Integration of Video in Teaching Grammar to EFL Arab Learners

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Abstract
Due to insufficient input and exposure to English in the English as a foreign language (EFL) classroom, the current study used videos posted by the instructor in a blog to supplement classroom grammar instruction. The study was conducted among 60 undergraduates at one Saudi Arabian university. Participants were randomly assigned to experimental (n=30) and control (n=30) groups. The students in the experimental group were taught grammar through regular lectures and online videos, while the control group was taught grammar through regular lectures only. The study used grammar pre and posttests, online commentary exchanges, and follow-up interviews. The results showed that using videos is effective for grammar instruction. The content analysis of the experimental group’s online commentary exchanges showed that videos engaged the EFL learners in the topics of the grammar course. The thematic analysis of the follow-up interviews illustrated that learners had a positive perception of videos in supplementing grammar instruction though they were challenged by the net connection and an overload of peer comments. The findings underlie useful implications for teaching and learning grammar in the EFL context.

Keywords: EFL learners, Grammar teaching, Technology, Video

Introduction
Grammar, as an aspect of learning English as a second/foreign language (ESL/EFL), has been given considerable attention by scholars, researchers, and practitioners, particularly ESL/EFL educators. This is due to the fact that mastering the grammar of the target language is important for successful learning of that language (Mart, 2013). Grammar assists ESL/EFL learners not only to be knowledgeable about the structures of the target language but also to be able to use the language accurately (Richards & Reppen, 2014).

Due to the importance of grammar in the ESL/EFL contexts, there has been a resurgence in grammar teaching. It has been argued that grammar instruction plays an important role in learners’ acquisition of high accuracy and fluency in the target language (Ellis, 2003). Regardless of the controversies and arguments on how to teach grammar (e.g., using a focus-on-form approach or a communicative approach) and what to focus on when teaching grammar (e.g., forms or use), effective teaching of grammar should help learners to
understand new grammatical forms and rules and apply such rules to language use in interactions with teachers and peers (Ellis, 2006).

Despite the fact that grammar is acknowledged to be an important enabler of ESL/EFL learners in learning the language, it still represents one of the major difficulties in ESL/EFL teaching and learning (Al-Jarf, 2017; Golshan & Karbalaei, 2009; Kruk, 2014). These studies have highlighted several reasons behind this issue, including the inadequate input and limited exposure to grammar in the classroom, the heavy reliance on textbooks for teaching and learning grammar, and the lack or limited interaction in the classroom, especially in the EFL context. As one way to enhance and facilitate grammar instruction, researchers have applied various technological tools (Bataineh & Mayyas, 2017; Stockwell, 2007). Video, one such technological tool, has been found to be efficient for grammar instruction because it provides learners with rich input, exposes them to authentic language through auditory and visual channels, and motivates them to learn the target language (Cabrera, Castillo, González, Quiñónez & Ochoa, 2018; César, Saeedi, & Birí, 2018).

Technology applications for language learning have been given considerable attention in different contexts. Yet, teaching grammar in the EFL context, specifically in Arab Gulf countries including Saudi Arabia, is still mainly dependent on the traditional classroom. In such a context, the instructor delivers his/her lecture and students tend to listen and write notes on the lectures and depend mainly on textbooks for learning grammar. Therefore, this study attempted to investigate the application of video-based grammar instruction in one Saudi Arabian university over one semester of the 2017-2018 academic year.

**Literature Review**

**Theoretical perspectives**

The investigation of video-based grammar instruction in this study is grounded in several theoretical perspectives, specifically Krashen’s (1985) input hypothesis, Ellis’s (2006) input-based and production-based instructional approach to teaching grammar, and Vygotsky’s (1978) sociocultural theory. First, Krashen (1985) argued that the sufficient exposure of learners to the target language is important because it enables them to successfully acquire that language. This suggests that in order for learners to comprehend the target language, including its grammar or structures, they should be provided additional exposure to the target language. Later, this view was combined by Ellis (2006) with the output or production view and labeled as the input-based and production-based instructional approach to teaching and learning grammar. This approach emphasizes both the input and production of grammar in classroom teaching and learning situations. Because this study also proposes video-based grammar instruction in a blog where learners are engaged in asynchronous discussions, Vygotsky’s sociocultural theory, particularly, the role of peer support or scaffolding in mediating learners’ learning is of relevance to this study. In this regard, peer online
interaction is important for learners to discuss what they learn, articulate their ideas, negotiate meaning, and even support each other through peer feedback (Nassaji & Swain, 2000; Turuk, 2008; Villamil & de Guerrero, 2006).

Studies on grammar instruction through technology

Recently, technology has been increasingly used in ESL/EFL teaching and learning in general, and in particular, grammar instruction in various contexts (Bataineh & Mayyas, 2017; Stockwell, 2007). Empirical studies using various technological tools in teaching grammar to ESL/EFL learners reported that technology-based grammar instruction is effective for learners’ performance or achievement in grammar courses. For instance, AbuSeileek (2009) reported that computer-based instruction of grammar was effective for learners, especially in learning more complex and elaborate structures, such as compound and complex sentences. According to Rezvani and Ketabi (2011), the use of websites as a medium for teaching grammar to EFL learners exerted a significant influence on learners’ performance in grammar, particularly in using rules related to the order of adjectives, tenses, relative clauses, past models, and passive forms. Similarly, Khodabandeh and Soleimani (2018) found that computer-assisted language learning (CALL)-based tasks had a significant effect on students’ grammar learning, specifically in learning some grammatical rules of the course, including tenses, conditional sentences, conjunctions, possessive adjectives, and irregular verbs. The findings reported by Kılıçkaya (2015) provide evidence that supports the effectiveness of computer-based grammar instruction for EFL learning of grammar, such as adverbial clauses in English.

One of the technological tools that has attracted the attention of scholars and researchers in language learning is video. Video has been used in teaching and learning various aspects of ESL/EFL, including listening and vocabulary (e.g., Chung, 2002; Garza, 1991; Gruba, 1997; Talaván, 2007). These studies have emphasized the effect of video on ESL/EFL students’ learning because of its multimodal materials offered to learners, including audio and visual input. This helps learners to better understand or comprehend the content.

When it comes to the application of videos in grammar instruction, Saeedi and Biri (2016) found that the use of animated sitcoms had a significant impact on students’ achievements of conditional sentences in grammar. The researchers attributed this finding to the sufficient exposure of the students to the grammatical structures offered by videos, the multimodality of videos, and the authentic language used in videos.

Some studies have also shown that using videos in ESL/EFL instruction, including grammar, plays an important role in increasing positive perceptions of language and grammar learning. For instance, the findings reported by Saeedi and Biri (2016) indicated that the students in the experimental group showed positive attitudes towards this new method to teaching grammar. Specifically, the students expressed their positive attitudes towards teaching grammar because videos provided them with opportunities to see how the target language is used in authentic situations. It also motivated them to learn grammar in an enjoyable way.
According to Khodabandeh and Soleimani (2018), it was observed that technology-based instruction motivated the EFL learners to further learn grammar.

The present study, by applying video-based grammar instruction in a blog, aimed to compare the effect of innovative instruction versus traditional classroom instruction on EFL learners’ achievement in a grammar course and unravel their views on such innovative instruction. In order to achieve this, the study attempted to answer the following three research questions:

1. Does video-based grammar instruction in a blog have a significant impact on EFL learners’ achievement in the grammar university course?
2. To what extent does video-based grammar instruction engage EFL learners in the topics of the grammar course?
3. How do the EFL learners perceive video-based grammar instruction in a blog?

The Study

The aim of the research

The main purpose of the present study was to support EFL Arab undergraduates in grammar through video-based grammar instruction in online asynchronous group discussions in a blog. Specifically, the study attempted to determine the effect of video-based grammar instruction on the EFL learners’ achievements in a grammar course at one Saudi Arabia university by comparing it against the effect of non-video-based grammar teaching or classroom teaching. This study contributes to previous research on technology-based grammar instruction by determining the extent to which video-based grammar instruction engages EFL learners in the topics of the grammar course. The study was also intended to investigate the perception of EFL learners on video-based grammar instruction.

Study setting and participants

The current study was conducted among second year students joining the Department of English in one public Saudi Arabia university. The department offers undergraduate students study programs in the English major that vary from education to linguistics and even literature. However, the focus of the current study was on undergraduates majoring in English education. They are preparing to be teachers of English in the future. The total number of the 2nd year undergraduates joining this program was 80 students. Prior to the study procedure and data collection, the participating students were selected based on their results of English proficiency tests. Twenty of the students were excluded from participation in this study because they were beginners as indicated by the results of their proficiency tests. Therefore, 60 undergraduate students participated in this study. All the participants were Arab students speaking Arabic as their first language and English as a foreign language. They were all males because of the culture that places an emphasis on the division or separation of students.
according to their gender. Moreover, their ages ranged from 18-years-old to 23-years-old. All the participants had already used computers and the internet. Later, the participating students were randomly assigned to experimental (n=30) and control (n=30) groups.

**Study procedure**

The present study took place over 16 weeks during the second semester of the 2017-2018 academic year. The grammar course taken by the participating students covered several topics that varied from irregular verbs, question formulation, sentence structure, tenses in English, modal verbs in English for expressing possibilities, abilities, obligations, requests and so on, as well as first and second types of English conditional sentences. The course was based on several grammar books and aimed to introduce students to knowledge about grammatical rules and use of such aspects that would assist them to produce accurate sentences in both oral and written productions of English. However, prior to the start of the grammar course, participants were assigned to the experimental and control groups (Table 1). While the experimental group was taught the grammar course using the traditional classroom lectures and grammar textbooks in addition to videos on grammar instruction, the control group was taught grammar only through traditional classroom lectures and grammar textbooks. Following this was introduction of the web blog for the students in the experimental group and creation of their accounts.

**Table 1**

Schedule of the Grammar Course Topics

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics &amp; Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Assigning students to groups</td>
</tr>
<tr>
<td>2</td>
<td>Blog and account creation and pretest</td>
</tr>
<tr>
<td>3</td>
<td>Irregular verbs</td>
</tr>
<tr>
<td>4</td>
<td>Question formulation</td>
</tr>
<tr>
<td>5</td>
<td>Sentence structure</td>
</tr>
<tr>
<td>6-9</td>
<td>Tenses</td>
</tr>
<tr>
<td>10-13</td>
<td>Verb modals in English</td>
</tr>
<tr>
<td>14-15</td>
<td>Conditional sentences</td>
</tr>
<tr>
<td>16</td>
<td>Posttest &amp; Interviews</td>
</tr>
</tbody>
</table>

The treatment started in the third week as the first topic in grammar was taught to the students. As the study pursued, both groups were taught the grammar course in two separate halls. In each weekly lecture, both groups were taught the new grammatical forms and rules using
both types of instruction: deductive/explicit and inductive/implicit instruction. For the first type of instruction, the instructor introduced the new rules and forms by explaining what and how these forms are made and when and how they are used through clear examples. However, for the inductive/implicit instruction, the instructor introduced the new forms and rules in the form of short written conversations and situations or even reading passages, and then, asked the students to speculate as to what and how these forms and rules were used. Both groups also had to do written exercises provided by the instructor.

The students in the experimental group received video-based grammar instruction as online sessions beyond the regular weekly classes or lectures. Each week, a video was posted for the experimental group, which, either native speakers or ESL instructors from the internet explained a topic in grammar, or the course instructor delivered it. Some videos were also accompanied with subtitles in order to assist the participating students in understanding what was explained in the videos (See Appendix). The participants in the group were required to log into the blog, watch the video, and then interact and comment in the form of asynchronous discussions based on the instructor’s questions and exercises. Each online asynchronous discussion lasted for almost two hours a week. The students were also encouraged to ask any questions related to the topic of grammar displayed and instructed by the video. On the other hand, for the control group, at the end of each weekly lecture, the students were asked to work in pairs or even in small groups where they had to practice the new forms and rules, discuss them verbally, and even provide examples showing their applications of such forms and rules. Moreover, in both groups, the time of the weekly lectures: video-based lecture and regular lecturer, they were both of an equal duration of three hours. The only exception is that the experimental group could have access to the videos beyond the classroom time. This might have increased the exposure of the experimental group to the target language through videos. Yet, in order to achieve ethical fairness, the control group was later allowed to access all videos used for the experimental group after conducting the posttest.

Data collection

The actual data collection started the second week of the semester when both groups were subjected to the pre-test in English grammar (Figure 1). The study used three types of data: pretest and posttest in grammar, online commentary exchanges, and follow-up interviews. For the pretest, both groups took this test, which consisted of 60 questions intended to obtain information that would assist in assessing the students’ knowledge about the grammatical forms and rules that would be covered in the course. Questions varied from closed items to multiple-choice items. As previously stated, the pre-test was administered to both groups in the second week of the academic semester. Moreover, both groups had to undergo a posttest in grammar, which also consisted of 60 items, thus covering all of what had been taught in the course. The posttest was designed for testing students’ achievement in the course through marks/scores that would be submitted to the department for their assessment in the course. Both tests were developed by the course instructor and also were revised and validated by three other instructors. Based on the three instructors’ views and comments on the accuracy, clarity, and appropriateness of the tests, some items were modified and revised. The
The reliability of both tests was also calculated, and the Cronbach’s alpha was found to be acceptable in a pilot study. Based on this, the reliability for the pre-test and posttest accounted for 0.71 and 0.72, respectively, which indicates that both tests in grammar are reliable and can be used for this study.

Figure 1.

The study procedure

The second type of data were the students’ comments under the videos in the online asynchronous discussions. In each online session, the comments were archived in the blog and later organized in separate word files for a content analysis. Because the present study also focused on how the EFL learners perceived the video-based grammar instruction, a follow-up interview was conducted. The interview was exclusive to the students in the experimental group. The interview was conducted in the final week, but on a different day or after the posttest had been performed by the students. However, prior to the interview session, the students were informed of the interviews and were assured that their responses would be used for research purposes only, and any information would be confidential. The following questions were prepared by the researcher, which captured the students’ perception of the
video-based grammar instruction, while a few other questions emerged during the interview session to obtain more information about any aspects that were not covered in the questions prepared prior to the session:

1. Can you talk about your experience in learning grammar through videos in online discussions in the blog?
2. What did you like about using videos for teaching and learning grammar? Explain please.
3. What particular aspects of the videos do you think helped you understand grammar in this course?
4. What do you think of the online discussions or comments following each video on grammar you watched?
5. Were there any particular challenges that you might have faced while learning grammar through videos posted in the blog? Please explain.
6. Are you willing to learn grammar on your own using online tutorial videos in the future?

The interview session lasted six hours, and at first, all the participating students in the experimental group were invited to be interviewed. However, only 17 students were actually interviewed because it was found that the students’ responses to the interview questions added almost nothing new to our understanding of their perceptions of the video-based grammar instruction. The students’ responses to the interview questions were audio recorded by the researcher. The students were encouraged to respond to the questions in English, but they were also allowed to speak Arabic whenever they were not able to express intended ideas and thoughts in English.

Data analysis

The current study used both quantitative and qualitative analyses of the data. For the students’ scores in the pretest and posttest, descriptive statistics including the means and the standard deviations for the two groups were used. Then, in order to calculate the significant differences between the scores in the pretest and those of the posttest between the two groups, the study used inferential statistics, in particular a paired-samples t-test and an independent sample t-test.

For the students’ engagement in the topics of the grammar course, the commentary exchanges posted by the students of the experimental group in the online weekly sessions were calculated using frequency and percentage for each topic of the grammar course and overall. For this purpose, a content analysis of the students’ online commentary exchanges was used to exclude those comments that were not related to the topics of grammar.

Finally, the students’ responses to the interview questions were analyzed using a thematic analysis that focuses on identifying themes emerging from the data. Prior to the actual thematic analysis, the interviews were listened to by the researcher and also another colleague.
who is a lecturer and researcher in the area of writing and grammar teaching several times. Then, the responses were written in the form of transcripts and organized for the analysis. The thematic analysis was initiated by assigning extracts of the transcripts to labels developed based on the literature review on students’ attitudes and perceptions of technology-based grammar instruction. Then, the labels were clustered and categorized under several abstract themes, which will be discussed later with sample excerpts extracted from the students’ interviews.

**Findings**

For the first research question on the effect of video-grammar on the EFL learners’ achievement in the grammar course, the descriptive results (Table 2) show that the mean values of the students’ scores increased from 47.60 and 48.03 in the pretest to 50 and 48.33 in the posttest for both experimental and control groups, respectively. Although the descriptive statistics show differences in the mean values of the pretest and posttest between the two groups, such differences need to be further analyzed in order to measure or determine its significance level.

Table 2
Descriptive Statistics of the Performance of Control and Experimental Groups

<table>
<thead>
<tr>
<th>Groups</th>
<th>N</th>
<th>Pre-test</th>
<th></th>
<th>Posttest</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>M</td>
<td>SD</td>
<td>M</td>
<td>SD</td>
</tr>
<tr>
<td>Control</td>
<td>30</td>
<td>47.03</td>
<td>7.550</td>
<td>48.33</td>
<td>6.318</td>
</tr>
<tr>
<td>Experimental</td>
<td>30</td>
<td>47.60</td>
<td>7.472</td>
<td>50</td>
<td>6.541</td>
</tr>
</tbody>
</table>

For determining the significance level, a paired-samples t-test and an independent sample t-test were performed in this study. Both inferential tests could inform researchers of whether the differences between the two groups in the performance of grammar are significant. In this regard, the results obtained from the paired-samples t-test (Table 3) demonstrate that for the experimental group, the increase in the group’s grammar scores in the grammar test presented above was significant ($p=.002$). On the other hand, the increase in the scores of the grammar tests for the control group was not significant as indicated by the p value ($p=.276$).
Moreover, the above results obtained from the descriptive statistics illustrated that there was a difference in the mean values of the pre-test between the experimental and control group. Yet, such difference was non-significant as indicated by the significance value ($p = .40$) as shown in Table 4. For the difference in the mean values of the posttest between the two groups, the independent sample t-test indicates that such difference between the two groups was determined to be statistically significant ($p = .04$).

Table 4
Independent Sample T-test Results for the Pretest and Posttest in Grammar

<table>
<thead>
<tr>
<th></th>
<th>Df</th>
<th>T</th>
<th>F</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>28</td>
<td>1.34</td>
<td>.35</td>
<td>.40</td>
</tr>
<tr>
<td>Posttest</td>
<td>28</td>
<td>348</td>
<td>.02</td>
<td>.04</td>
</tr>
</tbody>
</table>

In order to answer the second research question about the extent to which the video-based grammar instruction engages EFL learners in the topics of the grammar course, the learners’ commentary exchanges in the online asynchronous discussions were quantified. The learners in the experimental group exchanged an overall number of 594 comments under the videos posted during the semester. Moreover, quantification of the comments across each grammar lesson shows that the frequency and percentage of the comments varied across the lessons with the lesson on conditional sentences generating the highest frequency (128) and percentage of 22%, while the lowest frequency (73) and percentage (12%) of comments represent those comments exchanged by the learners in the lesson on question formulation in English.
Table 5
Distribution of Frequency and Percentage of Learners’ Online Comments on the Videos Across the Grammar Topics

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Frequency of comments</th>
<th>Percentage of comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Irregular verbs</td>
<td>86</td>
<td>14%</td>
</tr>
<tr>
<td>4</td>
<td>Question formulation</td>
<td>73</td>
<td>12%</td>
</tr>
<tr>
<td>5</td>
<td>Sentence structure</td>
<td>94</td>
<td>16%</td>
</tr>
<tr>
<td>6-9</td>
<td>Tenses</td>
<td>101</td>
<td>17%</td>
</tr>
<tr>
<td>10-13</td>
<td>Verb modals in English</td>
<td>112</td>
<td>19%</td>
</tr>
<tr>
<td>14-15</td>
<td>Conditional sentences</td>
<td>128</td>
<td>22%</td>
</tr>
<tr>
<td></td>
<td>Overall</td>
<td>594</td>
<td>100%</td>
</tr>
</tbody>
</table>

Regarding the third research question, the thematic analysis of the learners’ responses to the interview questions identified several topics underlying the learners’ positive perceptions of video-based grammar instruction. First, all the interviewees expressed their positive views on the value of videos for teaching and learning grammar because they were able to listen to and watch instructors explaining new grammatical forms and rules. This is evidenced by the sample voices of S3, S7, and S18 selected from the transcripts:

*S3: For me, I really liked this way of teaching grammar. As you know, we were able to listen to the videos many times and understand the lessons.*

*S7: I think the videos allowed us to watch what the lecturer says about the rules and also can read the writing and see how they use it.*

*S18: Learning grammar is important and we learnt through watching videos even with writing and explaining rules.*

Some of the interviewed students also pointed out the funny aspect of learning grammar through videos as opposed to the traditional textbooks in the classroom. They seemed to be aware of the role of fun in learning grammar as some videos posted by the instructor involved short comedies about certain aspects of grammar, such as tenses and modal verbs:

*S10: The most lovely part of the videos for grammar is the comedy when characters appeared to joke and kid about grammar rules hhh.*

*S25: I enjoyed the short comedies because sometimes grammar makes you feel bored so this made us enjoy learning grammar. I mean not like the classroom as we only read books.*
What was interesting about the students’ perceptions of video-based grammar instruction used in this study was their awareness of the role of virtual interactions in the online asynchronous discussions. Such online discussions provided the learners with opportunities to comment, discuss, and interact on what was explained in the videos:

*S16: Interaction in the online discussions helped me to express my ideas and thoughts in a clear way.*

*S4: Our online interaction also helped me to enhance my grammar as I was reading others’ comments and discussing different topics with them.*

The online interaction was perceived by some learners as a way to receive peer assistance in the form of corrective feedback and suggestions that helped them to identify their errors and better master new grammatical rules:

*S9: And the other members help a lot in correcting the grammar mistakes. So we practice finding the mistakes of each other.*

*S11: Of course, the online interaction allowed us to point at our errors and got feedback from friends.*

Some learners also recognized the role of online interaction in creating a space for them to practice new grammatical rules through commenting on peers, negotiating the meaning of grammar forms and rules, and communicating their ideas:

*S13: We got opportunities to master grammar rules like tenses by using it when we comment on our friends.*

*S30: I can mention the fact of discussing meaning. We can negotiate meaning either with our teacher or with our peers.*

*S6: Mastering grammar is very difficult; we need to memorize the table of the tenses if we really want to master it. But good that here we use communicative English that is very helpful to express our thoughts and ideas.*

Despite the positive perception of video-based grammar instruction and its value in the EFL learners’ learning of grammar, there are still challenges and concerns faced and expressed by some students in the interviews. One of these challenges is related to the difficulty accessing and watching the videos posted, especially in cases when some or few students were following the lessons using mobiles:

*S16: Sometimes, I asked my friends: how can I be active as u despite the fact that I’m connected from mobile and couldn't see the video?*

Another challenge that might have hindered some students’ effective learning of grammar through videos posted in the blog is the difficulty tracing or following the discussions, especially with the large volume of students’ commentary exchanges. This might have made a few students unable to see and read all peers’ comments in the online discussions:
**S28:** I think sometimes I had a problem in receiving all comments from my friends. I think not all comments could be delivered.

**Discussion**

The present study set out to answer three research questions: (1) whether video-based grammar instruction in a blog has a significant impact on EFL learners’ achievement in the grammar university course; (2) the extent to which video-based grammar instruction engages the EFL learners in the topics of the grammar course; and (3) how the EFL learners perceive video-based grammar instruction in the blog. For the first research question, the results illustrated that using videos facilitated grammar instruction, and it was effective for improving EFL learners’ knowledge and use of grammatical forms and rules related to the topics prescribed in the grammar course. This is clear through the increase in the scores of the EFL experimental group in the posttest of grammar, which was determined to be significant. However, this could be due to the higher exposure to English grammar provided to the students through video watching, particularly those students in the experimental group. Further evidence supporting the significant effect of video-based grammar instruction on the EFL learners’ achievement in grammar is the significant difference between the scores of the experimental group and the control group in the grammar posttests. This particular result suggests that additional exposure to the target language plays an important role in their processing of the language and increases the comprehensible input, which, in turn, enhances their performance (Ellis, 2006; Krashen, 1985). The result could also be interpreted from Vygotsky’s (1978) sociocultural theory. In other words, the learners in the experimental group could have access to the videos and comment and interact to discuss what was watched by them. This created opportunities for peer scaffolds or assistance in learning grammar. Previous research has emphasized the role of peer scaffolds in language learning in general, including writing (Nassaji & Swain, 2000; Saeed & Ghazali, 2017; Turuk, 2008; Villamil & de Guerrero, 2006).

The above results being interpreted from earlier perspectives on ESL/EFL acquisition and learning indicate that sufficient input and exposure to the target language assist learners in acquiring and mastering grammar of the target language (Ellis, 2006; Krashen, 1985; Shrosbree, 2008; VanPatten, 1996, 2003). In other words, as the learners were able to see and watch how new grammatical forms and rules are constructed, what they mean, and how they are used, they were able to enhance their knowledge and use of grammar in the posttest. Like other studies that have supported the effectiveness of various technological tools in enhancing ESL/EFL learners’ learning of grammar (AbuSeileek, 2009; Kılıçkaya, 2015; Khodabandeh & Soleimani, 2018; Rezvani & Ketabi, 2011), the current study also supports the effectiveness of technology-based grammar instruction for EFL learners’ mastery of grammar.
The results of the present study also corroborate those of earlier studies on the efficiency of videos in language learning and grammar instruction in particular (Chung, 2002; Ilin, Kutlu & Kutluay, 2013; Saeedi & Biri, 2016), which could be attributed to the sources of knowledge that learners cannot find in classroom textbooks and materials. Multimodality of videos assists learners to cognitively process the information by simultaneously activating their hearing and visual channels (Mayor, 2001; Saeedi & Biri, 2016; Talaván, 2007). The effectiveness of videos is also attributed to the authentic language used in contexts (Shrosbree, 2008) as some videos in this study offered the learners short conversations where new grammar forms and structures are used (e.g., modal verbs for requests) (See Appendix).

Concerning the second research question, the use of videos in grammar instruction triggered EFL learners’ interaction as implied by their comments showing their discussion, articulation, clarification, questions, and even speculation of the meaning and use of grammar forms and rules. Therefore, this study contributes to the above-mentioned studies on the use of various technological tools, including videos in grammar instruction, by emphasizing the role of learners’ asynchronous interaction in processing and better understanding new grammar forms and rules. This is consistent with other studies on ESL/EFL learners’ discussions through asynchronous tools, such as blogs in peer writing/peer review of writing, part of which is grammar (Liang, 2010; Pham & Usaha, 2015; Saeed & Ghazali, 2017).

With regard to the third research question, the EFL learners described their positive perception of the video-based grammar instruction in this study. Specifically, the learners valued the videos in grammar instruction for they could listen and watch speakers’ explanations of new grammar rules and use. This finding supports the role of videos in rendering learners’ perception of language learning (Tschirner, 2001) and grammar (Saeedi & Biri, 2016) positive. Learning grammar in a fun way is also an interesting aspect of video-based grammar instruction as articulated by the EFL learners in this study, which is consistent with what was reported by Saeedi and Biri (2016). Our findings further indicate that the perceived value of video-based grammar instruction is attributed to the role of the videos in triggering their online interactions. Their voices suggest how virtual interaction could mediate their learning of new grammatical rules. This mediated learning interpreted from the sociocultural perspective (Vygotsky, 1978) is achieved through peer support or assistance, which is important because it mediates learners’ comprehension of what they learn.

**Implications and Conclusion**

The findings of the present study have implications for both EFL learners and teachers. Because grammar represents a daunting task for learners due to classroom instruction that relies on textbooks, the limited exposure to English, and the lack of or restricted interaction that promotes learners’ mastery of grammar through actual use of English, the present study provides evidence that video is a valuable tool that supplements classroom instruction of grammar. It plays a role in improving learners’ grammar by exposing them to a rich input in
the target language, providing them with an explicit instruction on new grammatical forms and use and introducing them to an authentic language in a context that shows how such forms and rules are used. As a result, EFL learners are able to comprehend the information and use it in the context of grammar production (e.g., their grammar tests).

Another interesting implication of the findings is that video is a useful grammar teaching tool that encourages and motivates learners to learn grammar in English. In this study, the EFL learners’ voices suggest that video-based grammar instruction is enjoyable as learners watch short comedies or plays where actors use new grammatical forms and rules in funny conversations.

Teaching grammar needs to trigger students’ interaction: teacher-learner interaction and peer interaction. Interaction, as a means to discussing and articulating ideas and thoughts and negotiating the meaning of rules in grammar, cannot be achieved through video watching only, but also through creating opportunities for students to comment and interact (e.g., questions that stimulate their understanding of what they have watched and learnt from the video). In this regard, using online tools such as blogs can serve as a space where teachers post videos and learners, through virtual interaction, can discuss new grammatical rules and their use.

There are several limitations of this study that should be addressed for future studies. First, the study determined the effect of video used in grammar instruction on EFL learners’ performance in the university course through their scores in the pretest and posttest. Future studies could use a constant assessment of their performance in grammar. Moreover, the study focused on the extent to which video engages the learners in the topics of grammar through counting their online commentary exchanges. Future research can assess whether learners will be able to use new grammatical roles accurately in their online interactions stimulated by videos. This suggests the need for careful planning of activities and exercises that are oriented towards learners’ production of the newly learned grammatical forms and rules in situations. This could also be achieved through writing tasks that require learners to use new grammatical rules in writing such tasks. A final important limitation of this study is that due to access to the videos beyond the weekly classroom time, the students in the experimental group could have been given additional exposure to grammar through videos, which may suggest that the additional time for watching the online videos could contribute to the students’ higher scores in the posttest. Restricting access to videos to classroom time should be considered by future researchers.

References


Stockwell, G. (2007). A review of technology choice for teaching language skills and areas in the CALL literature. ReCALL, 19(2), 105-120.
Appendix

Screen Shots of sample online videos

Learn SIMPLE PAST TENSE through Movies english-challenge.ru

Did you miss me?

Learn English through Comedy Film - Funny English conversation 04

I only have two classes before lunch.
Learning English through Short Funny Film Tape 5

WHAT ARE YOU DOING?