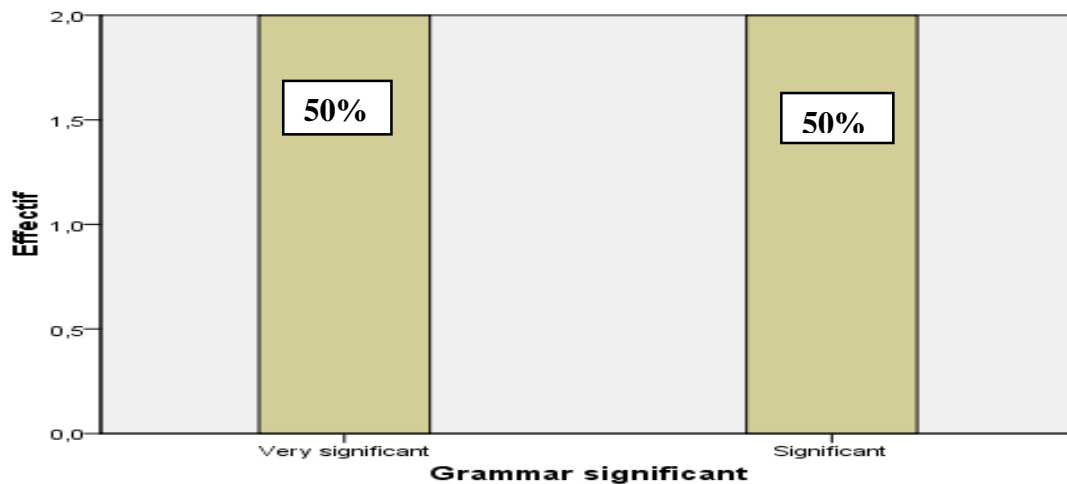
Table 31

To what extent do you think grammar is significant in learning English as a foreign language?

Grammar significant	Number	Frequency(%)
Very significant	2	50
Significant	2	50
Somehow significant	0	/
Not significant at all	0	/
Total	4	100

Figure 33

Percentage of grammar significant .



From the table above (Table 31) shows statistical results on the possession of grammar significant in learning English as a foreign language we find that 2(50%) teachers think that is very significant, As others 2 (50%) of teachers think that is significant (Figure 33).

So here we can deduce that teachers think grammar is significant in learning English as a foreign language because it provides the structure and rules needed for clear communication.

4.3.2 Item 2. Grammar proficiency enhances students' achievements in English.

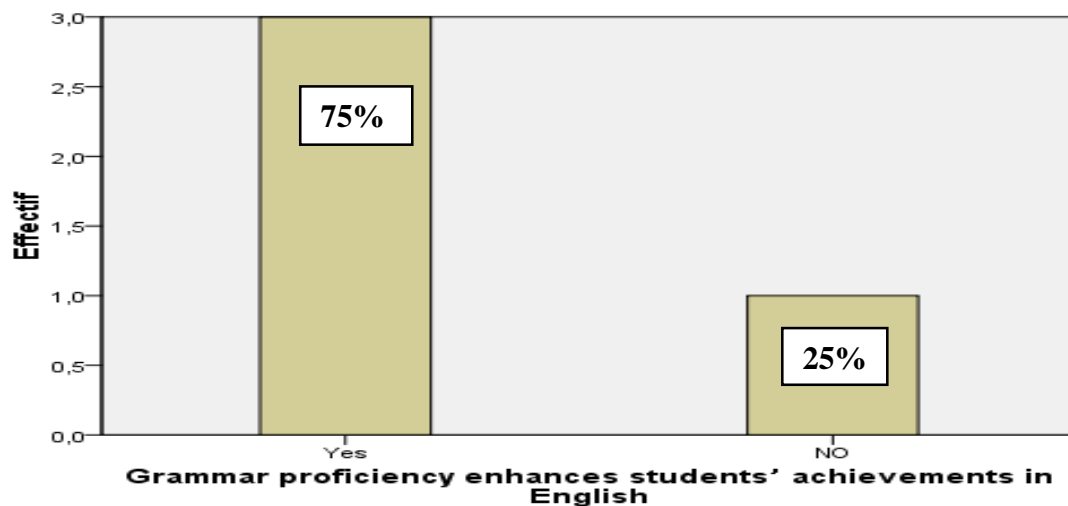
Table 32

Do you agree that grammar proficiency enhances students' achievements in English as a foreign language?

Grammar proficiency enhances students' achievements in English	Number	Frequency(%)
Yes	3	75
No	1	25
Total	4	100

Figure 34

Percentage of Grammar proficiency enhances students' achievements in English.



The responses to the questionnaires showed that 2 (50%) teachers among 4 agree that grammar proficiency enhances students' achievements in English as a foreign language and 2 (50%) disagree. (Table/Figure 4).

4.3.3 Item 3. Importance of grammar in improving EFL.

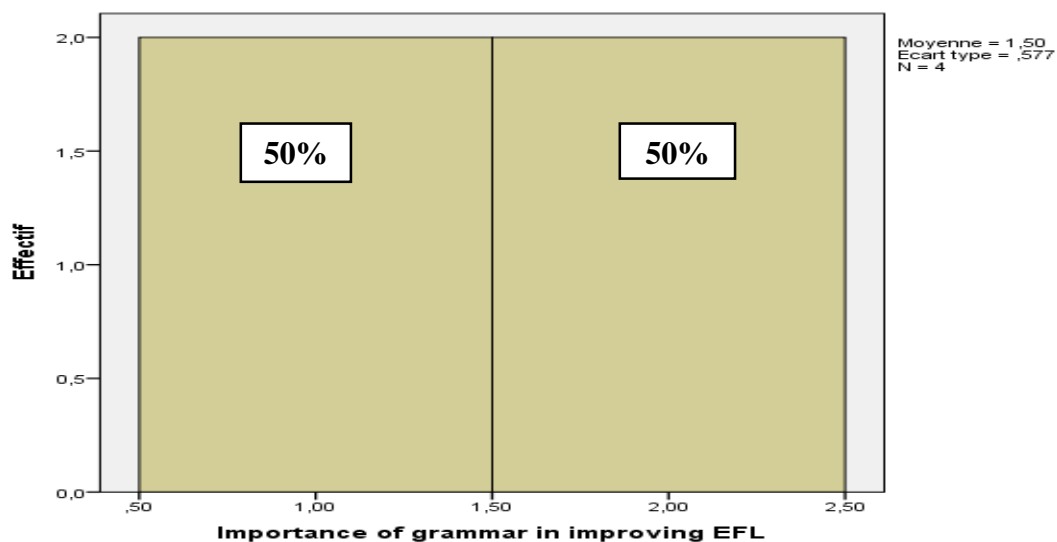
Table 33

How do you consider the importance of grammar in improving EFL learners' speaking/writing proficiency?

Importance of grammar in improving EFL	Number	Frequency(%)
Very important	2	50
Important	2	50
Somehow important	0	/
Not important at all	0	/
Total	4	100

Figure 35

Percentage of teachers about considered the importance of grammar in improving EFL.



We noted that 2 (50%) of the teachers consider that grammar is very important in improving EFL learners' speaking/writing proficiency, In the other side we have 2 (50%) teachers consider it as important (Table 32 /Figure 35).

4.3.4 Item 4 . Grammar teaching should be given more priority in EFL classes

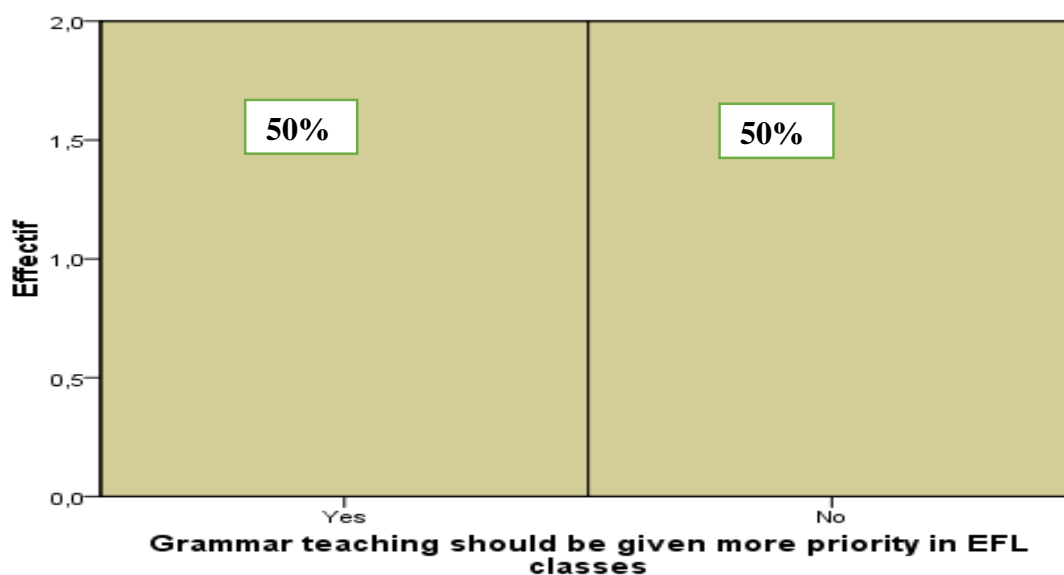
Table 34

Do you think grammar teaching should be given more priority in EFL classes?

Grammar teaching should be given more priority in EFL classes	Number	Frequency(%)
Yes	2	50
No	2	50
Total	4	100

Figure 36

Percentage of teachers opinions about given grammar teaching more priority in EFL classes.



We noted that 2 (50%) of the teachers think that grammar teaching should be given more priority in EFL classes, In the other side we have 2 (50%) dont think that grammar teaching should be given more priority in EFL classes (Table 34 /Figure36).

From the obtained results of questions (2,3,4) we see that the majority of teachers agree that grammar proficiency enhances students' achievements in English as a foreign language and consider it us important in improving EFL learners' speaking/writing proficiency ,also they think grammar teaching should be given more priority in EFL classes because proper grammar ensures that your message is understood accurately and effectively .

4.3.5. Item 5 .The method more effective to teach grammar

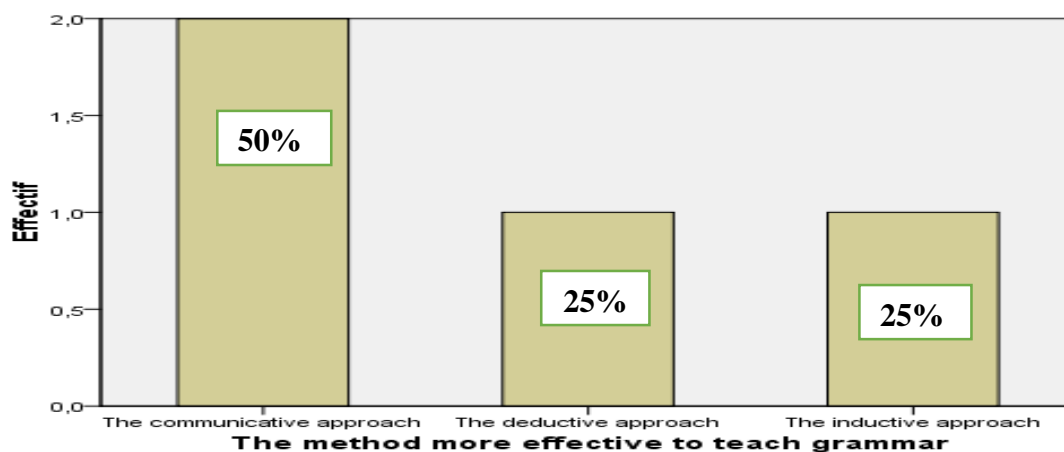
Table 35

Which approach/ methodes do you find more effective to teach grammar?

The method more effective to teach grammar	Number	Frequency (%)
The grammar translation method	/	/
The communicative approach	2	50
The deductive approach	1	25
The inductive approach	1	25
Total	4	100

Figure 37

Percentage of teachers opinions about The method more effective to teach grammar .



We have 2 (50%) of the teachers think that the communicative approach the method more effective to teach grammar , In the other side we have 1 (25%) think that The deductive approach is more effective , and the rest with 1 (25%) think that The inductive approach is more effective (Table 35 and graph 37).

We can decuce that the communicative approach emphasizes on real life communication and meaningful use.

4.4. Section Three. Teachers' Perceptions of the Learners' Attitudes towards Grammar Lesson.

4.4.1. Item 1. Students appreciate/value grammar lessons.

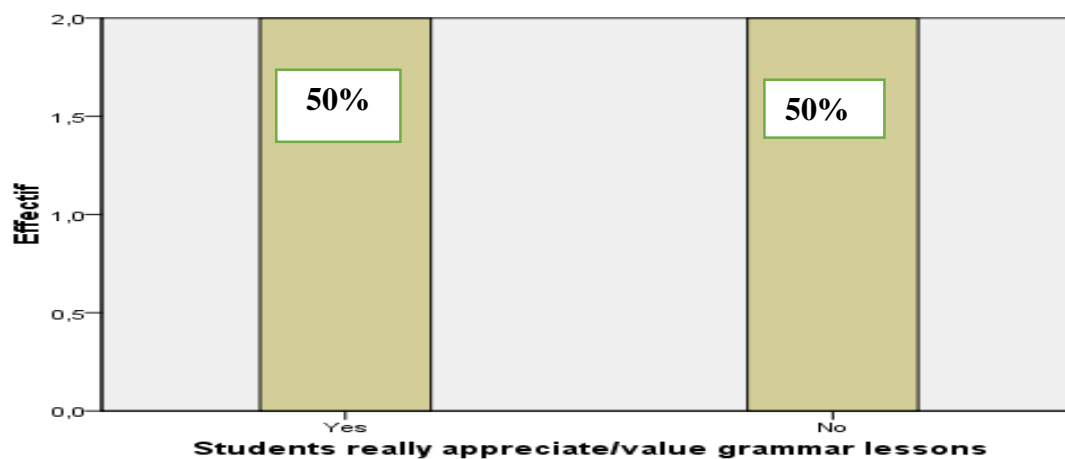
Table 36

Do you think that your students really appreciate/value grammar lessons?.

Students really appreciate/value grammar lessons	Number	Frequency (%)
Yes	2	50
No	2	50
Total	4	100

Figure 38

Percentage of Students appreciate/value grammar lessons.



We noted that 2 (50%) of teachers think that the students are really appreciate/value grammar lessons in opposite 2 (50%) of teachers think that the students are not really appreciate/value grammar lessons. (Table 36 and Figure 38).

4.4.2. Item 2. Students interested in grammar lessons .

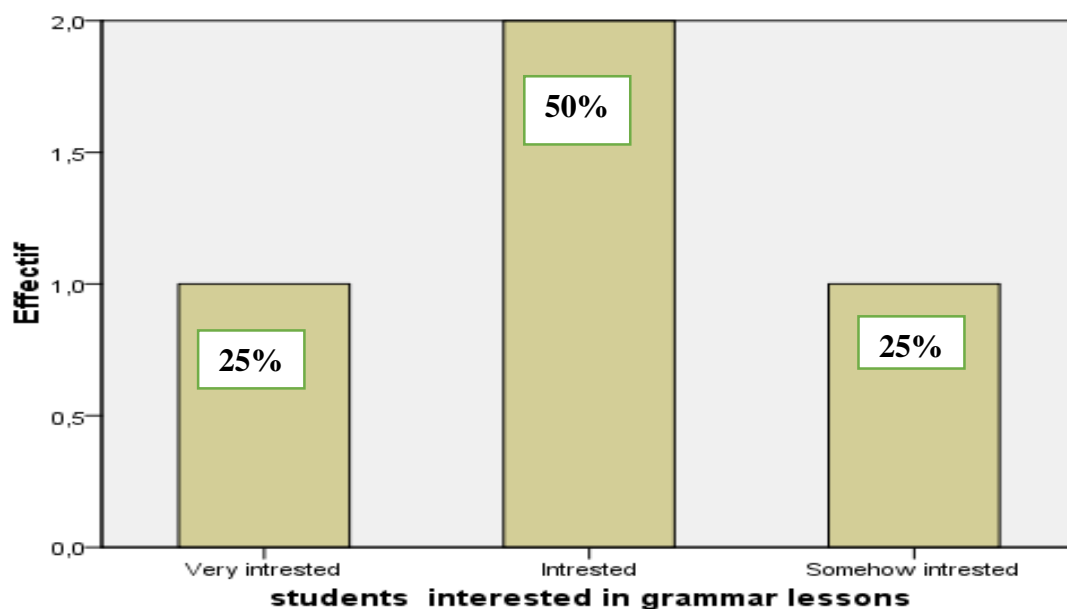
Table 37

To what extent do you think your students are interested in grammar lessons?.

students interested in grammar lessons	Number	Frequency (%)
Very interested	1	25
Interested	2	50
Somehow interested	1	25
Not interested at all	/	/
Total	4	100

Figure 39

Percentage of Students interested in grammar lessons.



The results show that 2(50%) of teachers think that the students are interested in grammar lessons, and 1(25%) of them think that they are very interested, and the rest with 1 (25%) think that Somehow interested in grammar lessons (Table 37, Figure 39).

From the gained findings we have, we see that half (50%) of the teachers disagree that their students really appreciate/value grammar lessons because they think it complex, conversely (50%) agree that their students really appreciate/value grammar lessons and they are interested in grammar lessons because they believe it is the essence of their exams.

4.4.3. Item 3. Assess the grammatical proficiency of students .

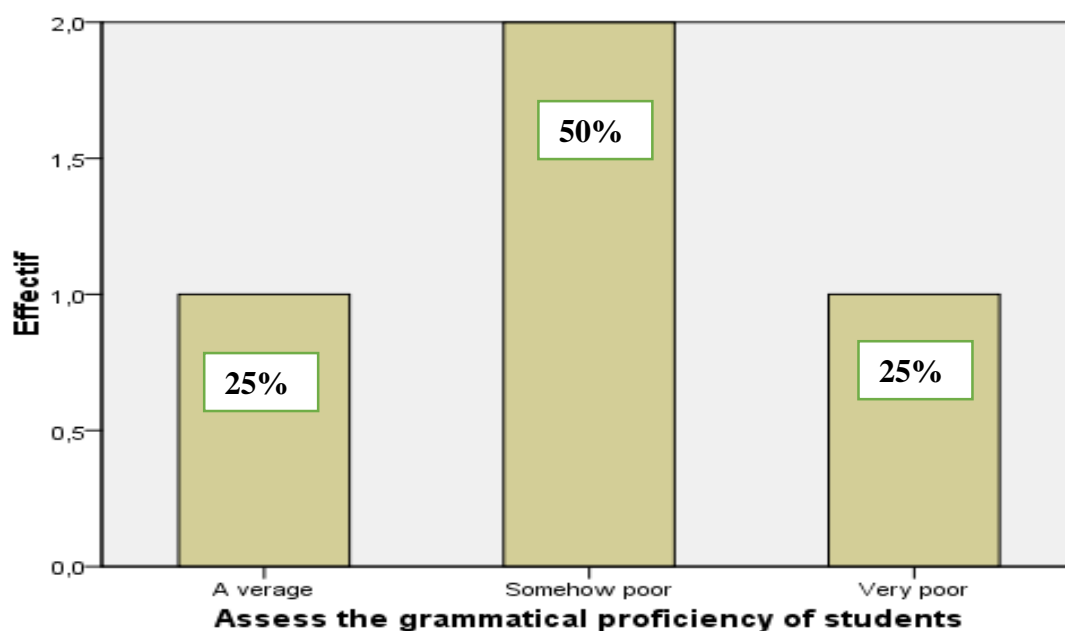
Table 38

How do you assess the grammatical proficiency of your students?

Assess the grammatical proficiency of students	Number	Frequency(%)
Very good	/	/
Average	1	25
Somehow poor	2	50
Very poor	1	25
Total	4	100

Figure 40

Percentage of the grammatical proficiency of students.



We noted that 1(25%) of teachers assess that students are average grammatical proficiency, and 2(50%) are somehow poor and the rest with 1(25%) are very poor. (Table38, Figure40).

4.4.4.Item 4.The grammar weakness that has to be improved and fixed in students.

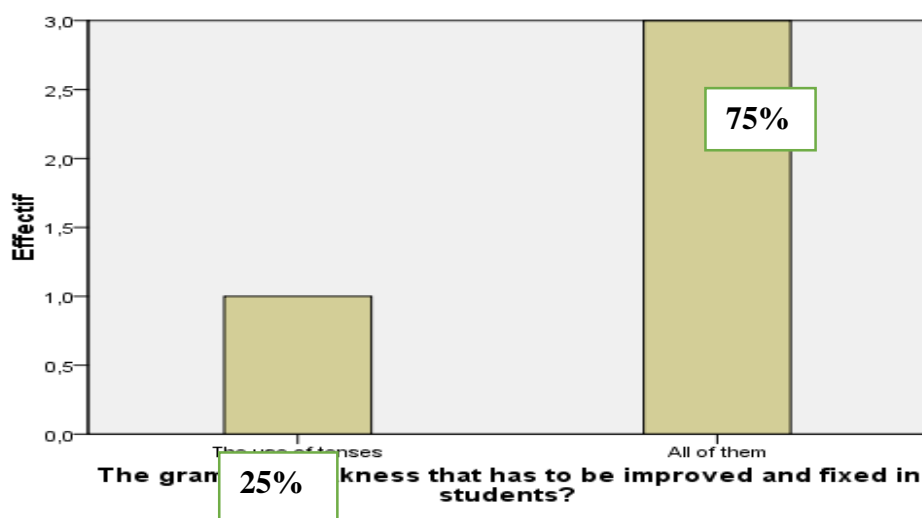
Table 39

Which of the following are a grammar weakness that has to be improved and fixed in your students?

The grammar weakness that has to be improved and fixed in students?	Number	Frequency (%)
The use of tenses	1	25
Word order	/	/
Phrases and sentences	/	/
The use of plural markers	/	/
The use of articles and prepositions	/	/
Syntactic rules	/	/
All of them	3	75
Total	4	100

Figure 41

Percentage of grammar weakness that has to be improved and fixed in students.



Through the results of the questionnaire, we found that 1(25%) of the teachers answered that the use of tenses is the grammar weakness that has to be improved and fixed in students, and 3(75%) of them answered that students have a weakness in all of them (Table 39, Figure 41).

The obtained results show that the majority of teachers assess the grammatical proficiency of them students as somehow poor because they have weakness that has to be improved and fixed in students in all rules of grammar English (The use of tenses, Word order, Phrases and sentences, The use of articles and prepositions , The use of plural markers, Syntactic rules) .

4.4.5 Item 5. Students motivated to study grammar

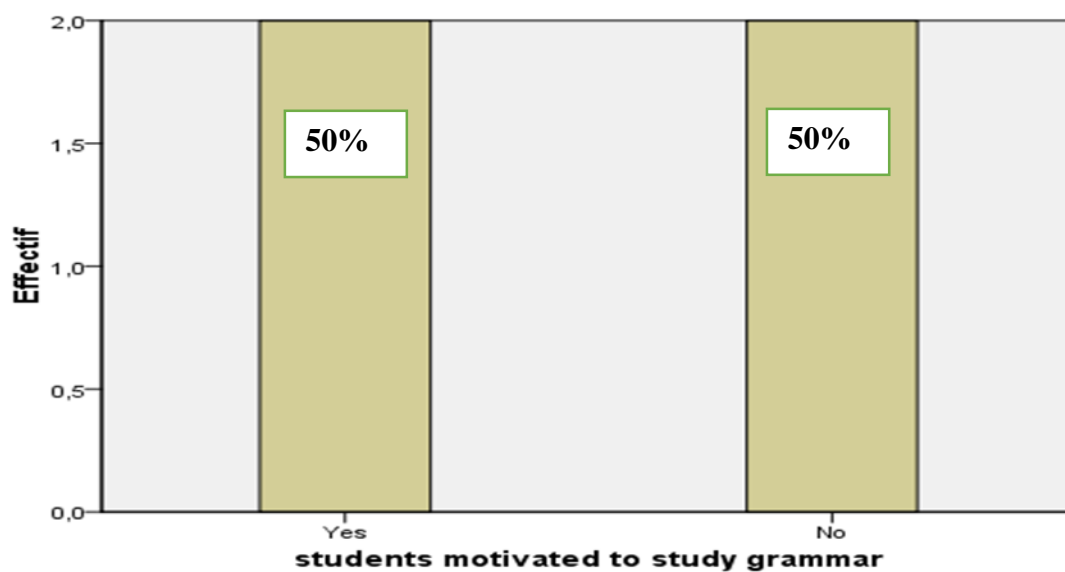
Table 40

In your opinion, are your students motivated to study grammar?.

students motivated to study grammar	Number	Frequency (%)
Yes	2	50
No	2	50
Total	4	100

Figure 42

Percentage of the opinions of teachers about students motivation to study grammar.



We noted that 2(50%) of the teachers think that students are motivated to study grammar in opposite 2 (50%) are not think that students are motivated to study grammar. (Table 40, Figure 42). We can discuss the reasons behind their demotivation for the complexity of grammar and negative past experiences.

4.4.6. Item 6. Way of teaching grammar influences students' achievements.

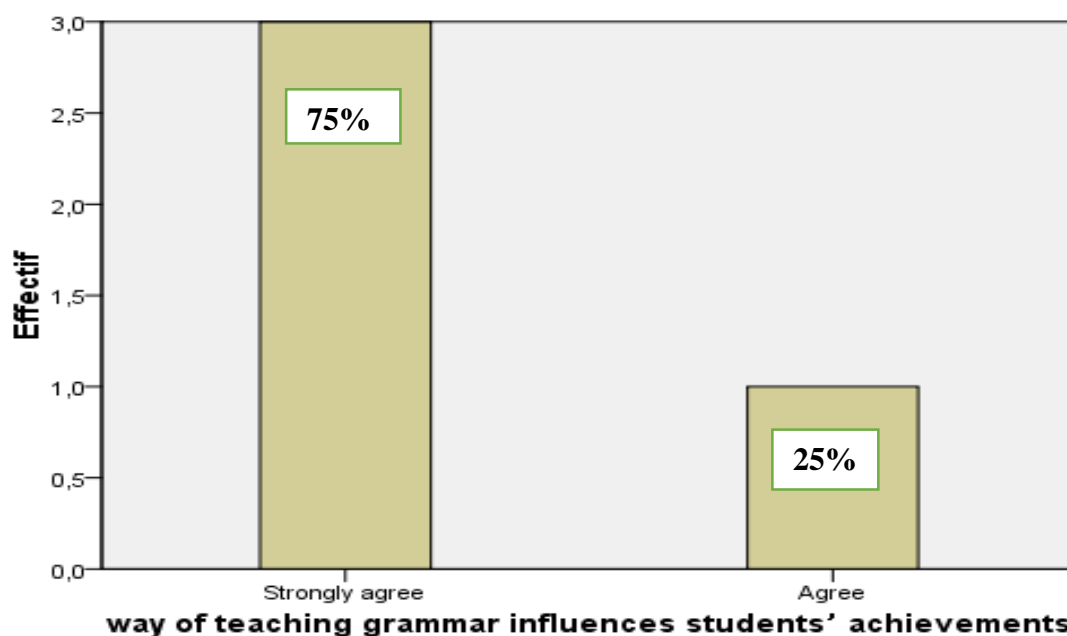
Table 41

To what extent do you agree that the way of teaching grammar influences students' achievements?

Way of teaching grammar influences students' achievements	Number	Frequency (%)
Strongly agree	3	75
Agree	1	25
Neutral	/	/
Disagree	/	/
Strongly disagree	/	/
Total	4	100

Figure 43

Percentage of the opinions of teachers about that the way of teaching grammar influences students' achievements.



3(75%) of teachers are strongly agree that the way of teaching grammar influences students' achievements, and only 1(25%) is agree. (Table 13, Figure 13).

4.4.7. Item 7 .Importance of engagement students during grammar lessons

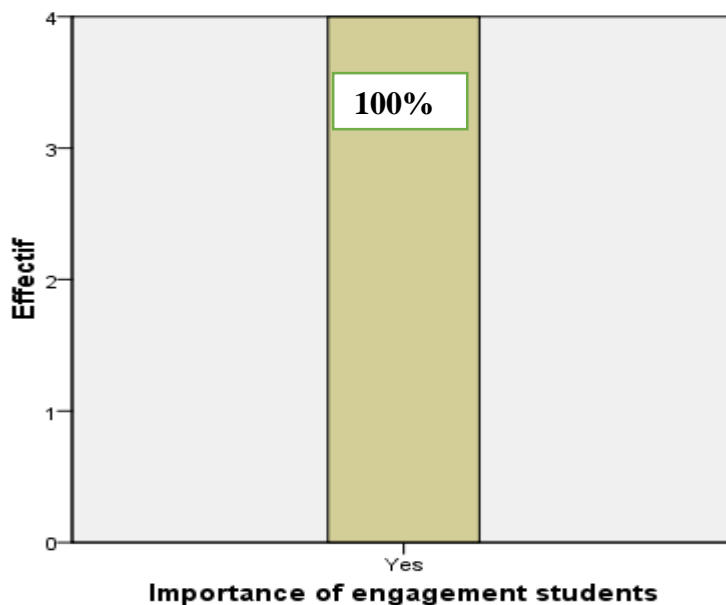
Table 42

Do you think students' engagement during grammar lessons is important?

Importance of engagement students	Number	Frequency (%)
Yes	4	100
No	/	/
Total	4	100

Figure 44

Percentage of the opinions of teachers about importance of engagement students during grammar lessons.



All of teachers with the number of 4 and percentage of 100 % think that students' engagement during grammar lessons is important, and majority of teachers are strongly agree that the way ay of teaching grammar influences students' achievements because enhancing the teaching and learning process benefits both the teacher and the students. The more the student improves, the smoother his learning experience becomes. (Table42 / Figure 44)

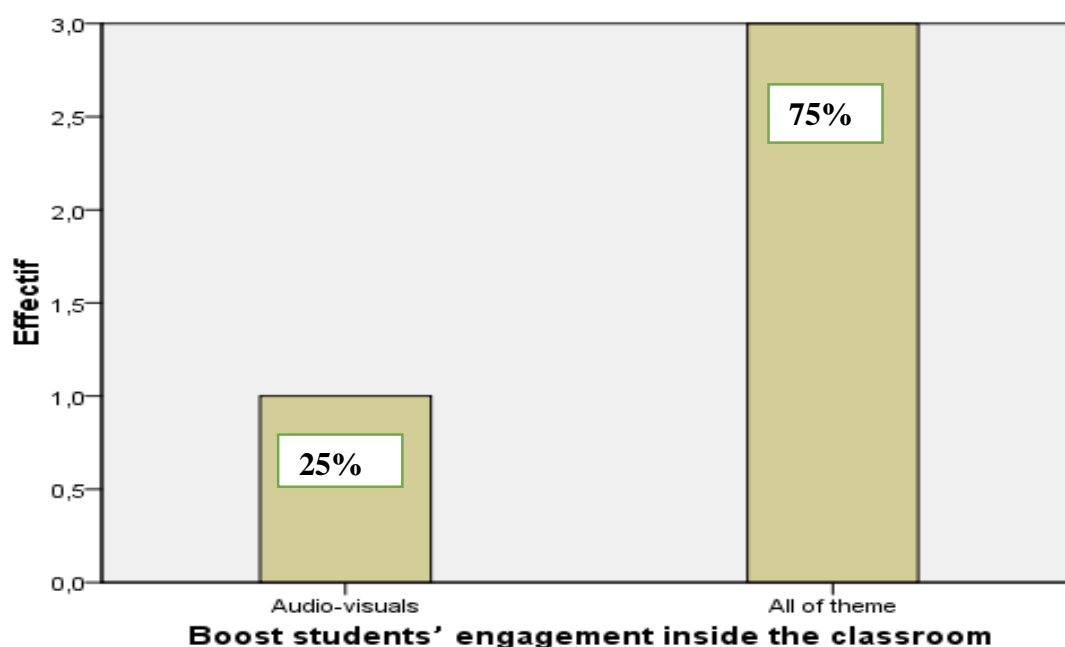
4.4.8. Item 8. Boost students' engagement inside the classroom

Table 43: In your opinion, what can boost students' engagement inside the classroom from the following?.

Boost students' engagement inside the classroom	Number	Frequency (%)
Pair/group work	/	/
Worksheets	/	/
Role-plays	/	/
Audio-visuals	1	25
All of them	3	75
Total	4	100

Figure 45

Percentage of the opinions of teachers about boost students' engagement inside the classroom.



1(25%) of teachers think that the students can engage the Audio-visuels inside the classroom, and the rest 3(75%) think that students can engage all of them(Table 43 ,figure 45),because group/pair work and Worksheets were considered the most effective classroom activities for improving learners' speaking skills. On the other hand, role-plays and audio visuals were found to be the least effective strategies in achieving this goal. This can be attributed to the fact that the first three activities encourage spontaneous language production, while role-plays and audio visuals rely on the repetition of pre-prepared and memorized utterances.

4.5. Section Four. Teachers' Perceptions about the implementation of educational Videos in Teaching Grammar.

4.5.1. Item 1. Creating an enjoyable can boost students' engagement teaching of grammar.

Table 44

Do you think that creating an enjoyable and funny atmosphere can boost students' engagement when teaching a lesson of grammar?.

Creating an enjoyable can boost students' engagement teaching of grammar	Number	Frequency (%)
Yes	4	100
No	/	/
Total	4	100

4.5.2. Item 2. Extent of agree use of ICT and multimedia in teaching process is necessary.

Table 45

To what extent do you agree that the use of ICT and multimedia in teaching process is necessary?.

Extent of agree	Number	Frequency (%)
Strongly agree	1	25
Agree	3	75
Disagree	/	/
Strongly disagree	/	/
Total	4	100

4.5.3. Item 3 . The use of video-based approach in teaching grammar .

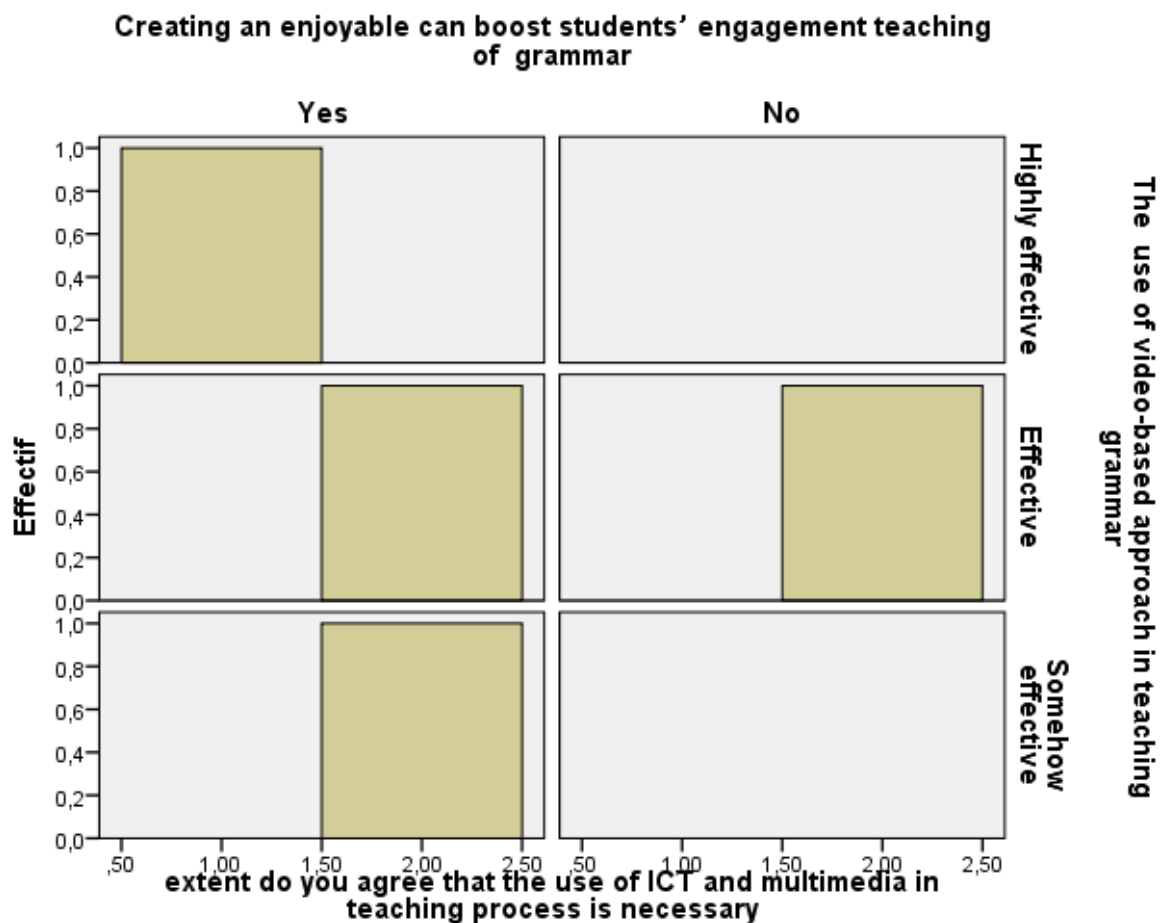
Table 46

What do think about the use of video-based approach in teaching grammar?

The use of video-based approach in teaching grammar	Number	Frequency (%)
Highly effective	1	25
Effective	2	50
Somehow effective	1	25
Not effective at all	/	/
Total	4	100

Figure 46

Teachers' perceptions about the implementation of educational Videos in Teaching Grammar.



- Q1 : 4(100%) of teachers think that creating an enjoyable and funny atmosphere can boost students' engagement when teaching a lesson of grammar. (Table 44 , figure 46),We will discuss these result that creating an enjoyable and funny atmosphere fast a positive attitude towards learning
- Q2 : 1 (25 %) of the teachers strongly agree that the use of ICT and multimedia in teaching process is necessary, and others 3 (75%) agree that the use of ICT and multimedia in teaching process is necessary. (Table 45, Figure 46).Because students are surrounded by media all the day.
- Q3 : 1(25%) of teachers think that the use of video-based approach in teaching grammar is Highly effective, and 2(50%) of them think that the use of video-based approach in teaching grammar is effective, the rest with 1 (25 %) think that the use of video-based approach in teaching grammar is Somehow

effective .(Table 46 Figure46) .They think that the reason of this approach's effectiveness : making them easy.

4.6.Section Five. display of a Ludic Educational Video in classroom exploring a lesson of grammar

4.6.1. Item 1 .Follow educational YouTube channel for preparing lessons.

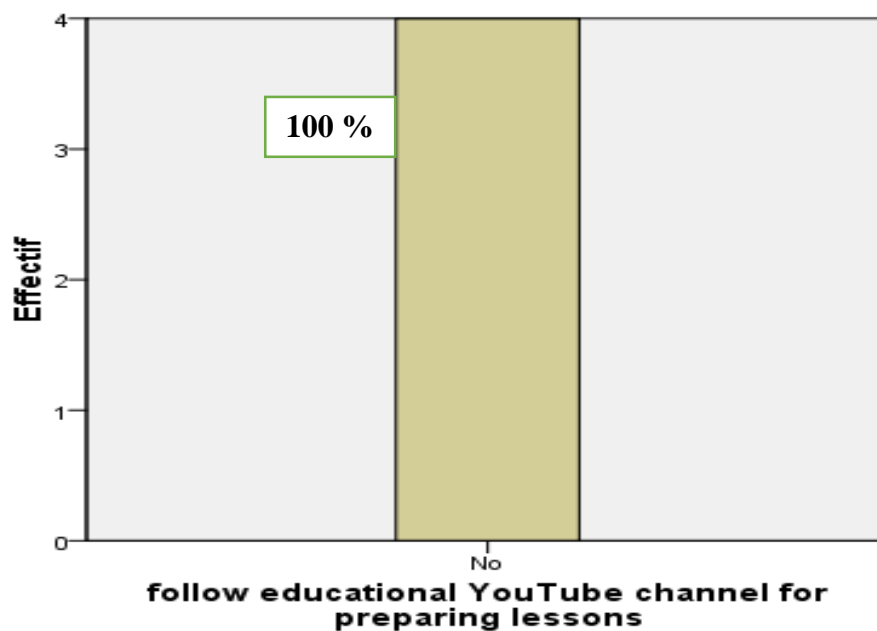
Table 47

Do you follow any educational YouTube channel for preparing your lessons?

follow educational YouTube channel for preparing lessons	Number	Frequency (%)
Yes	/	/
No	4	100
Total	4	100

Figure 47

Percentage of teachers that follow any educational YouTube channel for preparing your lessons.



We noted that all of the teachers with 4 (100%) dont follow educational YouTube channel for preparing lessons. (Table 47 Figure 47), because they didn't find it helpful to achieve lesson and tasks' objectives.

4.6.2. Item 2. Grammar game show encourage students to be more active during grammar lessons.

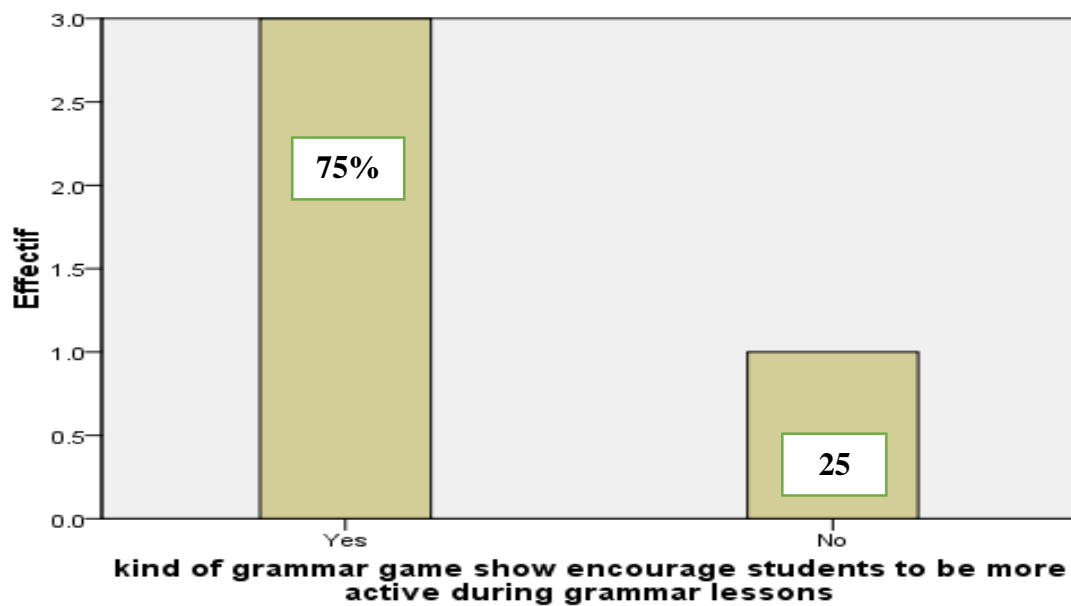
Table 48

Do you think that this kind of grammar game show encourage students to be more active during grammar lessons?

Grammar game show encourage students to be more active during grammar lessons	Number	Frequency (%)
Yes	3	75
No	1	25
Total	4	100

Figure 48

Percentage of teachers opinion about grammar game show encourage students to be more active during grammar lessons.



We noted that 3 (75%) of teachers think that Grammar game show encourage students to be more active during grammar lessons and the rest 1 (25%) is not .because he think that is not for their age to interested (Table , Graph 48).

4.6.3.Item 3. To what extent do you consider that “learning through ludic educational videos boosts student’s engagement?”.

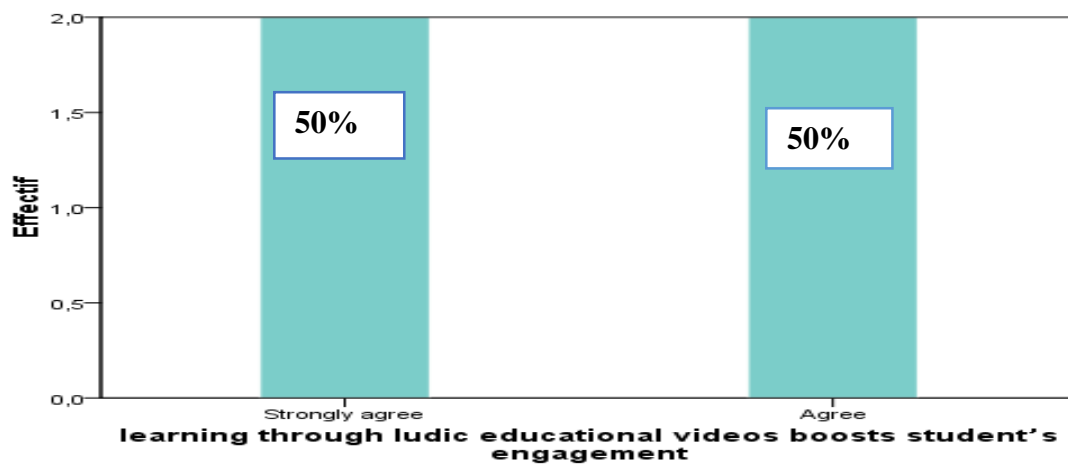
Table 49

To what extent do you consider that “learning through ludic educational videos boosts student’s engagement”?.

learning through ludic educational videos boosts student’s engagement	Number	Frequency (%)
Strongly agree	1	25
Agree	2	75
Disagree	0	0
Strongly disagree	0	0
Total	4	100

Figure 49

Percentage of teachers opinion about learning through ludic educational videos boosts student’s engagement.



The results shows that 1 (25%) of teachers strongly agree that learning through ludic educational videos boosts student’s engagement, 3 (75%) agree that. (Table.Graph 49).

The majority of teachers are agree that learning through ludic educational videos boosts student’s engagement because the educational videos are interactive lessons, encourages collaboration and also positive learning environment.

4.6.4.1. Item 4.1. To what extent do you agree with the following statements?

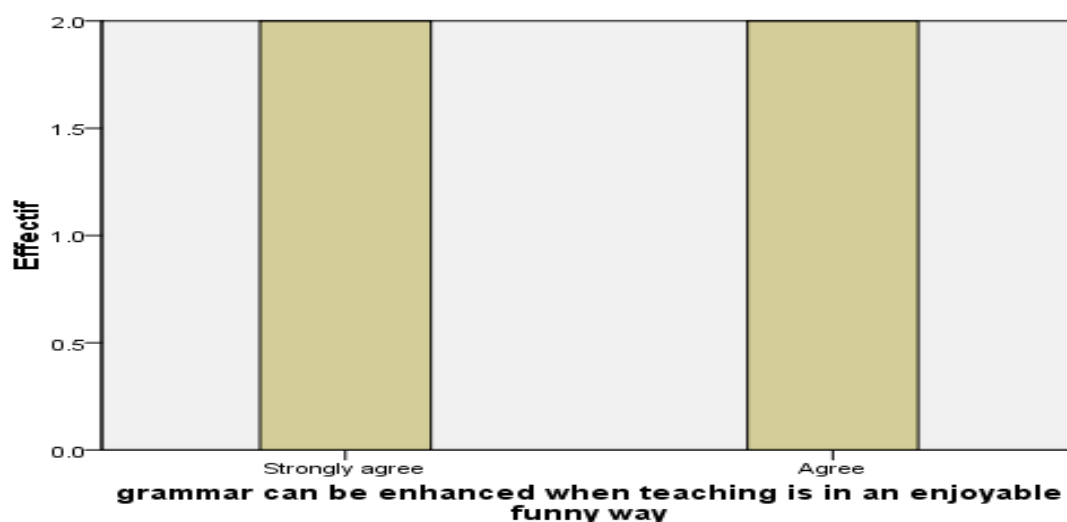
Table 50

To what extent do you agree that grammar can be enhanced when teaching is in an enjoyable funny way?.

grammar can be enhanced when teaching is in an enjoyable funny way	Number	Frequency (%)
Strongly agree	2	50
Agree	2	50
Disagree	0	0
Strongly disagree	0	0
Total	4	100

Figure 50

Percentage of teacher's opinion grammar enhanced when teaching is in an enjoyable funny way.



2 (50%) of teachers strongly agree that grammar can be enhanced when teaching is in an enjoyable funny way, and with the same percentage 2 (50%) of them are just agree. (Table .Graph 50).

6.4.4.2. Video-based learning is an effective tool for students.

Table 51

Video-based learning is an effective tool for students.

Video-based learning is an effective tool for students	Number	Frequency (%)
Strongly agree	2	50
Agree	2	50
Disagree	0	0
Strongly disagree	0	0
Total	4	100

Figure 51

Percentage of teachers opinion about Video-based learning is an effective tool for students.



2 (50%) of teachers strongly agree that Video-based learning is an effective tool for students and with the same percentage 2 (50%) of them are just agree. (Table .Graph 51).

6.4.4.3. Exploring ludic in videos affects positively students 'grammar mastery.

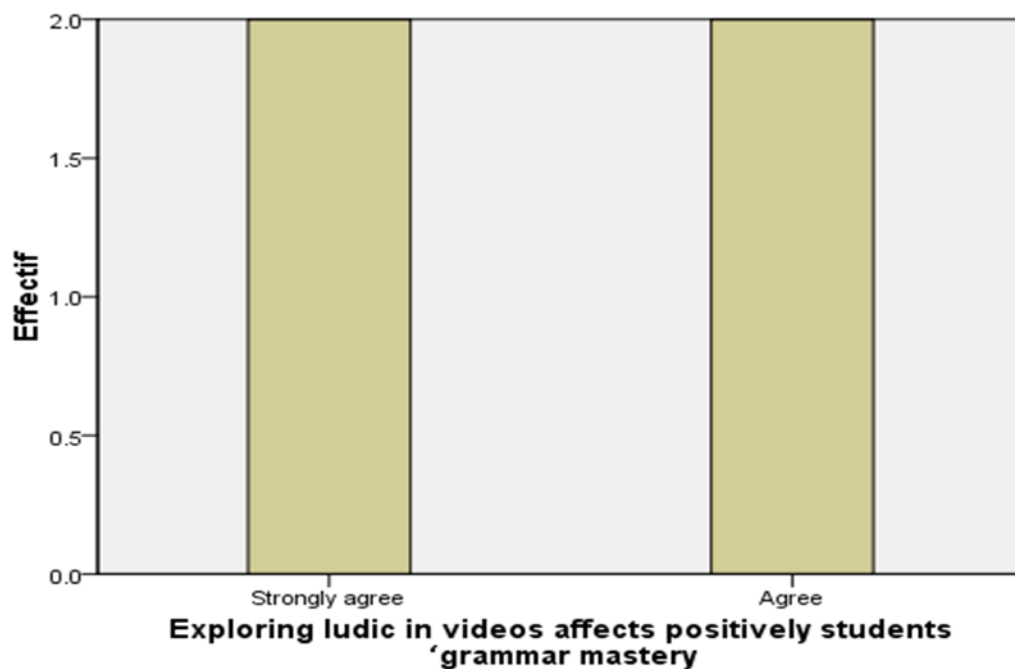
Table 52

Exploring ludic in videos affects positively students 'grammar mastery.

Exploring ludic in videos affects positively students 'grammar mastery	Number	Frequency (%)
Strongly agree	3	75
Agree	1	25
Disagree	0	0
Strongly disagree	0	0
Total	4	100

Figure 52

Percentage of teacher's opinion about exploring ludic in videos affects positively students 'grammar mastery.



3 (75%) of teachers strongly agree that Exploring ludic in videos affects positively students 'grammar mastery, while just 1 (25%) agree. (Table. Graph 52)

6.4.4.4. Implementing videos in teaching enhances communication between the teacher and boosts motivation and engagement.

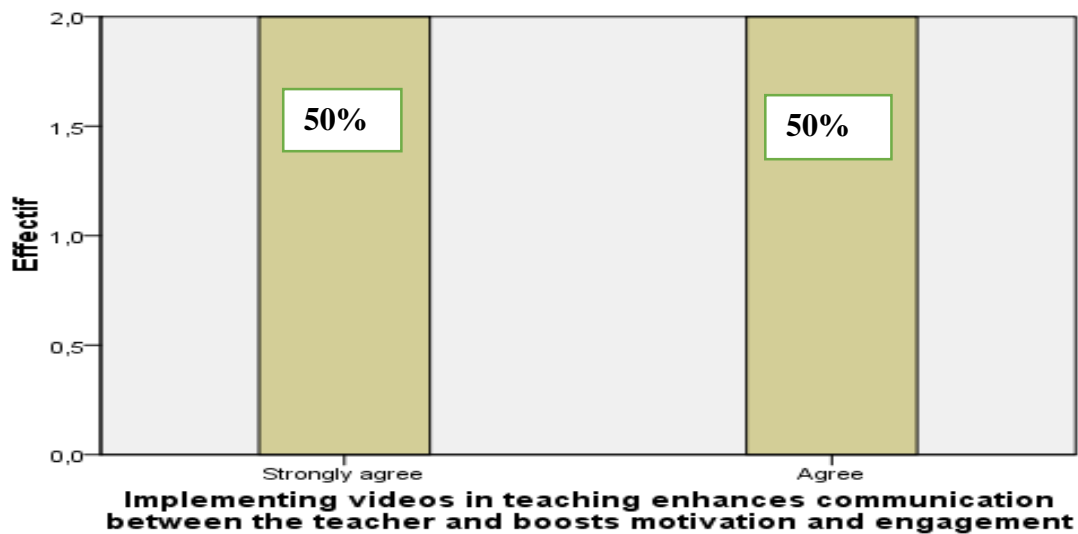
Table 53

Implementing videos in teaching enhances communication between the teachers and boosts motivation and engagement.

Implementing videos in teaching enhances communication between the teacher and boosts motivation and engagement	Number	Frequency (%)
Strongly agree	2	50
Agree	2	50
Disagree	0	0
Strongly disagree	0	0
Total	4	100

Figure 53

Percentage of teachers opinion about implementing videos in teaching enhances communication between the teacher and boosts motivation and engagement.



2 (50%) of teachers strongly agree that Implementing videos in teaching enhances communication between the teacher and boosts motivation and engagement and with the same percentage 2 (50%) of them are just agree. (Table .Graph 53).

6.4.4.5. The use of videos to learn/ to teach grammar is just a waste of time

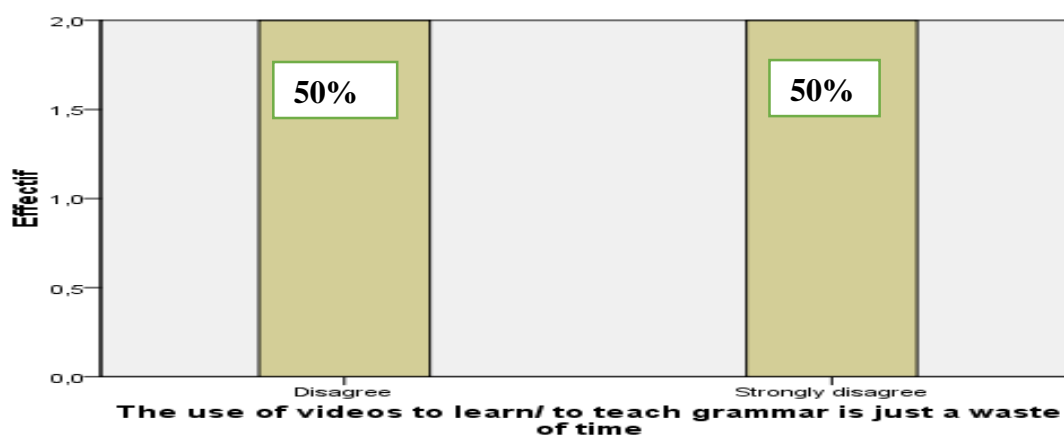
Table 54

The use of videos to learn/ to teach grammar is just a waste of time.

The use of videos to learn/ to teach grammar is just a waste of time	Number	Frequency (%)
Strongly agree		
Agree		
Disagree	2	50
Strongly disagree	2	50
Total	4	100

Figure 54

Percentage of opinion teachers about the use of videos to learn/ to teach grammar is just a waste of time.



2 (50%) of teachers disagree that and with the the use of videos to learn/ to teach grammar is just a waste of time same percentage 2 (50%) of them are strongly disagree. (Table 54.Graph 54)

In all questions of the last part of the questionnaire '5' (1, 2, 3, 4, 5) 1. We endeavored to emphasize the significance and efficacy of incorporating fun educational elements such as games, videos, and pictures. Through our interactions with a large number of teachers, we discovered that fun education has a positive influence on both educators and students. It enables teachers to deliver lessons in a straightforward manner and facilitates better comprehension among students.

7. Discussion and Interpretation of Teachers' Questionnaire

The survey was specifically crafted and distributed to English as a Foreign Language (EFL) instructors specializing in grammar at Hakim Saadane High School in Biskra. Its main purpose was to gather insights on teachers' perspectives regarding the use of video strategies to enhance EFL learners' engagement in learning grammar.

The data collected revealed that the majority of teachers possess whether a Magister or a master degrees. Furthermore, the teachers who participated in the survey have a significant amount of experience in teaching English and majority of them taught the subject more than five years. As a result, the feedback obtained is based on a deep understanding of the field of grammar and a high level of professionalism in teaching the subject effectively.

A large number of teachers emphasized the importance of learning grammar, stating that it plays a crucial role in mastering the language itself. They view grammar as the foundation of any language and the key to using language accurately. Additionally, teachers agreed that a strong grasp of grammar is essential for improving students' language skills, both in writing and speaking. Therefore, they believe that teaching grammar is vital for enhancing students' achievements in English as a foreign language and should be prioritized in EFL classrooms.

Moreover, the majority of teachers identified the communicative approach as the most effective strategy for teaching grammar. They believe that this approach allows for implicit teaching of grammar rules and encourages students to actively engage with the material. Teachers also stressed the importance of integrating grammar into real-life situations to enhance comprehension.

The survey also highlighted the adjustments that teachers would make to improve grammar instruction. They mentioned incorporating technology and edutainment tools, focusing on practical applications in real-life scenarios, and boosting student motivation as key modifications they would prioritize.

The majority of educators have expressed that their students lack enthusiasm for learning grammar, often feeling disinterested and demotivated by traditional teaching methods. Despite acknowledging that students value grammar

instruction, teachers have suggested that it should be presented in a more engaging manner. It has been noted that the average level of English as a Foreign Language students in terms of grammar proficiency is mediocre, with many struggling to grasp various grammatical concepts possibly due to their lack of motivation during class. Teachers emphasize that the way grammar is taught directly impacts student achievement, highlighting the importance of student engagement. They propose that incorporating games into lessons can enhance student involvement, creating a more enjoyable learning environment. Video-based learning has been lauded as an effective tool to motivate students, with board race games specifically being viewed as a beneficial strategy to increase engagement. Overall, educators are optimistic about the potential of video and game-based teaching methods, believing that these approaches can positively impact students' grammar skills and overall performance in English. As indicated by the survey results, teachers are in favor of implementing such interactive strategies in their classrooms to foster a more positive and engaging learning environment.

8. Summary of the Qualitative Results

The study delves into teachers' perspectives on English in foreign language courses, aiming to identify the most efficient strategies to enhance EFL students' grammar performance. Additionally, it seeks to explore teachers' attitudes towards educational videos and how they contribute to students' engagement in the classroom.

According to the teachers' responses, grammar is considered a crucial aspect of language acquisition, serving as its foundation. Teachers emphasized the importance of mastering grammatical structures for effective language use. They noted that EFL students often struggle with grammar due to disengagement, hindering their ability to comprehend and apply the rules.

The findings from the teachers' survey suggest that educational videos are highly beneficial in grammar instruction, promoting student engagement and interaction during the learning process. Consequently, teachers expressed favorable views towards integrating educational videos into the English classes curriculum at our high school. These insights from English teachers at Hakim Saadane High School validate our proposed hypothesis.

9. The Analysis of Classroom Observation

Multiple sessions (4) were attended in order to conduct a comprehensive analysis of the classroom. Before the observation, an initial meeting was held with the coaches to plan accordingly. The purpose of this pre-observation phase was to gain a general understanding of various aspects such as class size, number of students, level of student-teacher interaction, teaching methods and techniques used, as well as objectives and lesson plans.

During observation sessions, each teacher informed students that they would be observed by a non-participant observer. This served as a reminder to students to remain polite and respectful throughout the session.

Furthermore, it was observed that the teaching and learning process follows a traditional classroom setup, where students sit in pairs in rows. This seating arrangement posed challenges for the teacher in effectively monitoring the students sitting in the back due to the distance.

In addition, there are a variety of teaching resources available in the classroom, including a whiteboard, data display, chairs and tables. Furthermore, the classrooms are well maintained, organized and carefully designed.

This is achieved through the use of modern teaching materials and the provision of worksheets to encourage learners to actively participate in classroom activities.

Our study aims to compare the effectiveness of traditional teaching methods with modern methods (friendly teaching, video, media). Most of the results used to explain the study are in the checklist Appendix B. To evaluate this, the researcher participated in four sessions with the class. During the first session, a lesson of « reported speech » lesson of grammar according to the scheduled program, was delivered in the traditional manner (lesson title, explanation, exercise). The teacher organized group work, where each group included 4 students. It was observed that at the end of the lesson, students did not absorb the content well, lacked interaction with the teacher, and showed little motivation toward the lesson. However, in the remaining three lessons, the same lesson taught using a video was used to teach the students (<https://youtu.be/OsW5sV3GMDM?si=qydTK7EVu9VuXQoe>).

It was observed that the students interacted more with the lesson and actively participated in the after-lesson activities, showing a high level of motivation to study in this way.

In conclusion, the students interacted greatly with the video, which confirms the effectiveness of technology in facilitating the learning process and thus improving the students' level, motivating them to follow their lessons and gaining their interest during the lessons.

10. Conclusion

This chapter primarily focused on discussing the practical aspects of the study conducted. The researcher examined the various data collected in this investigation, aiming to clarify the connection between the teaching methods of EFL grammar and students' engagement in learning grammar. The study also explored the role of using ludic, fun videos, gaming, in enhancing EFL students' grammatical proficiency by increasing their engagement.

The results obtained from the research instruments used allowed us to demonstrate that both teachers and students agreed with the proposed strategy. Therefore, the analysis of the respondents' answers validated our hypothesis and achieved the research objectives. In summary, the findings from this section and from the observation revealed that teachers and students have positive attitudes towards modern education and are interested in teaching and learning grammar through this approach. The results indicate that students' engagement in learning grammar significantly contributes to their improvement in grammar, and the use of modern education as a method to enhance engagement is well-received.

General conclusion

General conclusion

In the field of foreign language teaching and learning, a significant issue lies in enhancing students' engagement to achieve effective results. Finding suitable methods to attain this goal is of paramount importance. Our current research focuses on enhancing students' engagement in learning grammar by utilizing educational videos. We aimed to address the research questions asked earlier and validate our hypothesis that implementing ludic education and educational videos or games in grammar classes for EFL learners will enhance engagement and subsequently improve their grammatical proficiency.

The primary objective of this study is to explore the impact of modern education on enhancing EFL learners' grammatical proficiency by increasing their classroom engagement. This was done by examining second-year high school students and EFL grammar teachers' perspectives on the role of modern education (videos) in grammar classes at Hakim Saadane High School Biskra. A mixed-method approach was employed using semi-structured questionnaires for both students and teachers. The results of the research confirmed the proposed hypothesis. The students' questionnaire revealed positive attitudes towards modern education, considering it a beneficial strategy to enhance engagement, which is typically low during grammar sessions for various reasons. Similarly, the teachers' questionnaire indicated positive attitudes towards modern education, believing it has the potential to increase students' engagement and interaction in learning grammar, thereby facilitating the learning process and improving language grammatical outcomes.

Learning grammar is often considered a difficult task by most EFL students. Modern educational videos offer a solution to the issue of student disengagement and grammatical shortcomings. These videos incorporate interactive and communicative elements to enhance the grammar learning process, ultimately increasing classroom engagement and improving students' foreign language proficiency.

1. Limitations of the study

The initial hypotheses mentioned at the beginning have been confirmed based on the results and interpretation. However, it is important to acknowledge the limitations of the research paper.

The first limitation is the constraint of time. The availability of more time would have allowed for attending additional sessions during the observation process.

Another limitation is the time-consuming process of collecting data from research instruments, particularly the questionnaires that posed challenges for the students.

Additionally, the lack of experience as a researcher presents difficulties in covering all aspects comprehensively.

The small number of participants in the questionnaire, especially teachers, only (04) teachers have accepted to fill out the questionnaire.

One additional challenge is the limited availability of projectors, PCs, and speakers for English teachers, as they are shared among multiple teachers. Moreover, due to the cramped classroom space, teachers are compelled to have students work in groups. Additionally, the chosen video had to be replayed multiple times to ensure all students could view it, resulting in a significant waste of time. Our objective was to generate authentic, firsthand, and dependable data.

Lastly, there is a need to further develop the thesis and implement much more additional tasks such as training and presenting using visual aids for more efficient, valid outcomes.

2. Suggestions and Recommendations

During this phase, the researcher is expected to propose recommendations and advice pertaining to the research topic, taking into account the findings obtained. The role of a teacher is challenging, requiring patience and perseverance. In order to establish an effective classroom management, instructors should prioritize the classroom environment. The subsequent points outline a set of recommendations:

A) To educators

- Teachers should apply ludic educational and game strategy to create an entertaining atmosphere that can be suitable for students' needs.

- Teachers ought to be aware of the significance role of students' engagement, and its positive influence on their pedagogical achievements.
- Teachers are recommended to grasp students' attention through the use of up-to-date teaching strategies such as educational games and videos
- introducing technology as a modern way in education
- The teacher must crumple the group work

B) To learners

1. Students must demonstrate dedication when engaging in educational games, understanding that they serve an academic purpose.
2. Students are expected to actively participate in the educational games assigned by their teachers, ensuring successful outcomes.
3. Students are required to adhere to the guidelines provided by their teachers and display courtesy towards their peers while participating in classroom videos or games.
- 4-Students should grasp the concept of teamwork while remaining composed.

C) To stakeholders

- Ensuring teachers can conduct their lessons in optimal settings and incorporate contemporary educational practices, while also furnishing them with necessary resources.

List of References

List of References

- Ahmed ZELLOUMA. (2018). Measuring the Effectiveness of Classroom Presentations and their Impact on Students' Motivation for Fluent Speaking Performance: A Case Study of Second Year Students in ElChahidHammaLakhdar University, El-Oued. These de doctorat. BROTHERS MENTOURI UNIVERSITY, CONSTANTINE. P180.

- Akhmedjanova, D. (2020). The effects of a self-regulated writing intervention on English learners' academic writing skills. (Doctoral dissertation. University at Albany, State University of New York.P16.

- Aiken, L. R. (1970). Attitudes Toward Mathematics. *Journal of Educational Research*, 40(4), 551-596.

- Aslam c. (2006). Retinal image analysis: Concepts, applications and potential .*journal of science direct*, p 99-127.

- Angelis, J., & Irvin, J. L. (2004). The Relation between Professional Climate and Student Learning Depends on the Way a School Treats Teachers. *Middle School Journal*, 35(5), 52–56.

- Anil B. (2017) .Applying Innovative Teaching Methods in a Second Language Classroom. *International Journal of Research in English Education* 2 (2) 1(2), 129-143.

- Baek, Youngkyun; Xu, Yan; Han, Sanghoon; and Cho, Jungwon. (2015). "Exploring Effects of Intrinsic Motivation and Prior Knowledge on Student Achievements in Game-Based Learning". *Journal of Smart Computing Review*, 5(5), 368-377.

- Branigan, C. (2005). Technological, societal factors are driving the video trend. e-School News. Journal of reserch gate, p44.

- Beggs, T. A. (2000). Influences and Barriers to the Adoption of Instructional Technology. Sammons, M. C. (1994). Motivating faculty to use multimedia as a lecture tool. T.H.E. Journal (Technological Horizons In Education), 21(7): 88.

- Bochman, L. F. and Palmer, A.S. (1996). Language Testing in Practice. 4(1).

- Bouyakoub F. (2005) .EFL Grammar Learning at Higher Education: Objectives and Evaluations The Case of Second Year Students of English at Mohammed Seddik

- Benghezala M. (2019) .EXPLORING TEACHERS' BELIEFS AND PRACTICES REGARDING GRAMMAR INSTRUCTION IN ENGLISH CLASSES: A CASE STUDY OF SECONDARY SCHOOL TEACHERS IN BISKRA. Degree of Magister in English. University of Algiers 2 at Bouzareah. 52P

- Ben Yahia University, Jijel the de doctorat. University of Mohammed Seddik Ben Yahia/Jije.P50.

- Burke, S., Snyder, S., &Rager, R. C. (2009). An assessment of faculty usage of YouTube as a teaching resource. The Internet Journal of Allied Health Sciences and Practice, 7(1), 18.

- Byram M, Hu A. (2000). Routledge Encyclopedia of Language Teaching and Learning (2nd ed.). Journal of Routledge. 7(3), 17.

- Castelli, D. M., &Fiorentino, L. (2008). Physical education technology playbook.

Journal, 2(1).

•Cattel, R. (2006). An introduction to mind, consciousness and language. Journal of USA, New York: Continuum International Publishing (p. 163).

•Coiro, J.L. (2003). Reading comprehension on the Internet: Expanding our understanding of reading comprehension to encompass new literacies. Journal of The Reading Teacher.

•C. Laing, A. Wootton, and A. Irons. (2006). "iPod! ULearn?", Current Developments in technology-Assisted Education. Journal of research gate pp. 514-518.

•CPB (Corporation for Public Broadcasting). (2004). Television goes to school: The impact of video on student learning in formal education, New York : Education Department of the Corporation for Public Broadcasting's Center for Children and Technology. <https://www.cpb.org> .

•Cruse, E. (2007). Using educational video in the classroom: Theory, research and practice multimodal learning styles dual-channel learning motivation and affective learning. Journal of Semantic Scholar.

•Dash, M. K., & Panda, B. K. (2010). Comparative Empirical Analysis of Occupational and Motivational Differences of Different Generation in Indian Workforce. Journal of Abhigyan, 28(2), 17-36.

•D. Bond, T. Holland, and P. Wells. (2007). "Student utilisation of lecture podcasts and their relationship to student achievement" Presentation at the UTS Teaching and Learning Forum. Journal of research gate, P14-15.

- Do, K. A. (2013). The Current State of the Art in the Teaching of Grammar At Vietnamese High Schools. *Language in India*, 13(3), 22-42. Retrieved October 7, 2018, from <http://www.languageinindia.com/march2013/dokieuanhenglishvietnam.pdf>.

- DurratulHikmah .(2019).Media For Language Teaching and Learning in Digital Era .*International Journal of English Education and Linguistics (IJoEEL)*, 1(2):36-41.

- Dillman A.(2008) .The Logic and Psychology of Constructing Questionnaires.*Reserchgate journal* , 1-3 .

- Edmunds K. (2021).Ludic Pedagogy: Schooling Our Students in Fun .*Journal of Educational Informatics* 4(2):3-19.

- Emely, C. (2006). Using Educational Video in Classroom: Theory, Research, and Practice. *Journal of Scientific reserch* ; p44.

- Eunice AscensãoNascimentoMiletic. (2017).The Role of Ludic Activities in Primary English Classrooms – do they really help children to learn?.These de doctorat .University Nova de lisbona .p16,26.

- Fabos, B. (2001). Media in the classroom: An alternative history. Paper presented at the annual conference of the American Education Research Association, Seattle, WA. *Journal of scientific reserch* ; P 454 850.

- Fredrickson, B. L. (2003). The Value of Positive Emotions: The Emerging Science of Positive Psychology Is Coming to Understand Why It's Good to Feel Good. *Journal of American Scientist*, 91, 330-335.

Fink.D. (2005) . Creating Significant Learning Experiences : An Integrated Approach to Designing College .Reserch gate journal ,22 .

•Gardner, R. C. (2000). Correlation, causation, motivation, and second language acquisition. *Journal of Canadian Psychology*, 41, 10–24.

•Grauberg w. (1997). Studies in Second Language Acquisition. *Journal of cambridga core*, 21(3), 498–499.

•Greenbaum S. & Nelson G. (2002). An introduction to English grammar. 2 nd ed. United Kingdom, Journal of Pearson Education.P13.

•Gregorian, N. (2006). Eye on Research: Media literacy & core curriculum. *Journal of Threshold*. (pp. 5-7).

•Hampe, B. (2006). Four ways video can help—and three ways it can't. e-School news. *Journal of reserchgate*, P 2.

•Harmer, J. (2001). The practice of English language teaching. *Journal of reserchgate*, P (3)2.

•Harmer, J. (2007). The Practice of English Language Teaching (4th Edition).*Journal of Pearson Education Limited*.

•Hedge, T. (2000). Teaching and Learning in the Language Classroom. *Open Journal of Modern Linguistics*, 9, 145-152.

- Hemei, J. (1997). Teaching with Video in an English Class, journal of English teaching Forum, 35(2), pp45-47.

- Hobbs, R. & Frost, R. (2003). Measuring the acquisition of media-literacy skills. Reading Research Quarterly, 38(3). (pp. 330-355).

- Hobbs, R. (2006). Non-optimal uses of video in the classroom. Learning, Media &Technology, 31(1). March 2006. pp. 35-50.

- Hedge, T. (2000). Teaching and Learning in the Language Classroom. Oxford: OUP. Journal of Scientific Research, 9, 145-152 .

- House, S.(2008). Authentic materials in the classroom: In Didactic approaches for teachers of English in an international context. Sonsoles Sánchez-Reyes Peñaromía and Ramiro DuránMartínez, 53-70. Salamanca:EdicionesUniversidad de Salamanca.

- Hubbard, P, Hywel, J, Thornton, B & Wheeler, R (1991). A Training Course for TEFL.O.U.P. International Visual Literacy Association. What is “visual literacy”? Journal of reserchgate, p2.

- Idaryani. (2023). Pendalaman Penggunaan Tenis bahasa Inggris dalam Kalimat Sederhanabagi Pelajar Usia Muda. Jurnal Pengabdian Multidisiplin, 11 ;12 .
10.51214/00202303697000.

- J. D. Bayliss. (2007).The effects of games in CS1-3. Journal of Game Development, 2(2):7-17.

- KING, D. and LEARMONTH, M.,(2015). Can critical management studies ever be 'practical'? A case study in engaged scholarship. *Journal of Human Relations*, 68 (3), pp. 353-375.

- Kolb, A.Y. and Kolb, D.A. (2010), "Learning to play, playing to learn: A case study of a ludic learning space", *Journal of Organizational Change Management*, pp. 26-50.

- Leech, G., Deucher, M., and Hoogenraad, R. (1982) *English Grammar for Today: New Introduction*. *Journal of reserche gate*, P 33 .

- Lee, J. F. &VanPatten, B. (2003). *Making Communicative Language Teaching Happen*. *Journal of reserch gate*, p12.

- Lin, C.-H. (2003). Literacy instruction through communicative and visual arts. Lin, C.-H. (2003). Literacy instruction through communicative and visual arts.*Journal of scientific reserch*, P4.

- Lukileni-Iipingi.(2017) *PRESERVATION OF AUDIO-VISUAL RECORDS AT THE NATIONAL*. *Journal of resrche gate*, P13.

- Ljubojevic, M., Vaskovic, V., Stancovic, S., &Vaskovic, J. (2003). Using supplimentryvedio in multimedia instruction as a teaching tool to increase efficiency of learning and quality of experience. *Journal of of Educational Studies*, p3.

- Marc-Florian. (2014). *Wendland Abstractions on Test Design Techniques*. *Researchgate*, P21.

- M. Sharples, J. Taylor, and G. Vavoula. (2005). "Towards a theory of mobile learning, *Proceedings of mLearn*. *Journal of resercgate* ,P11.

- Meyer F, Anderson, Gallini. (2014) .The article specifically discusses the characteristics of June 2014Form re - Open Journal per la formazione in rete 2(14):75 86 .

- Messaris, P. (2001). New literacies in action: Visual education. *Journal of Reading Online*, 4(7).

- Miliani, M. (2003). *Foreign language Teaching Approach: Methods and Techniques*. Edition Dar El Gharb.P130 ,131.

- Miyata y. (2022). Cross-Country Student Perceptions about Online Medical Education during the COVID-19 Pandemic. *Journal of International Journal of Environmental Research and Public Health* P19, (5)

- Mohsin N. (2021). Knowledge towards COVID-19 among healthcare students in the central region of Saudi Arabia: a cross-sectional observational study .*Postgraduate Medical Journal*, P 448–451.

- Myhill, D. A. (2010). Ways of knowing: grammar as a tool for developing writing. In T. Locke (Ed .), *Beyond the grammar wars: A resource for teachers and students on developing language knowledge in the English/literacy classroom* (pp. 129 - 148). London: Routledge

- National audio-visuel. (1992). *The Sound of Silence -- Issues Affecting the Development of National Audio Visual Archives in the Commonwealth Caribbean*.
<https://www.obs.coe.int> › web.

NengApriliaPurmama. (2019) .STUDENTS' MOTIVATION IN LEARNING ENGLISH. Project journal;P542.

•Norris, C., &Soloway, E. (2004). Envisioning the Handheld-Centric Classroom. Journal of Educational Computing Research, 30(4), 281-294.

•Norris, J., & Ortega, L. (2000). Effectiveness of L2 Instruction: A Research Synthesis and Quantitative Meta-Analysis. Language Learning. Journal of scientific reserch ,50, 417-528.

<http://dx.doi.org/10.1111/0023-8333.00136>

•Nunan, D. (1991). Language Teaching Methodology: A Textbook for Teacher. Upper Saddle River, NJ: Prentice Hall. Journal of scientific reserch ,26 .

•Odlin, T. (1994). Perspectives on Pedagogical Grammar. Journal of scientific reserch, 224.

•OlimpiusIstrate. (2017). Integration of Ludic Educational Activities into Classroom Teaching. Journal of Gamification Profile image of, The 12th International Conference on Virtual Learning ICVL.

•Oumsalem, F., &Djabarni, K. (2012). The Effectiveness of Teaching EFL Grammar in Context Case Study: Of Third Year Pupils Middle Schools in Algeria. Journal of reserchegate, P35.

•Pateşan A. (2018).Visual Aids in Language Education June 2018International conference KNOWLEDGE-BASED ORGANIZATION 24(2):356-361.

.Scheffler P, Cinciała M. (2011).Explicit grammar rules and L2 acquisition, *ELT .Journal*, Pa 13–23.<https://doi.org/10.1093/elt/ccq019>

•Prensky, M. (2010). Why YouTube Matters. Why it is so important, why we should all be using it, and why blocking it blocks our kids' education.*Journal of On the Horizon*, 18(2): 124-131.

•Purpura, J. E. (2004). *Assessing Grammar*. Cambridge, United Kingdom: Cambridge University Press. *Journal of scientific reserch*, P 44.

•Richards, J. C. (2001). *Curriculum development in language teaching*. Cambridge, United States: Cambridge University Press. *Journal of On the Horizon*.

•Richards, J. C., & Rodgers, T. S. (2014). *Approaches and methods in language teaching: A description and analysis (3rd ed.)*. Cambridge: Cambridge University Press. *Journal of On the Horizon*, 19.21.

•Rodney Huddleston.(1989) . *ENGLISH GRAMMAR: AN OUTLINE..* Cambridge: Cambridge University Press. 1988. *Journal of Studies in Second Language Acquisition*.11 (4):477-478.

•Rivers, W. M., &Temperley, M. S. (1978). *A practical guide to the teaching of English as a second or foreign language*. Journal of New York: Oxford University Press.

•Ruiji, L. (2012). The Development on Multimedia Teaching Resources Based on Information Processing Theory. *International Journal of Advancements in Computing Technology*. 4(2). 58-64.

•SAVVIDOU, C (2004). “An Integrated Approach to the teaching of literature in the EFL classroom”. The Internet TESL Journal. P, 12.

Saris, W. (2014). Choosing the Number of Categories in Agree–Disagree Scales. *Sociological Methods & Research*, 43(1), 73-97.
<https://doi.org/10.1177/0049124113509605>.

•Schwartz DL, Hartman K (2007) It is not television anymore: designing digital video for learning and assessment. In: Goldman R, Pea R, Barron B, et al. (eds) *Video Research in the Learning Sciences*. Mahwah, NJ: Lawrence Erlbaum Associates, pp. 335–348.

•Snell, A. H., Wilson, J., & Cruse, C. S. (2019). Cooperating Teachers’ Perceptions of Hosting and Mentoring Music Student Teachers. *Journal of Music Teacher Education*, 28(2), 84-97.

•Tews, M. J., Michel, J. W., & Noe, R. A. (1998). Does fun promote learning? The relationship between fun in the workplace and informal learning. *Journal of Vocational Behavior*, 98, 46-55.

Torsh. (2019). *A Comprehensive Guide to Effective Classroom Observation*. Torsh journal, 1.

•Thornbury, S. (1999). *How to Teach Grammar*. Journal of United Kingdom, Harlow: Pearson Education Limited, 43.

•Van Patten B. (2003) Processing instruction and the French causative. *Journal of reserchgate*, 78 .

•Vijaya Lakshmi, Y. & Majid, I. (2014). Classroom Assessment Techniques to Improve Teaching Learning. *MaharshiDayanand University Research Journal ARTS*, 18(2), 49-57

- Yang, M. (2011). Developing sustainable feedback practices. *Studies in Higher Education*, 36(4), 395–407
- Yule, G. (2006). *The study of language*. Journal of UK: Cambridge University Press,664.

Appendices

Appendix1 : Questionnaire**Students Questionnaire****Mohammad Kheider University of Biskra****Faculty of Arts and Languages****Supervised by: Dr. Fatima MESSOUADI****Department of English language****Prepared by: Mayar ATIA****The Impact of Ludic Educational Videos on Students' grammatical Competence
(Case of second-year Students at Hakim Saadane High School)****Dear Students,**

We gladly invite you to participate in a questionnaire that explores the influence of educational videos on enhancing Grammar for EFL (English as a Foreign Language) students. The purpose of this questionnaire is to gain insights into how educational videos affect students' perception of knowledge especially student's mastery of grammar.

By participating in this questionnaire, you will have the opportunity to reflect on your own experiences in learning either at home or in classroom and provide valuable feedback on how introducing videos in education might influence the process of learning and teaching. Your responses will contribute to a better understanding of the relationship between educational videos and student learning outcomes in the EFL context.

Please note that your participation is entirely voluntary, and all responses will be kept confidential. Your anonymity will be maintained throughout the research process, and the data collected will only be used for research purposes.

Your input is highly valued, as it will aid in the development of effective teaching strategies and enhance the overall learning environment for EFL students. The insights collected and gained from this questionnaire may also assist teachers in improving their instructional practices for teaching grammar, leading to a more engaging and productive classroom experience.

Thank you for participating in this questionnaire. Your contribution will be greatly appreciated, and we look forward to receiving your responses.

Thank you, Regards.**Academic year: 2023/2024**

Section One: General Information**1. Would you specify your gender?**

- Male
- Female

2. How do you see studying English as a subject?

- Very important
- Important
- Average
- Not important at all

3. How do you evaluate your level in English?

- Excellent
- Good
- Average
- weak

Section Two: Students' insights towards Learning Grammar**1. At what extent learning English grammar is important?**

- Very important
- Important
- Somehow important
- Not important at all

3. Learning grammar is it a difficult task?

- Yes
- No

4. How much do you agree that it is hard to memorize grammatical rules?

- Strongly agree
- Agree
- Disagree
- Strongly disagree

5. Which of the following grammatical aspects do you think is the hardest to remember?

(You may choose more than one answer)

- The use of tenses
- Distinction between word classes and order
- Making phrases and sentences
- The use of articles and prepositions
- The use of model verbs
- All of them

6. How frequently do you participate during grammar exercises?

- Usually
- Sometimes
- Rarely

7. What is your about opinion about the grammar activities suggested by your teacher?

- Important
- Helpful
- Long and boring

8. Do you consider the time allotted for you to communicate on grammar tasks is enough?

- Yes
- No

9. What techniques does your teacher mostly use when teaching grammar activity?

- Workshops
- Pair work
- Individual work
- Worksheets

Which technique of the above do you prefer?

.....
.....

Section Three: Learning Grammar through Ludic Educational Videos

1. Are you used to watch Educational videos to learn English?

- Yes
- No

2- Do you prefer videos mixed with?

- Ludic mixed with fun
- Purely educational

3- Are you used to learn English in classroom using videos?

- Yes
- No

4. Do you think that learning through videos might help you to improve your level in English?

- Yes
- No

5. Does your teacher use video-based activities to explain grammar lessons?

- Yes
- No

If no, would you be interested in learning grammar by using videos?

- Yes
- No

Section four: Students' Opinions about introducing Ludic Educational Videos in Learning Grammar

1. In your opinion, why are students less engaged during grammar lessons and tasks?

(You can choose more than one answer)

- Long and boring grammatical lessons
- Complexity of grammar
- Practice and tasks given in the classroom are not sufficient
- Timing of the session is inappropriate
- The traditional way in which grammar is being taught
- Demotivation to learn the subject

Other, please specify

.....
..

2. What sources of videos do you prefer?

(You can choose more than one answer)

- YouTube

Facebook reels

podcasts

Section Five: display of a Ludic Educational Video in classroom exploring a grammar lesson

Please watch the video

(<https://youtu.be/OsW5sV3GMDM?si=qydTK7EVu9VuXQoe>) and then answer the following questions

1. Do you follow any educational YouTube channel for learning English?

Yes

No

2. How fast did you get the content of the video you have watched?

Fast

somehow got the idea

Didn't get any idea

3. Did you find it helpful to understand the lesson and the task?

Yes

No

4. Do you think that this kind of grammar game show encourage you to be more active during grammar lessons?

Yes

No

If no, please explain

.....

5. To what extent do you consider that “learning through ludic educational videos boosts your engagement”?

Strongly agree

Agree

Disagree

Strongly disagree

If you choose strongly agree or agree, please say in what way might educational videos help you be more engaged?

6. To what extent do you agree with the following statements?**6.1. Your level in grammar can be enhanced when learning is in an enjoyable funny way**

- strongly agree
- Agree
- Disagree
- Strongly disagree

6.2. Video-based learning is an effective tool for students

- Strongly agree
- Agree
- Disagree
- Strongly disagree

6.3. Exploring ludic in videos affects positively students 'grammar mastery

- Strongly agree
- Agree
- Disagree
- Strongly disagree

6.4. Implementing videos in teaching enhances communication between the teacher and boosts motivation and engagement

- Strongly agree
- Agree
- Disagree
- Strongly disagree

6.5. The use of videos to learn grammar is just a waste of time

- Strongly agree
- Agree
- Disagree
- Strongly disagree

Thank you for your time

Appendix 2**Mohammad Kheider University of Biskra****Faculty of Arts and Languages****Supervised by: Dr. Fatima MESSAOUDI****Department of English language****Prepared by: Mayar ATIA****The Impact of Educational Videos on Students' grammatical Competence****(Case of second-year EFL Students at Hakim Saadane High School)****Dear EFL teachers,**

You are kindly invited to participate in a questionnaire that explores the influence of educational videos on enhancing Grammar for EFL (English as a Foreign Language) students. The purpose of this questionnaire is to gain insights into how educational videos affect students' perception of knowledge especially student's grammatical competence.

By participating in this questionnaire, you will have the opportunity to reflect on your own experiences and provide valuable feedback on how introducing videos in education might influence the process of learning and teaching. Your responses will contribute to a better understanding of the relationship between educational videos and student learning/teaching outcomes in the EFL context.

Please note that your participation is entirely voluntary, and all responses will be kept confidential. Your anonymity will be maintained throughout the research process, and the data collected will only be used for research purposes.

Your input is highly valued, as it will aid in the development of effective teaching strategies and enhance the overall learning environment for EFL students. The insights collected and gained from this questionnaire may also assist in improving instructional practices for teaching grammar, leading to a more engaging and productive classroom experience.

Thank you for participating in this questionnaire. Your contribution will be greatly appreciated, and we look forward to receiving your responses.

Thank you, Regards.

Academic year: 2023/2024

Section One: Teacher's Profil

1. Which degree do you hold?

- PhD
- Master
- Licence

2. How long have you been teaching English at a high school ?

.....

Section Two: Teachers' perceptions about teaching grammar**1. To what extent do you think grammar is significant in learning English as a foreign language?**

- Very significant
- Significant
- Somehow significant
- Not significant at all

2. Do you agree that grammar proficiency enhances students' achievements in English as a foreign language?

- Yes
- No

3. How do you consider the importance of grammar in improving EFL learners' speaking/writing proficiency?

- Very important
- Important
- Somehow important
- Not important at all

4. Do you think grammar teaching should be given more priority in EFL classes?

- Yes
- No

5. Which approach/method do you find more effective to teach grammar?

- The Grammar Translation Method
- The Communicative Approach
- The Deductive Approach

- The Inductive Approach

Section Three: Teachers' Perceptions of the Learners' Attitudes towards Grammar Lesson

1. Do you think that your students really appreciate/value grammar lessons?

- Yes
- No

2. To what extent do you think your students are interested in grammar lessons?

- Very interested
- Interested
- Somehow interested
- Not interested at all

3. How do you assess the grammatical proficiency of your students?

- Very good
- Average
- Somehow poor
- Very poor

4. Which of the following are a grammar weakness that has to be improved and fixed in your students?

- The use of tenses
- Word order
- Phrases and sentences
- The use of articles and prepositions
- The use of plural markers
- Syntactic rules
- All of them

Others, please specify

.....
.....

5. In your opinion, are your students motivated to study grammar?

- Yes
- No

If no, please mention the reasons behind their demotivation

.....
.....

6. To what extent do you agree that the way of teaching grammar influences students' achievements?

- Strongly agree
- Agree
- Neutral
- Disagree
- Strongly disagree

7. Do you think students' engagement during grammar lessons is important?

- Yes
- No

8. In your opinion, what can boost students' engagement inside the classroom from the following

- Pair/group work
- Worksheets
- Role-plays
- Audio-visuals

Others, please specify

.....
.....

Section Four: Teachers' Perceptions about the Implementation of Educational Videos in Teaching Grammar

1. Do you think that creating an enjoyable and funny atmosphere can boost students' engagement when teaching a lesson of grammar?

- Yes
- No

Justify your answer, please

.....
.....

2. To what extent do you agree that the use of ICT and multimedia in teaching process is necessary?

- Strongly agree
- Agree
- Disagree
- Strongly disagree

If strongly agree, or agree, please, justify

.....
 ...

3. What do think about the use of video-based approach in teaching grammar?

- Highly effective
- Effective
- Somehow effective
- Not effective at all

If effective/ highly effective, what do you think is the reason of this approach’s effectiveness?

.....

Section Five: display of a Ludic Educational Video in classroom exploring a lesson of grammar

Please watch the video
 (<https://youtu.be/OsW5sV3GMDM?si=qydTK7EVu9VuXQoe>) and then answer the following questions

1. Do you follow any educational YouTube channel for preparing your lessons?

- Yes
- No

2. Do you think that this kind of grammar game show encourage students to be more active during grammar lessons?

- Yes
- No

If no, please explain

.....

3. To what extent do you consider that “learning through ludic educational videos boosts students engagement”?

- Strongly agree

- Agree
- Disagree
- Strongly disagree

If you choose strongly agree or agree, please say in what way might educational videos help them be more engaged?

.....

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

4.1. To what extent do you agree that grammar can be enhanced when teaching is in an enjoyable funny way?

- strongly agree
- Agree
- Disagree
- Strongly disagree

4.2. Video-based learning is an effective tool for students

- Strongly agree
- Agree
- Disagree
- Strongly disagree

4.3. Exploring ludic in videos affects positively students 'grammar mastery

- Strongly agree
- Agree
- Disagree
- Strongly disagree

4.4. Implementing videos in teaching enhances communication between the teacher and boosts motivation and engagement

- Strongly agree
- Agree
- Disagree
- Strongly disagree

4.5. The use of videos to learn/ to teach grammar is just a waste of time

- Strongly agree
- Agree

- Disagree
- Strongly disagree

If you have any further comments or suggestions concerning the use of visual aids in classroom to teach grammar , please feel free

.....
.....

Your answers are highly appreciated, thank you.

Appendix 3: Observation Checklist

Below is an observation checklist for exploring the impact of short ludic educational videos on grammar enhancement in secondary school English as a Foreign Language (EFL) students :

		YES	NO
Video Content	<ul style="list-style-type: none"> - Does the video focus on a specific grammar concept ? - Is the video engaging and visually appealing ? - Does the video incorporate ludic elements, such as games or interactive elements ? 1. Are the learning objectives for teaching grammar clearly defined and communicated to students? 2. Are the traditional methods of teaching grammar (e.g. lectures, worksheets) effectively engaging students and promoting understanding? 3. Are educational videos being used to supplement or replace traditional grammar instruction ? 4. Do the educational videos align with the curriculum and learning objectives for teaching grammar ? 5. Are the educational videos engaging and maintaining student interest throughout the lesson ? 	<ul style="list-style-type: none"> × × × × × × × × 	×
Student Engagement	<ul style="list-style-type: none"> - Are the students actively engaged and participating during the video ? - Do the students show interest and enthusiasm while watching the video ? - Are the students interacting with the ludic elements of the video, such as answering questions or solving puzzles ? 	<ul style="list-style-type: none"> × × × 	
Comprehension and Understanding	<ul style="list-style-type: none"> -Do the students demonstrate comprehension of the grammar concept presented in the video ? -Are the students able to explain the grammar rules or concepts after watching the video ? -Do the students ask questions or seek clarification about the grammar content ? -Do the students demonstrate comprehension of the grammar concept presented in the video ? 	<ul style="list-style-type: none"> × × × × 	×
Retention and Application	<ul style="list-style-type: none"> - Are the students able to retain the grammar information presented in the video ? - Can the students apply the grammar rules or concepts in spoken or written exercises? 	<ul style="list-style-type: none"> × × 	

	- Do the students demonstrate improved grammatical accuracy in subsequent tasks or assessments ?		×
Collaboration and Peer Interaction	-Do the students engage in collaborative discussions related to the grammar topic ? -Do the students help each other understand the grammar concepts presented in the video ? -Are the students actively participating in group activities or exercises that reinforce the grammar learning?	× × ×	
Motivation and Attitude	-Do the students exhibit increased motivation towards learning grammar through ludic videos ? -Do the students express positive attitudes towards the ludic learning adventures ? -Do the students perceive the ludic videos as effective tools for enhancing their grammar skills ?	× × ×	
Classroom Management and Logistics	-Are there any technical issues or disruptions that hinder the smooth delivery of the ludic videos ? -Do the students require additional support or guidance during the video-watching process ? -Are there any logistical considerations, such as seating arrangements or equipment setup, that impact the effectiveness of the ludic learning adventures ?	× × ×	

الملخص:

يعاني غالبية طلاب اللغة الإنجليزية كلغة أجنبية في المدارس الثانوية من استخدام اللغة بدقة، مما يؤدي إلى صعوبات في التحدث والكتابة بسبب عدم كفاية المهارات النحوية. يؤدي الافتقار إلى الحافز في دروس القواعد إلى تعقيد عملية التعلم. يهدف هذا البحث إلى استكشاف أثر الفيديوهات التعليمية في تدريس قواعد اللغة لطلاب السنة الثانية في مدرسة حكيم سعدان الثانوية. تشير الفرضية إلى أن الطلاب سيكونون أكثر تفاعلاً ويحسنون كفاءتهم النحوية من خلال التعلم المعتمد على الفيديو. تم استخدام نهج مختلط، بما في ذلك الاستبيانات شبه المنظمة لمعلمي اللغة الإنجليزية كلغة أجنبية والطلاب في المدرسة. وكشف تحليل البيانات أن كلا من الطلاب والمعلمين ينظرون إلى مقاطع الفيديو التعليمية بشكل إيجابي كوسيلة لتعزيز المشاركة في تعلم القواعد، مما يشير إلى إمكاناتها كأداة قيمة لتحسين مهارات طلاب اللغة الإنجليزية كلغة أجنبية. وتؤكد النتائج فرضية الدراسة.

الكلمات المفتاحية: الفيديو التعليمي، الكفاءة النحوية، مشاركة الطلاب، طلاب السنة الثانية اللغة الإنجليزية كلغة أجنبية، ثانوية حكيم سعدان، بسكرة.