

**People's Democratic Republic of Algeria**  
**Ministry of Higher Education and Scientific Research**  
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Faculty of Letters And Languages  
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**The Effectiveness of Videos in Teaching Grammar  
in EFL Classrooms**

*The Case of First Year English LMD Students at Laghouat University*

**A Thesis Submitted to the Department of English in Partial Fulfilment of  
the Requirement Master Degree in Civilisation, Literature and Language  
Teaching**

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**Academic Year: 2016-2017**

## **DEDICATION**

I dedicate this research paper to my respective parents Reguigue Yanes and Koribaa Meriem who have been my constant source of inspiration. They have given me the drive and discipline to tackle any task with enthusiasm and determination. Without their love and support this project would not have been made possible, and to all my sisters and brothers.

**Reguigue Fettoum**

## **DEDICATION**

I dedicate this work to my special and best friends ever: my father Maamar Remmache, who is my strong pillar, my mother Zoulikha Remmache, who is the source of inspiration. Thank you both for your patience and encouragement as well as your endless support. Special thanks also to my brothers and sisters in addition to all my nieces and nephews.

**Remmache Kheira**

## **ACKNOWLEDGEMENTS**

Foremost, we would like to express our sincere gratitude to our supervisor Mrs. GUELLIL Assia for the continuous support of our master study and research, for her patience, motivation, enthusiasm, and immense knowledge. Her guidance helped us in all the time of research and writing of this thesis.

Besides our advisor, we would like to thank the jury members and the head of the English department Mr. GASMI Mustapha and all the English department teachers .

## **Abstract**

This study aims to find out some solutions to have a better learning. For decades learning foreign languages in classrooms has been regarded as failure. This failure places itself especially in EFL classes. One of the major reasons that lead to that failure is grammar. Teaching grammar using classical ways is what pushes us to find new ways that suit this generation and this technology. Our focus in this research is to teach grammar using technology and in our case we are going to use videos. In this study, we are going to see how we can apply this method with first year students from the department of English in Ammar Telidji University. After that we will measure all the information found through the use of questionnaire. By the end of study, we expect to find that the use of videos in teaching grammar will be so beneficial and helpful to students as well as teachers. On the other hand, teachers' role will decrease and the learners' role will increase. In other words, the learning process will move from teacher centered toward more learner centered. This research is divided into three chapters, which would have all the answers for the use of this technique and how to apply it. Chapter one gives us all the definitions about this technique, and highlights all the weaknesses of the old techniques and let the readers see all the differences between the old techniques and our new technique, which is the use of videos. Chapter two leads the reader to the application of this technique; from the lesson plan toward grasping rules from videos. However, in chapter three the reader can find all the answers to research questions, students' perception to this technique, their attitude, their role as well as teacher's role. In addition to all the difficulties found in applying videos in classrooms . The findings obtained seem to indicate that teaching grammar through videos are advantageous tool and worthwhile a technique to improve the learning process.

## Résumé

Pendant des décennies l'apprentissage des langues étrangères a rencontré un échec, spécialement avec les classes où l'anglais est considéré comme une langue secondaire, la principale raison de cet échec est l'enseignement de la grammaire par les méthodes classiques. Pour cela on a fait des études afin d'améliorer les méthodes de l'enseignement de la grammaire chez les apprenants. en utilisant des nouvelles techniques qui sont adaptées à cette génération en employant la technologie. Dans notre étude on a choisi de travailler avec la technique des vidéos. Dans la première étape on a appliqué la technique des vidéos avec les étudiants de la première année anglais de l'université Ammar Telidji, ensuite on a élaboré un questionnaire. A partir de l'analyse de questionnaire, on a évalué la technique des vidéos qui prouve qu'elle est efficace et utile pour les étudiants et les enseignants. La réussite du processus d'apprentissage se base sur l'apprenant, les actions et les reflexes de l'apprenant deviennent la principale source de son apprentissage, elle vise à mettre l'apprenant dans le centre du processus éducatif pour lutter contre son échec, en d'autres termes , le processus d'apprentissage passe de l'enseignement centré sur l'enseignement à celui plus centré sur l'apprenant. Cette recherche est organisée en trois chapitres, qui nous donnent toutes les réponses sur l'utilisation de la technique des vidéos. Le premier chapitre nous donne les définitions de cette technique et nous présente les inconvénients de la technique classique .A la fin de ce chapitre . le lecteur va différencier entre les deux techniques. Le deuxième chapitre explique les étapes à suivre lors de l'application de cette technique, suivant le plan de la leçon jusqu'à assimiler les règles par l'utilisation des vidéos. Dans le dernier chapitre, le lecteur va trouver toutes les réponses aux questions de recherche, la perception des apprenants à cette technique, leur attitude, leur rôle et le rôle de l'enseignant dans cette technique et de connaître aussi les difficultés qui peuvent être rencontrées lors de l'utilisation des vidéos dans la classe. A la fin de notre étude et à partir des résultats obtenus on a conclu que l'enseignement de la grammaire à travers les vidéos est la technique la plus efficace pour améliorer le processus d'apprentissage.

## ملخص

عرف تعليم اللغات الأجنبية منذ وقت طويل فشلا ذريعا ، خاصة لدى الأقسام التي تكون فيها اللغة الإنجليزية لغة أجنبية ، يعود سببه الى صعوبة تدريس مادة القواعد ، التي تدرس بالطريقة الكلاسيكية القديمة . و من أجل هذا قمنا بهذه الدراسة المتواضعة هادفين من خلالها الى ايجاد حلول نحسن بها طريقة تدريسها ، و هذا من خلال تغيير هذه الطريقة من قديمة الى أخرى جديدة نستخدم فيها التكنولوجيا لتتناسب مع هذا الجيل وهذا التطور ، وذلك باستعمال تقنية الفيديو اثناء القاء الدروس.و كانت أولى مراحل هذه الدراسة هي أن نطبق هذه التقنية على طلاب السنة الأولى جامعي من جامعة عمار ثلجي قسم اللغة الإنجليزية لننتقل في المرحلة الثانية الى اجراء استبيان نقيس من خلاله جميع المعلومات لنصل في آخر مرحلة الى النتيجة التي نتوقع أن تكون في صالح استخدام الفيديو لأنها حتما ستأتي بالفائدة للمتعلم و المتعلم معا ، وبالتالي نجاح العملية التعليمية وتحقيق أهدافها لأنها تضع المتعلم في صورة المسؤول عن تحصيل و استنتاج المعلومات عوض أن يأخذها جاهزة دون جهد عن معلمه او بعبارة اخرى " العملية التعليمية سوف تنتقل من التمرکز على الاستاذ الى التمرکز على الطالب" . وبحثنا هذا ينقسم الى ثلاثة فصول تكون فيها الاجابات لاستخدام هذه التقنية و كيفية تطبيقها على أرض الواقع. الفصل الاول: يعطينا كل التعاريف الخاصة بهذه الطريقة ، ويسلط فيه الضوء على مساوئ و نقائص الطريقة التقليدية ليكشف للقارئ أوجه الاختلاف بين التقنيتين القديمة و الجديدة. الفصل الثاني: يوضح للقارئ كيفية تطبيق هذه التقنية في حصة الدرس حتى الوصول الى استيعاب القواعد بفضل الفيديوهات. الفصل الثالث: يتمكن فيه القارئ من ايجاد اجابات كل اسئلة البحث حول تصور المتعلمين لهذه التقنية ، موقفهم ، دورهم ، وكذلك دور المعلم فيها ، وأيضا معرفة الصعوبات التي قد تواجه تحقيق هذه العملية اثناء الفصول الدراسية (اثناء تدريسها في القسم ) لنصل في النهاية الى نتائج ايجابية تجعلنا نقول :ان تدريس القواعد من خلال الفيديوهات مفيد جدا . و من خلال النتائج المتحصل عليها أظهرت أن هذه التقنية هي الأكثر فائدة من أجل انجاح العملية التعليمية .

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# **GENERAL INTRODUCTION**

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## General Introduction

During the last century, the learning process witnessed many changes that influenced teaching. These changes led linguistics and researches to find new ways to enhance education and push learners as well as teachers to work in parallel to reach best ways in the learning-teaching process. Furthermore, living within modernization and globalization must have its consequences not only on how people live but rather on how people communicate and on language itself.

Nowadays technology had reached the highest peak and is still advancing ; so why can't we take advantage of that flooding innovation. On the other hand , if we speak about learning we speak about language, and if we speak about language we must put a great emphasis on grammar, since grammar is the core of language . So how can we facilitate the teaching grammar in foreign languages classrooms?

Teaching grammar is an area that has been frequently investigated. These investigations have resulted in integrating technology in classrooms. Course books may have failed to give an authentic context through the communicative value of grammatical items can be appreciated by the learners. The use of multimedia in language learning has gained interests in the last decades due to the potential in holds to use different modes of delivery to provide input to learners. However, integrating technology in the educational field led us to use videos in classrooms to facilitate the teaching grammar. So, to what extent it is the integration of technology is making more efficient grammar lessons?

In this study we aim to find better solutions for teaching grammar. By using videos we are helping students in grasping grammar rules. More over this technique will increase learners 'efficiency; taking into consideration that using videos in the first place was used to reach the use, but by emphasizing on grammar we are reaching the usage and the use. We are targeting accuracy as well as fluency. Also videos will facilitate teachers' role; the teacher will be the monitor and the facilitator, yet , we are giving greater responsibility to the learner and pushing him toward shaping his autonomy, self esteem, self reliance and self confidence. This study will prove that videos are much more dynamic tools than textbooks; they provide enormous contextual cues which can't be available in printed texts.

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In our research, this new technique will throw away many problems that teachers were facing such as using ancient and classical ways that make learners feel bored ; subsequently they grasp a little in a long time. Moreover, these ways make learners passive, perceivers and not engaged in the learning process. On the other hand, teachers represented the authority in classrooms and in some cases they even could be dictators. Similarly, grammar was taught through extensive use of textbook activities that lack verbal elements of communication, body language and gestures. All these shortcomings call for the use of audio-visual aids. Yet, at the same time the domination of the digital that boomed in last decades push as to integrate this technique in the classrooms.

In this study we intend to see to what extent is the use of videos beneficial in teaching/learning grammar?. It attempts to find out how to apply teaching grammar through videos and how do learners accept it by the use of questionnaires and tests. Also this study looks for increasing learners' role as well as decreasing teachers 'role and to find out the suitable videos that reach our aims.

In this experiment we will use video based techniques to ameliorate learning and teaching grammar by applying it with first year students university. Also a questionnaire will be used to collect data and it will be the primary data collecting materials and we will use surveys to gather the variation perspective concerning the subject.

From the 1950s , teaching grammar in a foreign English classroom has been regarded as one of the major problems , since grammar has the great interest , many investigations and researches have been made to improve the learning process . Instructors and teachers from the 1970s were looking for new ways , especially after the booming of technology and internet. They started to throw away all the old classical ways of teaching grammar. Videos were first used in foreign language classrooms in 1980s as a way to reduce learners' anxiety and increased their attention, motivation and understanding.

Technology brings flexibility and choice to education. Wright for example emphasized on the importance of videos as a way of teaching grammar because it is more advantageous for the learning process. The use of audio - visual aids helps learners to improve their performance on grammar (100-101) .

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Nunan mentioned that learners should deal with isolated activities and tasks and drills are separated from reality, yet it lacks interaction. The teaching process should be directed toward inductive ways which push learners to grasp rules ( 101-109 ).

Crawford stated that videos facilitate grammar learning in classroom , because videos are much more dynamic tools than texts or sounds recordings, they may provide numerous contextual cues which cannot be available in a printed text for example : tonation , background effects , body language , facial expression , setting and physical actions and this may decrease the work of teacher and increase the learners efficiency ( 80-91 ) .

Teachers have the freedom to create their own videos using varied multimedia implements in the classroom instead of using just course books. Animated videos would be more beneficial, as well as, videos can be a vital help in contextualizing the language items .

Similarly , Zhu mentioned that having sounds , animation , images and verbal communication in classroom will help students to learn grammar implicitly and this will help the teacher to reach his objective goals and to teach grammar more easily and effectively ( 136 ) .

On the other hand , teacher should take into consideration the learner ' levels , ages , interests and ever backgrounds .Tomlinson focused on this problem because not all of the learners have the same capacities and feedback ,as well as , not all the materials are suitable for all the learners ( 357-378 ) .

This research will be divided into three chapters. In chapter 1 we will define all the techniques and methods that will be used in the current study . In chapter 2 we will explain the procedures and materials used in the study and how to apply this technique . Chapter 3 will present the results and analysis of this study and we will conclude the research by discussing limitations of the study as well as offering recommendations for further research on using videos for grammar instruction.

Ultimately, videos can be used as tools, and this depends on the creativity of the teachers who are expected to integrate it properly with the right objectives and goals at the

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right time .The use of videos would push learners toward grasping grammar rules inductively through conversation, class interaction and group work discussion . By using videos in the classroom, teacher can provide students with the necessary contextual cues to understand new concepts and grammatical structures, as well as , teaching grammar through videos motivate the students and help them grasping the grammar rules which are the difficult part of the language learning process .

# **CHAPTER ONE**

## 1.1 Introduction

The utilization of recordings in instructing and learning grammar will change classrooms into savvy classrooms. This creative mechanical instrument will upgrade students' interests, intelligence and requirements. Consequently, they will be more drawn in on account of the genuine materials. Videos will fortify understudies' imagination, inventiveness and remembrance. They will start to take more control over their learning. Moreover, by concentrating on sentence structure, recordings will help learners to ace the dialect accurately. The objective will be certain learning of right sentence structure. In any case, and since understudies are presented to a considerable measure of understandable information, they will be capable of taking in a great deal in brief time; elocution, culture, vocabulary and even writing and science. In this chapter, we will define what is grammar? What is teaching grammar through videos? What are the appropriate videos that suit our objectives? And why we are using videos? Why teachers are in desperate need to find out other solutions to teach grammar in EFL classrooms? All these questions are to be dealt with in this chapter.

## 1.2 Definition of Grammar

Grammar is the arrangement of guidelines that depicts how words and gathering of words can be orchestrated to form sentences in a specific language. The grammar of English comprises of a considerable number of guidelines that administer the arrangement of English sentences, and this is definitely what learners need to know (Cowan 3). David Crystal states that :

*Grammar is the structural foundation of our ability to express ourselves. The more we are aware of how it works, the more we can monitor the meaning and effectiveness of the way we and others use language. It can help foster precision, detect ambiguity, and exploit the richness of expression available in English. And it can help everyone--not only teachers of English, but teachers of anything, for all teaching are ultimately a matter of getting to grips with meaning ( 9 ).*

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It means that grammar is the most important pillar in any language. If learners are able to master it, especially in expressing themselves and communicating with others, then we can say they master language very well. Furthermore, students must use language as well as grammar correctly without having any ambiguity. At this level we can say that they reach the effectiveness. On the other hand, teacher has reached his objectives as well, pushing students to be better learners.

### **1.2.1 Modern Grammar**

The nineteenth century had seen two essential occasions identified with the investigation of grammar use: the primary occasion is the fossilization of the possibility that grammar is a prescriptive arrangement of principles for delivering right English, and the second occasion is the foundations of the establishment for present day grammar, which is descriptive rather than prescriptive. What was noticed and recorded on reservation. What took after was a major reassessment of grammar and the improvement of new language structure that gives understanding into the structure of language as well as into how individuals utilize language. But the new grammar additionally made a paradox. Today, language researchers utilize new grammar and completely embrace their descriptive orientation. Language educators again, keep on using the prescriptive (Williams 15-16).

### **1.2.2 Types of Grammar**

There are several types of grammar in existence:

#### **1.2.2.1 Comparative Grammar**

The examination and the contrast of the grammar structures of related languages. Modern work in similar punctuation is worried with "a staff of language that gives an informative premise to how a person can gain a first language. Thusly, the hypothesis of grammar is a hypothesis of human language and consequently sets up the relationship among all languages (Freidin 3-4).

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### 1.2.2.2 Generative Grammar

The guidelines limiting the structure and understanding of sentences that speakers acknowledge as having a place with the language. Basically, a generative grammar is a hypothesis of capability, a model of the mental arrangement of unaware information that underlies a speaker's capacity to deliver and make sense of expressions in a language (Matthews 13).

### 1.2.2.3 Reference Grammar

Reference grammars are usually theory dispassionate, they drive understanding from numerous theoretically directed characterizations and present data in traditional grammar conditions that are clarified so that an extensive variety of users discover the data valuable (Berns 172).

### 1.2.2.4 Pedagogical Grammar

Grammatical examination and regulation intended for second-language learners . Pedagogical grammar is a skiddy concept. The term is generally used to indicate academic process, the deductive treatment of components of the objective language frameworks as a language showing methodology .Educational substance ; reference wellsprings of some kind that present data about the objective language framework; and combinations of process and substance . Pedagogical grammar organize and systematize information about language , they speak to assets that both learners and instructors can access for elucidation or for fortifying dialog about grammatically versus fittingness being used of structural examples ( Berns 175 ).

### 1.2.2.5 Mental Grammar

The mental grammar put away in the brain that enables a speaker to create language that other speakers can get it. All people are born with the ability for building a mental grammar, given semantic experience; this ability for language is known as the Language Faculty. A sentence structure defined by a linguist is a perfect inexpressible of this Mental Grammar ( Mathews 19 ).

### 1.2.2.6 Theoretical Grammar

The investigation of the basic parts of any human language. Hypothetical grammar use or sentence structure is interested with making totally explicit the formalisms of grammar , and in giving logical contentions or clarifications for one record of grammar as opposed to another, as far as a general hypothesis of human language is .Theoretical grammars are fragmented both synchronically and diachronically . Synchronically because they tend to focus on problems areas , and therefore produce partial or fragmentary grammars ; diachronically because they are continually being remolded by argument and consequent revision ( Renouf and Kehoe 394 ) .

### 1.2.2.7 Traditional Grammar

The accumulation of prescriptive principles and ideas about the structure of the language . Traditional grammar is prescriptive in light of the fact that it concentrates on the qualification between what a few people do with language and what they should do with it, as indicated by a pre-set up standard .The central objective of traditional grammar use , subsequently, is sustaining a verifiable model of what evidently constitutes appropriate language ( Williams 51 ) .

### 1.2.2.8 Observational Grammar

Is centered around the confirmation given by noticed situations or employments of the language .It is fragmentary , it has a tendency to find magnificent new thing about language, and stay away from speculations beyond what can be seen in concordances ( Renouf and Kehoe 394 ) .

### 1.2.2.9 Descriptive Grammar

Is situated on the chain of importance amongst hypothetical and observational grammar .Its introduction is towards the point by point explanatory portrayal of the entire sentence structure .It makes significant utilization of the hypothesis and it is additionally intensely liable to information ( Renouf and Kehoe 394 ) .

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### 1.2.3 Different Approaches in Teaching Grammar

Broadly speaking, in teaching grammar, there are two approaches that can be applied: deductive and inductive.

#### 1.2.3.1 Deductive Approach

A deductive approach is taken from the idea that deductive thinking works from the general to the particular. For this situation, rules, standards, ideas, or speculations are introduced in the first place, and afterward their applications are dealt with. To sum up, when we utilize conclusion, we reason from general to particular standards. Managing the instructing of sentence structure, the deductive approach can likewise be called rule driven learning. In such an approach, a grammar rule is explicitly presented to students and followed by practice applying the rule. The deductive approach keeps up that an educator shows language structure by introducing syntactic guidelines, and after that cases of sentences are displayed. When learners comprehend rules, they are advised to apply the guidelines given to different cases of sentences. Giving the grammatical rules means close to guiding learners' consideration regarding the issue examined. (Widodo 126).

#### 1.2.3.2 Inductive Approach

An inductive approach originates from inductive thinking expressing that a thinking movement continues from particulars such as perceptions, estimations, or information to sweeping statements. In other words, when we utilize induction, we observe various particular occurrences and from them conclude a general standard or idea. In the case of pedagogical grammar, most specialists contend that the inductive approach can likewise be called rule discovering learning. It proposes that an instructor teaches grammar with showing a few cases of sentences. In this sense, learners comprehend grammar rules from the illustrations. This approach includes learners' participating effectively in their own particular guideline. Likewise, the approach empowers a learner to build up her/his own particular mental arrangement of methodologies for managing assignments. In other words, this approach endeavors to highlight syntactic standards verifiably in which the learners are urged to close the principles given by the instructor (Widodo 127-128).

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### 1.2.4 Grammar Acquisition

An immense change happened in the 1950s with some new speculations about linguistic use. These are normally credited to Noam Chomsky, despite the fact that hundreds of years prior, Roger Bacon had recommended some of these thoughts regarding an all inclusive linguistic use. Chomsky recommended that the capacity to learn punctuation was 'hard-wired' in the cerebrum, known as Language Acquisition Device ( LAD )<sup>1</sup> ; it didn't need to be instructed; facilitate, that every human languages share a typical auxiliary premise and that there is a restricted arrangement of principles for sorting out language . That our capacity to learn language is as of now in our qualities and as a kid develops it figures out how to handle the information that it listens.

Universal Grammar ( UG )<sup>2</sup> is in reality much more confounded than this in the recommendations it makes and lately the hypothesis has gotten significant feedback .Human languages that are being utilized now are known as 'living languages ' and like most living beings , a living language is liable to change after some time. The latter occurs with the punctuation of a language also; it changes after some time. Grammarians are worried about the structure of a language and the way that words and expressions are joined to create sentences. Most instructors of English to kids find that there is as yet a place in the classroom for what was known as prescriptive linguistic use ( Schaffer 209-211 ) .

### 1.2.5 The Traditional Method of Teaching Grammar

In classrooms, grammar is instructed in segregation, it concentrates on frame and importance and language procurement which is the traditional method and it does not suit brilliant classrooms one of these ways is the Grammar Translation Method ( GTM ) .

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<sup>1</sup>LAD : *The language Acquisition Device is a hypothetical tool in the brain that helps children quickly learn and understand language. Noam Chomsky theorized the LAD to account for the rapid speed at which children seem to learn language and its rules.*

<sup>2</sup>UG : *The system of categories, operations, and principles shared by all human languages and considered to be innate. "Taken together, the linguistic principles of Universal Grammar constitute a theory of the organization of the initial state of the mind/brain of the language learner--that is, a theory of the human faculty for language" (S. Crain and R.Thornton .*

The Grammar Translation Method for foreign language teaching is a standout amongst the most traditional strategies, it was utilized to show dead language including almost no talked correspondence or listening understanding .It concentrates on taking in the guidelines of sentence structure and their application in interpretation from one language to the other.

Grammar is taught with broad clarifications in the local language, and just later connected in the generation of sentences through interpretation from one language to the other .It enhanced the perusing and composing aptitudes, its attention is on exactness and not fluency ( Richards and Theodore 20 ) .

However, this method has many weaknesses. It gives students the wrong thought of what language is and the connection between languages. Language is viewed as a gathering of words which are confined and autonomous. It has most exceedingly awful impact on students' inspiration .Since students will fail and it prompts dissatisfaction and indiscipline, they learn sentence structure deductively.

These deficiencies require the utilization of new routes so as to accomplish the destinations of the educators and, in addition, the learners' to learn sentence structure implicitly .Grammar use is presently having greatly invited resurgence in ubiquity with instructors. Dissimilar to the traditional ways, language structure should not be instructed as an arrangement of guidelines and remembered. That is the reason in this study we will shed light on demonstrating grammar in an authentic context. Making it easy to handle and surely new is the aim of this study. The utilization of videos in teaching grammar is a system of introduction and practice. It will place understudies into introduction to a great deal of genuine correspondence including course readings exercises which must be gone with to watching recordings. So what are the diverse sorts of exercises that help understudies to learn quicker and help instructors to achieve their points.

### **1.3 The Application of Videos**

Grammar has been regarded as a major problem in the last few decades; how to teach it and how to make students learn it and grasp it without complication is our concern in this part. Teachers as well as researchers were looking for better solutions to teach grammar in classrooms , and thanks to the new technologies besides the integration of technology in

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teaching , lessons become more enjoyable and more interesting. In this vein, we are going to use technology in teaching grammar and to reach that aim we'll use videos. Grammar is the core of any language, so to be a good learner and a fluent speaker of foreign language; you must first of all master grammar very well. Subsequently, students will grasp the rules and memorize them faster and in a short time. The use of authentic context attract students 'attentions and helps them to learn faster not only grammar, but also vocabulary, culture and even literature. Video gives us information about the characters' body language, facial expressions, emotions, reactions, and responses (David Meams) .

The use of videos in teaching grammar is a kind of putting students in an exposure to real life communication. Then, help them in deducing different rules, either tenses or any kind of grammar rules. After that, they will apply these rules in some activities using sheet works. And finally, the teacher correct and discusses students' answers. On the other hand, this technique must follow different kinds of activities as well as particular types of seating. However, types of learner must be taken into consideration. Harmer has spoken about all these elements that we are going to deal with in this chapter.

## **1.4 Types of Video Activities**

### **1.4.1 Vision on/ Sound off**

This type is also called Dubbing Activity, from its name we can deduce what is about, it is to put the video on without sound. These kinds of activities help students to guess the dialogue or the whole passage. Moreover, they observe the characters' behavior, or what are the characters' utterances. Eventually, they will figure out if the tense is present, present perfect or past or any other tense. Additionally, it will be an enjoyable and very interesting activity.

### **1.4.2 Split Viewing**

This type is done with the basis of dividing the whole class into two groups. The first group has just to watch and the second group listens. After that, the two groups exchange roles. It will be an information gap procedure. Finally, the two groups exchange their results.

### **1.4.3 Freeze Framing**

This activity works with the basis of stopping the video in one particular pause. The teacher freezes the scene when it is needed to reach a particular aim. After that, the teacher asks questions about this shot such as what is it about? who is speaking? In which tense the author speaks? Or what will happen in the next shot? etc. This speculation increases students' imagination and makes them more creative by leading them to deduce and predicting further information.

### **1.4.4 Repetition and Role Play**

This activity has to be done with the basis of repetition, to put the video on and play it different times. Then, students have to perform the scene watched; either it's a play or passage from a movie or simply a dialogue. After that, students are feeling more confident; they play the role correctly with the right vocabulary and the right structure. Now, they can be more creative in improvising the scene with their views and their ideas which is more appropriate to certain circumstances. Each student in this activity is more engaged to the lesson. This activity is a preparatory step for real life communication. Learners can use what they have learned in their daily life, subsequently, tenses can be deduced and memorized as a piece of cake. ( Harmer 282-292)

We may have other types of activities but these are the most common and can be applied without difficulties. Activities generally start from the easy one to the more complicated. However, we need a particular grouping that suits each activity.

## **1.5 The Grouping of Students**

Teachers should focus on students' feelings; those who like working with others and those who prefer to work individually or in pair work. To help teachers we have these different kinds of grouping.

### **1.5.1 The Whole Class Activity**

This kind of grouping means that we need a sense of belonging; everyone in the class is involved. A whole class activity leads us to our aims if we apply the activity of freezing and the dubbing. We can have an example; put the video on then everyone in the class watches. After that, the teacher asks questions such as:

- What happened to the character?
- Who can guess the whole scene? Each one of the students may guess a part.
- In which period does the story take place? This question leads students to guess the tense, etc. Finally, the teacher puts sound on and everyone makes sure of his answers.

### **1.5.2 Pair Work**

Pair work is to divide the class into pairs. This type of division means that the activity needs students to work in pairs and share their ideas. Split Viewing task gives more results with this type of grouping. They work and interact. (Harmer 114-117)

### **1.5.3 Group Work**

Group work is to have larger groups let us say each group will have four to six. All kinds of activities match with this grouping. Sense of belonging, sharing and negotiating is what characterizes this type. (Harmer 114-117)

### **1.5.4 Individual Work**

It is not in the favor of the learners to let them work individually because it doubles the teachers' work and wastes more time. Students can no more motivate each other. ( Harmer 114-117)

## **1.6 Types of Learners**

There are many linguists who tried to describe learners' style, but the most appropriate one is the one given by Harmer in his book; 'VAGOG', which is taken from the initial words: Visual, Auditory, Kinesthetic, Olfactory and gustatory. This division is done upon senses; there are who depend only on their vision, who are called visual learners, others on hearing only; those are called auditory learners and others depend more on the movements, who are called kinesthetic learners. Olfactory and gustatory are not yet experienced in language teaching since they depend only on smelling and tasting. We have to keep in mind that there are some students who may have a combination of two or even three styles in one type. These kinds of learners are the type of learners that can take the maximum advantages from learning through videos. ( Harmer 42)

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## 1.7 Teachers' Proficiency

It is teachers' task and question of professionalism; teachers must take into consideration the length of the video, how does this fit in time table syllabus and plan. Teachers should pay attention if the video may cause any offence or distress to students. They should be aware of the cultural sensibilities of their students. Also teachers should pay attention to the length of videos. It should not be too much long not to make students feel bored. The choice of video has to be a little bit limited.

In this vein, teachers should use Communicative Language Teaching (CLT). It is the most dominant method nowadays and it is the method that best suits our technique, it leads us directly toward our aims. Teachers are using authentic input, which is listening to a real life communication and using it in real life situation that later allows learners to speak fluently. (Richards 2-3). On the other hand, CLT doesn't focus too much on grammar. Subsequently, we ought to take its advantages and leave its disadvantages. In fact, grammar will take the major interest. But it will be taught implicitly and not in the classic ways. Learners will learn to talk and talk to learn. If we compare this technique to the classical ways, we have to say that students were hesitant to give an opinion in front of the whole class, particularly, if they can not think of anything to say and they were not, anyway, confident of the language they might use. Many students feel extremely exposed in discussion situations which they cannot face or think and answer in the correct way. Eventually, videos are the way that can help these students to avoid such difficulties, since they work in groups and they are more engaged in the lessons.

## 1.8 Lesson Plan and Stages

The lesson plan is divided into three parts; the pre-watching, in-watching and after watching. Let us start with the first part.

### 1.8.1 Pre-watching step

The teacher in this step has to prepare his students about what they are going to watch. He will give them a general idea or simply it will be a warm up phase. It is background information about the video that they are going to watch. It is also reviewing step. The teacher allows students to use information taught in previous lessons.

### 1.8.2 While watching

Students must concentrate while watching and be very attentive. They are aware that they have new information and new aims to reach. Especially if the task includes freezing which means that they have to pay attention to particular things. Teachers should try videos which are not too much long and less complicated.

### 1.8.3 After watching

This part is the most important one because it includes all the activities, results and discussion. The teacher checks if students comprehend well all the new materials introduced within the video. Also this part includes practice, so learners must practice what was learned at the same time.

A lesson plan must fulfill its objectives and this is through having:

- Good equipments which must be ensured before the lesson starts.
- High quality of video either the quality of images or the sound.
- Diversity in presenting videos is a necessity, in order not to make students feel bored; from a documentary to a movie to a cartoon, etc.

## 1.9 Teacher-Students Interaction

Interaction between teacher and students is one major element in this technique; in fact a lesson cannot achieve its aims without this interaction, through the use of videos, students are more motivated, they speak freely without any sense of embarrassment. Teacher gives more space to students according to the type of activities, grouping and the way they are sitting. Meanwhile, teachers may have some difficulties that occur in all foreign language classes, which is the use of learners' first language. For a long time this was one of the major problems that all teachers were and are still facing. However, the use of videos will help in decreasing it because students are all the time exposed to real input which can be used outside the classroom.

### 1.10 The Seating

The class room seating is so important and fits our teaching style which has to be flexible. We have to say that seating arrangement work in parallel with grouping; if the

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activity demands a particular seating, we must follow that need. For example a group work pushes the teacher to follow a certain style, which is to put students in a group of four or five or even more. But sometimes there is no need to make any changes and the teacher can work with a whole group when everyone can discuss all the elements freely.

**1.10.1 The U-shape:** this method is suitable for students-students interaction and students-teacher as well. Discussions and presentations can be done easily.

**1.10.2 Clusters:** here we have small groups where teacher can move easily around students. On the other hand students develop more skills of communication and collaboration and share ideas.

**1.10.3 Stadium:** another kind which can be used in smaller classes when students sit in clusters but in different directions.

**1.10.4 Combination:** this type demands to divide the class in two groups, those who want to work individually sit in rows like the old way, whereas the other group who prefer to work in groups can sit differently in smaller groups ( Effective Classroom Setting Arrangements ).

## 1.11 Conclusion

In this chapter we tried to show the difference between the traditional way and the new technique which is teaching grammar through videos. We have dealt with the shortcomings of the traditional strategy that led teachers to find new ways and in our case the new way is teaching grammar through videos. We have seen also all different kinds of activities, grouping and seating that suit this technique. Sight and sound introduction is more compelling in wording improving accomplishment in English grammar that's why we have chosen it and we are going to prove it in the next chapter through the application of videos with some lessons, steps and stages.

## **CHAPTER TWO**

## 2.1 Introduction

The application of videos in teaching grammar is the main aim of this study, in this chapter we intend to put video teaching into practice and we are going to see how to use videos in teaching grammar. Generating this awareness of grammar knowledge among learners and teachers is not an easy process. The variety in forms and usages confuses English learners especially learners of second and foreign language (ESL<sup>3</sup> /EFL<sup>4</sup>). They learn new grammar rules every day, but they have difficulties in applying them when they speak or write in English. Learners of foreign language rely more on visual clues to support their understanding. However, there is no doubt that video is an obvious medium for helping learners to interpret the visual clues effectively. Teachers of foreign language like to use video because it motivates learners, brings the real world into the classroom, contextualizes language naturally and enables learners to experience authentic language in a controlled environment. So in this chapter, we are going to see how we can push students to concentrate more on grammar and make it their priority, in fact it is our aim.

## 2.2 The Sample Chosen for the Application of Videos in Teaching Grammar

The samples of this study are first year students in Amar Thlidji University ; they are aged between 17 and 23 in average, but of course we have others who are aged more than 24. The majority of them are coming from Laghouat region and its suburbs, and there are others from other cities. These students used to have English language in middle school and in the lycee at least 3 hours per week. They used to have grammar and they have learnt it in the classic way (the one that we have spoken about in the first chapter).

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ESL<sup>3</sup> :*English as a Second Language* is the use or study of the English language by non-native speakers in an English-speaking environment. ESL is based on the premise that English is the language of the community and the school .

EFL<sup>4</sup> :*English as a foreign language* is used for non-native English speakers learning English in a country where English is not commonly spoken.

The teacher has the choice to provide his students with worksheet to do their activities later. From the pre-watching step they know which lesson they are going to deal with, so they will focus whenever the lesson starts. They should pay attention when the video is on. As a second choice the teacher may write on the board all different kinds of activities while the video is on. We can say that students do not only learn grammar but they learn new vocabulary, new culture and new expressions. These expressions can be taught implicitly which may will help students to feel confident and feel at ease. Here are some examples:

- You look gorgeous!
- How was your dinner?
- Do you like our restaurant?
- Shall we go to the..... ?
- Can I ask you? Or may I help you? etc.

Eventually, students memorize and use these expressions in their daily life. Teacher observes students' attitude and leads them toward his objectives because if they master them very well, they master grammar as well implicitly. Our objectives in this part are:

- How to apply this technique?
- Some examples of lessons.
- What is the appropriate seating?
- Some videos that can fulfill our aims.
- What is the acceptance of students to this technique?

### **2.3 Lesson Plan of Using Videos in Teaching Grammar**

In any lesson, we can notice that it is divided into three stages; the first one is the warm up stage, the second one is the presentation and the last one is about practicing what is said before.

The first step is warming up which can take from 10 to 15 minutes. The teacher gives some clues about the lesson to attract students' attention. For example, if the lesson is about the modals of ability "can and cannot", the simple warm up is to ask students: what can you do? Or what are things that you cannot do? Then, the movie will be on, students watch for about 10 minutes. After that, they can guess what the character of the movie can do and what he cannot

do? It will be a discussion session where every student can contribute his part. Here the activity is just to watch and guess from the movie, so no grouping is needed or any kind of particular seating. It's a whole group session, but in other lessons, we need a particular grouping as well as seating.<sup>7</sup>

## 2.4 Research Methodology

To reach our aims in this study we need a questionnaire as well as an observation. Qualitative and quantitative studies are needed. We need to collect data and analyze all information gathered and this will be through presenting lessons and practicing teaching grammar through videos, then test the sample of students chosen in this study.

## 2.5 Examples of some Lessons

### 2.5.1 Lesson one: Present Simple

By the end of this lesson we aim to lead students to understand the present simple ; the teacher leads his students to find out the rule from a very simple dialogue or any passage from the movie.

**Stage one:** In pre-watching step or the warm up stage, the teacher asks students about their typical day, what are your daily activities? Students' answers are as follow:

- Wake up at 7 a.m.
- Have breakfast at 7:30.
- Come to university at 7:50.
- Attend sessions till 12:30.
- Have lunch at 13:00, etc. this warming up step shouldn't take more than 10 minutes.

**Stage two: Practice:** it's time for video which shows a typical day of the main character.

The character says :

- I have breakfast at 7.
- I go to work at 9.
- I have lunch at 12.

- I go home at 5.
- I watch TV before dinner.

These are habitual actions of our character from the scene. Students should pay attention that verbs don't change with "I".

In the next step another person in the videos speaks about the daily activities of our character so he says;

- He has breakfast at 7.
- He goes to work at 9.
- He has lunch at 12.
- He goes home at 5.
- He watches TV before dinner.

At this level, students should pay attention that verbs in third person singular change, and we should add "s" to the verb. Also, we have irregular verbs such as "to have", which will be changed into "has". We have another notice which is to add "es" instead of only "s" with verbs that end with "ch". Finally teacher gives the whole rule to the students. Then it will be time for activities to practice what we have understood.

If students are very active and grasp the lesson quickly in the first activity, then, teacher can move to the negative form and the interrogative form, either in the same session or in another session. Similarly, teacher can also introduce "wh" questions since we are speaking about the present simple.

The teacher put the video on and asks these questions:

- What does he do?
- Where does he go?
- Who is with him?
- When does he start working?
- How does he go to work?

Then the whole class discusses these answers. After that we need pair work, when students make other questions and their partners answer these questions.

## 2.5.2 Lesson Two: Present Simple/ Present Continuous

### Stage 1: Warm up step

The teacher asks some questions such as	Some students 'answers
1-Which kind of movies do you prefer? 2-some question about students daily activities: -at what time do you wake up? -what do you do usually?, etc	-Romance, horror, drama, action, etc. - I wake up at 7 a.m -have breakfast, go to school, etc. - Usually, I wake up, take a bath, have breakfast, and come to attend my sessions in university.

**Stage 2: Presentation:** The movie segment is on, all the students are watching and listening carefully.

Teacher's task	Students' task
1- What is the movie about?  2- He is looking for what?	- It is about a bear who can talk good English. - A way to London/ a home.... A family....
3- In which tense does the bear speak?	- Present simple

### Stage 3: Practice

The teacher has two choices, whether to give students handouts with some activities or to write these activities on board while students are watching the movie. The activity is as following: put verbs between brackets in the right form: either present simple or present continuous.

- 1- (Do) .....bears have names ?
- 2- I (warn).....you.
- 3- But what if you (do not)..... know anybody.
- 4- He (not- sleep) .....in any body's room.
- 5- I just (need) ..... to add something to my home insurance policy.
- 6- He (make) ..... the whole thing up.
- 7- I just (have) a spot of bother with facilities.

Students have to figure out the tense of verbs according to the movie segment they have been watching. If they cannot, or it is a little bit confusing to them, the teacher should put the video on one more time. The lesson is a whole group discussion, but it might be a group work or a pair work where the seating can help teacher as well as students, otherwise, they can seat in front of the teacher or in a U-shape.

### **2.5.3 Lesson 3: Polite Request**

We may have another lesson from this movie since it is attractive and it is using British accent in different locations; in the restaurant, in the train station and so on. The lesson is on polite request using can, could, would and other forms

In this lesson we divide the class into two small groups of 4 and 5 per group. After that, we play the video on with sound off and let students imagine the dialogue. Students predict what the bear says in different situations while he is asking for help, ordering, or making a request. This activity takes between 10 to 15 minutes. After that the teacher asks students about their answers. Finally, all the class listens to the whole scene and plays the role, if it is a dialogue. In the next step, the teacher explains how to use requests and checks all the answers. Their answers should be as follow:

- Could you help me for a second?
- Can I ask a favor? I wonder if you could help me with this?
- I could do with some help, please. . I can't manage. Can you help?
- Give me a hand with this, will you?
- Lend me a hand with this, will you?
- Could you spare a moment?
- I need some help, please.

Video is a stimulus technique, but it needs the teacher's touch which has to be an expert touch to be a great lesson and reach its objectives. We know that video can bring a large sum of information, so students may well be enthusiastic learners. Visual learners as well as auditive learners are the students who benefit the most, because they grasp faster than the others.

#### **2.5.4 Lesson four: Past Simple vs. Present Perfect**

**Stage 1:** a warm up, the teacher asks some questions about the previous lesson, then writes the title of the movie on the board, Mary and Max, after that, he gives a series of questions in a kind of discussion session:

- Who are they?
- What do you think these persons are?
- What is the relationship between them?
- What about the setting from where do you think they are?

Some students' answers:

- They are a couple.
- Brother and sister.
- Father and daughter.
- Son and his mom.
- The movie is about a daily life of husband and wife, etc.

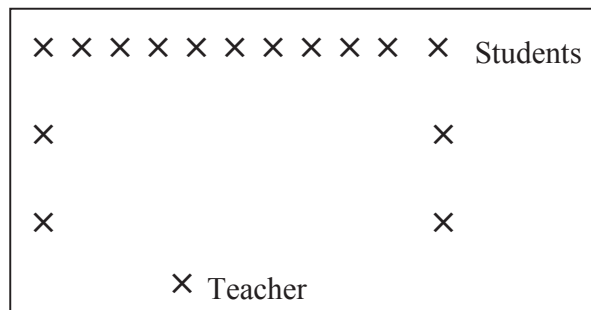
All these answers are just expectations before watching.

**Stage2: Presentation:** The teacher lets the students watch the movie for about 10 minutes, while he is writing on board the activity, or gives students handouts with a sequence of activities about the aims of the lesson.

**Stage3: Practice:** The teacher turns off the movies and asks another sequence of questions:

Teacher' task	Some students' answers
<ul style="list-style-type: none"> <li>• How do you find it?</li> <li>• Who can give a general idea?</li> <li>• What happened to the main character?</li> <li>• Does he working to earn money for her (Mary)?</li> <li>• Who is she?</li> <li>• What does she represent for him?</li> <li>• Did she leave him?</li> </ul>	<ul style="list-style-type: none"> <li>• Boring, sad, interesting .....</li> <li>• A man working and speaking about Mary all the time.</li> <li>• He is sad.</li> <li>• May be she is his daughter or granddaughter.</li> <li>• May be, she is dead.</li> <li>• I don't think so.</li> <li>• Maybe, yes.</li> </ul>

The seating of students is very important. They may sit in front of the teacher and watch or in u-shape. This activity can be done in pair work, small group work or a whole class if the number is no more than 25 students.



In the next step students will go to their hand outs and try to do the activity or they may simply do it together with the teacher when it is written on board. They have to figure out if the verb should be in the past simple or in the present perfect according to what they were watching.

The activity is on choosing the right tense. Verbs between brackets are either in the past simple or present perfect.

1. I (have)..... different jobs during my life.
2. My first job (be) .....collecting tickets.
3. My fourth job (not- pay)..... me too much but (get) cookies and coffee for free.
4. ....you ever(be) a communist?
5. I ..... (teach) myself to read two pages at once.
6. I have to go now. I (tell)..... about my jobs .
7. I never (eat) .....sweetened milk.

Each student must justify his answer, why he has chosen the past or why he has chosen the present perfect?

### **2.5.5 Lesson five: Expressing Preferences**

We may have another simple lesson from a documentary which is about preferences: using “ prefer, would like, and would rather”. In this lesson, the video is about someone in the kitchen and what he has in his kitchen. To facilitate the lesson, in phase one the video starts with showing what he has in the refrigerator. We have many types of food and drinks. In phase two the teacher asks these kinds of questions:

- Would you like to have fresh juice?
- Do you want some juice?
- What do you prefer orange juice or lemon?
- Which kind of juice do you like? Or do you prefer?

The teacher picks some students to answer these questions, so their answers are:

- I would like to have orange juice.
- I would have lemon juice.
- I prefer orange juice.
- I would rather take orange juice.

The teacher can make this activity as a dialogue, in which the first student asks questions and his partner answers. We can change the situation each time. Speaking about fruits and vegetables, tea or coffee, etc. Then, the teacher tells his students to imagine other situations and speak about their preferences.

Example:

- . Would you prefer taking a bath or going for a walk?
- Would you like to play football or basketball?
- Would you prefer coffee or tea?

Here the teacher makes sure that students put the right form, which is:

Would + subject+ prefer+ gerund

or would + subject + verb in the infinitive

would + prefer + subject+ or would + subject+ noun

The answer is:

Yes, I would like to or yes, I would prefer .....

And for “rather”:

Eg: - Would you rather watch a talk show or a movie?

- Would you rather like a trip to America or a cruise to Alaska?

Again teacher makes sure that students grasp the correct rule, which is:

Would + subject+ rather + the base verb

And the answer is as following:

- I would rather watch a movie or I’d like a trip to America.

## 2.6 The Different Kinds of Videos

All kinds of videos can be a good material for suiting our objectives ; a movie of any kind: horror, drama, comedy or even action, also a cartoon can be used, a play, a documentary or even a song, but there are some conditions which we must follow:

- It has to be chosen with an eye of pedagogical choices.
- We must take into consideration race, gender and background of students.
- Teacher has to be sure that these videos can not cause any harm of any way to students.
- These videos must not have any political or religious tendency.

### **2.7 Students Acceptance of this Technique**

At the beginning of these lessons all students seem to be very interested and very collaborative with this technique. In addition, they participate in the lesson and make it more enjoyable. However, to have a definite opinion about their acceptance of this technique, we have to answer these questions: Are they satisfied or not? Do they prefer the old way or this technique? This is what we are going to see in the final chapter after dealing with the questionnaire and after gathering data. Furthermore, we are going to see if they act positively or negatively to this technique.

### **2.8 Conclusion**

Throughout this chapter we have seen the application of videos in teaching grammar. We dealt with different types of activities with some kinds of seating and groupings. We have dealt with many different kinds of grammar lessons through videos with all its stages. We have seen also actions and reactions of both teachers and students in each lesson. To finish our study and have all the answers, we have to move to the final chapter where you can find all the information and data gathered.

# **CHAPTER THREE**

### 3.1 Introduction

In this chapter, we will analyze, and discuss the data and results obtained from the questionnaire with the deep focus on learners attitude toward the use of videos .Furthermore, we are going to see students' contribution in the learning process through improving teaching grammar in classrooms.

### 3.2 Section One: Background Information

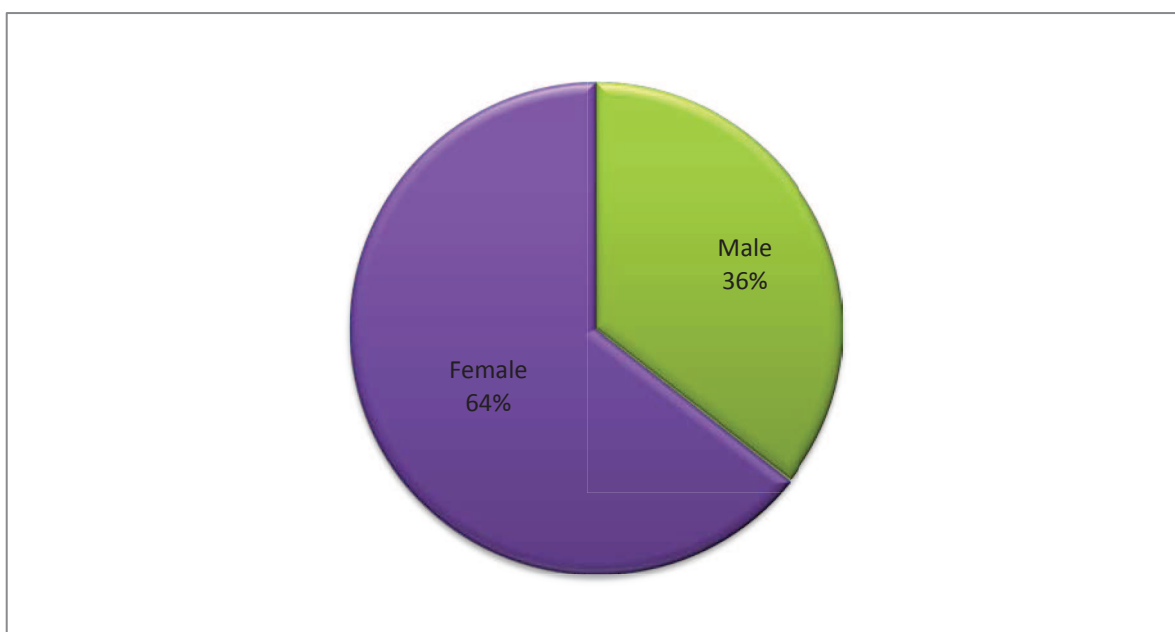
**Question 1:** The following table represents the participants 's sex distribution .

Response	Participants	Percentage
Male	16	36 %
Female	29	64 %

**Table 1 : Sex 'Participants Distribution**

The majority of the students are females. They represent 64 % , whereas males are only 36 % of the whole a number of 45 participants , in which we have 29 females and 16 males . Both female and male are concerned with the current study.

**Graph 2: Sex 'Participants Distribution**



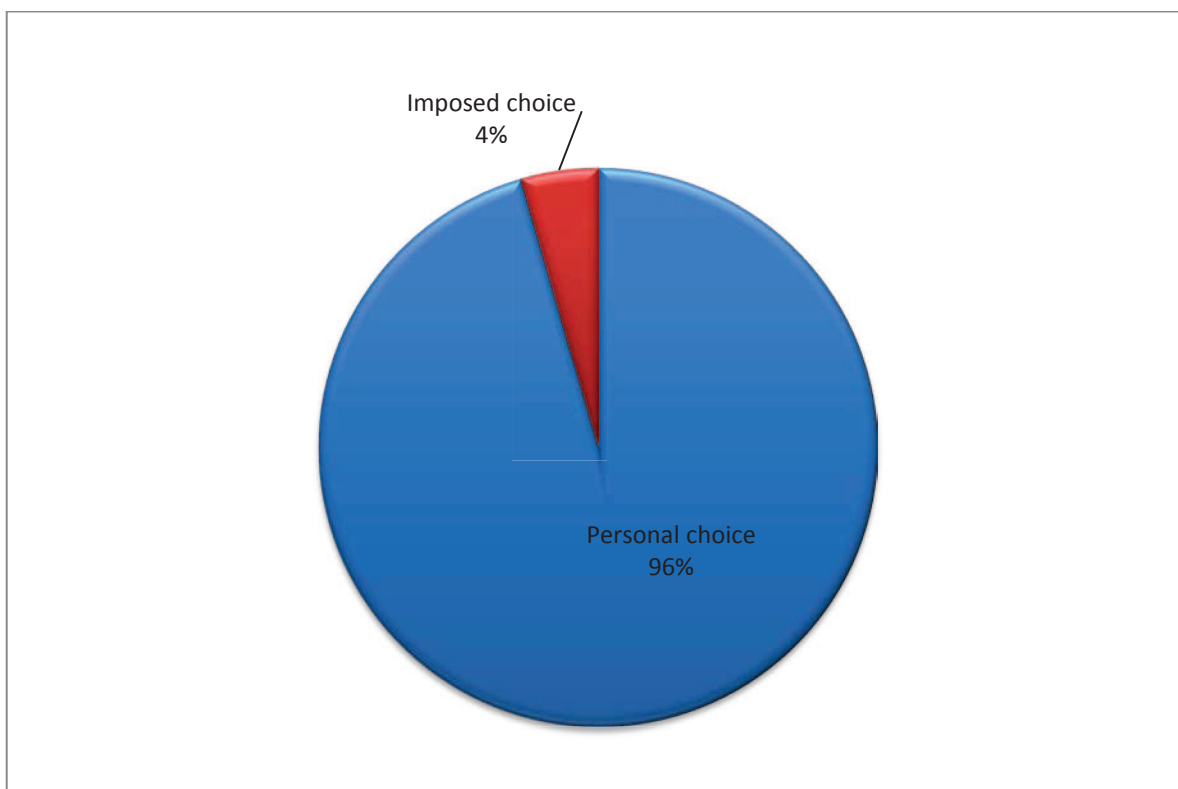
**Question 3:** This question attained the students' views towards their choice of English as a branch at the university .

Response	Participants	Percentage
Personal choice	43	96 %
Imposed choice	2	4 %

**Table 2 : The Choice of English as a Branch**

All the participants have chosen English as a free choice; they were so excited, and motivated to learn English, whereas only two students admitted that it was imposed on them. They were forced to learn it. We have 96 % who had chosen it freely, and only 4 % were obliged to choose it as a branch .

**Graph 2: The Choice of English as a Branch**



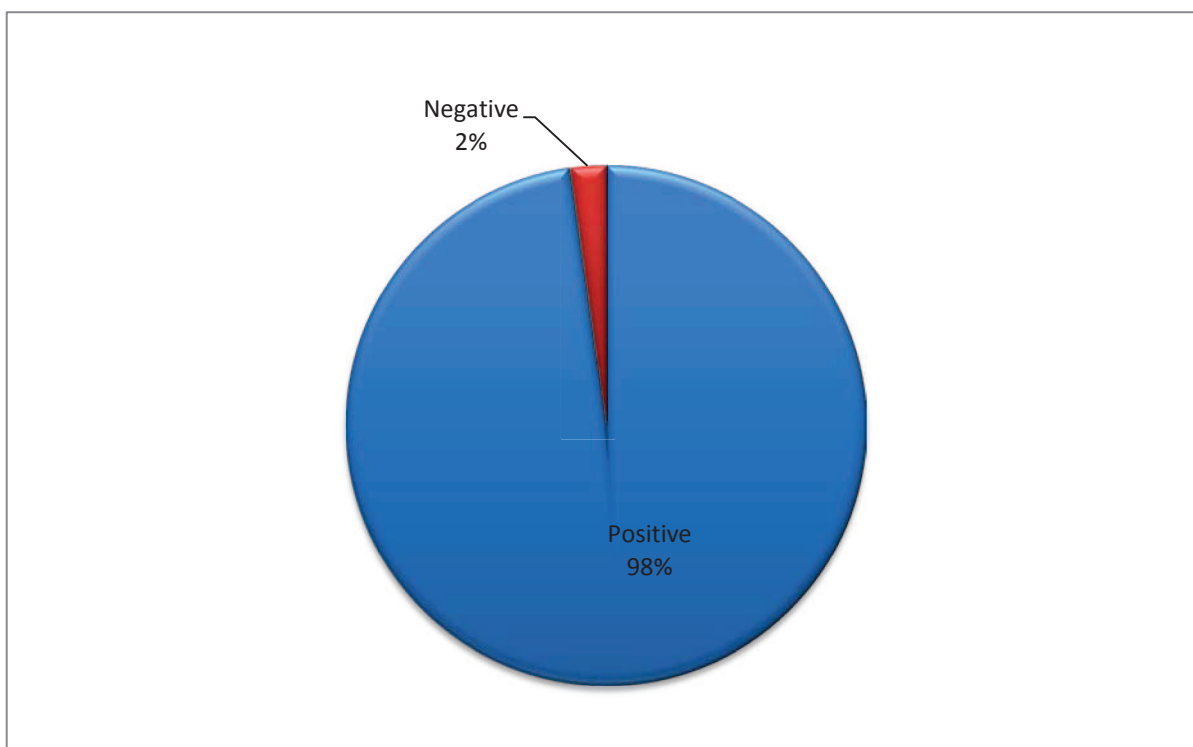
**Question 4:** This question evaluates the students 'experience in learning English.

Response	Participants	Percentage
Positive	44	98 %
Negative	1	2 %

**Table 3 : The Evaluation of English Learning Experience**

From a number of 45 participants, we have only one student who said it was a negative experience in learning English. On the other hand we have 44 students who said it was a positive experience. So we have 98 % with a positive experience and 2 % with a negative experience .Subsequently, we can say that the majority of the participants enjoy English and find it interesting , whereas only 1 student find it boring .98 % is high score , so students are enjoying learning , they learn each day new vocabularies, new civilization and new culture . On the other hand just 2 % find it as a negative experience mainly the category are the students who were obliged to pick this branch o study.

**Graph 3 : The Evaluation of English Learning Experience**



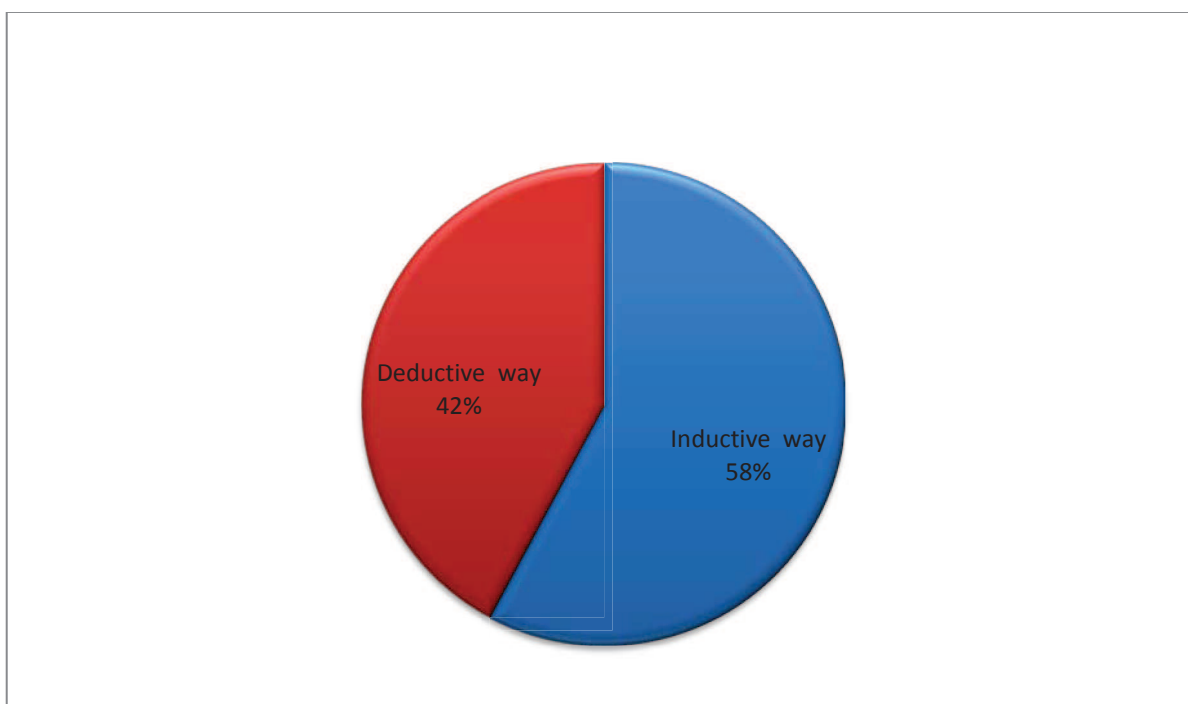
**Question 5:** This question shows the students' preference of studying grammar either deductively or inductively.

Response	Participants	Percentage
Inductive way	26	58 %
Deductive way	19	42 %

**Table 4 : Learning Grammar Inductively or Deductively**

In learning grammar inductively or deductively the majority of students prefer to learn grammar inductively with percentage of 58 % with a number of 26 participants. Whereas 19 participants would like to learn grammar deductively with 42 % . As a consequence, from this number , it seems that the majority of students would prefer to learn grammar inductively more than learning it deductively .Learning grammar through videos is one of the best inductive ways , so it will help that a large portion of students who want to learn grammar effectively , whereas for the rest, the teacher can explain to them during lessons .

**Graph 4 : Learning Grammar Inductively or Deductively**



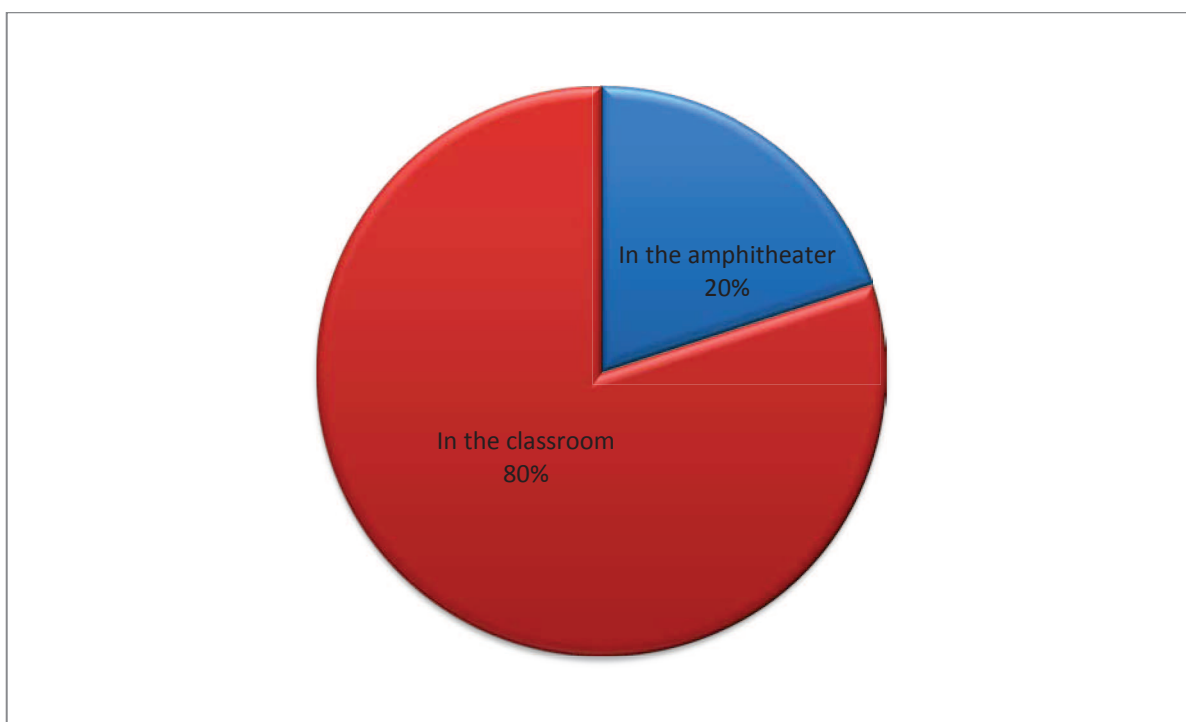
**Question 6 :** This question represents the suitable and comfortable place for learning grammar .

Response	Participants	Percentage
Amphitheater	9	20 %
Classroom	36	80 %

**Table 5 : The Preference of the Learning Setting**

For teaching grammar in the amphitheater or classroom , students say that they would prefer a classroom with high percentage of 80 % , which means 36 Participants .On the other hand , we have 9 participants who say that learning in the classroom is better than the amphitheater which means 20 % . Since we intend to use videos in teaching grammar, classrooms will be better because we have a small number of students and teacher will discuss the lesson in detail . Whereas in the amphitheater, the interaction between teacher-students will be so difficult, and using videos will be impossible since the number of students is unmanageable.

**Graph 5 : The Preference of the Learning Setting**



### 3.3 Section Two: The Use of Videos as an Effective Tool in Teaching Grammar

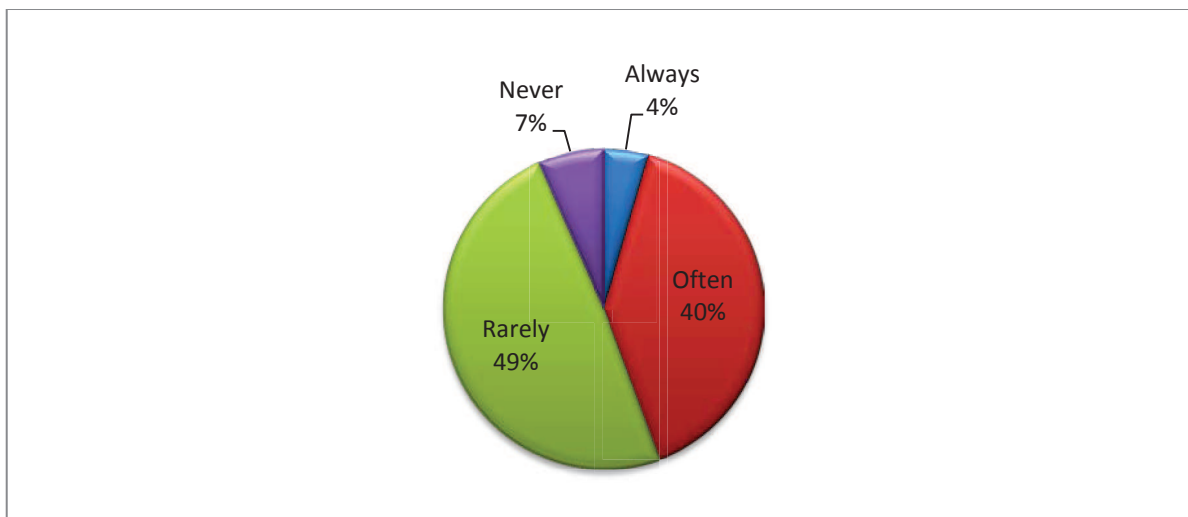
**Question 7:** This question represents the students' problems in grasping grammar rules in classrooms.

Response	Participants	Percentage
Always	2	4 %
Often	18	40 %
Rarely	22	49 %
Never	3	7 %

**Table 6 : Students 'Problems in Grasping Grammar Rules in Classrooms**

49 % of the participants are rarely facing problems in grasping grammar rules in classrooms with a number of 22 students. Whereas only 7 % of them have never got any problems in grasping grammar rules with a number of 3 students . On the other hand, 40 % of the participants often have problems with a number of 18 students .Finally just 4 % of them have problems in grasping grammar always with a number of 2 students .According to the results, we can say that using a video is an effective tool and a beneficial way to learn grammar, whereas for the others who are often and always facing problems, we may advise them to watch a lot of English authentic input to help them in improving themselves.

**Graph 6 : Students 'Problems in Grasping Grammar Rules in Classrooms**



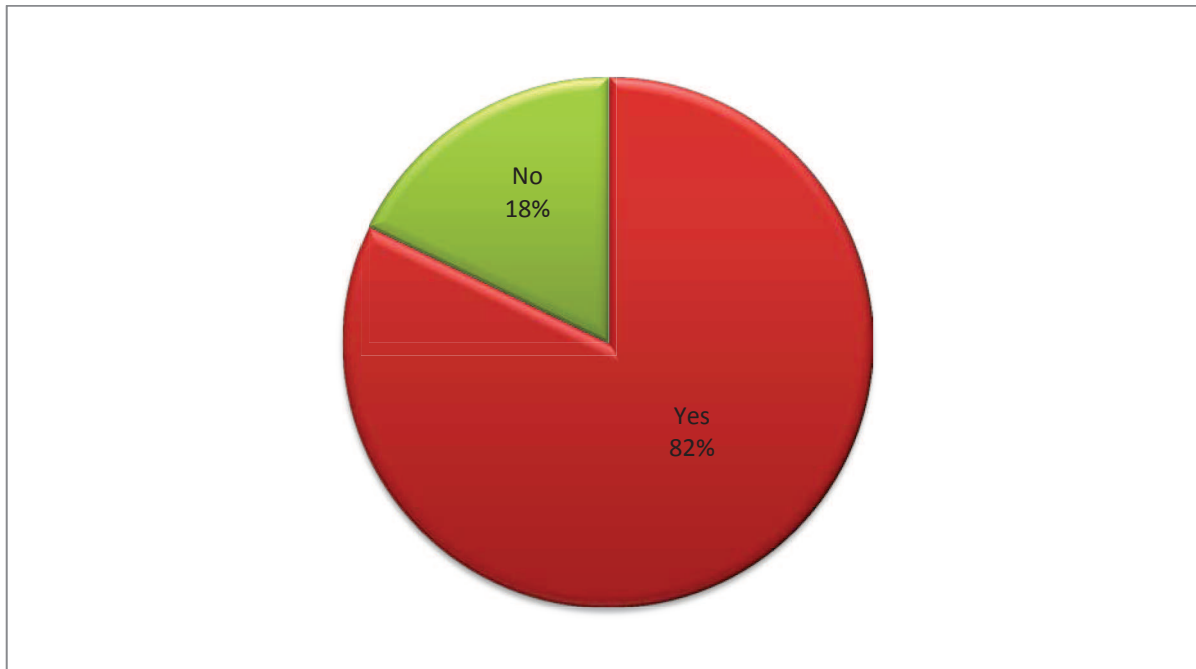
**Question 8:** This question shows the effectiveness of using videos for better grammar acquisition .

Response	Participants	Percentage
Yes	37	82 %
No	8	18 %

**Table 7 : Videos and Grammar Acquisition**

The majority of the students with 82 % think that grasping grammar rules with the use of videos is better for their grammatical acquisition with a number of 37 students. While 18 % think that the old methods are better than grasping grammar through videos .From the high score of students' answers about grasping grammar with the use of videos, we can deduce that students would rather prefer using videos in grasping grammar rules and reach their aims.

**Graph 7 : Videos and Grammar Acquisition**



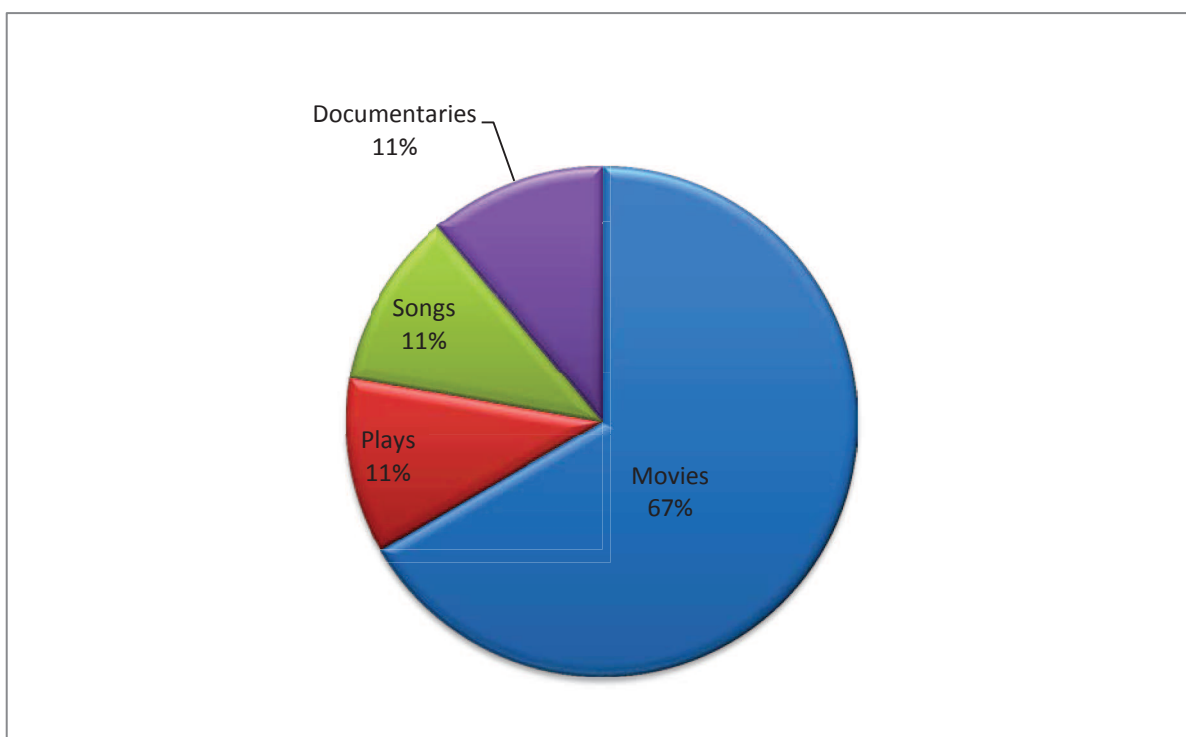
**Question 9 :** This question presents the kinds of videos that students prefer .

Response	Participants	Percentage
<b>Movies</b>	30	67 %
<b>Plays</b>	5	11 %
<b>Songs</b>	5	11 %
<b>Documentaries</b>	5	11 %

**Table 8 : Choices of videos**

We have many kinds of teaching videos .The majority of the students prefer movie video with a number of 30 students which means 67 % .The rest of the students were divided equally in their choices in plays , songs and documentary with 11 % percentage for each kind of videos . Results show that participants prefer movie video than the other kinds, because movies attract students 'attention through their richness with body language, facial expression and culture.

**Graph 8 : Choices of Videos**



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**Question 10:** This question shows the most favorite movie kinds for the students .

Students have many choices and many kinds of movies that they like. There are some students who prefer reality show and drama movies; it is closer to their real life. Some of them prefer comedy because they wanted to have some fun while learning. Another portion would rather prefer horror movies; they wanted to have some excitements with learning. The majority likes animation movies and romance; this category was mainly female, they are more romantic than males. Finally, the last portion has chosen narrative movies because they enjoy this kind more and if the lesson is about tenses, they will be able to deduce grammar lessons easily. We have to mention that some students like three or four kinds of movies; let us say they like comedy, romance and animation. Or others like reality, drama and comedy. So it depends on their characters and their preferences and the teacher must take this into consideration to make the lesson useful for all kind of students' preferences.

### 3.4 Section Three: Video Based Technique in Teaching Grammar

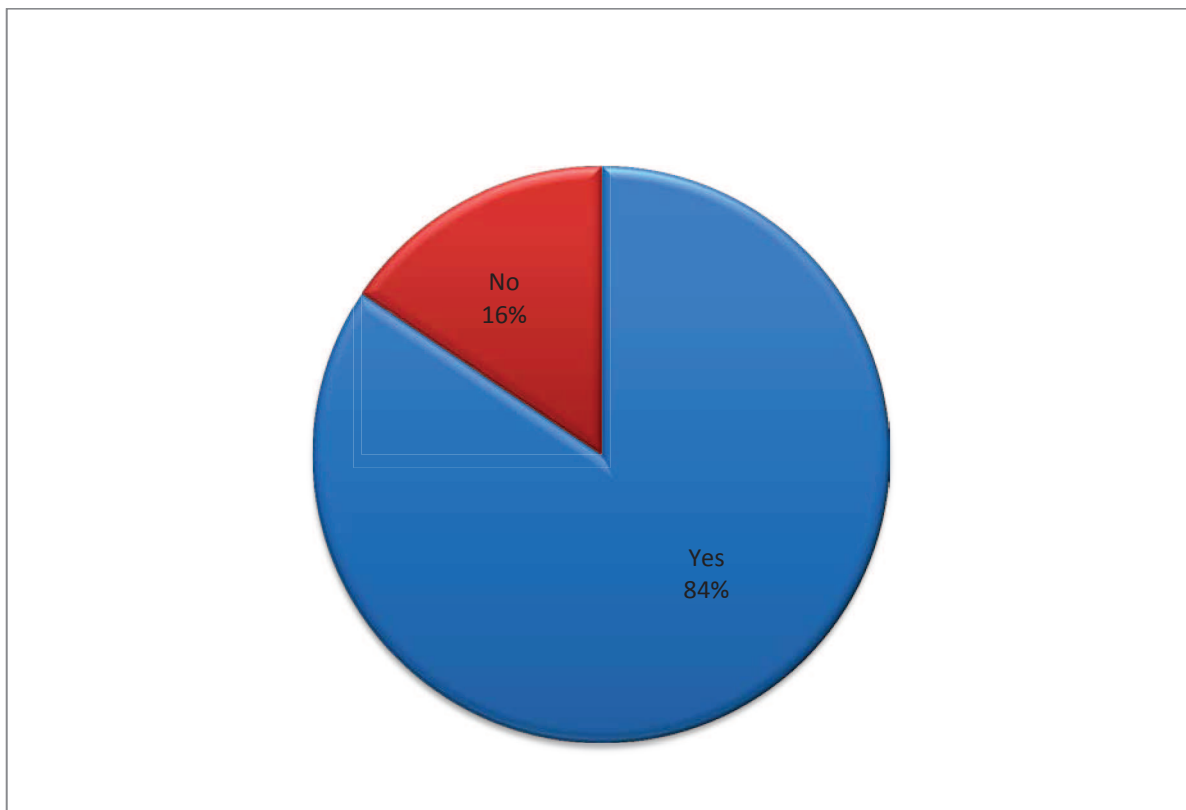
**Question 11:** This question represents the students' attitude toward the use of videos in grasping grammar rules.

Response	Participants	Percentage
Yes	38	84 %
No	7	16 %

**Table 9 : The Use of Videos in EFL Classrooms**

Approximately the whole class says yes for the use of video in teaching grammar with a percentage of 84 % of participants which means 38 students. Whereas 16% of participants say no , with a number of 7 students .These results proved that the majority of students are for learning grammar through videos .

**Graph 9 : The Use of Videos in EFL Classrooms**

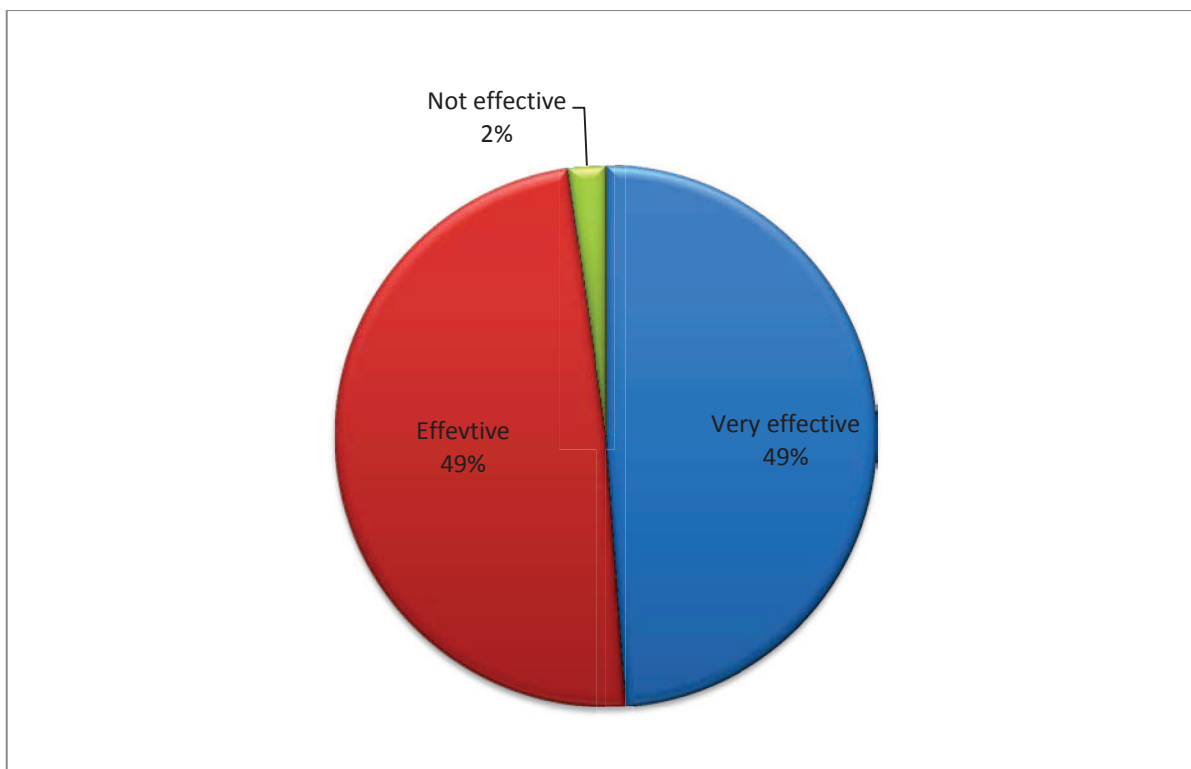


**Question 12:** Native Speakers' Videos as an effective tool in teaching grammar .

Response	Participants	Percentage
Very effective	22	49%
Effective	22	49%
Not effective	1	2%

**Table 10 : Learning Grammar with Native Speakers' Videos**

Using native speakers' videos to learn the English language is of course the best way to learn fast. Results show that students would prefer to learn grammar through a native speaker with equal percentage either very effective or effective .We have 49% in both categories with a number of 22 students in both of them whereas only 2% show that students do not want to learn from a native speaker's video. A native speaker is the source of any language and from these results we can say that it is a helpful and useful way to learn English correctly.

**Graph 10 : Learning Grammar with Native Speakers' Videos**

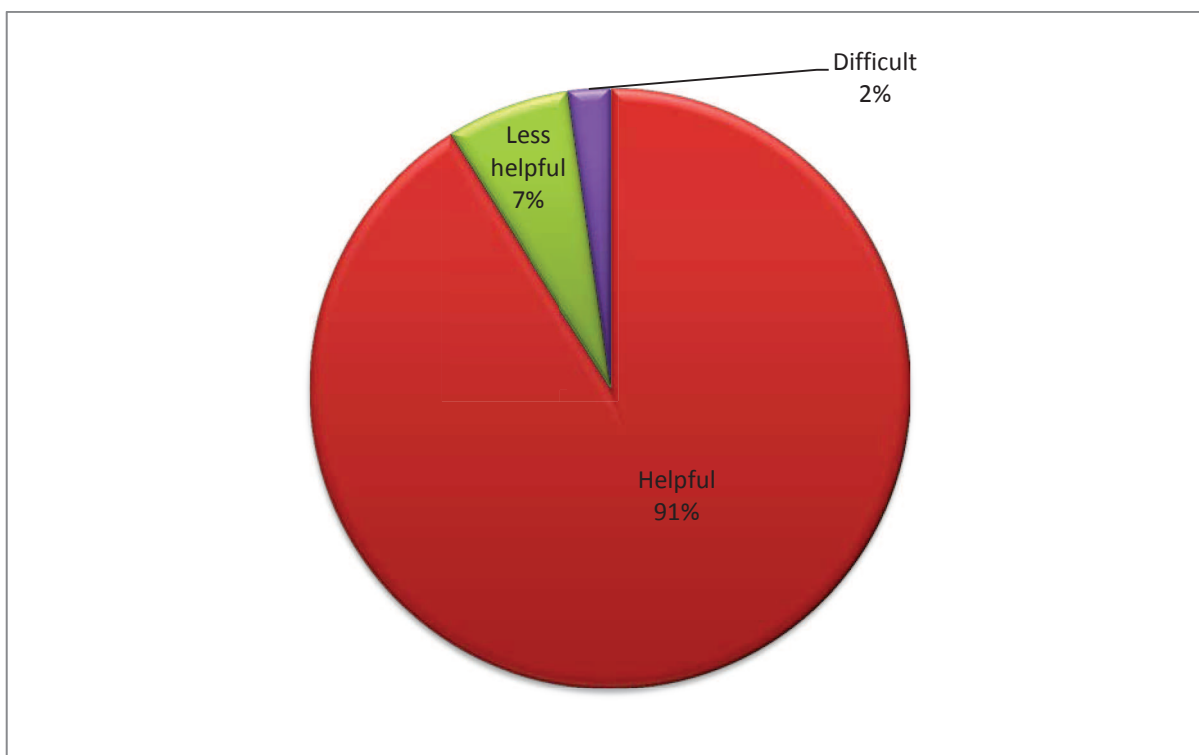
**Question 13:** This question represents the effectiveness of using videos in teaching grammar.

Response	Participants	Percentage
Helpful	41	91 %
Less helpful	3	7 %
Difficult	1	2 %

**Table 11 : The Use of Videos in Grammar Classroom**

The majority of students think that the use of videos in grammar classrooms are helpful with 90 %, i.e 41 students . Whereas 7 % of them think that the use of videos are less helpful with 3 students and only one student who says that the use of videos in grammar classrooms are difficult. The high score of results proves that videos are very effective and helpful in teaching grammar. Only few participants think that using videos in teaching grammar is either less helpful or difficult.

**Graph 11 : The Use of Videos in Grammar Classroom**



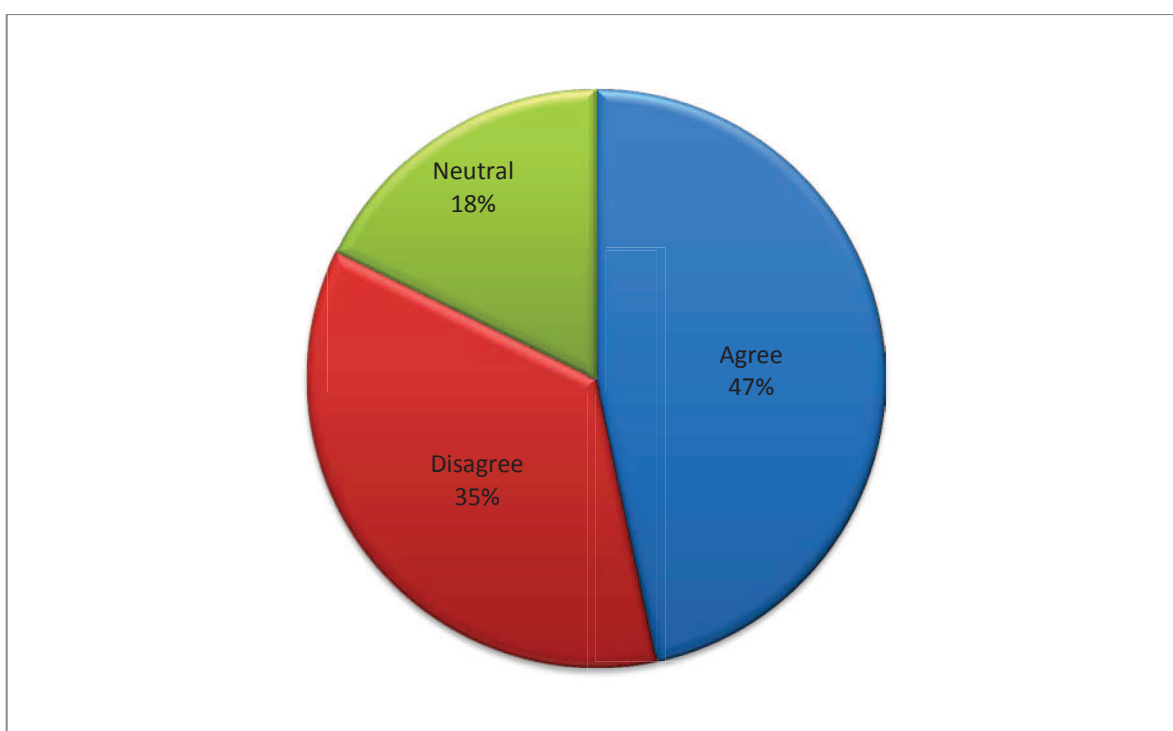
**Question 14 :** Integrating a listening comprehension session with a grammar class.

Response	Participants	Percentage
Agree	21	47 %
Disagree	16	35 %
Neutral	8	18 %

**Table 12 : Listening Comprehension Sessions with Grammar Classrooms**

For integrating the comprehension sessions with grammar classes , participants 'views are divided into 16 students who think it is not a good idea and it is preferable to have the sessions separably with a 35 % . On the other hand , 21 students say that it would be more helpful and beneficial to have the two sessions together , which means we have 47 % .Finally we have 8 students who neither agree nor disagree with this idea . These results show that the majority of students agree with having both sessions together. Listening comprehension sessions will be more enjoyable if they would adapt not only listening but watching as well.

**Graph 12 : Listening Comprehension Sessions with Grammar Classrooms**



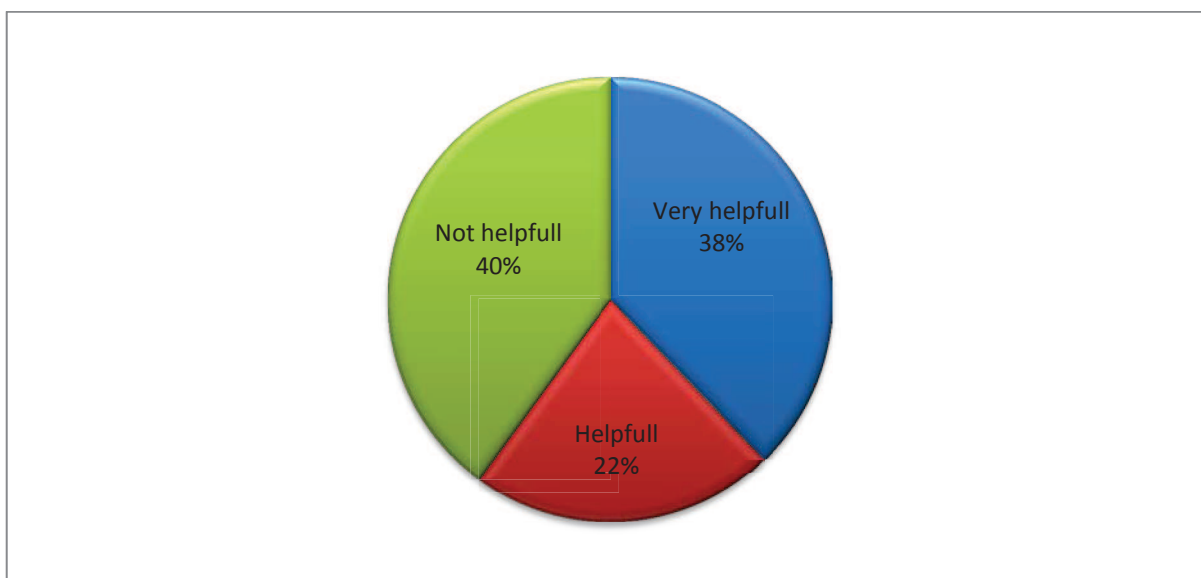
**Question 15:** The perception of grammar from a movie by deducing the rule through a description of events .

Response	Participants	Percentage
Very helpful	17	38 %
Helpful	10	22 %
Not helpful	18	40 %

**Table 13 : Deduction of Grammar Rules from a Movie**

To deduce grammar rules with a movie video, participants also have been categorized differently according to the three given choices , 17 of them think that it would be very helpful and beneficial , they say that it would be easier for them to deduce through a description of events as an example , i.e we have 38 % of participants . However , 10 of them with 22 % say that it is neither beneficial nor unhelpful because they think that they can not deduce grammar rules without the teacher's interference .Finally we have 18 students who say it is not help, i.e 40 % . Learning grammar through a video based technique is better than learning grammar using the old techniques .The former is more beneficial, more enjoyable and lets students express themselves freely.

**Graph 13 : Deduction of Grammar Rules from a Movie**



**Question 16:** The students' opinions about teaching grammar through using videos .

Students' opinion about using videos in teaching grammar was very objective. They think that this technique is an effective way in teaching grammar that may help them to express themselves freely. Furthermore, they talked about giving them the choice in choosing the kinds of videos, especially if these videos were movie types. On the other hand, students suggest using headphones while watching. They think that it is a necessity because it will help them in concentrating more. Moreover, students think that learning grammar implicitly is more beneficial than learning it explicitly. However we have to mention that a small category has a different opinion. This category would rather prefer the old way of teaching. One of their reasons is that they think that native speakers speak too fast, the fact that it may prevent them from grasping most of their utterances and especially grammar.

### 3.5 Conclusion

In this chapter, we have discussed all different questions asked in the questionnaire .We have seen to what extent it is beneficial to use videos in teaching grammar .By analyzing students 'views and opinions .We have seen all different kinds of videos that students would prefer movies .We have dealt also with their preferences in learning grammar either concerning the seating or concerning the way to perceive it .In addition to some difficulties that students may face while using a video .

# **GENERAL CONCLUSION**

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## General conclusion

The effectiveness in teaching grammar in EFL classrooms is the key element for students to succeed in learning and acquiring any language. Grammar is thought to furnish the four pillars of language skills: listening, speaking, reading and writing. Therefore, we tried in this research to present new ways in teaching grammar through integrating technology in classrooms, which is our aim in one of the most beneficial ways in the teaching field.

Teachers of the twenty first century should change their strategies, methods and approaches in teaching, particularly, because of globalization besides the new generations with all their growing demands and needs. These generations need a lot of efforts and many tricks to attract their attention especially in grasping grammar rules. Learners need to learn grammar implicitly. However, after putting the educational system under a microscope by many researchers and scholars, we may say that crowded classes, poor understanding and lack of comprehending using the old methods and techniques are all compounding factors that make an appeal to change many items in the learning- teaching process. Therefore, we aim in this research at giving some solutions through presenting this technique, and calling for the wide spread of this useful way, not only in universities, but also in middle schools and high schools as well.

In this research paper, we have dealt with the disadvantages of the old methods which push us to fetch for new ways. We have seen also all kinds of video activities as well as descriptive details of the whole lesson plan with all its stages, which help teachers in applying this technique, in addition to all the possible tasks for both students and teachers. On the other hand, we have seen some difficulties facing students while using videos.

Moving from the dynamic face to face teaching to more flexible classes where you can find not only new way in presenting lessons but also a new kind of seating arrangement and new kinds of activities. Students will feel more confident in expressing themselves especially in group works. Moreover, we have explained how lessons can be easier and more useful since we can stop the video, review it, skim and scan at any time. Similarly, we have explained the role of the teachers who can guides and prompts; they help students and they interfere when necessary.

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The whole research in all its chapters speaks about the application of video in teaching grammar where the reader can find all different and possible answers to the right use of this technique. In chapter one, we have started with showing the importance of grammar in any language, and how the old methods could harm the language and could bring nothing new to language learning. Besides neglecting the communicative aspect of language. All these short comings of teaching grammar using old techniques are what lead us toward teaching grammar through videos. In chapter two, the reader will find the application of this technique. We have seen several kinds of lessons moving from the simple one to the more complex in detail. In addition to different activities that suit each seating and grouping. In chapter three, we have dealt with the analysis of the questionnaire. Vital questions were raised concerning the use of videos, students' preferences, choices of videos, types of movies if the choice is a movie, and their opinions about the use of videos have been answered and discussed.

The present work has presented a new way in the learning-teaching field and has shown the perspective of learners toward teaching grammar through videos. It is obvious from the analysis that participants like this technique and those videos are effective in teaching and practicing grammar. Grammar learning will be more enjoyable though we have portion of students who would prefer to learn grammar deductively.

Both teaching experiences and the findings of our research study support the conclusion that most students do not benefit from grammar study in isolation from its context. The purpose of teaching grammar is to help students to improve their writing and speaking skills as well as to help them to communicate and use it in real life situations. Thus videos will be among the best solution in doing so. However, teachers should be well aware of their roles in teaching grammar through videos. Therefore, they must do their work in a good way especially concerning the choice of videos, the length and of course the good quality of both images and sounds. Subsequently, proficiency of learners increases through the use of videos if teachers are professionals, students will be better learner.

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Videos have a great pedagogical value in helping students not only in grasping grammar rules but rather in learning pronunciation, intonation, culture and many other elements concerning language, literature and civilization. Videos are tools that can be used in a variety of ways, what matters more is how to take advantages of videos in pushing the learning process toward to the next level.

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# APPENDICES

## Appendix 1 :

### Questionnaire for the students

This questionnaire is intended to investigate first year English students' use of video as an effective tool to teach grammar rules .Please fill out all parts of this questionnaire.

#### Section one :

##### ➤ General Information:

**Note :** Please, tick the appropriate answer.

1. Gender:

a- Male

b- Female

2. Age: .....

3. Your choice of English as a branch at the university was :

a- Personal choice

b- Imposed choice

4. How can you evaluate your experience in learning English?

a- Positive

b- Negative

5. Do you prefer to study grammar in deductive way or inductive way ?

a - Deductive way

b - Inductive way

6. Where do you prefer your grammar lectures would be?

a - In the amphitheater

b - In the classroom

**Section two :**

➤ **The Use of Videos as an Effective Tool in Teaching Grammar**

7. Do you have problems in grasping grammar rules in classrooms?

a. Always

b. Often

c. Rarely

d. Never

8. Do you think that practicing grammar rules with the use of videos is better for your grammatical acquisition?

a- Yes

b- No

9. Which kind of teaching videos do you like ?

a- Movie video

b- Play video

c- Song video

d- Documentary video

10. If it is a movie which kind of movie do you prefer ?

a- Real movie

b- Drama movie

c- Comedy movie

d- Horror movie

- e- Animation movie
- f- Romance movie
- g- Narrative movie

### **Section three :**

#### **➤ Video Based in Teaching Grammar :**

11. Do you think that using video based technique in foreign language classes is an effective tool to grasp grammar rules?

a- Yes

b- No

12. To what extent, native speakers' videos could help you to learn grammar?

a- Very effective

b- Effective

c- Not effective

13. What do you think about the use of videos in grammar classrooms?

a- Helpful

b- Less helpful

c- Difficult

14. What do you think of integrating the Listening Comprehension session with the grammar class?

a- Agree

b- Disagree

c- Neutral

15. How would you perceive a grammar course lectured with a movie video by deducing the rule through a description of events for instance?

a - Very helpful       b - Helpful       c - Not helpful

16. If you have any opinion about using video in teaching grammar , your opinion will be appreciated .

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**Thank you or your participation.**

Appendix 2 :



Appendix 3 :

