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The Role of Educational Videos in Enhancing EFL Learners Grammatical Competence
The Case of Second Year Students of English at Biskra University

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Declaration

I, DJAHARA Wessem, do hereby declare that this submitted work is my original work and has not previously been submitted for any institution or university for a degree. I also declare that a list of references is provided forward indicating all the sources of the cited and quoted information. This work was certified and completed at Mohammed KHEIDER University of Biskra.

Algeria.

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Dedication

I would like to dedicate this work to:

To the soul of my father, may he rest in peace, my backbone, my biggest supporter "You have been there for me, no matter what bad choices I might have made… you lovingly repaired my broken spirit, helped me plot a new course, and set me free to fly on my own once again. There is no greater love than that. You will always be special to me, and no matter where life takes me, I'll remember you with love."

My angel, to my paradise "my mother whose soul taught me to believe in hard work and that so much could be done with little, who has been a source of encouragement and inspiration to me throughout my life …"

Thank you both for giving strength to chase my dreams and made me the person I am today.

My beloved sister Houda, my confidence, my keeper of secrets – and my best friend "Sister is our first friend and second mother."

My handsome brother Seddik, my bond in life, "It was nice growing up with someone like you – someone to lean on, someone to count on… someone to tell on!"

My big brother, my second father, my protector "Can't say how much I love you and how special you are to me. But I can say, 'My world is full of smiles, whenever you are with me."

My nephew Wassim.

My close friends "Rokia, Abir, Mariem, Saadia, Fatma, Asma" for being supportive, caring, and patient.

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Abstract

Grammar mastery has always been one of the very complex tasks in the foreign language learning (FLL) process; we regard it as the hardest challenge for both EFL teachers and learners. Because of its difficulties, students have many troubles to improve their level of communication, reading, and writing. Therefore, the current study explores the importance of embedding Educational videos in the classroom to enhance the grammatical competence of First-year students of English at Biskra University. It aims at investigating the extent to which the integration of educational videos can promote EFL learners' level in grammar. In effect, we consider videos as one of the essential applications of ICTs nowadays, which plays a fundamental role in creating a relaxed learning atmosphere that suits the learners' needs. We endeavour to raise students' awareness of how educational videos can contribute to developing grammatical competence inside and outside the classroom. We hypothesize it in this research; we hypothesize that if EFL learners were exposed to Educational videos, they will develop their grammar efficiently and increase their motivation in and outside the classroom. To achieve the aim of this study, we relied on a qualitative framework. We were administered two questionnaires as a data collection tool for first-year students to investigate their attitudes about the importance of Educational videos as a new learning style in improving students' grammar proficiency. Based on the research results, we can conclude that the students are very interested in developing their grammar load using authentic videos.

Keywords: Educational videos, ICT, Grammatical competence, grammar efficiently.

List of Abbreviations and Acronyms

EFL: English as Foreign Language

ICT: Information and communications technology

OHP: Overhead projector

WWW: World Wide Web

VOD: video on demand

DVD: Digital Versatile Disc

SLT: second language acquisition

ETV: educational television

CPB: Corporation for Public Broadcasting

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General Introduction

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1. Background of the Study

In the age of the digital era, information and communication technology (ICT) is becoming necessary and widely used in our professional and personal life in an easy and fast way and less cost. ICT played a significant and indispensable role in developing many fields like Industry, Economy, Education. Politics, culture, which became an inseparable part of the global development. The use of technology in general and the Internet, in particular, has changed the era of education completely. Therefore, the Internet has provided many popular platforms such as web blogs, Facebook, Skype, Twitter, YouTube has started being used in recent years with the invention of the World Wide Web (WWW).

According to Dudeney and Hockly (as cited in Gabriel Díaz Maggioli, M.A. 2009). "Technology in Language Teaching is not new. Indeed, technology has been around in language teaching for decades—one might argue for centuries, if we classify the blackboard as a form of technology. Tape recorders, language laboratories and video have been in use since the 1960s and 1970s, and are still used in classrooms around the world".

The current research aims to spotlight the important role of using educational YouTube videos in enhancing EFL learners' grammar and in fact, they give access to information very quickly and help to bridge the gap between formal teaching and informal learning.

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2. Statement of the Problem

Grammar is one of the serious problems that learners have while learning English because it requires more than just knowing the rules but how to use these rules with the correct tenses. The problem is that we noticed within students of English that most of them encounter many difficulties in writing, in communication.

The main reason for this problem is both the teacher and learner use of the classical methods in teaching and learning grammar. For this reason, the teacher and learner should try to integrate different and modern tools in teaching for improving the learners' use of grammar.

Considering the widespread of World Wide Websites nowadays, we have to provide a real situation of learning in EFL teaching by integrating a new technology material such as Educational videos that is one of the useful websites that play a significant role in education. They are considered as an interesting learning resource, which can help learners to cope with their grammar learning difficulties like organizing sounds, knowing meaning of words, arrangement of words into larger units also, through educational videos we can memorize and recognize function of language and its use in context and to sustain students' attention when focusing on a wide variety of enjoyable audiovisual lessons that can affect students' grammar development.

For that sake, we try to establish a correlation between Educational videos and grammar for the use of videos as a supplementary means can play a positive role in enhancing EFL learners' grammatical competence. So, to what extent can we claim that Educational videos are effective in attaining the pre-set aim, which is gaining grammatical competence?

3. Research Questions

1- How can Educational videos enhance EFL learners speaking and writing skills?

2- Are teachers aware of the positive role of using Educational videos?

3- To what extent do educational videos affect EFL learners' grammar development?

4- What are the main difficulties that encounter students in grammar?

4- Research Hypothesis

We hypothesize that if EFL learners are exposed to Educational videos, they will develop their grammar efficiently and increase their motivation in and outside the classroom.

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

6- Research Methodology

As we have already mentioned it, this study aims to identify the usefulness of integrating educational videos in teaching and learning grammar. Therefore, we aim to use the Qualitative approach to gather data. Also, to validate our research hypothesis, three data collection methods will be used. First, we will apply two separate questionnaires to grammar teachers and second-year LMD students. The questionnaires will view both teachers' and students' thoughts of using educational videos. Second, we intended to use classroom observation after watching educational videos through different activities. This method provides a chance to put the videos into practice, and to set an accurate description of the participants' grammar competence. Finally, we intend to do an interview with both grammar teachers and students.

7- Population and Sample

This study concerns Second-year students of the English language at Biskra University. The reason behind this choice that second-year students in their beginner level to the advanced one in the process of English. So, they require to relying on practical techniques that granted their development in the language, their improvement of Grammar that considered as an essential component in the Target language. Another reason, this population may have exposure to ICT's resources in the process of their studies which allows them to provide us with their valuable opinions on the current issue.

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8- Significance of the Study

This study is very important for many reasons. First, because it will bring some benefit to the field of English learning and teaching in general. So, the finding can help to get the new insights and thoughts from the students towards using Educational Videos as motivation materials to develop their Grammar and to make learning English more attractive and involved. Also, it can assist teachers to improve their teaching instruction besides the use of textbooks to help students learn English appropriately. Another reason, it will help the researchers to use sources for this work to help them in their future research.

9- 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 Three Chapters. Initially, the Theoretical Part Provides a general overview about the educational videos and grammatical competence. Moreover, it attempts to display the literature review, and the previous studies that have been conducted on the subject matter. Furthermore, the Practical Part is devoted to analyze and discuss the data collected from various instruments. Below is a categorization of the three chapters:

Chapter One

- This chapter displays a theoretical overview of the grammatical competence, including its definition, importance.
- Get to know the grammar models and theories, these theories explain how linguistic utterances are shaped, based on the goals and knowledge of natural language users.

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- a variety of techniques are used in learning and teaching grammar.

Chapter Two

- addressing the major theoretical concepts of educational videos.

- Presenting the basic criteria of the selection of educational video as teaching materials.

- displaying a general overview on motivation, and highlights the relation of educational videos and grammar learning and teaching.

Chapter Three

- discussing the obtained data using questionnaire.

- The chapter also present the findings, and the discussion of results. Moreover, it illustrates some recommendation and implications.

Chapter One

An Overview on Educational Videos

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Introduction

The breakthrough development of the 21st century urged educational instructors to look for more updated technological tools and to use them within EFL classrooms. The website domain   https://www.youtube.com/ is one of the most widespread online streaming video websites for language learning and teaching.

The main goal of this chapter is to focus on the importance of Educational videos, which learners find in different websites like YouTube, and how it can be a very useful tool in foreign language teaching and learning. First, we introduce a general background of information and communication technology (ICT). Then, we try to pass through the concept of the Internet to gain an understanding of this notion. After that, we explore the difference between the old language materials and modern ones. We move to an overview of YouTube and its educational values. We point out the Educational videos, we show the reason why it should be incorporated in the EFL teaching/learning context, and then we undertake the potential applications of educational videos that meant to be very helpful for EFL learners to master the grammar proficiency. Finally, it deals with some challenges and problems that prevent teachers from using such authentic material as a learning tool in a classroom setting.

1.1. An Overview of Information and Communication Technology (ICT)

We are living in the century of Electronic Media, the age of development that is changing the shape of society in an extremely rapid way with the help of information and technologies (ICTs), which became an essential part of everyday life. Michiels and Van Crowder (2001) have defined ICTs as ''a range of electronic technologies

which when converged in new configurations are flexible, adaptable, enabling and capable of transforming organizations and redefining social relations'' (as cited in Chapman, Slaymaker, 2003, p. 5). It means that ICTs are the use of all means of telecommunications like a computer, a hand phone, and laptops. That aid is used to facilitate and assist the communication and processing information.

New Technology played a significant role in changing personal lifestyle and influenced the majority of countries; it succeeded in increasing productivity and creativity and had the incredible power to increase the level of development. In the last few years, the extent of ICT usage in the world at large has increased dramatically, its ease of use and the numerous immediate needs it can meet have turned it into a key player culturally and socially in the 21st century (Beno, 2009). ICT has surely changed the way we live in many positive views and dominated numerous domains such as, politics, culture, society, economics, it is one of the fields that grow rapidly and get many advantages for the use of technology.

Technology also has a fundamental contribution to transform and increase the flexibility of the educational view, exceptionally when it used correctly by educators. According to Unesco (2005), it is suggested that ICTs can have the potential to improve the property of foreign language teaching which provides for EFL teachers and learners plenty of popular materials used within the classroom setting to make the foreign culture and language more vivid process. Hence, teachers and learners became more interested in using technology tools in many places such as home, workplace, classrooms, seminars, etc. ICT is playing an efficient role in Higher Education, which its usage affects, many forms in university education like the accessibility to the high level of information, conducting research (Jacobsen, 1998).

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ICT is one of the best productivity tools that illustrate the efficacy and the benefit of technology in many fields, which made human life more adaptable and more manageable.

1.2. Background about Internet

With the information and technology development, the Internet is one tool that dominates our life, and it is recognized as being the most helpful and grand humankind inventions that provide enormous opportunities for people and teachers and the educational institutions, to communicate with others around the globe, by using worldwide Web (WWW). We define the Internet as ''a Worldwide broadcasting capability, a mechanism for information dissemination, and a medium for collaboration and interaction between individuals and their computers without regard for geographic location'' (Leiner et al. 1997, P. 102). We can say that the internet has the potential to create a place to increase the collaboration and interaction between people over the world no matter what is the distance between them in the fastest and easiest way and the shortest period.

The internet affords a collection of applications and online tools that become necessary to facilitate the communication and transforming information, and this is through the most important usage WEB 2.0. Tierney et al. (2014) conducted that web2. 0 ''is a second generation in the development of the World Wide Web, conceived as a combination of concepts, trends, and technologies that focus on user collaboration, sharing of user-generated content and social networking'' (p. 320). Therefore, the internet has formed a new space for connecting people and provided possibilities to EFL learners and teachers to practice the language that is intentionally intended to meet the teaching and learning needs.

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1.3. Language Teaching and Learning Materials

Language teaching and learning materials are one principle for language teaching and learning, which is observed as the origin of input for EFL learners. The teacher can perform a role in ordering the classroom environment and affording students with information that meets their needs. Every teacher must pay attention to the materials and instructions that they are using because it plays the role of a controller between him/her and his/her students. According to Tomlinson (1998),

> Materials refer to anything that is used by teachers or learners to facilitate the learning of a language. Materials could obviously be videos, DVDs, emails, YouTube, dictionaries, grammar books, readers, workbooks or photocopied exercises. They could also be newspapers, food packages, photographs. (p. 2)

Materials can be anything that is used to improve students' knowledge of the language. Therefore, a broad range of materials teaching is a crucial part of the refreshing of the classroom setting and it is one of the effective methods that learners rely on. Richards and Rodgers (2014) have stated ''Materials allow learners to progress at their own rates of learning and use different styles of learning, they also provide opportunities for independent study and use, and to provide opportunities for self-evaluation and progress in learning'' (2014, p. 35).

To sum up, different instructional materials encourage learning language divided into two types; Traditional language teaching materials that include Board, flashcards, posters, textbooks. Also, new teaching materials such as audio player, projector, PowerPoint slides, videos, podcasting.

1.3.1. Traditional Language Teaching Materials

Traditional or old teaching materials comprise old instructions that are managed by the teacher who is the ones who deliver information as a primary source in the classroom. In addition, he/she is the person responsible for learning to happen in the classroom environment and students just play the role of following and passive receivers. As Scrivener (2005) claimed ''traditional teaching [is imagined to work as] 'jug and mug' – the knowledge being poured from one receptacle into an empty one.'' (p. 10). Traditional teaching is a teacher-centered approach. We view materials like a textbook a traditional resource that is a part of the educational program standards. Moreover, the classroom environment based just on chalk and Board as a method to perform the lessons.

1.3.1.1. Board

Despite the impact of technology resource nowadays. The board is one of the most accessible traditional tools that have adopted as teaching support in many schools and Universities. It continues the most effective place for teachers where teaches their lesson courses. Lately, this tradition has changed over the years from blackboards to green boards, whiteboards, but whatever they colour it with; its purpose is still the same. Harmer (2001) stated some different purposes of the board, which are summarized as follows:

- **Notepad:** Board can be a platform for teachers to give many object words, phrases; topics, those students have a misunderstanding or they do not understand about. Many teachers use colors to multiple aspects of language to facilitate the assignment for learners.

- **Explanation aid:** Board can use it as an explanation tool by offering many examples to clear the whole picture of the content for learners

- **Picture frame:** We can use the board as a piece of writing; teachers can draw many figures on it just to assist learners to understand the notions.

- **Game Board:** used a Board for many different games to play with students, for example, zeroX game, guessing the word, spelling game, etc.

- **Notes board:** Board can use it as sticky notes.

1.3.1.2.   Textbook

The textbook is regarded as one of the major aspects of teaching-learning resources, and it is viewed as an essential part of the course curriculum that is used in an academic setting. Tomlinson (1998) states:

> A textbook which provides the core materials for a course. It aims to provide as much as possible in one book and is designed so that it could serve as the only book which the learners necessarily use during a course. Such a book usually includes work on grammar, vocabulary, pronunciation, functions and the skills of reading, writing, listening and speaking (p. 09).

It has been recognized that the textbook should have a precise criterion to be assessed and add relevant and authentic language knowledge for students to achieve better learning performance. Cunningsworth (1995), suggests four criteria for assessing textbooks, particularly course books as cited in (Richards, 2001, p. 258) in his book Curriculum Development in Language Teaching.

1. They should match the learner's needs. They should meet the objects and goals of the language-learning program.

2. Should consider the uses (present or future) which learners will make of the language. Textbooks should be determined that will help provide students to use language efficiently for their goals.

3. Must take account of students' needs as learners and should help their learning processes, without dogmatically imposing a firm "method".

4. They should have a clear role as a support for learning. Like teachers, they interfere between the target language and the learner.

1.3.1.3. Pictures

The picture is one of the most used techniques that teachers use it in the classroom setting, in a form of small cards, drawing the image... etc. It acts as a way to help and improve the perception of the lesson. Besides, it encourages students' memorization of the items. As Wright (1989) claims ''picture are not just an aspect of the method, but through their representation of place, objects and people they are an essential part of the overall experience we must help our students to cope with'' (p. 2). Also, he indicates that pictures offer to :

- Interest and motivation
- A sense of the context of the language
- A specific reference point or stimulus.

From this point, we have to say that a picture forms a significant context of communication and performs a great function in supporting the students to provide many concepts with its meaning.

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1.3.2. New Language Teaching Materials

The teaching process is one of the most complex and difficult tasks. It inevitably needs more challenges, art, and creativity to serve the growing needs of students. Most of the teachers have always looked for a decent and efficient environment for students to make them get more excited about learning. Therefore, Richards (2001) mentions that authentic materials which are the use of various technologies materials like, videos, auditory aids that have been broadly proposed as one of the best teaching means that play an important role in the educational platform which regularly growing to maximize EFL learners practice and help teachers' to improving their activities easily and simply. Indeed, authentic materials play a notable use in education that serves both the teachers and the learners as a tool of learning. House (2008) writes:

> Authentic materials for the classroom have long been promoted as a means by which teachers can link the formal, and to some extent artificial environment of the classroom with the real world in which we hope our students will eventually be using the language they are learning (p. 56-57).

In other words, the adoption of the new technology resource with foreign language teaching has changed the traditional style of teaching and admitted what was Before impossible, because it gives many opportunities for learners to be interactive and enhance their enthusiasm, collaboration, and encourage the sense of interaction and participation during the classroom. Additionally, these materials have entirely changed the role of the teacher that he is the only provider of the information and knowledge. As a final point, the use of new language teaching materials that give the learners exposure to real-life communication and practice conditions. There are many audios/visual aids that can be used within a classroom setting as new teaching materials, and the most used tools are PowerPoint slides, Overhead Projector (OHP), Videos, and Podcast.

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1.3.2.1. Overhead Projector (OHP)

This device is one of the popular and the dominant devices used by teachers and training over the world in performing the lecture and workshop. The National Audio-Visual Supply (1992) described overhead projector as ''a simple device that projects transparent materials of any type on a screen, within a normally lit room'' (p. 5). OHP gives many advantages to both teachers and learners because it is simple to transfer multiple images into it, and this is with the help of the vast slides. Therefore, the teacher can prepare several slides with a mixture of written words and images in order to highlight the effectiveness of the lesson.

Some of the characteristics of OHP that are mentioned in the literature:

- The Overhead projector is created to be used in front of the viewing audience, thus allowing to sustain eye contact with the audience at all times.

- The Overhead projector features an effective visual system that projects images clear enough to be seen in normal Light room.

- Through the use of blank transparency film and transparency markers, the overhead projector may be used as an electronic chalkboard.

- Through the use of blank transparency film and transparency markers, the overhead projector may be used as an electronic chalkboard.

1.3.2.2. Videos

The addiction of people nowadays is growing towards the Internet and its various modes. We have recognized videos as one of the discoveries that invaded the everyday lives of people. In current years, videos take a great place and become the alternative form in a learning platform.

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Especially with the appearance of ICT, which presents many educational sources that match the learner's needs. As Mayar (2001) explained, ''Video is a form of multimedia that conveys information through two simultaneous sensory channels: aural and visual. It often uses multiple presentation modes, such as verbal and pictorial representations in the case of on-screen print and closed-captioning' (as cited in Cruse, 2011, p. 6).

Videos are one of the crucial ways and factors that link the gap between students and their language learning, it serves to fulfil many goals in EFL classes. This visual aid can assist learners in developing up their knowledge production. Besides, it helps and improves teachers' activity, and enable them to perform their lesson comfortably. Besides, it is fitting for all learning styles. According to Cisco Systems Inc (2012, p. 5), which summarized the influence of video by three key concepts:

1- **Interactivity with content** (the learner relates to visual content, whether verbally, by note-taking or thinking, or by using concepts)

2- **Engagement** (the learner connects to the visual content, becoming drawn in by video, whether on-demand or real-time)

3- **Knowledge transfer and memory** (the learner may retrieve and recall concepts better than with other instructional media)

Videos can help the learner who can find several restrictions in language learning as well as teachers who can find also pleasure in its use as a teaching aid.

1.3.2.3. PowerPoint

PowerPoint is one of the fundamental tools that are popularly used in many varieties. This presentation program arose firstly in business, and then expanded in many organizations, mainly in a pedagogical setting. This software program has a positive impact on students and teachers because it gives high demands that they require in the EFL classroom. Although by giving an effective presentation through slides that enable learners to make their presentation and projects innovatively and flexibly. As Castelli and Fiorentino state:

> Microsoft PowerPoint aids teacher in the creation of presentation, handouts, interactive animation, stand-alone knosks, task cards, and web pages to deliver information to students in a visually effective and high- speed fashion. (2008, p. 70)

This shows that PowerPoint is a proper and suitable way to exchange information and fulfil the demands of EFL learners.

1.4. An Overview on Educational Videos

According to Emily (2006), there is nothing new in using audio-visual material in the classroom. Since filmstrips were first studied as a training tool for soldiers during World War II (Hovland, Lumsdaine & Sheffield, 1949), educators have acknowledged the impact of audio-visual resources to catch learners ' interest, boost their enthusiasm and improve their learning process. Ever since, both content and technology have developed substantially, improving the accessibility and importance of A / V materials in classrooms. Content has evolved from educational television (ITV) in the 1950s and 1960s, which enabled taped lectures to be repeated, through educational television (ETV), created to enhance classroom instruction rather than keep competing with it (Corporation for Public 2 Broadcasting, 2004) to educational standard-based videos specially designed as added classroom tools.

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Delivery technologies have also progressed, from film trips to broadcast television, to the flexibility of VCRs, DVDs and laser disk drives. Eventually, with the rise of digital technology, the field is developing into newer with ever-greater potentials flexibility delivery. The use of educational video and television in schools has continued to increase over the last 20 to 30 years, according to several number of studies conducted by the Corporation for Public Broadcasting. Such surveys assessed both patterns of use and behaviors and perceptions of results for teachers. Not only was the technology commonly used, based on the most recent study, but it is also highly appreciated as a way of teaching more productively and creatively (CPB, 1997).

Perhaps the most critical survey finding that confirms the importance of these interactive devices is the clear relationship between the rate of use and expected student outcomes and encouragement. Between regular users (teachers who report using TV or video for two or more hours a week), two-thirds find that students learn more when using TV or video, and nearly 70% find that student motivation is growing. More than half of regular users often find that students use vocabulary and grammar because of video use.

1.5. The Best Way to Use Videos in the Classroom

Fruitful and beneficial use of television and video in classrooms has increased significantly throughout the last years. While technology keeps growing, both more advanced and user-friendly, teachers tend to be more effective at incorporating these technologies into their teaching. Over a period of 20 years, the Corporation for Public Broadcasting undertaken surveys about the use of television and video in the classroom, which revealed excessive use and fulfilment with video in the classroom. On the most latest survey, 92% of teachers said using the TV and video assisted them teach more successfully, and 88% said that "it enable[d] them to be more creative" in the classroom (CPB, 1997).

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As with all education technology, the importance of video is centred on how it is applied in the classroom. The research reviews and meta-analysis suggest that successful learning and effective consequences are greatly improved and extended when video is blended into the remainder of the lesson (CPB, 2004; Mares, 1996). Effective incorporation of video into classroom instruction includes planning and tasks prior, while and afterwards presenting (Reeves, 2001; Rogow, 1997; National Teacher Training Institute, undated).

1.5.1. Purpose and Expectations for Viewing

Teachers should plan for the use of video by previewing the videos, spelling out specific reasons for watching and determining which choices can best support that intent. The quality of video "is highly correlated with its integration into the curriculum— in other words, how closely the content fits into the overall instructional sequence" (CPB, 2004, p. 11). Of example, video may be used at the beginning of a unit of significance, during a course or lesson to introduce presentations into the classroom that might otherwise not be available, or as a way of updating or enhancing the material.

Assisting students to take part in video as engaged learners involves providing the right environment for such learning to take place. Although this may seem to be a simple truism, a six-year analysis of mass media use in two Massachusetts school districts shows that film and video are often still used for non-optimal reasons, like filling time, keeping students silent, as a pause from studying, or as an incentive for good behaviour (Hobbs, 2006). Using video as an "education" in this way strengthens "passive viewing and unquestioning acceptance of the received material that accompanies growing up in a video environment" (Paris, 1997, p. 2).

Putting expectations for students and offering a context for an activity that is useful to any learning assignment may be particularly important for observing video content that is strongly emotionally charged. Denning (no date) worries that, without full context and

assistance, "video, like television, may condition viewers to be insensitive or helpless in the context of events being watched" (p. 1).

1.5.2. Selecting Video Content

Selecting appropriate video is a key component of the incorporation of this tool into action and of the future of multimedia in the classroom. By analyzing the historical political and economic backgrounds of each new classroom technology over the last 17th century, Fabos (2001) argues that one of the key factors in the success or failure of education technology is the value of the content rather than the technology itself. Choosing video that has solid, visually rich educational content is a critical element in optimizing the usefulness of video.

Video is a visual medium, and the efficient use capitalizes on the power of its visual material. This contains offering visual demonstrations or proofs, dramatizing activities and notions, and attractive to feelings. Educational video with educational strategies and cognitive modelling features inserted in the video itself can help students understand. Examples vary from zooming in to detail, giving titles and other attention-drawing graphics, to animations. Closed-line videos can further enable learners to read fluency and have motivation read (Lin, 2003).

Denning (no date) offers the following constructive ideas to look for when reviewing Videos:

- Variation of delivery

- Dry humour

- Age-appropriate narration and development-appropriate thinking skills

- Chunking or grouping in sections

- Availability of relevant examples

- posing of open-ended questions

- Opportunities for students to try to engage in abstract learning

Video becomes less successful if the choices displayed focus more heavily on non-visual elements of video and thus manipulate the drawbacks of the medium by providing theoretical and non-visual content, depending too much on the "talking heads" method of transmitting information or making logical arguments that are not supported by physical proof (Hampe, 2006). Because video conveys information that is both audible and graphical, these two forms must work together to make video the most successful. Over-dramatic sound 18 tracks, visuals and narratives that are not mutually supportive, and over-use of still frames or slides can all weaken the educational message.

1.6. Video Techniques

According to Harmer (2007), there are quite a variety of teaching techniques that can be used in video lectures. All of these techniques are intended to arouse the imagination of learners, through prediction practices, so that when they actually watch the video segment in its whole, they have some hopes of it.

1.6.1. Fast Forward

The teacher clicks the' play' button and then immediately forwards the clip so that the series shots run quietly and rapidly, taking just a few seconds. When it is over, the teacher will ask students what the segment was all about, and whether they can assume what the characters are implying.

1.6.2. Silent Viewing (for language)

The instructor is playing the tape at normal speed, just without the sound. Students have to assume what are characteristic about. When they have done so, the teacher plays the sound tape so that they can test or compare it to see if they have guessed it right.

1.6.3. Silent Viewing (for music)

The same method can be used for music Teachers present a series without sound and ask students to tell them what kind of music they should bring behind it and why. When the series is shown again with tone, students can determine whether they have selected the same word.

1.6.4. Freeze Frame

At any point of the video series, the instructor will ' freeze ' the image, stopping the learner's dead in their tracks. This is highly useful to ask the students what they think is going to happen next, or what the character will suggest next.

1.6.5. Partial Viewing

One way to trigger students ' interest is to permit them only a limited view of the pictures on the board. We can use card parts to mask most of the frame and delete them one-by-one so that what is going on is only slowly exposed. A variation of partial viewing happens when the teacher uses a large "divider" positioned at the right angle of the screen so that half of the class can see only one half of the screen, while the rest of the class can see the other half. Then they have to tell what the people on the other side think they have noticed.

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1.7. New Technologies: The Age of Video-on-Demand

In 1997, a study by the Corporation for Public Broadcasting revealed that an increasing number of teachers. (93%) used TV content on tape all or most of the time, instead of depending on live television. for the ease and efficiency of video tape mediums, the ability to display the same tape on multiple parts of the classroom, and better control over how the material is displayed. Today, video appears to have "important staying power" in classrooms, however with new technology, "video finding its way to schools through different paths," according to market research by Grunwald Associates (Branigan, 2005).

One of the most thrilling of these new pathways is the Video-on-Demand (VOD) systems, tools that make huge numbers of videos available to classroom teachers precisely when and how they want them. The videos are digitized, and then stored on a computer network where teachers or students can access them at any time. This may be a central network, located in either a school or a district, and accessible through a school network. Instead, the videos may be downloaded on a non-local site and broadcast over the Internet, although this may often exhaust the available bandwidth, causing the video to get Jerky.

Video-on-Demand does away with many of the disadvantages of playing video in either a cd or a DVD format: finding the desired content in printed copy in a library or for rental, booking the title and the equipment needed to play it on, retrieving it before or between classes, moving hard copies to a new program, etc. Additionally, teachers can browse for the information they need on any networked device, locate the content they need from a range of sources, and play it at their convenience either as part of a planned multimedia lesson or by trying to take advantage of the "teachable moment."

Digital delivery of video enables for far increased flexibility of searching than is possible with printed copy. Since the content is stored digitally, it can be indexed and meta-tagged by

teachers that provide searchable indexes of every program by not only displaying overviews, but also main curricular notions, making it easy to search by keyword for the exact content embedded within a video or video section. Using a VOD program, educators can easily locate related content, search by keyword, subject field, or even state teaching standards.

As Denning (no date) points out, one of the better ways to prevent what he calls "television response or "passive media consumption" is to exploit the ability of video to be shown in brief, appropriate parts and to use multiple program sections. Nevertheless, editing a complex series of video clips together on one video cassette, as he says, can be a tedious and time-consuming process while using only a video recorder. Digital video is intended to facilitate this process, making it clear and fast to find, segment and organize footage to match the exact requirements of a specific lesson.

Indeed the ability of VOD systems to help teachers in finding and delivering brief, targeted clips of no more than two to five minutes in length dovetails specifically to professional guidance for video use: "All instructional experts agree that video is better shown in short segments in order to maximize the focus of learners" (Shephard, 2003, p. 296). Video-on-Demand allows the process of embedding video or threading short segments throughout the lecture. a strategy beginning to be supported by research (for 20 example, see Chambers, Cheung, Madden, Slavin & Gifford, 2006). Digital delivery frees classroom training so that students can monitor their own viewing of lectures, replay and review clips as required for understanding. During one study for two science classrooms, researchers found that the use of video clips has effectively facilitated learning in three important ways:

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>Firstly, the computer environment afforded student control of the pacing of the POE [predict-observe-explain] tasks… [and] also contributed to a high level of ownership of responses…. Secondly, the computer-based digital clips afforded new opportunities for students in the crucial observation phase of the POE process by providing a refined tool for students to make detailed observations of events, enhancing the quality of observations on their predictions…. Thirdly, the real-life physical settings depicted in the video clips were interesting and relevant for the students and helped them to feel comfortable and confident in voicing their opinions… (Kearney, 2002)

Gathering clips into playlists or combining them into a multimedia lesson plan makes the formation of educational experiences simpler than it has ever been.

It is obvious that this emerging technology creates several new learning possibilities that are just starting to be studied. As the documented strengths of film, television and video are made more and more accessible and affordable through Video-on-Demand systems, the potential for learning and discovery opens up before us.

1.8. Advantages of Using Videos in Classroom

Videos have many advantages; they make learning active and make all students incorporated into video lessons by communicating and participating; which are summarized in Emely (2006) as follows: videos can focus on information that can not easily be presented in traditional classrooms because of many restrictions, such as size, location and so on. They keep students' attention efficiently when they are used as a part of an active learning technique. Videos are known to be an effective delivery system because they provide a mixture of visual and audio content, and they provide an opportunity for students to test their understanding of contexts that they may experience and that can not otherwise be realistically formed in classrooms.

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Videos can also include the level of authenticity of what students learn by introducing to them other forms of speech, such as body posture and hand movements and cultural symbols. Finally, the main impact of the use of educational videos is the production of inspiration, particularly as students obviously seek motivation and their teachers are unable to motivate them.

1.9. Disadvantage of using Videos in classroom

Although the importance value of Educational Videos as a creative tool in a foreign language, this material experiences some potential obstacles and barriers that prevent teachers from using it as a main part of the classroom setting. Furthermore, one of the most recognized restrictions that encountered the proficient use of Videos tools in as an EFL learning resource is due to the absence of the requirement that the teacher needs.

Beggs (2000) states that, in order to be able to create online content, it is important to have a high internet network that is a critical factor with a computer system. Otherwise, Sammons (1994) discovers that time is regarded to be one of the reasons that prevent teachers from using educational technologies that require extra time for proper application, particularly those tutors who have limited time in the classroom with many educational responsibilities.

Even though instructors experience restrictions on bad pictures in the videos they share, which may not be useful to be used in the classroom in front of students in order to maintain discipline. Prensky (2010) writes, ''Mostly they involve sorting out the good and worthwhile from the bad and to be avoided just as with all other media, there are 'lowbrow' YouTube's, some with objectionable images and foul language"(p. 8).

The greatest challenges and duties of the instructors have to pick the acceptable instructional videos that should cover learning instruction and fit the content objectives.

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Furthermore, it is suggested that videos be obtained from a credible source for reliable information (Burke, Snyder & Rager, 2009).

For this purpose, teachers must take into account both the pedagogical and technological limitations of managing the educational environment and the needs of the learner.

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Conclusion

Throughout the current chapter, we will conclude that Educational videos are useful and effective tools for the teaching and learning process. In fact, Educational Videos serves as an authentic resource and, in terms of motivation, is very useful in the classroom language and enhances the skills of learners. In addition, they improve and strengthen the Grammar competence of EFL learners. Educational Videos are a powerful development, which has opened up new opportunities for teaching foreign languages in a simple, quick and interesting way.

The chapter also discussed how teachers can use Educational videos to gain students ' interest in learning the target language as a medium for communication, and how that could be an useful resource for language teaching and learning support. At the end of the day, we conclude our chapter with the Advantages and disadvantages of Using Videos in Classroom that teachers experience in applying this content in the classroom setting. Digital platform can be used in a number of educational settings that end up making it a medium that addresses learners ' expectations for high-quality language learning.

Chapter Two

An Overview about Grammatical competence

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Introduction

      Grammar or the so-called the language "code" has always played an important role in the history of second and foreign language teaching. For centuries, learning another language, meant at first place learning its grammatical structures and citing prescriptions for its use. Grammar teaching has long ago influenced and is still influencing the ebb and flow of different teaching methods. It is regarded by many as the language skeleton, while many others do acknowledge the pivotal role that grammar has never ceased to play in the history of language learning. It is central to the teaching and learning of any language. It is also one of the most difficult aspects of language to teach. Thus, in the light of such paramount role the present chapter will analytically address the pros of grammar teaching, present a brief over view of what grammar is, critically states its role in language teaching, briefly presents its teaching approaches, and theoretically discusses the close relationship between language teaching and language learning grammatical techniques and strategies. In general terms, it attributes respectfully a major attention to its methods of teaching.

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2.1. The English Grammar: A Historical Perspective

Little is learned about the life of Pānini, an ancient Indian grammarian. Historical tradition places him between the seventh and fourth centuries B.C. His fame arises from his grammar, his first linguistic analysis, his definition of the language on record, and his research, which still astounds the scholars of our days. Referring to linguistic work by Pānini Shibatani (1977) says:

According to Kiparsky & Staal 1969, Pānini Grammar — maybe the most remarkable of all — differentiates four interrelated stages of linguistic description:

a. semantic level

b. deep-syntactic level

c. surface-syntactic level

d. Phonological level. (p. 789)

Pānini also reported the relation between the language divisions and defined their roles and syntagmatic interactions:

At each non-phonological level, different types of relationships that enter into a linguistic description are recognized. At the semantic level, relations are characterized in terms of concepts like agent, goal, and instrumental. The deep-syntactic level represents underlying grammatical relations: subject, object, etc. The surface-syntactic level is that where morphological categories like cases and suffixes are represented. (Shibatani, 1977, p. 789)

The description of the language in Pānini's grammar resembles, to a large degree, the structure of the generative-transformational grammar suggested by Chomsky. Both grammars define two structured language levels, deep and surface constructs, identify transformations and semantic relationships, and refer to context as "deep case," structural level (Shibatani, 1977, p. 789).

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While both the Pānini Grammar and the Generative Grammar describe grammatical frameworks as "a central notion in a syntactic study the two Grammars vary in the way that "Pānini stresses the deep structural component of language and formulates rules that govern surface structures" that [he] imposes at the surface-syntactic level (Shibatani, 1977, p. 789).

Pānini might be the first scholar to have arranged words into parts of speech and to have established the rules of grammar in his research, Astaka, which is a detailed description of his grammar. Cardona (1976) identifies the grammatical text as having eight pages, with quarter-chapter sections. Formal descriptions and production rules define Sanskrit as composed of word groups (approximately 1700) which include parts of speech (nouns, verbs, etc.), sounds (vowels and consonants), while compound nouns and parts of sentences are shown to work on the basis of specific governing rules that have been implemented in the text's deep structures (p. 58).

2.2. What is Grammatical Competence

According to Dr. binoy barman Grammatical competence is the ability to understand and make distinctive grammatical forms in a language and to use them efficiently in conversation. Grammatical competence as described by Noam Chomsky should require phonological competence. For example, English learners might want to realize that's / es' is attached to the verb that is present indefinite tense accompanying a subject that is third-person singular. For that, a person understands how words in a language will be used, what sort of modifications will take place as words are placed in sequence.

Grammatical competence is known to be part of communicative competence. In addition to grammatical competence, communicative competence encompasses phonological competence, lexical competence and discourse competence.

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Grammar is described as a number of rules that demonstrate how words or groups of words are organized to form sentences in the language. Therefore, English grammar requires a series of rules that regulate the forming of sentences in English or to bring together words to form larger units of language Grammar, hence, it is usually formed of two sub-fields: morphology (word formation) and syntax (sentence formation). (Collins and Hollo, 2000; Clarke, Dickinson & Westbrook,2010, Cowan, 2008; Greenbaum & Nelson, 2002; Crystal, 2005; Klammer, Schulz & Volpe,2000).

Grammatical competence shows the comprehension of the linguistic code (Scarcella and Oxford 1992). It centers on the command of language and to acquire knowledge of forms of expression. It also aims to have the ability to use the language grammatically, or with correctness and accuracy (Díaz-Rico & Weed, 2010; Gao, 2001), thus, avoiding language errors.

If speakers have successfully internalized language rules and their limitations, they are considered to have grammatical competence (Cowan, 2008). Grammar aims to develop one's language skills and has a crucial role to play in four macro abilities, namely: listening, speaking, reading and writing (Crystal, 2005).

In terms of understanding grammar, there are contrasting views. Linguistically, there is a difference between grammatical competence and grammatical performance. Cattel (2006) asserts that Chomsky distinguishes between the two and describes competence as comprehension of language in the mind of the speaker or listener, which includes lexical comprehension and all rules of grammar, while performance is what actually happens in real listening or speaking activities.

There is also another dichotomy regarding grammar: prescriptive grammar and descriptive grammar. Prescriptive grammar provides a series of suitable guidelines for

grammar, which identifies which uses can be used or avoided; on the other hand, descriptive grammar explains how people utilize their language and argues that the rules of the language are required to adapt and may grow. (Greenbaum & Nelson, 2002; Klammer, Schulz & Volpe, 2000; Yule, 2006).

Throughout history, grammarians have tended to either describe or prescribe language grammatical rules. There has been a change from adopting prescriptive grammar that involves memorization and application of rules to embracing descriptive or transformational grammar, assuming that grammar instruction should be parallel to the user's intent, with descriptive grammar theories that are more dynamic and reflective of actual use and self-expression. (Sert, 2006; Christy, 2005).

2.3. Possessing a Knowledge about Grammar of a Language

Many language specialists attribute knowing grammar with three broad areas. They refer respectfully to these as grammatical knowledge (a knowledge about grammatical structures), metalinguistic knowledge (a knowledge about the different terminology used to describe those structures) and above all a grammatical ability (an ability to use the already acquired structures to convey meaningful messages).

2.3.1. Grammatical Knowledge

Grammatical knowledge is referred to by Purpura (2004) as "a set of internalized informational structures" (p.85). According to many language specialists, possessing a grammatical knowledge about the target encompasses two highly related components: grammatical form and grammatical meaning. The former refers to Linguistic forms; where as the second helps the learner to identify what is said by the speaker (Purpura, 2004, p.85). Grammatical meaning encompasses literal meaning and intended meaning.

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Literal meaning is referred to by (Purpura, 2004) as The literal meaning expressed by sounds, words, phrases and sentences, where the meaning of an utterance is derived from its component parts or the ways in which these parts are ordered in syntactic structure (Purpura, 2004, p.61) . Intended meaning on the other hand refers to "interpret the meaning of an utterance in relation to a real or possible situation" (Purpura, 2004, p.21).It helps interpret the real meaning intended by the speaker's utterance. In fact, both the literal and the intended meaning have proved to be vital for the understanding of a speaker's utterance and are at the same time critical components to convey the appropriate grammatical meaning.

2.3.2. Grammatical Ability

Knowing the grammar of a language encompasses more than the mastery a set of informational structures. It includes a grammatical ability or what some linguists refer to as grammatical competence or language proficiency. Grammatical ability can be solely defined as "The learner's capacity to realize grammatical knowledge in an accurate and meaningful way to convey different language uses" (Purpura, 2004, P. 89). According to this definition, an individual's grammatical ability involves more than just language knowledge, but an ability to use that knowledge to communicate correct, meaningful messages.

On their turn, Bachman and Palmer (1996) view grammatical ability as "A combination of grammatical knowledge and strategic competence, defined as a set of metacognitive strategies such as associating and clarifying" (p.67). It is these strategies, which in fact enables the language learner to achieve his communicative needs. It is also the most important type of knowledge that the learner should possess to be able to use his resources of grammar for some real world purposes.

2.3.3. Metalinguistic Knowledge

In essence, metalinguistic knowledge refers to the various common terms that are used in explanation of grammatical structures, during formal teaching of grammar. This latter consists of technical linguistic or grammatical terms such as nouns, verbs, prepositions and so on used in a grammar lesson. Dykes (2007) respectfully refers to such knowledge as:

> A language to talk about language…without naming words for its parts and their specific actions, so it is impossible to explore the function of words and the part they play in forming meaningful language without a naming Procedure (p.5)

Many linguists do not always consider metalinguistic terms useful in understanding a language; these seem a necessary language to talk about language. In this sense, knowing grammar means among many other things knowing its metalinguistic knowledge.

Many language specialists have equally pointed to the crucial role that metalinguistic knowledge plays in enhancing language acquisition. In this respect, Wolfgang (1986) states that "Although natural languages do indeed have a „ metalinguistic vocabulary"...metalinguistic language use ...does indeed play a role in language acquisition" (p.141). Hence, possessing a knowledge of this kind seems useful for the learner, especially when discussing the language and grammar learning.

According to many specialists in the field such metalinguistic terms may increase in number and become even more complex, as the learners progress from one lesson to another. That is why the teacher is highly recommended to take into account the judicious use of technical terminology (metalanguage) by limiting the amount of metalanguage to essentials, as many of these "will appear pedantic, and most of it will be uttered nonsense to students anyway" (Cross, 1991 as cited in Meiring & Norman, 2001, p.63). In essence, the teacher should both

carefully select and introduce this metalanguage after "ample exposure to...practice of the language items themselves" (Meiring & Norman, 2001, p.63) to avoid any kind of ambiguity.

Because, possessing a metalinguistic knowledge does not necessarily lead to speak and write the language well, many teachers prefer not to bother their learners with such metalinguistic terminology. According to many, they present a real impediment for learning, so they simply do not like to bother their learners with these metalinguistic terms that might so as not to render their grammar teaching problematic.

2.4. Aspects of Grammar

Grammar is the most significant part of a language. It is generally considered to be the collective rules of a language that govern its structure and use. Grammar reveals how various types of words operate and are put words together to make meaningful sentences. Grammar is illustrated in the literature in the following terms:

1. Grammar is the study of how words and their parts unite to form sentences.
2. Grammar is the written official rules, and unwritten common-knowledge rules, governing how words are put together to form a written and spoken language.
3. Grammar is the branch of linguistics that deals with syntax and morphology (and sometimes semantics).
4. Grammar includes pragmatics, that is, the relevant use of spoken language.
5. Grammar is not limited to a particular language but it generalizes all human languages.

The fourth definition highlights the fact that grammar is not merely a rule of language, but instead a meltdown of social, semantic and discourse elements. The fifth definition is based on the presence of universal grammar.

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There are various types of grammar: Prescriptive grammar, Formal grammar, Descriptive grammar and Functional grammar. Prescriptive grammar is a grammar, which prescribes the rules for everyone to follow without questioning. Formal grammar centers exclusively on the forms of language. In teaching such grammars, the ever-changing nature of the language and using it meaningfully is ignored. Grammar, which allows usage, as it develops and describes from time to time, is called Descriptive grammar. Functional grammar exclusively focuses on the functions of grammar. They take note of new users as it appears from time to time in communication.

Grammar is crucial because it's the language that makes it possible for us to speak about language. Grammar names the types of words and word groups that make up phrases not just in English, but in every language. As individuals, we can place sentences together as children — in a way that we do grammar. So if we want to be able to think about how sentences were formed, about the types of words and word groups that form sentences, we need to learn grammar. Understanding grammar provides a glimpse into the mind of human and into our extraordinarily complicated mental capacity.

Grammar offers people a great deal of confidence in the appropriate use of the language. Only a sound knowledge of grammar will help us edit the text. It gives an clarification as to whether the statement is right or wrong. The students require the most understanding of grammar. It would guarantee not only a successful grade in the tests, but also a great result in profession and life.

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2.5. Grammar Teaching Approaches

There are two approaches to grammar instruction that can be applied deductive, inductive and Integrative. In this section, we would like to slightly highlight the three, and then link these approaches to the Second Language Acquisition Theory (SLA).

2.5.1. Deductive Approach

The deductive approach is also regarded as a rule-driven instruction. It stems from deductive reasoning where the concept ranges from general to specific. Teaching grammar deductively means firstly introducing rules or patterns by using examples as described by Thornbury (1999) . In a deductive approach, providing the grammatical rule means no more than focusing the attention of the learners to the issue under discussion. Eisentein (1987) indicates that with a deductive approach, learners are in charge in practice and have less concern of making a wrong conclusion as to how the intended language functions. Widodo (2006:127) provides the following table, which indicates the benefits and drawbacks of a deductive approach to grammar teaching:

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Advantages	1. The deductive approach goes straightforwardly to the point and can, therefore, be timesaving.
	2. A number of rule aspects (for example, form) can be more simply and clearly explained than elicited from examples
	3. A number of direct practice/application examples are immediately given
	4. The deductive approach respects the intelligence and maturity of many adult learners in particular and acknowledges the role of cognitive processes in language acquisition.
	5. It confirms many learners' expectations about classroom learning particularly for those who have an analytical style.
Disadvantages	1. Beginning the lesson with a grammar presentation may be off-putting for some learners, especially younger ones.
	2. Younger learners may not able to understand the concepts or encounter grammar terminology given.
	3. Grammar explanation encourages a teacher-fronted, transmission-style classroom, so it will hinder learner Involvement and interaction immediately.
	4. The explanation is seldom as memorable as other forms of presentation (for example, demonstration).
	5. The deductive approach encourages the belief that learning a language is simply a case of knowing the rule.

Table 2.1: Advantages and Disadvantages of Deductive Approach

2.5.2. Inductive Approach

An inductive approach can also be referred to as a rule-discovery learning. This is the act of stating a general rule from a number of examples. In fact, the rule-discovery learning implies that a teacher teaches grammar, begins with the introduction of certain examples. It means that learners comprehend the grammatical rules from the instances. This approach involves learners performing actively in their own learning. Besides, the approach helps a learner to improve her or his own mindset of strategies to cope with tasks. In other words, this approach tries to highlight grammatical rules implicitly in which the learners are expected to infer the rules given by the teacher.

This approach contains many benefits as well as drawbacks. Widodo (2006) states five benefits of an inductive approach such as learners are instructed to be familiar with the rule discovery; this could improve learning autonomy and self-reliance. Also, their greater degree of cognitive depth that is used. The learners are more active in the learning process, rather than being simply inactive receivers. In this exercise, they will be encouraged. Another great advantage of this approach is that it includes learners' pattern-recognition and problem-solving abilities in which distinct learners are interested in this challenge. If the problem-solving exercise is done collaboratively, learners get a chance for extra language instruction.

Despite the variety of benefits that induction has provided to teaching grammar processes, this does not mean that it does not negatively impact grammar lessons and the learners themselves. Originally, the approach is time-consuming and energy consuming, because it requires learners to provide an acceptable concept of the rule. In addition, the concepts implicitly given can cause learners to have the wrong concepts of the rule taught. The approach can emphasize teachers in preparing a lesson and it assists the teacher to design data or materials prepared carefully and systematically. Finally, The approach may discourage the

learners with their personal learning style, or their past learning experience (or both) would prefer simply to be told the rule.

Deductive and inductive approaches do not drill learners to be able to use grammar in communication because language is used for communication this is why it will be more effective if the grammar is taught for the same purpose.

2.5.3. Integrative Approach

The four macro skills are taught individually and often one to the detriment of the other. Grammar interpretation method and audiolingual are well-known examples of teaching the four skills separately. Macro skills can be taught either in a one by one methodology or integrated methodology. Unlike discreet skill teaching, integrated skill teaching demands that macro – skills overlay and finish one another to achieve the set objects, as it is the case content-based instruction and task-based instruction).

Based on that, an integrative approach is an approach in which two core subjects or teaching components are linked, as is the case with integrative grammar. An integrated model is an approach in which some teaching strategies are used in stylistic analysis, which does not only examine texts, literary and nonliterary from the perspective of style and its relationship to content and form. This approach includes the systematic and detailed analysis of the stylistic features of a text- vocabulary, structure, register, and others, to find out not just what a text means but also how it comes to mean what it does (Short 1996 as cited in Savvidou 2004).

2.6. Instructional Techniques in Teaching Grammar

In an effort to find an efficient way to teach grammar, many language experts have emphasized the usefulness of teaching techniques in target language grammar. Instances of

these include form-or rule-based techniques, input-based techniques, feedback-based techniques and practice-based techniques (Norris & Ortego, 2000, cited in Purpura, 2004:40).

2.6.1. Form-Based Techniques

Such techniques revolve around the teaching of grammatical forms. In some cases:

> They can involve implicit, inductive grammar teaching, where the focus is on meaning, but the goal is to attract the learner's attention to form without using grammatical metatalk, or linguistic terminology (Purpura ,2004:40)

According to field specialists, the use of these techniques allows the instructor to emphasize the meaning of a specific grammatical structure, in an effort to redirect the learner's attention to form, without actually offering a clear explanation of the intended form. However, in some other situations, the use of these techniques requires specific, deductive grammar instruction too. While doing so, the instructor seeks to provide the language learner with a grammatical rule, without actually using grammatical terms. According to Purpura (2004), using Form-based techniques to the classroom environment could also include consciousness-raising activities, which may be presented inductively or deductively.

> Inductive consciousness –raising activities provide learners with L2 data, and ask them to derive an explicit rule from the target structure, while deductive consciousness –raising activities provide learners with a grammar rule ,and ask them to apply it to L2 data (Purpura, 2004, p.40)

In addition to consciousness-raising exercises, the teacher can apply "the Dictogloss" technique, another example of form-based techniques, where he reads a carefully chosen text to his learners who are assumed to take notes while listening. Then, he requires them to work in groups to build the passage and compare it with the original.

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The following figure summarises in detail the two main types of form-based techniques for grammar teaching, their goals and the type of practice associated with each genre.
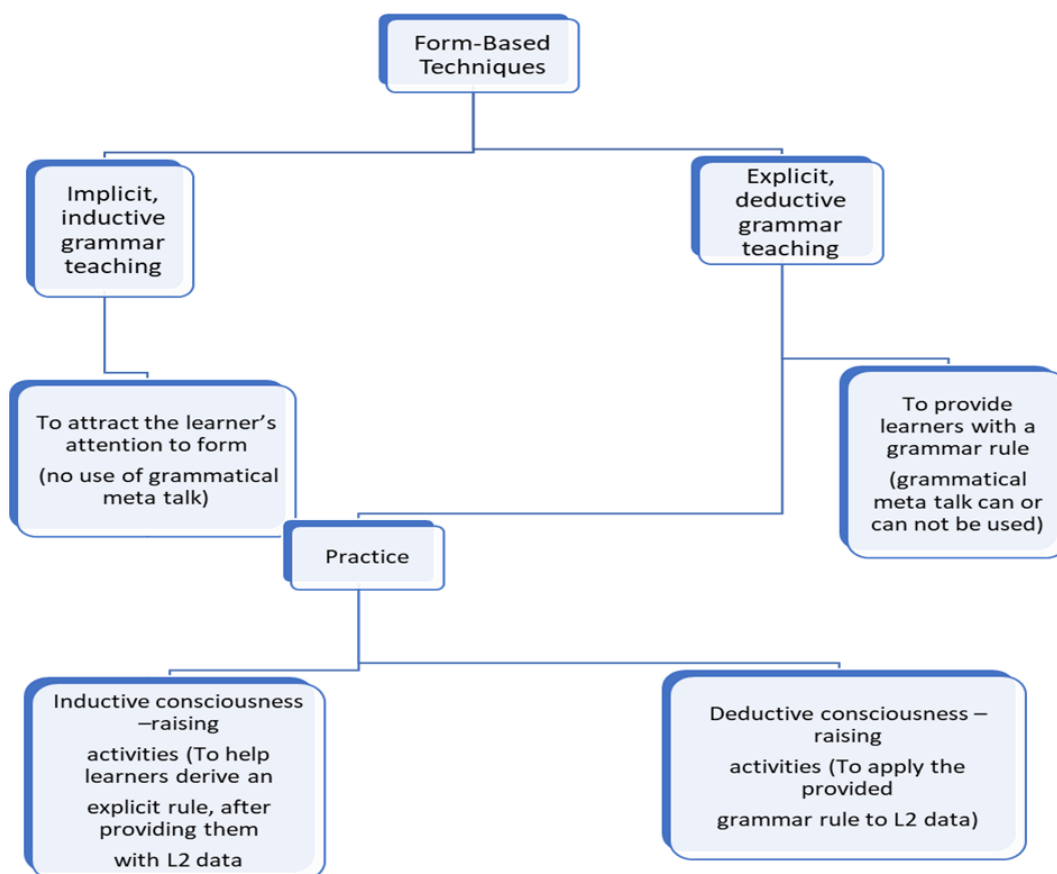
Figure 2.1: Form-Based Techniques for Teaching English Grammar

2.6.2. Input–Based Techniques

According to Purpura (2004), these techniques deal with how input is applied in grammar instruction. Examples of these techniques are input flooding, typographical input enhancement, and comprehension practice. In the first type of techniques "Learners are presented with a large

amount of input in which the targeted feature is present" (Purpura, 2004:40). In the second "Input is manipulated by means of capitalization, printing in boldface and so forth" (Purpura, 2004:40), whereas in Comprehension practice technique "Learners are asked to relate grammatical form to meaning, often by means of pictures or meaning focussed questions" (Purpura, 2004:41).

Input-based techniques have proved to be successfully used in assessing learners' acquisition of grammatical meaning.

2.6.3. Feedback–Based Techniques

This category of techniques involves ways of providing negative evidence of grammar performance. An instance of such technique is called "Recast". This is the kind of technique, where an utterance containing an error is repeated without the error. "Garden Path" is another technique through which learners are explicitly shown the linguistic rule and allowed to generalize with other examples; however, when the generalization does not hold (a piece of negative evidence), further instruction is provided. The last instance of feedback-based technique is known as the "Metalinguistic Feedback" technique. This involves the use of linguistic terminology to promote "Noticing".

2.6.4. Practice-based techniques

Such techniques involve "Input-processing instruction and output practice" (Lee & Vanpatten, 2003, cited in Purpura, 2004:41). Lee and Vanpatten (2003) described SLA as the construction of an unconscious or implicit system of language that consists of several components (e.g. lexis, syntax) that interact in language use. They proposed a set of three acquisitional processes: input processing, system change, and output processing. The former describes how learners understand the grammatical information they hear or see. This is where

input is converted into intake by strategies that promote form-meaning association during comprehension. According to VanPatten (2003), this process is measured by grammatical comprehension tasks. The second describes how new grammatical information is incorporated or accommodated into the developing system of language and how this new information restructured the implicit system of language. The final process involves output processing. This accounts for how learners learn to use newly acquired grammar to produce meaningful utterances spontaneously. These processes are depicted as follows:

	I		II		III	
Input	⟶	Intake	⟶	Developing system	⟶	Output
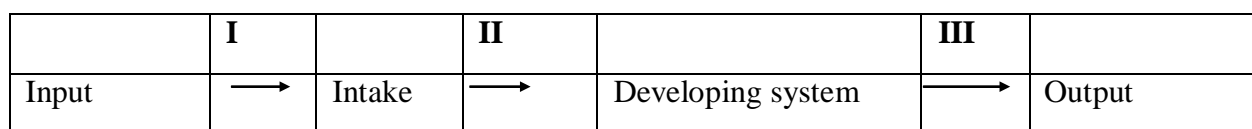
Figure 2.2: Three processes in SLA and Use

2.7. Presenting and Explaining Grammar in the Classroom

Whatever the disparity of thoughts concerning grammar and its role in foreign language learning is, it is what is being taught as grammar, and how is it being thought which we should question at first place.

In fact, there are three areas generally associated with the grammar teaching in general. They are respectfully as follow: rules, form and meaning.

2.7.1. Teaching and Presenting Grammar as Rules

Broadly speaking, learning a foreign language means among many other things learning its grammatical system embodied in the form of rules. Such knowledge can constitute the basis on which learners may "...build their knowledge, which will act as the generative base for them to express their ideas" (Woods, 1995, P.15). In this sense, for many language specialists, grammatical rules can constitute the sound ground on which language learners rely to generate

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an infinite number of sentences and at the same time facilitate the transmission of knowledge from the teacher to the learner.

2.7.2. Teaching and Presenting Grammar as Form

Form has been defined as "The actual words (written) or sounds (spoken) used to express something in language, as opposed to meaning or use. Form is synonymous with structure" (Hubbard et al, 1991, P.327). Teaching form has always been dominant, in spite of the appearance of many grammar-teaching methods. Some researchers such as Larsen – Freeman, (2001) have pointed to the value of form-focused instructions to improve learner's accuracy.

According to many language specialists, teachers need to be aware of the fact that time is an important factor in teaching grammatical forms, as it enables their learners to achieve a level of accuracy. In this respect, Thornbury (1999) postulates that: "Learners are more accurate the more time they have available. They can use this time to plan, monitor and fine-tune their output" (P.92). One way to achieve that is by correcting learner's "mistakes and thus, making learners" aware that accuracy is important.

Using activities that ensure the correct production of the form can constitute an ideal model to achieve such target. Such activities should bear a respect to the following criteria: attention to form, familiarity with the structure, sufficient thinking time and the appropriate feedback; that is an account of how accurate learners are. (Thornbury, 1999, P.92)

Because it has been proved that "A focus on grammatical form alone may not be enough in L2 educational contexts to determine if L2 learners have sufficiently acquired a structure to communicate effectively" (Purpura, 2004, P.13), the teacher has to consider the teaching of

grammatical meaning in order to help his learners lay the focus on what to do with language, rather than on how language is organized.

2.7.3. Teaching and Presenting Grammar as a Meaning Resource

According to specialists in the field of language any teaching that focuses on the identification of grammar as a meaning resource is usually targeted towards favouring fluency over accuracy, which can be defined as "The ability to process language speedily and easily" (Thornbury, 1999, p.93). This latter can be achieved if the teacher succeeds at diverting learners attention away from form. One way of attaining this according to is by providing learners with a set of activities that serve such target. Examples of these activities are Information gap tasks, that both encourage real life communication and learners motivation at once.

In this respect, Thornbury (1999) notes that: "Learners have only limited intentional resources and it is often difficult for them to focus on form and meaning at the same time" (p.92). When teaching grammar, the teacher should not deny the fact of making a balance between teaching form and meaning, because as stated by Siyyari (2005): "The purpose of any kind of grammar teaching should not seize to focus on precision at applying the system, and atomization of the system" (p.23).

On the light of what has been said so far, grammar teaching encompasses teaching grammatical rules in certain circumstances, practicing the form in others, and in others helping learners to convey meaning.

2.8. Pedagogical Grammar

Many language specialists see pedagogic grammar as a description of how to use the grammar of a language to communicate, for people wanting to learn the target language. It can

be compared with a reference grammar, which just describes the grammar of the language. On the other hand, "pedagogic grammars contain assumptions about how learners learn, follow certain linguistic theories in their descriptions, and are written for a specific target audience". (Cho, 2008). In fact, pedagogic grammar is a more used term, today, which explains the long way grammarians have gone through, but also teachers who seem to be always very prescriptive in their approach to teaching languages. In this respect, Miliani (2003) draws attention to the fact that "Pedagogic grammar is not only a convenient term, but also an adequate one because it covers genuine pedagogical events happening in the classroom context." (Miliani, 2003, p.59).Thus, by definition the term Pedagogical Grammar denotes "The types of grammatical analysis and instructions designed for the needs of second language students" (Odlin1994, p.1).On his turn, Stern (1991) underscores the big lines characterizing pedagogical grammar, as he defines it as:

> …an interpretation and selection for language teaching purposes of The description of a language, based not only on linguistic, but also on psychological and educational criteria. It includes inventories of language items, suggestions for pedagogical presentation and arrangement essential concepts, and other relevant information on the language (as cited in Milliani, 2003, p.61)

Purpura (2004) on the other hand, considers this category of grammar as "an eclectic, but principled description of the target-language forms, created for the express purpose of helping teachers understand the linguistic resources of communication" (p.22).Pedagogical grammar in this sense provides the language teacher with the type of information necessary for shaping his understanding about how language is organized. It is this understanding of how the grammatical system functions that enables the teacher to tailor this information to specific instructional context. Table (1.1) below contrasts in details reference grammar with pedagogical grammar for a better understanding of this latter.

A reference grammar is …	A pedagogical grammar is …
Designed to teach someone about the language and to give readers a reference tool for looking up specific details of the language.	Designed to teach someone how to use a Language.
Organized according to universal structural Categories**.**	Organized according to usefulness and ease of Learning.
Contains chapters which tend to be longer than Those in a pedagogical grammar.	Contains chapters which tend to be short and Contain very brief grammatical explanations.
Contains chapters which consist mostly of explanation plus one or two examples of every point mentioned.	Contains chapters which consist mostly of *exercises* that help the reader practice and internalize the various structures as well as Vocabulary and pronunciation.
Written for individuals who have some understanding of language as a universal phenomenon and who wish to learn how the Particular language described fits into universal understandings of human language.	Written for anyone who is interested in Learning a language.

Table 2.2: A Comparison between Reference Grammar and Pedagogical Grammar

2.9. Factors Affecting Grammar Learnability

It is possible for EFL learners to acquire and to develop a basic understanding in English grammar. However, as some psycholinguists argue, many factors may hinder their progress. A study conducted by Ellis (1997) classifies, describes and illustrates some of these factors.

2.9.1. Resilient and fragile features

This factor may affect the greater part of EFL learners. As Ellis (1997) points out this factor is divided into two parts. Resilient factors which comprise various syntactical features such as word order structure. Ellis claims that, these features are found in all languages, and they are acquirable as a part of communication. While, fragile features represent the

morphological side of language, these features are not easily acquirable at primary stage. Overall, it can be said that resilient features are more learnable than fragile features. Thus, teaching a foreign language should adopt grammar instructions that focus on fragile features to make learning operation progress (p.67).

2.9.2. Saliency

It is another factor influencing grammar learnability. According to Ellis (1997), this factor denotes learners' ability in noticing and understanding intentionally the grammatical structure in the available input. In other words, learners are required to consciously listen to comprehensible input to acquire the target language. The evidence is that learners with conscious attention will acquire better than others. Hence, salient language items are easier to acquire. For example, the use of "no" in communication is frequent and salient in English therefore, its acquisition is expanded more than the use of "not". Accordingly, Ellis notes that EFL learners are in need to be taught less salient elements (pp.67-68).

2.9.3. Frequency

Frequency is another possible factor that influences grammar learnability. It is the items" occurrence in the input. Ellis (1997) believes that if an item happens al time, or often, its acquisition will be better. This factor may interact with other factors such as saliency; consequently, learners will acquire many more items via the available input. It should be noted that some items such as the English articles "a" and "the" are difficult to learn though they are frequent; however, the "ing" form is easy to acquire because of its frequency and saliency in the language (p.68).

2.9.4. Redundancy

It makes perfect sense to say or to write the needed words. As Ellis (1997) declares if a word occurs in a way, where it does not contribute to encoding the meaning; in this case, the word becomes redundant. In grammar, some features may be acceptable as redundant items if they complete the meaning. Moreover, in some contexts, this feature is overused though the existence of other elements that complete the intended meaning (p.68).

2.9.5. Scope and reliability

Scope determines the number of items in particular rule; however, reliability represents the degree of exception of certain rules. Hulstijn and De Graaff (1994, p.103) point out that a rule can be considered as large in scope if it covers more than 50 cases. Then again, it is high in reliability if it reaches the level of 90 % of cases. For example, the use of plural "s" in English is high in scope because there are more than 50 nouns receive it to form its plural. As well as, it is high in reliability because it covers more than 90% of English nouns (as cited in Ellis, 1997, p.68).

2.9.6. Marked versus unmarked features

The notion of markedness is largely confused. Ellis (1997) writes there is no basis to show which features are noticeable and which features are not. This concept is utilized to clarify and to explain why some structures resist to be acquired and to be learned. In some cases, marked properties such as passive construction and relative pronouns help learners to learn other grammatical properties, which are not easy to acquire naturally (p.68).

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2.9.7. Linguistic complexity

There is no single sentence definition of this factor. However, Ellis (1997) maintains that the distinction can be made based on explicit and implicit learning. Each strategy stresses item complexity from a different perspective. The previous features such as saliency, redundancy, and markedness are supposed to be complex concerning implicit learning. However, explicit learning involves other factors such as the difficulty of presenting the rules; for instance, the "s" plural rule is easier than explaining how articles work. Green and Hecht (1992) claim that clear and direct rules fit better explicit instruction. Ellis argues that grammar teaching must focus on complex rules because they require a considerable effort while simple ones are acquirable via the available input (as cited in Ellis, 1997, p.69-70).

2.9.8. Items versus rules

Hulstijn and De Graaff (1994) state that grammatical items can be acquired through isolated items or via systematic rule teaching. For instance, L2 French learners to distinguish between feminine and masculine nouns can learn them by memorizing items or by applying the rule. Just like French, the English language requires both techniques because some grammatical features necessarily need systematic learning such as articles; however, verb complementation requires item learning. The conflicting views about teaching grammar are continuing, while some argue that item learning requires explicit teaching and rule learning needs implicit teaching, others claim that explicit instruction fits better rule learning (as cited in Ellis, 1997, p.70).

2.9.9. Congruence with L1 forms

EFL learners from different languages may encounter some problems during their careers. Ellis (1997) claims that these problems can be expressed in terms of differences

between the target language and learners' L1 rules. For instance, learning the adverb position varies from one language to another. Non-congruent structures, on the other hand, do not represent a problem in all cases. For example, Japanese learners do not face such difficulty in learning English word order thought it is different from their L1. Consequently, grammar instructions should focus on congruent and non-congruent features (p.70).

2.9.10. Developmental and variational features

In some cases, Ellis (1997) states that grammatical structures need to be processed and learned gradually through phases. However, it exists other grammatical structures that can be acquired at any time and implies learner's motivation towards learning the language itself. Instructions that need developmental sequence do not work unless learners are psycholinguistically ready. However, instructions at the level of variational features are not restricted with such limits; therefore, the success is likely to be better (p.70-71).

As shown, Ellis (1997) identifies some factors that may affect the learnability of grammatical constructions. The awareness of these factors enables learners and teachers to carry out some elements that may help in learning grammatical features easily. Ultimately, the learner's ability will be enhanced, and their cognitive abilities will improve to induce and notice some grammatical features, which are not easy to be understood and to be learned.

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Conclusion

This chapter has mainly pursued the history of English grammar. It also lays the focus on some useful techniques and strategies that both the teacher and the learner may employ to be able to practice the target language grammar effectively to attain some communicative purposes. After defining grammar, the investigator attempted to shed light on the different aspects of English language learning. Then, we moved the focus to its teaching and the approaches that shape such teaching. While clarifying its methodology of teaching, the investigator also stressed the teacher's role in introducing grammatical structures and the importance of his attitude in enhancing their learning process. Finally, we spotted the light on the factors, which can affect grammar learnability.

Chapter Three

Field Work: Data Analysis

The Effect of Educational Videos on Grammatical Competence

Table of content

The Effect of Educational Videos on Grammatical Competence

Introduction

The present practical part starts with the rationale of each data collection tools, sample and population, and the description of tools, and ultimately to the description and analysis of the findings. In addition, the interpretations and discussion of the findings will be presented to answer the research questions and to test the hypothesis suggested in this research. After that, a general conclusion will be provided in addition to implications for both teachers and students as well as a recommendation based on the literature review and the results.

3.1. Rationale of the Study

The current research is a case study, which used the qualitative approach to collect data for the sake of describing and interpreting teachers and students' opinions concerning the use of educational videos to enhance the grammatical competence. The instrument used was a questionnaire for students in order to gather statistical and descriptive data on students' opinions about whether educational videos are helpful for them or not. A teachers' questionnaire was used to gain more insights from teachers' different perspectives about the integration of educational videos in classroom to develop students' grammatical competence.

3.2. Sample and Population

The population of this study was Second- year LMD students of English at Mohamed Kheider University of Biskra composed of 336 students. A sample of 47 students was randomly selected from the whole population. They were selected in order to know their views about the contribution of educational videos in grammar course. The sampling method chosen was purposive

in terms of considering second-year students to be more experienced in the English language, and it is the last year in which grammar courses are taught to them.

3.3. Description and Administration of the Questionnaire

The present semi-structured questionnaire contains twenty one (21) question (see appendix 01) The most frequent questions used in these questionnaires are close-ended questions because they help the students answer them in short time in addition to a few numbers of questions open-ended in order to gain time without overusing them because they require deep understanding. The background section is not taken into account because they are not influential. The first section was entitled personal information. It consisted of three (3) questions that focus on gathering a general overview of students' and their interest in English. The second section aims at obtaining information about Students' Attitudes towards the Way Grammar Is Being Taught consists of four (4) questions. The third section is about Students' attitudes towards the Use of Educational Videos as a Teaching material to Teach Grammar, and it consists of eight (8) questions.

3.4. Administration of the Questionnaire

The questionnaire of students was administrated in their Facebook group. Because of the circumstances did not help to do it in classroom because of the covid-19, so administering the questionnaire online was the only solution at that time. The latter was collected in 2 days during which we clarified and explained to them our research as well as requiring them to answer the questions individually and as honestly as possible.

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3.5. Results of Students' Questionnaire

3.5.1. Section One: Personal Information

Item 1. Would you specify your sex please?

Table 3.1 Students' sex distribution

Statement	Number	Percentage
a) Female	36	77%
b) Male	11	23%
Total	**47**	**100%**

Table 3.1: Surdents' sex distribution
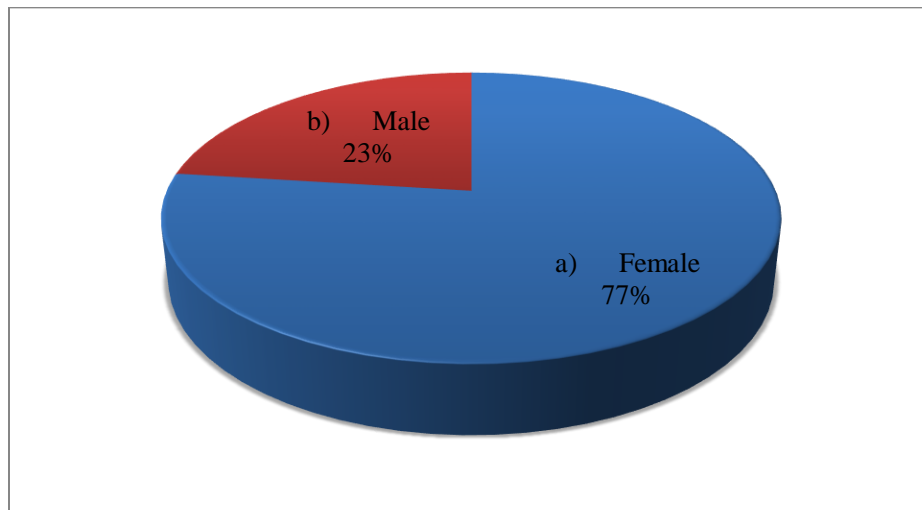
Figure 3.1: Surdents' sex distribution

As indicated in the table above that the majority of students that participated in the questionnaire are females that represent 77% (36). 23% (11) represent males participants. The explanation to this huge difference may be that females are more inrested in answering and knowing more about topic than males, which only will answer if the questionnaire was short.

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Item 2. Learning English at university was:

Statement	Number	Percentage
a) Your own choice	42	89%
b) Your parents' desire	4	9%
c) Someone's advice	1	2%
Total	**47**	**100%**

Table 3.2: Students' choice of learning English at university
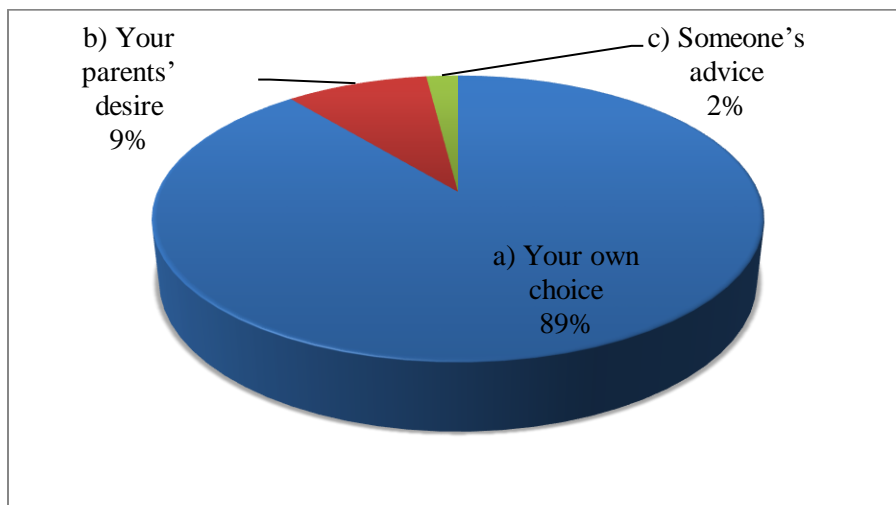
Figure 3.2: Students' choice of learning English at university

This question sought to gain information about the participants' choice of learning English at university. The results presented in the above table and the figure. 89% (42) students choose to study English by their own choice. While 9% (4) students chose English because it was their parent's desire. The left 2% (1) choose to study English because of someone's advice.

Statement	Number	Percentage
a) You need it for educational and research purposes	5	11%
b) Your job role requires it	2	4%
c) You need it for online purposes	0	0%
d) You need it for traveling purposes	1	2%
e) You need it because it is a global language	7	15%
f) All of them	24	51%
g) More than one answer	8	17%
Total	**47**	**100%**

Table 3.2.1: Students' reasons behind choosing to learn English at university

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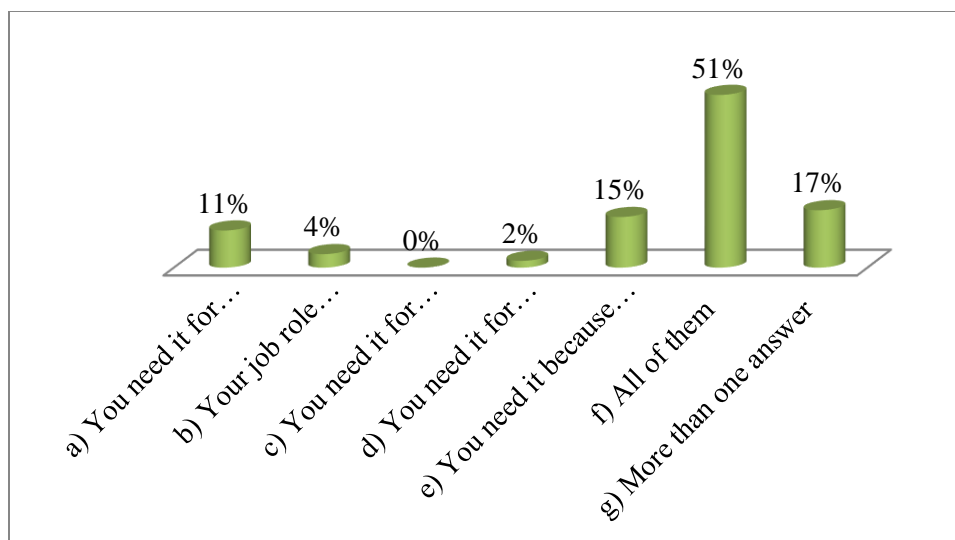
Figure 3.2.1: Students' reasons behind choosing to learn English at university

The table and the figure above reveal that 51% (24) of the total students has chosen the suggestion "all of theme" which mean they choose all the mentioned reasons. 17% (8) choose the suggestion "more than answer" so they mentioned their reasons "Because my family did not want me to study something else far from home" and "because I like this language". 15% (7) choose the suggestion "You need it because it is a global language". While 11% (5) choose the suggestion "You need it for educational and research purposes". The other 4% (2) choose the suggestion "Your job role requires it". The left 2% (1) choose "You need it for traveling purposes".

Item 3. Which of the following language aspects do you prefer to develop most?

Statement	Number	Percentage
a) Your vocabulary bank (size)	15	31%
b) Your pronunciation	4	9%
c) Your language use	4	9%
d) Your grammatical competence	4	9%
e) All of them	20	42%
Total	**47**	**100%**

Table 3.3: Language aspects students prefer to develop most

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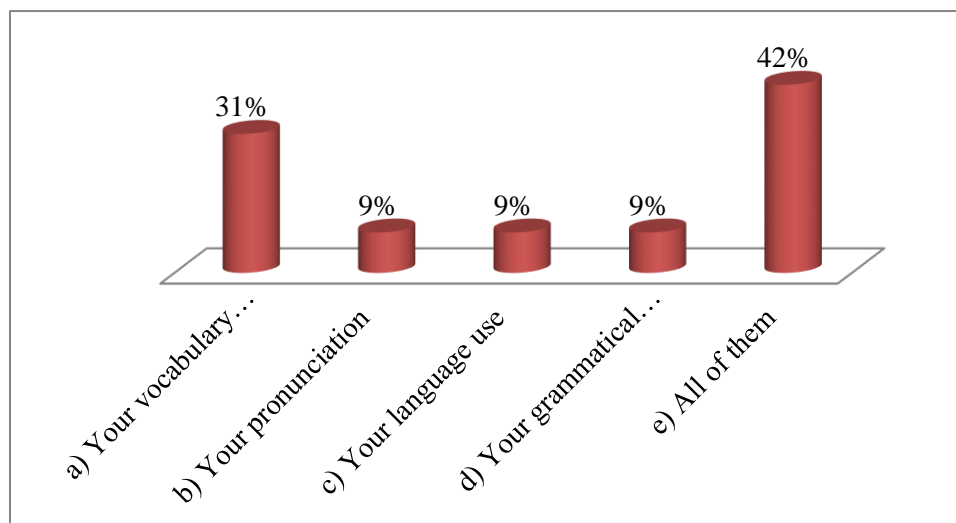
Figure 3.3: Language aspects students prefer to develop most

This question sought to gain information about the language aspects the participants prefer to develop most. 42% (20) choose the suggestion "all of them" means they want to develop all the aspects were mentioned above. While 31% (15) said they want to develop their vocabulary bank. Whereas, the rest three suggestions each were answered by four students at rate of (9%).

3.6.3. Section Two: Students' Attitudes towards the Way Grammar Is Being Taught

Item 4. Do you think that having good knowledge about grammatical rules is crucial for the mastery of any foreign language?

Statement	Number	Percentage
a) Yes	42	89%
b) No	6	11%
Total	**47**	**100%**

Table 3.4: Students' responses about whether having good knowledge about grammatical rules is crucial for the mastery of any foreign language or not

The Effect of Educational Videos on Grammatical Competence
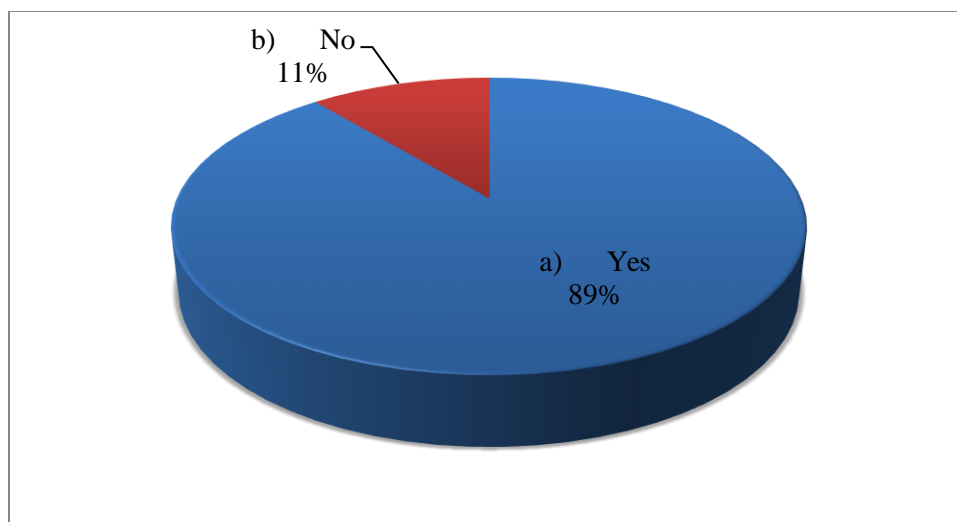
Figure 3.4: Students' responses about whether having good knowledge about grammatical rules is crucial for the mastery of any foreign language or not

This question sought to gain Students' responses about whether having good knowledge about grammatical rules is crucial for the mastery of any foreign language or not. The results presented in the above table and the figure. 89% (42) said having good knowledge about grammatical rules is crucial for the mastery of any foreign language. However, 11% (6) does not think that having good knowledge about grammatical rules is not crucial for the mastery of any foreign language.

Item 5. How often have you been taught grammar rules in English classes?

	Frequency					
Stream	**Very often**		**Often**		**Sometimes**	
At middle school	19	40%	8	17%	20	43%
At secondary school	6	13%	29	62%	12	25%
At university	16	34%	15	32%	16	34%

Table 3.5: Frequency of teaching grammatical rules in English classes in different streams
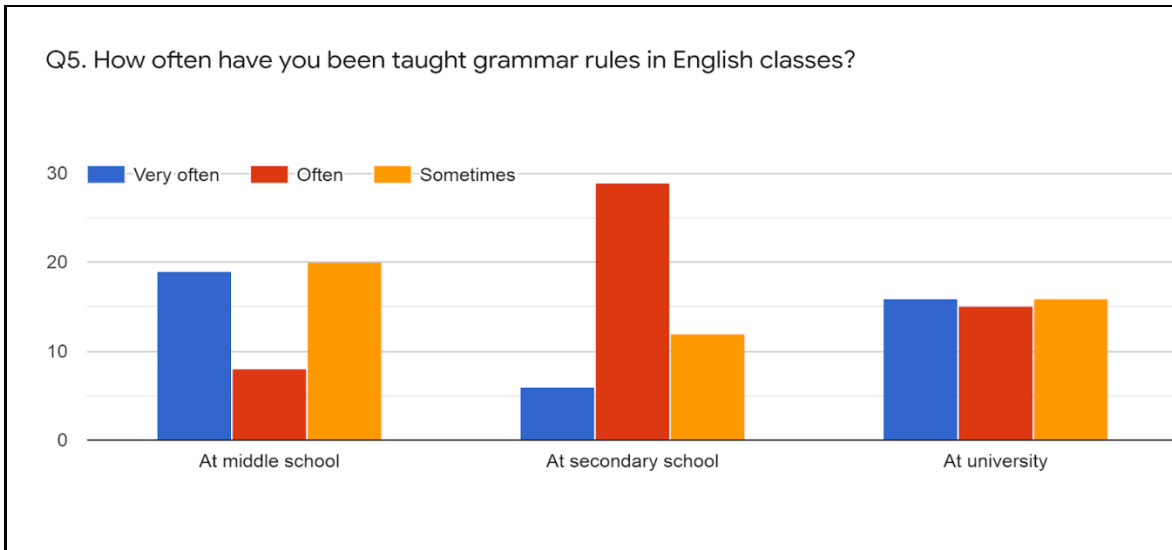
Figure 3.5: Frequency of teaching grammatical rules in English classes in different streams

The following question aimed at confirming to what extent student study grammatical rules in English classes in different streams. The Participants' answer presented in the previous figure and table.

Item 6. Does the present way of teaching grammar at university help you speak and write effectively?

Statement	Number	Percentage
a) Yes	31	66%
b) No	16	34%
Total	**47**	**100%**

Table 3.6: Students' responses about whether the present way of teaching grammar at university helps them speak and write effectively or not

The Effect of Educational Videos on Grammatical Competence
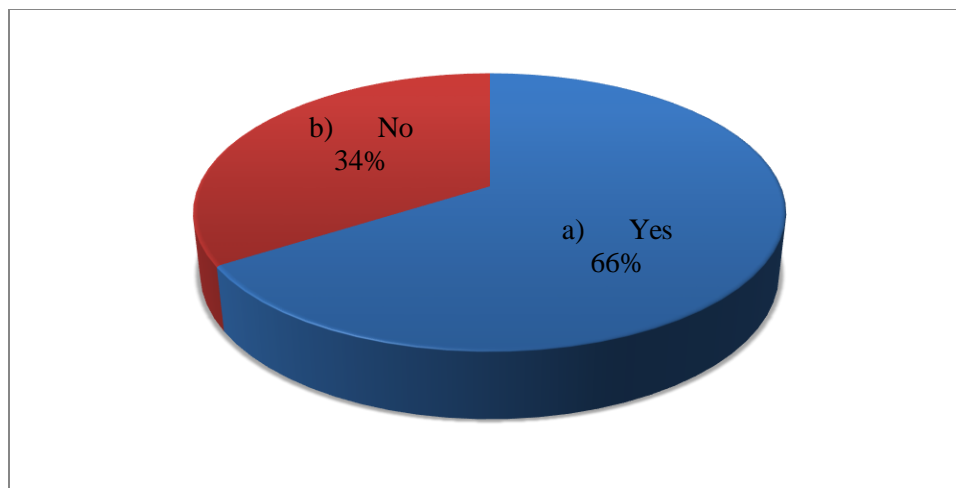
Figure 3.6: Students' responses about whether the present way of teaching grammar at university helps them speak and write effectively or not

According to the results illustrates on table and figure above. 66% (31) answered that the present way of teaching grammar at university helps them speak and write effectively. However, 34% (16) does not think the same that the present way of teaching grammar at university did not help them speak and write effectively.

Item 7. To what extent do you find grammar instruction informative?

Table 3.7 Students' perceptions about to what extent they find grammar instruction informative

Statement	Number	Percentage
a) Very informative	18	38%
b) Quite informative	28	60%
c) Not informative at all	1	2%
Total	**47**	**100%**

Table 3.7: Students' perceptions about to what extent they find grammar instruction informative

The Effect of Educational Videos on Grammatical Competence
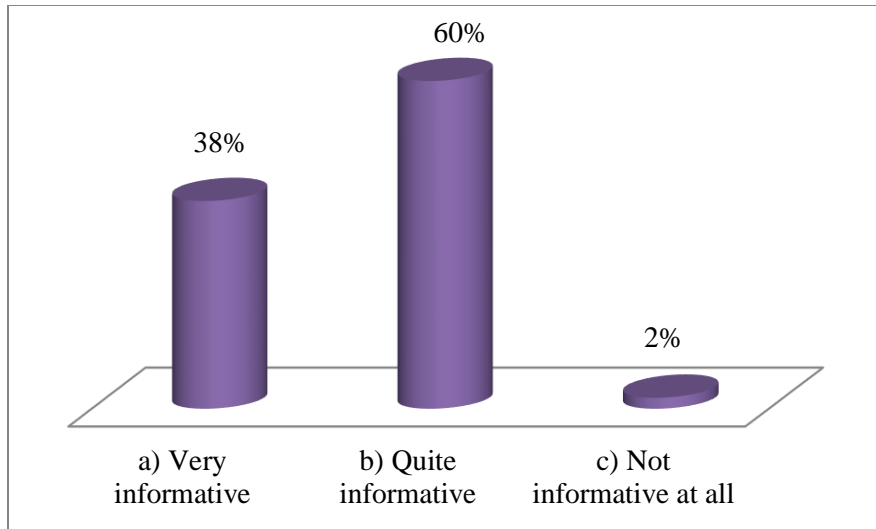
Figure 3.7: Students' perceptions about to what extent they find grammar instruction informative

The following table and the figure reveal to what extent students find grammar instruction informative. The majority of participant 60% (28) said they find grammar instruction quite informative. While 38% (28) said that the grammar instruction are very informative. The left 2% (1) said that the grammar instruction is not informative at all.

Item 8. Are you satisfied with the way grammar is being taught at university?

Statement	Number	Percentage
a) Yes	17	36%
b) No	30	64%
Total	**47**	**100%**

Table 3.8: Students' satisfaction with the way grammar is being taught at university

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a) Yes 36%

b) No 64%
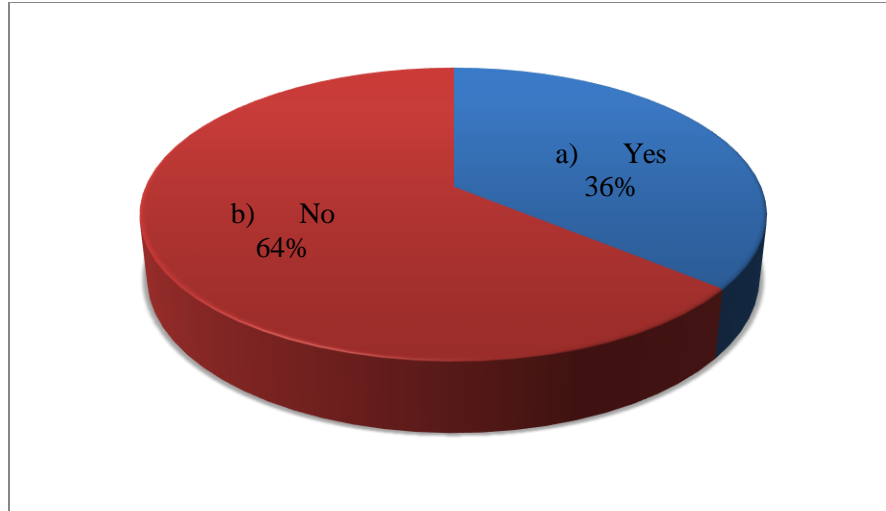
Figure 3.8: Students' satisfaction with the way grammar is being taught at university

The Table and the figure show student satisfaction with way grammar is being taught at university. The majority of students 64% (30) are not satisfied with way grammar is being taught at university. While 36% (17) are satisfied with the way grammar is being taught at university.

3.6.3. Section Three: Students' Grammatical Difficulties

Item 9. How would you assess your general English grammar knowledge?

Statement	Number	Percentage
a) Very good	6	13%
b) Good	33	70%
c) Somewhat poor	8	17%
d) Poor	0	0%
Total	**47**	**100%**

Table 3.9: Students' evaluation of their general grammar knowledge

The Effect of Educational Videos on Grammatical Competence
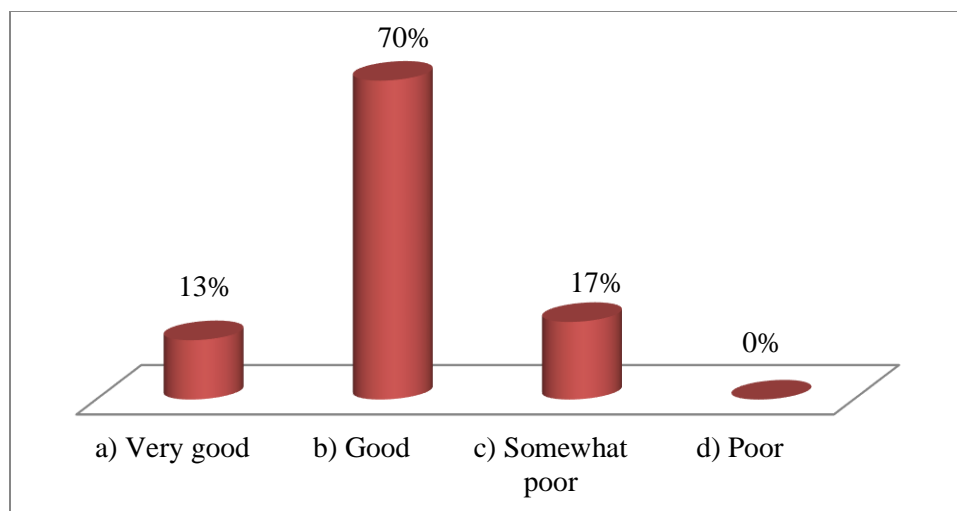
Figure 3.9: Students' evaluation of their general grammar knowledge

According to the table and figure above. The majority of participants 70 % (33) said that their general grammar knowledge is good. While 17% (8) think that their grammar knowledge is somehow poor. The left 13% (6) think that their grammar knowledge is very good.

Item 10. According to you, what are the main reasons behind students' grammatical difficulties?

Statement	Number	Percentage
a) Students' motivation to learn English Grammar	5	11%
b) Time of teaching grammar is not appropriate	0	0%
c) The way grammar is being taught	1	2%
d) Teacher's competence	0	0%
e) Lack of practice	6	13%
f) The materials used to teach grammar	0	0%
g) All of them	3	6%
h) More than one answer	32	68%
Total	**47**	**100%**

Table 3.10: Students' main reasons behind their grammatical difficulties

The Effect of Educational Videos on Grammatical Competence
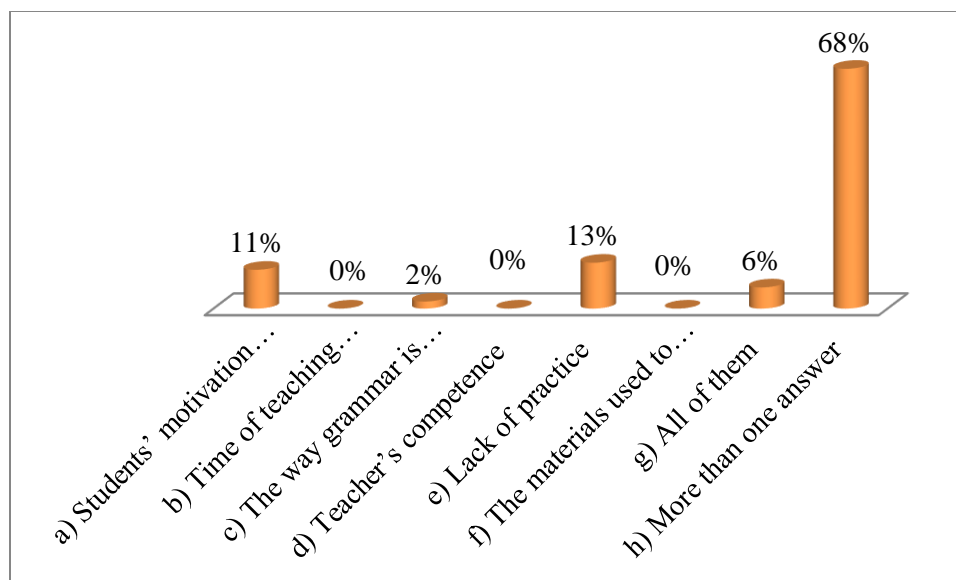
Figure 3.10: Students' main reasons behind their grammatical difficulties

This question was designed to figure out students' reason behind their grammatical difficulties. According to the results above, 13% (6) said that they difficulties because of the lack of practice. While 11% (5) think they face difficulties because of lack of students' motivation to learn English grammar. The left 2% (1) said they face difficulties because the way grammar is being taught. On the other hand, 68% (32) they think they face difficulties because more than one reason. However, 6% (3) said that all of the reasons mentioned are behind their grammatical difficulties.

Item 11. If your grammar teacher had to change something in his teaching, what would it be?

Statement	Number	Percentage
a) The time of the session	4	9%
b) The type of tasks and activities	19	40%
c) The teaching materials	17	36%
d) All of them	7	15%
Total	**47**	**100%**

Table 3.11: Aspects students would like to be changed by their grammar teacher

The Effect of Educational Videos on Grammatical Competence
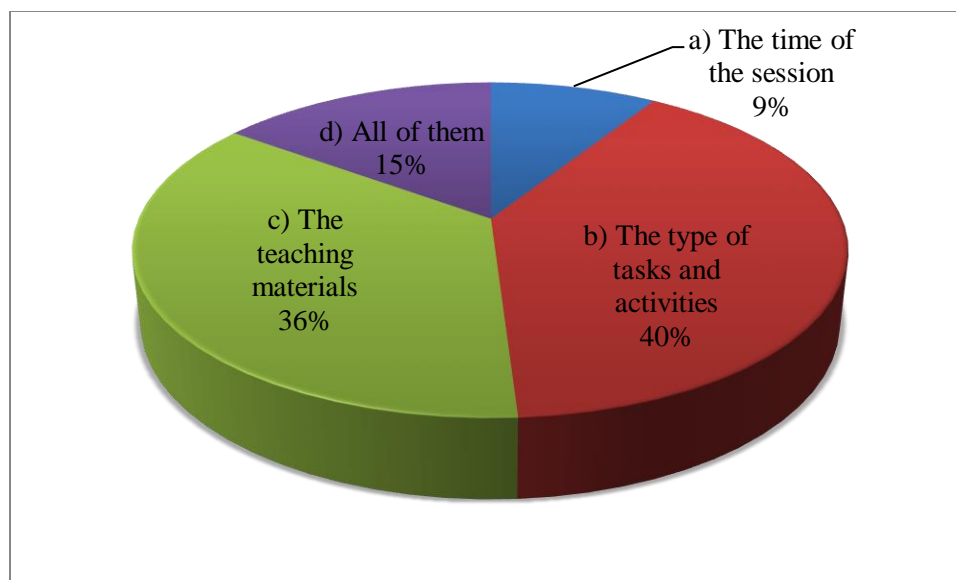
Figure 3.11: Aspects students would like to be changed by their grammar teacher

Through this question, we intended to find out the grammar aspects participants wold like to change by their teacher. 40% (19) have selected the second choice that they want to change which is "the type of tasks and activities". However, 36% (17) think that they need to change the teaching materials. While 9% (4) have opted for "the time of the session". The left 15% (7) think that all the aspects need to be changed.

3.6.4. Section Four: Students' attitudes towards the Use of Educational Videos as a Teaching material to Teach Grammar

Item 12. What are the main teaching materials does your teacher of grammar use?

Statement	Number	Percentage
a) Coursebooks	3	6%
b) Handouts	25	54%
c) Pictures	0	0%
d) Audiovisual materials	1	2%
e) All of them	5	11%
f) More than one answer	12	25%
g) Others	1	2%
Total	**47**	**100%**

Table 3.12: The main teaching materials teachers of grammar use

The Effect of Educational Videos on Grammatical Competence
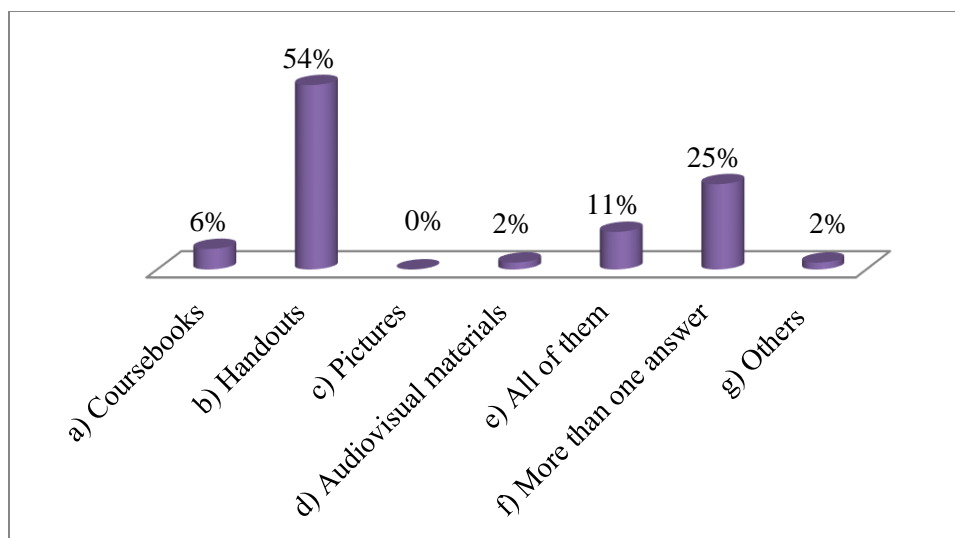
Figure 3.12: The main teaching materials teachers of grammar use

The objective of this question was to attain information about the main teaching materials that teachers of grammar use in the classroom. 54%(25) selected handouts as most used material. 6% (3) choose course books. 25% (12) choose more than one material. The left 2% (1) selected audio-visual materials.

Item 13. Does your teacher use videos to teach you different grammatical rules?

Statement	Number	Percentage
a) Yes	9	19%
b) No	38	81%
Total	**47**	**100%**

Table 3.13: Students' responses about whether their teacher(s) of grammar use(s) videos to teach students different grammatical rules or not

The Effect of Educational Videos on Grammatical Competence
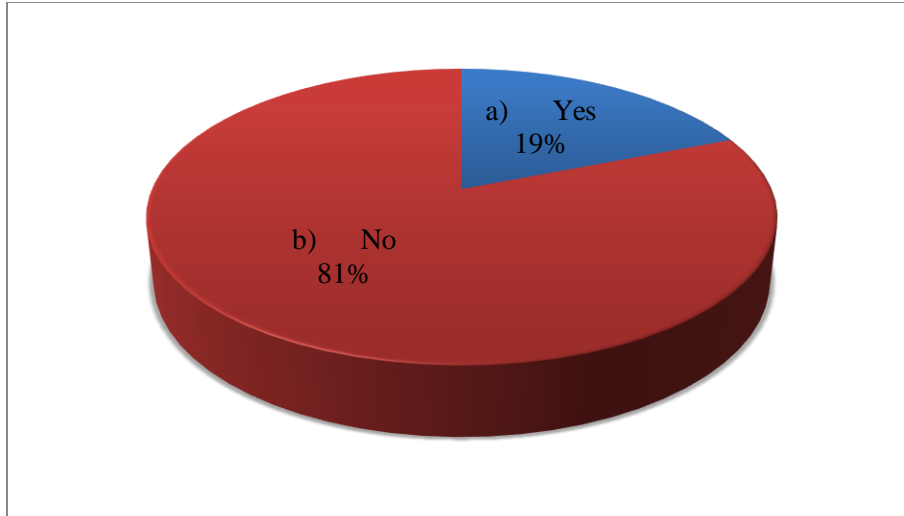
Figure 3.13: Students' responses about whether their teacher(s) of grammar use(s) videos to teach students different grammatical rules or not

The majority of participants 81% (38) responded with "no" about whether their teacher of grammar use videos to teach them different grammatical rules. While the other 19% (9) responded with "yes" which mean that their teacher use videos to teach them grammar.

Statement	Number	Percentage
a) Always	1	2%
b) Sometimes	8	17%
c) Rarely	38	81%
Total	**47**	**100%**

Table 3.13.1: Frequency of teacher(s)' use of videos to teach studens different grammatical rules

The Effect of Educational Videos on Grammatical Competence
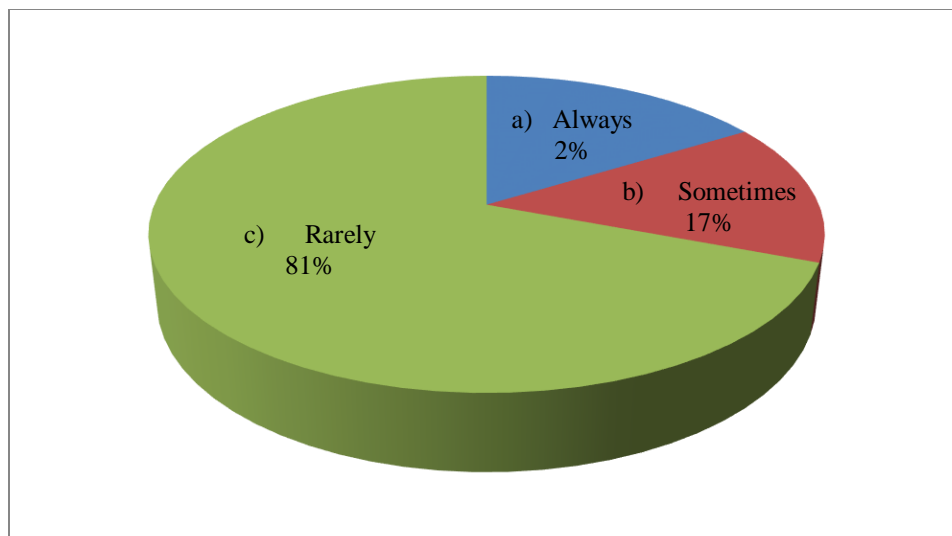
Figure 3.13.1: Frequency of teacher(s)' use of videos to teach studens different grammatical rules

The following question aimed at confirming the frequency of teacher's use of videos to teach students different grammatical rules. The Participants' answer presented in the previous figure and table. The majority of students 81% (38) said that their teacher rarely use videos to teach them grammatical rules. 17% (8) reported that their teacher sometimes use videos. On the other hand, only 2% (1) pointed out that their teacher always use videos to teach them grammatical rules.

Item 14. Do you watch English videos?

Statement	Number	Percentage
a) Yes	46	98%
b) No	1	2%
Total	**47**	**100%**

Table 3.14: Students' responses about whether they watch English videos or not

The Effect of Educational Videos on Grammatical Competence
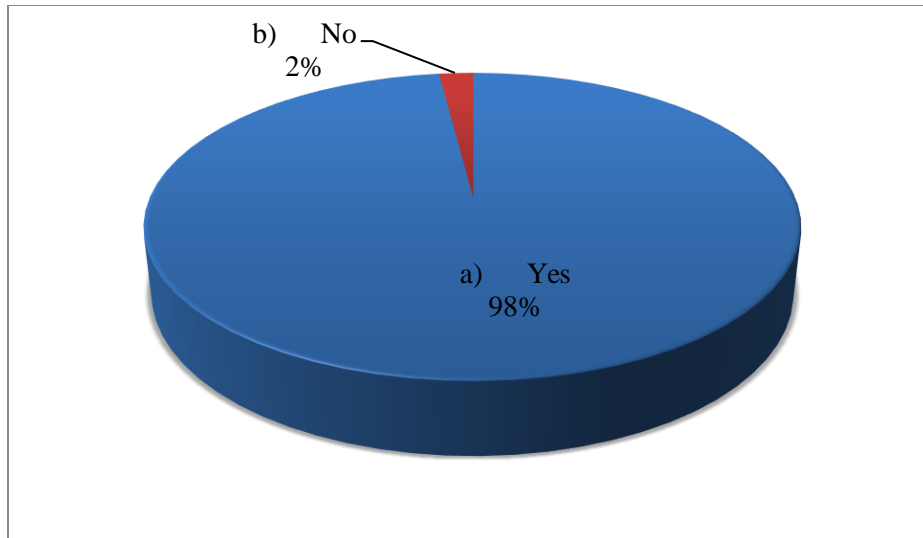
Figure 3.14: Students' responses about whether they watch English videos or not

It was not surprising in the digital age, that almost all of the participants watch English videos presenting 98% (46) of the whole while only 2% (1) claimed that they do not watch English videos.

Statement	Number	Percentage
a) For entertainment	12	26%
b) For research purposes	3	6%
c) For training purposes	2	4%
d) For educational purposes	9	19%
e) All of them	21	45%
Total	**47**	**100%**

Table 3.14.1: Students' purposes of watching English videos

The Effect of Educational Videos on Grammatical Competence
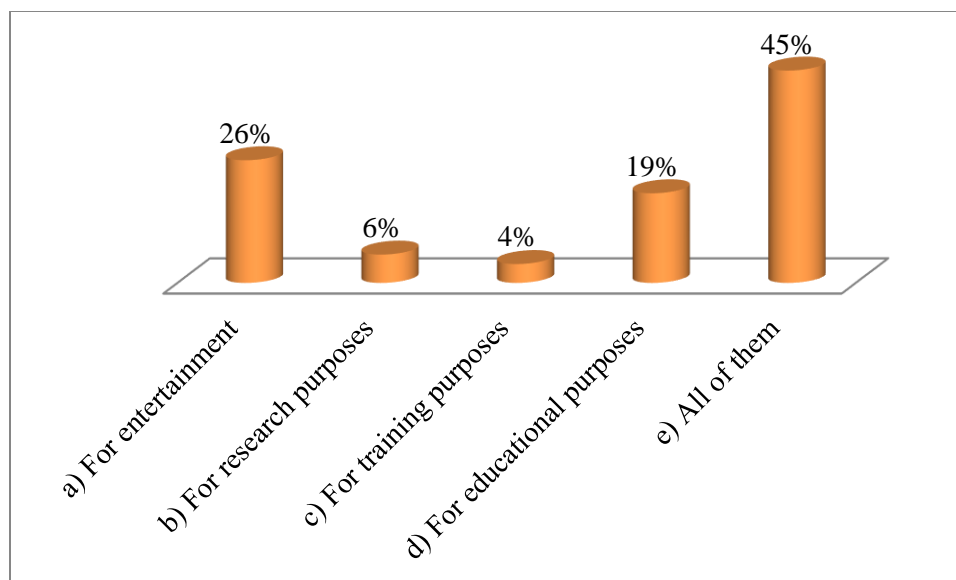
Figure 3.14.1: Students' purposes of watching English videos

Through this question, we intended to find out participants 'purposes of watching English videos by giving them 4 choices and one to all suggestion. Out of the whole sample, 26% (12) have selected the first choice "for entertainment". However, 19% (9) watch English videos for educational purposes. While 6% (3) have opted for "for research purposes". The left 4% (2) said that they watch English videos for training purposes. Nevertheless, most participant 45% (21) said that they watch English videos for all the mentioned purposes above.

Item 15. How often do you watch educational videos?

Statement	Number	Percentage
a) Always	7	15%
b) Sometimes	31	66%
c) Rarely	9	19%
d) Never	0	0
Total	**47**	**100%**

Table 3.15: Students' frequency of watching educational videos

The Effect of Educational Videos on Grammatical Competence
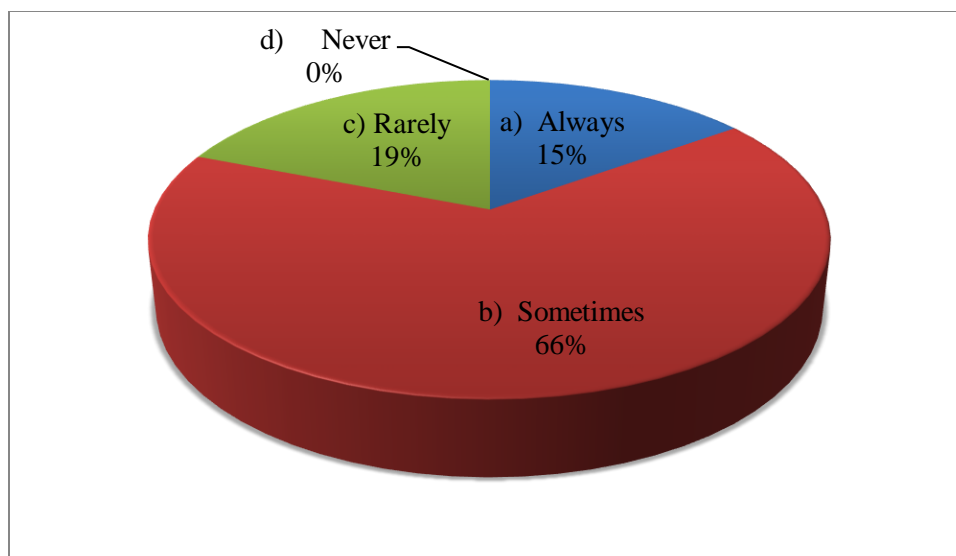
Figure 3.15: Students' frequency of watching educational videos

The following question aimed at confirming to what extent the students watch educational videos. The Participants' answer presented in the previous figure and table. The majority of students 66% (31) said that they sometimes watch educational videos. While 19% (9) rarely watch educational videos. On the other hand, only 15% (7) participant pointed out that they always watch educational videos.

Item 16. In your opinion, using educational videos in the classroom will be more effective for teaching English language than the traditional method?

Statement	Number	Percentage
a) Strongly agree	20	43%
b) Agree	26	55%
c) Disagree	1	2%
d) Strongly disagree	0	0%
Total	**47**	**100%**

Table 3.16: Students' degree of agreement or disagreement about whether using educational videos in the classroom will be more effective for teaching English language than the traditional method

The Effect of Educational Videos on Grammatical Competence
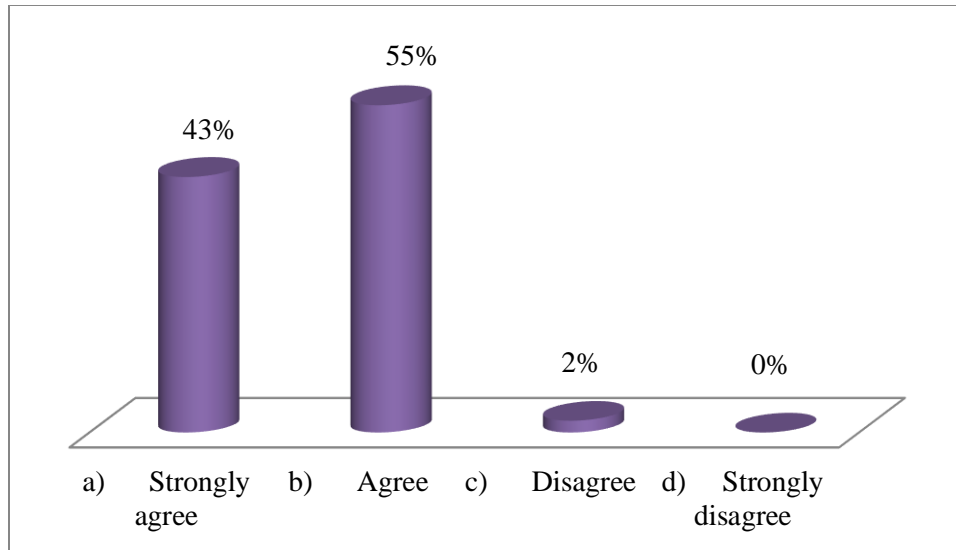
Figure 3.16: Students' degree of agreement or disagreement about whether using educational videos in the classroom will be more effective for teaching English language than the traditional method

The following question aimed at confirming to what extent student agree or disagree about whether using educational videos in the classroom will be effective for teaching English language than the traditional method. The Participants' answer presented in the previous figure and table. The majority of students 55% (26) agree about using educational videos in the classroom will be more effective for teaching English language While 43% (20) strongly agree. On the other hand, 2% (1) disagree and think that the educational videos is not effective than the traditional method.

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Item 17. Which of the following language aspects do you think students need educational videos for?

Statement	Number	Percentage
a) Vocabulary aquisition and use	0	0%
b) Pronunciation	2	4%
c) Grammar aquisition and use	3	6%
d) Culture	0	0%
e) Listening comprehension	0	0%
f) Verbal and non verbal communication skills	1	2%
g) All of them	27	58%
h) More than one choice	14	30%
Total	**47**	**100%**

Table 3.17: Language aspects students need educational videos for
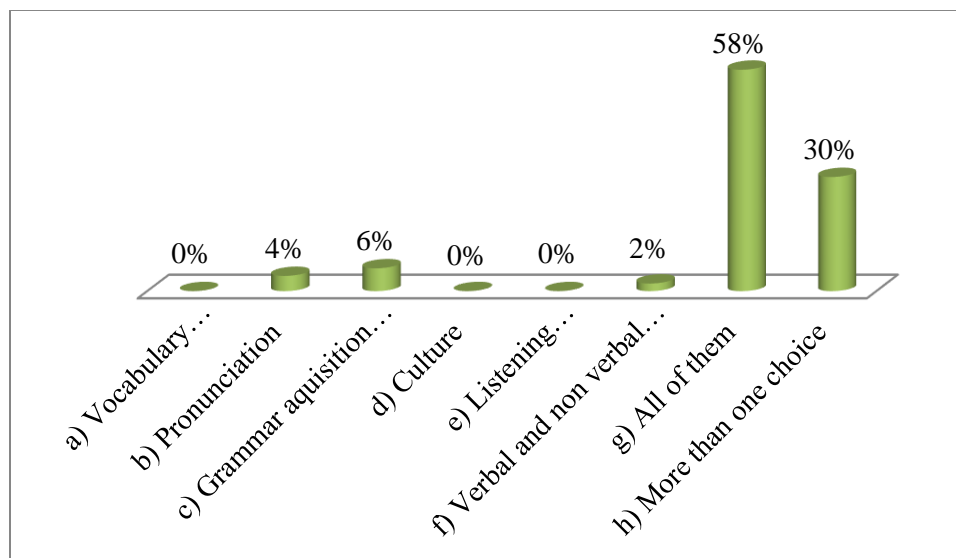
Figure 3.17: Language aspects students need educational videos for

This question was designed to figure out language aspects students need educational videos for. The Participants' answer presented in the previous figure and table. 6% (3) said that they need educational videos for grammar acquisition and use. While the other 4% (2) need educational videos for pronunciation. The left 2% (1) said that they need it for verbal and non-verbal

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communication skills. On the other hand, majority of participant 58% (27) think they need

educational videos for all the language aspects mentioned above. The left 30% (14) choose more

than one choice.

Item 18. Do you think that using educational videos in the classroom can enhance students'

motivation to learn grammar?

Statement	Number	Percentage
a) Yes	46	98%
b) No	1	2%
Total	**47**	**100%**

**Table 3.18: Student's responses about whether using educational videos in the classroom
can enhance their motivation to learn grammar or not**
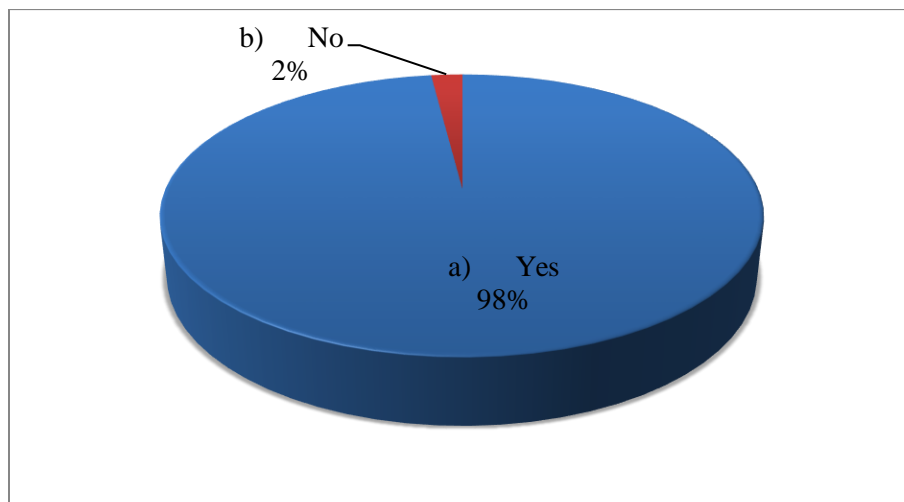
**Figure 3.18: Student's responses about whether using educational videos in the classroom
can enhance their motivation to learn grammar or not**

From the result above, 46 participants with a percentage of 98% answered with "yes", except

one (01) student 2 % was against with the use educational videos in classroom to enhane their

motivation to learn grammar.

The Effect of Educational Videos on Grammatical Competence

Statement	Number	Percentage
a) The classroom would be more enjoyable and comfortable	28	60%
b) It makes the students pay more attention until the end of the lesson	19	40%
Total	**47**	**100%**

Table 3.18.1: Students' reasons
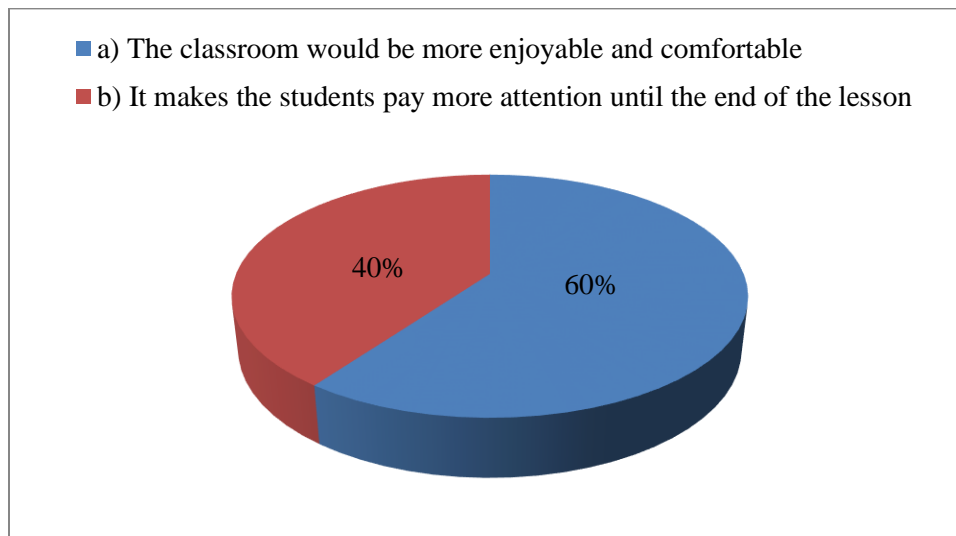
Figure 3.18.1: Students' reasons

This question was designed to figure out reason why student think that educational videos enhance their motivation to learn grammar. The majority of participants 60% (28) think if teacher adds educational videos in classroom, it would be more enjoyable and comfortable. While the other 40% (19) think that adding, educational videos in classroom it makes the students pay more attention until the end of the lesson.

The Effect of Educational Videos on Grammatical Competence

Conclusion

Throughout this present research study, we used one research instrument which is the questionnaire that was helping us to check the perception of students towards the use of educational videos. From what has been discussed through the finding results, we can confirm two main things: the positive attitude of EFL learners towards the implementation of educational videos in enhancing the student's grammatical competence.

The obtained results stress that there is significant exposure towards the use of the World Wide Web and take advantage of its use. Furthermore, through this study, we have tried to explore students point views about the use of educational videos as a motivational means. However, we can say that the educational videos it can be one of the motivational, beneficial and exciting teaching learning resources that can break the routine and raise student's grammar competence. In addition, it has a positive impact on learning English as well. Besides, watching videos are creating a good atmosphere that makes learners showing most eager interest to following the English class.

General Conclusion

General Conclusion

Grammar is one of the very crucial competencies in the process of EFL teaching and learning. In spite of its necessity for EFL learners. Alongside this research study, we tried to identify the usefulness of the ICT aids and their affection in all aspects of life, especially education. In addition, how the Internet as one of the applications of the ICTs have changed the quality of the teaching-learning process. We attempted to shed some light on the importance of educational videos in enhancing EFL learners' grammatical competence.

This research was divided into two main parts. First, the theoretical part which is composed of two chapters. Through the first chapter, we try to present the educational videos as an independent variable. We start with a background of ICT in general in which we try to clarify the distinction between the traditional materials and modern ones. Then, we move to give an overview about educational videos. We then illuminate the best way to use videos in classroom to give EFL learners as lifelong experience, and we try to find the best way when selecting video content. Likewise, we discuss the various types of video techniques such as fast forward, silent viewing and freeze viewing. We conclude our chapter by revealing the challenges and barriers that prevent teachers from using educational videos in the classroom setting.

The second chapter is meant to introduce grammatical competence as a dependent variable. We start this chapter with historical perspective of English grammar. Then we gave definition about grammatical competence. Next, we present the aspects of grammar and grammar teaching approaches such as deductive, inductive and integrative. Furthermore, we highlight on the main

instructional techniques in teaching grammar such as form-based, input-based, feedback-based and practice-based. On the other hand, we present the factors effecting grammar learnability.

The third chapter is dedicated to the analysis of students' questionnaire to interpret the results and to generate the findings in order to prove the effectiveness of educational videos in enhancing EFL learners' vocabulary. There are one questionnaire used in order to establish the relationship between the two variable and to validate our hypothesis, which state that if the EFL learners are exposed to educational videos they will develop their grammatical competence efficiently, and increase their motivation in the classroom. For this sake, we administered one questionnaire, handed to the English students of the second-year, which were chosen, randomly with no regarding to gender, personal situation, age, etc.

The findings and results indicate that EFL learners show a high degree of interest and positive affirmation towards the importance of educational videos as a teaching technique in the learning environment. From the current study, we found that the current method of teaching of the one-way lecturing not satisfy certain of the students' needs which revealed that students highlight the good contribution of educational videos of creating a most attractive atmosphere where making the student more motivated and get rid of the routine; and sustain their attention. Correspondingly, educational videos represent a new way of authentic input that assists students in their educational setting, which offers EFL learners with diverse information and knowledge that give them an extra help in their English studies. Besides, the effective role of educational videos in serving grammar learning according to what we have found.

In this regard, the natural context is so essential for the students take advantage to enhance their level. Thus, EFL learners who are exposed to authentic resources are likely to enhance their grammatical competence development. However, the success of such technological tools depends on the good selection of the authentic videos by the teachers.

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Pedagogical Implications

At the end of our study, we suggest some pedagogical implications concerning the integration of ICT in the education process and the importance of educational videos in teaching and promoting EFL learners' grammatical competence.

Implications for teachers and students

- EFL learners emphasize the importance of grammar as their major concern. Therefore, it should be given more time to teaching grammar and students must focus on learning grammar since their first exposure to it in the Middle School and meanwhile, teachers should support them to develop and consolidate it at university level too.

- Teachers should consider the different learning style and assist their students in reflecting their experience with English videos to communicate their ideas and attitudes, and to raise their sense of interest towards the language. Additionally, it will provide them with a good feedback to overcome different learning problems.

- In addition, by providing EFL learners with the opportunity to acquire more grammar and be comfortable, teachers attempt to create a cognitive learning by engaging the students in learning using interesting video activities that foster the sense of challenges among them to meet their expectation.

- English teachers should be aware that the use of the technological resources requires a training in order to meet curriculum goals. For this end, teachers should be involved in the technological training program.

The Effect of Educational Videos on Grammatical Competence

- English teachers should establish of a good teacher-learner partnership, because effective classroom discipline relies on teachers' competence to create a good relationship with their students.

Implications for Educational Institutions

- Educational organizations and institutions should be aware of the integration of multimedia forms in order to afford them to the stakeholders to make teaching-learning process more learnable and teachable.
- Universities are responsible for providing the teachers with all the facilities and sufficient conditions such as Internet access and classroom organization, etc. In order to enable them to use ICT materials like YouTube videos in the classroom.

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Appendices

Appendix 1: students' questionnaire

Questionnaire for Second Year EFL Students

Dear students,

I am a second year master student and I am conducting a research about "The Importance of Educational Videos in Enhancing EFL Learner's Grammatical Competence". Therefore, you are kindly requested to respond to this questionnaire, which is an attempt to gathering necessary information for the accomplishment of my research work. Please tick (✓) the appropriate box (es) or make complete statements whenever necessary. Be sure that your responses will be anonymous and will be used for research purposes only.

Thank you for your time, effort and collaboration.

Researcher's name:

DJAHARA Wessem

Supervised by:

Dr. SEGUENI Lamri

2020-2019

Section One: Personal Information

Q1. Would you specify your sex please?

a) Female ☐   b) Male ☐

Q2. Learning English at university was:

a) Your own choice ☐
b) Your parents' desire ☐
c) Someone's advice ☐

If it was your own choice, was it because:

a) You need it for educational and research purposes ☐
b) Your job role requires it ☐
c) You need it for online purposes ☐
d) You need it for traveling purposes ☐
e) You need it because it is a global language ☐
f) All of them ☐

Others, please specify

……
………

Q3. Which of the following language aspects do you prefer to develop most?

a) Your vocabulary bank (size) ☐
b) Your pronunciation ☐
c) Your language use ☐
d) Your grammatical competence ☐
e) All of them ☐

Others, please specify

……
………

Section Two: Students' Attitudes towards the Way Grammar Is Being Taught

Q4. Do you think that having good knowledge about grammatical rules is crucial for the mastery of any foreign language?

a) Yes ☐   b) No ☐

Explain please

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…………………………………………………………………………………………

Q5. How often have you been taught grammar rules in English classes?

Stream	Frequency		
	Very often	**Often**	**Sometimes**
At middle school			
At secondary school			
At university			

Q6. Does the present way of teaching grammar at university help you speak and write effectively?

a) Yes ☐   b) No ☐

Q7. To what extent do you find grammar instruction informative?

a) Very informative   ☐
b) Quite informative   ☐
c) Not informative at all   ☐

Q8. Are you satisfied with the way grammar is being taught at university?

a) Yes ☐   b) No ☐

Justify your answer please

……………………………………………………………………………………………………

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Section Three: Students' Grammatical Difficulties

Q9. How would you assess your general English grammar knowledge?

a) Very good .☐   b) Good ☐   c) Somewhat poor ☐   d) Poor ☐

Q10. According to you, what are the main reasons behind students' grammatical difficulties?

a) Students' motivation to learn English Grammar ☐

b) Time of teaching grammar is not appropriate ☐

c) The way grammar is being taught ☐

d) Teacher's competence ☐

e) Lack of practice ☐

f) The materials used to teach grammar ☐

g) All of them ☐

Others, please specify

……………………………………………………………………………………………………

………………………………………………………………………………………………

Q11. If your grammar teacher had to change something in his teaching, what would it be?

a) The time of the session ☐

b) The type of tasks and activities ☐

c) The teaching materials ☐

d) All of them ☐

Justify your answer please

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Section Four: Students' attitudes towards the Use of Educational Videos as a Teaching material to Teach Grammar

Q12. What are the main teaching materials does your teacher of grammar use?

a) Coursebooks ☐
b) Handouts ☐
c) Pictures ☐
d) Audiovisual materials ☐

Q13. Does your teacher use video to teach you different grammatical rules?

a) Yes ☐   b) No ☐

If yes, how often?

a) Always ☐   b) Sometimes ☐   c) Rarely ☐

Q14. Do you watch English videos?

a) Yes ☐   b) No ☐

If yes, for which purposes?

a) For entertainment ☐
b) For research purposes ☐
c) For training purposes ☐
d) For educational purposes ☐
e) All of them ☐

Q15. How often do you watch educational videos?

a) Always ☐   b) Sometimes ☐   c) Rarely ☐   d) Never ☐

Q16. In your opinion, using educational videos in the classroom will be more effective for teaching English language than the traditional method?

a) Strongly agree ☐   b) Agree ☐   c) Disagree ☐   d) Strongly disagree ☐

Q17. Which of the following language aspects do you think students need educational videos for?

a) Vocabulary aquisition and use ☐
b) Pronunciation ☐
c) Grammar aquisition and use ☐
d) Culture ☐
e) Listening comprehension ☐
f) Verbal and non verbal communication skills ☐
g) All of them ☐

Others, please specify

……

………

Q18. Do you think that using educational videos in the classroom can enhance students' motivation to learn grammar?

a) Yes ☐   b) No ☐

If yes, is that because

a) The classroom would be more enjoyable and comfortable ☐

b) It makes the students pay more attention until the end of the lesson ☐

Thank you for your time, effort and collaboration

الملخص

لطالما كان اتقان القواعد احدى المهام المعقدة للغاية في عملية تعلم اللغة الأجنبية؛ نحن نعتبره التحدي الأصعب لكل من معلمي ومتعلمي اللغة الإنجليزية كلغة أجنبية. بسبب الصعوبات التي يواجهها الطلاب، يواجهون العديد من المشاكل لتحسين مستوى تواصل والقراءة والكتابة. لذلك، تستكشف الدراسة الحالية أهمية تضمين مقاطع الفيديو التعليمية في الفصل الدراسي لتعزيز الكفاءة النحوية لطلاب السنة الأولى في اللغة الإنجليزية في جامعة بسكرة. ويهدف إلى التحقق من المدى الذي يمكن أن يؤدي فيه دمج مقاطع الفيديو التعليمية إلى تعزيز مستوى متعلمي اللغة الإنجليزية كلغة أجنبية في القواعد. في الواقع، نحن نعتبر مقاطع الفيديو أحد التطبيقات الأساسية لتكنولوجيا المعلومات والاتصالات في الوقت الحاضر، والتي تلعب دورًا أساسيًا في خلق جو تعليمي مريح يناسب احتياجات المتعلمين. نسعى إلى زيادة وعي الطلاب بكيفية مساهمة مقاطع الفيديو التعليمية في تطوير الكفاءة النحوية داخل الفصل وخارجه. نحن نفترض ذلك في هذا البحث؛ نفترض أنه إذا تعرض متعلمي اللغة الإنجليزية كلغة أجنبية لمقاطع فيديو تعليمية، فسوف يطورون قواعدهم اللغوية بكفاءة ويزيدون من دوافعهم داخل وخارج الفصل الدراسي لتحقيق هدف هذه الدراسة، اعتمدنا على إطار نوعي. تم إجراء استبيانين كأداة لجمع البيانات لطلاب السنة الأولى للتحقيق في مواقفهم حول أهمية مقاطع الفيديو التعليمية كأسلوب تعلم جديد في تحسين الكفاءة اللغوية للطلاب. بناءً على نتائج البحث، يمكننا أن نستنتج أن الطلاب مهتمون جدًا بتطوير أحمالهم النحوية باستخدام مقاطع فيديو أصلية.