Teaching Grammar to English Language Learners with Video: An Integrative Literature Review on Effectiveness, Perceptions, and Practices

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Abstract

Currently, many English learners are taught grammar out of context. One solution to this problem is video. Much literature supports video integration in the second language classroom. However, little is known about its effectiveness for enhancing grammar instruction. An integrative literature review was conducted with studies from both English and foreign language learning contexts to examine the following three questions: 1) How does video support grammar acquisition? 2) What are students' and teachers' perceptions of using video in the language classroom? 3) How can video be integrated into the language classroom? The analyses of 31 empirical studies published between 2006 and 2018 revealed that video facilitates grammar acquisition by providing contextual, paralinguistic, and authentic input to improve student motivation and lower affective filters. Research is currently limited on the efficacy of video as a tool for grammar instruction, despite students being receptive to it. In contrast, teachers were more apprehensive about incorporating video. Existing approaches of video integration can be employed to enhance grammar instruction with lessons organized into pre-, while-, and post-viewing activities. This study reveals that grammar can be contextualized with video material to promote acquisition and provides insight on the pedagogical uses of video for teaching grammar.

Keywords: Video, grammar, second language acquisition (SLA), teaching, ESL, EFL

1. Introduction

Although grammar is an integral component to learning a second language (L2), its emphasis may impede a learner's ability to communicate. To illustrate, many Japanese people are unable to communicate in English despite having at least six years of compulsory English education upon graduating high school (Ikegashira, Matsumoto, & Morita, 2009; Miller, 2014). English teachers in the Japanese school system focus on grammar to prepare students for secondary and postsecondary high-stakes entrance exams that evaluate linguistic knowledge (Ikegashira et al., 2009; Sakamoto, 2012). Another reason for the lack of oral skills amongst Japanese learners is the reliance on the grammar translation method to teach discrete grammar rules from the textbook through rote drills (Ikegashira et al., 2009). Similarly, the English curriculum in Saudi Arabia provides minimal opportunities for learners to foster their communication skills since teachers there have also adopted the grammar translation method (Al-Harbi & Alshumaimeri,

2016). This type of teacher-centered curriculum can only creates passive learners. When grammar translation is the preferred teaching approach, coupled with teaching to high-stakes tests, language is learned out of context leaving students disengaged, disinterested and unmotivated. One solution is to incorporate video material into the lesson for a richer and more authentic learning experience where "real life" natural language use is demonstrated. Additionally, video can add context when exposure to the target language is limited. Video technology provides learners opportunities "to employ and expand their communicative resources, supported by the ability to link sound, word, texts, and images in the process" (Rodgers & Richards, 2014, p. 101). The question then is how we utilize video in a pedagogical manner which supports grammar acquisition.

In this study, video includes film, TV shows, video streamed online, video learning software to supplement textbooks, and teacher-made instructional videos. Our stance is that video

integration will not only enhance grammar acquisition but also benefit the second language acquisition (SLA) process. To further our understanding on this topic, the method of integrative literature review is used to analyze theoretical along with empirical and secondary literature from ESL, EFL and foreign language contexts from 31 studies to investigate the following questions.

1. *How does video support grammar acquisition?*
2. *What are students' and teachers' perceptions of using video in the language classroom?*
3. *How can video be integrated into the language classroom?*

We are not here to persuade educators to adopt an alternative approach to teaching, but rather to consider supplementing video material into their curriculum to support grammar teaching. Taking a pragmatic worldview, we will explore this possibility by discussing the related theoretical and empirical literature, and explain our methodology, findings along with discussion to our three research questions.

2. Background and Theoretical Framework

Currently, much literature supports video integration in the L2 classroom pointing to benefits such as increased motivation, vocabulary knowledge and authenticity, along with lowered affective filters (e.g. anxiety, stress, and lack of self-confidence) (Blake, 2013; Li, 2016; Rodgers & Richards, 2014; Walker & White, 2013). As well, perusing the literature reveals that much empirical research is related to listening, reading, pronunciation, and vocabulary acquisition. However, very few studies have measured the efficacy of video on grammar acquisition. We hope to add to the body of knowledge by investigating whether video can be used as a form of input to help improve the grammar proficiency of learners in both ESL and EFL contexts. The theories that justify why video is an effective tool to assist grammar acquisition will be elaborated according to cognitive and learning styles.

2.1. Theories Supporting Video and Grammar Acquisition

2.1.1. Cognitive.

Video has the potential to be a powerful cognitive tool for language instruction because it bombards the mind stimulating the senses and emotions, making learning more effective.

2.1.1.1. Input hypothesis.

According to Krashen (2009), language is acquired when conditions allow learners to move from one's current competence (i) to the next level of competence ($i + 1$). To help learners understand structures slightly beyond their current knowledge the right input is required, termed comprehensible input (CI). This implies that learners are only ready to acquire a language when CI is provided.

Following the input hypothesis, Ruusenen (2011) asserts that while video is a good source for input, the content should be at an appropriate level for the learners where it is neither too easy or overwhelming. Extra linguistic information (e.g. images, noise, and subtitles) contained in video allows learners to understand a level above their proficiency (Frumuselu, 2015). The advantage of video is it manifests authentic language used in spoken discourse rather than the more "sanitized" language of L2 learning materials (Magasic, 2017). Thus, the potential for video to provide CI cannot be ignored. However, this theory does not consider the importance of output for language acquisition as outlined by Swain (2005), which will be raised under section 5. Discussion.

2.1.1.2. Dual coding theory.

Paivio's (2010) dual coding theory proposes that cognition consists of two interconnected mental representations, verbal images and mental images, that work independently from one another to aid memory. Each of these systems can be activated separately or simultaneously through a direct external stimulus or indirect preexisting internal stimulus. Lin's (2009) study on using animated images to

learn action verbs confirmed that "pictures are more easily remembered than words because pictures are more likely to activate the image-to-word referential connections" (p. 24). The ideal situation is when both memory systems are activated simultaneously by providing two forms of related stimuli that are coded dually to increase the likelihood of information retained and retrieved (Frumuselu, 2015; Jeng, Wang, & Huang, 2009; Lin, 2009; Paivio, 2010; Pasban et al., 2015). Considering this, the possibilities are limitless when using video as a stimulus to connect imagery and text to facilitate grammar acquisition.

2.1.1.3. Noticing hypothesis.

Schmidt's (2010) noticing hypothesis states that input is acquired only when it is noticed. Even in conditions where learners are frequently exposed to input, they need to attend to it for intake to occur. When learners notice the gap between their own language output and the provided target language input then they can overcome their errors. In respect, video is a form of enhanced input that floods all the senses to promote noticing and encourage grammar acquisition. Research supports the benefits of video-based activities in drawing learners' attention to particular grammatical structures and the context they are used in (Mohammed, 2013; Saeedi & Biri, 2016).

2.1.2. Learning styles.

The multi-sensory aspect of video when used as a multimodal approach to language teaching can benefit a variety of different learner types.

2.1.2.1. Multiple intelligences.

Gardner's (2006) theory of multiple intelligences acknowledges the various cognitive abilities with people differing in their cognitive strengths and weaknesses. Thus, teachers should recognize their students' learning styles to harness their individual potential. If teachers consider their learners' individual differences by presenting them

with a number of different learning strategies, learners would be better served. Video integration is one solution as it caters to a variety of learning styles (Berk, 2009; Damronglaohapan & Stevenson, 2013; Frumuselu, 2015; York, 2011), depending on the task at hand.

The current literature supports video integration in language classrooms, however in the case of contextualizing grammar with video, a clear consensus is yet to be reached. We only found a few studies concerned with video and grammar acquisition where grammar is mainly presented as a subsidiary issue. Thus, prior research is inadequate in this regard, leading us to fill this gap in the literature to investigate how video can be an effective tool for grammar teaching, and propose best practices for it by the methodology of integrative literature review.

3. Methodology

Presently, empirical literature analyzing the efficacy of video on grammar acquisition is scarce and no literature review exists on this issue. The purpose of our integrative literature review is to address a mature topic, video integration in the L2 classroom, to gain a new understanding of its efficacy on grammar acquisition. An integrative literature review is the most feasible to tackle this task because it results in a comprehensive analysis, critique and synthesis of the available literature to generate new perspectives about this problem (Torraco, 2005). To gain more insight into this issue, we reviewed the literature under the critical framework of pragmatism to answer our research questions. Our review would benefit L2 instructors as we provide practical applications to incorporate video for teaching grammar conceptualized by a theoretical framework and best practices. Our hope is that teachers consider video as a pedagogical tool for teaching grammar.

3.1. Methods

This literature review consisted of sources between 2006 and 2018 from the following

databases: ERIC, EBSCOhost, Education Research Complete, Teacher Reference Center, and Academic Search Complete. Other reference sites were Google Scholar, ResearchGate, and Mendeley. Search terms included: grammar, teach, language, animation, sitcom, movie, film, video, TV shows, perspectives, ESL, and EFL. We focused on recent literature related to grammar and video to include both primary and secondary sources as well as theoretical literature. Furthermore, the literature reviewed encompassed EFL, ESL, and foreign language contexts. We reviewed a total of 31 empirical studies which were organized into a literature map with emerging themes, and their percentage frequency distribution were calculated as depicted in Figure 1.

4. Findings

This section will analyze the 31 empirical sources that we reviewed in accordance to our three research questions. In addition, this analysis incorporates secondary sources to further support our research questions. Figure 1 shows that, aside from grammar, 77% of the articles indicated that video benefits language acquisition in some form. These included listening (Haghverdi, 2015; Herron, York, Corrie, & Cole, 2006; Mayer, Lee, & Peebles, 2014; Pisarenko, 2017), reading (Haghverdi, 2015; Mekheimer, 2011; Pisarenko, 2017), vocabulary (BavaHarji, Kamal Alavi, & Letchumanan, 2014; Čepon, 2013; Frumuselu, 2015; Haghverdi, 2015; Hsu, 2014; Jeng et al., 2009; Kabooha, 2016; Lin, 2009; Perego, Del Missier, & Bottiroli, 2015; Pisarenko, 2017), oral (Castrillo de Larreta-Azelain & Monje, 2016; Mekheimer, 2011; Pisarenko, 2017; Rasyid, 2016), pragmatics (Abrams, 2014), writing (Čepon, 2013; Mekheimer, 2011; Pisarenko, 2017), and translation (Kuppens, 2010). However, few articles investigated the effects of video integration on grammar acquisition.
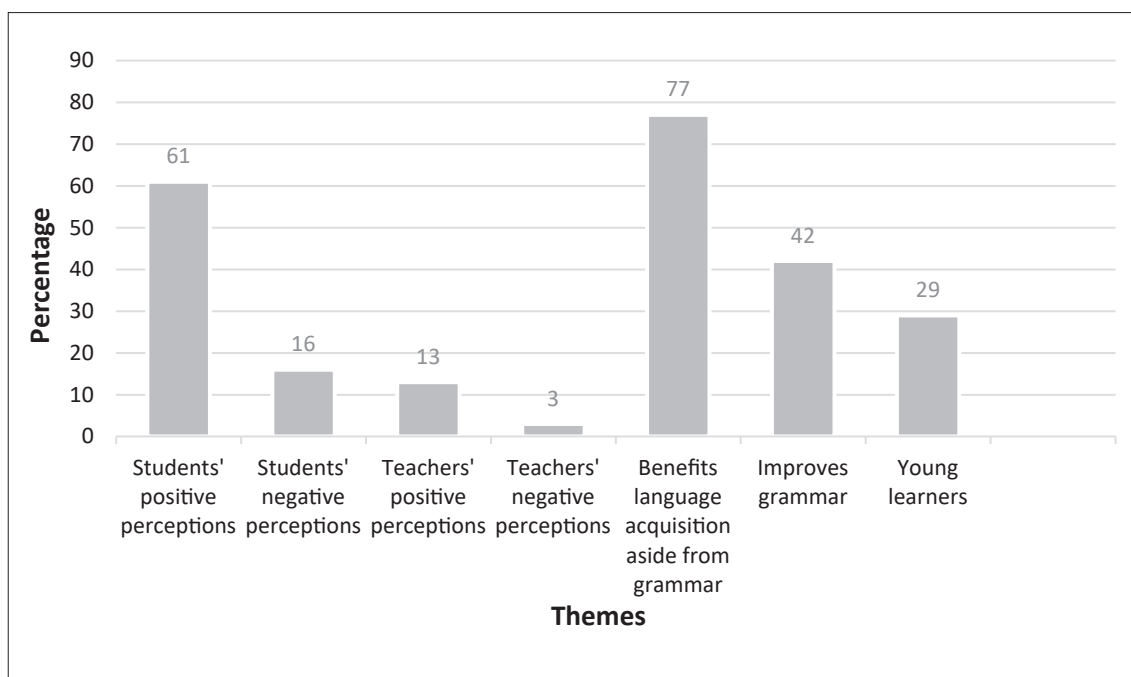

Figure 1. The percentage frequency distribution of themes found in primary research.

4.1. Q1: How Does Video Support Grammar Acquisition?

Figure 1 illustrates that 42% of the empirical studies reviewed indicated video facilitated grammar acquisition. How this occurs will be explored according to context, paralinguistic features, authenticity, in addition to motivation and affective filter.

4.1.1. Context.

Frumuselu (2015) explains that video is a rich source of input containing linguistic features used in different registers and situation. When students are presented with contextualized examples of natural language use and given opportunities to practice language forms, their negative dispositions regarding grammar will change. Using animated sitcoms to teach young learners the conditional, Saeedi and Biri (2016) found significant improvements in the experimental group over the control group who were only given explicit grammar instruction. As a result, exposing learners to context-rich input will not only make input more comprehensible, but it will enhance their understanding along with acquisition.

4.1.2. Paralinguistic features.

The visual context presented in video through paralinguistic or nonverbal features (e.g. gestures, facial features and body language) can stimulate grammar and language development (Frumuselu, 2015; Magasic, 2017; Saeedi & Biri, 2016; York, 2011). Video provides learners with a glimpse of interactions that would naturally be found in face-to-face dialogues to aid in their construction of meaning and their retention of it (York, 2011). Saeedi and Biri (2016) observed that the multisensory capacity of video increases students' understanding of what is conveyed. Consequently, paralinguistic features can provide the scaffolding needed to bridge the gap between structured textbook language to real-world discourse.

4.1.3. Authenticity.

Video can provide students with a reflection of "real-life" language use similar to conditions encountered in the real world (Frumuselu, 2015; Herron et al., 2006). Saeedi and Biri (2016) observed that students were aware of the beneficial capacity authentic videos had in manifesting various grammar constructions along with colloquial language in diverse scenarios. As for phrasal verbs Pasban, Forghani, and Nouri (2015) found that authentic material promotes grammar development. This suggests that meaningful video integration gives life to the target language when learned within the confines of the classroom to stimulate student interest and motivation.

4.1.4. Motivation and affective filter.

According to Krashen's (2009) affective filter hypothesis, the affective conditions need to be optimal for learners to acquire CI, meaning learners are motivated, have self-confidence and low anxiety (Yıldırım & Torun, 2014). Exploring the efficacy of animated stories with sixth grade Turkish learners, Yıldırım and Torun (2014) found that animated stories conveyed contextualized authentic samples of language allowing for a fun learning environment that fostered motivation and in turn, grammar development. A different Turkish study by Tuncay (2014) on postsecondary EFL learners confirmed that authentic language input from feature films enhanced learner motivation, which directly affected language acquisition. Similarly, Frumuselu's (2015) research demonstrated that sitcoms helped to create a positive learning environment for her undergraduate students with lowered affective filters and increased motivation to mediate language learning. Although films have the potential to connect classroom content to learners' lives, most of the teachers Ruusunen (2011) surveyed believed there were better options than to use film. Teachers' and students' perceptions will be explored next.

4.2. Q2: What are Students' and Teachers' Perceptions of Using Video in the Language Classroom?

A notable difference was observed between the number of sources found focusing on students' and teachers' perceptions regarding the use of video. Only three primary research articles out of the 31 measured teachers' perspectives.

4.2.1. Teachers' positive perceptions.

Figure 1 shows teachers' appreciated video integration in 13% of the articles. Teachers' positive perceptions centered on authenticity, culture, and practicality. Concerning authenticity, teachers saw video as being able to provide real language exposure as well as motivate students by means of non-verbal information making it easier for language learners to comprehend the content in question (Akbari & Razavi, 2016). Similarly, the teachers in Makira, Kimemia, and Ondigi's (2018) research reported an increase in students' focus and attention when using video for grammar instruction. Of the 42 teachers Ruusunen (2011) surveyed, 26% had used video for teaching grammar stating its usefulness for introducing new grammar, and allowing students to notice and make connections to the grammar presented in the classroom.

4.2.2. Teachers' negative perceptions.

One of the articles reviewed indicated that teachers saw videos less than ideal in a variety of different ways. One challenge is finding suitable films alongside teachers' hectic schedules (Ruusunen, 2011). Another issue is video being difficult for students. This includes pedagogical complexity, video being too complicated for non-native English speakers, and the fast speech of video may overwhelm students (Saeedi, & Biri, 2016; Seilstad, 2012; Pisarenko, 2017).

Lastly, some teachers simply disliked the idea of using video. These teachers did not consider video to be educational, but rather as a form of entertainment (Ruusunen, 2011). Frumuselu (2015) inferred that some teachers simply think that video material is not useful and a waste of time due to bad experiences they encountered given its passive nature.

4.2.3. Students' positive perceptions.

From Figure 1, students viewed video positively in 61% of the reviewed studies. The following favorable perceptions were found:

1. Improves interest and motivation (İlin, Kutlu, & Kutluay, 2013; Jeng et al., 2009; Pudin, 2017; Saeedi & Biri, 2016).
2. Greater engagement including having more control over their learning (Al-Harbi & Alshumaimeri, 2016; Seilstad, 2012), and viewing control (i.e. freedom to pause and play) (Al-Harbi & Alshumaimeri, 2016). Another study found students stating video as "fun, exciting, enjoyable, and entertaining" as well as making lessons more relaxing (Makira et al., 2018).
3. Convenient learning (out of class usage of video) (Al-Harbi & Alshumaimeri, 2016; Jeng, Wang, & Huang, 2009).
4. Videos are effective for language learning (Al-Harbi & Alshumaimeri, 2016; Chan, 2014; Damronglaohapan & Stevenson, 2013; Jeng, Wang, & Huang, 2009; Seilstad, 2010; Tuncay, 2014).

4.2.4. Students' negative perceptions.

Few studies reviewed (16%) showed students criticizing video usage. Seilstad (2012) found in the case of pre-teaching videos, students may not find these activities helpful if they consider their teachers already effective. Videos were also considered challenging when they are too fast (Makira, Kimemia, & Ondigi, 2018) and overwhelming (Saeedi & Biri, 2016). Students stated that replaying the videos would resolve this problem (Makira et al., 2018). Another issue dealt with video selection. Boring, old, and inauthentic videos were not favorably seen by

students (Tuncay, 2014). Lastly, technical issues were also experienced (Chan, 2014).

4.3. Q3: How Can Video be Integrated into the Language Classroom?

The literature suggests many pedagogical uses of video in the language classroom. These include videos sources, selection criteria, lesson structure, as well as specific approaches for using video in the language classroom.

4.3.1. Video sources.

YouTube, BBC video, TED talks, Movieclips.com, Dailymotion, and Howcaste offer a large selection of videos for teachers to choose from with speakers from around the world discussing a wide array of topics (Hamilton, 2010).

4.3.2. Selection criteria.

There are several factors to consider when selecting suitable video for the language classroom.

One is video length. Segments which are too long may pose issues with student engagement as well as allocating enough time for in-class activities linked to the video. Next, short video clips from an entire film can be problematic as important contextual information from the storyline may be missed by the students (Ruusunen, 2011). It is best to choose clips that have enough meaningful content yet short enough for pre-viewing and post-viewing activities (Makira et al., 2018; Tuncay, 2014).

As for genre, cartoons can be fun and engaging for young learners. However, teachers should also exercise caution when selecting cartoons since many contain language that is colloquial as well as characters' voices may be distorted which further adds to the challenges language learners may face (Ruusunen, 2011).

Other factors to consider are the presence of subtitles (Tuncay, 2014; Vyushkina, 2016), and whether they are available in the desired language. Not to mention content suitability to ascertain

relevancy of the video and language appropriacy (Abrams, 2014; Frumuselu, 2015). Preference should be given to films with interesting plots, relevance to learners, and appropriateness to all genders (Tuncay, 2014).

4.3.3. Lesson structure.

Teachers should first establish the pedagogical goal(s) when introducing video into the curriculum (Vyushkina, 2016). Supplementing video viewing with related video activities will make this process educational rather than simply entertainment (Donaghy & Whitcher, 2015; Vanderplank, 2016). One format to follow is to structure a lesson around pre-viewing, while-viewing, and post-viewing activities (Donaghy & Whitcher, 2015; Khan, 2015; Ruusunen, 2011; Tuncay, 2014; Yıldırım & Torun, 2014).

There are various methods of using video. Some include: pausing and playing the video, conversation analysis, scene reenactments, summarizing (Watkins & Wilkins, 2011), as well as subtitling (Vanderplank, 2016). These can be modified by age or proficiency.

5. Discussion

Our research looked at the ongoing communicative challenges English learners face in a teacher-centered curriculum that emphasizes grammar translation. For this reason, we proposed that video material be used as a tool to provide contextualized authentic input and extra exposure to the target language to assist grammar along with L2 development.

The limitation of this study is its lack of generalizability since the sources reviewed looked at different demographics, languages as well as differing methodologies. Next, our literature search was limited to 2006 to 2018. The final shortcoming is the lack of L2 empirical studies concerning grammar and video. Thus, more empirical research is needed to better understand the efficacy of video for contextualizing grammar with different age groups and proficiency levels, along with teachers' perceptions on video as a

pedagogical tool.

5.1. Perceptions

Figure 1 illustrates a divide between teachers' and students' perceptions. More students appear to favour video integration than teachers. Although the discrepancies observed are significant, the findings are skewed since few studies explored teachers' perceptions as compared to students' perceptions. With regards to biases, some teachers viewed video as noneducational. Likewise, a few students saw video as an entertaining break from the normal events of class. Overcoming this challenge requires proper training regarding both the value and implementation of video for educational purposes.

5.2. Addressing Teacher Concerns

Before devising a video-based lesson, we must address teacher concerns. To reiterate, these concerns were the selection of suitable content (e.g. complexity, proficiency, speed, and age appropriate material), and time invested in finding appropriate videos, especially those containing the targeted grammar. To mitigate these concerns, we suggest using ready-made material tailored to specific grammatical structures and proficiency level. Two websites are particularly convenient for this. The first, *elllo* (Beuckens, 2016) offers short video segments of English speakers organized by grammar targets and proficiency level. The other, *The ESL Commando* ("The ESL commando: Top secret tips for English success," n.d.) categorizes its videos according to language skills consisting of film clips and teacher-made content.

Next, teachers were apprehensive about considering video for grammar teaching due to the impression that the particular video must contain the grammar target. It is only reasonable that this type of thinking in addition to video being a time-investment would deter some teachers from incorporating it. When in fact, the targeted grammar does not need to be embedded within the video so long as the accompanying tasks focus on specific grammar structures and encourage students to use them. To illustrate, when video is used only as visual context in the absence of audio, concerns such as speed and proficiency suitability are eliminated. For example, teachers can use the silent viewing or stop and play methods. The present progressive can be practiced with the silent viewing method or students can create dialogues where they use preassigned grammatical targets. Next, the stop and play method can be employed with or without sound. Students can describe the scene to practice the past tense or predict the future. These are some possibilities amongst the numerous strategies available for video due to its multimodal aspect. Whether the targeted grammar is embedded in the video or not, what is important is the related pre-, while- and post-viewing activities have a clear grammatical goal.

The final teacher concern is that videos take up too much class time. Although the ideal length should be short, this depends on the genre, relevancy of content, task involved, students' proficiency, and so forth. Nevertheless, enough time must be allotted in the lesson for students to understand what is conveyed and to complete accompanying video activities. Carefully considering these concerns, we will next put forth a video application strategy for English language teachers with a pedagogical goal that is grammar-based.

5.3. Video Application Guideline to Supplement Grammar Teaching

When designing a video-based lesson to supplement grammar teaching, teachers must first determine the grammatical pedagogical goal(s). To achieve these goals, videos must be accompanied with language activities following the pre-viewing stage to elicit the learners' pre-existing knowledge of language and content, while-viewing stage help learners focus on the video, and post-viewing stage activities guide learners towards production by getting them to practice target features. Linking these stages this way helps the

lesson flow as well as to avoid repetition (Donaghy & Whitcher, 2015). Concerning video length, short video segments are more appropriate because they are less overwhelming and allow sufficient class time to complete the viewing tasks. Based on the literature and our experiences with utilizing video as a pedagogical tool, a video clip no longer than ten minutes should be used for a 50-minute class. If time is limited, an optional approach is to assign the post-viewing tasks for homework. Some advantages are students continue to be engaged and extra exposure to the target language is possible beyond the classroom. Next, students can exercise more freedom when viewing the video in their own time. As well, learning becomes individualized since students can learn at their own pace through methods such as pause and play, and repetitive viewing. However, when assigning out-of-class video tasks it is important to keep in mind students' workload (Al-Harbi & Alshumaimeri, 2016).

5.4. The Problem with Input

Much literature agrees on the need for explicit grammar instruction (Ellis, 2015; Loewen et al., 2009; Lyster, 2007; Nassaji & Fotos, 2004; Spada & Lightbown, 2008), however, if this is overemphasized, then it may negatively affect students' comprehension. This is substantiated in countries such as Japan and Saudi Arabia where the majority of the population has difficulties with spoken discourse. Krashen (2009) argues that teachers can aid comprehension linguistically by modifying the input to make speech more comprehensible (e.g. slower rate, clearer articulation and higher use of frequency words), and non-linguistically through realia and pictures. Video has the capability to manifest the above conditions in addition to helping learners notice certain grammatical features during input to further aid in the internalization process. However, we must consider meaningful output. Swain's (2005) output hypothesis posits that the process in comprehending language is different to that of producing language. To develop fluency, students must also be given opportunities to produce language in both speaking and writing. The purpose of output is to push learners to negotiate meaning so that they can use accurate language to convey their message "precisely, coherently and appropriately" (p. 473). This accentuates the importance of post-viewing activities. Curriculums like those in the Japanese and Saudi school system puts little if any emphasis on output, however, the significance of output in SLA is supported by many researchers (Blake, 2013; Ellis, 2015; Lyster, 2007; Mohammed, 2013; Nation & Macalister, 2010; Richards & Reppen, 2014; Swain, 2005) and cannot be disregarded.

5.5. Significance

This review has also contributed to the current literature on multiple fronts. First, few studies have examined the relationship of video and grammar, therefore this review generates a call to action for future research to further examine the topic. More specifically, the review has found more gaps in the literature with video's impact on grammar currently unclear, along with young learners and teachers' perceptions being underrepresented in empirical studies on this issue. The review also offers a practical guideline for using video in the classroom alongside practical examples. More importantly, this review will foster more awareness amongst EFL and ESL teachers of the benefits of using video for teaching grammar.

6. Conclusion

In this paper, we have addressed the theoretical framework, benefits, perceptions, and applications of video in the language classroom arguing for researchers and teachers to revisit the topic in relation to grammar. Currently, few studies have examined the relationship of video and grammar, thus this review has filled the gap in the literature in this regard. As well, this review generates a call to action for future research to further examine how video can be used to facilitate grammar learning.

The literature highlighted several points on how video aids grammar acquisition. Some of these points such as authenticity, motivation, and affective filter were further supported by perceptions. This indicates that current research findings on the benefits of using video seem to correlate with current lived realities of both students and teachers. However, further research is recommended to understand the degree of video's effect on grammar acquisition due to the meagre amount of literature currently available.

Grammar is mundane when following the grammar translation approach for both teachers and students. Some teachers do not possess the L2 linguistic ability to teach grammar communicatively in a manner that is rich in context. Addressing this situation, video presents grammar in context in an authentic manner for students while allowing teachers to construct lessons which are more student centered to increase learner motivation and lower affective filters. Students appear to acknowledge the benefits as literature shows that they attribute video positively. In contrast, teachers were more apprehensive, however the extent of this finding is unknown as more research is necessary. It is quite possible that teachers' perceptions may change with time with increased understanding. However, if teachers do not use video effectively, they will likely further their negative biases of video as an educational tool. Therefore, it is important for EFL and ESL teachers to understand the benefits of using video while applying effective strategies. It is hoped that this paper provided instructors with a better understanding of the educational value of video in both EFL and ESL contexts as well as how to incorporate video into future lessons. It is important to remember that this call to action addresses only one issue, authentic L2 input with grammar, and that a holistic approach is needed which addresses L2 learning in general.

7. References

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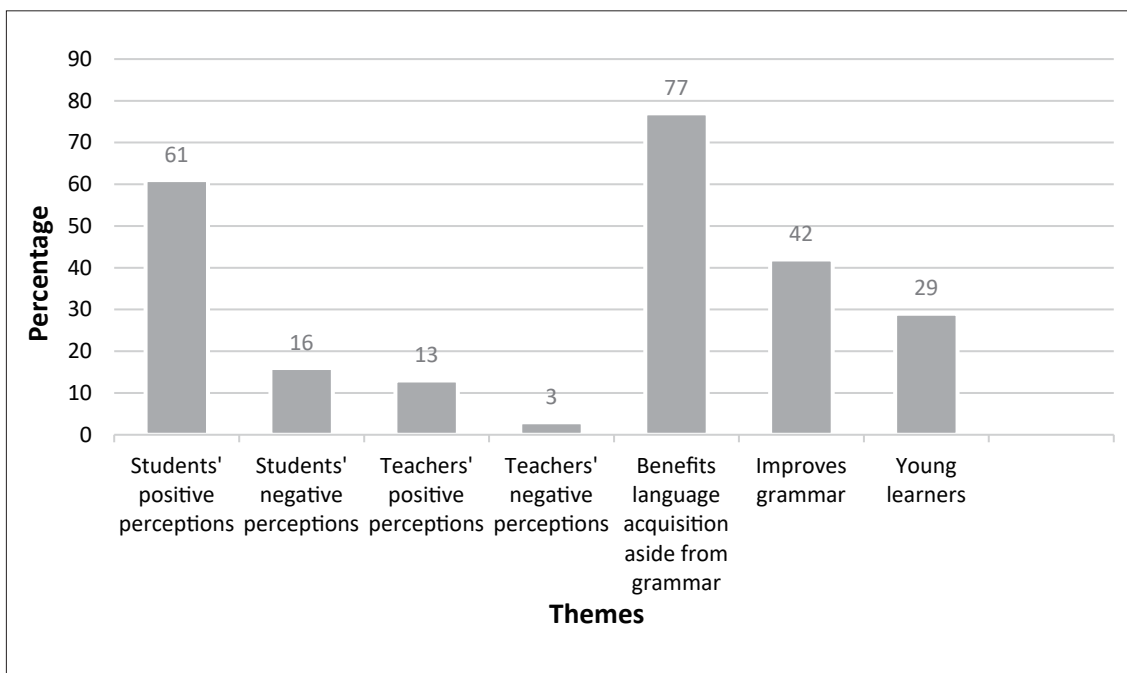
8. Appendix

8.1. Figure

Figure 1. The percentage frequency distribution of themes found in primary research.

ビデオで英語学習者に文法を教える：
有効性、認識、および実践に関する統合的な文献レビュー

ファン・ノック　＆　ドゥビエン・モーゼス

要　　約

　現在、多くの英語学習者は文脈から外れて文法を教えられています。この問題の１つの解決策は、ビデオです。多くの文献が第二言語教室でのビデオ統合をサポートしています。しかし、文法指導を強化するためのその有効性についてはほとんど知られていません。次の３つの質問を調べるために、英語と外国語の両方の学習コンテキストからの研究を使用して統合的な文献レビューが実施されました。１）ビデオは文法習得をどのようにサポートしますか。２）語学教室でビデオを使用することについての生徒と教師の認識は何ですか？３）ビデオを語学教室に統合するにはどうすればよいですか？2006年から2018年の間に公開された31の実証研究の分析により、ビデオは、学生のモチベーションを向上させ、感情フィルターを下げるために、文脈的、パラ言語的、および本物の入力を提供することにより、文法の習得を容易にすることが明らかになりました。学生がそれを受け入れているにもかかわらず、研究は現在、文法指導のためのツールとしてのビデオの有効性について制限されています。対照的に、教師はビデオを組み込むことにもっと不安を感じていました。ビデオ統合の既存のアプローチを使用して、視聴前、視聴中、および視聴後のアクティビティに編成されたレッスンで文法指導を強化することができます。この研究は、文法をビデオ資料で文脈化して習得を促進できることを明らかにし、文法を教えるためのビデオの教育学的使用に関する洞察を提供します。

キーワード：ビデオ、文法、第二言語習得（SLA）、教育、ESL、EFL