
EFFECT OF TEACHING GRAMMAR USING VIDEO ON STUDENTS PERFORMANCE IN ENGLISH.

¹Caren Chengui Taboi; ²Stephen Kyalo Mutiso ³Boniface Njoroge Ngaruiya ⁴Peter Kyalo Mulwa

¹⁻⁴ University of Nairobi

¹carenc.taboi@gmail.com; ²stephen.mutiso@uonbi.ac.ke; ³bngaruiya@uonbi.ac.ke; ⁴peter.kyalo@uonbi.ac.ke

ABSTRACT

Information and Communication Technology has been providing potential learners with new modes of learning. One of these modes include the use of video shows in learning English. This study evaluated the influence of video shows as a teaching tool on students' performance in English in Nandi North Sub County, Kenya. The specific objective of the study was to establish whether teaching grammar-using video shows influence students' achievement in English.

The study followed a Quasi experimental design and a sample of 12 teachers and 360 students involved in the study. 180 students formed the experimental group while the other 180 students formed the control group. The research employed both quantitative and qualitative methods of data collection. Questionnaires were used to collect information on the influence of video shows as a teaching tool for teaching grammar on students' performance in English in Nandi North Sub County.

Performance tests were used to find out the performance of the students before and after the treatment (pre-test and post-test). The researcher used a standardized marking scheme to mark the papers. The quantitative data collected was coded appropriately and then analyzed using Statistical Package for Social Sciences the latest version. Descriptive statistics was employed in the analysis. The findings revealed that the use of video shows as a teaching tool for teaching grammar influenced student performance in English in Nandi North Sub County. Standard Students Achievement Tests showed significant improvements in post-test scores, indicating the effectiveness of video presentations. Specifically, teaching writing using video was notably effective, with the highest beta coefficient, followed by teaching grammar, oral skills and literature.

These results indicate the capacity of video shows to enhance learning outcomes across different aspects of the English curriculum, validating the integration of multimedia tools in educational practice.

Based on the findings of the study, it is conclusively demonstrated that video presentations significantly enhance student achievement in English, particularly in grammar, by fostering deeper engagement and understanding across various language skills. It is recommended that secondary schools should consider increasing their investment in multimedia teaching tools and provide comprehensive training for teachers to effectively integrate video presentations into their instructional practices for improved student outcomes.

Keywords: English Grammar, Information and Communication Technology, Students Achievement, Teaching Tool, Video shows.

INTRODUCTION

Information and Communication Technology (ICT) has the potential to provide learners with new modes of learning (King, 2002 & Rovai, 2017). A lot of research will have been conducted on the integration of technology into classroom teaching to supplement and modify traditional instructional practices (Hennessy et al., 2015). Many countries have made efforts to invest in ICT integration in education. This is because they regard it as a tool to provide learners with new styles of learning (Angeli, 2018). Turkey and Asia have spent 11.7% and 22% respectively of their budgets on ICT (World Bank, 2017). These percentages are higher in developing countries. Rwanda for instance, implemented one laptop per child programme. Comparatively, Kenya has made several strides towards integration of technology in teaching.

The government of Kenya has made several efforts in equipping teachers with ICT skills so that they integrate technology in the classroom. The country promulgated a Policy on ICT in January 2016. This catapulted the implementation of ICT in Kenyan schools. Government institutions like the Kenya Institute of Curriculum Development (KICD) has produced digital content for the learners (The Kenya Report 2017). This is in a bid to promote learner centered teaching and self-directed learning. Several efforts including equipping both primary and secondary schools with ICT infrastructure have been made. Teachers have been trained on several topics to enable them utilize technology in their lessons (The Kenya Report 2017).

This research was a follow up activity to see how the teachers are using internet resources to teach English language speaking skills. According to KICD (2016), four language skills is taught. These are reading, listening and speaking and writing skills. Reading and Listening are receptive skills that help in information gathering and learning of concepts. The learner then responds to information appropriately by either speaking or writing. Speaking skills are productive skills that are crucial to the learners both in and out of school. One has to reflect on the various signs that communicate apart from words and thereafter engage the most effective communication strategies. Speaking skills also help individuals to express themselves in a logical manner when they use language for various functions.

YouTube videos are resources that can be used to demonstrate how the skills are applied in context. English language speaking skills is an area that covers pronunciation, prosody, etiquette, discourse analysis and verbal and non-verbal skills used in speaking. Speaking skills to be tested on paper one that takes sixty out of the total two hundred marks. In the past emphasis was given to writing and reading skills at the expense of speaking skills (KICD 2016). This imbalance has to be corrected since all language skills are essential. Figure 1.2 shows that the overall performance is far from the ideal mean of 100(50%). This means that teachers have to be innovative so as to improve the learning outcomes. (KCSE Report 2017). Teachers of English should endeavor to equip learners with skills to communicate effectively and not put emphasis on learners scores (Kiai, 2019). Teachers handling EFL learners need to use methods that make learners speak the language so that they achieve communicative competence and communicative performance.

The resources that are used should encourage learners interact in the target language as they handle learning tasks. If technology is to be integrated in language learning lesson, it can help learners achieve communicative competence (Sanchez, 2017). Internet resources that come with technology can help teachers to integrate technology in a more meaningful way. Alexa (2016) observes that most people visit YouTube in search for information. In Kenya YouTube is also becoming popular among the adults and the youth. Anyone with internet access can visit the site.

People visit the site to search for videos on various things like news, documentaries, coverage of international events, commercials and instructional videos. The videos used by teachers to enrich their teaching and learning resources (Bloom, 2019). The videos are fresh and interesting and motivate the learners. Hilderbrand (2017) observes that teachers can make learning visually stimulating by incorporating real-life clips into their lessons. They provide visual support of the content taught as well as show demonstrations on how to perform certain skills. Videos from YouTube have been used to teach writing, literature texts and historical events (Vian, 2015). This research focused on the use of videos from YouTube to teach English language speaking skills. Achieving communicative competence in English is an important feat for EFL learners in Kenya.

This is because English is used for official communication in the country. The teaching of speaking skills is influenced by several factors. Among them is the influence from the first language and learner's attitude towards the target language. Majority of EFL learners in Kenya cannot speak in English and most of them use compensatory tactics to communicate. These include code switching, speaking slowly making unnatural utterances using poor pronunciation (Alonzo, 2020). Some learners even choose to remain quiet in class. Teachers should endeavor to use learner centered activities that expose learners to authentic use of language in context (Johnson, 2016).

This calls for teachers to embrace communicative language teaching approaches that advocate for active participation of the learner in listening and speaking freely. For teachers who teach English as a second language, it is often a challenge to make use of technology to craft interesting lessons. If teachers and students have access to the internet, they can utilize YouTube - an online audio visual resource- to access various language learning materials.

This study will give teachers insights on how to use the online video repository to come up with a resource rich learning environment that promotes autonomous learning. Watkins and Wilkins (2015) observe that research on the effect of online videos in an EFL classroom is fairly scarce. This is because YouTube is a recent development. Teachers can utilize the multi-modal text in YouTube videos to present content in various modes (Trier, 2017). Alongside showing YouTube videos to model target behavior, teachers can design learning tasks that engage their learners with video programmes. A teacher can formulate questions on the video and give the learners to discuss in small groups (Chun, 2016). YouTube videos include real life clips and graphic demonstrations on topics taught in class. This provides pedagogical value to learners as they learn from both the teachers' demonstrations and the video demonstrations. The quick short videos provided can be used to initiate students' discussion and encourage learners to think critically (Burke, 2019).

The technologies that can be utilized to teach language skills include television programmes, video players and web 2.0 media which includes videos from YouTube. YouTube; which is an online video sharing site has become popular among teachers who teach language. This is because it has video clips that show authentic use of language (Godwin-Jones, 2017). Apart from capturing the attention of the students, YouTube videos motivate students and make it easy for the teacher to teach new words in context (Watkins& Wilkins, 2018).

A study by Almurashi (2016) investigated the how YouTube can be utilized as a vehicle to passing on language skills .The research pointed out that, YouTube videos are valuable teaching resources that can be incorporated in English language learning. This is because they can also help learners with understanding the lesson, improve their performance, simplify complex concepts, and make learning interesting also; the learners are able to remember what they have learned. This is because this website has a library of real life clips that exhibit authentic scenarios that may help them see language being used in different contexts. English language learners learn more efficiently when they see real-life clips (Maness, 2020). The role of the teacher role is to facilitate and the learner is actively involved in the learning process. Videos can provide new opportunities for learning through modeling new behavior and skills.

Modeling in learning of English occurs when animated characters or filmed actors demonstrate skills, or vocalize the concepts that the learner has learned.

Teaching using audiovisual resources yields better learning outcomes (Mackey & Ho, 2018). Videos which show graphic images provide circumstantial learning, helps English language learners to learn more efficiently. This compensates for any lack of understanding that may result from listening alone (Seo, 2017). The images that are accompanied by voice help learners especially those who are visually inclined to understand the content more easily and be able to apply the same in other contexts. Video technology-based instruction can be very effective in social constructivist learning environment (Reeves & Reeves, 2018; Tutty & Klein, 2018). This is because they have the potential to initiate students' discussions and help them develop critical thinking skills. Traditional lecture method is interchanged with collaborative learning (Van der Schee 2017). With a resource-rich learning setting the students have the opportunity to create their own knowledge and to perform better.

YouTube Videos are an easy and natural way to learn and get students to use their critical cognitive skill. Students challenge their thinking as they predict the actions of the actors and formulate alternative decisions for them (Mechling, 2015). Unkovich (2018) observed that when learners learn using videos, they are able to retain what they have learnt for a longer duration.

This is because a video enables learners to see concepts they would otherwise have abstracted. YouTube videos enable the teacher to bring real life examples in class. Use of YouTube videos to exemplify different contexts can improve teaching practices in today's classroom. Conceptual and problem-solving knowledge acquired in school today remains inert for many students (Burke, 2019). This is because students are fixed to textbooks and presentations in class.

Modeling through videos can be a form of skill training (Unkovich, 2017). Theoretical and accurate knowledge is shown and situated in the contexts in which they occur. Abstract knowledge is exemplified in real life situations. This encourages clarity of information and a rich web of unforgettable associations on key concepts. The learner learns through observation, mimicry, self-correction and carrying out tasks. Through watching what an expert speaker is doing, the learner is provided with a more realistic expectation about what will be required of them as they go on to learn complex speaking skills. Video modeling using video clips and cartoon animations and interactive activities can help English learners to acquire speaking skills (Ayres, 2016). The major objective of language learning is to be able to communicate effectively. However achieving proficiency in an English classroom is not easy. Even students who score highly in national exams find it difficult to express themselves (Sarwar, 2021). This calls for teachers to be more innovative in teaching of English.

YouTube is a potentially rich resource teaching speaking skills since it has videos showing real language use by real people. The nature of speaking skills is presented in a more realistic manner by the characters in the videos.

Grammar is the set of structural rules without which learners' language development is severely constrained. In the words of Thornbury (2018), "Grammar is the description of the rules for forming sentences, including an account of the meanings that these forms convey." It is the base of English language as it cuts across all other language skills, that is, reading, writing, speaking and vocabulary. Grammar can be taught either inductively or deductively.

Grammar translation is the first method that was used for grammar teaching and learning (Khan, 2017). In this method, grammar is taught deductively by the presentation of grammar rules, which are then practiced through translation exercises (Khan, 2017). The method entailed the use of mother tongue to elicit meaning in the target language. Then there was the direct method, also called the natural method, which refrains from using the learners' native language. Teaching is done entirely in the target language. Grammar rules are avoided and there is emphasis on proper pronunciation.

The audio-lingual method (ALM) arose from the need for foreign language proficiency in listening and speaking during the Second World War. Drilling and repetition are core elements of instruction.

Learners listen to recorded conversations repeatedly and then imitate them. Critics of this approach, however, argued that this drilling did not help the learners in learning a new language. A major shift occurred in the emphasis of skill, that is, from reading and writing to speaking and a new approach evolved called the communicative language teaching (CLT) approach. This approach emphasized on skill development and is grounded on the theory of language for communication. Hymes (2020) says that the goal of language teaching is to develop communicative competence. This contrasted with Chomsky's view that linguistic theory is concerned primarily with an ideal speaker-listener in a completely homogeneous speech community (Chomsky, 2021)

Grammar is inevitably an important subject for every language learner, especially for those who are projecting to be the teacher of the target language. Its mastery reflect your competence in in that language (Richard and Renandya, 2019). The ability to speak fluently and accurately is the standard to be called as a good foreign language speaker. Wang (2018) states that the term accurate commonly refer to a good and correct use of grammar. He said that mastering grammar is the foundation in the proficiency of a language and grammar teaching is an essential part of language teaching as well. It is due to the grammar takes part in all language skills teaching and learning.

Like other language components, such as vocabulary and pronunciation, grammar is also integrated to those four language skills (Erdem and Celik, 2016)

It is against this background that the study on influence of video shows as a teaching tool in teaching English and student's performance among secondary school students in Nandi North Sub-County.

RESEARCH QUESTIONS

Guided by the following objective of the study: To establish whether teaching grammar using video shows influence students' performance in English in Nandi North Sub County, the study attempted to answer the following question: Does use of video shows in teaching grammar influence students achievement in English in Nandi North Sub County?

Methodology

The study followed a Quasi experimental design and a sample of 12 teachers and 360 students involved in the study. 180 students formed the experimental group while the other 180 students formed the control group. One of the schools was used as experimental group where YouTube videos was used, while the other was the control group. In choosing the schools for the pilot study the facilities available in the schools was considered. The researcher and the teachers of English administered the pre-test and post test after teaching one of the two chosen topics. The research employed both quantitative and qualitative methods of data collection.

The study was carried out from January to March, 2024 when secondary school learning was in progress. Questionnaires were used to collect information on the influence of video shows as a teaching tool for teaching grammar on students' achievement in English in Nandi North Sub County.

RESULTS AND DISCUSSION

During the study, students and teachers had high response rates to the questionnaires administered. Specifically, the students had a 97.8% return rate, with 352 out of 360 participating in the study, 8 students opted out of the study. The teachers had a perfect return rate of 100%. the data collected was discussed and represented as shown below:

Teaching Grammar Using Video Shows

The teachers were required to indicate their preferred methods of teaching grammar among the options given in Table 1 below.

Response	Frequency	Percentage
Lecture method	1	8.3
Discussion	8	66.7
Video presentation	3	25.0
Total	12	100

Table 1: Preferred Methods of Teaching Grammar

The findings in Table 1 revealed that the discussion method was the predominant preference for teaching grammar with majority (66.7%) of the teachers indicating it as their preferred method of teaching, suggesting a strong inclination towards interactive and participative teaching styles.

In addition, Video presentations was preferred by a quarter (25.0%) of the teachers, indicating a recognition of the value of multimedia tools in language instruction. Finally, the findings show that lecture method, known for being more teacher-centered was the least preferred method of teaching grammar with only 8.3% of teachers considering it their preferred method. These preferences reflect a pedagogical trend towards more engaging and dynamic methods of instruction, with acknowledgment of the potential benefits of incorporating video presentations into the teaching of grammar to potentially enhance student's performance in English

Method that Meets Lesson Objectives

In addition, the teachers were asked to indicate of the three methods; lecture method, discussion and video presentation which ones best meets their lesson objectives. They were asked to arrange them in the order of 1-3 with 1 being the least and 3 being the highest. Table 2 shows the teachers' perceived efficacy of different teaching methods in meeting their lesson objectives

Method	1	2	3
Lecture method	8.33%	33.33%	58.33%
Discussion	58.33%	33.33%	8.33%
Video presentation	33.33%	33.33%	33.33%

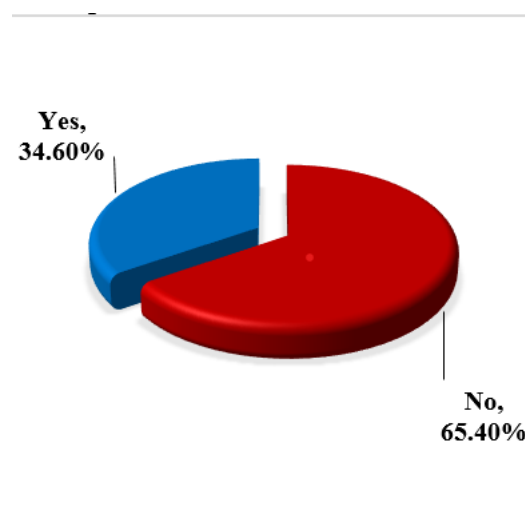
Table 2

The findings in Table 2 shows that discussion method was presented as the most effective, with a majority (58.33%) of the teachers ranking it as the most conducive to achieving their goals, possibly

due to its interactive nature that can enhance students' understanding and engagement. In addition, lecture method was regarded as the least effective, with 58.33% of the teachers placing it at the lowest rank, which may reflect a shift towards more student-centered learning approaches. Finally, video presentation was perceived equally across all three ranks, suggesting that teachers had varying opinions on its effectiveness. This uniform distribution indicates that while video presentations are valued by some teachers for their visual and auditory appeal, they may not be viewed as universally applicable or the most effective for all lesson objectives compared to more traditional or interactive methods.

Figure 1: Assessing Students Using Video

The teachers were asked if they were assessing students after teaching grammar using video presentation or not. The results are shown in Figure 1.



The findings in Figure 1 reveal that a majority of teachers (65.40%) of the teachers were not assessing students following grammar lessons

taught using video presentations. This indicates a gap in the instructional design where the assessment phase is not integrated with the use of technology in the classroom. On the other hand, 34.60% of teachers were found to be employing assessments after using video presentations to teach grammar, which shows that a third of the teachers are making efforts to evaluate the immediate impact of video-assisted learning on students' understanding of grammar. The lack of assessment by the majority is attributed to various factors, such as time constraints, lack of resources, or insufficient training on how to effectively measure learning outcomes after using such multimedia tools.

STANDARD STUDENTS ACHIEVEMENT TESTS

The researcher conducted pre-test and post-tests for the achievement test. The study carried out three achievement tests which were used to find out the performance of the students before and after the treatment (pre-test and post-test). They were used to answer the first research question. They were used based on the five skills spelt out in the blooms taxonomy of educational objectives. Some learners were given the test before they were taught using video shows, while others were only given the post-test without having taken the pre-test. After the pre-test, they were engaged in learning English while using video shows. Results on Table 3 show the pretest results.

Table 3: T-Test for Experimental Group and Control Group

		Levene's Test for Equality of Variances	Levene's Test for Equality of Variances	t-test for Equality of Means	t-test for Equality of Means
		F	Sig.	t	Df
		F	Sig.	t	Df
Pre test scores	Equal variances assumed	2.657	.105	.542	352
Pre test scores	Equal variances not assumed			.546	73.043

The results presented in Table 3 shows the results of the comparison of pre-test scores between the experimental group (students who received instruction via video shows) and the control group (students who did not receive such instruction before the test). Additionally, the t-test for equality of means was conducted under the assumption of equal variances. The t-test yielded a t-value of .542 with 352 degrees of freedom, indicating that there was no statistically significant difference in the pre-test scores between the two groups. This result is further corroborated by the t-test conducted without assuming equal variances, which similarly showed no significant difference ($t = .546$, $df = 73.043$).

These results imply that before any instructional intervention via video shows, there was no significant difference in performance between the groups, thus providing a neutral baseline for assessing the impact of the video-based teaching

method. Results in Table 4 shows the Post-test ANOVA results.

Table 4: Post-tests-ANOVA

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	711.395	2	355.698	101.60	.000
Within Groups	1225.470	350	3.501		
Total	1936.865	352			

The ANOVA results presented in Table 4 for the post-tests measure the differences in English performance among different groups after using video shows as a teaching method. The results shows that the F-statistic was 101.60 and p-value was 0.000 which was less than the critical p-value of 0.05. This implies that there was statistically significant differences in post-test performance between the groups. This suggests that the instructional method, likely varied among groups, had a measurable impact on student performance. The Within Groups variance, amounting to 1225.470 with a mean square of 175.067 across 350 degrees of freedom, represents the variation in scores within each group. Thus, the significant between groups result points to the effectiveness of the teaching interventions, including the use of video shows in influencing student's performance as measured by the post-tests.

CONCLUSION

This study concludes that the use of video shows as a teaching tool significantly influences student's performance in English in aspects such as grammar. The preference for interactive teaching methods, particularly discussions and video presentations, over traditional lecture-based approaches presents a broader shift toward more student-centered learning environments. The effectiveness of video presentations, in particular, indicates that they are not only preferred by teachers for their engaging qualities but also for their capacity to improve student comprehension and retention of material. In addition, the findings points to the potential of multimedia tools to make classroom interactions more engaging and effective, thereby creating a deeper understanding and enhancing student performance.

Furthermore, the study revealed gaps between the preferred teaching methods and the practical implementation of assessments. This gap implies that while teachers recognize the benefits of innovative teaching methods, there remains a need for more systematic use of these technologies with assessment strategies to fully realize their potential. The lack of consistent assessment following the use of video presentations is likely to be a limiting factor in the ability to measure and understand their impact fully. Therefore, educational strategies should not only emphasize the adoption of interactive and multimedia resources but also ensure that these tools are effectively aligned with comprehensive assessment practices to monitor and enhance learning outcomes.

Eventually, the study concludes that as educational environments continue to evolve, the adoption of such technologies, complemented by effective assessment practices, is important in meeting the diverse needs of learners and improving educational outcomes at large.

RECOMMENDATIONS

The study recommends that schools management should consider increasing the use of video presentations in the classroom to enhance student engagement and achievement across various aspects of the English curriculum including the grammar. Given the positive impact of video presentations on student achievement in grammar, educational administrators should invest in the necessary multimedia tools and training for teachers. This will enable a more widespread and effective use of this technology, ensuring that all students benefit from more engaging and interactive learning experiences.

Moreover, the study recommends that, it is important to align the use of video presentations with comprehensive assessment strategies. The gap identified between the usage of video tools and the implementation of assessments points to the need for a systematic approach to integrating technology and evaluation.

The study recommends that education policymakers should consider developing and implementing policies that support the integration of video presentations in teaching across all schools.

This should involve allocating funding for the necessary technological infrastructure and teacher training programs to ensure that all educational institutions, regardless of their current level of resources, can effectively utilize video presentations.

The current study did not use mediating or moderating variables; therefore, it is suggested that future research should consider the inclusion of intervening variables such as teacher training and technological readiness, or moderating variables such as student motivation and class size. Such assessments should provide deeper understanding into the conditions under which video presentations are most effective, potentially leading to more targeted and efficient educational strategies.

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