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

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

Keywords : multimedia, authentic videos, negative attitudes, grammar learning, EFL learners

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