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**Teachers and Learners' Attitudes towards the Use of Youtube Videos
in Teaching and learning Grammar**

Dissertation submitted in partial fulfillments of the requirements for the degree of Master in
didactics of foreign languages

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Declaration

I hereby declare that the dissertation entitled “Teachers and Learners’ Attitudes towards the Use of Youtube Videos in Teaching Grammar” is my own work, and all the sources I have used have been acknowledged by means of references. I also certify that I have not copied or plagiarized the work of other students or researchers partially or fully. In case any material is not documented, I shall be responsible for the consequences.

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Date : June 18th, 2023

Dedication

In the name of Allah, the Most Gracious, the Most Merciful

Peace and salutation be upon the beloved Prophet Muhammed S.A.W

I dedicate this work sincerely to:

My sunshine, my source of strength, my soulmate, the one who brought me to life, my precious diamond, the one who supported me the most, the one who cried for me and felt much happier than me for my smallest and biggest achievements, my beloved mother « Saliha ».

To the one with whom I felt strong whenever and wherever I remembered him, the one who worked hard for me, to the one who provided me with all I want in this life, to the one who told me once « Never feel sad; your father is here », to my beloved father « Alhadi ».

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Ghada Souaiaia

Dedication

In the Name of Allah, the Most Gracious, the Most Merciful

I dedicate this work to my beloved mother "Cherifa" who faced her death bravely, i
really love you "may your soul rest in peace"

To my beloved father "Ahmed", for his sacrifice and support, May Allah bless you
with health and long lastig life.

To my husband "Mounir",for his support,constant encouragement, and love.

To my lovely children Abir, Ismaile and Meriem.

To my dearest brothers, Bouzid, Youssef and Omar.

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Thank you all for being a part of my life; may Allah bless your lives and bring joy to your
souls

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Abstract

The current study aims at investigating the attitudes of English as a foreign language (EFL) teachers and second year licence EFL learners towards the use of YouTube videos for grammar teaching and learning at the English Department of Mohammed Seddik Ben Yahia University, Jijel. The study also purports to investigate any difficulties that can be encountered by teachers during the implementation of such materials for classroom instruction, and in the affirmative, advance some suggestions. The current research is guided by the assumption that second year licence EFL learners and teachers hold positive attitudes towards the use of YouTube videos for teaching grammar, and that the use of YouTube videos enhances EFL learners' grammar abilities. Relevant to the study aims, the data are collected by means of descriptive research tools, a questionnaire and an interview. The questionnaire was designed and administered to 60 out of 240 second year EFL learners, and the interview is conducted with all teachers of the grammar module. The findings revealed that both EFL teachers and learners hold positive attitude towards the use of YouTube videos for grammar teaching. The majority of students have acknowledged that YouTube videos are beneficial, practical, enjoyable, simple, encouraging flexibility, entertaining and afford freedom as for the choice of the appropriate videos to their goals and needs. However, the implementation of YouTube videos in the classroom as a teaching material entails various challenges related to time constraints, suitability of the material for different students' learning styles, and the availability of resources.

Key words: Grammar Teaching, Grammar abilities, YouTube Videos, EFL Learners and teachers' attitudes

List of Abbreviations and Symbols

CBA: Competency-Based Approach

DVD: Digital Video Disk

EFL : English as a Foreign Language

ICT'S : Information and Communication Technologies

L1 : First Language or Mother Tongue

L2 : Second Language

MP3: MPEG (Moving Picture Experts Group) Audio Layer 3

PPP : Present, Practice, Produce

%: Percentage

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General Introduction

1. Background of the Study

Grammar is the backbone of any language as no language can exist without it; it governs the rules of language use be it spoken or written. More importantly, it allows learners to master the language components and facilitates the learning process. Hence, grammar is central to promoting successful communicators with accuracy in different daily life situations. The teaching and learning of grammar has always been part and parcel of foreign language instruction. It has also been argued that grammar instruction plays an important role in learners' acquisition of high accuracy and fluency in the target language (Ellis, 2003; as cited in Alharbi, 2019, p. 135). Given such a prominent role, grammar instruction methodologies have come to be subject of interest to researchers and field practitioners, and attempts to investigate the efficacy of different types of materials and media have nurtured debates about whether the choice of methods influences positively or negatively learners' grammar level. As one way to approach grammar instruction, researchers have investigated the use of various technological tools. The availability of audio visual materials and platforms and the use of You Tube videos, being a technological tool, have come to be of interest to domain-specific practitioners, for it, by and large, 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, & Biri, 2018; as cited in Alharbi, 2019, p. 136).

Within such a scope, a number of studies have been conducted and have yielded different results. As a case in point, a study carried out by Almurashi (2016) entitled "The Effective Use of YouTube Videos for Teaching English Language in Classrooms as a Supplementary Material" resulted in the conclusion that the use of YouTube videos in teaching English has proven its efficiency in developing learners' skills. Moreover, the results of such a

study have shown that technology can play a significant role in improving students' understanding of the language. In addition, it showed that learners were eager to have technology like YouTube in the classroom to provide more sufficient understanding of the use of the English language by native teachers. Moreover, such answers yielded positive reactions when the students have something visual like Youtube during the presentation of the courses. Additionally, in another study done by Gulden, Ozge , & Abdurrahmane (2013), which examined the use of videos for teaching grammar in ESP classes, the results have shown that the use of videos for grammar teaching motivated the students to take part in the lessons; they reported that examples given via computers lead to more permanent learning. Also, the results have shown that learners were satisfied with the use of videos as they provided flexibility of learning. Consequently, these research works have proven that Youtube is an effective tool that can enhance the learning experience if the videos are indeed relevant to the subject at hand.

2. Statement of the Problem

It is known that grammar is one of the challenging skills that learners attempt to master, for many of them consider it as difficult and as being mastered usually at the expense of their language fluency. As a result, teachers resort to opting for alternative choices and to a variety of grammar teaching techniques to aid learners escape routine in the language classroom in hope to improve their grammar proficiency. The use of technology has recently appeared as one of the tools among which are the internet, websites, and mobile applications like YouTube videos. Youtube as a tool has demonstrated its effectiveness in a number of areas, most notably in the teaching of foreign languages since it may expose students to native speakers' actual use of the language and offers promising solutions for grammar tasks and present variety of explanations for the same rule.

Teaching and learning grammar at the level of the English Department of Mohammed Seddik Ben Yahia, Jijel, is restricted to the first two years of study. Through so doing, learners

are to be equipped with knowledge about rituals of English usage. Despite the fact that the majority of students, through informal discussions, reported positive views about the way grammar instruction has been approached, a minority of them have come to voice their willingness to retouch such classroom practices and make them geared towards incorporating new technological tools such as using Youtube videos. Hence, this study comes within the framework of anticipating thoughts about the teachers and learners' readiness for such a practice through examining their attitudes regarding the use of Youtube videos in teaching grammar at the Department of English at the University of Mohammed Seddik Ben Yahia, Jijel.

3. Aims of the Study

The essence behind conducting this study is to investigate both the teachers and second year licence EFL learners' attitudes towards the implementation of YouTube videos during classroom grammar instruction and their personal opinions about such an undertaking. It also seeks to provide some pedagogical recommendations regarding the incorporation of such a kind of materials in the grammar classes.

4. Research Questions

In view of the above, the present study sets out to answer the following questions:

1. What are the teachers' attitudes towards using YouTube videos for teaching grammar to EFL learners?
2. What are the learners' attitudes towards the use of YouTube videos for learning grammar and improving their abilities?
3. What are the possible challenges both teachers and learners can face during the implementation of YouTube videos during classroom instruction?

5. Assumption

In the light of the previous questions, the study is guided by the following assumption:

Second year licence EFL learners and teachers may hold positive attitude towards the use of YouTube videos for teaching grammar.

Research Methodology

Given its descriptive delineation, and in order to achieve the study aims, a questionnaire and an interview are used to collect the needed information. An interview with all teachers of grammar (first year and second years licence at the University of Jijel) is conducted in order to explore the teachers' attitudes towards the use of YouTube videos in their grammar classes. A printed version of the questionnaire is administered to second year licence students to examine their opinions about the use of YouTube videos in grammar teaching and its role in improving their level in grammar. Thus, the research methodology used in this research work is of both qualitative and quantitative nature.

6. Structure of the Study

The present study includes two parts: a theoretical part and a practical one. The theoretical part includes two sections: the first one relates to grammar teaching and learning in EFL; it discusses the construct of grammar and its types, also the different approaches to grammar teaching and the importance of grammar in the foreign language context. The section ends up with examining the place of grammar in different approaches and methods, in addition to its assessment and difficulties implied in its teaching practice.

The second section, YouTube videos as material for teaching grammar, approaches the concept of materials, its types and selection criteria. Also, it discusses the different materials for grammar teaching and provides a description of YouTube videos and their different genres. Ultimately, the section elucidates how these might be used as teaching tools for English.

The practical part of this study is devoted for field work and is also organized in two sections. The first section presents the research methodology adopted in the study and introduces the population and the sampling procedures in relation to both research tools. The second section provides an analysis of the findings and a discussion of the overall results. It additionally outlines some suggestions and recommendations with regard to grammar teaching and the use of YouTube videos. The practical chapter eventually discusses some limitations of the study.

Chapter One: Theoretical Part

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Chapter One

Introduction

Mastering a foreign language is difficult without learning its grammar, vocabulary, and the four skills (listening, reading, writing, speaking). However, educators are looking for brand new technologies to improve learners' proficiency in foreign languages. Using the internet has become the first tool that people all over the world use in their daily life. The present theoretical chapter discusses the two research variables in two different sections. The first section relates to teaching and learning grammar in the EFL classroom. It begins by providing basic definitions for the concept of grammar and its various types. In addition, this section discusses the different approaches to grammar teaching and the importance of grammar in the foreign language context. Finally, it examines the place of grammar in different approaches and methods, in addition to its assessment and difficulties in teaching.

The second section, on the other hand, highlights the significance of language teaching materials in foreign language classrooms. It starts with a definition of materials, before describing its types, characteristics and also highlights the criteria for material selection. In addition, this section provides materials for grammar teaching. Next, the section introduces YouTube videos, their different genres, and how they might be used as teaching tools for English. Finally, the section also discusses the use of YouTube videos in English classes and the way to overcome the difficulties that come with using them as an educational tool.

1. Section one: Grammar Teaching and Learning in EFL

1.1. Definition of Grammar

Grammar is defined as “ the set of structural rules which influences the composition of clauses, phrases and words in any given language that helps us to understand how words and their component parts combine to form sentences”(Said & Iskanova, 2018, p. 1). In the same context, Ellis (2006) stated that grammar is the technique through which linguistic innovation

is finally realized , and a lack of knowledge of grammar would severely limit communication creativity (Ellis 2006; as cited in Gadissa, 2022, p .134). Ellis drew a direct connection between communication and grammar knowledge. Furthermore, according to Yule (2010), grammar is the process of describing the structure of phrases and sentences by considering their order in a language (Yule 2010; as cited in GadissaT, 2022, p .133). To support this claim, Larsen-Freeman (2009) argued that grammar is associated with language learning as it has mental systems that generate and interpret novel utterances, a set of prescriptions and proscriptions about language forms and their use.

1.2 Types of Grammar

According to Ellis (2019), grammar can be categorized into two main types: descriptive grammar and prescriptive grammar (as cited in Saksit, Kosin, & Anuchit, 2022).

1.2.1 Descriptive Grammar

According to Riaz(2017), it is concerned with the structure of the language used by speakers and writers. In the same context,Tamasi & Antieau (2015) described descriptive grammar as the way native English speakers actually talk and write, and it has no concrete idea of the way it should be structured (p. 28). In other words, what is right is always contextualized as it focuses on describing the English language as it is used.

1.2.2 Prescriptive Grammar

According to Ellis (2019), prescriptive grammar refers to rules of language as explicitly stated in the grammar book with the implication, in other words it is concerned with what is grammatically correct and incorrect, and what must be considered correct in grammar. According toTamasi & Antieau(2015, Pp. 24-25),prescriptive grammar is essential as it helps people use formal English speech and writing.

Furthermore, those who adopt it (or those who endorse others to follow it) claim that doing so will help to streamline one's words and make one's prose more elegant(Tamasi &

Antieau, 2015, Pp. 24-25). In other words, prescriptive grammar informs the reader which grammatical rules should be used and what type of language to avoid.

1.3 Importance of Grammar in Language Learning

The importance of grammar is related to communicative competence. Communicative competence involves knowing how to use the grammar and vocabulary of the language to achieve communicative goals, and knowing how to do this in a socially appropriate way (Zhang, 2009, p. 184). In other words, grammar helps language learners to understand the English language for better communicative competence. However, according to Sanchita & Namrata (n. d.), grammar is a tool used by language learners to help them translate their language thoughts into concrete and understandable ideas whether in written, spoken or communicative form. Also, grammar is essential to improve one's speaking and writing style since it provides learners with the right usage of words and vocabulary through grammar rules. As Sanchita & Namrata put it, "For any kind of communication, one needs to have the proper set of words that can make the message clear and comprehensible to the audience or listener...In case of writing also "(p. 73). Furthermore, language learning does not consist only of writing and speaking, reading and listening possess major importance in foreign language learning; as a result, grammar assists learners' reading and listening processes. As Sanchita & Namrata (n.d) stated,

Grammar is consciously taught and taken in the rules and regulations governing the proper usage of the language so that we are able to carry out the three basic requirements in case of any language usage, the reading-writing and speaking phenomena without any glitch (p. 73). To be specific, learners consciously focus on grammar usage to improve these basic skills.

1.4 Approaches to Teaching Grammar

There are four main approaches to teaching grammar, the deductive approach, the inductive approach, the notional-functional approach and the PPP approach (presentation, practice, production)

1.4.1 The Deductive Approach

According to Widodo (2006), a deductive approach or the so called ‘Rule driven learning’ derived from the notion that deductive reasoning works from the general to the specific. In this case, rules, principles, concepts, or theories are presented first, and then their applications are treated. In other words, the progress derived from general ideas to specific conclusion (Widodo, 2006, p. 126). In addition, Fortune (1992) stated that in such an approach, a grammar rule is explicitly presented to students, and followed by practice to apply the rule. This approach still enjoys a monopoly in many course books and self-study grammar books. Also, it maintains that a teacher teaches grammar by presenting the rules, and then examples of the sentences were presented (Fortune 1992; as cited in Widodo, 2006, p. 126).

1.4.2 The Inductive Approach

In contrast to the deductive approach, the inductive approach or the so called ‘rule-discovery learning’ comes from inductive reasoning stating that a reasoning progression proceeds from particulars (that is, observations, measurements, or data) to generalities (for example, rules, laws, concepts or theories) (Felder & Henriques, 1995; as cited in Widodo, 2006, p. 127). To be specific, the inductive approach suggests that a teacher teaches grammar starting with presenting some examples of sentences, at the end the teacher presents the rules. In this sense learners understand the grammatical rules from the examples (Widodo, 2006, p. 127).

However, according to Eisenstein (1978), this approach attempts to highlight grammatical rules implicitly, and the learners are encouraged to extract the rules given by the teacher. In other words, the inductive approach encourages learner to develop their own mental capacities for dealing with tasks (Eisenstein, 1978; as cited in Widodo, 2006, p. 127).

1.4.3 The Notional-Functional Approach

The beginnings of the notional-functional approach initiated with the publication of the British linguist D.A. Wilkins in 1972, a document that proposed a radical shift away from using the traditional concepts of grammar and vocabulary to describe language, to an analysis of the communicative meanings that learners would need in order to express themselves and to understand effectively (Finocchiaro & Brumfit, C , 1983, p. 16).

Put differently, the Notional-Functional approach is categorized along with others under the rubric of a communicative approach. The method stresses a means of organizing a language syllabus. The emphasis is on breaking down the global concept of language into units of analysis in terms of communicative situations in which they are used. It showed how language could be categorised on the basis of notions such as quantity, location and time, and functions such as making requests, making offers and apologising (Finocchiaro & Brumfit, 1983, p. 16). In other words, the notional-functional approach relates grammar rules with real life use of language.

1.4.4 The PPP Approach

The three Ps approach was one of the most famous traditional approaches to grammar instruction. It represents three stages: present, practice, produce. According to Willis (1996), this approach is “so widely accepted that it now forms the basis of many teacher training courses” (Willis 1996; as cited in Nassaji & Fotos, 2011, p. 4).

In the presentation stage, the new grammar rule or structure is introduced, usually through a text, a dialogue, or a story that includes the structure. The learners listen to the text or read it out-loud. In order to help learners become familiar with the new grammar rules and keep them in their short-term memory (Ur 1988; as cited in Nassaji & Fotos, 2011, p. 4). After that, the practice stage, begins with controlled practices that focus learners’ attention on specific structures and then moves to less controlled practices with more open-ended activities. This is

to help the learners become familiar with the rules presented in the presentation stage and move it from short-term memory to long-term memory (Ur 1988; as cited in Nassaji & Fotos, 2011, p. 4). Finally, in the production stage, learners are encouraged to use the rules they have learned in the presentation and practice stages more freely and in more communicative activities. This will result in fully master the new grammar forms, using them easily and spontaneously. (Nassaji & Sandra Fotos, 2011, p. 4).

1.5 The Place of Grammar in L2 Language Teaching Approaches

To begin with Grammar Translation Method or the so called “the classical method“ that focuses on teaching foreign languages using repetition, drilling and translation from L1 to L2. Grammar is taken as an independent subject and taught with the help of grammar book. According to Thornbury (1999), the grammar syllabus and lessons in this method typically began with an explicit statement of the rule, followed by exercises involving translation into and out of the mother tongue (p. 21). In other words, grammar was taught deductively, with the presentation of the rules first than giving examples. However, the direct method or the natural approach rejected explicit grammar teaching in which grammar was taught inductively, focussing on picking up the grammar in much the same way as children pick up the grammar of their mother tongue, simply by being immersed in language (Thornbury 1999p. 21). To be specific, grammar is presented through examples from the teacher then comes the rule. Yet, the audiolingual method, also called the structural approach, differs from the direct method, in which this method focuses on drills and repetition. According to Thornbury (1999), language is simply a form of behaviour to be learned through the formation of correct habits (p. 21). In other words, grammar is presented in form, indirectly and implicitly.

Moreover, Communicative language teaching main focus was the teaching of language through communication and developing communicative competence. According to Richards (2006), grammar was learnt inductively; the teacher lets the student discover the rules by

themselves (p.13). To be specific, grammar was learnt to improve the communicative competence of learners. However, the Competency-Based Approach (CBA) introduced a shift from focussing on measuring learning and mastering competencies. According to Ciftcioglu (2022), in the CBA, language is learned through practice, in which grammar is taught through language functions, i.e., using the grammar structures in real life situations to help learners get familiar with its usage. In other words, grammar in CBA is just a mean to achieve competency.

1.6 Grammar Assessment

Grammar is one of the language components that has achieved a prominent importance in the teaching and learning of English. Consequently, grammar testing is a necessity to know where you are and how well you can communicate (Nozadze, 2013, p. 1). According to Larsen-Freeman (2009), in the traditional approach to assessing grammar, grammar is seen as knowledge of structures which best can be assessed by means of decontextualized, discrete-point items such as sentence unscrambling, fill-in-the-blanks, error correction, sentence completion, sentence combining, picture description, elicited imitation, judging grammatical correctness, and modified cloze passages (p. 533). However, this type of grammar assessment cannot confirm that learners have actually fully mastered the grammatical structures since it cannot confirm whether learners are able to use them in real life situations such as writing, speaking and communication.

Furthermore, the shift in the traditional grammar assessment was due to the significant contribution of the communicative or proficiency-based approach in the 1970s and 1980s, from seeing language proficiency in terms of knowledge of structures, which could best be assessed using discrete-point items, to the ability to integrate and use the knowledge in performance, which could best be assessed through the production and comprehension of written texts and

through face-to-face interaction under real-time processing conditions. (McNamara & Roever, 2006; as cited in Larsen-Freeman, 2009, p. 533).

In the latter, more integrative, approach to grammar assessment, grammatical performance is typically assessed by raters using scales that gauge grammatical accuracy, complexity, and the range of grammatical structures used. The judgments are subjective, and because the assessment formats are more open-ended, they are subject to possible inconsistencies. For this reason, certain factors, such as rater severity and prompt difficulty, must be examined, usually accomplished by means of generalizability theory or item-response theory (Purpura, 2006; as cited in Larsen-Freeman, 2009, p. 533).

In other words, grammar assessment aims at ensuring that learners are producing correct grammar structures in writing, speaking or communication.

1.7 Difficulties in Teaching and Learning Grammar

For many foreign language learners, learning grammar often means learning the rules of grammar and having an intellectual knowledge about it. Yet, teachers often believe that this will provide the generative basis on which learners can build their knowledge and will be able to use the language eventually (Al-Mekhlafi & Nagaratnam, 2011). Ellis (1993) stated that if learners do not make focus on the learning of grammar rules, they will never be able to express their ideas and thoughts precisely and accurately (as cited in Iqbal, Akbar, & Ahmad, 2017). However, the majority of the students do not like to learn grammar and they have perception that their time and energy is being misused on a worthless issue (Iqbal, Akbar, & Ahmad, 2017) since they consider grammar as a problem that stands in the way of helping them to communicate fluently, learners often find it difficult to make flexible use of the rules of grammar taught in the classroom. They may know the rules perfectly, but are incapable of applying them in their own use of the language (Al-Mekhlafi & Nagaratnam, 2011).

Grammar is a hard skill to master, even teachers who use English for years will face problems in teaching it especially when they don't have the suitable methods or experience to teach this module, so they present it in a disorganised way (Yusob, 2018). This will result in problems during the delivery of information and may create misunderstanding among students, which may in turn lead to bad results in grammar learning among learners. In addition, teachers need to consider students' point of view while teaching grammar. They need to consider students' attitudes and how will they act (Al-Mekhlafi & Nagaratnam, 2011).

2. Section Two: YouTube Videos as a Material for Teaching Grammar

2.1. Definition of Materials

Tomlinson (1998) defined materials as “anything which is used by teachers or learners to facilitate the learning of a language”. In other words, the primary goal from using materials is to facilitate the learning process. Materials could be videos, DVDs, emails, YouTube, dictionaries, grammar books, readers, workbooks or photocopied exercises. They could also be newspapers, food packages, photographs, and live talks by invited native speakers, instructions given by a teacher, tasks written on cards or discussions between learners (Tomlinson, 1998, p. 1).

2.2. Types of Language Teaching Materials

According to Richards (2001), materials are the primary source that provides learners with good input about language learning and use (p. 251). They can be printed materials such as books, workbooks, work sheets or readers, nonprinted materials such as cassette or audio materials, videos, or computer-based materials. There are also materials that comprise both print and nonprint sources such as self access-materials and materials on the internet. In addition, there exist other materials which are not designed for instructional use such as magazines, newspapers, and TV materials.

2.3. Criteria for Material Selection

Choosing appropriate materials is helpful for both teachers and students. Teachers look for high quality materials that vary in theme and concepts and help both of them to achieve the goals and objectives of the course. Indeed, materials have more and more come to be viewed as “an embodiment of the aims, values and methods of particular teaching learning situation” (Hutchinson, 1978, p. 37)

As Littlejohn (1998), put it, “we need to be able to examine the implications that use of a set of materials may have for classroom work and thus come to grounded opinions about whether or not the methodology and content of the materials is appropriate for a particular language teaching context” (Littlejohn, 1998; as cited in Gailea, Syafrizal, & Iin Indasari, n.d p. 96). In other words, teachers bear responsibility of selecting the suitable materials for different subjects.

According to Lazar (2009), material selection should respect (1) The types of course consist of (level of students, kind of English required on the course). (2) The types of student (age of students, their interests/hobbies, cultural or ethnic background/nationality of students; students’ previous experience of reading literary texts). and (3) The relevance of the text (age of students, their intellectual maturity, their emotional understanding, their linguistic proficiency, their literary background, and their cultural background (Lazar, 2009; as cited in Gailea, Syafrizal, & Iin Indasari, p .96).

2.4. Materials for Teaching Grammar

Grammar teaching involves many difficulties as teachers try to be eclectic in using various materials for the delivery of the grammar content. According to (Samad, 2003, p. 5), grammar teaching materials should now provide greater focus on allowing students to comprehend the message as well as emphasise understanding the structural form used to convey the

message. Moreover, Samad (2003, p. 6) suggested that exposing learners more and more to the target language input encourages them to process the grammatical structures, such as listening to native speakers and the use of songs, videos and multimedia, documentaries and instructional videos. Additionally, in order to focus the learners' attention on grammar rules, Hulstijn (1995) suggested several possibilities such as highlighting the structure, presenting it in bold letters, and keep repeating it to help learners get familiar with it. Furthermore, teachers might use the previous grammar input in their new lessons to make sure learners won't forget it (Hulstijn, 1995, p. 359).

2.5. An Overview of YouTube

The 21st century confronts its citizenship with new choices, opportunities and challenges due to the all-pervading technology into all spheres of life (Chhabra, 2012, p. 2). As a result, different sites started to occur in which teachers shaped them to help in language teaching. One of the most important sites used by learners and teachers is YouTube.

YouTube "is a video-sharing website that allows users to upload, share and view videos" (Dean & Lastufka, 2008, p. 231). YouTube was developed by former PayPal employees in 2005, and was acquired by Google in 2006. It gained a huge impact on media and advertising during the recent years. YouTube has more than 2.5 billion monthly users (Rouse, 2016, as cited in Dixon, 2023 n. p)

2.6. Types of YouTube Videos Used in Teaching

The variety in topics and themes which are part of our daily life, helped in the appearing of many types of YouTube videos such as music videos, animation and films, animals, education ... etc (Geysler, 2023 n.p). However, there are specific types of YouTube videos that can be used to enhance the learners proficiency in the foreign language. The following subsections will be devoted to the most effective kinds of YouTube videos that contribute to foreign language teaching.

2.6.1.1. Songs

Songs are one of the entertainment methods that can be used in and outside the classroom. It also plays a major role in learners teaching process due to its variety and availability in different platforms such as YouTube. Furthermore, we can listen to different genres of music at any time and any place on many devices like the phone, the tablet, etc. According to (Claerr & Gargan, 1984, n.p), songs are fun; they can be motivating; they are real-life examples of the language, literature, and culture of the people who composed and sing them. In addition, they are a natural bridge between the interests of the student and the target language. Simply, songs can link between the funny, attractive and helpful ways of a second language teaching and learning.

2.6.1.2. Films

Films can be a powerful tool that help learners during the process of language learning, they provide a context for students to better appreciate the language and its cultural context and can therefore make foreign language learning easier and more interesting (Csajbok-Twerefou, 2010).

Films help to promote students' motivation to language more effectively than do course books through the various attractive images and sounds they offer (Kutuzova, 1982; as cited in Csajbok-Twerefou, 2010, p, 53), put more emphasis on the use of films than on reading passages or stories because films offer rich material for listening and speaking as well as for discussion and civilization studies.

Massi and Merino (1996) stated that "giving visual messages a place in the foreign language curriculum is an interesting and entertaining way to enhance the learner's command of the target language and the messages available through film offer a refreshing change of routine in the classroom" (Massi & Merino 1996; as cited in Csajbok-Twerefou, 2010, p. 53)

In other words, films can be considered a valuable source to improve foreign language learners' skills.

2.6.1.3. Documentaries

Documentaries are identified as authentic materials of language teaching which can be used effectively to enhance the learners' comprehension of a topic, their vocabulary and cultural knowledge (Wijewantha, 2021). According to Ducca (2015), films and documentaries “ present target topics and linguistic content to students in an attractive way that meets their needs and interests allowing them to focus on the ideas, diverting their attention from language itself ” (Ducca 2015; as cited in Wijewantha, 2021, p. 634)

Documentaries are one of the most used types of videos among language learners. Teachers adapt the documentaries to help them in the delivery of foreign language content, also to draw a link between theory of language and practice. According to Krivanova (2021) “documentaries allow the viewer to transfer for a while to another world, culture, and the lives of other real people” (p. 42). To be specific, documentaries contain the perfect content that can learners use to help them in real life communication and grammar.

2.6.1.4. Instructional Videos

Instructional videos could be defined as any video designed to teach a particular aspect, an instructional video is more likely to be an instructional DVD or a video available on websites such as YouTube or downloaded files that can fit on an MP3 player or computer screen (Christensen, 2023). Instructional videos show learners the best methods to do things. Instructional videos help teachers to show learners the process of achieving good results in their language learning rather than the use of textbooks and handouts. Furthermore, instructional videos improve learners self reliance to discover their errors and to develop different ways of learning.

2.7 The Use of YouTube Videos for Grammar Teaching

YouTube is a platform that enables EFL teachers to participate in learning practice by giving them access to fresh and innovative methods for teaching English as a second or foreign language's skills and content. Additionally, it helps teachers and learners to get rid of the heavy reliance on textbooks, connect grammar with real life situations, 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, & Biri, 2018; as cited in Mohamed , 2019).

Moreover, instructional YouTube videos technology brings flexibility and choice to education (Crawford, 2002; as cited in Gulden ilin, 2013). Put differently, teachers have the choice to create and modify their own videos to satisfy their learners needs, curiosity and to overcome the classical methods. So, instead of mechanical "Fill in the blanks" or "Write the past form of the verbs exercises in the coursebooks", an animated video would be more beneficial (Gulden Ilin, 2013, p. 273).

Furthermore, learners need to interact emotionally, cognitively and socially in meaningful and purposeful situations to use language (Gulden ilin, 2013, p. 273). Hence, the use of YouTube instructional videos gives learners the reliable and suitable content to be familiarized with the suitable use of the language.

Berk (2009), negotiated various strategies for using video clips during classroom instruction. First, video clips should offer information and content that differ from that required by the situation (Berk, 2009, p. 10). Second, YouTube videos illustrate different concepts or principles like family relationships, anger management, etc, so that learners can be aware of the real life use of vocabulary. Also, YouTube videos give opposing opinions to help learners developing their ability to reach decisions and convey compelling arguments;as Berk (2009)

stated, “debate procedure, format, strategies, and arguments can be analyzed by viewing actual debates between political candidates, especially presidential ” (p. 11). Moreover, videos serve as a stimulus for learning activities. After showing the video, the teacher can invite students to participate in an open discussion, assign them to work in groups to solve problems, or pose specific questions about the material covered (Berk, 2009, p. 11).

Furthermore, YouTube videos engage students by introducing entertaining audio clips or films that inspire and motivate them when the class is discussing a specific topic, in which teachers should break the ice by providing content that help learners feel at ease. Furthermore, videos apply content to real-world applications for important matters like child abuse, rape, etc. Videos also, serve as a stimulus for learning activities, by playing the video, the teacher can ask students for their reaction in an open discussion, direct them to answer specific questions collaboratively, or ask specific questions about the content presented (Berk 2009 as cited in Shadam, et al, 2020, p. 125).

2.8 Challenges of Using YouTube Videos during Classroom Instruction

One cannot deny the advantages of YouTube as a teaching tool in the educational settings. Yet, due to the variety of problems that can arise, using YouTube can sometimes be problematic.

In a study done by Cahyana (2020) to examine “the use of YouTube video in teaching English for foreign language students at vocational high school”, the results have shown that teachers had no trouble finding videos that are related to the lesson’s content and subject. However, the data suggested that “sometimes the internet connection was inadequate while preparing and choosing the proper video from YouTube.com” which related with the topic of learning to use in teaching English. Furthermore, the poor internet connection made teachers took longer time to prepare the material in teaching English using YouTube (Cahyana, 2020, p.

6).Moreover, students may occasionally have trouble understanding the English language used in the movie, due to the difference between the learners and the video's level Cahyana (2020) stated that " sometimes the students' ability in English was not match with the difficulty level of the video " (p. 6).The major problems faced by the teachers during the implimentation of youtube videos are revealed in the internet intrruption, the learners' difficulty in understanding the languge used in YouTube videos, and the preparation of the suitable content for the learners.

Conclusion

In this chapter, an attempt has been made to shed light on the concept of grammar as a substantial skill for foreign language learning, as well as its' various types. Also, ithighlighted the leading approaches to grammar teaching and explained the place of grammar within different methods. Finally, it presented how grammar could be assessed. The second section shed light on the meaning of the concept materials for language teaching, its types related to second language teaching, characteristics and conditons of material selection. It addresses also, suitable materials for grammar teaching, with YouTube videos as a material, its various types and use in grammar teaching, in addition to the their implementation during classroom instruction. Finally, the section addresses the challenges faced by teachers during the implimentation of YouTube videos in classroom instruction. The next chapter will attempt to put the previously discussed concepts into practice, by investigating attitudes towards the use of this type of materials for grammar instructional purposes.

Chapter Two: Research Methodology, Data Analysis and Results

Introduction

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Chapter Two : Field Work

Introduction

The present chapter relates to field work. It introduces the research methodology guiding the study and reports accounts of data collection, analysis, and interpretation. Moreover, the chapter aims at answering the research questions set out in the study. It is divided into two sections. The first section is devoted to the research methodology used in this work including the tools used in this research, their description and administration procedures. It also discusses the population involved in the study along with the sampling procedures. The second section is devoted to the analysis and discussion of the obtained results. The chapter ends with presenting some limitations of the study and provides some pedagogical recommendations.

Section One: Research Methodology

The present study comes within the framework of descriptive research design. Overall, the study purports to investigate both teachers and students' attitudes towards the use of YouTube videos as a grammar teaching tool for EFL learners. Calderon (2006), defined descriptive research as a purposive process of gathering, analyzing, classifying, and tabulating data about prevailing conditions, practices, processes, trends, and cause-effect relationships and then making adequate and accurate interpretation about such data with or without or sometimes minimal aid of statistical methods (Calderon, 2006 ; as cited in Roberston, 2018, p. 169). Since this study is descriptive in nature, a questionnaire composed of both open-ended and closed-ended questions submitted for students and an interview with teachers were the tools implemented to gather information required to answer the research questions and to reach the general aims of the study.

2.1.1 Population and Sampling

Due to the difficulties encountered to collect data from the whole population, the questionnaire was administered to 60 second year EFL students from the Department of English at Mohamed Seddik Ben Yahia University, Jijel. The sample was selected randomly from about 147 students.

Concerning the second tool of research, it was planned to hold interviews with all first and second year grammar teachers. However, because of some circumstances, three teachers could not take part in our study. Two teachers' interviews were held face to face while the other four ones were delivered and answered them via email.

2.2.Data Collection Instruments

Because of the descriptive nature of the present research, a questionnaire for students and an interview with teachers were the tools implemented to gather information required to answer the research questions and to reach the general aims of the study. For this reason, a questionnaire, as one of the most widely used elicitation techniques, was administered to second year students of the University of Mohammed Seddik Ben Yahia/Jijel. A questionnaire is defined as "simply a list of mimeographed or printed questions that is completed by or for a respondent to give his opinion." (Roopa & Rani, 2012, p. 273) In addition to the questionnaire, a semi-structured interview was also held with five grammar teachers in order to get more reliable findings. An interview is a conversation for gathering information. A research interview involves an interviewer, who coordinates the process of the conversation and asks questions, and an interviewee, who responds to those questions (Easwaramoorthy & Zarinpoush, 2006). Such research tools, thus, stand to be of particular relevance to the research design framing the study using both qualitative and quantitative tools.

2.1.1.1 Description and Administration of the Questionnaire

The students' questionnaire aimed at exploring the learners' attitudes toward the use of YouTube videos in grammar teaching for EFL learners, and finding out whether they view this

strategy helpful to develop their grammar competence. The questionnaire was administered in the period between May 15th and May 23rd, in the second semester of the academic year 2022/2023. The questionnaires were delivered in printed copies to the learners during the translation and literature sessions, while some of them answered the questionnaire after the end of their grammar exam.

The questionnaire is composed of 23 questions, which are organized in a logical order and divided into four main sections. Most questions are close-ended; learners select the correct answer from a limited number of options. There are some open-ended questions which require the respondents to elaborate their viewpoint.

The first section involves 2 questions that are related to the students' study experience and their abilities in this module. The second section is made up of 9 questions related to the grammar teaching. In question three and four, students are asked about their opinion regarding grammar and the time devoted for grammar learning and teaching. The fifth and sixth questions shed light on the importance of grammar, and how it can provide aid in learning the English language. However, in the seventh and eighth questions, students are asked about their preferences for the way of presentation of the grammar rules. The ninth question shed light on other materials used by learners to improve their abilities in grammar outside the classroom. The tenth and eleventh questions are devoted to the difficulties faced by learners in the grammar course.

The third section aims at gathering information about the use of YouTube videos in learning grammar; it is composed of eleven questions. Question number twelve, thirteen and fourteen are concerned with whether they use YouTube videos, how often and for what purposes they used them. However, in question fifteen, students are asked if they preferred to practise grammar through YouTube or traditional methods. Questions sixteen and seventeen shed light on the learners' opinions about whether or not YouTube videos were beneficial and why. As

for question eighteen, learners are asked about the way they prefer to learn grammar in YouTube. Questions nineteen, twenty, twenty-one and twenty-two are successively related to the use of YouTube as a learning material by learners outside the classroom and by teachers inside the classroom, and the reasons behind not using them as teaching materials; also, the extent to which learners liked studying grammar using YouTube instructional videos inside the classroom. In section four, students are requested to provide their opinions about whether or not YouTube can help them to develop their abilities in grammar.

2.1.1.2 The Description and Administration of the Interview

The study interview was administered in the period between May 14th and May 24 2023. In the present study, the teachers' interview consists of nine questions for the purpose of getting information about their perception towards the use of YouTube videos as grammar teaching material in classroom for EFL learners. The teachers' interview aims at investigating whether they use YouTube videos as grammar teaching material during their class instruction, and their opinion about the use of YouTube videos as brand new materials, its' impact, criteria, challenges and limitations of using such new material like YouTube videos in grammar teaching.

First of all, our interviewees were asked about their teaching experience in English language and specifically the grammar module. The second question aims at figuring out if the use of traditional methods such as textbooks, handouts, study guides, and manuals for grammar teaching is enough or not and why. The third question aims at discovering if teachers use any technological devices in their classrooms or not. The fourth question is concerned with their opinion about the use of YouTube videos for grammar teaching. Moreover, in the fifth question teachers are asked do they favour the use of traditional methods or the implementation of YouTube videos in grammar teaching and for which reasons. Furthermore, the sixth question

investigates teachers point of view about whether the use of YouTube videos has a significant impact on learners achievement in grammar course and in which ways. The seventh and eighth questions are concerned successively with the criteria upon which youtube videos are selected, the challenges and difficulties that implies under the implimentation of YouTube videos for grammar teaching. Finally, question number nine is devoted to know the limitations concerned with the implimentation of YouTube videos for grammar teaching.

Section Two: Data Analysis and Discussion

2. 2. 1. Analysis of the Student Questionnaire

The student questionnaire comprises a series of several kinds of questions which the students are required to answer. Without doubt, these answers should be analyzed in a logical way in order to obtain the needed results.

Section One : General Information

Q1 : How long have you been studying English at university ?

Table 1 : Students' Study Experience

Options	Frequency	Percentage
2	48	80%
3	8	13,3%
4	2	3,3%
9	2	3,3%
Total	60	100%

The aim of this question is to know the students grammar level in English language. The table above revealed that 80% of the students spent two years studying English at university, while 13.3% of them have been studying english for three years. However, 3,3% represent students who have been studying english at university for four years and nine years. The

explanation of such a difference in responses may relate to the fact that that some students counted their middle and secondary education experience while some others counted only their university study experience. So, it can be deduced that the majority of second year students have been studying English at university for at least two years.

Q2 : How do you estimate your overall abilities in grammar ?

Table 2 : Students' Estimations of their Grammar Abilities

Responses	Participants	Percentage
Excellent	1	1,7%
Good	30	50%
Average	27	45%
Limited	2	3,3%
Total	60	100%

The aim of this question is to estimate students' abilities in grammar. The table 2 revealed that one student (1,7%) from the whole sample had excellent level in grammar. However, thirty student (50%) had good level in grammar. Whereas, twenty-seven students (45%) considered to have an average level, but two students (3,3%) considered their abilities as limited in grammar. This indicates that the majority of Second year students estimate their level of English as being from average to good although they did not spend a long period learning the language. This may point to the possibility that they view grammar learning as being crucial and that they want to improve their abilities in the grammar module.

Section two: Learners' Attitude towards Grammar instruction

Q3 : Do you think the time devoted for studying grammar is sufficient?

Table 3 : Students' Opinion about the Time Devoted for Grammar Learning

Options	Participants	Percentage
Yes	44	73,3 %

No	16	26,7%
Total	60	100 %

This question aims at investigating students' opinions about the time devoted for learning grammar. Forty-four students (73,3%) thought that the time devoted for grammar teaching was sufficient whereas sixteen (26,7%) students believed that the time devoted for grammar teaching was not enough. In other words, the majority of students believed that the time devoted for learning grammar was sufficient; hence, they may be satisfied with the time devoted for such a course.

Q4 : How do you consider grammar as a module ?

Table 4: Students' Attitudes toward the Grammar Module

Options	Participants	Percentage
Difficult to learn	31	51,7%
Easy to learn	29	48,3%
Total	60	100%

This question aims at investigating students' perception towards the grammar module. More than half of the students (51,7%) considered grammar as a difficult module. However, the rest of them thought that grammar is an easy subject to learn. This indicates that the almost all students considered grammar to be a difficult module.

Q5 : Do You consider grammar as being central to develop your overall proficiency in English ?

Table 5: Students Views on the Role of Grammar in Improving their Proficiency

Options	Participants	Percentage
Yes	55	91,7%
No	5	8,3%
Total	60	100%

This question aims at exploring students' views on the role of grammar in improving students' language proficiency. The majority of students (91,7%) considered grammar as being central to developing their proficiency in English. But, five students (8,3%) believed that grammar had no importance in improving their language proficiency. This may point to the fact that grammar is viewed as central to developing the students' language proficiency, which means that they consider it as being important to be mastered.

Q6 : If yes, how does grammar help you to learn English?

Table 6: Students' Views on the Benefits of Learning Grammar

Options	Participants	Percentage
It helps understand the English language	29	48,3%
It simplifies the learning process	12	20%
It helps you become a better communicator	31	51,7%
It helps you express your thoughts and ideas	17	28,3%
It helps you improve your writing and reading	37	61,7%
It helps you improve your speaking skills	28	46,7%
Others (please specify)	2	3,3%

In this question, the aim is to discuss the students' attitudes towards how grammar can help them in learning English. The students were provided with one or more options. Relying on the table 6, fifty-five (91,7%) agreed that grammar helped learners to learn English. It was illustrated that twenty-nine (48,3%) of the students who answered the question with "yes" revealed that grammar helped them to understand the English, and twelve students (20%) stated that grammar simplified the learning process. Moreover, thirty-one students (51,7%) mentioned that grammar helped the learner to be a better communicator. Seventeen students (28,3%) said that grammar

provided for them great aid in expressing their thoughts and ideas. Furthermore, thirty-seven students (61,7%) opted that grammar provided an aid in improving their writing and reading skills, while twenty-eight (46,7%) said that grammar improve their oral skills. Two students provided further suggestions in the last option (others), the first one believed that grammar helped in the production of better sentences, whereas the other one stated that the production of better sentences is essential step towards the learning of any second or foreign language. Accordingly, grammar is viewed necessary for students, especially to improve reading, writing and speaking skills.

Q7: Do you prefer your teacher to present the grammar rules for you by himself \ herself?

Table 7: Students' Preferences for the Source of Grammar Rules Presentation

Options	Participants	Percentage
Yes	56	93,3 %
No	4	6,7 %
Total	60	100 %

This question was an investigation of students' responses on the teachers' presentation of the grammar rules. The table above showed that almost all students (93,3%) preferred the teachers' presentation of the rules for them by himself\herself, whereas only six students preferred the rules to be presented in different ways. Relying on the results, most students preferred to rely on their teachers almost completely in learning grammar rules.

Q8: If yes, how do you prefer the rules to be presented ?

Table8: Students' Preferences for the Grammar Instruction Approach

Options	Participants	Percentage
Inductively	28	46,7 %
Deductively	12	20 %
Through communication practice	17	28,3 %
Others	1	1,7 %

No answer	2	3,3 %
Total	60	100%

With relation to question seven, this question aims to investigate the preferred method by learners with relation to the presentation of the rules and also to check their answers to question 7. Twenty-eight (46,7%) students opted to the presentation of the rules inductively, in an indirect way whereas twelve students (20%) of the sample preferred the direct way starting by the rule. A considerable number of responses was devoted to the communication practice such as role play and dialogue which resemble seventeen students (28,3%) of the total answers. Two students (3,3%) did not pick any choice. However, one student (1,7%) provided a further option to learn grammar which was games. From the table above, we can result that most students preferred the indirect\ inductive method for grammar teaching, which comes to be contradictory to the results obtained in the previous question. This might relate to the students' misunderstanding of the concept of inductive and deductive teaching, or simply to their inattention and lack of concentration when answering the question.

Q9 : What other materials do you prefer to use in order to improve your grammar abilities outside the classroom ?

Table9: Alternative Materials for Grammar Learning

Options	Participants	Percentage
Textbooks	6	10 %
Grammar books	32	53,3 %
Dictionaries	11	18,3 %
YouTube videos	37	61,7 %
Podcasts	26	43,3 %
Others	1	1,3 %

The purpose behind asking such a question is to investigate whether students used other materials rather than waiting for the teachers' explanation for the sake of learning and improving their level of grammar. 61,7% of the respondents, which represents thirty-seven students used YouTube videos as a supplementary material outside the classroom to gain more knowledge about grammar. However, thirty-two students (53,3%) opted for grammar books as an aid for grammar learning, twenty-six students (43,3%) chose podcasts to help them in improving their level in grammar. The remaining percentage (18,3%) stated that dictionaries are effective materials. One student chose to practice grammar through activities and exercises. In other words, YouTube videos, grammar books, and podcasts are the leading materials used by students outside the classroom. This may point to the fact that students are motivated to use YouTube videos to study grammar.

Q10 : Do you encounter any specific difficulties in your grammar course ?

Table 10: Students' Opinion about Difficulties Encountered in their Grammar Courses

Options	Participants	Percentage
Yes	38	63,3 %
No	22	36,7 %
Total	60	100

The aim of this question is to explore students' opinions about the difficulties in their grammar course. As displayed in the table, 63,3% of the sample encountered various difficulties concerning the grammar course, while (36,7%) answered negatively. This indicates that the majority of students faced difficulties during the grammar course.

Q11 : If yes, what do such difficulties relate to ?

Table 11: Types of Difficulties Encountered in Grammar Course

Options	Participants	Percentage
The content	24	40 %
The methods of teaching	11	18,3 %

The materials and media used for lesson presentation	5	8,3 %
Others	/	/

The aim behind asking such question is to examine students' attitudes toward the predicted difficulties in the grammar course. The information stated in the table above clearly illustrates that twenty-four students believe that the content (40%) of the grammar course was what caused difficulties in learning grammar for EFL learners whereas eleven students (18,3%) stated that the methods of teaching used by teachers are the source of problem in relation to learning grammar. Moreover, five students (8,3%) illustrated that the the materials and media used for lesson presentation was directly related to the difficulties in grammar. This indicates that students faced difficulties of different types and sources.

Section Three: Learners' Attitudes towards the Use of YouTube Videos in Learning Grammar

Q12: Do you use youtube videos outside the classroom ?

Table 12: Students' Use of YouTube Videos Outsidedthe Classroom

Options	Participants	Percentage
Yes	52	86,7%
No	8	13,3%
Total	60	100%

This question aims at investigating students' attitudes towards the use of YouTube videos outside classroom. The revealed data above shows that 86,7% of the total number from the sample used YouTube videos outside classroom, but eight students(13,3%) did not have access to the platform. This means that the majority of students used the YouTube videosand consideredthem as a good alternative material to develop their abilities in grammar. The next question attempts at specifying the frequency of students' access YouTube platform.

Q13: If yes, how often do you access youtube?

Table 13: The Frequency of Students'Use of YouTube

Options	Participants	Percentage
Always	6	10%
Regularly	14	23,3%
Sometimes	31	51,7%
Rarely	1	1,7%
Choose the answer no	8	13,3%
Total	60	100%

As shown in the table above, (10%) of the students always used YouTube as a famous media, while fourteen students (23,3%) regularly acced to the platform. The majority of the population opted for the sometimes choice which represent (51,7%) of the students. Only one student (1,7%) used it rarely. This shows that the majority of students were aware of the advantages of using such a famous platform.

Q14: Why do you use youtube videos?

Table14: Students' Reasons for YouTube Videos Use

Options	Participants	Percentage
For study purposes	41	68,3%
For pleasure and intertainment	29	48,3%
Others	4	6,8%

Concerning this question, the aim is to understand the students' reasons for using YouTube videos. 68,3% of the sample, which represents forty eight students, studied through YouTube videos while the rest of the students (48,3%) usedthem for pleasure and entertainment. However, as small number of the students chose the last option to explain that they used them for both purposes. This indicates that students are aware of the importance of using such audiovisual materials in improving their level in different subjects. More importantly, students hold positive attitudes towards using them.

Q15: Which of the following do you prefer?

Table15: Students' Preferences for Grammar Practice

Options	Participants	Percentage
To practice grammar through YouTube Videos	37	61,7%
The use of traditional methods	23	38,3%
Total	60	100%

The aim behind asking students about their preferences in grammar practice is to decide whether they opted for new technologies and they used them to serve their academic and educational objectives, or they preferred traditional methods such as textbooks and handouts. Interestingly, the results show that more than half of the sample chose to practice grammar through YouTube, which represents thirty-seven students (61,7%) while the rest of them, twenty-three students (38,3%) were still in favour of using the traditional methods, namely, textbooks and handouts. This again confirms the previous answers, relating to students' positive attitudes towards using such materials.

Q16: Do you consider the use of YouTube videos beneficial for learning grammar?

Table16 : Students' Views on the Beneficial Role of YouTube Videos in Learning Grammar

Options	Participants	Percentage
Yes	58	96,7%
No	2	3,3%
Total	60	100%

The aim of this question is to explore students' opinions about the importance of YouTube videos for learning grammar. Concerning this question, almost all students considered YouTube videos as beneficial for learning grammar, with fifty-eight students (96,7%) answering positively. However, only two students (3,3%) considered YouTube as non beneficial to improve their grammar. This confirms the fact that students hold positive attitudes

towards using You Tube videos to develop their level in grammar.To investigate why the majority thought YouTube was beneficial for learning grammar, the next question was asked.

Q17: If yes, is it because YouTube?

Table17: The Reasons for the Use of YouTube Videos

Options	Participants	Percentage
more related to real life situations	22	37.9%
Promotes flexibility of learning	29	50 %
Makes practice easy with different exercises	22	37.9 %
Motivates you to learn more	19	32.7 %
Helps you escape boredom and routine	13	22.4 %
Others	1	1,7%

In this question, the aim is to understand the reasons behind the use of YouTube videos. The students were allowed to choose one or more options. Relying on the table above, it is illustrated that 96,7%of the students who answered the question with “yes”, 37.9% of them revealed that they used YouTube videos in their learning since it is more related to real life situations and draws a clear connection between the language taught in classroom and the language used by native speakers, while the same percentage (37.9%) chose YouTube since it makes practice more easy with different exercices. Moreover, twenty-nine students (50%),which represents the majority of them,claimed that the reason behind their use of YouTube videos was to promote flexibility of learning since they could learn whenever and wherever they wanted (in contrast to the traditional methods). Nineteen students representing (32.7%) opted for the option of motivation, but thirteen students (22.4%) stated that YouTube videos helped them to escape boredom and routine. Only one student (1,7%) provided us with another raison of why to use YouTube videos in wich he stated that “he can find everything he wants” ; this indicates that most students are aware of the important role of YouTube videos and viewed them as a valuable source of language knowledge.

Q18: How do you prefer to learn grammar in YouTube? (multiple-choice question)

Table 18: Students' Preferences for the Type of Grammar Learning through YouTube

Options	Participants	Percentage
Songs	10	16,7%
Films	28	46,7%
Documentaris	10	16,7%
Instructional videos	34	56,7%

The aim of this question is to investigate the students' preferences for grammar learning through YouTube. From the data provided in the table above, only ten students (16,7%) preferred to use songs as source to learn grammar. However twenty-eight students (46,7%) claimed that films provided a good source of grammar knowledge for them, in contrary to documentaries which posses the same percentage as songs (16,7%), although it provided clear and grammatically correct language. The majority of students chose instructional videos with (56,7%) percentage. This indicates that the instructional videos or videos designed only for the sake of providing knowledge in a certain topic such as grammar are great source of knowledge, and they can be helpful whenever and wherever students want to learn. Again, this confirms the previously reported findings.

Q19: Does your teacher of grammar encourage you to use YouTube videos to study grammar out of class?

Table 19 : Teachers' Request for the Use of YouTube videos for Out-of-Class Grammar Study

Options	Participants	Percentage
Yes	12	20%
No	48	80%
Total	60	100%

This question aims to check whether or not teachers requested their students' to use YouTube videos to learn grammar out of class. As shown in the table above, only twelve students (20%) answered this question positively while forty-eight students (80%) stated that their teachers do not ask them to use YouTube videos in studying grammar specifically. Such results are to be confirmed from the interview findings.

Q20 : In class, does your teacher of grammar use YouTube videos as a teaching aid ?

Table20: Teachers' Use of YouTube Videos as a Teaching Aid

Options	Participants	Percentage
Yes	7	11,7%
No	53	88,3%
Total	60	100%

The aim of this question is to reveal students' answers about the teachers' use of YouTube videos as teaching aid. The previous table indicated that only seven students (11,7%) answered the question with "yes", but the rest of the students (88,3%) answered negatively. To sum, only few teachers used YouTube videos as a teaching material. This might point to the possibility that teachers encounter difficulties in implementing You Tube instructional videos to teach grammar.

Q21 : To what extent do you like studying grammar usnig YouTube instructional videos in class ?

Table21 : Students' Attitudes towards the Use of YouTube Instructional Videos for Learning Grammar

Options	Participants	Percentage
To a large extent	11	18,3%
To some extent	35	58,3%
To a limited extent	12	20%

No answer	2	3.4%
Total	60	100%

The aim of this question is to understand how much students liked to learn grammar through using YouTube instructional videos in class. The table above revealed that more than half of students (58,3%), like to study grammar using YouTube instructional videos“ to some extent ”, eleven students(18,3%) chose “to large extent ” whereas approximately the same number (20%) chose “the limited extent choice”.This means that the use of YouTube instructional videos stands to be motivating and preferred by a considerable number of students, and this corrolates the previous answers to questions 16 and 17.

Section Four: Further Suggestions

Q22: How do you think YouTube videos can help you learn and develop Your abilities in grammar?

This question is an attempt to find out how YouTube videos can help learners to develop their abilities in grammar, some students revealed that the use of YouTube videos makes practice more easier with different exercices, examples and learning styles since each teacher tries to use various methods and styles to acheive better understanding of the grammar content, some of them use pictures, colored writing, different shapes. According to them, this attracts students’ attention and eliminates booredom.

Others admitted that YouTube videos provide great aid as language teaching material since it is characterized by its combination of visual and audio materials which help learners who have different learning styles, also it is available all the time, thus, students can learn whenever and wherever they want. In other words, they are not obliged to attend sessions in classroom. Furthermore, according to some students, watching videos improves grammar level through simplifying the content and real life use of language, in which the link between rules,

correct grammar and real life examples makes it easy to be understood by students with different grammar and language level (from beginners to professionals).

Other participants admitted that YouTube videos were helpful, useful, enjoyable, easy, promoting flexibility, not limited, funny and allowing students to choose the suitable videos that serve their objectives and needs. All these characteristics make YouTube a suitable teaching material for students.

The participants who answered that it is helpful believed that it simplified the content with more explanation, and enhance the students' four skills, through correct verb tense, other grammar rules, pronunciation and repetition, which results in better understanding and enhancing students' level in various topics. Indeed, it does not help just in grammar but also in other modules such as writing through providing sentences that are grammatically correct, speaking through connection between rules and real life language used by native speakers, it enhance the vocabulary storage and simplify memorization by repeting thesame videos for many times. Furthermore it helps in improving listening and reading via native speakers videos with deep explanation. The remaining participants believed that YouTube videos are a valuable source for grammar learning.

2.2.2 Discussion of the Questionnaire Results

The learners' questionnaire was designed to investigate students' opinions about the use of YouTube videos for grammar learning. The results obtained from the students' questionnaire revealed that students' have positive attitude about using YouTube videos in grammar learning.

From the analysis of the students' questionnaire, we can notice that the majority of students consider grammar to be central to develop their overall proficiency in English language improve their understanding, orall, writing and reading skills. As far as the deductive and inductive methods of grammar teaching are concerned, the majority of learners prefer the inductive method. Furthermore, students consider YouTube videos as beneficial for learning

grammar, since they promote flexibility of learning, raise students' motivation and makes practice more easy with different exercise, that's why the majority of them use it for grammar learning. Additionally, students enjoy when teachers occasionally incorporate YouTube videos in grammar teaching. In sum, students acknowledged that YouTube videos were beneficial, practical, enjoyable, simple, encourage flexibility, are not limited, entertaining and allow students to select the appropriate videos that meet their goals and needs. All of these features make YouTube an effective teaching tool for students. The majority of students who were involved in this research considered the use of YouTube videos as effective material in teaching grammar. Hence, students held positive attitudes towards such a type of materials and acknowledged their importance though not all teachers were actually adopting them for classroom use.

2.2.3 Analysis of the Teacher Interview

The teacher interview is used in this study to get more in-depth understanding of the teachers' attitudes towards the use of YouTube videos in grammar teaching for EFL learners. Their answers are analyzed in an organized way in which the already set out study's questions could be answered.

Q1. How long have you been teaching English? How long have you been teaching the grammar module?

The question above was asked in order to know the experience of each of our respondents. Their responses revealed that the teachers' experiences in teaching English varies from one teacher to another, specifically in grammar. The first interviewee answered that he had been teaching English language for six years and the grammar module for three years. The second interviewee said that he taught English for two years and grammar for one year. The third interviewee answered that he taught the grammar module for eight years. The fourth teacher taught both English and the grammar module for two years. The fifth and last teacher

had been teaching English for thirteen years and grammar for seven years. Accordingly, it can be deduced that the teachers who have been teaching grammar for longer period of time are more aware of the suitable methods and materials that serves the course objectives and the needs of their students.

Q2 : Do you think the use of traditional methods for teaching grammar, namely, textbooks, handouts, study guides, and manuals is enough, Why or why not ?

Relying on the respondents' answers, all of them agreed that the use of traditional methods for teaching grammar was not sufficient. The first teacher voiced his answer as follows: "Traditional methods often focus on isolated grammar rules and exercises, which can make it difficult for learners to understand how grammar functions in real-life contexts. Also they limit the learners' engagement and feedback in which they become passive".

However, the second teacher put it as follows: "Students need a combination of textbooks, handouts, and the teacher's oral explanation with the help of exercises because application is the key to grasping the grammatical structure of any language". The third teacher said that the use of modern technologies would rekindle our students' interest in the module and render the learning of what is largely deemed a technical subject more fun. However, the fourth interviewee expressed his views in the following words: "It is better to use multiple resources; the teacher is certain that students will rapidly learn what interests them." The last interviewee answered as follows: "Those traditional methods (textbooks, handouts, study guides, and manuals) are not useful and beneficial nowadays because students seek in technology. They like visual aids, imagery, pictures. They are motivated to learn via the use of these Information and Communication Technologies (ICTs)"; the teacher preferred the integration of ICT'S in teaching.

On the whole, the teachers' responses demonstrate that the use of traditional methods in teaching grammar nowadays is not sufficient, and that they preferred the combination of both traditional methods with ICTs to reach the targeted objectives.

Q3 : Do you use any technological devices or materials for your classroom instruction

Relying on the question above, two of our interviewees answered positively, but one of them specified that he used the technological materials rarely because of some reasons. The three other interviewees answered negatively. Generally speaking, the teachers' answers revealed that the majority of them did not use any technological devices or materials for classroom instruction. Such results echo the results obtained from the students' answers to the questionnaire.

Q4: What do you think about using YouTube videos for teaching grammar?

This question aims at investigating the teachers' attitudes towards the use of YouTube videos for grammar teaching. To start with, the first teacher answered that using YouTube videos for teaching grammar can be a valuable and effective approach. The second teacher claimed that YouTube videos that teach grammar are without a doubt helpful, and that many students claimed that they found them more useful than the teacher's explanation. The same teacher also added that he did not encourage using them in the classroom because it may not fulfill the objective for every student. He claimed, had their own subjective view on what is considered a good YouTube video, and due to the large number of students, the teacher cannot be fair and cater for every student's needs.

The third teacher expressed his opinion in the words that follow: "I think it would be a great idea. It'd certainly be lots of fun if our department established a Youtube channel to provide more pedagogical support to our students not only in the teaching of grammar but also in the teaching of the other modules." The fourth teacher thought that the use of YouTube videos

in grammar teaching was an interesting idea; however, the teacher needs to pick up the right video and the right material. The last teacher believed that such materials were effective because according to his experience as a teacher of grammar, he used some videos, mainly in teaching some tenses, and he noticed that his students were really motivated; they watched the video with native speakers in which they could see the use of those grammar rules in real life context or situation.

All the teachers maintained that the use of YouTube videos was valuable, effective, helpful, funny, interesting and motivating. This confirms the students' answers previously stated in the questionnaire in the question number twenty-three.

Q5: Are you in favour of the conventional, traditional method or the adoption of You Tube videos for teaching grammar? Why?

Relying on the respondents' answers, the first teacher stated that he preferred the adoption of YouTube videos for teaching grammar, and he listed the reasons behind his choice as follows: "The adoption of YouTube videos for teaching grammar offers a range of benefits, including visual and audio learning, engagement, authenticity, flexibility, diverse resources, and opportunities for community interaction. By harnessing the power of YouTube, educators can create an enriching and interactive learning experience that supports students' language development." The second teacher worded his opinion in the following: "If incorporating Youtube videos in the teaching method was necessary, I would personally suggest a compromise between the two methods, where the teacher assigns a number of students' presentations about a certain lesson. Students then present the lesson as if they were the teacher following the youtube video that they deem the most efficient; this way, the class gets to have different perspectives on one lesson, and each will stick with the explanation they find the best".

Another teacher reported his views as follows: “I don’t think that modern technologies like Youtube will entirely supplant traditional textbook learning, but they will largely boost the learning process because they cater for the needs of students with different learning styles”. However the fourth teacher put it in the following: “I think mixing both the traditional methods and YouTube would be nice since YouTube videos are interesting, so I think it would add something to the class”. The last teacher believed that sometimes the traditional methods are more effective, and sometimes the use of videos is more effective, so it depends on many factors such as the nature of the lesson to be presented, the students level, their motivation and availability of those materials. He added, “...both have advantages and disadvantages, so as a teacher, I try to make balance to see when each method suits better, I adopt it”. Some teachers’ opinion about the adaptation of YouTube videos was positive since it provides a dependable source of knowledge, accommodates diverse learning styles, and increases learners’ motivation. However, for others, it can not replace the traditional methods; that is why the use of both of them depends on the nature of the course itself and its objectives.

Q6: Do you think YouTube videos have a significant impact on your learners’ achievement in the grammar course? In what ways?

Relying on the respondents’ answers, two teachers did not answer this question since they have never used YouTube videos in grammar teaching whereas three teachers answered the question positively. The first teacher said, “Yes, YouTube videos can have a significant impact on learners’ achievement in a grammar course as it helps learners to enhance their comprehension of grammar concepts by seeing and hearing examples... They can also help increasing their engagement by interaction, offer authentic language use in real-life contexts. Learners can observe how native speakers use grammar in conversations, interviews, or storytelling... ”.

Moreover, the second teacher put it in the following way: “Of course, they do. With the wealth of information on YouTube these days, and the tremendous interest people have in the English language, hundreds of videos could be found on the platform that accommodate different learning styles and present various learning strategies. If a student is aware of their learning style, they can find the right youtube video that teaches grammar in a way that suits them the most. Therefore, it will ensure a successful learning experience”. Another one answered “i think yes, YouTube videos has a significant impact on students because it directly affects their motivation; as a result, this will affect their results or their achievements in grammar.” In sum, the teachers’ answers demonstrated that the use of YouTube videos in grammar teaching affects learners’ achievements since it improves their comprehension by providing different examples, offer link with real life situations, satisfy different learning styles, present various learning strategies and raise learners motivation towards grammar learning. This validates the students’ answers previously stated in the questionnaire, in question number seventeen.

Q7: Upon what specific criteria do you think the selection and adoption of YouTube videos for in-class grammar teaching should be based?

The teachers’ answers to this question differ from one to another. The first teacher claimed that educators should ensure that the content is accurate, engaging, relevant, and pedagogically valuable for their students. The second teacher provided other different criteria including “...the quality of the material be it sound quality or image quality, the intelligibility of the variety of English being used in the video, the length of the video. Most students, he added, do not prefer long videos, the presentation of the material, bland layouts and colours and lack of animation will not motivate students to focus with what is being said, as opposed to bright colours, interesting layouts, and vivid animation, and the level of the language as well as the content

being presented; it should be compatible with students level, not so easy that it would bore them, nor too difficult that it would confuse them”.

The third teacher said, “I’d select the videos based on my students’ language proficiency, the course objectives, and the approach used to teach the content under study”. Another teacher provided the following answer: “I will choose something that is everyday native speakers’ speech; I think it is important to learn English the way native speakers use it,” and he added: “speaking videos will be good.” The last teacher said: “We need to consider first our lesson, the objectives of the lesson, the content, the level of the students and the quality of the video itself; these are the majore criteria.” To conclude, the interviewees suggested different criteria for material selection including the following: suitable content that servesthe objectives of the course, the approach used in the videos, the quality of the material, the language of the video, the students’ level, the use of videos that create a link between the grammar rules and real life situations.

Q8: What are the challenges and difficulties of incorporating and adopting YouTube videos to teach grammar for university students?

Relying on the respondents’ answers, all the teachers agreed on the point that the use of YouTube videos in grammar teaching has great challanges. Our interviewees listed the major difficulties that they might face during the implementation of YouTube videos in grammar teaching. One teacher did not answer the question while the second teacher put it as follows: “It would not be fair to all students as the Youtube video may not appeal to all of them. It would be considered a didactive approach where students are being passive and consuming the information being presented to them. In fact, it is the same as Grammar Translation method; the only difference is that it is being channeled from the teacher to a video.” However, the third teacher said: “If we use existing videos produced by external entities, I think the challenges

would be numerous including, but not limited to, finding videos that meet the objectives of the course, availability of equipment, and so on.”

The fourth teacher believed that the use of YouTube videos would be time consuming; and that teachers would need time to search for a suitable video, also resources. He added: “I think both time and resources”. Another teacher said: “The materials and its’ availability, the use of youtube videos might be time consuming, also we need to consider the cultural aspect since culture differs from one country to another and what might be suitable in America for example might not be suitable for the Algerian mentality.” Moreover, one teacher provided us with a solution to handle these problems and reduce them; he claimed: “In my opinion, I think the department should take the responsibility of creating videos tailored to the needs of its students. This way, the challenges can be largely diminished and handled”. In sum, the teachers’ responses demonstrate that the difficulties related to the use of YouTube videos in grammar teaching are related to time constraints, the suitability of the video for various learning styles, and the availability of materials.

Q9: What are the limitations of using YouTube videos in teaching grammar to university students?

In general, the teachers’s answers about this question were almost the same as question number eight. The first teacher listed reliability, accuracy and time consuming, as major limitations for the use of YouTube videos in grammar teaching. Whereas the second teacher stated “It would not be fair to all students as the Youtube video may not appeal to all of them, I find that Question 8 and 9 have the same meaning, so my answer remains the same for both of them“. The third teacher claimed “Accuracy of information: Some videos provide inaccurate, even confusing, information. Therefore, checking the accuracy of information is imperative if we are to use them in our teaching. Also Context: Some videos illustrate the use of some structures by making reference to situations and contexts that might be foreign to our learners.

Some structures are culture-specific or culture-bound and might thus be confusing to a student coming from a different culture”. The fourth teacher illustrated that it would be hard to find the suitable videos and contextualize it. Another teacher answered that it is time consuming, since you have to find the suitable video related to the course, students’ level and the culture of the learners.

Overall, all teachers answers were almost the same as those to question eight, where one teacher provided great solution to diminish these limitations“ So, recontextualizing the grammar under study would do our students a world of good, a challenge that brings the discussion full circle, we should create our own videos ”.

2.2.4 Discussion of the Interview Results

Moving to the interview results, teachers believe that the use of traditional methods in teaching grammar nowadays, are not sufficient, as a result the combination of both traditional methods with ICTs such as YouTube videos is necessary to reach the targeted objectives of the course. However, the implementation of YouTube videos require specific criteria for the selection and adoption of YouTube videos in grammar classes including suitable content that serves the objectives of the course, the approach used in the videos, the quality of the material, the language of the video, the students’ level, the use of videos that create a link between the grammar rules and real life situations.

On the basis of the analysis of the interview provided by the teachers of grammar module, it was noticed that all of their responses show a positive attitudes towards the use of YouTube videos in grammar instruction. Teachers considered such materials as being source of valuable, effective, helpful, humorous, interesting, and motivating content. Additionally, teachers’ responses show that the use of such materials was deemed challenging in that they are time consuming, they might not be suitable for different learning styles, and that they are not always available.

2.2.5 General Discussion of the Results

This part will shed light on the discussion and interpretation of the results collected from the students' questionnaire and the teachers' interview regarding the stated assumption. From the analysis of the students' questionnaire, it was noticed that the majority of students considered the grammar module as being central to developing their language proficiency. They argued that grammar provided a great aid in improving their writing, reading and oral skills. Moreover, almost all students preferred both grammar books and YouTube videos as a leading material used to enhance their abilities in grammar outside classroom. Furthermore, all the interviewed teachers argued that the traditional methods used for teaching grammar are not sufficient, which lead them to adopt new materials such as YouTube videos; this validates the students' answers in question sixteen. The interpretation of the teachers' answers to question number six "Do you think YouTube videos have a significant impact on your learners' achievement in the grammar course, In what ways?" revealed that the use of YouTube videos in grammar teaching affected learners' achievements since it improved their comprehension by providing different examples, offering link with real life situations, satisfying different learning styles, presenting various learning strategies and raise learners motivation towards grammar learning. This confirms the students' opinions stated in the questionnaire, in question number seventeen. In the same context, regarding students' opinions on the way YouTube could enhance their grammar abilities, students acknowledged that YouTube videos were beneficial, practical, enjoyable, simple, encouraging flexibility, were not limited, entertaining and allowing students to select the appropriate videos that meet their goals and needs. All of these features make YouTube an effective teaching tool for students. In sum, learners have positive attitude towards the use of YouTube videos for learning grammar. However, the interviewees' answers illustrated the challenges and difficulties faced by them during the implementation of YouTube videos in teaching grammar would relate time constraints, the availability of suitable videos for

learners' levels and different learning styles. Such results do not seem to be in accordance with the students' responses, relating to their views that such videos might not correspond to all sorts of learning styles. In short, the teachers' and the learners' answers revealed that both participants have positive attitude towards the use of YouTube videos for grammar instruction. Also, the teachers listed the possible challenges of incorporating and adopting YouTube videos to teach grammar for students.

2.2.6 Limitations of the Study

As any research work, this one has some limitations. The major problem that was faced related to the teachers' reluctance to participate in the study during the data collection phase. Many of them were not even available, and it was almost impossible to reach them and do the interviews face to face. Another limitation relates to time constraints. In fact, it was not possible to pilot the questionnaire with a small group of students before actually distributing it. Also, the researchers faced some problems in the literature review phase. Many resource books were unavailable even on Google Books. More importantly, not all students answered all the questions and a few were left unanswered.

A major limitation in this study relates to the research paradigm. At the very beginning of the study, the researchers intended to conduct a quasi-experimental design exploring the effect of using YouTube videos on developing EFL learners' grammar abilities. Unfortunately, some special circumstances impeded the realization of such an undertaking. Put otherwise, the researchers were not granted the opportunity to conduct the study during the grammar sessions. Hence, the researchers resorted to simply investigating the participants' attitudes.

Recommendations and Suggestions

Relying on the findings obtained from the questionnaire and the interview results, we recommend the following:

- ❖ EFL teachers should try to make students understand the importance of grammar in foreign language learning.
- ❖ EFL teachers should help students to identify the suitable learning style that fit them the most and encourage them to use learning strategies relevant to it.
- ❖ EFL teachers should use YouTube videos from time to time to help learners escape boredom and routine and create a link between what they learn and real life communication, especially with the adoption of hybrid learning at university level.
- ❖ EFL teachers should do their best to raise students' awareness about the important role that new technologies play in language learning.
- ❖ EFL teachers should involve learners in selecting instructional videos that best correspond to their academic needs and interests.
- ❖ EFL teachers should invest efforts in promoting learners' lifelong learning, by encouraging their learners to be self-reliant and autonomous enough to be able to use YouTube videos for out-of-class self-study.

Conclusion

To conclude, this chapter represented the practical part of the current study. It is composed of two main sections: the first section was devoted to the description of the participants, description of the students' questionnaire and teachers' interview, population and sampling, in addition to the limitations of the study. Moreover, the chapter provided the discussion of the results obtained from both students' questionnaire and teachers' interview. The results obtained from the present study lead to the conclusion that for university students, using YouTube videos for grammar teaching might be very helpful. Ultimately, some recommendations have been provided.

General Conclusion

Learning a second or foreign language is difficult without the mastery of all its grammar rules. Hence, educators tend to give it so much importance. Using the newest technologies such as YouTube videos can make learning grammar more interesting and motivating for many students. Nevertheless, the implementation of YouTube videos for grammar teaching is considered new and implies various challenges. This work aims at investigating teachers and learners' attitude towards the use of YouTube videos in grammar teaching for EFL learners at the department of English in Mohammed Seddik Ben Yahia, Jijel. This study was based on the assumption that second year licence EFL learners and teachers hold positive attitude towards the use of YouTube videos for teaching grammar, and the use of YouTube videos enhances EFL learners' grammar abilities.

The study is organized in the form of two chapters. The first chapter reviewed the literature relevant to the two variables in two sections. The first section presented some theoretical issues related to grammar teaching and learning in EFL classes. The second section, however, provided

more information about of the use of YouTube videos as a grammar teaching material, its types, strategies for its implementation for grammar teaching and challenges. The second chapter was devoted to the practical part of the study. The data collected through the research tools were described and analyzed. Throughout the analysis of the students' questionnaire and the teachers' interview, it was found out that both learners and teachers had positive attitudes towards the use of YouTube videos in teaching grammar; hence, the first and the second research questions have been answered. This may point to their readiness to use such a type of videos to learn grammar and develop their overall abilities. This work somehow shows how YouTube videos can be a helpful material for learners to improve their level in grammar using videos that could satisfy various learning styles.

All in all, grammar can be presented through YouTube videos in a more motivating way with the use of different exercises and activities that most of the time connect it with real life use of the language. The results have also yielded that using YouTube videos can be challenging for both participants as they reported that such materials might be time consuming, they might not be suitable for different learning styles, and that they are not always available. Thus, the third research question has also been answered.

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Appendix I

Questionnaire for Students

Dear students,

The present questionnaire aims at investigating learners' attitudes towards the use of YouTube instructional videos in grammar teaching for EFL students. Your answers will remain anonymous and will be used only for research purposes. Your collaboration, then, is highly appreciated.

Please read each item carefully, place a check (✓) mark next to the choice that best corresponds to your opinion, and fill in the blanks with brief answers.

Section one: General Information

1. How long have you been studying English at university?

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2. How do you estimate your overall abilities in the grammar?

- a. Excellent
- b. Good
- c. Average
- d. Limited

Section Two : Learners' Attitudes towards Learning and Teaching Grammar

3. Do you think the time devoted for studying grammar is sufficient?

- a. Yes
- b. No

4. How do you consider grammar as a module?

- a. Difficult to learn

b. Easy to learn

5. Do you consider grammar as being central to develop your overall proficiency in English?

a. Yes

b. No

6. If yes, how does grammar help you to learn English? (**Tick one or more options**)

a. It helps understand the English language

b. It simplifies the learning process

c. It helps you become a better communicator

d. It helps you express your thoughts and ideas

e. It helps you improve your writing and reading

f. It helps you improve your speaking skills

g. Others (please specify)
.....

7. Do you prefer your teacher to present the grammar rules for you by himself/herself ?

a. Yes

b. No

8. If yes, how do you prefer the rules to be presented?

a. Inductively (in an indirect way initiating by an example then you find the rule)

b. Deductively (in a direct way starting by the rule)

c. Through communication practice such as role play and dialogue

d. Others (please specify).....

9. What other materials do you prefer to use in order to improve your grammar abilities outside the classroom?

- a. Textbooks
- b. Grammar books
- c. Dictionaries
- d. You tube videos
- e. Podcasts (like BBC learning English)
- f. Others (please specify)

.....

10. Do you encounter any specific difficulties in your grammar courses?

- a. Yes
- b. No

11. If yes, what do such difficulties relate to?

- a. The content
- b. The methods of teaching
- c. The materials and media used for lesson presentation
- d. Others (please specify).....

Section Three: Learners' Attitudes towards the Use of YouTube Videos in Learning

Grammar

12. Do you use you tube videos outside the classroom?

- a. Yes
- b. No

13. If yes, how often do you access You Tube?

- a. Always
- b. Regularly
- c. Sometimes
- d. Rarely

14. Why do you use You Tube videos?

- a. For study purposes
- b. For pleasure and entertainment
- c. Others (please specify).....

15. Which of the following do you prefer?

- a. To practice grammar through YouTube videos
- b. To use the traditional methods, namely, textbooks and handouts

16. Do you consider the use of YouTube beneficial for learning grammar?

- a. Yes
- b. No

17. If yes, is it because YouTube?

- a. Is more related to real life situations
- b. Promotes flexibility of learning (you can learn whenever and wherever you want)
- c. Makes practice easy with different exercises
- d. Motivates you to learn more
- e. Helps you escape boredom and routine
- f. Others (please specify).....

18. How do you prefer to learn grammar in YouTube? Is it through?

- a. Songs
- b. Films
- c. Documentaries
- d. Instructional videos (videos designed for teaching only)

19. Does your teacher of grammar ask you to use You Tube videos to study grammar out of class?

- a. Yes
- b. No

20. In class, does your teacher of grammar use You Tube videos as a teaching aid?

- a. Yes
- b. No

21. To what extent do you like studying grammar using You Tube instructional videos in class?

- a. To a large extent
- b. To some extent
- c. To a limited extent

Section Four : Further Suggestions

22. How do you think YouTube videos can help you learn and develop your abilities in grammar?

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Thank you.

Appendix II

Interview for Teachers

Dear teachers,

We would be grateful if you could answer the following questions concerning the use of YouTube videos in grammar teaching for EFL learners. Your answers will be so helpful for this research.

1. How long you have been teaching English? How long have been teaching the grammar module?
2. Do you think the use of traditional methods for teaching grammar, namely, textbooks, handouts, study guides, and manuals is enough? Why or why not?
3. Are you in favour of the conventional, traditional method or the adoption of You Tube videos for teaching grammar? Why?
4. Do you use any technological devices or materials for your classroom instruction?
5. What do you think about using You Tube videos for teaching grammar?
6. Do you think YouTube videos have a significant impact on your learners' achievement in the grammar course? In what ways?
7. Upon what specific criteria do you think the selection and adoption of You Tube videos for in class grammar teaching should be based?
8. What are the challenges and difficulties of incorporating and adopting YouTube videos to teach grammar for university students?
9. What are the limitations of using You Tube videos in teaching grammar to university students?

Appendix III

Teachers' Oral Interviews Scripts

Teacher 1

Interviewer: How long you have been teaching English? How long have been teaching the grammar module?

Interviewee: I have been teaching English for two years, this is my second year, and I have been teaching grammar for two years.

Interviewer: Do you think the use of traditional methods for teaching grammar, namely, textbooks, handouts, study guides, and manuals is enough? Why or why not?

Interviewee: I don't really think so, I think that it is better that students have multiple resources. I believe in something called making what students' learn interesting, so that they will learn it quickly.

Interviewer: Do you use any technological devices or materials for your classroom instruction?

Interviewee: No I don't, I wish I can use them but I don't.

Interviewer: What do you think about using You Tube videos for teaching grammar?

Interviewee: I think it is an interesting idea, however the teacher need to pick up the right video and the roght material.

Interviewer: Are you in favour of the conventional, traditional method or the adoption of You Tube videos for teaching grammar? Wh?

Interviewee: I think mixing both would be nice for one thing. YouTube videos are VIIIelieveVIIIing so i think we would add something to the class.

Interviewer: Do you think YouTube videos have a significant impact on your learners' achievement in the grammar course? In what ways?

Interviewee: I am not sure, I don't use them. I am really sorry I can not give you any information.

Interviewer: Upon what specific criteria do you think the selection and adoption of YouTube videos for in class grammar teaching should be based?

Interviewee: I will choose something that is everyday speech, native speakers, I believe it is important to learn the language the way native speakers use it. So it is good to get English the native speakers are speaking, videos like this will be helpful.

Interviewer: What are the challenges and difficulties of incorporating and adopting YouTube videos to teach grammar for university students?

Interviewee: It would be time consuming, we would need materials and if we want to it would take a lot of time. Also, it would be hard to find materials useful for students and hard to contextualize it.

Interviewer: What are the limitations of using YouTube videos in teaching grammar to university students?

Interviewee: It would be kind of hard to contextualize it in sense when you get something just out of a native context, it might be different or not suitable to students. It would be a bit hard to contextualize it.

Teacher 2

Interviewer: How long you have been teaching English? How long have been teaching the grammar module?

Interviewee: I have been teaching English for thirteen years, and grammar for seven years.

Interviewer: Do you think the use of traditional methods for teaching grammar, namely, textbooks, handouts, study guides, and manuals is enough? Why or why not?

Interviewee: I think that these traditional methods (textbooks, handouts, study guides, and manuals) are not enough, useful and beneficial for students nowadays, because students seek in technology, they like visual aids, the imagery pictures. They are motivated toward learning via the use of these Information and Communication Technologies (ICTs). We need to integrate ICTs in our teaching.

Interviewer: Do you use any technological devices or materials for your classroom instruction?

Interviewee: actually I used to, I used the data projector, sometimes not always I use videos but rarely because it is somehow difficult to find videos that serve the purpose of the lesson.

Interviewer: What do you think about using YouTube videos for teaching grammar?

Interviewee: they are effective, because according to my experience as a teacher of grammar, I used some videos, mainly in teaching some tenses and I noticed that my students are really motivated, they watch the video with native speakers in which they can see the use of those grammar rules in real life context or situation.

Interviewer: Are you in favour of the conventional, traditional method or the adoption of YouTube videos for teaching grammar? Why?

Interviewee: Personally, I prefer both sometimes the traditional methods are more effective, and sometimes the use of videos is more effective, so it depends on many factors such as the nature of the lesson to be presented, the students level, their motivation and availability of those materials. I think both has advantages and disadvantages so as teacher I try to make balance to see when each method suits better, I adopt it.

Interviewer: Do you think YouTube videos have a significant impact on your learners' achievement in the grammar course? In what ways?

Interviewee: I think yes, YouTube videos has a significant impact on students because it is directly affect their motivation, as a result this will affect their results or their achievements in grammar. I didn't conduct any research but this is based on my long experience in teaching.

Interviewer: Upon what specific criteria do you think the selection and adoption of YouTube videos for in class grammar teaching should be based?

Interviewee: I think, firstwe need to consider first our lesson, the objectives of the lesson, you select the video according to the content you would present, the content, the level of the students (bigginers, intermediate... etc), and the quality of the video itself we need to make sure that the video is of a good quality. I think these are the major criteria.

Interviewer: What are the challenges and difficulties of incorporating and adopting YouTube videos to teach grammar for university students?

Interviewee: the materials and its' availability, the use of youtube videos might be time consuming, also we need to consider the cultural aspect since culture differes from one

country to another and what might be suitable in America for example might not be suitable for the Algerian mentality.

Interviewer: What are the limitations of using You Tube videos in teaching grammar to university students?

Interviewee: As I said earlier, it is time consuming, since you have to find the suitable video related to the course, students' level and the culture of the learners.

Resumé

L'objectif principal de cette étude est de découvrir les attitudes des enseignants et des étudiants de l'anglais comme langue étrangère envers l'utilisation de l'application YouTube dans l'enseignement du module de grammaire. L'hypothèse de l'étude est que les enseignants et les étudiants ont des attitudes positives envers l'utilisation de l'application YouTube sur l'enseignement de la grammaire, et que cette utilisation développe les compétences grammaticales des apprenants de l'anglais comme langue étrangère. Pour atteindre cet objectif, nous avons opté pour la recherche méthodologique explicative, qui consiste essentiellement d'un outil qualitatif qui est l'entretien avec 5 enseignants de grammaire de 1^{er} et 2^{ème} année dans le département d'anglais, et un outil quantitatif qui concerne le questionnaire. Ce dernier a été distribué à 60 sur 240 étudiants universitaires de 2^{ème} année licence dans le même département, à Université de Mohammed Sedik Ben Yahia, Jijel. Les résultats montrent que les enseignants et les étudiants affirment que l'utilisation de YouTube améliore le niveau des apprenants en grammaire ; ensuite, les enseignants estiment que l'utilisation des YouTube vidéos est indispensable. Cependant, la mise en œuvre de ces vidéos en classe implique divers défis liés aux contraintes de temps, à l'adéquation du matériel aux différents styles d'apprentissage des étudiants, et à la disponibilité des ressources. Dans l'ensemble, les résultats ont montré que les enseignants et les étudiants ont des attitudes positives quant à l'utilisation des vidéos YouTube dans l'enseignement de la grammaire anglaise. En se basant sur ces résultats, des recommandations pédagogiques sont proposées.

ملخص

الهدف المحوري لهذه الدراسة يكمن في تقصي وجهات نظر طلاب اللغة الإنجليزية سنة ثانية ليسانس، وأساتذة مادة النحو للسنة الأولى والثانية ليسانس حول "تأثير تطبيق اليوتيوب في تحسين مستواهم العلمي في مادة علم النحو". الاحتمالية التي اعتمدت في هذه الدراسة هي ان الطلاب لديهم مواقف إيجابية اتجاه فيديوهات اليوتيوب في تحسين مستواهم وقدراتهم في مادة النحو. اعتمدنا في دراستنا على استعمالأداتين بحثيتين وهما؛ مقابلة مع خمسة أساتذة النحو للسنة الأولى والثانية ليسانس واستبيان موجه لطلبة السنة الثانية ليسانس تم توزيعه على ستين طالبا جامعيًا في السنة الثانية بقسم اللغة الإنجليزية بجامعة محمد الصديق بن يحيى جيجل، هذا من اجل سبر ارائهم واستطلاع موقفهم حول استعمال فيديوهات اليوتيوب في تعلم النحو. وقد اشارت النتيجة الى ان كل من المعلمين والطلاب يشيدون بفعالية استخدام تطبيق اليوتيوب في تحسين كفاءة الطلاب في مادة النحو.