Video presentation technique and the use of some grammatical structures among senior secondary students in Sokoto State, Nigeria

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Accepted 2 May, 2014

This study investigated the use of video presentation techniques (VPT) and the use of grammatical structures among senior secondary school students of Sokoto State, Nigeria. The main objective was to find out whether the secondary school students would use noun, adjectival and adverbial phrases in the right contexts if grammar lessons were presented in form of video activities. The population of the study was the senior secondary school students in Sokoto State, Nigeria. A sample of 400 SS I students were drawn from six senior secondary schools in the State. Quasi-experimental pre-test-post-test design was used in carrying out the research. Six groups were compared after pre-test, treatment and post-test were administered. Each of the grammatical structures – noun, adjectival and adverbial phrases – was presented to each of the experimental groups in series of lessons. Grammar application test was administered on both the experimental and control groups as pre-test and post-test. Four null hypotheses were tested at 0.05 level of significance. Statistical procedures of mean, standard deviation, t-test and Analysis of Variance (ANOVA) were used in testing the hypotheses. All the four null hypotheses were rejected. The findings of the study showed that students in the experimental groups who received lessons in video activities were able to use the grammatical structures learned in the correct context better than those in control groups who received instructions in traditional method. It is recommended, among other things, that grammar teachers should raise the grammar awareness of their students by presenting grammar lesson in communicative contexts to promote the students’ ability to use grammar correctly in the right contexts.

Key words: VPT, noun phrase, adjectival phrase, adverbial phrase, use of grammar.

INTRODUCTION

There is decrying of the reading habits of students the world over. Students generally do not want to read, instead, they prefer to watch videos and listen to music. Therefore, getting them to read grammar books and attend to grammar exercises becomes a Herculean task. Consequently, students accurately give definitions of grammatical concepts as presented in the class but are unable either to identify these structures or use them in appropriate contexts.

This becomes a very serious problem if we take into consideration the importance of grammatical knowledge to the over all performance in language. For example, Aliyu (2001) aptly captures the situation an English teacher in Nigeria has to contend with when he observes that Nigerian students are inundated with all shades of English constructions in both formal and informal settings some of which are simply outrageous in all ramifications. An English language teacher, therefore, has to sort out these forms in order to encourage the appropriate forms and dissuade the students from using the inappropriate ones. Confronting the task via the method of definition does
not only compound the problem, but also makes the learning of grammar by students dreadful since meaningful contexts have not been given.

More so, if the goals of language instruction as observed by Hudson (2001) include teaching students to use grammar accurately, meaningfully and appropriately, then the current practice of many English language teachers of teaching grammar through definition approach has robbed the students of experiencing grammar interactively to bring about the desired end which is to use grammar appropriately in various communication situations.

Ellis (2003) suggests that grammar teaching should take into account three key principles:

i.) Learners need to attend to both meaning and form when learning a second language.
ii.) New grammatical features are more likely to be acquired when learners notice and comprehend them in input than when they engage in extensive production practice.
iii.) Learners’ awareness of grammatical forms helps them to acquire grammatical features slowly and gradually.

For a teacher to reconcile these principles, he must evolve a presentation technique which will combine form and meaning effectively along with the cultural milieu which enhance the development of pragmatic meaning suggested by Ellis second principle mentioned above. Consequently, there is a need to explore other possible approaches which present grammar lesson in a more dynamic and interactive manner that will make the students access their grammatical knowledge easily in communication.

To this end, multi-media presentation of grammar lesson through integration of video activities in lesson design is conceived to be good aid, not only to learning of grammatical structures, but also, to the use of those structures in the right context. According Kramsch and Andersen (1999), through multimedia, language is no longer just a list of grammatical paradigms or lexical items. Rather, it is intimately associated with all kinds of verbal and paraverbal behaviors, an acoustic and visual context that cannot be dissociated from the larger societal context in which the words are uttered. Multimedia is defined by Mayer (2005) as information displayed through various processes including text, audio, graphics, animation and video. These views form the basis on which this research is conceived and carried out.

**Objectives of the research**

The main objective of the study was to find out whether presentation of grammar lessons in form of video activities would promote the use of some grammatical structures among the senior secondary school students in Sokoto State, Nigeria. Specifically, the study intended to find out whether:

i.) Senior secondary school students would use adjectival, adverbial and noun phrases in the right contexts better if the lessons were presented through Video Presentation Technique (VTR) instead of Traditional Method (MT).
ii.) Senior secondary school students would use Adjectival phrases in the right contexts if lessons are presented through video based activities
iii.) Senior secondary school students would use noun phrases in the right contexts if lessons were presented through video based activities
iv.) Senior secondary school students would use Adverbial Phrase in the right contexts if the lessons were presented through video based activities.

**Research questions**

In line with the above objectives, the research was guided by the following questions:

i.) Would there be difference in the post-test scores of the experimental and control groups in the items on the use of adjectival, adverbial and noun phrases?
ii.) Would there be difference in the pre-test and post-test scores of the experimental groups in items on the use of adjectival phrase?
iii.) Would there be difference in the pre-test and post-test scores of the experimental groups in items on the use of Noun phrase?
iv.) Would there be difference in the pre-test and post-test scores of the experimental groups in items on the use of Adverbial phrase?

**Research hypotheses**

The following null hypotheses were put to test in the course of the study:

i.) There would be no statistically significant difference between the post-test scores of the experimental and control groups in the items on the use of adjectival, adverbial and noun phrases.
ii.) There would be no statistically significant difference in the pre-test and post-test scores of the experimental group in items on the use of adjectival phrase.
iii.) There would be no statistically significant difference in the pre-test and post-test scores of the experimental groups in items on the use of Noun phrase.
iv.) There would be no statistically significant difference in the pre-test and post-test scores of the experimental groups in items on the use Adverbial phrase.
Review of related literature

Available pieces of research evidence have shown that video and other ICT gadgets have helped in delivering language lessons with good results. For example, Bahrani (2011) investigated the role of audiovisual mass media news in language learning. The participants were 60 subjects drawn from learners of English as foreign language in Iran divided into two groups. Throughout the experiment which lasted for one year, the researcher provided group one with the news media exposure for 3 h a week to work on in- and outside the classroom with researcher monitoring. The second group was provided with exposure to non-news programs. The two groups were compared on their scores on a sample speaking and listening IELTS tests of 30 listening questions and speaking tests. The result of the study proved that greater exposure to mass media news can improve speaking fluency.

Dehaan et al. (2010) investigated the extent to which video game interactivity can facilitate noticing and recalling of second language vocabulary. 8 randomly-selected Japanese university undergraduates were paired based on similar English language and game proficiencies. One subject played an English-language music video game for 20 min while the paired subject watched the game simultaneously on another monitor. Using a vocabulary recall test, a cognitive load measure, an experience questionnaire, and a two-week delayed vocabulary recall test to measure effect, the results obtained were analyzed using paired samples t-tests and various analyses of variance. The finding showed that those who engaged on video watch of the game recalled better than those who engaged in playing the game.

Jernigan (2012) carried out a study designed to examine the effectiveness of video-based pragmatic instructional units that included output-focused activity for improving pragmatic awareness and pragmatically appropriate production. The study tried to find out the effects of output-focused video-based instruction as opposed to comprehension-focused instruction on learners’ perceptions of pragmatic appropriateness as well as to learners’ ability to express speech acts of given types in written form. Four different intact ESL classes in two separate rounds of data collection and testing participated in the study, and the final number of participants (n) was 34. The instructional treatment featured a series of 12 video vignettes produced by the researcher. The learners were taught and tested in their intact ESL classes. Pragmatic Acceptability Judgment Task (PAJT) and Discourse Completion Task (DCT) were the two instruments used by the researcher to gather information. The results of the Pragmatic Acceptability Judgment Task (PAJT) revealed that students’ participation in the outcome-focused, video-based instructional units had a significant effect on a written PAJT. However, a mixed result was obtained in respect of ability of learners to express speech acts of given type in written context.

Research methodology

The research design used in the study was Quasi-experimental pre-post test. Quasi-experimental design was selected because it allowed for random assignment of treatment to different groups while the individuals in the groups receiving various treatments could be compared afterwards (Fraenkel and Wallen, 2000). Six groups of subjects were compared before and after exposure to treatment. Each group was randomly selected base on the principle of intact class into experimental and control group. Three of the groups were exposed to Video Presentation Technique (VPT) treatment while three groups used as control groups were exposed to Traditional Method (TM). The subjects of the study were SS I students selected from six senior secondary schools in Sokoto State, Nigeria. Purposive sampling technique was used in selecting the schools. One intact class was randomly selected in each of the schools and assigned as experimental or control group respectively.

The treatments

The treatments consisted of series of lesson presentations on noun, adjectival and adverbial phrases using video materials. Each of the video materials lasted between 5 - 10 min. The video was self-produced following scripts developed putting the grammatical structures under investigation in communicative contexts. Five English language students from Shehu Shagari College of Education, Sokoto, one of the teacher training institutions in the state, who agreed to take part in the study, were screened in the short clips. The shootings were done in a restaurant and boutique. Each grammatical structure was presented to each experimental group in series of 5 lessons lasting approximately 40 min each. This was preceded by one week of administering pre-test and followed by one week of administering post-test. The control groups were taught the same structures but through traditional method of definition and drills.

In the teaching sequence, the experimental groups were made to view the clips and discuss the video using a worksheet of the closed passage on some sections of the video. The closed items which were recoverable from the video clips were either noun, adjectival or adverbial phrases depending on the experimental groups. They were later made to review the video using some comprehension questions as a guide. The answers to the comprehension questions were also
noun, adjectival or adverbial phrases. The activities were designed to enable the subjects to appreciate those grammatical structures as meaningful units which was hoped would raise their awareness about them and assist the learning and consequent application of the structures in the right contexts.

Grammar application test (GAT)

The measuring instrument for the study was Grammar Application Test. It consisted of three sub-tests each addressing the three grammatical structures taught. Each sub-test consisted of a closed passage to be filled with correct items of noun, adjectival or adverbial phrases. Both the content and face validities of the Grammar application test were determined by experts and colleagues in the Faculty of Education and Extension Services and the Department of Modern European Languages both of Usmanu Danfodiyo University, Sokoto, Nigeria. Observations made and suggestions offered by the experts were used to reconstruct the items to suit the needs of the research. To determine the reliability of the instruments, the 3 batteries of the GAT were administered on similar population using test-retest method. SS 1 students of Sani Dingyadi Unity Secondary School, Sokoto were used for the pilot testing of the instruments. The instruments were administered on 57 students twice at two weeks interval. The correlation co-efficient of the two scores obtained for each of the subset was calculated using Pearson Product-Movement Correlation. A correlation reliability of 0.78, 0.86 and 0.88 were obtained for adjectival, adverbial and noun phrases sub-tests respectively.

Administration of instruments and data analysis

The administration of the pre-test was carried out a week before the commencement of the research on both the experimental and control groups. Appropriate battery of the grammar application test was administered on each of the experimental and control groups. Immediately after the teaching session, the same batteries of test were administered on the experimental and control groups. The teaching was done with the help of multimedia projector and an amplified audio facility. This ensured that mechanical noise did not constitute impediment to the classroom activities. The data collected were subjected to statistical analyses to test the research hypotheses. Frequency tables of mean and standard deviation were used for descriptive information. Analysis of Variance (ANOVA) was used to test null hypothesis 1 while t-test was used to test the remaining hypotheses.

RESULTS

The pre-test and post-test mean scores of the subjects were compared after the treatment to answer the research questions raised for the study. The descriptive data show that the groups exposed to traditional method and those exposed to video treatment made some gains in their ability to use noun, adjectival and adverbial phrases in the right contexts. The means were further subjected to further analyses to test the hypotheses.

H0: There will be no significant difference between the post-test scores of the experimental and control groups on the use of adjectival, adverbial and noun phrases in right context.

This hypothesis was framed to test the gains made by the subjects in experimental and control groups in the use of noun, adjectival and adverbial phrases. The descriptive data could be found on Table 1 while the ANOVA result is contained in Table 2.

Table 1 showed that the subjects in the control groups had mean scores of 4.17, 3.36 and 4.14 in adjectival, adverbial and noun phrases respectively with standard deviations of 2.82, 3.29 and 3.07 in the same order. The experimental groups on the other hand recorded mean scores of 8.06, 9.00 and 11.78 for adjectival, adverbial and noun phrases respectively while their standard deviations were 2.82, 3.07 and 5.22 for noun phrase. From the data, the mean scores of the experimental groups were consistently higher than those of control groups. The data was further subjected to further analysis to test their significance as contained in Table 2.

Table 2 showed that sum of squares between groups was 2459.559 while within groups was 3903.147. The degrees of freedom were 5 and 263 respectively.
Similarly, the mean square for between groups was 491.912 and that of within groups was 14.841. The F-calculated of 33.146 was found significant at 0.000. The null hypothesis was thus rejected. This confirmed the fact that the differences observed in the mean scores of experimental and controls groups were significant enough to draw a conclusion that exposing students to grammatical structures via consciousness raising by the means of video activities could enable them use those structures in the correct contexts better than using traditional method.

H02: There will be no statistically significant difference in the pretest and post-test scores of the experimental groups in items on the use of adjectival phrase.

Hypothesis 2 compared the performance of the experimental group on the use of adjectival phrases in the right contexts before and after the treatment. The table showed that 40 students were present during the pre-test while 35 students wrote the pre-test. The pre-test mean score was 8.06 and the standard deviation was 4.96 (Table 3). The experimental group had a mean score of 8.06 and a standard deviation of 4.96. The t-calculated was 7.85 and it was found significant to reject the null hypothesis. The verdict therefore is that teaching adjectival phrases to students through noticing activities packaged in video medium improves their ability to use adjectival phrases in the right context.

H03: There will be no statistically significant difference in the pretest and post-test scores of the experimental groups in items on the use of noun phrase.

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Hypothesis 3 compared the performance of the experimental group on the use of noun phrase in the right context before and after the treatment. The table showed that 50 students sat for the pretest while 37 students were present during the post-test. The pre-test mean and standard deviation scores were 2.12 and 2.30 respectively. The post-test mean on the other hand was 11.78 and the standard deviation was 5.22. The t-calculated of 10.52 was found to be significant and thus the null hypothesis 3 was rejected. The subjects’ use of noun phrase in the right contexts significantly improved after they were exposed to the video treatment.

H04: There will be no statistically significant difference in the pretest and post-test scores of the experimental groups in items on the use of adverbial phrase.

Hypothesis 4 compared the performance of the subjects on the use of adverbial phrase before and after treatment. The descriptive data showed that the pretest mean was 2.52 with a standard deviation of 2.12. The mean score of the post-test was 9.00 with a standard deviation of 4.07. The t-calculated of 8.59 was found to be significant to reject the null hypothesis 4 (Table 5). Therefore, it was concluded that the presentation of grammar lesson through video medium improved the ability of the subjects to use adverbial phrase in the right context.

**Discussion of findings**

The findings of this study are consistent with Jernigan
ceptability, objects, he reading fluency, study support Dehaan et al., communicative language, vocabulary. Thesting with practice. The explore ‘ir ability to use grammar in contexts.

The above findings are indicative of the fact that presenting grammar lessons through traditional method of definitions and drills need to be supported by other ways of presentation. Consequently, the following recommendations have been offered:

- For teachers to imbibe the new method of presentation, school proprietors should provide enabling environment by providing the right educational equipment and gadgets in their schools.
- English language teachers should retrain themselves in order to cope with ICT challenges that the presentation method requires.
- English language education curriculum should be redesigned to inject topics that will prepare the would-be English language teachers for the greater challenges of dealing with emerging ICT issues in language teaching and learning.

Recommendations

The above findings are indicative of the fact that presenting grammar lessons through traditional method of definitions and drills need to be supported by other ways of presentation. Consequently, the following recommendations have been offered:

- Grammar teachers should raise the grammar awareness of their students by presenting grammar lesson in communicative contexts to promote their ability to use grammar in contexts.

Table 5. T-test of pre-test and post-test scores of experimental group exposed to video treatments in items on adverbial phrase.

<table>
<thead>
<tr>
<th>Structures</th>
<th>N</th>
<th>Mean</th>
<th>SD</th>
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<tr>
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<td>2.12</td>
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</tr>
</tbody>
</table>

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