Comparing the effectiveness of concept-based curricula and video-based curricula in ESL primary classrooms

مقارنة بين المناهج المبنية على المفاهيم التقليدية والمناهج المبنية على الفيديو في الصفوف لطلاب المرحلة الابتدائية وقياس فعاليتها

by

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ABSTRACT

Various countries around the world have benefited greatly from the technological advancements in the education sector. Modern technologies provide teachers the ability to set up new capabilities that can support not only their subject areas, but also various aspects of education. In the past, the use of video was just for entertainment and the teacher used to play videos that had nothing to do with educational content, and this is known as negative consumption. Currently, the video has become the teacher's partner in explaining lessons and curricula through a reliable, effective, and attractive technology that makes lessons successful and allows students to comprehend the information more easily.

The purpose of this research is to examine how digital videos can be used in education and to measure the effectiveness of digital videos on students from the perspective of teachers as technical integrators. Twenty classroom observations were conducted in grade 5 classrooms to examine the effectiveness of concept-based compared to video-based learning for teaching English grammar. Additionally, eighteen English teachers were interviewed in semi-structured interviews as part of the research.

Methods and Procedures:

In grade 5 classrooms, twenty observations were carried out and eighteen teachers were interviewed to determine what impact video-based curriculum applications had on the English primary classroom while studying English grammar lessons and how teachers viewed video-based curricula in comparison to content-based curricula.

Outcomes:

The findings from this study demonstrate that the students who studied using video-based learning as a learning approach, accompanied by discussion, performed significantly better than those who studied with concept-based learning in understanding English language grammar. In light of these findings, using video in the classroom is recommended for providing information to students in an easy and innovative manner.

Key Words: Concept-based curricula, Video-based curricula, Primary classrooms, Motivation.

مستخلص البحث

استفاد العديد من البلدان حول العالم بشكل كبير من التكنولوجيا في قطاع التعليم. حيث توفر التقنيات الحديثة للمعلمين القدرة على إنشاء مهارات جديدة يمكنها دعم مجالات تخصصهم وجوانب أخرى في مجال التعليم. كان في الماضي استخدام الفيديو لمجرد الترفيه والتسلية وكان المعلم يقوم بتشغيل فيديوهات ليس لها علاقة بالمحتوى التعليمي وهذا ما يسمى بالاستهلاك السلبي. أما الآن فأصبح الفيديو شريك المعلم في شرح الدروس والمناهج من خلال تقنية فعالة ومبتكرة وجذابة من أجل نجاح الحصة الدراسية ومساعدة الطلاب في إيصال المعلومة لديهم بكل سهولة. الهدف من هذه الدراسة هو كيفية استخدام مقاطع الفيديو الرقمية في التعليم وقياس فعاليتها على الطلاب، من منظور المعلمين بوصفهم مدمجين تقنيين. لقد تم إجراء عشرين ملاحظة صفيّة في عدد من صفوف الصف الخامس لتقييم فعاليّة التعلّم القائم على المفاهيم مقارنة بالتعلم من خلال الفيديو التعليمي لتعلم قواعد اللغة الانجليزية. بالإضافة إلى ذلك ، تمت مقابلة ثمانية عشر مدرسًا للغة الإنجليزية في مقابلات شبه منظمة كجزء من البحث.

الأساليب والإجراءات:

في الصفوف الدراسية للصف الخامس ، تم إجراء عشرين ملاحظة صفية وأجريت مقابلات مع ثمانية عشر معلمًا لتقييم (تأثير المناهج المستندة إلى الفيديو على الفصل الدراسي الابتدائي أثناء تعلم دروس قواعد اللغة الانجليزية. وكيف كان تقييم المعلمون للمناهج القائمة على الفيديو مقارنة بالمناهج القائمة على المحتوى.

النتائج:

توضح نتائج هذه الدراسة أن الطلاب الذين درسوا باستخدام التعلم المستند إلى الفيديو كنهج تعليمي ، مصحوبًا بالمناقشة ، كان أداؤهم أفضل بكثير من أولئك الذين درسوا بالتعلم القائم على المفاهيم في فهم قواعد اللغة الإنجليزية. توصي هذه النتائج بضرورة استخدام الفيديو في التدريس لتحقيق النتائج المرجوة من إيصال المعلومة للطلاب بطريقة سهلة ومبتكرة.

الكلمات المفتاحية: المناهج المبنية على المفاهيم ، المناهج المعتمدة على الفيديو ، المرحلة الابتدائية

DEDICATION

I would like to dedicate my dissertation work

To my dear father Eng. Saeed who always supported me since I was a child.

To my beloved mother Mrs. Hoda who are suffering from bones cancer but still keeps on encouraging and supporting me continuously to finish my Masters program successfully.

To my lovely siblings Mrs. Noha, Eng. Ahmed and Dr. Yousef.

To my loved ones, my nephew Zayan and my niece Duaa,

I dedicate my work to all my family members, my dear friends,

and my colleagues Mrs. Asma and Mrs. Heba who have

supported me a lot during difficult times.

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TABLE OF CONTENTS

Chapter Three: Research Methodology

Chapter Four: Results

Appendices

List of Figures and tables

CHAPTER ONE

Introduction

1.1 Overview of the topic

In the field of education, video is not a new technology. Teachers and learners have found this visually appealing video useful in many ways, including better understanding what a certain phenomenon means. English language learning has been enhanced with the use of the video medium for several decades. Research has indicated that video is a tool whose value is determined by its use. Videos are described as a content delivery instrument, rather than a source of information in and of itself. Some researchers recommend using video for a very clear purpose in order to support learning. Videos will reach their full potential when they are used in well-designed learning environments (Blomberg et al. 2014).

ESL students, particularly Arab students in the primary stage, have significant difficulties learning English as a second language (ESL). Hence, the main purpose of this study is to come up with a new strategy that supports the students in learning and studying effectively.

Most of the students have difficulty understanding their teachers who speak a language that differs from their mother tongue, which leads them to dislike language classes. Moreover, the students in the classroom feel it is difficult to communicate with the teacher and participate in the classroom, which makes them feel bored, introverted, unable to concentrate, causing their ideas to be distracted and making them appear to be absent minded. Due to this, the child will not able to grasp all the information as the teacher intended. The burden then falls on the parents to provide what was covered during the school day. As a result, the researcher suggests showing educational videos to students throughout the academic year to promote understanding of the curriculum and to create an engaging learning environment that will keep them engaged in the classroom.

A recent study by Wijnker et al. (2019) states that videos are becoming a more prominent part of (online) education around the world. Both teachers and students enjoy watching videos. There are a number of online video platforms available to teachers, including Khan Academy and YouTube Edu. In Netherlands, teachers use websites such as Wiskunde Academie (Mathematics Academy). There is, however, one question that keeps resurfacing in educational research and practice when discussing video use: What are the characteristics of good educational video? This is not a new

question: Film has been utilized for instructional purposes since the 1920s. Film entered the classroom once films and projectors became affordable and accessible to the general population. Even today, after a century of teaching with video, we still struggle to answer the question of what makes an effective educational video.

1.2 Background of the problem

Videos are one of the most essential educational tools for humans to gain knowledge and develop skills. Video-based pedagogy is becoming an increasingly important part of education, serving as a key tool for content delivery in most online, blended, and flipped class formats. Nevertheless, some instructors still convinced that concept-based curricula are more successful compared with video-based curricula.

A study conducted by Chen, Liu, and Tretheway (2022) indicated that access to instructional videos and technological advancements contribute to the use of instructional videos in K-12 as well as in higher education. Educators can use instructional videos as supplementary materials to a traditional curriculum or as a primary element to an innovative curriculum. For instance, Palagieorgiou and Papadopoulou (2019) suggested implementing interactive videos in an online learning environment to enable elementary school students to learn at their own pace. Typical flipped classrooms use instructional videos as pre-class learning materials (DeLozier & Rhodes, 2017; Long et al., 2016), and the majority of Massive Open Online Courses (MOOCs) use educational videos as the primary form of content delivery (Bonafini et al., 2017; Hansch et al., 2015; Leontyev & Baranov, 2013). Furthermore, video-based teaching is implemented as a professional development resource for educators and as a pre-service teacher education

A further study by Wilson (2013) explored perceptions of flipped classrooms among students in order to gain a deeper understanding of video-based learning. Educators are able to meet the needs of their students more effectively when they use video and social media (YouTube). In addition, students have the opportunity to pause, rewind and fast forward videos when they need to. As the videos are Internet-based and thus always available, the flexibility allows students to access their lessons when they want to and within their busy schedules. Teachers and students can interact with YouTube through discussion and classroom activities.

EFL/ESL classrooms benefit greatly from the integration of videos into English grammar lessons as it creates a fun and interactive learning environment. Moreover, video-based teaching encourages teachers to make creative content choices when designing English grammar lessons. According to Yassaei (2012) ESL/EFL students can study grammar, vocabulary, as well as creative writing through the use of educational video and sound effects lessons.

It is significant for the UAE education system, especially in the public sector, to prioritize a teacher-centered approach, with a stronger focus on the traditional model of curriculum design and implementation. Several initiatives have been launched by the Ministry of Education in recent years to support adoption of newer approaches. A prime example is the Vision 2020 initiative that was introduced in 2000 in order to improve the teaching process and enable schools to thrive in the information age by overhauling the administrative aspects and teaching in schools. There are millions of educators worldwide using YouTube videos in their classrooms, and UAE teachers are among them (Tamim 2013).

1.3 Statement of the Problem

The rationale for this paper stems from a number of considerations. Firstly, in my work place this issue is still debatable among English teachers. Secondly, many studies have established the importance of this topic (e.g. Steven 1988).

This study will benefit not only students, but also teachers, their affiliated institutions, and the entire educational system. No matter what level of education they are at - elementary, secondary, or even higher. In addition to, it will provide educators with several extraordinary approaches in teaching and learning English grammar, that can also be a fun experience for learners.

1.4 The purpose and the research questions

The purpose of this study is to compare the video-based curricula to the content-based curricula through observations and teachers' perspectives in ESL primary classrooms'. This research focuses primarily on two specific questions:

What is the impact of video-based curriculum application for teaching English grammar in ESL primary classrooms?

What are English teachers' perspectives about the effectiveness of video-based curricula as compared to content-based curricula in teaching English grammar lessons?

1.5 Significance of the study

The significance of this research is divided into two parts:

a) Theoretically

Learning English grammatical rules through an innovative and engaging method for primary students and expanding scientific knowledge in the field of education.

b) Practically

Most non-native speakers of English struggle with the process of learning English in schools, so the researcher came up with an idea of teaching English grammar via a video-based curriculum and adapted the model to teaching English grammar. This research will be incredibly valuable and will add an innovative approach to the literature regarding how to help children learn English grammar in a motivational and engaging approach.

Researchers will find this study valuable because it will assist them in promoting scientific expertise throughout the educational process. Moreover, it is beneficial to teachers for improving their teaching quality, and teachers can utilize it to develop more creative study materials for teaching English grammar rules. Additionally, it reduces the pressure on the teaching staff and helps students acquire English grammar which must be constantly reviewed. Also, developing an efficient and attractive method of teaching English grammar to primary school students.

Students will benefit from this research as well as be more motivated to learn English grammar rules. English grammar resources will be available for students at all levels. By watching the videos, the students will be able to review what was taught in the classroom if they are absent. In addition, parents will also benefit from this study because they can review with their children the English grammar rules that were taught at the school by watching educational videos at home.

1.6 Structure of the dissertation chapters:

The following pages present this research in five chapters:

The first chapter introduced the main features of the study, which outlined key aspects that formed the basis for this study. There were five elements of the study: background of the problem, the statement of the problem, purpose, research questions, and significance. As well, it discusses the hypotheses for the study, the UAE context, the difficulties of grammar among primary-school students, and approaches for teaching English grammar to students at the primary level. Then, the second chapter examines the literature review that discusses the conceptual framework which represents the key concept of the study. The theoretical framework discusses theories related to incorporating pedagogical videos into primary classroom in order to reach an integrated theoretical framework that is the basis for this research paper. At the end, the chapter includes an in-depth literature review on the topic of the study. Next, the third chapter presents the methodological approach and methods used in the data collection as well as how these methods can contribute in enhancing the research results. After, the fourth chapter displays all the results and examines the data. It presents data analysis and how classroom observations are explored. After that, the fifth chapter includes detailed discussion based on the research results. Finally, the sixth chapter is the last chapter that concludes the whole study. It discusses the conclusions, identifies limitations, and presents recommendations.

CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

The purpose of this chapter is to examine the literature review on the conceptual framework, which is the central idea of the study. As part of this research paper, the theoretical framework describes theories in which pedagogical videos can be incorporated into primary classrooms and integrate them into an integrated theoretical framework. The chapter concludes with an in-depth literature review about the topic of the study.

2.2 Conceptual Framework

In this study, the researcher investigates whether students who study English grammar understand the lessons better when using pedagogical videos in teaching. To investigate this question, an experiment and teachers' interviews were used to test the relationship between the variables. The two key variables are: the independent variable and the dependent variable.

- studying English grammar is the independent variable.
- using pedagogical videos in teaching is the dependent variable.

In other words, "studying English grammar" is dependent on "using pedagogical videos in teaching". This study hypothesizes that students who study English grammar using educational videos will be able to comprehend grammar rules more effectively.

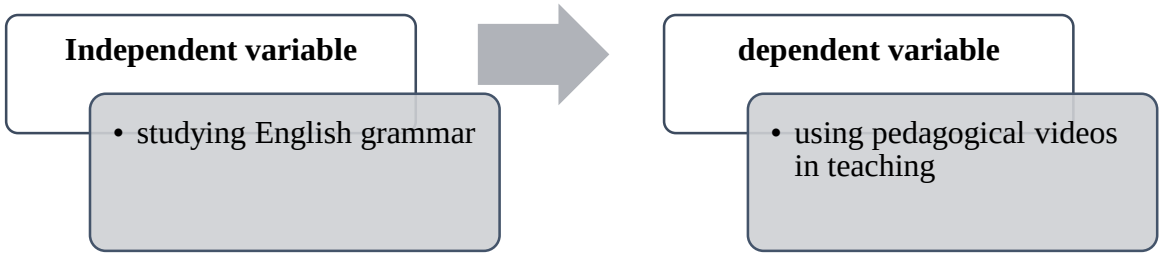

Figure 1 Conceptual model with independent and dependent variable

As shown in the above figure, students studying English grammar are associated with using educational videos in their teaching and learning process to assist them learn and understand English grammar lessons.

2.2.1 Definition of terms

- **Video**

  As explained by Moreno-Guerrero et al. (2020, p. 2), “video is a virtual tool and a great example of multimedia learning, since it involves the incorporation of different elements that in traditional learning would be separate”. Pedagogical videos include pictures, sounds, and text that can be presented in various ways and lengths to facilitate a variety of learning skills.

- **Elementary stage**

  Key stage 2 of the educational system is referred to as the "Basic" stage in the new definition. The elementary school stage is an important stage to learn nurturing and how to communicate well and interact with others. Since the elementary school stage is the first stage of compulsory education, the child's talents will gradually develop during this stage (Veladat & Navehebrahim 2011).

- **Motivation**

  Karakolidis, Pitsia, and Emvalotis (2019) contended that motivation is a significant key component of attitudes and perceptions, comprising an array of different incentives for learning, both internally oriented as well as externally oriented. While (Tohidi and Jabbari 2012, P. 820) defined motivation as "Powering people to achieve high levels of performance and overcoming barriers in order to change."

- **Grammar**

  Brown (2022, p. 9) defined English grammar as “the art of speaking, reading, and writing the English language correctly”. It consists of four sections, including Orthography, Etymology, Syntax, and Prosody.

  - The term "orthography" describes the arrangement of letters, syllables, words, and spelling.
  - Etymology deals with the classifications and modifications of the various parts of speech.
  - Syntax deals with the arrangement, relationship, agreement, and administration of words in a sentence.
  - Prosody is concerned with punctuation, utterance, figures, and versification.

- **Experimental study**

  The term experimental study is defined by (Cook, Beckman & Bordage 2007) as a study in which researchers manipulate one variable (also known as the treatment, intervention, or independent variable) in order to assess its effects on another variable (dependent variable).

2.3 Theoretical Framework

Every aspect of daily life can be enhanced by technology, making it a vital part of modern societies. As an example, technology is used by many people in their daily activities and work, such as searching for a job, completing business transactions, and gathering information. It is true that technology can offer a wealth of resources to learners, including online learning websites and a wide variety of educational resources. Based on four different theories, this study was conducted. Alhamami (2013) remarked that the following three-stage approach is most appropriate when designing a lesson using video-based method:

1. **The introductory stage:**

   It is important for YouTube language learning videos (YouTube LLVs) creators to describe the lesson objectives of their videos at the beginning, so that learners know exactly what they will accomplish after watching each video. Inspirational music and pictures should be used in the introduction to reduce nervousness and motivate children to pay attention while watching the video. It is a good idea to keep this stage as brief as possible.

2. **The main stage:**

   Educators present the main content of the lesson at this stage. Lessons vary depending on their purpose. Teachers should however keep a few points in mind. If the video is intended for beginners, the pace should be slow. If it is aimed for advanced students, the pace can be as ordinary as native speed. It would be best if the background music were as quiet as possible. According to language researchers, instructors should repeat crucial terms and phrases and clarify difficult vocabulary. Moreover, teachers can utilize YouTube Learning Videos to show students the important words as subtitles so they can see the spelling of the words. Teachers may also colour the grammatical elements in sentences to attract students' attention during grammar sessions. Further, as an educator, you need to look at the camera when you address students

during the lesson. Additionally, teachers should allow adequate time for students to respond to questions or request them to pause the video if necessary.

3. **The final stage:**

This is the last stage (the conclusion). Students can be tested on their understanding of the lesson through a summary of the lesson, a quiz, or other type of evaluations created by teachers. Teachers might play music at the end of a video to leave children with a positive impression about it. Moreover, they should acknowledge anyone who participated in the production of the video. Teachers may also provide contact information concerning their organization, school or university, including a website and an email address.

Notwithstanding the fact that some teachers are familiar with using video as a teaching tool, Kamelia (2019) noted that not all teachers are aware of what that technique is and how to use it, so the researcher explains six techniques for implementing videos in teaching:

- **Fast Forward Technique**

  When students watch videos using Fast Forward, they can watch them for a few seconds before they move on to the next video. Repetition of these activities is necessary until the video ends. After a video has been viewed, the teacher asks students what information they gained from it. In this scenario, pupils can deduce what is being discussed.

- **Silent Viewing Technique**

  During the silent viewing stage, the teacher plays the video without any sound. Video content is only delivered secretly and with no information provided. Students must be able to predict information in this situation.

- **Partial Viewing Technique**

  Students can also use partial viewing to foster their curiosity as they are given parts of the video and asked to predict what they will learn.

- **Active Viewing Technique**

  Student attention is focused on the main ideas of videos during Active Viewing, which enhances enjoyment and satisfaction for students. In other words, it is essential that students must be actively involved in video-based presentations. Several key questions are asked by the teacher before the presentation begins, so that students get a good idea of the topic. When viewing the

questions, learners can take notes or respond verbally to them. In order to gain a deeper understanding, students are provided with a viewing guide or guide sheet, and they are encouraged to listen and watch certain details and language features. Nevertheless, it is still important to keep in mind the level of the students and adjust the technique accordingly.

- **Pictureless Listening Technique**

  In this exercise, students are prompted to listen to the information presented in a video through pictureless listening. It is not allowed, however, for students to see the pictures until they can guess and discuss what they learn.

- **Speech Illustration Technique**

  Students can be divided into two groups in the classroom using the Picture of Speech method. During teaching and learning activities, every group has varied opportunities. The first group is given the task of watching and comprehending the videos that the teacher has presented. The opposite team must then guess what the video is based on the first team's instructions. Fluency and speaking skills are developed through this activity.

A study by Vural (2013) discussed two theories, the constructivist learning theory and the cognitive information processing theory. Constructivist learning theory and cognitive information processing theory suggest that the design of video-based teaching should engage learners in the learning process and their interaction with the pedagogical video may result in better learning for difficult subjects. Constructivist theory recommends that learners should participate in the process of learning, rather than searching for the right answer. In this theory, teachers' role is to assist learners in finding their own understanding rather than lecturing them. In order for learners to discover things on their own, they need richer learning environments, such as graphics, educational videos, and other media and useful resources. This environment also encourages learners to participate in classroom learning. Alternatively, the cognitive information processing theory is an extension of constructivist learning theory, which emphasizes on the cognitive processes that contribute to learning. Video-based online learning environments that embed interactive questions are required for learners to participate actively. Learners have the option to control the video and view it as many times as they wish. Visuals, images, and voices make the learning environment more engaging. In addition, it provides visual and auditory learning materials to accommodate different learning styles. Interactive video-based tools are also suitable for enhancing online teaching

because educational videos catch the eye, and graphic, text, and audio elements enrich the environment based on cognitive information processing theory and constructivism. Pedagogical videos communicate more information, explains complicated processes and simplifies abstract concepts that are usually difficult to understand. Hence, online learning institutions utilize video-based learning as an instructional method.

2.4 Video-sharing sites that can be used in primary classrooms to enhance language learning and acquisition

In teaching and learning, video is commonly utilized, and it can have multiple impacts on students' learning. Using video effectively can enhance learning in the classroom. Among the most popular video-sharing sites on the Internet, YouTube is frequently used for a wide range of purposes. It was first introduced in 2005. As an educational tool, YouTube is useful for illustrating subject content, engaging students in researching information for project work, and inspiring innovative teaching approaches (Szeto & Cheng 2014). Moreover, YouTube, has a variety of online materials that can be incorporated into English lessons (Almurashi 2016). A similar point was made by (Muniandy & Veloo 2011) who pointed out that Web 2.0 has been a key factor in driving the explosive growth of online videos over recent years. A large part of this growth can be attributed to YouTube. More video sharing websites have emerged with tube videos becoming more popular, including Teacher Tube, School Tube, Netflix, Hulu, Yahoo Video, and many more. In addition, online video viewing activity increased as viewers watched 28% more video and 45% of them spent more time watching online video, though no precise figures are available for how many online videos there are.

Educators can make better use of YouTube's education library to teach more creatively, according to DeNisco (2013). After centuries of teaching the same way, teachers are now using video technology to re-define education to make it more fun and effective.

A recent study highlighted the fact that the implementation of Long-Distance Learning (LDL) system across the globe due to Coronavirus (covid-19), it is essential that teachers provide learners with learning media that can facilitate the process of learning and aid them in understanding their subjects. Today, classical learning approaches have been replaced with online learning approaches in the world of education. While the current pandemic is ongoing, teachers are giving students

assignments through Google Classroom and WhatsApp groups. In addition, the Powtoon application-based learning media is utilized as a learning tool to enhance online teaching. Powtoon is a sophisticated application that offers a whole range of features on one screen. The program can create a variety of animations depending on what the user needs. Powtoon's multimedia platform will likely help students learn their subject matter faster and easier especially during the current pandemic (Pratiwi, Zulherman & Amirullah 2021).

A similar study, conducted by (Lee, Ginsburg & Preston 2009) using a web application, created an innovative strategy called Video Interactions for Teaching and Learning (VITAL), which becomes an effective tool for training early childhood teachers. This vital collection provides video clips or case studies of various teaching and learning events. These videos are divided into four categories that highlight:

- A study to explore how children apply mathematics during their play, daily activities, and in interviews to apply various contents to their thinking and problem-solving.
- Lessons that teachers organize or interactions with their students that aim to improve learning of varied concepts.
- Videos of lessons which teacher candidates provide to young children to promote understanding of certain principles of their choice (these video clips, created by teacher candidates, are added to the digital library later in the semester).

The stages and methods of working with video materials for teaching English were described by (Chmel 2015). The first step to preparing students for watching the video is to minimize the challenges they may encounter. It is suggested to review the vocabulary words and key elements of the text from the previous lesson. It may also be helpful to warm up the group by discussing some questions. Silent viewing approach is useful too: children watch videos or parts of films without sound and try to figure out what the video is about.

Pedagogical videos can integrate three of the four core intelligences of the human brain: linguistic, visual, and musical/rhythmic. Video transmits knowledge in a powerful way due to its 'affective' nature. Moreover, students' interest was maintained and sparked by videos. In addition, students can use the session summary videos to review the material, confirm understanding, and prepare for their assessments (Holland 2014).

2.5 Effects of video-based tasks on speaking skills

Using video in the classroom had a significant impact on students. Students can benefit from watching the video as a motivational tool for learning, especially for speaking. Utilizing the Youtube video for instance, the students' speaking skills are improved across all five aspects of speaking. It was also noted that the learning experience was more enjoyable. (Kriswinardi, Nitiasih & Dambayana 2018).

A few positive benefits of video technology in facilitating learning speaking skills have been discussed by Ebrahimi (2014), namely that:

- It is portable and can be used on a variety of computer platforms.
- It is customizable in terms of colour, resolution, and frame rate.
- Any digital memory, such as a portable USB flash disk, can be used to store and play video clips back at a later time.
- Video clips can be edited as well.
- The product is highly accurate and reliable.
- Videos provide features such as forward and reverse playback and slower or faster playback.

When teaching English through video, the biggest advantage is its potential for interactivity. Interaction between the learners and the video clips can affect the content of what is viewed. Interactivity is a key factor for helping teachers optimize their students' speaking skills.

2.6 Effects of video-based tasks on comprehension skills (reading and listening)

In their study, Sarani, Behtash and Arani (2014) described a method of using video-based tasks for task-based instruction is based on the perspective that with video, the student cannot only hear, but also see the speaker, the context cues in the background, the paralinguistic features and the non-verbal communication during the exchange. As a result of the absence of visual cues in audio-based materials, a script might need to contain more verbally explicit language than would normally be used in real life in order to compensate for the lack of visual cues. In contrast, students may be at risk of adapting to more explicit language and experiencing difficulties in real-life communication since it is less explicit. This problem is clearly not addressed by video. Language situations presented on video can be authentic and meaningful, since the visual image can play a significant role in conveying the message. Furthermore, the technical characteristics of video (frozen frame,

preview, and review) enable teachers to provide students with the necessary tools to analyze and comprehend the language presented to them.

2.7 Effects of video-based tasks on writing skills

Maro, Nur and Lengkoan (2020) claimed that teaching a language involves teaching levels of skills related to language. Language mastery is demonstrated by an individual's ability to use the language. In order to promote communication in target language, teachers must be able to motivate students both verbally and in writing. Although students' level of proficiency in a language may differ, making this language understandable, even in the simplest communicative exchange, is an essential requirement for success as a learner. Language learning is reflected in both receptive and productive proficiency. There is a distinct method and technique for learning each skill. Among the four language skills, writing has been rated as one of the most challenging skill to learn and teach in a second language. It goes without saying that training children to write descriptive texts is obviously a complex and challenging task. This brings to mind the idea of using video to educate learners how to write descriptive text. In light of the advantages of video use in the classroom, the researchers believe that it might help students to develop their descriptive writing skills.

2.8 The effectiveness of video-based tasks in teaching grammar to ESL students

A study conducted by (Mufidah 2017) revealed that the students gained a greater understanding of the context in which a specific grammar concept was used by watching subtitled pedagogical videos and also had a more positive attitude toward their grammar classes. Additionally, (Ilin, Kutlu & Kutluay 2013) investigated the use of educational video as a teaching approach for teaching grammar in English for Specific Purposes (ESP) classes at a private language school in Iran. Based on their study they found that video was an effective teaching tool in motivating students to participate in the class. Video-based teaching also made grammar more effective, especially in terms of time management.

Moreover, language learners can benefit from watching videos in order to strengthen their understanding of the target language. Semiotic theory can be used to investigate how videos influence grammar learning. Through the use of semantics, language learners can improve their cognitive abilities across all levels of perception. Semiotics substantially assists the teaching/learning process by utilizing body language, graphics, visuals, film strips, video, and

photographs. In addition to, video can be used to provide students with enhanced and relevant resource to engage them learn present progressive tense (Qadha & Al Ward 2020). An updated study conducted by (Miolo 2022) examined whether students' mastery of irregular verbs improved or not when using short videos of fifth graders in elementary school. Study results manifested that short videos were one type of educational media that can assist students in improving their ability to use irregular verbs. Students in elementary schools are most likely to enjoy watching short videos, which capture their interest by using a short video to teach them irregular verbs. In addition to learning new irregular verbs, students will also gain new information and knowledge, as well as broaden their minds.

2.9 The effectiveness of employing video-based activities in teaching ESL students' vocabulary

Syafrizal and Haerudin (2018, p. 41-42) posited that "Vocabulary can be defined, roughly, as the words we teach in the foreign language. However, a new item of 42 vocabulary may be more than just a single word: for example, post office, and mother-in-law, which are made up of two or three words but express a single idea" The concept of learning vocabulary as expressed by Hariyono (2020) is that we become experts when we discover a new word we do not know it's meaning. As soon as we learn it, we start using it frequently. Vocabulary is a vital component of learning a language. One of the major components of language skills is vocabulary, which can greatly aid students in developing their four skills (speaking, listening, reading, and writing). Moreover, the lack of grammar leads to little communication, and the absence of vocabulary results in nothing being communicated. Bal-Gezegin (2014) investigated which style of presentation (video vs. audio-only) is more successful for acquiring vocabulary among students who are learning English as a second language. According to the study, video definition varies depending on the context; nonetheless, a basic element that can assist in describing video is its ability to convey messages within an audiovisual environment. The way it is used in classrooms varies, just as its description. It can be used as an educational tool for teaching a specific linguistic structure, for example, showing a dialogue from a movie scene to practice certain vocabulary items, but it can also be the only material that students use to complete their course as in the case of recording themselves, creating additional activities on the videos and providing feedback.

2.10 The level of engagement of students when compared to a video-based versus concept-based resources

A new virus called Corona, known as COVID 19, shook the whole world at the end of 2019. Prayudha (2021) pointed out that people in general were shocked after discovering the new virus. Thus, teachers sought a number of strategies to engage students in online classes so that they would be interested in learning. Using video-based learning as a teaching tool was one method that teachers employed in teaching students. The term video-based learning refers to the learning process in which students are provided with various kinds of videos in order to gain a better understanding of the content. In addition to student can benefit from videos by visualizing how things work and displaying information and details that are difficult to convey through text or static images. Also, videos can be an effective approach to attract the attention of students, motivate and engage them, thus increasing their collaboration. Therefore, by using videos, better learning outcomes can be achieved. Learning through videos can also be beneficial for learners with different types of learning styles, especially those who have 'visual learning styles'. Parkatti (2021) made a similar finding, showing that consuming and producing video content is becoming a more common activity in the modern age. The majority of students in Finland, at all education levels, enjoy watching videos, and most Finnish teachers are also likely to have experienced some type of video material, whether during their free time or as part of their curriculum. As a consequence of the socioeconomic scenario created by the ongoing pandemic, teachers are forced to alter their teaching methods, making video use a crucial teaching tool. In all stages of school, video can be extremely a highly valuable teaching tool. It can be used to encourage kids to study in situations where traditional reading and teaching methods fail to engage students. When the right type of video is selected and incorporated appropriately into pedagogical approaches, video content can be very effective. However, despite the many benefits of video-based learning, research has shown that implementing video-based curriculum alone does not guarantee learning unless there is sufficient instruction. “Video is not a curriculum. Video is rather a medium which can be developed into a resource and used in specific ways to enhance learning” (Goeze et al. 2014, p. 97).

Prosic-Santovac (2017) claimed that since primary school children rely heavily on oral communication, learning a foreign language may be more challenging than teaching it at a higher level. Due to this, motivation is also an important factor to consider, with the teachers’ attitude. It

should be noted that teachers with more experience in other ELT areas can sometimes overlook the significance of introducing elements of fun into lessons as well as taking into considerations the children's need. Hence, incorporating language and aspects from popular culture, for instance rhymes and stories, as well as popular media, like cartoons, that children are exposed to everyday at home, will help them comprehend what they are learning. The study by Gordon (2018) clarifies that language classrooms with video elements are commonplace in the present day. Throughout the 1980's, video became widely adopted as a teaching resource in the English Language Teaching (ELT) field. As early as the 1970s, educators observed that using video to teach languages allows students to experience real-life aspects of the world. Language learners can also benefit from video by increasing their exposure to sociocultural elements of language and by encouraging active participation. Online websites today provide language instruction videos and, in many cases, free of charge, such as videoforall.eu, lessonstream.org, and englishcentral.com. As a result, language teaching materials have been revolutionized by technology. Online video and related teaching resources have revolutionized video in recent years. The new reinvention requires a better understanding of how video-based lessons operate.

Recent research was conducted by (Araiza-Alba et al. 2021) have developed and implemented an interactive education system utilizing 360-degree (360*) virtual reality videos for children that allows them to participate in hands-on activities at the beach and ocean while simultaneously learning information and gaining skills about the principals of coastal waterway safety. The findings revealed that the 360* VR video group was more engaging and enjoyable compared with traditional teaching techniques. These findings supported the interest theory, which claims that media technologies can help kids in learning more efficiently. Tsolakidis and Tsattalios (2014) stated that in recent years, teachers have increasingly recognized integrating video in the curriculum as an effective tool that can engage students and increase their motivation towards learning. Moreover, it enables students to learn across a variety of subject areas including Foreign Languages, Science, History, Technology, multidisciplinary subjects, etc.). In addition to the improvement of students' ability to perceive, understand, and analyze images, critical thinking skills are developed, which contribute to the development of students' interest in creative learning. Implementing video resources in the classroom today is not merely a part of everyday life activities, but it is also proven to be a very effective approach of teaching English as a foreign language to all

students, within and outside the classroom. Video materials have the advantage of being original and authentic because they were originally created for native speakers, like movies, varied TV shows, and songs. In the classroom, videos can be utilized in a range of instructional and teaching circumstances presenting content, initiating discussions, providing an illustration of a given topic and content, and as a self-study and evaluation tool. By using video materials in their English classes, teachers give their students the opportunity to directly acquire cultural background information and attitudes about the learning materials (Anvarovna 2018).

Heinsdóttir and Kristinsdóttir (2016) explained how Icelandic, Lithuanian, Swedes, and Estonian teachers have tested the effectiveness of silent video in education. In pairs, students work on the project. They watch a silent video on equations of lines as many times as they want. They record their commentaries using various recording programs, such as the website screencastomatic.com, or they record them on their mobile phones. As part of the assignment, students are required to explain what happens in the silent video. As the video is being recorded, they insert it into the recording window, start the recording, and play it back while they talk. In order to get the best results, students should decide what they want to say before beginning to record themselves. After finishing their recording, they either send it to their teacher by email or upload it to YouTube. Students who practiced learning using silent videos demonstrated effective results.

2.11 Educational video properties

Quiz questions are an intuitive addition to educational videos for several reasons. A quiz question increases engagement and motivates young students to learn more. Additionally, quiz questions encouraged self-regulatory behaviour when watching educational videos. By using a quiz question, learners can receive instant feedback while they are watching an educational video. This in turn leaves more time available for face-to-face instruction (Rice, Beeson & Blackmore-Wright 2019). Cognitive Theory of Multimedia Learning (CTML) however, asserted that quiz questions can be a distraction from the learning objective if they are not linked, and should not be used in order to prevent cognitive overload (Mayer 2009). According to Espino, Suárez and González-Henríquez (2020) video has been recognized as an effective method of instruction. In addition to this technology is capable of rendering realistic and immersive motion sequences, of capturing and preserving real-life events and places, and of modifying the speed and size of recorded natural

phenomena that cannot be seen with the naked eye. As a result, the video medium is known for its 'essential representational attributes,' which make it a valuable educational tool. Video features have been studied and compared with other forms of media to determine their effectiveness. In terms of knowledge acquisition, animated visuals were determined to be superior compared with static graphics. Additionally, online digital video is an excellent educational resource to support the diverse needs of students, such as supporting distance learning for those who are geographically, psychologically, or schedule-wise unable to attend classes face-to-face, particularly during the current Coronavirus pandemic.

Ayres and Langone (2009) predicted in their study what are beyond the video world? In terms of using video and technology as educational tools for learners with developmental disabilities, what can be expected over the next decade? Several decades ago, teachers and researchers have used television monitors and computers (desktops and laptops) to demonstrate video models and video-based instruction to students. In the future, video will probably be delivered through portable DVD players, Smart Boards, and other access devices (like Smart Phones). In future investigations, investigators will be able to use video and modeling in future investigations to identify the most successful learning approaches, and this will inform practice as teachers try to determine whether the most effective model is video-based or static, or if it varies by task.

2.12 What is the role of the educator in pedagogical video?

In terms of video demonstrations, educators should clearly state to the learners what information they need. The task may include: answering a, b, or c to the following questions, identifying whether the given statements are true or false, reading the abstract and matching the bold words with their synonyms in the box, making up sentences or filling in the gaps using the words from the video. Practicing like these exercises enables students to enrich their vocabulary about the topic, improve their learning and professional skills, and develop their communication abilities.

Last but not least, the instructor encourages students to discuss the video, share examples from their own lives, and compare or analyze information. The best way to conclude work in English classrooms is to use role-play (solving real-world problems). At the end, each student will be assigned an essay to write at home.

A comprehensive study (Carmichael, Reid & Karpicke 2018) found that multiple studies have addressed the question whether having the teacher present within the video is essential for educating and engaging young learners? Two theories can be considered to answer this question: cognitive load theory and social presence theory. Based on cognitive load theory, the presence of the tutor could overwhelm the learner with cues and additional information, causing them to become distracted from the content. As opposed to that, social presence theory contends that certain social cues, like gestures, eye contact, and facial expressions might contribute to greater engagement with content and may outweigh any potential disadvantages. It is widely recognized that a balanced approach should be employed to ensure the best results between these factors.

In addition, there are other factors that need to be considered, such as the presenter's attributes (which will almost certainly require more research), for instance, age and perceived expertise, as well as gender and the type of speech they use. Students in general seem to prefer videos that include the image of the educator, or they engage more with the lesson content when the teacher appears in the video. Moreover, it has also been shown that watching video-modeling in which an educator performs a task increases students' confidence in believing they can perform the same skill as well. It seems that many learners prefer videos in which the instructor's image included, and this has positive effects on learning (Hoogerheide, Loyens & Gog 2016). Video recordings have proven to be a useful method in teaching, especially in assessing students' interaction. However, Barnett (2006) did notice some difficulties encountered while creating the videos, including: spending a lot of time making the videos and editing them. Despite the fact that video recordings cannot substitute a teacher's role, they can be used as a teaching technique.

2.13 Approaches and grammar difficulties among primary school students for teaching English grammar to students at the primary level

In terms of grammar instruction, Aman (2020) pointed out that there are six different ways to teach English grammar:

1. through **explicit instruction**, which emphasizes on grammatical rules and ensures that the students are aware of them,
2. through **implicit teaching**, which involves not explicitly emphasizing rules but understanding them through a variety of stimuli and life experiences,
3. by a **deductive approach** where the rules are first presented to the learners,
4. by an **inductive approach**, in which the leaners examine a variety of examples and identify patterns,
5. **separately**, in which grammar rules are taught individually, or
6. **integrated teaching**, in which grammar is taught as part of other learning activities.

In their descriptive inquiry-based study, (Jean & Simard 2011) found that making targeted second language (L2) grammar learning more fun does not necessarily make it less boring. In conclusion, they recommended that the solution to boring grammar does not necessarily lie in playing pedagogical games with verb conjugations and other grammar components. Games are often little more than meaningless drills disguised as games. Despite providing a good diversion, these games don't offer much assistance to learners in terms of improving their language skills. Grammar instruction will still need to occur, and if not reengineered as discussed previously, may continue to be a source of boredom.

Most primary school students have difficulties learning grammar. Learning grammar can be one of the most challenging aspects of learning a language. The learning of grammar is one of the most challenging parts of learning a language. There is no doubt that learning English grammar during the primary stage relies heavily on a sturdy foundation in basic and fundamental skills. A study by Ilin, Kutlu, and Kutluay (2012) suggests that there are three factors to consider when analyzing grammatical difficulty: the complexity of the form, the complexity of the meaning, and the complexity of the form-meaning relationship. The researchers recommended using computers as tools for the integration of these factors. The primary goal of language educators today is not to teach students the rules of grammar, but rather to assist them in gaining apprenticeship in different discourse communities. This can be achieved by offering opportunities both in and outside the classroom for students to interact in authentic, meaningful ways, as well as providing students with

the tools to conduct social, cultural, and linguistic explorations themselves. Students can access online international communication environments via the computer, which is extremely useful component for this process. With the use of new technology in the language classrooms, students can be prepared for the types of international cross-cultural interactions that are increasingly necessary for academic success, career advancement, or personal situations.

Learning difficulties often prevent young learners from gaining a functional understanding of English language grammar, when they study it by a conventional approach. Even though conventional teaching methods were constantly developed and updated, they did not achieve their stated purpose which is to raise students' comprehension. Thus, students formed a perception of English grammar as a boring and difficult subject with a great deal of details, which caused them to dislike it. Perhaps this was due to the modularity of the teaching (Khasawneh 2021).

Moreover, (Sioco & De Vera 2018) stated that English grammar recognizes eight basic parts of speech in English: nouns, pronouns, adjectives, adverbs, prepositions, conjunctions, interjections, and verbs. It is essential that students develop their competence in using these grammatical elements in a fictional setting. In spite of this, the researcher who is relatively experienced in teaching English language has noted that one of their main difficulties is their lack of functional understanding of subject-verb agreement. It is becoming increasingly evident that ESL students have difficulties with subject-verb agreement, and the problem cuts across different grade levels. Most students are unable to abide by the subject-verb agreement rules from their elementary school years to their university years. It was found that not only students' essays but also colleagues' writings revealed errors in subject-verb agreement.

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

The following section will demonstrate how the research will be conducted systematically. This chapter will include the following elements: the aim, the research design, an overview of the study area, a description of the study population, the sample size, procedures for collecting samples, the method of analyzing collected data, and the presentation. This study aims to compare the effectiveness of concept-based curricula and video-based curricula in ESL primary classrooms, to determine the effectiveness of using videos to promote grammar learning in fifth grade at an American Private School in Sharjah Emirate, and to learn how to use the video method to improve the grammar of fifth grade students.

3.2 Research design:

This research has a qualitative study design. Participants were interviewed to answer questions comparing the effectiveness between concept-based curricula and video-based curricula in ESL primary classrooms. The questions have been designed for this study in accordance with the study's objectives and the literature review's findings.

The research design is divided into two sections: Systematic review of the literature and experimental research, to ensure a professional research process. Below is a flow chart detailing all the steps and sub steps.

PLAN OF WORK

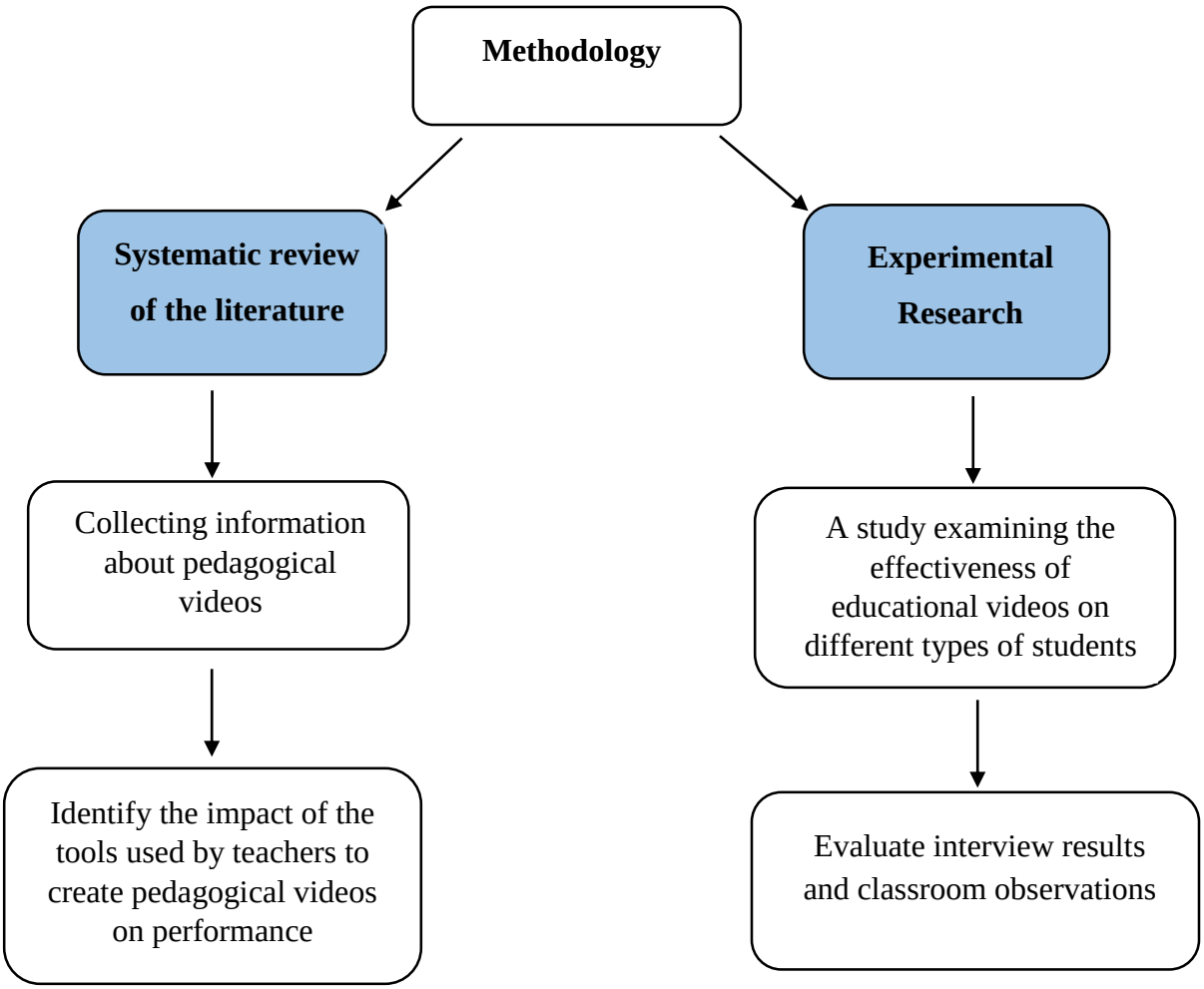

Figure 2 – Plan of work

3.2.1 Systematic review of the literature

3.2.1 a) Collecting information about pedagogical videos

Despite there is a wide range of literature that provides information about the effectiveness of video-based teaching for young learners as well as the challenges that the education system faces in terms of the teaching and learning environment, there are conflicting views on the implementation of video-based education instead of traditional instruction.

There is not a lot of literature evaluating the use of video-based curricula for teaching English grammar to elementary students, so the researcher seeks to examine the perspective of teachers utilizing video-based curricula to enhance students' attitude toward English as a second language and also evaluate the effectiveness of implementing video-based curricula for teaching primary students whether this will contribute to an improvement in the quality of education or negatively impact it.

According to Moghavvemi et al. 2018, they found in their recent study that 84% of students learned new things from educational videos, 77% received answers to questions by watching YouTube videos, 76% learned how to solve problems from YouTube videos, about 71% of students used YouTube as an academic tool, and 70.5% believed that they could learn more effectively by watching videos (related to the subject and curriculum) rather than reading books.

3.2.1 b) The effect of the tools that educators use in creating instructional videos on students' performance

Moran (2018) outlined seven tools that instructors can use to create educational videos for teaching their students: -

1. **Video camera:**

   Teachers can use the field camera on most mobile phones to record inserts and add them to video lessons by using the HD video camera.

2. **DaVinci Resolve:**

   Teachers can download the basic version of Blackmagic Design's video postproduction software to their smartphones in order to cut their videos into short clips that can be used in the classroom.

3. **High-quality Webcam:**

   It is a solid webcam with good onboard microphone so teachers can record their voices well. Students should mount the webcam at eye level to benefit from a natural camera angle.

4. **Additional lightning:**

   Teachers can record at their computer with this tool. It is crucial that they replace the harsh light of the computer screen with brighter, cleaner sources of light to avoid unflattering colors being shown on the face.

5. **Audio controls:**

   Ensure that the recording studio is very quiet, since young students will not tolerate poor sound quality.

6. **OBS Studio:**

   The Open Broadcaster Software Studio is a great educational tool for creating and recording pedagogical videos. It is essential for teachers to set up a range of scenes to transition between when teaching. Using this tool, teachers can easily prepare the exact content they want their students to see and have it pieced together instantly, rather than having to edit the video in post-production.

7. **An extended display with a second monitor:**

   For showing slides or software demonstrations, teachers can use a computer screen, and a second screen will be required for OBS Studio. It is an excellent tool for creating and recording educational videos.

3.2.2 EXPERIMENTAL RESEARCH

3.2.2 a) A study examining the effectiveness of educational videos on different types of students

Method:

This experiment was used by Blomberg et al. (2013), but has been modified for the current research based on the aims of the study and on the literature review. The researcher conducted the study in an American Curriculum School in Sharjah, United Arab Emirates. Forty primary students participated in this experiment. The purpose of this experiment is to compare the effectiveness of using a video-based curriculum with a concept-based curriculum (traditional curriculum).

There were two groups of students: Group 5 A (controlling group) studied with the traditional approach using the concept-based curriculum. While participants in Group 5B (experimental group) studied through video-based curriculum. The English sessions lasted for 40 minutes for every group. The experimenter carried out this experiment while teaching English grammar lessons. Students were given a short test as a plenary at the end of every lesson to observe if they understood what they had learned. The tests were similar in terms of content and format for both

groups A (controlling group) and B (experimental group). They contain ten different questions covering the topics discussed during the sessions in class. The observer conducted the tests using the online educational platforms Quizziz and Kahoot! For each group, the marks were calculated using Microsoft Excel and analyzed according to the research objectives. In addition, the mean average of the tests was calculated to demonstrate the percentages of each curriculum: a concept-based curriculum versus a video-based curriculum. Results of the experiment were manipulated as graphs for each group.

3.2.2 (b) Materials

The same materials were used by all participants throughout the study. Among the first steps of the observation was an evaluation of students' skills and identification of the study's target topic. Five questions about writing the verb tense were given to the students, as well as some fill-in-the-blank questions using the correct tense of the verb. There was a greater rate of inaccuracy with fill in the blank questions using the correct tense of the verb. In context with the aassessment results, the classroom teacher’s suggestions, and fill-in-the-blank questions designed for the intervention. In order to strengthen the students' sense of identity towards the country in which they live, the given sentences presented information about the United Arab Emirates. Furthermore, some sentences include numbers that are written in words to relate the lesson to other subjects such as Mathematics and to help students improve their mathematical spelling.

3.3 Participants:

The participants recruited based on convenience sampling which relies on the availability of the students in the context of the study. Basically, forty grade 5 students were divided into two groups: one group for concept-based learning (controlling group) and the other group is for video-based learning (experimental group). Consent forms were sent to the parents through Telegram in order to get their approvals. The consent forms were written in English and Arabic to make sure that the parents understand well the purpose and the procedures of the study.

As for the interviews, the English teachers were selected based on purposive criterion-based sampling. The following criteria was used to select the teachers:

1. They are using the two curriculum approaches that the research is addressing.
2. They should have more than three years of experience teaching English.

The Parents' Consent Form can be found in the appendices section **(Appendix C)** and Letter Seeking Permission to Conduct Research **(Appendix D).**

3.4 Setting:

This study took place in a school located in Sharjah Emirate that follows the American Curriculum. The English curriculum used in the classroom is Into Reading, K-6, published by Houghton Mifflin Harcourt. Each English class consisted of an English teacher and twenty fifth-grade students.

3.5 Platforms used for pedagogical videos

A variety of pedagogical video platforms were used in conducting the study. It was used to teach grammar lessons to grade 5A students by means of video-based learning method. The three platforms are: Nearpod, Edpuzzle, and Classpoint. They contain interactive questions that are built into thousands of videos aligned with standards. According to the researcher, they were selected based on searching through the platforms library by standards to find the perfect interactive video to complement the students' English curriculum at G/5 level.

3.6 Perform interviews and classroom observations

There are two data gathering tools that are employed in this research:

3.6.1 Teachers' interviews:

The researcher conducted eighteen semi-structured interviews with eighteen English teachers. The interviews discussed questions related to the effectiveness of concept-based teaching and video-based teaching to grade 5 students. The interview agenda included the following questions:

1. How do you evaluate the effectiveness of concept-based teaching in vocabulary exercises?
2. Do you think that video-based teaching of vocabulary is more effective? Why or why not?
3. In teaching grammar which strategy do you think is more effective: concept-based explanation or video-based instruction for teaching?
4. In teaching the receptive skills (listening and reading) which methodology is more effective: concept-based explanation or video-based instruction for teaching?
5. In teaching the productive skills (speaking and writing) which methodology is more effective: concept-based explanation or video-based instruction for teaching?
6. What do you recommend to improve concept-based teaching?

7. What do you recommend to improve video-based teaching?

3.6.2 Classroom Observations:

Twenty classroom observations were conducted to observe the effectiveness of concept-based learning and video-based learning in grade 5 classrooms. The effectiveness of each methodology was determined based on certain constructs as shown below:

- The students' responses to grammatical tasks in both groups.
- The students' level of engagement in both groups.

During the observations the researcher took detailed notes related to the previous constructs. The data was then showed to the teachers for member check (check for the accuracy of data). The observation checklist is attached in the appendices section **(Appendix B).**

Observations occurred most frequently between the fifth and seventh months of the academic year. It was the best time to observe since it is expected that students settled down and got used to studying and attending school after being studying online for more than one year because of the Covid19 pandemic.

3.7 Date collection:

Data were collected through a pretest and posttest grammar test that was provided to both experimental and control groups. Data collection procedures were divided into two phases:

3.7.1 Pretest:

The pretest was designed to measure and determine students' abilities to answer grammatical questions on a variety of topics without referring to educational videos. Students in this case had to remember grammatical rules and answer questions based on their prior knowledge of the topics. The teacher discussed the topic first, then explained the task, indicated the amount of time demanded to answer the given questions, and finally requested them to submit their test.

3.7.2 Posttest:

The purpose of the posttest was to recognize and evaluate students' ability to comprehend English grammar lessons after watching the pedagogical videos. The observer explained the general topic, described the assignment, displayed the video on the class projector, set a time limit for students to answer the questions, then asked them to submit their exam.

Classroom observations were then used by the researcher to compare the experimental group with the controlling group based on the students' performance in the pretest and posttest. The researcher also collected data for this study through interviews as shown in the following:

3.7.3 Interviews

In this study, the researcher analyzed semi-structured interview data from eighteen English teachers in order to determine whether concept-based teaching or video-based teaching are effective in educating fifth graders. The interviewer collected data based on the following factors:

1. The effectiveness of concept-based teaching in vocabulary exercises.
2. Effectiveness of video-based vocabulary instruction.
3. The most effective strategy for teaching grammar: concept-based explanation or video-based instruction.
4. The most effective method for teaching receptive skills (listening and reading): concept-based explanation or video-based instruction.
5. The most effective approach for teaching the productive skills (speaking and writing): concept-based explanation or video-based lessons.
6. Suggestions for improving concept-based teaching.
7. Tips for improving concept-based learning.

3.7.4 Classroom Observations:

Gebhard (1999, p. 35) defined observation as "a non-judgmental description of classroom events that can be analyzed and given interpretation". This term refers to the entire learning environment, including the educators, the learners, the resources to be used, and the location where the learning occurs. To accomplish the learning outcomes, these components interact with each other.

The data from the twenty classroom observations were analyzed by the researcher, which focused on two different aspects: -

1. A comparison of the grammatical tasks that students in both groups completed.
2. A comparison of the students' level in both groups.

During the data collection process, classroom observations were collected on Google Forms and subsequently verified to ensure accuracy. Based on the observation criteria, it is relevant to the goal of the study to determine whether video-based curriculum applications have an impact on the English primary classroom and how teachers perceive video-based curricula in comparison to content-based curricula with two items on the observation checklist, (Appendix B).

3.8 Data analysis

A variety of data instruments were used to gather data for this study, including pre- and posttests given to students in both the experimental and control groups, classroom observations, teacher interviews, and systematic literature review. Data analysis was then completed to prove the hypothesis and answer the research questions. Using the Jamovi program, the researcher begins by analyzing the data from pre- and posttests of grammar on both experimental and control groups, presenting data in percentages and line graph to show which group improved between pre- and posttests. In addition, twenty classroom observations were assessed for each group: experimental and control, focusing primarily on two constructs: grammatical tasks and level of engagement. This was followed by an analysis of the information obtained from the teachers' interviews using Google Forms. Teachers responses based on how video-based curricula have affected their classroom experience and how effective they are compared to content-based curricula. Data was analyzed by comparing and contrasting the responses of participants to each question. Finally, the researcher examined the systematic review of literature that addresses the research question: What is the impact of video-based curriculum application for teaching English grammar in ESL primary classrooms?

3.9 The validity and reliability of data instruments

It is true that validity and reliability of research instruments are extremely important to the findings of any scientific research. Additionally, according to Dörnyei (2007), validity and reliability issues

play a major role in guaranteeing the participants' performance. Validity can be defined in a broader sense as the degree to which a study reflects the specific concepts it aims to examine.

In order to establish the validity and reliability of the pretests and post-tests in this study, the entire tests were emailed to three school principals who have long experience in examining test papers for all age groups. Based on the research topic and questions, certain improvements were made in response to the principals' suggestions. This was done to ensure all possible errors committed during the field study were covered by the tests.

During the classroom observations, the researcher member checks the results with the English HOD at the school who observes the students' performance on a weekly basis during English sessions to make sure the observational instrument is reliable and valid.

Before embarking on the major study and interviewing the participants, the interview guide was piloted and adjusted accordingly. The researcher modified interview questions based on English educators' recommendations to improve the interview quality. After the interviews have been completed, the researcher discusses the responses of each interviewee with every member to confirm that the answers are valid and that each of its elements measures what it was intended to measure.

3.10 Ethical consideration:

This research used two research instruments that involve observation and interviews. The observation was conducted in primary students' classes. Therefore, the following ethical issues were addressed. Firstly, the parents of all the children involved in the study were asked for their permission and they were told about the purpose of the study. Secondly, the identities of the children and the school were kept confidential. Thirdly, if any child shows any sign of stress or anxiety or discomfort during observation, the experiment was going to be ceased immediately. Fourthly, there was no video recording during the experiment to minimize the shortcoming of observation as a tool. As for the interview, it was sent to English teachers through Google forms. Participants were informed about the purpose of the study and that they can unconditionally withdraw at any time from the research. They were also informed that their names will be anonymous. Finally, the data gathered from observations and interviews was saved in encrypted files with passwords.

CHAPTER FOUR

Results

4.1 Introduction

This chapter will present the findings of the systematic review and the research tools: classroom observations and teachers' interviews.

4.2 Results of the systematic review of the literature

This research included 89 studies. Ten studies were analysed to answer the research question: What is the impact of video-based curriculum application for teaching English grammar in ESL primary classrooms? It was found in seven studies that teaching English grammar through video-based curriculum is more fun and innovative for young learners. All of the researchers emphasized the significance of using educational videos to catch students' attention while the teacher explained the grammar lessons.

The researcher also investigated to what extent teachers, students, and guardians benefited from these educational videos, as the results of the studies revealed that the pedagogical videos assisted teachers to convey information to students in an easy and simplified manner, which enabled students to grasp the rules of the English language without suffering and making much effort.

Furthermore, students greatly benefited from the teachers explaining English grammar rules via video -based curriculum and receiving scientific content in audio and video format, which allowed them to better comprehend English grammar rules and encourages them to actively participate with their teachers in the classroom.

Several studies indicated that it is difficult for the parents whose first language is not English to understand all the English grammar rules. As a result of watching the educational videos, they have better understood the lessons and are following up the progress of their children at home.

Additionally, five studies concluded that the use of educational videos to explain grammar lessons to primary students proved many advantages for English language teachers, as it reduced the teachers' workload and attracted students towards the grammar lessons, which increased student achievement rates.

4.3 Results of the pre-tests and post-tests.

In the following table 1 and figure 3, the results from the grammar tests of G/5A students (experimental group) are presented. The scores were analyzed using Jamovi. Figure 1 below clearly displays the differences in scores between the pre-test and post-test in the experimental group. Compared with the pre-test the post-test group had a higher maximum score, but the minimum score was almost equal. This indicates that the high-level students' grammar abilities were excellent than the rest of the class because they gained these scores prior to treatment. Moreover, slight improvement was shown with the low-level students.

No.	Students in the experimental group	Pre-test	Post-test
1.	Student 1	91%	100%
2.	Student 2	91%	100%
3.	Student 3	91%	100%
4.	Student 4	86%	100%
5.	Student 5	86%	100%
6.	Student 6	80%	90%
7.	Student 7	80%	90%
8.	Student 8	80%	90%
9.	Student 9	73%	85%
10.	Student 10	66%	80%
11.	Student 11	60%	80%
12.	Student 12	53%	70%
13.	Student 13	46%	70%
14.	Student 14	46%	65%
15.	Student 15	40%	65%
16.	Student 16	33%	50%
17.	Student 17	26%	35%
18.	Student 18	20%	28%

19.	Student 19	20%	25%
20.	Student 20	13%	15%

Table 1 – Students performance in the experimental group

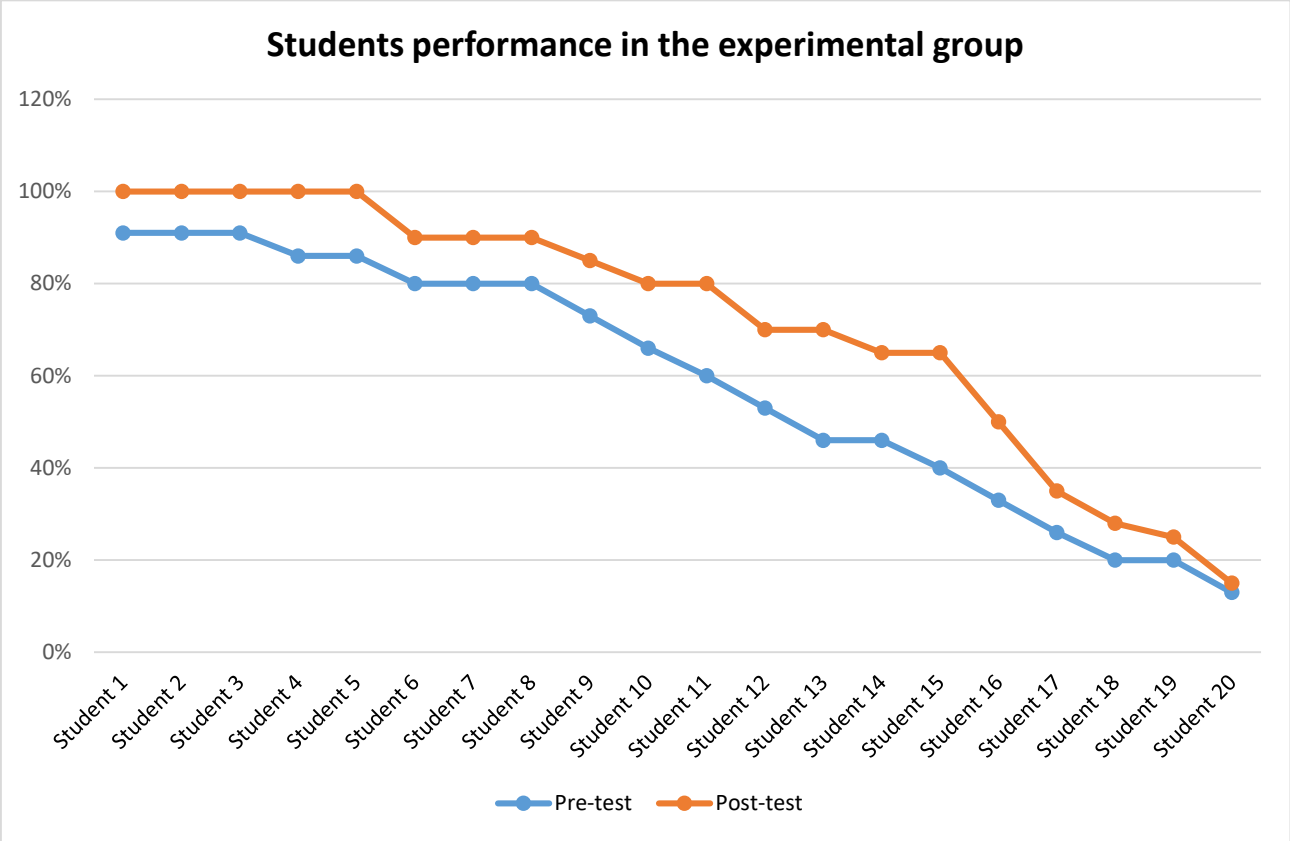

Figure 3 – Students performance in the experimental group

The first section devotes the results of the reliability and validity of the observational instrument. In addition, the data presented on the reliability of the item-by-item interobserver agreement of the total measure, the empirically derived subscales, and the internal consistency of the measure overall are displayed.

The second section analyzes how well observed teaching practice predicts student grammar outcomes (i.e., criterion-related validity) or what evidence supports the validity of using the observational system.

4.4 Instrument 1: Language education observations

The researcher observed grade 5 students during their English sessions by conducting twenty classroom observations to observe the effectiveness of concept-based learning and video-based learning in grade 5 classrooms. The effectiveness of each methodology determined based on certain constructs as shown below:

- The students' responses to grammatical tasks in both groups (experimental and controlling).
- The students' level of engagement in both groups (experimental and controlling).

For the observation, the observer divided forty fifth-graders into two groups into two groups: grade 5A students studied grammar lessons through video-based learning representing the experimental group, while grade 5B students studied the same lessons through concept-based learning depicting the controlling group.

The observation checklist is presented in the appendices section **(Appendix B).** Below is an example of an observational checklist that was used to observe grade 5 students in the English classes.

Day and date: Monday 17 January 2022

Topic: Tenses

1. Students' responses to grammatical tasks in experimental group (Grade 5A).

	1	2	3	4	5	
Beginner - many mistakes	○	○	○	●	○	**Advanced - Few to no mistakes**

2. Students' level of engagement in experimental group (Grade 5A).

	1	2	3	4	5	
Actively Disengaged	○	○	○	○	●	**Fully Engaged**

Figure 4 – Observational checklist of group 5A

Day and date: Monday 17 January 2022

Topic: Tenses

1. Students' responses to grammatical tasks in controlling group (Grade 5B).

	1	2	3	4	5	
Beginner - many mistakes	○	●	○	○	○	**Advanced - Few to no mistakes**

2. Students' level of engagement in controlling group (Grade 5B).

	1	2	3	4	5	
Actively Disengaged	●	○	○	○	○	**Fully Engaged**

Figure 5 – Observational checklist of group 5B

4.5 Results of observation checklist information

In order to apply the experiment on the primary level specifically grade 5, the experimenter implemented video-based curriculum while teaching twenty grammar lessons for grade 5A – the experimental group. Meanwhile, grade 5B – the controlling group received the same lessons through a concept-based curriculum without utilizing any interactive videos during the classroom teaching process.

The experimental group (grade 5A students) showed a great deal of motivation and performed extremely well while watching the pedagogical videos. It was noted that the majority of the learners showed very good concentration and great responses during each pause between videos to answer the given questions. Thus, young learners especially low-level students for whom English is not a native language and face a lot of challenges to understand English grammar lessons were engaged in a very effective learning environment.

Moreover, it was predicted that the students understand the lessons very well and that they reached the point where they asked the researcher complicated questions after watching the videos, which

led the observer to believe that their minds were thinking deeply of each topic they had studied. In addition to, they were feeling very excited and interested to learn the lessons. Students at the high and medium levels both demonstrated excellent performance, and the researcher was impressed by their mental abilities.

Each pedagogical video was followed by a short test to evaluate the students' comprehension of the educational material presented in the videos as a plenary at the end of the session. Accordingly, the following findings were gleaned:

1. High-level students used to get full marks during traditional learning have performed the given tests in record time, which is half the time expected to answer the questions, reflecting their excellent understanding of each lesson.
2. For the students with intermediate skills, they achieved the final grade and were extremely delighted with their achievement, which inspired them to learn more grammar rules.
3. Among students with slightly low performance percentages on the exam, the researcher found their passing rate to be higher than the concept-based curriculum, reaching 75%.

A similar experiment using the same methodology was conducted on the controlling group of 5B, teaching them the same lessons as in the experimental group - class 5A, but using concept-based curriculum and without watching any interactive videos while explaining the lessons. After that, the researcher administered exactly the same test as that done on the experimental group 5A, and it emerged that the vast majority of students experience the same difficulties in grammar lessons that they had previously suffered from continuously, and they keep repeating the same mistakes. Another notable difference was that 80% of the students seemed to be absent-minded and bored during the classroom sessions, which was completely different from the experimental group 5A.

Students' performance is compared in figures 6 and 7 below in both experimental and controlling groups. In the controlling group, 64% of the students were beginners, 25% were intermediate level, and 11% were advanced. In contrast with the experimental group, it shows 25% of the students were beginners, 50% intermediates, and 25% advanced. Comparing video-based learning to the traditional method (concept-based), this study proves that video-based teaching is more effective in improving students' ability to learn grammar rules.

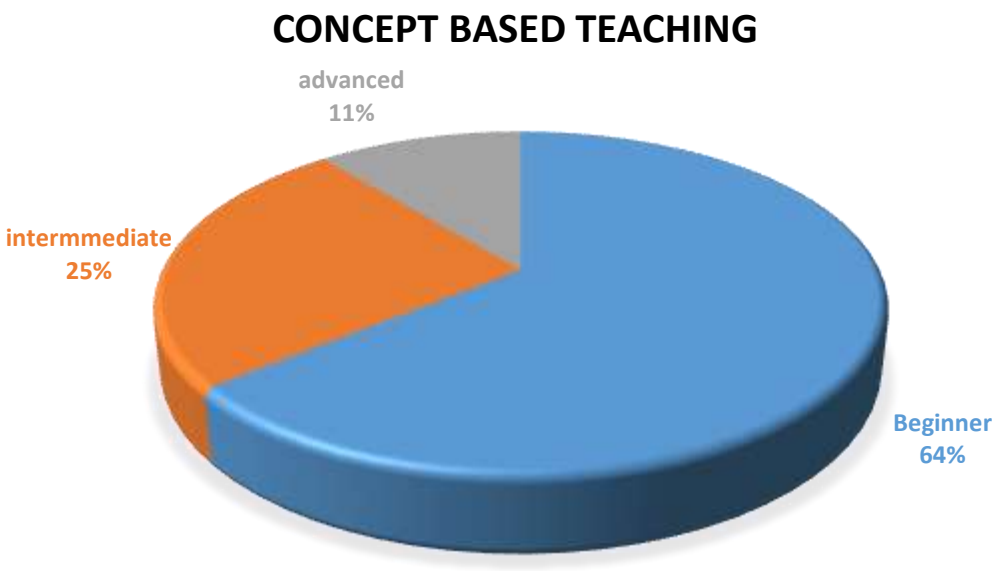

Figure 6 - Teaching English tenses via concept-based learning

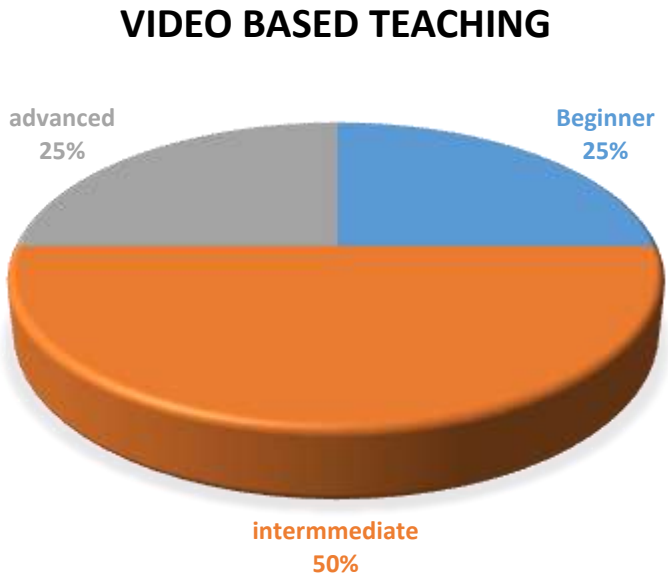

Figure 7 - Teaching English tenses via video-based learning

4.6 - Instrument 2: Interviews with teachers:

Due to the Coronavirus Pandemic (COVID 19), the researcher conducted the interviews online with fifteen English teachers. The interviewer arranged individual Zoom sessions to communicate with the participants. Their gender is mixed: male and female. There is a range of ages among the participants. Each of them works in the educational sector as a primary English school teacher in a different region of the United Arab Emirates.

The interview consists of two sections:

- **Demographic information is presented in Section A:**

  In this section, participants were asked six questions about their gender, age, nationality, educational degree, organization type they work for, and teaching experience.

- **Section B includes the following:**

  Participants were asked seven questions to gather information for the two research questions, which are:

  1. What is the impact of video-based curriculum application in the ESL primary classroom?
  2. What are English teachers' perspectives about the effectiveness of video-based curricula as compared to content-based curricula?

The following are the seven interview questions (Appendix A):

1. How do you evaluate the effectiveness of concept-based teaching in vocabulary exercises?
2. Do you think that video-based teaching of vocabulary is more effective? Why or why not?
3. In teaching grammar which strategy do you think is more effective: concept-based explanation or video-based instruction for teaching?
4. In teaching the receptive skills (listening and reading) which methodology is more effective: concept-based explanation or video-based instruction for teaching?
5. In teaching the productive skills (speaking and writing) which methodology is more effective: concept-based explanation or video-based instruction for teaching?
6. What do you recommend to improve concept-based teaching?
7. What do you recommend to improve video-based teaching?

4.6.1 Results of demographic information

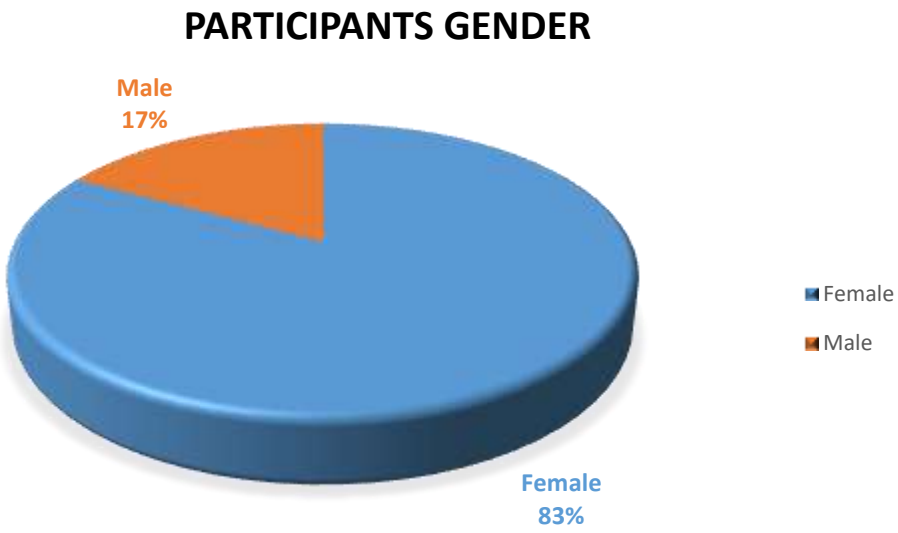

Figure 8 - Gender distribution of participants

The pie chart above illustrates that 15 (83%) of the interview participants were female, while only 3 (17%) were male. This suggests that females made up the majority of interviewees.

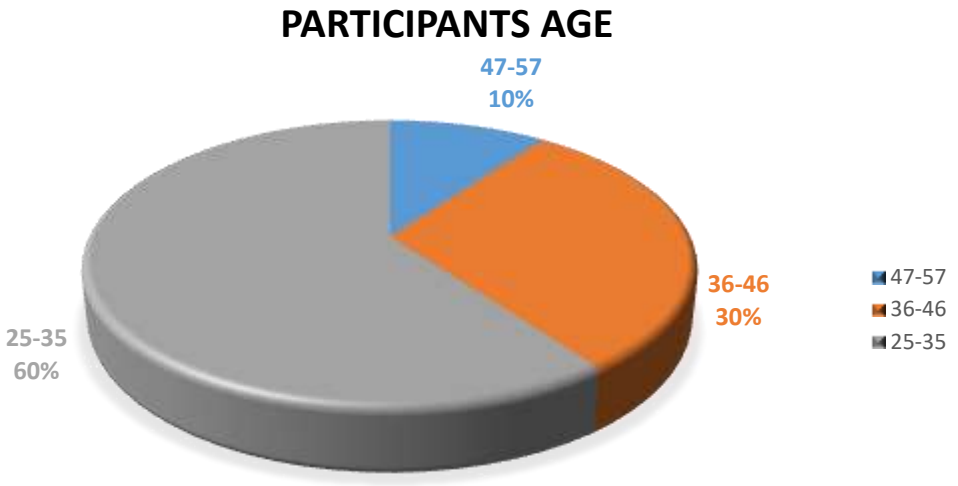

Figure 9 - Age of the participants

This chart indicates the ages of participants ranging from 25 to 57 years old. According to the results of the interview, most of the interviewees in the study are between age 25 and 35.

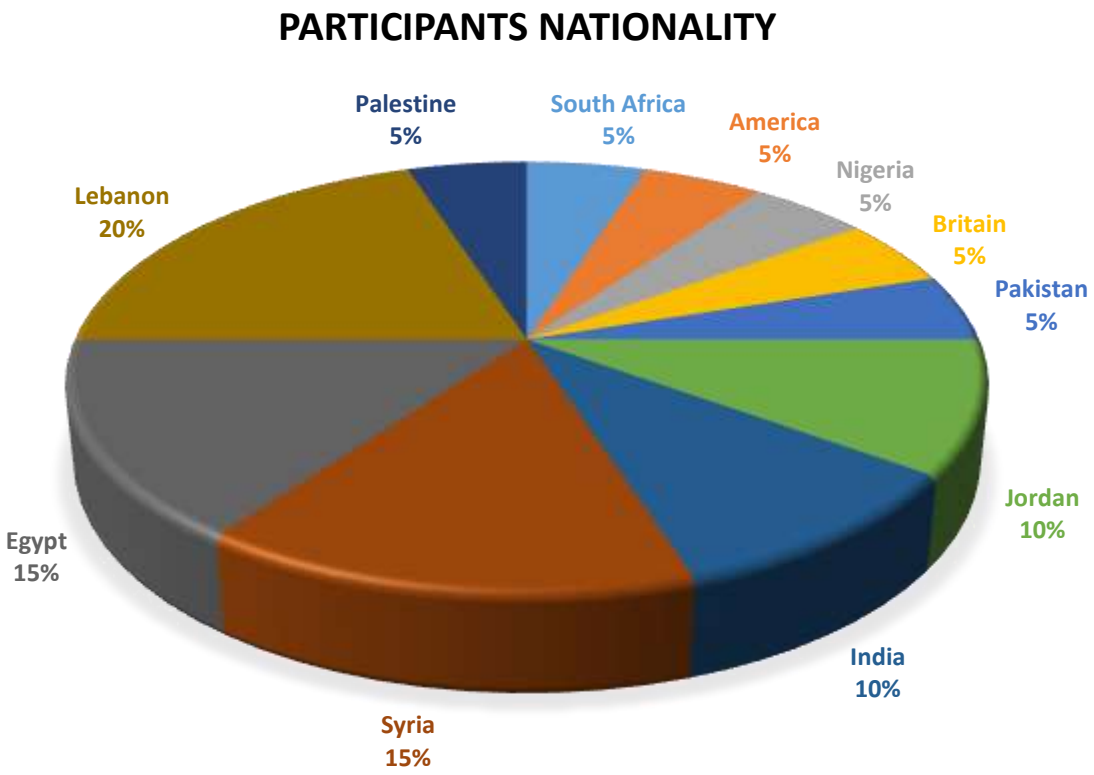

Figure 10 – Nationality of the participants

The pie chart depicts that the interview participants are from eight different countries around the world. The following is a list of the nationalities of the participants who took part in the study: - Teachers from Lebanon make up the highest percentage, four (20%). Egyptian teachers earn the second highest percentage, three (15%), and Syrian teachers earn a similar percentage, three (15%). After that, Jordanian teachers were represented by 2 (10%) and Indians by 2 (10%). A Pakistani teacher (5%) has the lowest percentage, followed by a Palestinian teacher (5%), a South African teacher (5%), an American teacher (5%), a Nigerian teacher (5%) and a British teacher (5%).

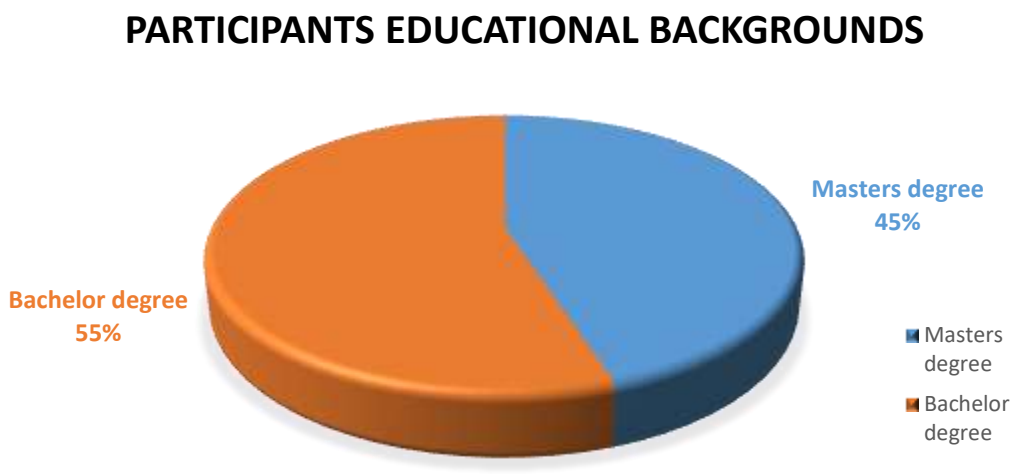

Figure 11 – Participants' educational backgrounds

The pie chart above indicates that nine of the participants (45%) are Masters degree holders, while eleven (55%) hold Bachelor degrees.

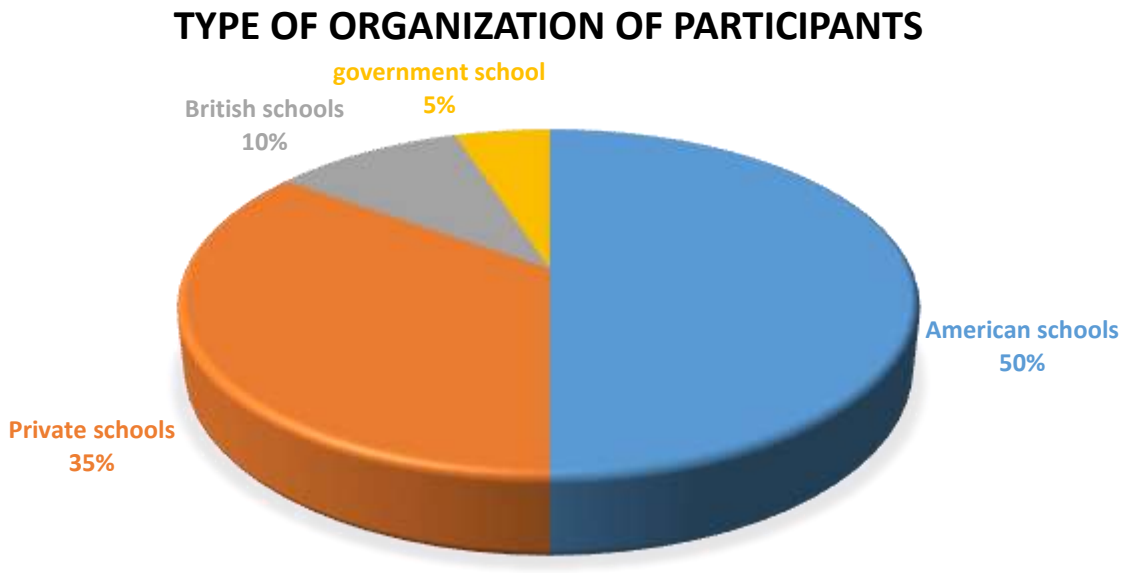

Figure 12 – The type of organization of participants

Participants work in a variety of organizational institutions, as evidenced by the pie chart above. A total of ten teachers (50%) work in American curriculum schools, while seven instructors (35%) teach in private schools, and two teachers (10%) work in British curriculum schools. The lowest

percentage is one teacher working in a government school (5%). The pie graph indicates that the majority of participants work in American curriculum schools.

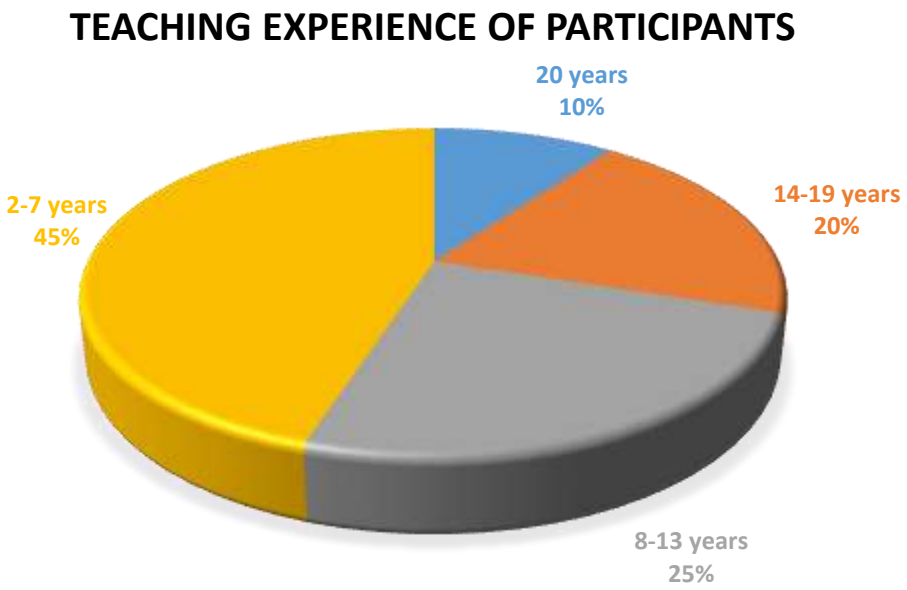

Figure 13 - Teaching experience of participants

The chart above illustrates the teaching experiences of the participants. More than two out of fifteen participants (40%) have more than 20 years of teaching experience. Among the participants, three teachers (20%) had teaching experience between 14 and 19 years old. A total of four teachers (26.7%) had experience ranging from 8 to 13 years. On the other hand, six teachers (40%) have had experience in the educational field for 2 to 7 years.

Analysis of the teachers' views regarding the efficacy of video-based and concept-based curricula in ESL primary classrooms.

4.6.2 - The effectiveness of concept-based teaching in vocabulary exercises

Once the interviewer had asked the demographic questions, the respondents then began to give their perspectives on the effectiveness of video-based curricula versus concept-based curricula. This is the first question in the second section of the interview. The question is how do you evaluate the effectiveness of concept-based vocabulary exercises? There was a wide range of responses from the participants regarding this question.

The results of R1, R7, R8, R11, R14, and R17 suggest that concept-based has good effect for teaching vocabulary. While R2 and R18 are not certain of the effectiveness of concept-based learning in which it would sometimes help in making vocabulary more understandable to students, they said, "It would not always work". This opinion is similar to that of R3, which states that other approaches are more effective. Comparatively to R16, who explained that concept-based teaching is a method that has existed for a long time so it is considered the best way to teach, but teaching using videos and animations may be easier to reach students' minds.

Based on R4 saying, concept-based teaching is critical, as it is important to define terms at the beginning. Furthermore, R6 noted that it is essential for the foundation of constructing a vocabulary repertoire. In addition, R10 demonstrated that concept-based teaching assists students to enhance their skills in learning new vocabulary words. R5 also clarified that concept-based is extremely effective for young children in early childhood education. In order for children to learn vocabulary, concepts must be introduced. As opposed to R13 who claimed it is more effective in higher grades because learners at that time have a rich lexicon to support their learning process compared to the lower graders. Similarly, R15 believes that this approach of teaching cannot be effective enough for primary school students since they are unable to read properly at this age. It might be useful in teaching middle and high school.

According to R12 concept-based teaching affects oral questioning and multiple-choice vocabulary questions. R9 emphasized that vocabulary knowledge is not a skill that can ever be mastered; it expands and develops over a lifetime.

4.6.3- The effectiveness of video-based curriculum in the teaching of vocabulary

As stated by R1, video-based curriculum provides more stimulation to the major body senses, which includes watching animations as well as hearing explanations much better than traditional teaching methods.

R2 and R7 both said that it is of course beneficial for the students to be able to understand and remember the vocabulary. In addition to R8 and R17, who clarified that it is more effective because it draws the student's attention. However, R3 and R5 believe that video-based curriculum does not produce any positive effects on children in early years education.

R10 argued that videos are an important component of teaching vocabulary to young learners, since they grab their attention and are amenable to watching them. Likewise, R13 remarked that learning vocabulary through video content is more successful for lower grades because they can grasp the world around them through their senses.

In the view of R4, both concept-based and video-based learning are vital. According to R6, the effectiveness of video-based learning depends on the type of learner, whether visual, auditory, or kinesthetic. As an example, R11 demonstrated that video-based teaching is very effective because many students are visual learners. Further, R12 explained that visual aids always enhance teaching and learning processes.

R9 also suggested that children need to know a variety of words to learn and understand the stories they encounter in school. Having too little knowledge about the words a child hears can affect their comprehension.

R14 agreed that the video concept curriculum is more effective. Videos present the vocabulary in a visual representation along with the correct letter sounds, allowing the child to easily absorb the information. R15 confirmed that video also combines visual and audio stimuli, making it accessible to those learners who have not yet mastered the skills of reading and writing. In addition, R16 proved that video based curriculum is more effective for teaching vocabulary, because watching a video strengthens and grows the memory of the students, which helps them remember the information as they see it through their eyes, hear it through their ears, and write it down physically, so the possibility of remembering the data is more abundant than simply reading it from a text book.

4.6.4 - Comparison of the most effective instructional approach for teaching grammar: teaching with video-based explanations or using concept-based explanations.

Figure 14 - Instructional approach for teaching grammar

Based on the pie chart, 14 (75%) participants believe video-based instruction is effective when teaching grammar and 6 (25%) respondents prefer concept-based explanations.

4.6.5- Analyzing the most effective methodology of teaching receptive skills (listening and reading): concept-based explanation or video-based instruction.

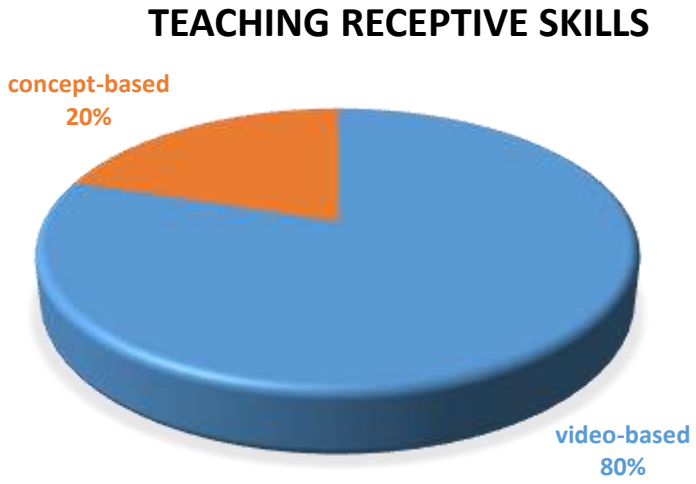

Figure 15 - Teaching receptive skills

The pie chart revealed that 16 (80%) participants find video-based instruction is effective in teaching receptive skills (listening and reading), compared with 4 (20%) participants who believe concept-based explanations are more effective.

4.6.6- Comparing the effectiveness of concept-based explanation versus video-based instruction to teach productive skills (speaking and writing).

Figure 16 - Teaching productive skills

The pie chart depicted that 11 (55%) of respondents said concept-based explanation is effective for teaching productive skills (speaking and writing) as opposed to 7 (45%) of respondents who would prefer video-based instruction.

4.7 – Recommendations for improving concept-based teaching:

During the interview, participants shared several recommendations with the interviewer regarding how concept-based teaching can be improved.

R1 suggested improving concept-based teaching by giving learners short essays and well written texts because the more organized the concepts are, the easier it is for them to retain and comprehend. According to R2, clear instructions should be given in a limited amount of time and should not exceed 10 minutes per class. Moreover, R3 and R7 theorized that concept learning should be more interactive. While R4 advised that concept-based teaching may be improved by getting students to think outside the box. R5 claimed that by applying differentiated instructions to all students, concept-based teaching could be enhanced. Furthermore, R6 noted that using incorporating visuals can be beneficial for concept-based teaching. Additionally, R9 stated that categorizing, naming, and sorting activities should be used while teaching. R10 mentioned that repetition makes concept-based teaching more effective. Likewise, R16 remarked that repeating concepts multiple times and having some written words on the board would stimulate the students' sight and hearing. On the other hand, R12 points out that blended learning with live examples is better for teaching concepts. Similarly, R13 said concepts can be improved by demonstrating them with examples. Nevertheless, R14 discussed another method for improving concept-based teaching by asking students critical thinking questions. In contrast, R15 emphasized shortening the time for explanation and giving students a chance to share ideas on the given concepts. Further, R17 noted that concept-based teaching can be developed by using effective strategies and simplifying concepts. R18 concluded by explaining that improving concept-based teaching can be accomplished by asking students to elaborate the concept in their own way or by providing games to complement concept teaching, but definitely by increasing practice and experience. Below are some of the recommendations made by participants for improving concept-based education as shown in figure 17.

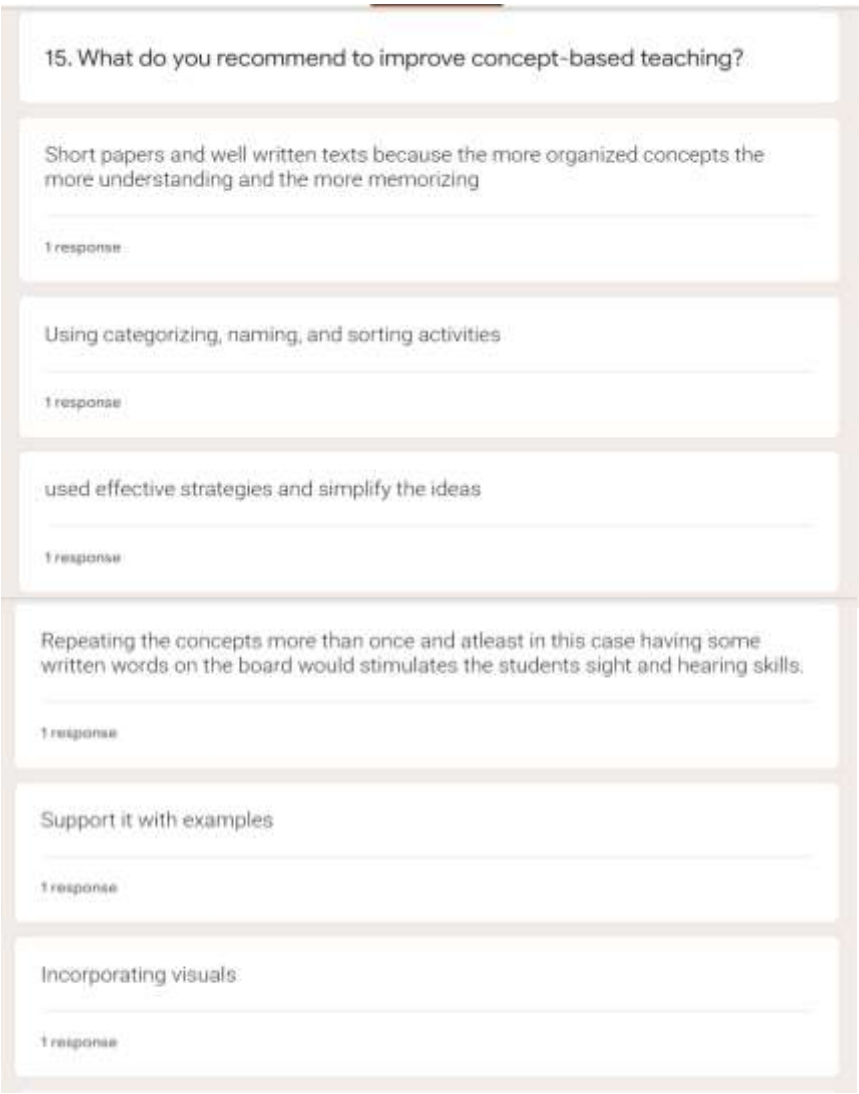

Figure 17 – Participants' suggestions on how to improve concept-based teaching

4.8 – Recommendations for improving video-based teaching:

The respondents offered various suggestions for improving video-based teaching:

Teachers should pause videos and give brief explanations for each section of the video, as suggested by R1. R2 and R9 both agreed that the videos must be interesting and should be delivered within the class timing, rather than at the beginning. To make it more effective, it should be used to get students' attention back. Also, R4 and R14 stated that videos should be concise and relevant to the idea. Using pre-recorded videos and encouraging children to access

online platforms for better learning can improve video-based teaching, according to R5. Furthermore, R6 indicated that adding scripts might contribute to improving video-based teaching. R7 explained that interaction is a crucial aspect of developing video-based learning. Nevertheless, R8 stated that video-based teaching can be improved by increasing proficiency in digital literacy and communication, which are key 21st-century skills. Additionally, R10 suggested that instead of just watching a video, it should be followed by a discussion. Furthermore, both R12 and R13 highlighted that video-based teaching is enhanced when accompanied by interactive activities. R15 emphasized making short and simple videos that could be used in the classroom as teaching tools. In addition, it is vital to allow time for students to discuss and share ideas. Also, students should have access to the videos at all times to re-watch them. According to R16, video-based teaching can be improved by choosing videos that describe a topic easily in the shortest period of time possible, so that students do not get bored at all or get distracted while watching. Further, the teachers need to pause the video after each concept in order to ensure the students fully understand the concepts. R17 advised selecting appropriate videos. R18 mentioned that video-based learning can be made more effective if students make their own videos while explaining the lesson or if they are provided with several video tutorials which contain simple games or drawings.

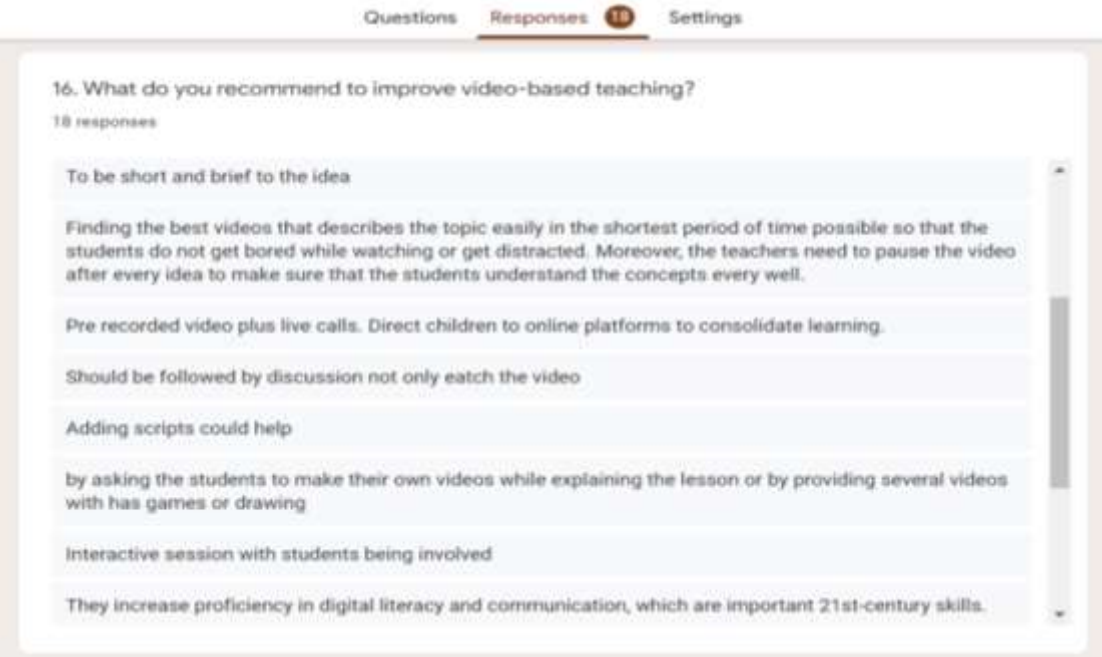

Figure 18 – Participants' suggestions on how to improve video-based teaching

4.9 – Participants' suggestions regarding the efficacy of both concept-based teaching and video-based teaching

Participants discussed some suggestions and comments regarding the effectiveness of both concept-based teaching and video-based teaching at the end of the interview. They suggest that both methods of teaching complement one another, and using only one approach may lead to boring lessons. For instance, blended learning involves both concept and video teaching.

According to the participants, video concepts can be used as a teaching tool, however, videos should be short and focused on the idea. In addition, it is important that teachers find the best videos that describe the topic as simply and briefly as possible and in the shortest amount of time so that students are not bored or distracted while watching. Further, teachers should pause the video after every idea to ensure that students understand the concepts clearly. The video-based teaching process can also be improved through the use of pre-recorded video, live calls, and the use of online platforms for consolidated learning and including scripts. Educators need to ask the students to make their own videos while explaining lessons or by providing the students with several videos that include games and drawings. Some participants noted the importance of watching the video followed by discussion, not just watching the video. Also, it is essential to give students enough time to discuss and share ideas. Additionally, teachers should provide students with access to the videos at all times. Other participants suggested it should be interesting videos, and at the end of the class, not at the beginning. This would be more effective if used to grab the students' attention.

CHAPTER FIVE

Discussion

The following section presents the results of the current study. These findings have been presented in light of the research questions that guided this research. Results of the study related to the hypothesis of the research question: "What is the impact of video-based curriculum application in the ESL primary classroom?"

In order to answer this question, the researcher conducted an experiment comparing the performance of two different groups of 5th graders. The students studied the same lessons, but by employing different approaches for each group: a concept-based curriculum and a video-based curriculum.

It was evident that the grade 5A group performed better when they watched interactive videos of each lesson. The study found a positive correlation between video-use and learning grammar lessons. In spite of the fact that different types of information such as spoken language, written text, and visual information carry the same message, the way the information is understood as input varies depending on the circumstances and the student. When analyzing the attitudes of students toward listening and watching the educational videos as opposed to just learning the concepts from their teachers and grammar textbooks, it would be fair to conclude that the qualitative data supports the quantitative data results. In terms of motivation, willingness, and enthusiasm, the students in the control group (group B) were less motivated, eager, and enthusiastic in learning the grammar lessons and doing task-related activities compared to the experimental group (group A) who watched the video. Most of the students in the concept group complained of boredom, teacher detailed explanations, and classmates' issues that were created within the class due to the frustration associated with the learning environment through traditional approaches; however, the students in the other group expressed that they were very interested and how the videos positively affected them. To my surprize, none of the students in the video group had difficulty understanding the content and concepts in the lessons; however, most of the students in the concept group had difficulty understanding because they were not much engaged, they were absent-minded and distracted due to the lack of attraction towards the lesson, or due to excessive explanations from the teacher, which made it challenging for them to grasp the required information. An example of

a comment from a student supports the idea that watching videos can help students and encourage them to learn grammar and remember it later on.

"I still dream about them (the characters in the video), the way they are smiling to each other and glancing at each other. Meanwhile, I suddenly remembered their explanation of the English grammar lessons."

Numerous studies have been conducted on the relationship between videos and English language skills including writing skills (Alvi et al. 2021; Styati 2016; Özkurkudis & Bümen 2019), reading skills (Teng 2022; Kuhail & Aqel 2020; Metruk 2018), speaking skills (Muakhiroh & Saadatuddaroini 2020; Masruddin 2018; Riswandi 2016), listening comprehension (Namaziandost, Nasri & Akbari 2019; Kim 2015; Chan, Lei & Lena 2014), as well as English literature (Khalid & Muhammad 2012; Wu, Marek & Wu 2009), and general language learning but the main objective of this study is to evaluate the effectiveness of using pedagogical videos in teaching English grammar to ESL primary learners. Despite this, previous studies have not examined the relationship between learning English Grammar and video. Thus, this study contributes to the grammatical learning of language by demonstrating the impact of video on language learning.

A study by (Dimitriu 2018) analyzed the pros and cons of incorporating pedagogical videos and movie clips into the English learning curriculum. Most of the students attend class before or after dealing with a range of extra-curricular issues. They are members of a new generation of youngsters who see technology as an extension not only of everyday life but also of their thinking and behaviour patterns. Despite the use of technology tools like computers or projectors, smartboards or learning platforms, learners tend to respond less effective to traditional approaches of teaching grammar or specialised vocabulary. By utilizing some of the most influential pedagogical concepts in the field, short videos can be used to boost both student interest and their ability to acquire vocabulary and grammar skills by systematic use of videos, which are readily available on the Internet and through mobile technologies.

In this study, the researchers found that video can facilitate the learning of English grammar rules and when students have access to visual aids such as video clips, they find that it motivates them. In contrast to this study, there have been previous studies that present contrarian findings. Sever, Oguz-Unver and Yurumezoglu (2013) concluded that using videos as a method of inquiry-based teaching had disadvantages. Among these disadvantages was that students felt uncomfortable

having to watch the video in the dark for a long time. In addition to (Behesht et al. 2018) made a point in their study describing the explosion of the number of televisions, computers, and mobile devices in the last few decades and how video is now considered one of the easiest, and fastest, teaching approaches in education. However, this approach is not widely praised. Moreover, many students still prefer traditional learning for a variety of reasons, such as technical difficulties, making it a more complex method. Some of the video-based learning disadvantages include:

- **The importance of having equipment:**

  With VBL, one of the major problems is the need for a computer or mobile device to watch videos. Consequently, due to this simple reason, many learners do not have access to these videos. Despite the prevalence of smartphones in American schools, they are rarely used for learning purposes. Most high schools now allow students 13-17 to use mobile phones, as nearly 88 percent. As a result, schools now shift their mobile phone policies to fit the needs of today's students. It is common for students to bring their smartphones to school so they can socialize with their classmates outside of the class. Yet digital devices can serve as a powerful educational tool as well (Clayton & Murphy 2016).

- **Inability to control learners:**

  Some learners are less motivated, and using this instructional method will put them at risk since there is no specific time to set aside for studying, and also, they have to plan everything regarding their studies themselves. As Michael (2015) pointed out, learners with low motivation often fall behind with eLearning due to the lack of set schedules to accomplish it, and they are responsible for directing their own learning. eLearning can become complicated and frustrating without a routine or fixed schedule as different deadlines often apply to different people at different levels of learning.

- **Video is an individualistic medium:**

  Additionally, video-based learning has the disadvantage of promoting individualism, which can make the education process more difficult. Group learning and team work allow learners to share their skills and solve problems more efficiently. Despite the fact that VBL provides learners with the opportunity to study at their own pace, this can also be considered one of its limitations. According to Galbraith (2004) motivating factors are heavily influenced by emotions. When learners are motivated, they perform well in tasks. An individual working on

a task may feel frustrated and stop, while an individual working with a team on a task may feel joy and keep going.

- **Instructional approach:**

  Learning through instructional videos may not be attractive to some students due to their lack of experience, especially when students are expected to do some challenging activities or show pragmatism. Reading words and having discussions might be more effective for students than watching instructional videos when performing any task. In a comprehensive study, Koedinger et al. 2015, reported that learning theorists state that merely acquiring information is not the most effective approach to learning. Instead, effective learning involves doing and interacting with others. Despite the popularity of video lectures, many Massive Open Online Courses, or MOOCs, also include interactive activities that encourage learners to learn by doing. In their research, they investigate the learning benefits of informational resources (e.g., videos and text) in MOOCs, as opposed to the learning by doing provided by interactive activities. During an experiment, it was discovered that students who performed more activities learned more than students who watched more videos or read more pages. More than six times as many learning benefits can be derived from extra doing (1 SD increase) than from extra watching videos or reading. Based on their findings, video lectures are found to be of limited value for student learning, and more interactive activities are found to be more effective.

- **Issues associated with isolation:**

  When learning a new subject, some learners prefer to ask questions face-to-face and get immediate responses from their instructors. Some students may feel isolated if they do not receive an immediate feedback when watching instructional videos because they are not supported and reassured by their teachers. As Robinson, Pope and Lynda (2013) noted, less effective learners tend to employ minimal self-regulation strategies and rely heavily on external feedback from educators or tasks to improve their performance. Consequently, less effective learners will rarely integrate feedback in ways that will increase their future learning. Overreliance on the lecturer to assist with the feedback process can result in dissatisfaction with feedback as students feel that they are no longer well supported by the tutor as in previous educational experiences.

CHAPTER SIX

Conclusion

The following were the main conclusions drawn from the findings of the study comparing teaching English grammar using a video-based approach and a concept-based approach to grade 5 students. Video is a useful tool for teaching and learning in English classes, especially during online lessons. By using attractive visuals, students are better able to comprehend the material being taught. Additionally, the use of video-based learning as a medium for interactive teaching can also have a positive impact, for example, enhancing students' cognitive abilities, improving their learning performance, developing their interest and motivation, and strengthen their understanding of the concepts being taught in English grammar lessons.

This study is relevant to the general discussion of video use in classrooms. Currently, the Ministry of Education in United Arab Emirates is planning to integrate technology into classroom settings and provide teachers and students with technological devices. Based on the findings of this study, these devices can be beneficial for teaching and learning if they are combined together with the right materials.

A further research could be conducted to add the variable of gender to the observation checklist. The learners' gender was not examined in this study. On the other hand, I would like to explore whether gender makes a difference in the means of implementing video-based curriculum compared to concept-based curriculum in another study.

Additionally, a comparison was made between two groups of students based on only one aspect of the learning process, English grammar. In future studies, I would like to investigate the impact whether video-based curriculum vs. concept-based curriculum resources affect other aspects of language learning such as vocabulary, speaking, reading, and writing.

Also, from my experience in teaching, I have noticed that students get more motivated, engaged, and any class incidents are completely avoided for the entire class period when they are shown educational videos about the topic they are supposed to study. In light of this, a study on the effectiveness of videos in teaching English grammar to high school students could be an interested research topic for future study. Most students at this age are constantly arguing with their peers

during lessons, which results in a weak classroom management system. Thus, integrating videos could potentially attract their attention and make them focus on the lesson.

- **Study Limitations**

  This research was based on the following hypotheses:

- **Limitation of objectivity**

  This study focused on teaching English grammar based on the second unit of the grammar practice workbook for primary stage students (Grade 5). In addition, the implementation of interactive videos was limited to the programs Nearpod, Edpuzzle, and Classpoint.

- **Temporal limits**

  This study was conducted in the second semester of the academic year 2021/2022.

- **Human limits**

  This study was applied to English classes in two sections of the fifth grade at an American Curriculum Private School in Sharjah-Al Yarmouk, United Arab Emirates.

This study was limited by the fact that there were forty participants which can be considered as a small sample size. Thus, the participants could be increased in further studies. Furthermore, this research was also carried out in a particular setting with specific students in an English Second Language (ESL) environment. Consequently, drawing generalizations and applying the findings of this small-scale study may result in incomplete conclusions in other contexts.

Researchers can use this study as a calling card to conduct similar researches within their own teaching environments, so that language teachers can benefit from an understanding of the varying teaching contexts around the world.

6.1 - Recommendations:

Based on the findings, the researcher recommends the following:

- Demonstrating scientific experiments to students in the classroom while teaching using educational videos to observe to what extent those videos benefit student learning.
- Videos can be used for teaching a wide range of subjects, including Geography, Mathematics, Science, Arabic Language, and Islamic Education. This may create a positive environment and make it easier for primary students to comprehend the required lessons.

- For instance, Geography. By watching educational videos, students will become familiar with seas, oceans, rivers, deserts, agricultural areas around the world, places of countries and continents, as well as the population of each country, etc. Frazier and Boehm (2012) conducted a study on the effectiveness of web-based professional development for Geography on teacher satisfaction with the Geography: Teaching with the Stars program "Globalization" and found the video-based program at least as important as the "real teacher" face-to-face method. By watching educational videos, learners can see the lessons being taught in an actual class environment, as well as the desired outcomes of the lessons. Moreover, they can re-watch the videos and all the other resources on the website. This gives them a chance to digest and absorb the content. Video viewers have the ability to manage their own time and can watch the videos multiple times; in face-to-face teachings, there is not a lot of time and the information cannot be repeated once the session has ended.
- As for the Math subject, they will learn arithmetic and word problems in an engaging and entertaining manner that grabs their attention.
- As a science subject, students will be introduced to different types of plants via the interactive videos. Furthermore, they will be able to see and hear how plants are grown. Aside from learning about space and planets, they will also discover information about the human body and animal parts. Using YouTube videos as a teaching method, Bohloko et al. (2019), asserted that students who learn through the instructor's method outperformed students who learn through traditional methods. Incorporating videos into science teaching can complement traditional teaching approaches with a great deal of benefits for learners' cognitive development as a result of the statistically significant difference observed in their achievement levels. Curriculum developers and educators should promote the use of audio-visuals, especially in Chemistry, in order to create learning environments that facilitate meaningful learning. In Lesotho and other environments with limited laboratory resources, the integration of internet-based videos in science teaching will contribute to shifting the dominance of 'chalk and talk' approach.
- Learning the Arabic language can also be achieved through the use of pedagogical videos. Listening to interesting stories and learning grammar rules might assist young learners become better at learning Arabic. Salahuddin, Fauzi and Mauludiyah (2021) predicted that the use of technology for educational purposes has a positive effect on student learning outcomes.

Technology can be used to enhance the learning environment and become more varied and innovative, so that young learners can better understand the material presented by the teacher, especially when studying Arabic vocabulary. Researchers created a video in the form of an animated video by utilizing an application called a KineMaster in order to enhance mastery of Arabic vocabulary. This video is expected to make it easier for students to grasp the content presented in the form of Arabic vocabulary through an animated video which enables learning to become fun, interactive, and innovative.

- Additionally, video-based curriculum can also be used during Islamic education and ethics classes in order to learn about the various monotheistic religions around the world and listen to religious lectures as well as study religious texts. Moreover, pedagogical videos can be used in teaching Islamic history. According to Ahmadzai (2015), there are several approaches to get students interested in history, including computer programs and movies. Based on this study, some teachers in Kabul already use computers and movies to teach Islamic history. It is possible to engage students in historical thinking through films and by visiting historical museums. Educators can remind students about historical events that have changed our environment, how it impacted current life, and how it influenced historical events by showing them pedagogical videos. In addition to providing students with an improved critical thinking skill, it can help them to judge and analyze history in a more analytical manner.
- Implementing the video curriculum to teach students at other educational stages, middle and high schools, and even universities to provide a positive educational inspiring learning environment that motivates students towards education and learning.

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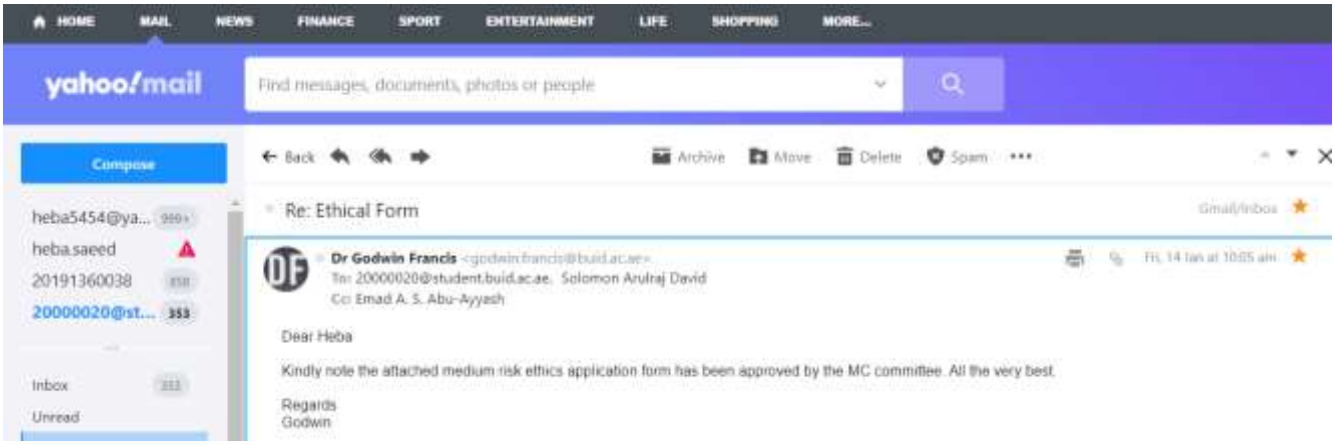
Appendices

Appendix A: Research Ethical form



Appendix B: Observation Checklist

This is a data collection tool only for observing the effectiveness of concept-based learning and video-based learning in grade 5 classrooms.

Day and Date: _____

Teachers' name: _____

Grade: _____

Topic: _____

Constructs of the methodology

The effectiveness of each methodology will be determined based on certain constructs as shown below:

For each of the questions below, circle the response that best characterizes how you feel about the statement, where: 1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, and 5 = Strongly Agree.

1. Students' responses to grammatical tasks in both groups.

	1	2	3	4	5	
Beginner - many mistakes	◯	◯	◯	◯	◯	**Advanced - Few to no mistakes**

2. Students' level of engagement in both groups.

	1	2	3	4	5	
Actively Disengaged	◯	◯	◯	◯	◯	**Fully Engaged**

Observed by: _____

Comments and suggestions:

_____

Appendix - C [Parents' Consent Letter]

Date: 17/11/2021

Parents' consent letter

Dear parents,

We sincerely thank you for your cooperation. We hope that you will agree to let your children participate in this important research experiment. This study will be conducted by **Ms. Heba Saeed** – Masters student in The British University in Dubai - BUiD. The research will be under the supervision of **Dr. Emad Abu-Ayyash - emad.ayyash@buid.ac.ae**. If you have any questions or comments about this research, please contact **Ms. Heba Saeed**, at **heba5454@yahoo.com**

- **Objectives of the experiment**

Observing the effectiveness of concept-based learning and video-based learning in grade 5 classrooms.

- **Required research sample:**

40 students from grade 5 of an American private school will be required.

A number of procedures will be taken when carrying out the experiment, **as follows:**

1. An appropriate atmosphere will be provided for the students when doing the research experiment to remove any types of fear and disturbance.
2. Complete confidentiality of the data for the participated students.
3. If one of the students suffers from any harm, the experiment will be stopped immediately.
4. The researcher will ensure that none of the students will be subjected to stress during the experiment.
5. The results of the research will enjoy confidentiality and privacy in accordance with the recognized scientific ethical rules.

Statement of Consent: I have read the above information, and I consent to let my child _____take part in the study.

Parents Name _____

Signature _____ Date _____

Kind Regards

Heba Saeed

Appendix D: Letter Seeking Permission to Conduct Research

To,

Al Mustaqbal Private School,

Sharjah – Al Yarmouk

Date: 11/12/2021

Subject: Permission to Conduct Research

Respected Mr. Huzaifa,

I am Heba Saeed, studying for a Master's degree in Teaching English to Speakers of Other Languages (TESOL) at The British University in Dubai - BUiD.

Respectfully, I would bring into your kind concern that I would like to conduct a research for my dissertation (Masters Research) which involves comparing the effectiveness of concept-based curricula and video-based curricula in ESL primary classrooms. I will be requiring to observe my students (Grade 5 students) during my English periods and record the observed data in my research.

The data will be confidential. The records of this study will be kept private. In any sort of report, we make public we will not include any information that will make it possible to identify you. Research records will be kept in a locked file; only the researcher will have access to the records.

I am writing this letter to seek your permission and allowance for the above-said research. This research will be conducted under the guidance of **Dr. Emad Abu-Ayyash- emad.ayyash@buid.ac.ae**. If you have any questions or concerns about this research, please contact **Heba Saeed**, at **heba5454@yahoo.com**.

Yours Sincerely,
Heba Saeed

Appendix E: Approval from the school to conduct the research

To,

Al Mustaqbal Private School,

Sharjah – Al Yarmouk

Date: 11/12/2021

Subject: Permission to Conduct Research

Respected Mr. Huzaifa,

I am Heba Saeed, studying for a Master's degree in Teaching English to Speakers of Other Languages (TESOL) at The British University in Dubai - BUiD.

Respectfully, I would bring into your kind concern that I would like to conduct a research for my dissertation (Masters Research) which involves comparing the effectiveness of concept-based curricula and video-based curricula in ESL primary classrooms. I will be requiring to observe my students (Grade 5 students) during my English periods and record the observed data in my research.

The data will be confidential. The records of this study will be kept private. In any sort of report, we make public we will not include any information that will make it possible to identify you. Research records will be kept in a locked file; only the researcher will have access to the records.

I am writing this letter to seek your permission and allowance for the above-said research. This research will be conducted under the guidance of **Dr. Emad Abu-Ayyash-** emad.ayyash@buid.ac.ae. If you have any questions or concerns about this research, please contact **Heba Saeed**, at heba5454@yahoo.com.

Yours Sincerely,

Heba Saeed