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# **The Use of Authentic Videos to Change Learners' Negative Attitudes and Perceptions toward Grammar Learning**

**The Case Study of Third Year Pupils at Ahmed Benbella Secondary School**

**Dissertation submitted in partial fulfillment of the requirement for a Master Degree  
in  
*Language and Communication***

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## *Dedication*

*I dedicate this work to my dear parents  
To all my colleagues, and teachers at the University of Mostaganem.  
-Abdelhamid Ibn Badis-*



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*My heartfelt thanks go to Dr. Hanane.Sarnou who honored me with her supervision of this study. Equally, I would also like to express my tremendous gratitude to my teachers; Miss.Kharoubi, Dr.D.Sarnou, Miss. Benouda , Miss. Heirech and Miss.Bekri. I am also deeply grateful to the library staff at the Department of Foreign Languages for providing me with invaluable sources to complete this study.*

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## Abstract

This investigation seeks to inquire into the effectiveness of using authentic videos for grammar teaching purposes. In this investigation an English animated situation -Hercules- was used as a type of authentic multimedia to teach a particular grammatical structure, namely conditional sentences. This study also aims at investigating the EFL learners' attitudes toward grammar learning after being exposed to such an authentic video. To reach that purpose, 56 EFL learners were required, ultimately, to respond to a questionnaire with an aim to reveal their attitudes towards grammar as a language entity and as a subject for being learnt. Then, as a second stage of the investigation, the EFL learners were divided into control group and experimental group with 28 learners in each. The first group was taught grammar-conditional sentence-using deductive-inductive approach, while the second group was exposed to an authentic video to learn conditional sentences. There was a post-lesson stage that includes a questionnaire to be answered by learners of each group. The aim behind this stage is to capture any change in learners attitude showed in pre-lesson questionnaire. The findings of the first stage revealed learners negative attitude towards grammar learning. And the third stage results showed the effectiveness of authentic videos in entirely turning learners attitude toward grammar learning to be significantly positive. Also, the utility of authentic videos in highly motivating EFL learners can be deduced. The findings of this survey asserted the need for incorporation and integration of authentic videos in EFL classrooms as they resulted in rising effectively learners' awareness about grammar and looking at it from a communicative perspective.

**Keywords:** Multimedia; authentic videos, negative attitude, grammar learning, EFL learners, positive attitude.

## **List of Abbreviations**

**LLS:** Language Learning Strategies

**CLT:** Communicative Language Teaching

**EFL:** English as a Foreign Language

**L2:** Second Language

**3s2:** Troisième Année Secondaire (3rd Secondary –School Year)

**%:** Percentage

**TL:** Target Language

**ICT:** Information and Communication Technology

**SLL:** Second Language Learning

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## General Introduction

The reconsideration and reestablishment of grammar role in second language classroom and curriculum, after being for so many years downplayed and even denied, have brought about unprecedented challenges to teaching theoreticians and practitioners. This renewed interest in such a role is based on the fact that grammar provides the learners with the ability to generate a potentially enormous number of original sentences resulting in expressing themselves in a more communicative way and developing a higher level of L2 accuracy. In pursuit of this fact, EFL teachers are recurrently confronted with several arduous situations, such as learners' low proliferation to grammar and the negative attitudes and perceptions towards learning it. What aggravates the situation more is the use of out-dated grammar teaching strategies with EFL learners, the least described being digital natives. In quest of acclimation with this situation, many steps toward the digitalization of EFL classroom generally, and grammar teaching particularly have been implemented in a hastened pace. One aspect of the ongoing digitalization is the implementation of authentic videos that is, all the kinds of program you normally see at the cinema, on TV or on DVD: feature films, documentaries, commercials and game shows in grammar teaching.

Nevertheless, grammar teaching within the Algerian context did not escape neither facing the same challenges nor the urgent need for adaptation. A simple glance at grammar teaching reveals its importance in the English syllabus in both middle and secondary schools. It is for many a way of measuring learners' proficiency in English. It usually occurs in exams, and is at the centre of assessments and written evaluations. Accordingly, the investigator will, purposefully, place the interest in the present research on ultimately revealing the pupils' negative attitudes and perceptions towards grammar learning at the level of third-year pupils at Ahmed Benbella Secondary School in Oued Rhiou, then on investigating the overall effects of implementing authentic videos in teaching English grammar and its learning. Through-out this work the investigator will try to focus on a part of the actual

situation of grammar teaching and learning by attempting to answer the following questions, formulated for the purpose of this study.

1-What an effect traditional teaching strategies has on current grammar learning ?

2-Is the failure to reach the pedagogical objectives behind grammar teaching related to the learners' misuse of specific strategies, or to the lack of both extrinsic and intrinsic types of motivation?

3-To what extent can authentic videos integration in EFL teaching/learning change learners' negative attitudes and perceptions towards grammar learning in particular?

It is hopefully expected that answers to such questions will not only reveal the effects of traditional approaches on grammar teaching, but will similarly try to provide evidence and argument for the following research hypotheses.

To begin with, the exclusion of ICT from learning-teaching process in general and grammar lessons in particular has a very negative impact on every aspect of SLL.

Next, there is either a lack of motivation, or of awareness in using the appropriate learning strategies by learners to acquire and practice the studied grammatical structures to reach a particular communicative purposes.

Finally, the impact of authentic videos as an instructional technology is of great help in leveraging learners' motivation, enhancing the use of the appropriate strategies for grammar learning, and changing learners' attitudes and perceptions towards grammar from being negative to be positive.

It is estimated that the testing of such research hypotheses can lead the investigator to uncover the pupils attitudes towards grammar and its learning, and the impact of authentic videos use within this context. In doing so, the investigator designed an exploratory case study research with third year pupils at Ahmed Benbella Secondary School, and a quantitative method was embraced beside using the questionnaire as tool for data collection.

The handling of the central issues governing the current dissertation will be dealt with in three distinctive chapters.

The first chapter presents an overview of related literature on authentic videos. It also demonstrates how grammar learning techniques and strategies can be enhanced by authentic videos integration, and how this contributes to the mastery of grammatical structure. Then, it tackles the topic of pedagogical outcomes of authentic video use.

Chapter two deals with the research design and methodology. It presents the research instruments and gives information about the participants, research procedures and the data analysis method. Additionally, it includes a brief description of the lesson stages that learners have been going through.

Chapter three is devoted to the analyses of the results obtained from pre-lesson questionnaire and the post-lesson one. It is expected then that results of this investigative study would hopefully provide a diagnosis of the problem under study and would also pave the way to a better testing of research hypothesis and, probably, adopt what has already been claimed to be a solution.

## Chapter One: Theoretical Background

### 1. Introduction

Learner's Learning over teacher's teaching has been greatly emphasized in the reform EFL learning witnessed during the last decades. As a part of this emphasize shift is language learning strategies role, being both deployed by learners and enhanced by teachers, to which some researchers (e.g. Rubin, 1975; Stern, 1975) have enormously related the difference in L2 acquisition from one learner to the next in terms of either rate of progress or final level of achievement. Another innovative part of that change is the adoption of technology-oriented education, among which generally is the use of authentic materials (such as change-of-address forms, job applications, menus, voice mail messages, radio programs, and videos (Ianiro: 2007), and particularly is the implementation of authentic videos into the teaching-learning process due to video's rich presentational attributes which can result in learning facilitation. Additionally, authentic videos are of paramount importance in motivating learners, and functioning as useful tool for comprehensible input and rising learners' intercultural communicative competence.

### 1.1 Learning Strategies

The cognitive and communicated process that EFL students used consciously or unconsciously with the aim to acquire a language refers to learning strategies. Oxford defines learning strategies (1990:8) as specific actions taken by the learner to make learning easier, faster, more enjoyable, and more transferable to new situations. Wenden and Rubin also define learning strategies (1987:19) as "... any set of operations, steps, plans routines used by the learner to facilitate the obtaining, storage, retrieved, and usage of information". Consequently, "...the conscious thoughts and behaviors used by learners with the explicit goal of improving their knowledge and understanding of the target language" as Cohen (1998:68) pointed out are of great importance in shaping the good language learner since they "help learners become more fluent in what they already know and may

lead learners to gain new information about what is appropriate or permissible in the target language" (Oxford, 1990:49).

Yet, all students have learning strategies; some are successful and some are not, and one of the teacher's crucial duties is the teaching of learning strategies that would enhance pupils' successful learning process. Rubin (1996), on the same wave length, asserted that students are different and benefit from different kind of teaching and ways of learning. Widdowson (1991) and Mcgroarty (2002) also claimed that students are different and benefit from different kind of teaching strategies.

It is for the teacher to summon what consolidates LLS effective employment. Ultimately, this consolidation, includes using authentic videos, and giving learners the chance to develop some strategies on "learning how to learn language". As for grammar, being an important language entity, Cohen (1998:123,221) stresses the importance of strategy used by learners in producing more grammatically accurate speech. But, what type of strategies learners need in their L2 grammatical items learning and what an influence may authentic videos use has on each strategy potentially employed by every learner and to what extent this use enhance learning strategies?

Diagram of the Strategy System

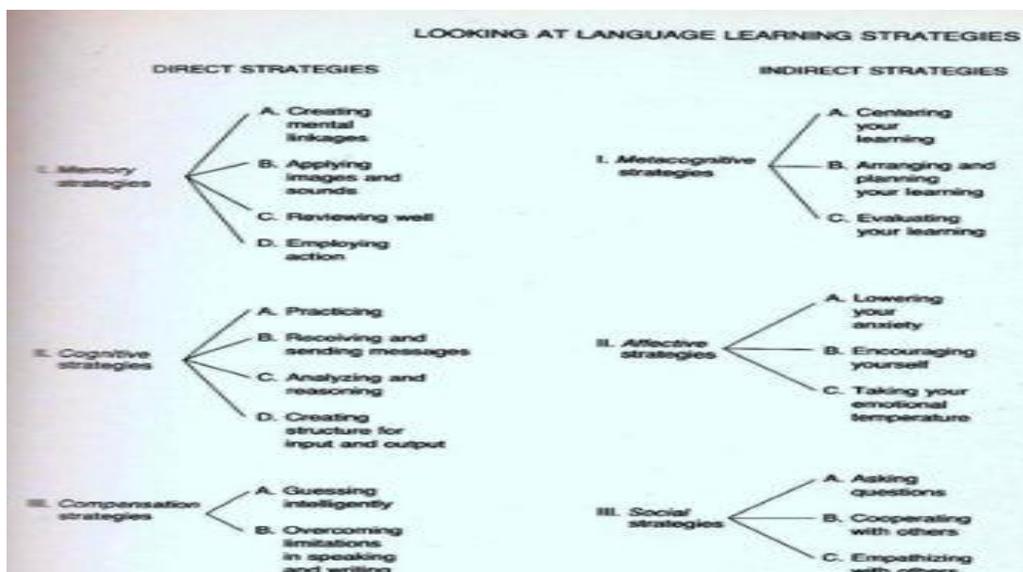


Figure 1.1 -Source: Oxford, Rebecca L. (1990). Language Learning Strategies – What Every Teacher Should Know, Heinle&Heinle, Boston, USA, p. 17

### **1.1.1. Grammar Learning Strategies and Authentic Videos**

Grammar learning strategies have not received much more focus in term of deep studying and research, there are four main areas with which grammar is closely related: deduction, induction, translation and transfer. Yet, they all respectfully fall under four broad types of strategies: Cognitive, metacognitive, compensation, social and affective strategies. The relation between each strategy and authentic videos use will be depicted in the following passages .

#### **1.1.1.1. Authentic Videos and Cognitive Strategies**

For O'Malley and Chamot (1990), cognitive strategies operate directly on incoming information, manipulating it in ways that enhance learning. Weinstein and Mayer (1986) in O'Malley and Chamot (1990:44) classified these strategies under three broad groupings: rehearsal, organization, and elaboration processes.

Cognitive strategies, such as repetition, resourcing, translation, grouping, note taking, deduction, recombination, auditory representation, contextualization, inferencing, are related to particular learning tasks and to the manipulation of the learning material. Yet, imagery, another process belongs to cognitive strategies, which means relating new information to visual concepts in memory via familiar, easily retrievable visualizations, phrases, or locations can be effectively activated by learners and highly boosted with the authentic video incorporation during a grammar lesson in a way that images, visual clues and sounds included trigger of the power of imagination for learners and set them to be part of what they are exposed to in a very interactive way resulting in a better internalization of the grammar item being taught.

Additionally, authentic videos and pictures can serve as a connection between the mother tongue and English, so direct translations are not needed (Feuntein 1995). This support also allows the teacher to skip excessive explanations and translations and help them to save time (Brinton,2001). Researchers as Barry (1998), claimed that both children and adolescents get highly persuaded through imagery, and that those images and visuals speak directly to human being in the same way

experience does: holistically and emotionally. Similarly claiming Piaget and Inhelder (2000) states that young learners have little knowledge of the real world and developing conceptions. Therefore they need more visual information to represent their thoughts.

#### **1.1.1.2. Authentic Videos and Compensation Strategies**

Oxford (1990: 47-48), indicates that compensation strategies, also referred to as cover or coping strategies, are helpful to use the new language for comprehension or production in spite of limitations in knowledge. That is, this type of strategies allows learners to use the language in spite of gaps in knowledge.

Compensation strategies exist as ten parts which are divided into two sets: Guessing intelligently in listening and reading, and overcoming limitations in speaking and writing. Authentic videos including tone of voice, facial expression, emphasis, body language correlated with guessing intelligently in listening may lead to grammatical meaning grasp. Also these elements help learners understand or guess the meaning of what is being said or heard. In listening, a good source of nonlinguistic clues is represented by what has already been uttered. Thus, relying on this information, the learner may get the meaning of what is currently being said among which the use of a given grammar structure or he may anticipate what will be said.

Also in listening, perceptual clues related to the situation, such as the background noise or the number of characters involved, help the listener better understand the material under usage regardless of his repertoire .

In oral or written stories, the descriptions of people, the identification of the situation presented in the passage or the recognition of the manner in which people treat each other can help listeners and readers guess the events and the message of the story. Equally important are the pictures, the graphs, the tables or the text structure, including its title, introduction, transitions, and conclusion. learners need to see how grammatical rules work together with words and their surroundings (this shown realistically within the video).

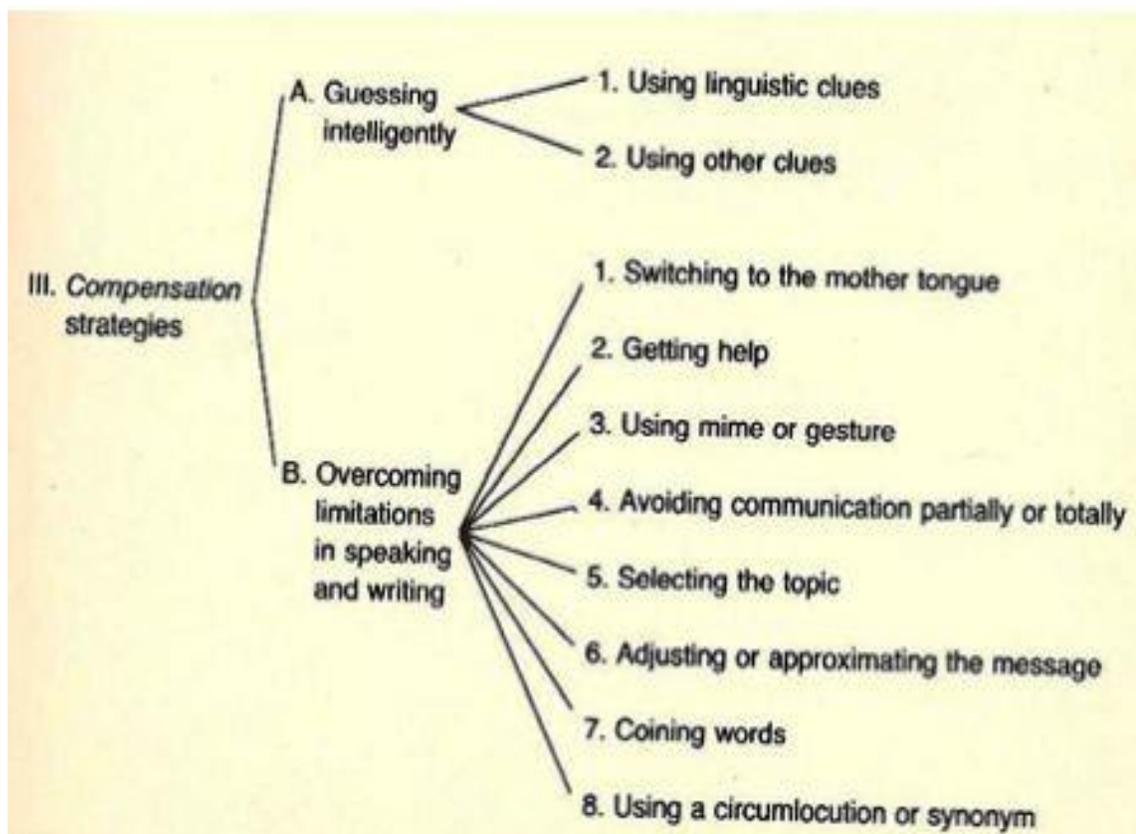


Figure 1. 2- Source: Oxford, Rebecca L (1990). Language Learning Strategies

### 1.1.1.3. Authentic Videos and Metacognitive Strategies

Metacognitive strategies are those used for managing and regulating learning and they include centering learning, arranging and planning, as well evaluating progress in the target language. Weyden's studies (1982) in Wenden and Rubin (1987:25) focused on what learners know about various aspects of their language learning and how this influences their choice of strategies. Centering your learning means identifying a focus, and this can be done perfectly by exposing learners to authentic videos while being asked by the teacher to focus on (selective attention) a given grammar structure, its use and context among the whole video's content. Paying attention is essential for the development of all language skills and the avoidance of distracters, authentic videos are of appreciated influence in this context.

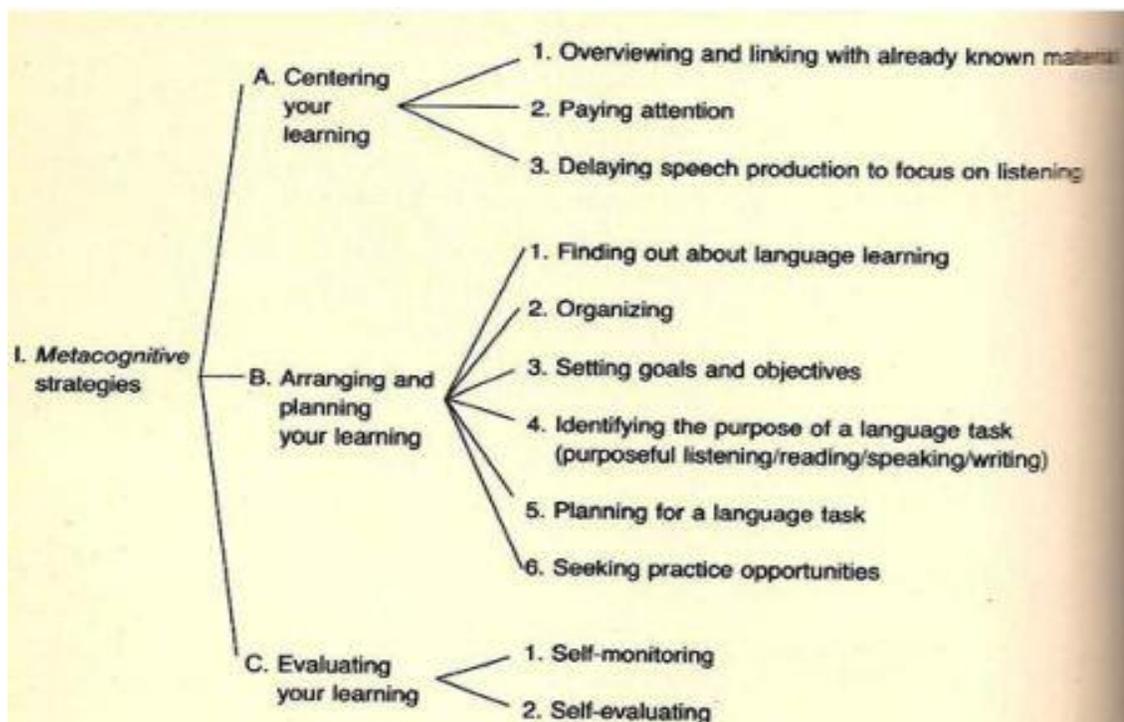


Figure1.3- Source: Oxford, Rebecca L. (1990). *Language Learning Strategies - What Every Teacher Should Know*, Heinle&Heinle, Boston, USA, p. 20

#### 1.1.1.4. Authentic Videos and Affective Strategies

Affective strategies are of paramount importance in preparing learners both “emotionally and attitudinally for the learning process” and for attaining communicative competence. Their role is to develop learners` self-confidence and perseverance and to deal with negative feelings, such as anxiety or fear of speaking, which might impede them to engage actively in language. The affective factors may become one of the biggest factors on language learners for their success or failure. Using Authentic videos containing music before any language task can reduce stress and give learners a more positive attitude towards learning and the task itself.

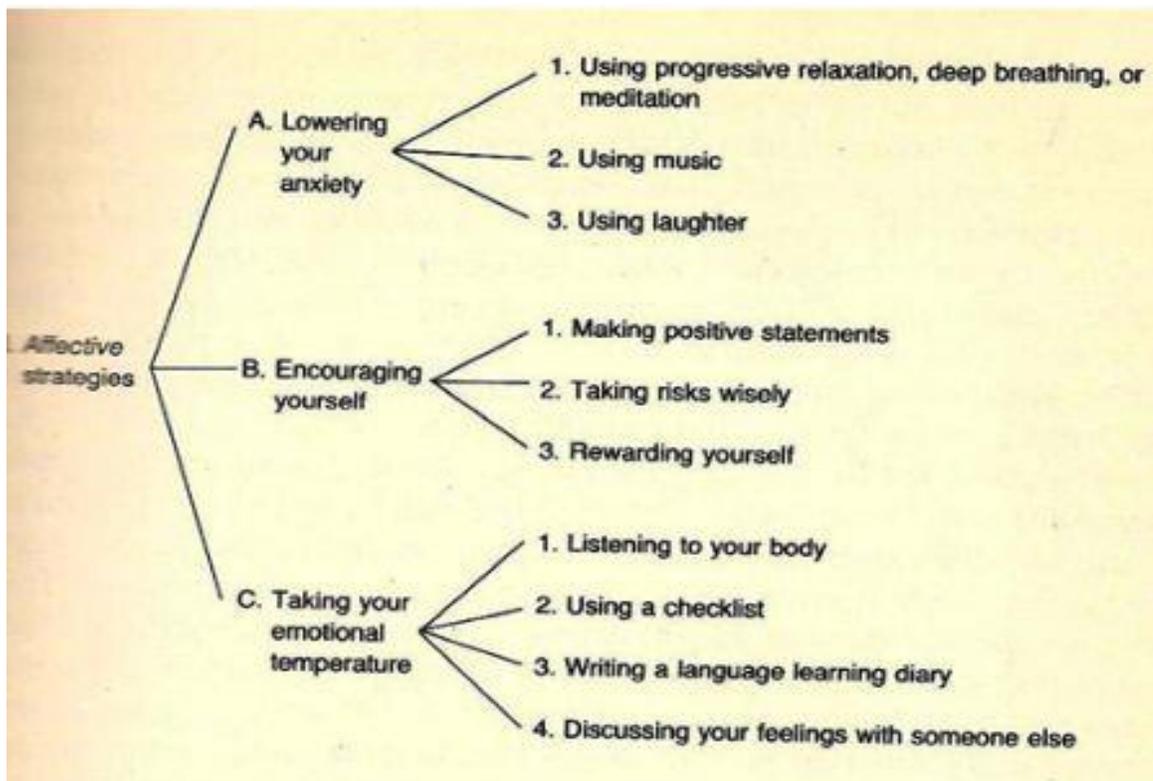


Figure 1.4 Source: Oxford, Rebecca L. (1990). *Language Learning Strategies – What Every Teacher Should Know*, Heinle & Heinle, Boston, USA, p. 21

#### 1.1.1.5. Authentic Videos and Social Strategies

Social strategies seek to boost sociolinguistic competence through interacting with other learners or language speakers, as well as their empathetic understanding. Thus, in communication process, appropriate social strategies are very important. Social strategies are divided as three sets: Asking questions, cooperating with others and empathizing with others. Developing cultural understanding by exposing learners directly to authentic videos containing real talk and scenes is highly important for understanding what is being read or heard in the target language, as well as for knowing what is appropriate to say or write from a cultural point of view. In the classroom, cultural awareness may be raised by discussing culturally different topics, as well as by comparing behavior in the students' own background with the foreign culture shown in authentic videos or life-like scenes.

Dependently, according to Gardner, levels of motivation, accordingly better learning, are influenced and maintained by attitudes towards integrativeness i.e. 'an openness to the TL group and other groups in general linked to one's sense of ethnic identity'(Gardner, 2006: 236). Research has shown that L2 learners with higher levels of integrativeness tend to obtain better results in the L2 than learners with lower levels of integrativeness (Cziser and Dörnyei, 2005; Gardner, 2001, 2006).

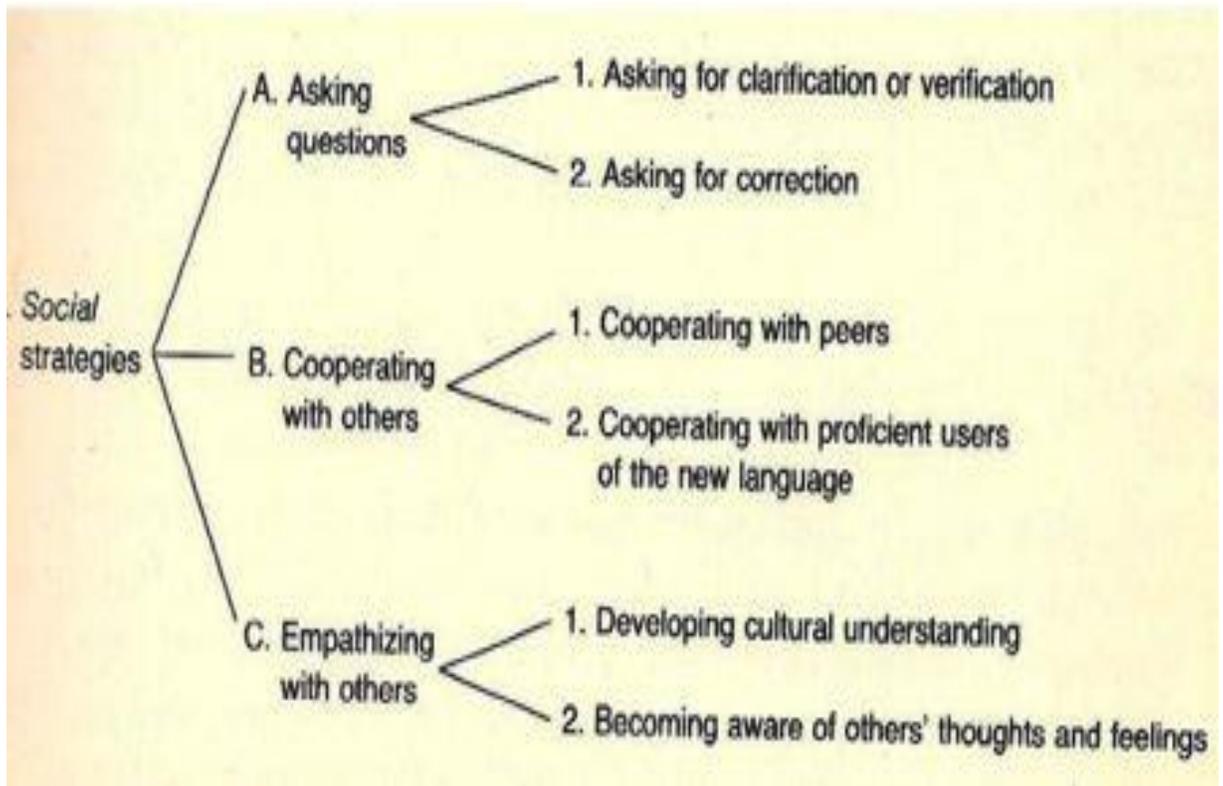


Figure 1.5 Source:Oxford, Rebecca L. (1990). Language Learning Strategies – What Every Teacher Should Know, Heinle&Heinle, Boston, USA, p. 21

## 1.2. Other Reasons behind Authentic Videos Use

### 1.2.1. Authentic Videos as a Motivational Tool

One of the reasons behind The negative attitude toward grammar learning is lack of motivation, particularly extrinsic motivation which refers to motivation that is generated by external factors. Thus, extrinsically motivated learner's beside their enthusiasm, commitment and persistence represent essential determinants of success or failure, and are responsible for positiveness toward grammar lessons. By the same token, Mcgroarty (2002: 69-89) writes that motivation for L2 learning is created from people. She suggests that motivation also can come from the different surroundings and the environment of schools and the places where the teaching takes place. Motivation, that "internal state or condition that activates behavior and gives it direction" Kleinginna, P., Jr., & Kleinginna A. (1981a), represents a primordial component of learning and is of significant importance in getting students engaged in different activities and stages any grammar lesson goes through. According to Oxford and Shearin (1994), "Research shows that motivation directly influences how often students use Second language (L2) learning strategies". Thus, lack of motivation may results generally in the misuse of learning strategies, also particularly in rising the signs of boredom i.e. yawning, using cell phones, talking to peers, sleeping and showing unwillingness to practice grammar. In addition, learners would not show more interaction while formative assessment is assigned by the teacher after some steps (especially during presentation stage) which may lead to confusion about whether to provide learners with feedback and support or moving to the next stage. Lack of homework's completion, poor attendance, low class participation and poor student teacher relationship are other aspects of low level of motivation too.

Authentic videos chosen carefully with a challenging content and just slightly upper the students current level of competence will probably do away with students' lose of interest in what is being taught, the feeling of dissatisfaction and other boredom signs.

For Davies, J. & Fortney, M. (2012), “boredom is a feeling resulting from a surplus of mental resources given a relatively unchallenging task environment”. The unused mental resources will result in boredom and the possibility of the arousal of signs of boredom in class”. Within this vista S.Krashen (1982-1985) adds that the input hypothesis states that we acquire a language by understanding input that is a little beyond our current level of (acquired) competence. If  $i$  is the language learner’s current level of competence in the foreign language, then  $i + 1$  is the next immediate step along the development continuum. Therefore, if the goal is to assist the language learner progress in their task, it is essential to provide the learner with comprehensible input  $[i+1]$ . Authentic videos are a better representation and modeling for what Krashen called  $i + 1$ .

Authentic videos are one of the most effective pedagogical techniques that EFL teachers may rely on specially with digital natives in Keeping students interested or engaged in as Sherman claims:

*‘Many of you will have experienced the compelling power of video in the classroom, a power that is even enhanced by concentration on short sequences. The eye is caught, and this excites interest in the meaning of the words. Authenticity itself is an inducement there is a special thrill in being able to understand and enjoy the real thing. In addition, video is today’s medium. Print may still be powerful but many people spend more time with audiovisual media; video techniques, discourses and clichés are more familiar to them than the world of books and papers.’* Sherman, J. (2003). UK: Cambridge University Press).

In sharing the same idea Snow (2001) suggests the visual materials use Content-based goes from gestures and pantomimes to pictures, photographs and slides. These aids help to make the activities more motivating and meaningful for the students.

Authentic videos may significantly turn a grammar lesson from being deadly dull to be immeasurably easier and more pleasant, as well as more productive. Accordingly, an appropriate atmosphere for students is kept(stresses by Krashen

in his 'Affective Filter Hypothesis') and thus we ensure both a better internalization and a long-term memorization of the newly taught grammar item (its form and use) . Yet, a recent large-scale survey by Canning-Wilson in 2000 suggests that students enjoy learning language through the use of videos. One of the results of this survey shows that learners prefer action/entertainment films to language films or documentaries in the classroom. She believes that it could be inferred that student comprehension of the video may be due to the visual clues instead of the auditory components. Perhaps the findings from these studies can be attributed to the fact that authentic video offers contextual support and/or help learners to visualize words as well as meanings.

### **1.2.2. Authentic Videos as a Tool for Input Enhancement**

Gass (1997) claims that “second language acquisition is shaped by the input one receives” (as cited in Fotos, 2000). Dependently, research on second language acquisition with multimedia has investigated how multimedia, i.e. a combination of text, audio, and images, can enhance input by making it more meaningful thus enhancing students’ second-language development. (Plass & Jones, 2005). Within this context, authentic videos (including audio and images) use leads in learners having the benefit of retrieving learned material from two types of cues rather than one due to the availability of two modes (audio-visual).

Adequately, Plass & Jones postulate that “Second language acquisition with multimedia is the use of words and pictures designed to support the comprehensible input that the learner is exposed to and interacts with, and to elicit and negotiate comprehensible output” (Plass & Jones, 2005, p.469). Canning-Wilson (2000) assert that the use of illustrations, visuals, pictures, perceptions, mental images, figures, impressions, likenesses, cartoons, charts, graphs, colors, replicas, reproductions, or anything else is helpful in grasping an immediate meaning in the language, so may benefit the learner by helping to clarify the message, provided the visual works in a positive way to enhance or supplement the language point under studying.

It has been widely stressed that teaching grammar in a contextualized manner is pedagogically more beneficial than abstracting structures from their meaning and use. According to Sherman (2003), authentic videos allow teachers to introduce any aspect of real life into the language learning environment, contextualizing the learning process, another support for this view comes from (Larsen-Freeman, 2001, p. 252) when saying:

*“Since our goal is to achieve a better fit between grammar and communication, it is not helpful to think of grammar as a discrete set of meaningless, decontextualized, static structures. Nor is it helpful to think of grammar solely as prescriptive rules about form... Grammatical structures not only have (morphosyntactic) form, they are also used to express meaning (semantics) in context-appropriate use (pragmatics)”.*

Accordingly, this implies that exposing the learner just to decontextualized sentences( form), usually written on the board, is not pedagogically correct to some extent and is not sufficient to achieve the final objective behind grammar teaching which is real-life use(meaning), thus authentic videos are of great help in keeping balance between meaning-based and form-based instruction so the learner uses language communicatively without sacrificing grammatical accuracy. Yet, authentic videos are very helpful for learners’ comprehension of the spoken language as Sherman. J referred to:

*“Video brings us all kinds of voices in all kinds of situations, with full contextual backup. One obvious advantage for comprehension is the visual dimension, particularly for pragmatic understanding in dialogue; also important is the access to a variety of recognizable genres and the long term contextual understanding built up as the program develops”.* Sherman, J. (2003)

### 1.2.3. A Source for Authentic Language

Many scholars and language practitioners have stressed the importance of the EFL learner being exposed to real-life language for some benefits as mentioned by Sherman.J when saying '*Authentic video provides a vast up-to-date linguistic resource of accents, vocabulary, grammar and syntax, and all kinds of discourse, which shows using most of its uses and contexts – something neither course book nor classroom can do*' Sherman, J. (2003).. So, authentic videos offer a reliable reference of every language aspect within its context, especially descriptive grammar which is far from being referred to in academic publications. Another pedagogical advantage of using authentic videos, such as movies, TV shows is that, they are a source of authentic language showing natural dialogue, (Donley, 2000).

Thus, students are in front of what the real world of the English language is about without need for adaptations or adjustment on vocabulary, grammar structure or rate of speech, which is more than a challenge and an interesting way to better prepare them for what they are definitely going to encounter whenever they travel or meet English native speakers. Students can profit more efficiently from this type of input, given its presentation of real (not manipulated) language and complete communicative situations, this is the kind of language learning session that learners really need for real life.

### 1.2.4. A Tool for Enhancing Intercultural Communicative Competence

Recurrent exposure to Authentic videos is of great help in forming a learner with a high competency in intercultural communication and rises significantly his cultural awareness "Because of all the customs, habits, dialogs, images, etc. That can be seen in TV series, movies, and other sources of authentic material, they are a means of teaching culture, customs and history", (Shawback & Terhune, 2000). Howbeit, authentic videos allow learners to discover things, places, people, events and behavior beyond the learner's local culture which is worth thousands of picture dictionaries and magazines. "*Video is a window on English language*

*culture. Apart from giving access to global cultural products like feature films, it also shows how people live and think and behave – local culture with a small ‘c’. A small amount of showing is worth hours of telling from a teacher or a course book”* adds Sherman J. (2003). Having such type of awareness (cultural) will help the teacher in clarifying how different grammar structures are used by English native speakers and their suitable context.

### **1.3. Conclusion**

Among the countless benefits of authentic videos use I have tried in this chapter to bring up some and demonstrate their relation to key elements in second language learning such as language learning strategies, particularly those probably used by learners in best grasping newly taught grammar items, and how can authentic video, that is, all the kinds of program we normally see at the cinema, on TV or on DVD: feature films, documentaries, commercials, game shows, when being brought to grammar classroom can enhance the use of LLS and directing them to be as useful and effective as possible, thus having a good language learner .Yet, I numbered some reasons for the benefits of authentic video, such as the help in increasing motivation, focusing attention, depth of processing clarification of text content, input enhancement, decreasing interference decay, process support for the type of information and serve as mental models .Accordingly, improving the use of LLS among learners and the recurrent use of authentic videos while having a grammar session can lead to an entire change in learners’ attitude toward grammar lessons from being to some extent negative to be a one full of positiveness and profitableness.

## *Chapter Two : Research Methodology*

### **2.Introduction**

This chapter reflects on the methodology embraced for this investigation. Also it includes the pre-lesson and the post-lesson questions that aim at confirming how common it is to find some negative attitudes in students when dealing with English grammar in class. Description of Participants, method of investigation and data Collection tools are a part of this chapter too.

### **2.1. Investigation Question**

*To what extent can authentic videos implementation in EFL classroom change learners negative attitude and perceptions toward grammar learning?*

### **2.2. Purpose of the Investigation**

The purpose of this study was to determine the negative attitudes of EFL learners toward grammar as a lesson and as a language entity shown through their reactions, behavior during grammar sessions, and their perceptions. Also, to rise Algerian secondary school EFL learners awareness of grammar being an important element in second language learning. Additionally, this study investigates how such negative attitudes toward grammar learning can be turned to be positive using authentic videos as a teaching strategy.

### **2.3. Participants**

Learner centeredness is of significant importance in any teaching/learning process. Accordingly, learners participation in the investigative study is paramount. In asserting the same view, Allwright and Bailey (1996) state that: "Learners collaboration is one way of ensuring a variety of perspectives on the situation being investigated"(Allwright & Bailey, 1996:73).Howbeit, to reach the purpose of the current study, two groups of third year pupils have been selected. The subjects of the study are fifty-six (56) scientific stream BAC candidates belonging to two

separated classrooms(3s1 and 3s2), from Ahmed Ben Bella secondary school in Oued Rhiou. All the subjects belong to the same age group (18-21) years old.

They also study eight (8) subject-matters with a different coefficient and a different time load for each subject matter. The pupils are from different socio-economic background and from different geographical regions in Oued Rhiou and different genders, male and female.

This participants have been chosen for the reason that secondary school population is assumed to be more cooperative, and more likely to provide the investigator with a large sample size than any other population. Also, for the belief that “Many classroom investigations could benefit greatly from the insights the learners themselves might be able to provide” (Allwright & Bailey, 1996:72).

#### **2.4.Method of Investigation**

For my investigation I choose to use a questionnaire. This is a quantitative method that makes it possible for me to have many responses. If I had chosen a qualitative method such as interviews, it would have been hard to get many responses.

#### **2.5. The Questionnaires Description**

The unique instrument of research to be applied in this work is the questionnaires which “...are useful for collecting data from large groups of subjects” (Seliger & Shohamy, 2000:124).

Another benefit is that they

*“... collect data on phenomena which are not easily observed, such as attitudes, motivation, and self-concepts. They are also used to collect data on the processes involved in using language and to obtain background information about the research subjects, such as age, previous background in language learning,... and years of studying the language”(Seliger & Shohamy, 2000:172)*

Being a great source of information, saving time and efforts were the main rationales behind choosing the questionnaires to be the research tool .By the same token, Wallace (1998) asserts that the questionnaire offers the analysis of a large sample of information in a relatively short period of time.

## **2.6.Design and Procedure**

This study was carried out by pre-lesson and post lesson questionnaire, and was concerned with learning one specific grammar construction i.e. conditional sentence using authentic video with the experimental group, and the control group (without video) were exposed to explicit instruction . The undergoing study aimed at finding out then comparing the two groups perceptions of grammar in general(pre-lesson stage), and in particular to uncover each group learners attitude toward learning one specific grammar construction i.e. conditional sentence after being exposed to two different approaches of grammar teaching (second stage). The data collection of this study took place in two stages.

## **2.7.Stage One**

At the first stage of the study, participants of both groups(56 learners) were required to answer some questions before being separately exposed to any grammar lesson with, and without authentic video .The pre-lesson questionnaire is with three questions, intended to determine the participants' initial perceptions toward grammar as a language entity in general .

### **2.7.1..First Stage Questions**

The first stage questionnaire consisted of three (03) questions, put forward to help the researcher a lot in collecting relevant information about learners attitude toward grammar in general. The ultimate objectives of the first stage questionnaire were to collect self-report data about :

\* The subjects' background (age, gender, EFL learning experience and social background).

\*The learners' affective orientation: motivation and attitudes towards grammar learning .

In this respect, the learners' questionnaire consisted of the following headings:

I-General Information about the informants:

II- The Degree of Learners' Reflection and Awareness of the Objectives of Learning English Grammar: (question 3)

III-Affective Orientations: Motivation & Attitudes : (questions 1&2)

More to note is that first stage questionnaire includes one (01) type of questions; closed one. This type of questions requires learners to select choices from a limited range of answers. The advantage of using this type of questions is that it facilitates and fastens the informants answers. The questionnaire was introduced, discussed and then completed in the classroom by selecting the answers that best suited their own views and experiences. It is important to note that most of informants answered willingly. Simultaneously, learners appeared to be motivated and proud for being a part of their teacher personal interest by asking them to express their opinions, reflections and expectations. Since, "Second language learners may become more motivated simply because they are told that they are participating in a study that will help the researchers understand the process of language learning" ( Silinger, 2000, 108).

## **2.8. Second Stage of the Investigation**

This stage is devoted to learners being divided into experimental group and control group. For the same grammar lesson (conditional) the PPP( presentation, practice and production) approach was adopted. Participants attending the control group (without video) were exposed to explicit instruction. During the first phase of the lesson The teacher devoted 8 minutes for warming-up(using prediction-based activities), then 15 minutes for presentation.

The teaching of grammar in this group was done both inductively and deductively; the teacher explained conditional sentences to the students and provided them with a number of examples written on the board, then ask them to

draw a structure for the conditional sentence by their own, then expressed conditional different functions using numerous adequate examples . Afterwards, for the second stage that is of 15 minutes, students were required to practice using conditional sentence form and meaning relying on their textbook activities.

In the final part of the lesson, that takes about 10 minutes, learners are required to illustrate conditional using examples of their own as a step of linguistic production and a way of encouraging learners to use language creatively.

As for the experimental group participants(with authentic video), they were exposed to the same approach towards teaching grammar. In this group, conditional sentences were taught by utilizing an authentic video. Howbeit, the warming-up phase was initialized by prediction-based activities, precisely through questions related to the main topic. Thus, it will be much easier to understand the events in video segment and also it will create expectations and rise participants curiosity to watch the scene. As for the second phase of the lesson, the teacher played the video for the first time asking the learners to just watch without any specific instructions. For the second time of watching, the teacher paused and replayed the scene whenever the conditional is used by one of the characters, trying to draw the participants' attention to that particular conditional sentence meanwhile asking the students to write down the uttered sentence. This routine was repeated after the emergence of every conditional sentence. Yet, shorter segments were shown to the students instead of the entire video in order to avoid unfamiliar information . Consequently, the teacher and the participants discussed the conditional form and meaning interactively. It is of paramount importance to say that this way of teaching grammar was in line with two theories - Focus on Form (Long, 2000) and Consciousness-raising (Ellis, 2008; Thornbury, 1999).

Both of these approaches refer to any efforts that direct learners' attention to the formal properties of the target language. This lesson provided students with authentic and contextualized instances of the use of conditional sentences through exposing them to an authentic video in their class. By doing so, the attention of the participants of the experimental group was highly drawn to the conditional

sentences. Concerning the last phase of the lesson, it has been fulfilled the same way as with the control group participants.

## **2.9. The Third Stage of the Investigation**

With the intention to explore any change in participants' view, attitudes and perception; firstly toward grammar courses in general, and secondly about the grammar lesson entitled conditional types another questionnaire was carried on. It is delivered to each group of participants just after the third phase of lesson is completed.

### **2.9.1. The Third Stage Questions**

The questionnaire is made up of four questions aimed at gathering information about each group of participants in term of their level of motivation during the course, any attitudes shift toward grammar in general, and their impression after the two specific grammar lessons have been completed . The objectives of the third stage questionnaire were to collect data about:

\* Any change in learners attitude toward grammar learning.

\*The learners motivation and the effect of using authentic videos compared to omitting it .

In this respect, the learners' questionnaire consisted of the following headings:

I-The Degree of change in learners attitude toward grammar (question 4)

II-Affective Orientations: Motivation & Attitudes to conditional sentences (questions 1, 2&3)

It is worth mentioning that the third stage questionnaire type of queries is similar to the first questionnaire one(closed questions), and that learners had been answering the questions willingly by selecting choices from a limited range of answers.

## **2.10. Conclusion**

This chapter was devoted to the description of the selected teaching process while the participants of the control group and the experimental one were having a grammar lesson. The target leading the central belief of the present chapter was the presentation of the research design, the employed instruments, and the questionnaire that were the main instrument of data collection. The investigator has also purposefully placed some emphasis on clarifying the intended objectives of every single question.

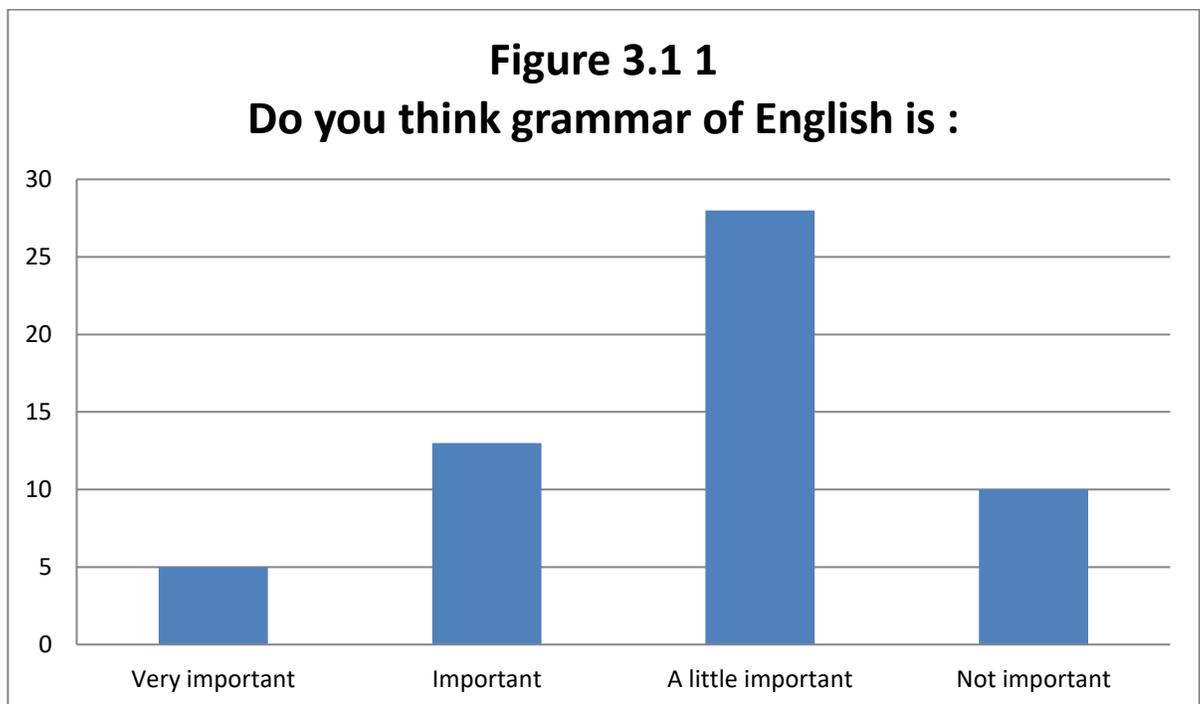
## Chapter three: Data Analysis and Results:

### 3. Introduction

This chapter will attempt to analyze in details the data obtained from the research instrument, hoping that such data will provide a thorough analyses of the problematic leading the present dissertation. Also it backs up mere focus on the impact of the new instructional technology, namely authentic videos .

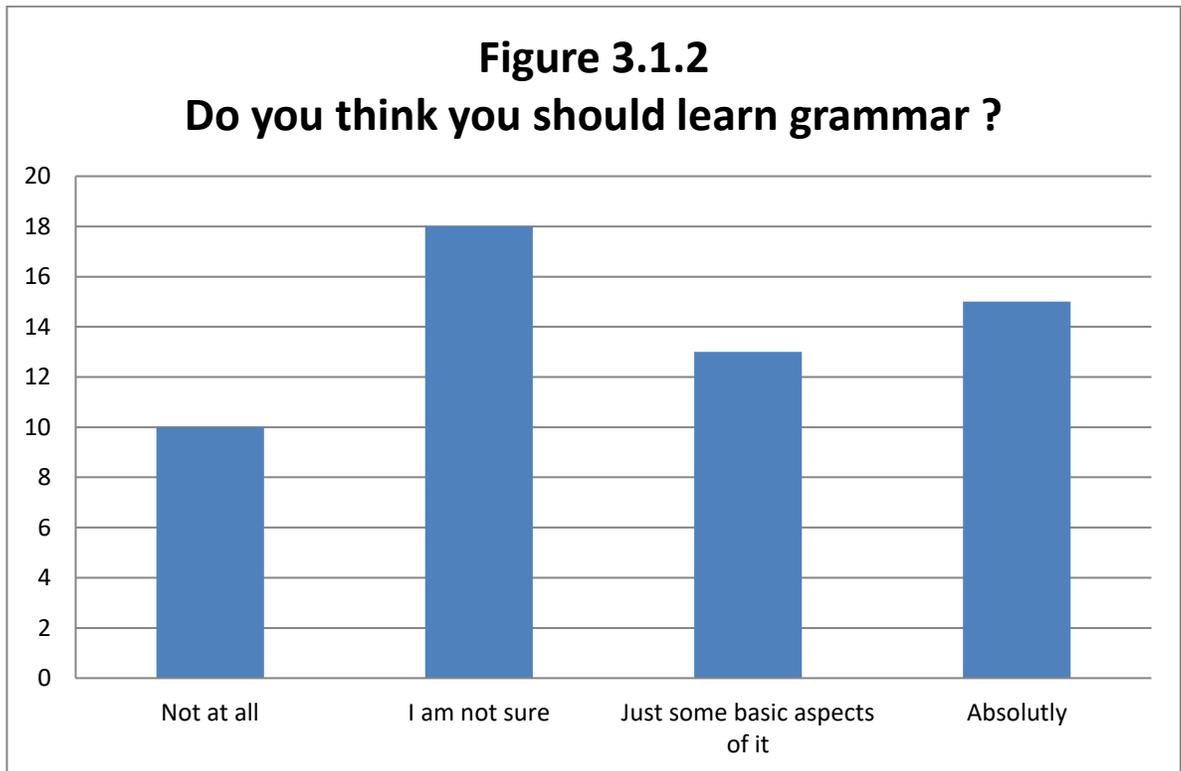
### 3.1. Findings of the First Stage Questionnaire

**Question One:** In order to answer the first stage question of this investigation ,*the extent to which learners think grammar is important*, the descriptive statistics of both control and experimental groups attitudes toward grammar were computed .



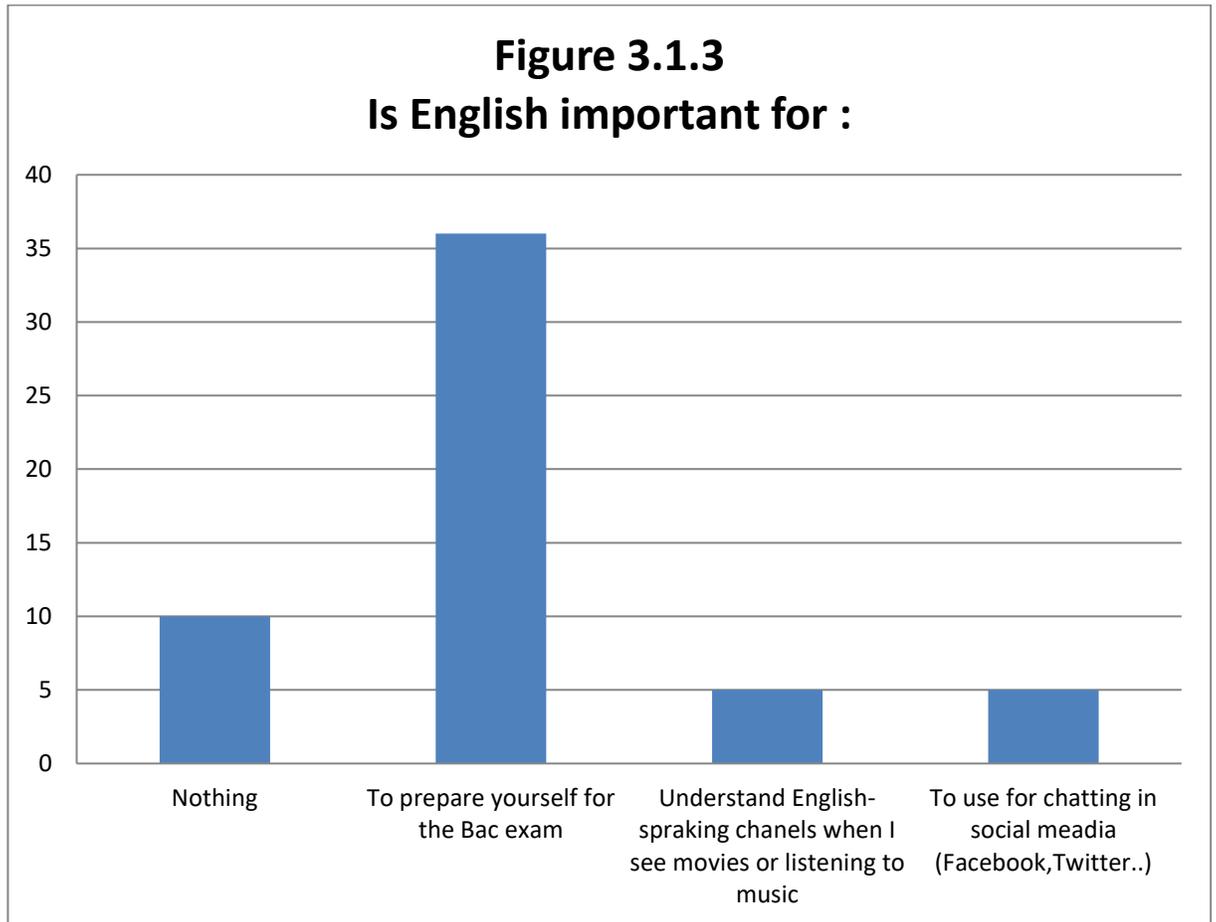
As shown in Figure 3.1.1The overwhelming majority of the research population hold positive attitudes towards grammar as a linguistic component, that is more than (82%) with a slight difference in the degree of positiveness (8.92%, 23.21% and 50%). The remaining ten (10), that is 17,85% of the informants, have reported that grammar is not important which reflects their negative attitude toward it.

## Question Two: Learners' Attitudes to Learning English Grammar



The positive attitude held by most informants toward grammar as a language entity shown in figure(2.1) seems to be misleading in assuming that they hold the same attitude for learning it. However, half of the informants, that is 49.99%, think that they do not have to learn grammar, divided into those (17.85%) whom definitely reject it, and those(32.14%) who are not sure about willing to study it, thus both of reflects a negative attitude toward learning grammar. The second half (49.99%) of the result goes to informants(23.21%) whom seem to be selective in learning it(just some basic aspects), and to those who(26.78%) absolutely accept grammar learning. Accordingly, second half holders that is 49.99%, showed a positive attitude towards grammar learning.

### Question three: Learners' Reasons for Learning English



To find out such objectives, the participants were requested to select their objectives from a suggested list of possibilities. Regarding this question, through which the investigator intended to uncover research population objectives of learning the target language, ten (10) learners that is a ratio of (17.85%) though that learning grammar is useless. Whereas a ratio of (17.85%) that is 10 learners appear to be orienting their language learning objectives towards improving their receptive skill (listening comprehension) and productive skill (speaking and writing) of English. In this sense, some learners (5+5) that is a ratio of (17.85%) seem willing to possess a communicative ability that may enable them to fulfill their needs. On the contrary, (64.28 %) that is 36 informants have reported being extrinsically motivated by Baccalaureate exam.

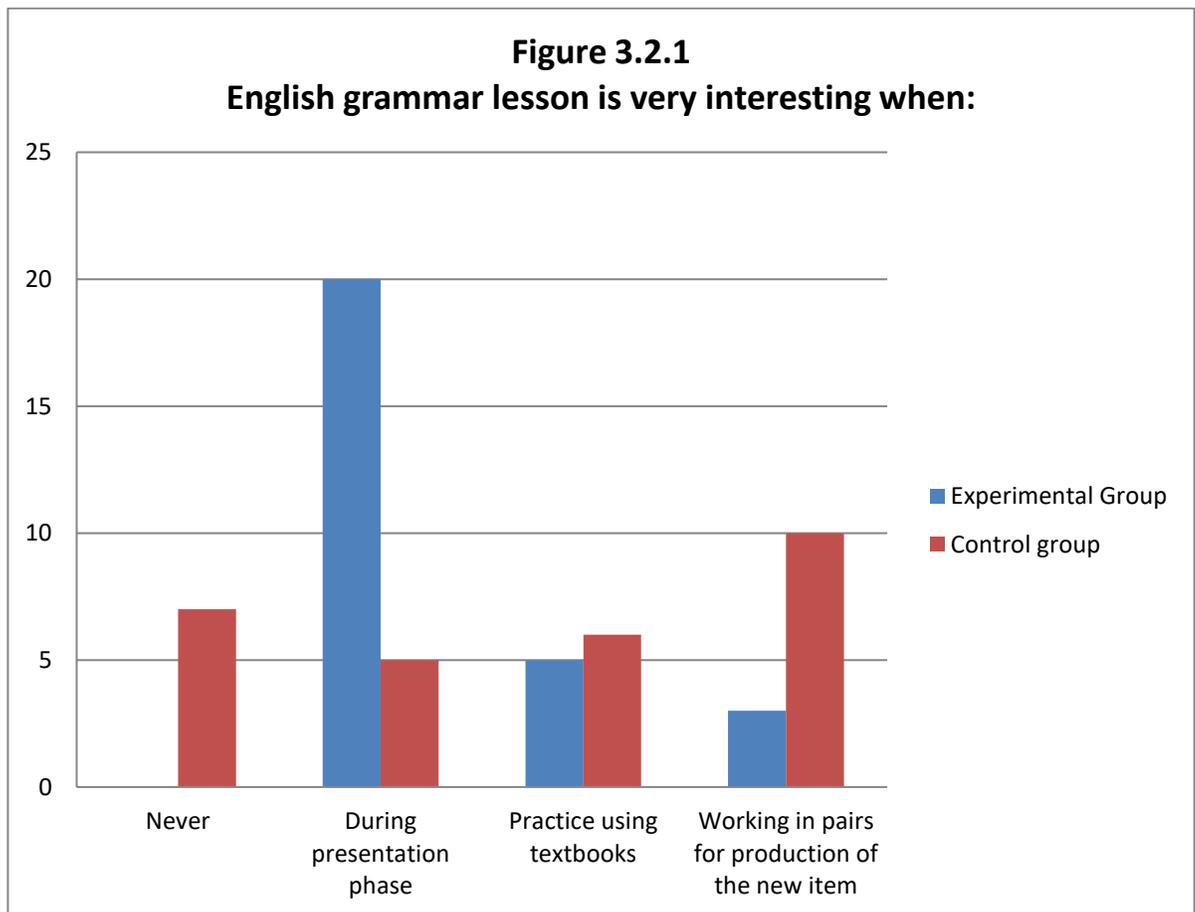
### **3.1.1..Interpretation of Results of the First Questionnaire**

According to the interpreted results, while most learners seem to hold positive attitudes towards the English language grammar, learning it did not receive a similar amount of positiveness, and seems to sit in the middle between being warmly welcomed and carefully rejected. It also appears that the greatest proportion of learners have set clear objectives for learning the target language grammar. Some of these objectives were portrayed by learners to achieve a number of communicative purposes set in advance . Albeit these objectives were divided between those who see the utility of grammar in improving their language skills, those who considered it useless, and the other major proportion who solely acknowledge its necessity in scoring well in tests and exams. Another conclusion can be drawn from the astonishing similarity of findings(49.99% for each) about learners being positive, considered to be an intrinsic motivation, and being negative toward including grammar in secondary school English syllabus Is that the learners are not rejecting grammar learning but they just need an extrinsic motivation so their positive attitude shine more.

### **3.2.Findings of the Third Stage Questionnaire**

It is of a great importance to remind the reader that this questionnaire was carried out after some significant changes appeared at the level of teaching strategies, namely the use of authentic videos in teaching grammar .The participants in this questionnaire were the experimental group members and the control group ones, both of them separately had to answer the same questions just after the lessons completed, then a comparison was held between the achievement of the two groups of informants.

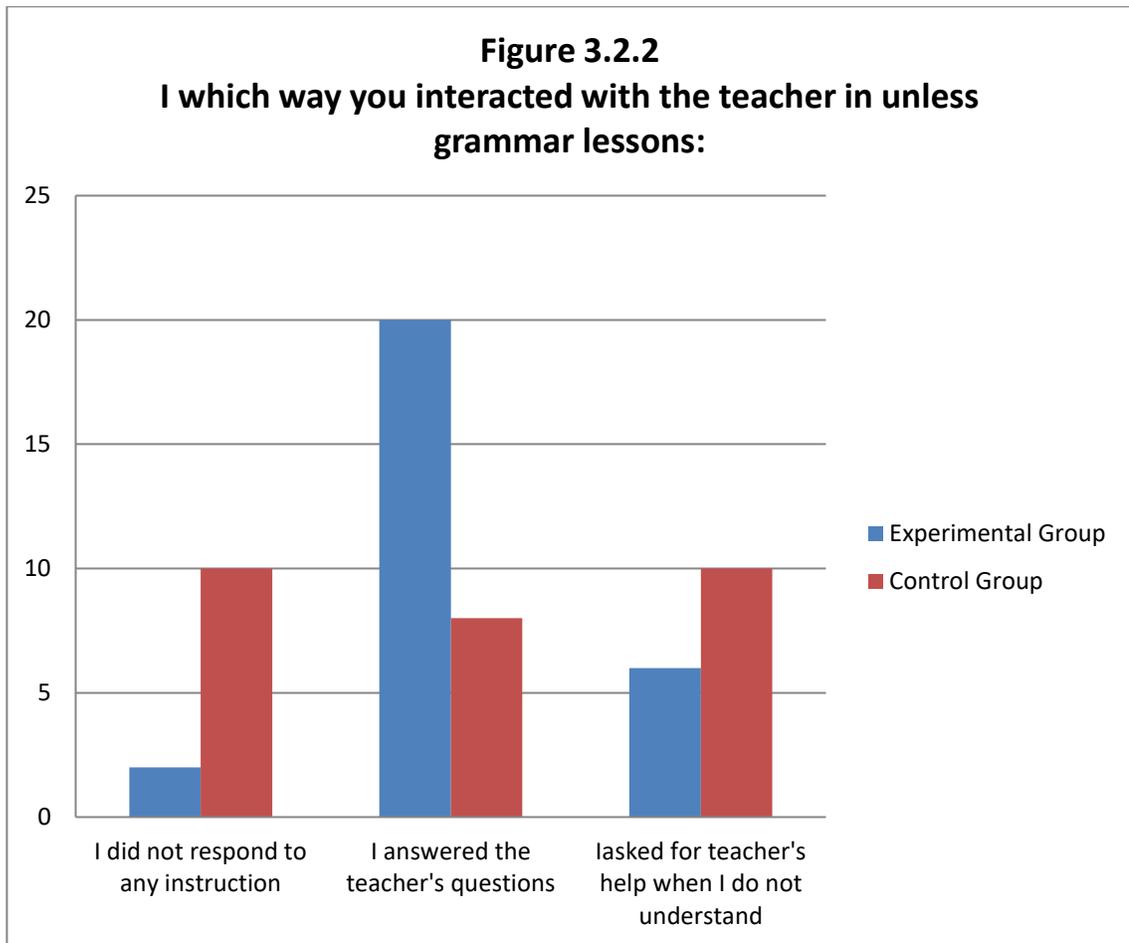
**Question One:** this question intended to discover which part of the two differently delivered lessons catches the learners' interest and attention.



As shown in the results there is a significant difference between the two groups reaction. While a ratio of 25% from the control group informants declare that no phase of the lesson was very interesting, no informant at all, that is 00% of the experimental group say so. For the presentation phase, a ratio of 17.85% of the control group rated it to be very interesting while 71.42% of the experimental group surprisingly considered it to be very interesting also. Six (6) informants of the control group that is a ratio of 21.42% were interested in practice phase, which is almost slightly upper the experimental group informants ration that is(17.85%)

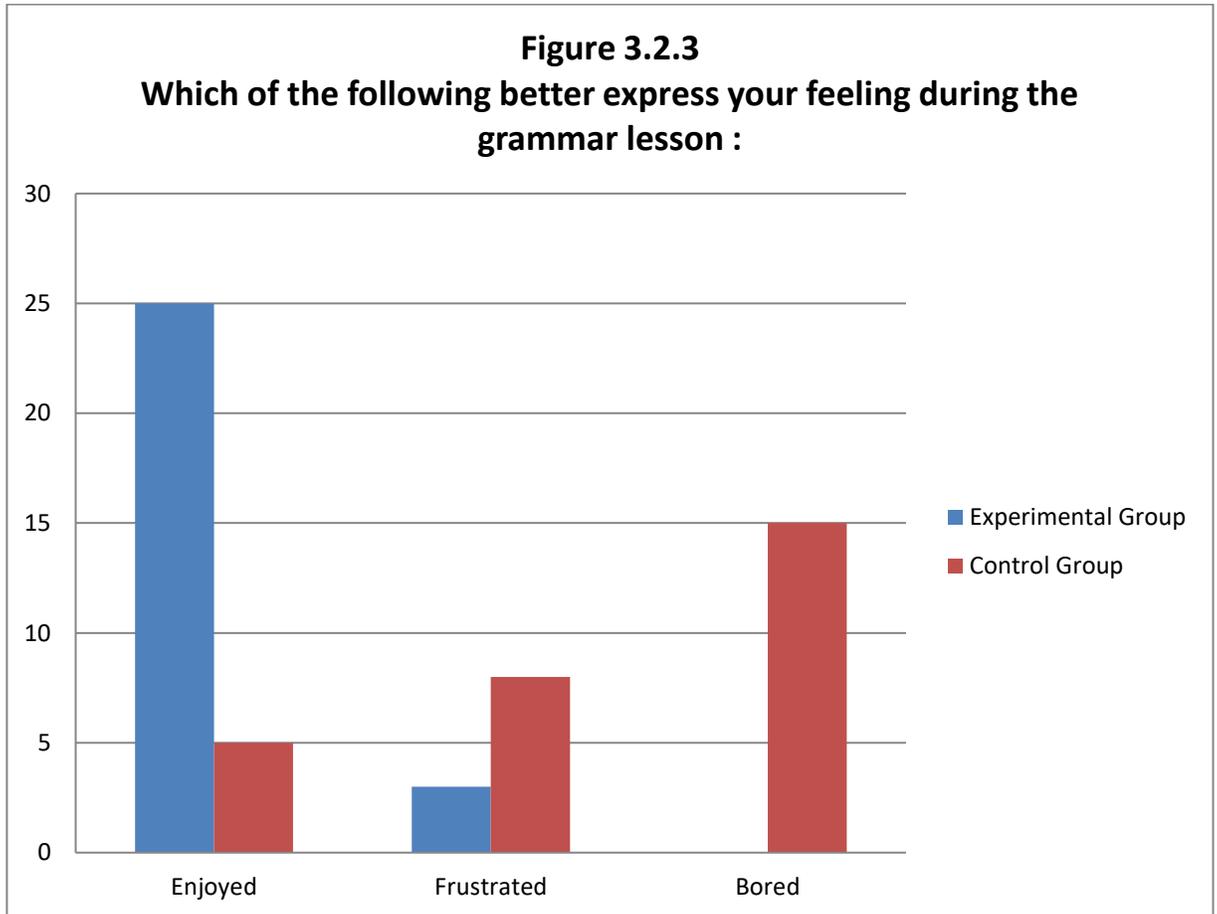
equal to 5 learners . Working in pairs seemed to be very interesting for a ratio of 35.71% of the control group, and for a ratio of 10.71% of the experimental group.

**Question Two:** is intended to measure the learners level of interaction during the different phases of the lesson.



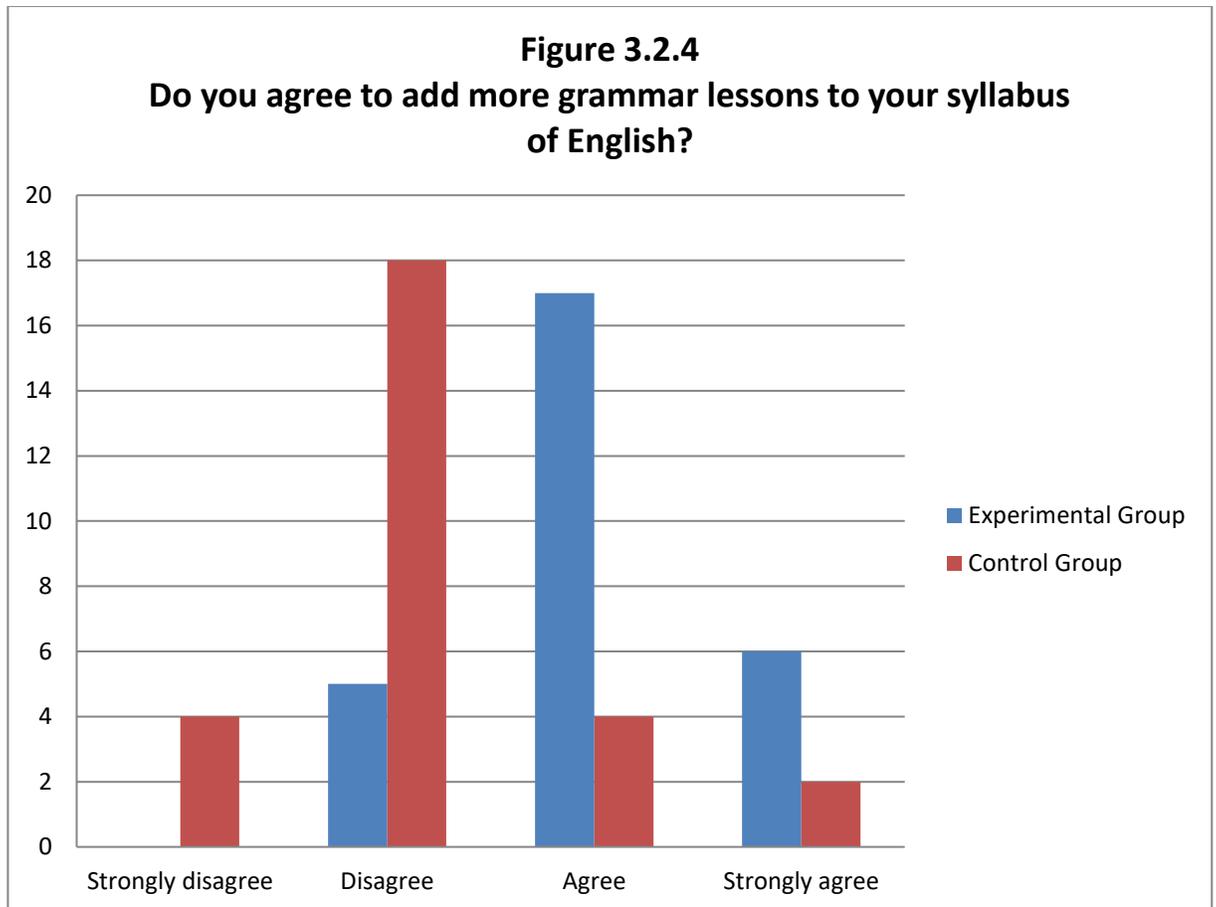
Being irresponsive to teacher's instructions seemed to be higher among control group informant(35.71%) than in the experimental group informants(7.14%).As for Participation and teacher-learner interaction in form of a question and its answer has rated(71.42%) among the experimental group informants, and a ration of 28.51% for the control group informants. While ten(10) informants of the control group, that is 35.71%, asked for teachers help when the situation is unclear for them, only a ratio of 21.42% of the experimental group, equal to 6 participants, have showed a similar reaction.

**Question Three:** This question has prior interest in investigating learners motivation assumingly expressed through their feelings during the grammar lesson.



It is supposed that this question provides support for the next question. As far as the results are concerned, astonishingly the overwhelming majority (25) of the experimental group informants, that is(89,28%), have expressed a sense of enjoyment during the grammar lesson, while 5 informants, that is(17.85), of the control group expressed the same impression. Being frustrated was experienced by three(3) informants of the experimental group, that is 10.71%, and eight(8) informants from the control group (a ratio of 23.51%) have had the same experience. Felling bored has no rate among experimental group informants on the contrary of the control informants where this feeling has a ratio of 53.57% equal to 15 learners.

**Question Four;** This question has a prior interest in diagnosing learners' attitudes to English grammar.



As shown in the results, a ratio of (64.25%) of the control group informants(18) disagree about studying more grammar lesson, while more than half of experimental group informants (17),that is a ratio of 60.71% have showed their agreement on more grammar lessons involvement. Disagreement about adding more grammar lessons was showed by a ratio of 17.85% of the experimental group informants, on the other hand the same content has gained the agreement of 14.28% of the control group informants .Strong disagreement for extra grammar items included in English syllabus was solely showed among a ration of 14.25% of the control group informants. A Strong agreement on the same topic has been showed with a ratio of 21.42% and of 7.14% for the experimental group informants and the control group ones respectively.

### 3.2.1. Interpretation of Results of the Second Questionnaire

With regard to the first question "*In which way you interacted with the teacher in the grammar lessons*" the findings show that the experimental group learners were significantly engaged in and their attention was highly caught toward the presentation phase in which the teacher played the authentic video for pedagogical aims. On the contrary, the control group learners seemed to be less engaged in and of low level of attention compared to the previous group. This can be related to the absence of authentic video use and reliance only on traditional strategies for teaching conditional sentences .

These findings are in accordance with the findings of researches (Dikilitas & Duvenci, 2009; Mohebbi, 2013; Washang, 2004; Yuksel, 2009), which have investigated videos and supported their effectiveness for language teaching and language learning. For the second question, the results uncover the interaction low level while the learners are not engaged in and have a little attention to the grammar subject. And, asserts the strong interaction of learners when being effectively engaged in, thus many feedback and support from the teacher can be provided. The results being showed by the third question of the third stage can be interpreted through the characteristics of multimedia and authentic videos in particular, and the advantages that they afford for motivating language learners and boosting their will to have more knowledge about the item under study. The authentic videos, apart from being a source of real language, are also a source of entertainment and enjoyment for EFL learners and have a positive effect on their motivation to language learning claims Weyers( 1999). This characteristic feature of authentic videos turned out to be effective and beneficial for the participants of the experimental group and rendered their efforts to learn conditional sentences more fruitful, which by its turn resulted in them having a very positive attitude toward grammar learning unlike the control group learners whom did not have a chance to seize the benefits of the authentic video use. This result can be obviously drawn from the fourth question from the second questionnaire.

### **3.3.Conclusion**

By coming to the end of this chapter we can astonishingly deduce the difference that authentic videos use made between traditional approach to grammar teaching and the newly implemented one. It did not only result in learners(experimental group) having an appreciated level of motivation and willing to practice grammar more, but also in entirely changing their attitudes towards grammar learning to be significantly positive compared to their peers from the control group.

## **General Conclusion**

Having been inspired by the previous research into the effect of utilizing authentic videos, imagery and other audio-visual tools for language teaching and learning (Baltova, 1999; Harmer, 2001; Sherman.j (Feuntein 1995) Swaffar & Vlatten, 1997; (Brinton (2001); Barry (1998) (Cziser and Dörnyei, 2005; Gardner, 2001, 2006)., the present research aimed at investigating the effect of exposing Algerian EFL learners to an authentic type of multimedia (video) in learning conditional sentences and how this can be resulted in radically changing their pedagogically considered negative attitude to be a very positive and encouraging one. This investigation shows tow points; the first one is the neutrality of the participants toward grammar learning, and that is not very helpful for EFL learning, but their attitude toward grammar as a language entity is very positive. Secondly, it shows the effectiveness of the authentic videos in teaching conditional sentences, and supporting their usefulness for language teaching purposes. Also, the results of the second questionnaire showed the participants' favorable attitudes toward using the authentic video in their English classes(higher ratio for getting engaged in). The findings of this study have implications for both learners and teachers. It can be stated that grammar has always been one of the most demanding and challenging aspects of second language learning due to the way grammar is taught at secondary school in addition to the learners' low proliferation to it. Quite often learners memorize a number of grammatical rules being taught to them, but these memorized rules are of unappreciated help when they attempt to communicate their messages. Using authentic videos can bring considerable benefits for EFL learners due to the characteristics that they possess and the advantages that they provide for their users, including the presentation of real language, provision of context-rich input, assistance in processing information via multiple channels of delivery, etc., authentic videos have the potential to make the journey of language learning and particularly grammar learning more enjoyable, entertaining, and productive for EFL learners.

Noticing how different grammatical structures are used in authentic videos by native English speakers can encourage EFL learners to change their view of grammar and recognize its usefulness in speaking. Moreover, authentic videos use will have a positive impact on learners' motivation which will urge them to put more efforts in the process of grammar learning as well as English learning in general.

Lastly, this investigation represents a step further toward the use of Information and Communications Technology in classroom where nowadays learners have the characteristic of growing up with technology surrounding them, and it is a natural and integrated part of their lives. For these learners the exclusion of technology from their schools will be just a turn-off to them as this neither meet their expectations nor fit their habits. Also, it is a step forward the normalization of technology in language teaching where, hopefully, the use of technology in teaching will be as natural as the use of textbooks or pens and paper.

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## **Lectures**

Dr.HANANE SARNOU.Applied linguistics lectures ;methods of teaching English-  
Mostaganem Univesity- Abdelhamid Ibn Badis-

## **Dissertations and thesis**

Mrs. SENOUSSI Nadjat ;Teaching EFL Grammar in the Algerian Secondary School.



## **Appendix b:***Pre-lesson Questionnaire*

**1-Do you think learning grammar of english is**

a-Very important

b-Important

c-A little important

d-Not important at all

**2-Do you think you should learn grammar?**

A-Not at all

B-I am not sure

C- Just some basic aspects of it

D-Absolutely

**3-Is English grammar important for:**

A-Nothing

B- To prepare yourself for the Bac exam

C-Understand English-speaking channels when I see movies or listening to music

D-To use for chatting in social media (facebook, twitter..)

## **Appendix c: *Post-lesson Questionnaire***

**1- English grammar lesson is very interesting when**

A-Never

B-During presentation phase

C-Practice using textbooks

D-Working in pairs for production of the new item

**2- In which way you interacted with the teacher in grammar lessons**

A-I did not respond to any instructions

B- I answered the teacher's questions

C- I asked for teacher's help when I do not understand

**3- Which of the following better express your feeling during the grammar lesson**

A-Enjoyed E

B-Frustrated

C-Bored

**4- Do you agree to add more grammar lessons to your syllabus of English?**

A-Strongly disagree

B-Disagree

C-Agree

D-Strongly agree