



**THE EFFECT OF USING 2D ANIMATION TO TEACH
GRAMMAR TO GRADE NINE STUDENTS ON
THEIR UNDERSTANDING OF THE MEANING
AND THE FORM AS WELL AS THEIR
ATTITUDE TOWARDS IT**

BY

MR. MOSAAB ABDELMONEM ELGAHAWY

**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS IN
ENGLISH LANGUAGE TEACHING
LANGUAGE INSTITUTE
THAMMASAT UNIVERSITY
ACADEMIC YEAR 2020**

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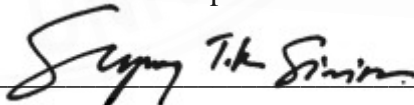
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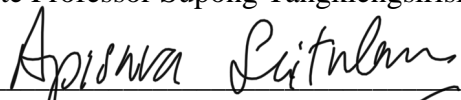
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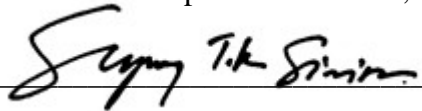
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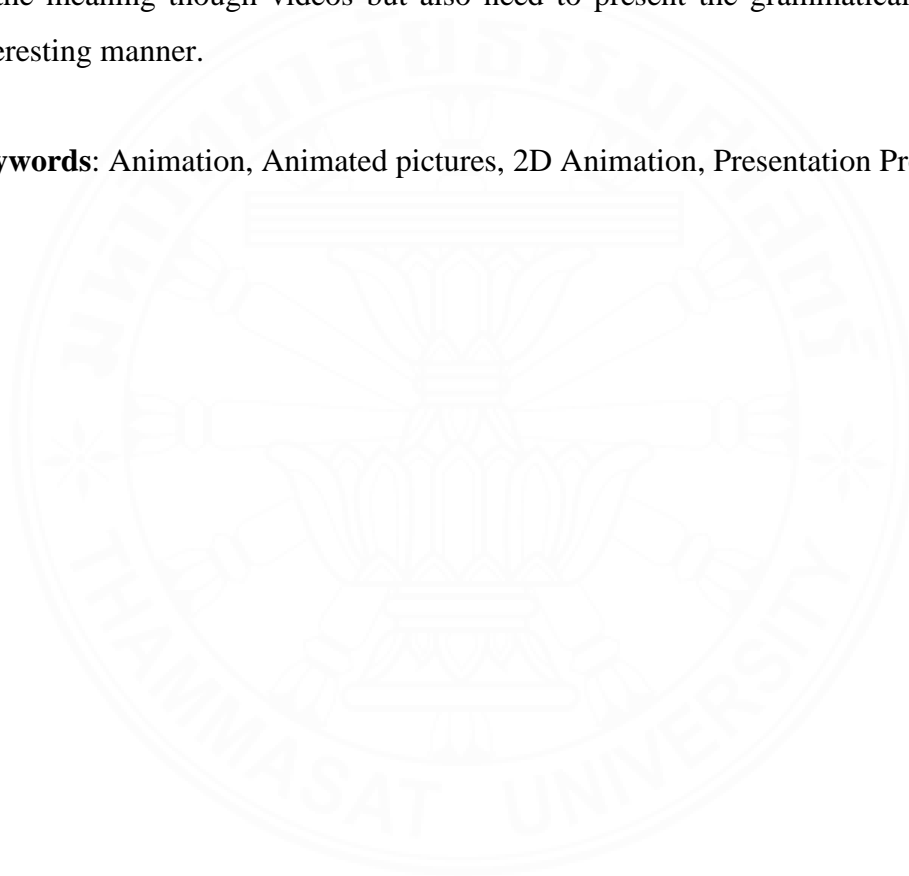
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ABSTRACT

The new generations are increasingly attached to new technology which consequently has decreased their attention spans. The aim of this study was to explore the effects of the usage of only 2D animation designed by the teacher through a computer presentation to teach the four types of the English “if” conditionals on students’ performance and attitudes. The animation was primarily used to teach the English “if” conditionals and all the pertinent grammatical structures, namely the verb to be, the verb to have, the verb to do, the present simple, the future simple, the past simple and the past perfect. A mixed methodological approach was used to collect the data, with a one group pre-test and post-test design and semi-structured interviews. The participants were 15 students in grade 9 in a private school, Sarasas Witaed Rangsit, in Pathum Thani Province, Thailand. The experiment lasted for ten periods in March and April 2021. The findings demonstrated a statistically significant difference between the pre-test and the post-test scores in favor of the posttest, which indicated a significant effect from instructing grammar solely using animation. The semi-structured interviews were conducted after the experiment with nine participants chosen based on their performance on the two tests. The interviewees had highly positive attitudes towards

the utilization of 2D animation to teach grammar. Most of them favored the usage of animation through computer presentation over the usage of grammar YouTube videos in the classroom. They also preferred the utilization of computer-based grammar instruction through animation to the use of the board. The results suggest that teaching grammar with animation enhances students' performance, motivation and interactivity. Thus, teachers are encouraged to design their own animated materials to instruct both the form and meaning of grammar. They should not only satisfy with exposing students to the meaning though videos but also need to present the grammatical form in an interesting manner.

Keywords: Animation, Animated pictures, 2D Animation, Presentation Program



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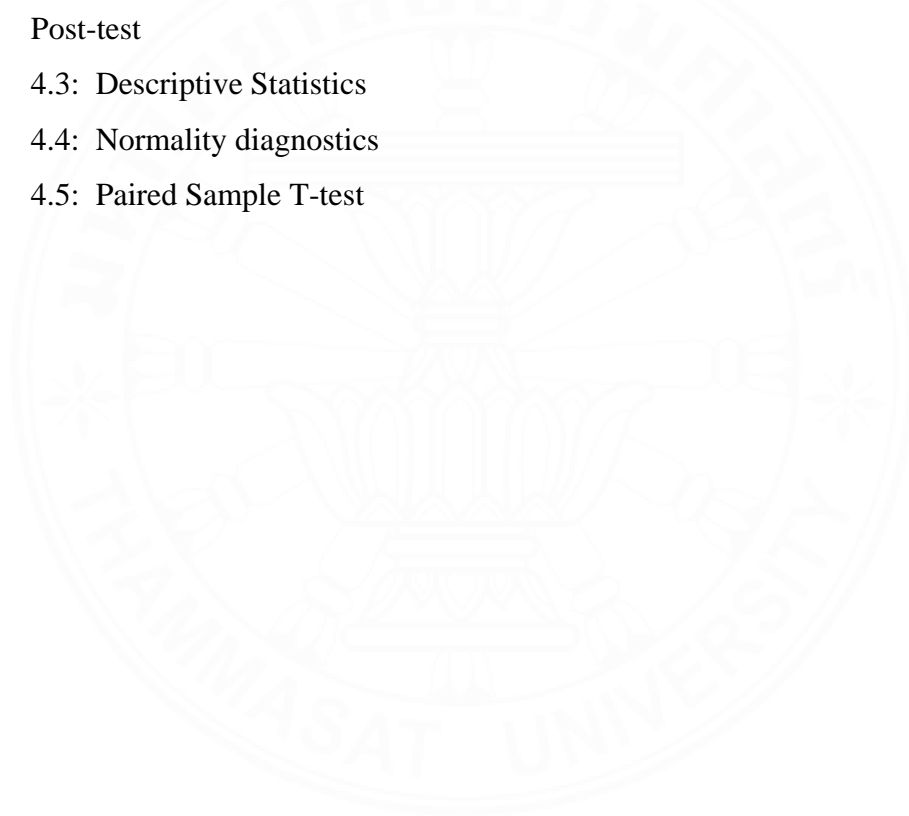
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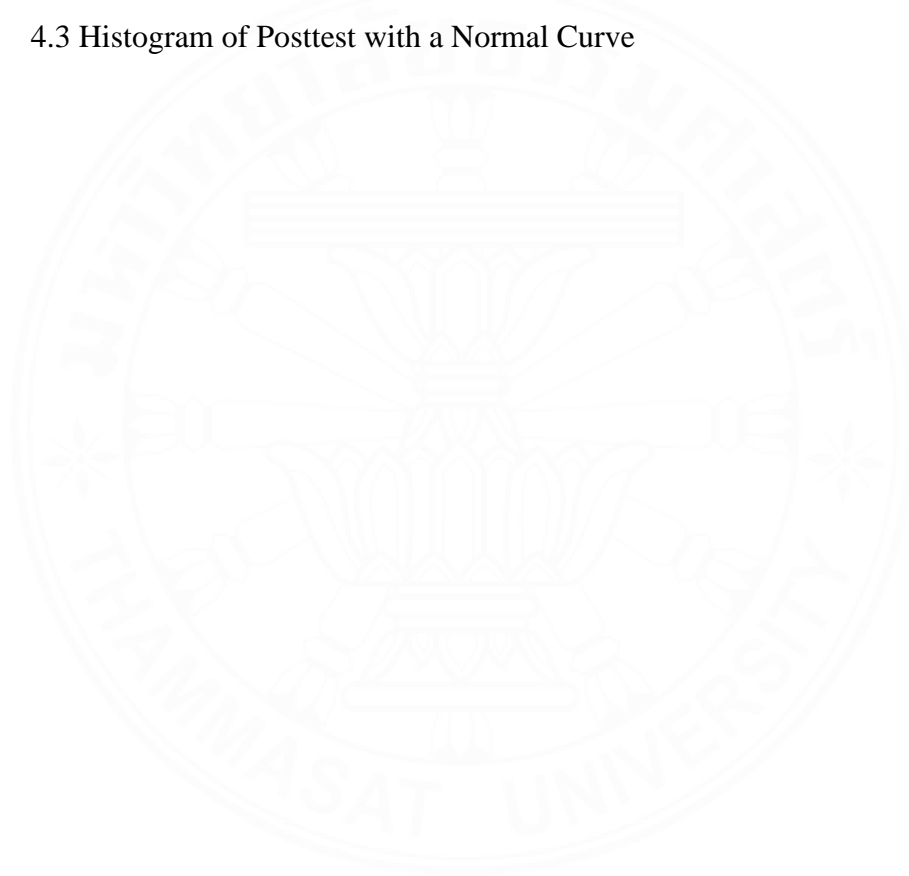
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LIST OF ABBREVIATIONS

Symbols/Abbreviations	Terms
ESL	English as a Second Language
EFL	English as a First Language
ELT	English Language Teaching
FONF	Focus on Form
ALM	Audiolingual Method
CLT	Communicative Language Teaching
CCQs	Concept Checking Question
CLIL	Content and Integrated Language Teaching
SPSS	Statistical Package for the Social Sciences

CHAPTER 1

INTRODUCTION

At the present time, English language teaching and learning throughout the globe have extended beyond all the geographical and cultural barriers. English currently is used either as an international language or as a lingua franca to facilitate communication among numerous communities that do not share a native tongue (Celce-Murcia et al. 2014). Almost every country in the world has started to set new rules to lower the age of compulsory English education to the onset of kindergarten and to use English as the only medium of instruction in English language classes. A tremendous body of research has been conducted in the realm of ESL and EFL to analyze this rapid evolution in teaching and learning English and the effects. Multimedia is indisputably the most prominent contributor in the current pedagogical evolution as it has utterly changed the face of language teaching and learning inherited and practiced for thousands of years.

Ears work better with eyes is now a belief strongly held by scholars, administrators, teachers and learners. Innumerable language classrooms around the world are adopting multimedia learning approaches by utilizing tools, such as printers, projectors, computers and videos. McNulty and Lazarevic (2012) assert this fact by stating that nowadays audiovisual materials are readily available at the fingertips of the new generation of language learners in comparison to the acute scarcity of these materials in the past.

Grammar as a core component of language learning has also received researchers' attention to examine deeply the effects on teaching and learning brought about by using different sorts of multimedia, such as videos and animation. Zhu (2012) sheds light on the ubiquity of multimedia and specifically videos and animations and their importance to ELT; hence, he encourages English teachers to take into consideration the integral role this can play in the English language classroom.

1.1 Development of Using Visuals, Audio and Video to Teach Grammar

Historians have noted that the field of language learning has undergone significant pendulum swings of styles over the years because of the scarcity of a widely agreed upon theory of how a second language or a foreign language is acquired (Long, 1997). By extension, teaching grammar has witnessed many changes, particularly in the twentieth century because of the unprecedented developments in technology. Numerous approaches and methods have evolved or emerged, including but not limited to the Grammar Translation Method, Direct Method, Audio Lingual and Communicative Language Teaching. The upcoming paragraphs will provide some insight into some these teaching principles and the development of the use of visual and audio materials in conjunction with them in the last century.

In the early decades of the twentieth century, teaching grammar in native speaking countries had become fossilized. Giovanelli (2015) explicates that instructing grammar was then based upon traditional teaching practices that used exercises as vehicles for the mechanical drilling of grammatical patterns, using decontextualized smaller units of the language, namely word classes, phrases and clauses. He further points out that learners' work was centered on drills and exercises tailored specifically to improve their proficiency in reading and writing. Thus, it can be inferred that the use of visuals and audio at the time was rare.

At the same time, in non-native English-speaking countries at the beginning of the twentieth century, the most prominent method used to teach English was the Grammar Translation Method (Thornbury, 2006). It was originally derived from Latin and Greek and is still the most widely applied method of ELT in some countries and education establishments around the world, focusing mainly on reading and translation from the L2 to L1 while grammar is taught deductively (T. Karunakaran & Babu, 2013). The reliance on translation to convey the meaning of words and grammar rules while neglecting listening and speaking skills led to less use of visual aids, audio and video, and in many situations, they are entirely disregarded.

The first real usage of media and real-life objects to teach language and grammar started with the direct method in Europe and America, especially in private schools (Brown, 1994). Thornbury (2006) makes a comparison between the direct method and the grammar translation method. He argues that the former method was one of the early approaches that depended on visual aids, mime and gestures to convey the meaning of words and grammatical structures, while the latter method solely utilized translation to focus on the literal meaning of words and grammatical structures.

The Audiolingual Method (ALM) emerged before the Second World War and was based on structural linguistics, and it featured extensive use of audio, tapes, language labs and visual aids (Brown, 1994). Grammar was taught inductively. However, Brett and González-Lloret (2009) note that the application of technology to learning grammar throughout this period, dominated by the structural linguistics, was only predicated upon grammatical drills. Freeman and Anderson (2011) underscore this fact, reporting that the ALM method originated based on the behaviorist approach, which itself was grounded in the belief that language is acquired by habit formation. Richard and Schmidt (2017) define habit formation as the process in which the behavior is acquired through repeating actions until they become almost automatic habits that can be practiced without much effort. As a result, they additionally demonstrate that although information in this method was conveyed mainly through visuals and audio, grammar teaching was practiced mainly by drilling.

Thornbury (2006) indicates that the real revolution in ELT and in grammar teaching in particular started with the advent of the Communicative Approach, or what is known as Communicative Language Teaching (CLT), which integrated the system of the language, vocabulary and grammar in real communication; this marked a stark contrast to previous approaches that taught grammar rules in isolation, using decontextualized sentences or contexts. Interactivity, real-life situations and imitating daily life conversations to have authentic and prolonged exposure to the target language are the prime objectives of this approach. This considerable development in teaching English was a forceful impetus to incorporate different sorts of authentic and semi-authentic media such as visuals, audio, and audiovisual materials in textbooks or on

computers to underpin communication, which significantly affected the teaching and learning of grammar. Brett and González-Lloret (2009) affirm that the role of computers in assisting in language learning within this predominant approach (CLT) in the world has become more prominent in all language components and in grammar teaching inside and outside the classroom.

1.2 Meaning of Grammar and What Teaching Grammar Includes

Grammar is academically accepted as a critical factor in learning a language for EFL and ESL learners; however, it presents challenges in teaching and learning (AL-Jarf, 2017). Ellis (2006) also asserts that teaching grammar plays a significant role in language acquisition and in improving the accuracy and fluency of learners. Nevertheless, there is no consensus on the definition of grammar among grammarians and linguists. For example, Crystal (2004, p.123) defines grammar as "The structural foundation of our ability to express ourselves. The more we are aware of how it works, the more we can monitor the meaning and effectiveness of the way the others use language". Oxford American Dictionary defines grammar as "the study of words and the rules for their formation and their relationships to each other in sentences; the rules themselves; speech or writing are judged as good or bad according to the rule" (1980-282). Neulieb (n.d.) offers a very flexible definition which permits grammar to go beyond the barriers of linguistics and the required formality in writing, defining it as "the internalized system that native speakers of a language share" (qtd. In Hartwell: p. 349: 1987). One of the most comprehensive definitions is provided by Thornbury (1999, p. 1), who maintains that grammar is the study of all possible forms and structures in a language; thus, grammar is a "description" of the rules that control the formation of sentences and make them either meaningfully and systematically acceptable or unacceptable. He also explicates that grammar usually encompasses the study of syntax, morphology (including inflections) and, in some cases, semantics and phonology.

1.2.1 Focus on the Grammatical Form

Bandar and Gorjian (2017) state that focus on form (FONF) is an approach to language education that seeks to make learners aware of the grammatical form of the language characteristics which they have already been exposed to and use in communication. They further put emphasis on the importance of FONF as it directs students' attention to the form, which is presented linguistically within a communicative context. Thus, focusing on the form has a great psychological impact because it stimulates learners to pay due attention to specific forms in the instructed grammatical rule that they may be unaware of them. Long and Robinson (1998) emphasize that this sort of attentiveness is indispensable for acquisition to take place and can be considered a useful tool to ease the process of "inter language progress".

Thornbury (2006, p. 89) provides a concise definition of grammatical form as the manner of presenting grammatical meaning either verbally or in a textual form; for instance, the present perfect is the name of the grammatical form that consists of the auxiliary "have" and the past participle of the verb. He argues that when learners focus on the form, their awareness is aimed at the language input and its formal constituents. Hence, he confirms that the language form is of paramount importance and it ought to be instructed in correlation with the meaning, noting that "focusing on form is a necessary condition for language learning; simply focusing on the meaning of the input is not enough."

Giovanelli (2015) criticizes functional grammar and linguistics for spurring on the idea that there is no need to concentrate on the grammatical form entirely and that it is better to pay attention to the bigger picture than detailed descriptions of the context and discourse. Although these models may enable students to explain the context of language, they may be unable to articulate why the sentences are formed in a particular manner.

1.2.1.1 Highlighting the Form in Grammar Teaching

Highlighting the form is a technique usually employed by teachers to draw students' attention to how to pronounce a word or identify the components of a grammatical rule. A teacher can do this through adopting many techniques (Harmer, 1998; Scrivener, 2010; Thornbury, 2006):

1. Modeling: The teacher reiterates the item of the language for some time, clearly pronouncing its parts as well as clarifying how these parts are connected in natural speech.
2. Finger-coding: Teachers use their fingers to demonstrate some elements such as the number of syllables or the stressed syllable, different stresses and intonations in a sentence or pinpointing the grammatical rule.
3. Cuisenaire rods: These are small blocks of wood of different length and colors. They were made firstly for teaching numeracy, but one of the most famous approaches, the silent way, makes use of them to demonstrate the language aspects of a word (e.g., syllable) or the grammatical components of different grammatical patterns.
4. The researcher added the use of controlled motion in texts and pictures with different digital techniques to highlight the form.

1.2.2 Focus on the Meaning

Thornbury (1999, 2006) views that the meaning of a sentence is comprehended from the words that form it; the meaning of the words refers to either a connotative or a denotative meaning. As a result, as he further explains, the study of the grammatical meaning is directly related to the study of semantics. In other words, the decoding of meanings of words in a sentence enables the comprehension of the grammatical meanings that the sentence carries because words are the vehicles in which the meanings are conveyed. Thus, Thornbury (2006, p. 127) highlights the importance of teaching the meaning of grammatical constituents in a language, arguing that, "In fact, establishing the meaning is probably one of the most important functions of a language teacher."

1.2.2.1 Checking the Meaning

Meanings of lexis, grammatical structures and function exponents are most of the time ambiguous or implicit; teachers ought to raise students' awareness of the meanings when instructing the rules. Although the meaning of language structures is enormously important, teachers tend to teach them inefficiently and may disregard thorough testing. Therefore, scholars have devised some strategies and techniques to check comprehension, such as using concept check questions (CCQs) and timelines.

1.2.2.2 Concept Checking Questions

Concept checking questions are questions made by the teacher to investigate whether learners have understood the meaning of a grammatical structure, new words or a functional exponent; the word "concept" is used to refer to the key meaning of the targeted language component (Workman, 2005, p. 6). This technique provides learners an opportunity to understand the grammatical rules in an efficient and learner-centered approach (David, 2007; Florkowska, 2018). The importance of the CCQs is growing in EFL and ESL teaching practices based on their efficacy, and many international academic courses have integrated them into their curricula. For instance, the CELTA training course offered by Cambridge University around the world to beginner English teachers sets out the CCQS as one of the essential techniques that trainees must use in their teaching practice (Florkowska, 2018).

1.2.2.3 Reasons to Use Concept Checking Questions

Workman (2005) and Thornbury (2006) set out many reasons to use the CCQS:

1. They are useful and effectual methods for checking learners' understanding.
2. They can be used in place of asking the students the typical question used by many teachers: "Do you understand?"

3. They work as an indicator to show the real understanding and misunderstanding of the language features.
4. They enable the teacher to develop language awareness of the instructed items because the teacher needs to do some language analysis of the structure being illustrated.

1.2.2.4 How to Make Concept Checking Questions

Workman (2005) lists some features that should be considered when designing concept checking questions:

1. Break down the concept of the item into a series of statements of meaning. A dictionary may be helpful if the item is a piece of vocabulary.
2. Be certain that the statement of the meaning is talked about in easy language.
3. Change the statement of meanings into questions.
4. The questions should be direct and easy.
5. The language used should be easier than the language the teacher aims to check.
6. The questions ought not to have the same language the teacher is checking.
7. Write the right answer you expect the students to give.
8. The answers should be short and simple. (p. 7)

1.2.2.5 Timelines to Demonstrate the Meaning

A timeline is a tool used to explain the meaning of grammatical rules. It helps learners to memorize a grammatical rule because of its graphical features and its ability to show the chronological order of one or different actions and their time of starting, finishing, duration and continuity. Workman (2005, p. 2) defines timelines as “drawings that provide a visual presentation of different verb forms showing when things happened or happening in the present, past or future”. Hornby et al., (2013) defines a timeline as “a horizontal line that is used to represent time, with the past towards the left and the future towards the right”.

1.3 Statement of the Problem

Millennials and Generation Z (Gen Z) specifically are described informally by many people as “tech-innate generations”; technology for them is an inborn right. An *Adobe Education Survey* reveals that the 93% of Generation Z students believe that technology in the classroom is fundamental to hone their creativity and to provide them with the skills needed for their future professions (“Generation Z: What is the Future of Classrooms?”, 2017). Unfortunately, these generations have less tolerance for boredom; their attention span is much shorter than older generations due to the “mobile culture” and distracting applications such as Facebook, TikTok, WhatsApp, Snapchat, and gaming (Subramanian, 2018).

From these generations’ perspective, learning a language is a long-term endeavor and grammar is considered the most difficult component of the language learning process. DeKeyser (2005) suggests that the reasons for the difficulty of grammar are related to three factors: "complexity of form, complexity of meaning and complexity of form-meaning relationship".

Generally, mastery of grammar requires making use of the language to form meaningful complete messages to convey ideas and thoughts. It is paradoxical to recognize that some learners encounter difficulties in using the grammar structures that they regularly study in the classroom in real life. Basically, they are unable to practically use the language in a cohesive manner during communication or in an ordinary writing task such as an email.

Animated videos are technological tools used in education that could help overcome the aforementioned problems, namely the new generations’ fondness for technology, shrinking attention spans, boredom in classrooms, difficulties learning grammar and using language in real life. They can enable students to retain grammar rules better than most of the traditional teaching techniques. They also can help learners with the comprehension of meaning and the usage of language in a more realistic manner using a situational presentation of events. They can assist in acquiring the form

in a trendier style of eye-catching graphical movement of texts, in line with the new generations' behavioral preferences and expectations. Furthermore, the newly developed applications available online allow teachers to design their own animated videos that can be tailored specifically to suit students' schematic knowledge, language competency and cultural backgrounds.

1.4 Research Gap

1. New kinds of videos are emerging year after year. Although videos are newly used tools in teaching the languages, there is a large body of research on their effectiveness and their application in ESL and EFL teaching and learning. On the other hand, technology is advancing rapidly, resulting in new programs and applications. As a result, there needs to be research investigating this huge assortment of media, which enables all teachers to design their own materials, taking into consideration their students' different abilities, performance levels and sociocultural elements. Lee (2000) asserts that there are numerous sorts of videos that can be employed in diverse methods of learning; therefore, more studies are needed to pinpoint the optimal practices and outcomes of learning through the utilization of videos. Suparmi (2015) also stresses that although there are many kinds of videos and they are believed to be effective in increasing students' comprehension, more studies are required to produce evidence on the optimal methods of teaching and learning.

2. Fewer studies have been conducted on the English grammar in comparison to other English language components. This is also a paucity of research on the use of videos or animation to instruct grammar. Basically, videos are constructed from sound, visuals and sometimes subtitles, and therefore most academic studies have focused on these themes. This was confirmed by Saeedi and Biri (2016), who report that most studies undertaken on videos in L2 have focused on reading, speaking, writing, listening and vocabulary acquisition, while few have examined the impact of the utilization of videos in grammar teaching.

3. Materials specifically designed by the teacher are rarely used. Most of the studies that targeted grammar employed authentic videos or pedagogical ones, such as movies, series, animation or YouTube videos. Nonetheless, very few of them used specifically designed animated materials by the teacher for their objectives in order to focus on the form and as well as meaning in grammar.

4. Videos have not been used comprehensively in many studies. Most of the studies that aimed to teach grammar used either videos or animation as the assistant media, the supplementary exercises in the lesson plan, the carriers of the target language or as blogs for extra exposure. Thus, the videos and animations were not employed extensively and comprehensively to instruct grammar structures. Under this scenario, animation and videos could be effective but may not provide a vivid description of the exact roles and effects of their usage.

5. Little research has been undertaken in Thailand. Most importantly, few studies in Thailand have used animation or videos to teach grammar when compared to other studies that targeted other English language components. Moreover, studies that examined the use of videos or animation to teach the English “if” conditionals specifically are rare.

1.5 Objectives of the Study

1. To investigate the effect of using only 2D animated pictures and texts designed by the teacher on students' comprehension of the meaning and the form of the four types of “if” conditionals
2. To investigate students' attitude towards using only 2D animated pictures and texts designed by the teacher to teach grammar.

1.6 Research Questions

1. Does using only animated pictures and texts designed by the teacher to teach grade 9 students the English “if” conditionals significantly increase their comprehension of their meaning and form?
2. What are the students' attitudes towards using only animated pictures and texts designed by the teacher to teach the meaning and the grammatical form of the four types of the English “if” conditionals?

1.7 Research Hypotheses

1. Using 2D animated pictures and texts to teach grade nine students the four types of the English “if” conditionals significantly increases comprehension of their meaning and the grammatical form. .
2. Using 2D animated pictures and texts to teach English “if” conditionals creates a positive attitude towards English grammar learning in the students.

1.8 Scope of the Study

1. The participants of this study were 15 students in grade 9 from an English program in a private school, Sarasas Witaed Rangsit, in Phatum Thani Province in Thailand. Thirteen of the participants were Thai, one was Filipino and one was Chinese. The study took place in March 2021 and lasted for ten sessions, finishing on the 15th of April 2021.
2. The study aimed to find an optimal way to teach grammar through animation and determine the effects on students' achievement in learning grammar.
3. The study aimed to investigate the techniques that can be utilized to maximize the interactivity between the teacher and students while using animation to teach grammar.
4. The study aimed to investigate adolescent learners' feelings towards the 2D animation within teaching. The new generation is widely exposed to 3D animation

either at home or at the school; hence, the study can help gauge the viability and usefulness of 2D animation.

1.9 Limitations of the Study

1. The number of participants in the study was very low at only 15 students, which does not allow for generalizations to the whole population.
2. The use of convenience sampling in the study limits the representativeness of results, as it does not mirror the whole population and might yield erroneous data owing to the researcher's bias (Gaille, 2020).
3. The sample was heterogeneous, with 13 Thai and one Filipino and one Chinese; thus, the findings may not be generalizable due to the sociocultural and ethnic differences between the participants.
4. The study was conducted during the Covid-19 pandemic. The closure of schools within this year might have affected student's concentration and their competency in English.
5. A pilot study could not be conducted because of the repeated closures of schools due to Covid19.

1.10 Definition of Key Terms

1. Animation:

Animation refers to photographing successive drawings, models, or even puppets, to create an illusion of movement in a sequence because our eyes can only retain an image for approximately 1/10 of a second; when multiple images appear in fast succession, the brain blends them into a single moving image (Maio, 2020, para.1).

2. Animated pictures:

Bétrancourt and Tversky (2000, p. 113) define animated pictures as "any application which generates a series of frames, so that each frame appears as an alteration of the previous one".

3. Presentation program:

A presentation program is a software program that helps create a slideshow that addresses a topic. Presentation programs can be used in businesses and schools for discussing a topic or for teaching. Many times, the presenter uses a projector to project the slideshow on to a screen that everyone can see (“Presentation Program”, n.d).

4.2D Animation:

Two-dimensional animation, or a product of animation, created when two-dimensional images are rapidly sequenced to create the illusion of lifelike motion, as in traditional drawn animation, cel animation, or computer (Dictionary.com, n.d.). The 2D animation in the present study was created through the PowerPoint program. PowerPoint enables the designer to animate the texts, shapes, images, tables and add some soundtracks if needed (Fabien, 2021). Hence, the presentation of animation was done through consecutive slides where the researcher controlled every single movement of the text, images and shapes. The program provides two kinds of animation, namely previously designed movements and free movements. The researcher used both patterns in designing the materials. The researcher, who was the teacher, presented the animated images first to the students, asked elicitation questions, and then the animated shapes and illustrated texts were viewed to instruct the grammatical structures. The PowerPoint version used in the experiment was 2019. The speed of the animation in this version can be controlled from 1 to 20 seconds, while it was 1 to 5 seconds in the older versions.

5.3D Animation:

Three-dimensional computer models or objects are rapidly sequenced to create the illusion of lifelike motion, as in some computer animation generated vector graphics (Dictionary.com, n.d.).

6. Grade 9 Students:

The participants were students in grade 9 in a private school, Sarasa Witead Rangsit, in Phatumthani Province, Thailand. The school has three English programs: normal, bilingual and an international program. All the participants were in the international program. They are taught English using the Content and Integrated Language Teaching (CLIL) approach. Most of them have been taught English by foreigners, either native English speakers or non-native speakers, since kindergarten; nevertheless, most of them could be categorized as pre-intermediate students.

1.11 Significance of the Study

This research paper can raise ESL, EFL and ENL teachers' awareness of the role animation can play in teaching not only the meaning but also the form of a grammatical structure. It can motivate more teachers to design their own animation that is pertinent to their students' levels, lifestyles, and cognitive competency to increase their concentration when studying both the grammatical form and meaning as well as reduce boredom. It could also help to determine whether 2D animation is still effective when used to teach those in the new generation, who are very familiar with advanced 3D media.

1.12 The Theoretical Framework

1.12.1 The Input Hypothesis Theory of Second Language Acquisition

Using video-based grammar instruction is deeply rooted in some theories in the second half of the twentieth century. For instance, Krashen (1985) proposed his widely known and well-accepted theory, the input hypothesis, which holds that learners should be exposed to a reasonable amount of what he called “comprehensible input”, which refers to language containing linguistic items that are slightly beyond the learners' present linguistic competence. Krashen (1981; 1985) confirms that the message that the input carries (language content) should be intriguing and personalized, thus motivating students.

1.12.2 Multiple Intelligence Theory

The perception of providing connected, intriguing and comprehensible input was also corroborated by Gardner's (2006) multiple intelligence theory, which posits that people have different inborn capacities. Therefore, people have various kinds of intelligence, such as mathematical, visual-spatial, musical, bodily kinesthetic, interpersonal and naturalistic. According to this theory, visual spatial intelligence enables visual learners who prefer using visuals, colors and videos to study and to retain new information easily. Marshall (2002, p. 8) also endorses Gardner's theory, stressing that "The relative strengths and weaknesses among and between these intelligences dictate the ways in which individuals take in information, perceive the world, and learn". This theory hence signifies that the method by which the target theme is presented and transmitted will affect a person's ability to learn and that teachers must take the different kinds of intelligence into account when planning and presenting their lessons (Amy c., & Timmins, 1996). Video and animation accordingly conjoin images and sounds, and sometimes subtitles, which provide the opportunity for students to acquire the language using the natural pattern of intelligence. Animated pictures and texts as well as the teacher's illustrations of grammatical rules play the same role as video.

1.12.3 Dual Coding Theory

Dual coding theory, proposed by Paivio (1986), states that information in the human mind is operated through two distinctive channels. The first channel operationalizes non-verbal information and mental images (nonverbal images) such as illustrations and the accompanying sounds. The second channel operationalizes the verbal information, namely texts or audios. These two channels can be described as visual memory and verbal memory. There are representational and referential connections between the two channels. In other words, different stimuli may activate different reactions in the two channels. For instance, if a person sees or heard a word, it may trigger the verbal channel, enabling them either to remember the word or some associative words pertinent to it. This word might also activate the visual memory and

make the person remember the image related to this word or some related images which might be under the same category or genera. The same mental process may happen when a person sees an image. They may either retrieve the image of this thing or associative related images using the visual channel or they may use the verbal channel to retrieve the written form of the word or the associative words connected to it. Or, they may use the two channels simultaneously. Paivio (1975) also puts emphasis on connecting pictures and words, claiming that people retain and retrieve more information if they see a picture with words than repeated words or repeated pictures. He further adds that people retain more information if they see a picture presented repeatedly than if words are presented in the same manner.

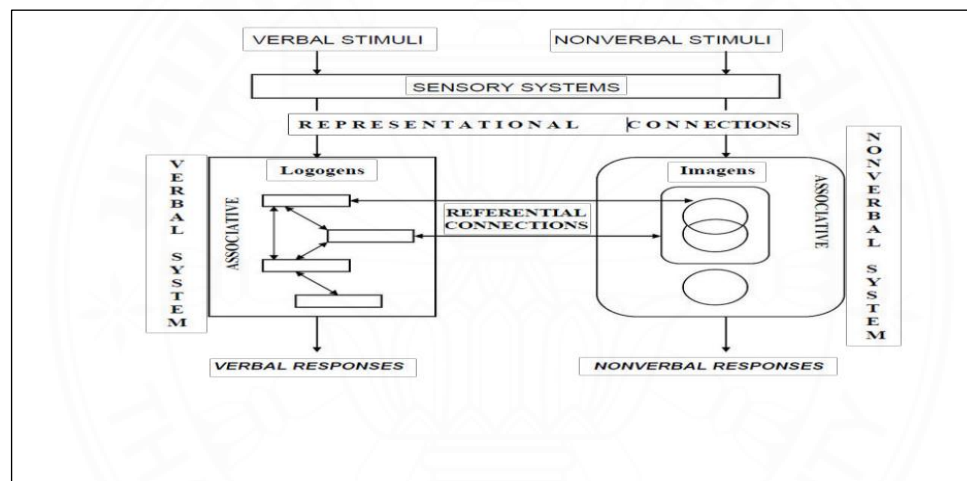


Figure 1.1
Dual Coding Theory (Paivio, 1986)

1.13 Organization of the Study

This paper is divided into five chapters as follows:

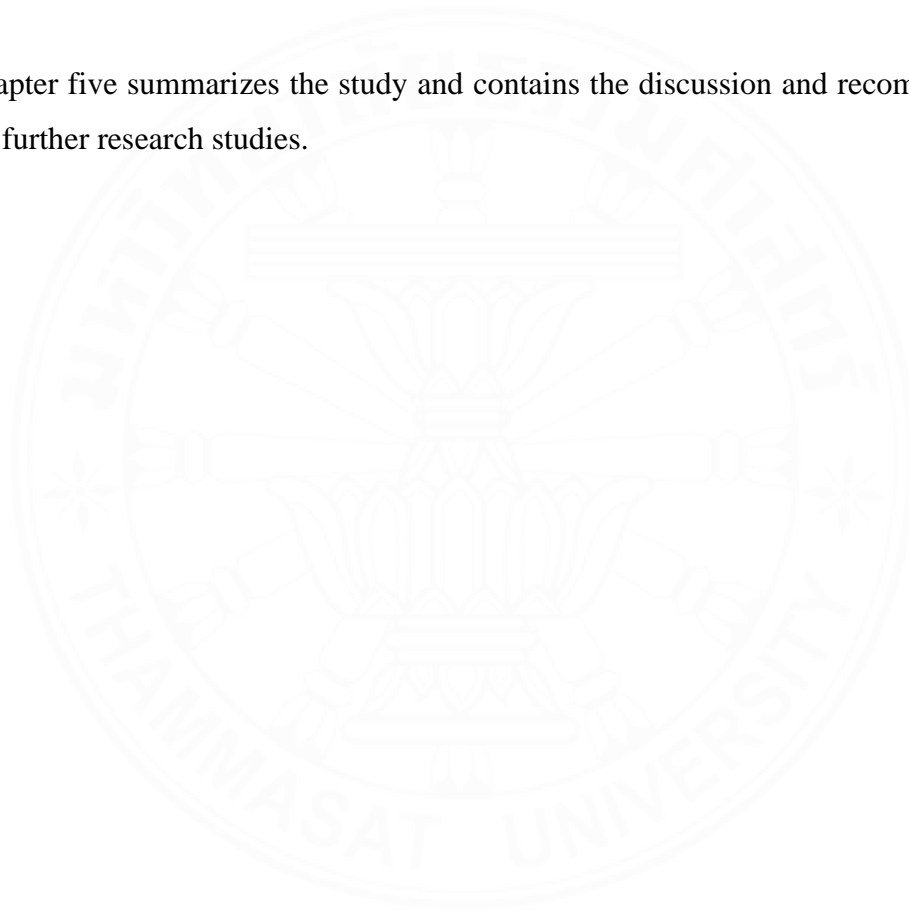
Chapter one is the introduction which provides the background of the study, the research objectives, research questions, research hypothesis, scope of the study, limitations of the study, definition of key terms, significance of the study, and the theoretical framework.

Chapter two provides the related literature concerned with study.

Chapter three provides the explanation of the design of the study, including the type of research, subjects of the study, the objective of the study, study tools and the techniques for collecting data.

Chapter four provides the results of the study.

Chapter five summarizes the study and contains the discussion and recommendations for further research studies.



CHAPTER 2

REVIEW OF LITERATURE

Technology is a life-changing tool that has great impact on language learners especially since the advent of the World Wide Web. The application of different technologies in the classroom is unprecedented. Technology usage ought to be treated in much the same manner as any other tool or techniques based on its efficacy for learning a language. Chapelle (2007) argues that technological changes will influence all the features of language learners' lives, including their language learning experience either in or out of the class. The teaching of grammar, by extension, has been developing incrementally in recent years in numerous contexts due to the use of technology in ESL and EFL (Bataineh & Mayyas, 2017; Stockwell, 2007). Investigations of the effects of technology in the arena of language teaching and learning are crucial. Linguists, methodologists, researchers are examining the role of technology holistically, including its applications in the language classroom. Brett and González-Lloret (2009) advise teachers not only to incorporate all types of technology under the generic term of "language-learning tools" but also pay attention to the exploration of what sorts of technology are suitable to which educational and methodological approach and how these can be included in language classes. In connection with the theme of the present study, some topics and subtopics of relevance to animation and using videos in general education, in language teaching and in grammar teaching in particular ought to be analyzed.

2.1 Definition of Media and its Different Types

The word media was primarily used to refer to newspapers two centuries ago; recently, media has diverse connotations (mass media, print media, visual media and social media); although media may have different patterns, the main objective is a channel of communication ("What is using Media to Enhance Teaching and Learning," n.d, para. 1). In pedagogy, Gerlach and Model (1980, p.241) define media as any

individual, material or event that empowers learners to gain more knowledge, hone their skills and develop their attitudes.

2.1.1 Media Classification in Education

Media, as the most obvious manifestation of technology in the classroom, has the capacity to provide an effective cognitive experience in a rich assortment of designs to respond to the different sensory preferences of language learners and teachers' styles. Kimtafsirah (1998, P. 4) categorizes media applications in the classroom and their role as an instructional instrument into four categories:

1. Games and stimulation, such as words, puzzles, and role-plays.
2. Visual media, which can be seen and convey a message from the originator to the receiver. This media includes pictures/photos diagrams, charts, graphs, globes and flannel boards.
3. Audio media in the form of sound. Examples are sound from a radio program or from an audio-tape.
4. Audio-visual media is media in the form of pictures and sounds. An example is television, which presents images and produces sound when it is turned on.

2.1.2 Characteristics of a Useful Media and its Role in instructing learners

Wright (1976, p.1) explains that there are many kinds of media and many styles to present visually; he therefore lists some salient characteristics that media must have to function appropriately and yield positive learning results:

1. It should be attractive and motivate learners.
2. It should provide non-verbal cues for different practices.
3. It should supply learners with information about things, events and relationships.
4. It should create conditions that lead learners to produce written texts meaningfully.

2.2 Animated Pictures

The word picture refers to a drawing, painting, artwork designed on a computer, photos with a camera, or a frame in a video. Pictures can be classified generically into two categories: static pictures and animated ones. The simple definition of static pictures is pictures which do not move. Animated pictures, on the other hand, move. Static pictures, such as drawings and paintings, have been used throughout the history of education and in language teaching, whereas animation started to appear at the end of the nineteenth century, after which it propagated in all the fields of education and language learning, especially in the second half of the twentieth century. Many detailed definitions of animated pictures have been introduced to describe what they are and what they represent. For instance, Baek and Layne (1988, p. 132) define animated pictures as “the process of generating a series of frames containing an object or objects so that each frame appears as an alteration of the previous frame in order to show motion”. Gagne (1970, p. 57) defines animated pictures as “a moving text and pictures or simply interesting transitions between visual tableaux which can be an effective attention grabber, that lay the necessary foundation for learning.”

2.2.1 Which is More Useful in a Language Classroom? Static Pictures or Animated Pictures?

Generally, a picture is worth a thousand words. Using static pictures is educationally viable in any language classroom. Levie and Lentz (1982) discovered that a text that was coupled with illustrations was acquired better by children than text not linked to illustrations. Stone and Glock (1981), based on the treatment they applied in their study, found that university students who read a text with illustrations made fewer sentence formulation mistakes than their peers who solely used texts. They arrived at the conclusion that conjoining texts and illustrations (verbal and pictorial) appeared to develop the learning of assembly instructions.

On the other hand, animated pictures are more useful in teaching a language. Schlosser et al. (2011) reported that the efficacy of using animated images

outweighs that of static ones in terms of conveying the meanings of verbs and prepositions and that using animation can reduce the burden falling on teachers' shoulders. That conclusion was grounded in the results of their study where they exposed 52 students to both static and animated images presenting the actions of 24 verbs and prepositions and then asked them to guess the meaning of the symbols the images refer to and determine the meaning of the symbols.

Hoffler and Leutner's (2007) meta-analysis revealed that instructional animation generally takes precedence over using static images in relation to the learning outcome. However, they did not find any evidence to support the effect of using annotated texts as their presence or absence did not affect students' overall performance. Similarly, the same meta-analysis revealed that the effect size in support of animation did not differ significantly based upon the presence or absence of "signaling cues" such as arrows and highlighting.

Recently, the role of animated pictures in instructing learners has evolved and expanded rapidly. They have been used to instruct learners and not only for the mere projection of visuals, sounds and texts. The presenter's role of viewing and controlling images, texts, sound has also been enhanced substantially, enabling them to convey information in a professional manner.

Park and Hopkins (1993) lists five instructional roles of animated pictures:

1. As an attention guide...the animated visual can serve to guide and direct the subject's attention.
2. As an aid for illustrations, dynamic visuals can be used as an effective aid to represent the structural and functional relations among components in a domain of knowledge.
3. As a representation of domain knowledge, movement and action can be used to effectively represent certain domain knowledge.
4. As a device model for forming a mental image, graphical animation can be used to represent system structures and functions which are not directly observable (e.g. blood flowing through the heart).

5. As a visual analogy or reasoning anchor for understanding abstract and symbolic concepts or processes, animation can make abstract and symbolic concepts (e.g. velocity) become more concrete and directly observable. (p. 19)

2.3 What is Animation?

Animation has been created for some decades now. Countless companies worldwide are making animated movies using techniques of design, either for entertainment or pedagogical purposes, or for many other reasons. Experts and researchers have introduced different definitions of animation; although there is some variance in these definitions, they all share the same basic concepts.

According to Wikipedia, animation is a method in which figures are manipulated to appear as moving images. In traditional animation, images are drawn or painted by hand on transparent celluloid sheets to be photographed and exhibited on film. Today, most animations are made with computer-generated imagery (CGI). Computer animation can be 2D or 3D (Wikipedia, Animation, n.d.). Another definition is proposed by Rieber and Kini (1991) is the sequence of quickly changing computer frames presented to show movements to the viewer.

2.3.1 Kinds of Animation

The technology of animation has been evolving with the passage of time. It is now entirely different than the first versions; more visual effects have been added, the sequence of images has become faster, and its presentation is more realistic and attractive. But the main criteria and principles applied are nearly the same since they were first made. This can be seen when studying the different forms of animation and the similarity between all of them. According to New York Film Academy website (“5 Types Of Animation: Finding Inspiration In All Styles”, n.d.), there are five types of animation:

1). Cel (Celluloid animation): This is the first and the oldest technique used to create animation by viewing thousands of images which are drawn by hand on special papers

and then photographed frame by frame.

- 2). 2D animation: This is vector-based animation. It is the cheapest and easiest form.
- 3). 3D Animation: This is more similar to puppetry than to the traditional versions of animation. It is trending in Hollywood movies and the closest to reality.
- 4). Motion graphics: These visual graphic designs include moving graphic elements such as texts or logos by using software such as After Effect.
- 5). Stop motion: Similar to traditional animation, this is made using models of clay instead of drawing pictures. It can also be executed using puppets, cut-outs, silhouettes or action figures.

2.4 Using Animation through Computers

The technological literacy of teachers is developing exponentially due to the newly essential qualifications imposed by the contemporary teaching demands. Teachers now use computers to design and view animation, which has made the teaching and learning process easier and more convenient when compared with older technologies such as videotape and cinema projectors. Bancroft and Keane (2006, p. 87) define computer animation as a program that makes use of a software especially designed for the purpose of creating and copying individual frames. Rule (2008, pp. 1-2) also highlights that using the computer to present animation has become easier due to the diversity of the media applications available online. Rieber (1990) reports that “generally, animation has been used in instruction to fulfill or assist one of three functions: attention-gaining, presentation, and practice” (p. 77). Harmer (1998, p. 178) confirms that computers are developing rapidly; using a computer provides teachers with many valuable functions, such as CDs, audio, video and memory to store materials. He also lists some of the many usages of the computer in the English language classroom:

1. As a word processor: Students sit facing the screen and type a text together or might add graphics and design.
2. As a platform for presenting materials specifically created for EFL, games or for playing or CDs connected to the syllabus students’ study.

3. As an enormous reference tool: Students can use encyclopedias on CDs, dictionaries and corpuses or speak with other English speakers in different parts of the world through emails.

2.5 Advantages of Creating Specific Animation or Videos for the Classroom

Thousands of teachers are now designing their own materials and are not satisfied with what they find on different websites such as YouTube. The reasons can vary; they may want to be inventive and have some ideas they cannot find online or they may desire to design videos to concentrate on some specific points. Dudeney and Hockly (2007) assert that there are multiple reasons why a teacher might choose to create their own electronic materials.

1. The teacher will be able to supply further practice to weaker learners, more reinforcement and revision exercises for competent ones.
2. They help the teacher to have their own adapted compilation of materials that can be used in the future.
3. These materials can change the momentum in the classroom and motivate learners.
4. The researcher adds that they can be altered either to hone strong points or to avoid weak points.

2.6 Advantage of Using Videos and Animation in ELT

2.6.1 Using Videos to Enhance the Context

Context plays a pivotal role in teaching a language and by extension grammar. “Language is context-sensitive; this means that, in the absence of context, it is definitely difficult to recover the intended meaning of a single word or a phrase” (Thornbury, 1999, p. 69). Rieber and Kini (1991, p. 33) state that the benefits of using animated videos outweigh the use of static graphics because they do not require learners to create a mental image of the target language as it was already presented.

2.6.2 Increasing the Pace of Learning

Many people associate visuals with different situations they went through; an image a person sees can evoke long-term memories about forgotten information. Hanley and Herron (1992) shine light on the paramount importance of videos in activating students' schematic knowledge and maintain that employing videos to teach a foreign language expedites the retention of diverse cultural knowledge. Zhu (2012) also points out that video facilitates teaching and learning, enabling goals to be achieved. Likewise, Hegarty and Sims (1994) contend that videos may allow students to learn at a faster pace.

2.6.3 Helping to Memorize and Retain Information

Videos and animation can create imagery that is impossible to find in real life such as extinct animals, layers of the Earth, cells of the body, and thousands of other things. Using videos in the mainstream classroom setting when teaching a language provides language teachers with various instructional techniques that can reinforce the process of learning. Furthermore, information received and retained through simultaneous exposure to visuals and sound is more likely to be remembered than when each is stored separately (Rieber, 1995).

Teachers' illustrations of a new concept along with the use of visuals and sound assist in creating a mental picture that is not easy to be forgotten, especially if the lesson was enthrallingly designed and introduced. Abdo and Al-Awabdeh (2017) note that using animation to teach EFL is a teaching strategy that depends on what is called declarative memory. Declarative memory is a part of what is known in language acquisition as declarative knowledge, which helps to create a mental imagery and consequently leads to a high retention rate in the long-term memory (Richard & Schmidt, 2017, p. 271). Rieber and Robinson (2004) also propose that the perception of information using two different channels greatly affects the storing of geographical and language materials. Aiex (1999, p. 2) reports that videos can be used "to promote awareness of the interrelationship between modes: picture, movement, sound, and

captions.” Kozma (1991) discovered that the integration of spoken language, text, still images and moving images in television and video leads to higher learning levels than media that relies primarily on only one of these systems.

2.6.4 Providing Pleasure and Entertainment & Affecting Students'

A ttitudes

Recently, motivation has been investigated within all teaching practices as it is deemed to play a pivotal role in the realm of language learning. Dornyei and Ushioda (2011, pp. 31-33) characterize motivation as one of the main determinants of a second/foreign language achievement. The role of video to heighten motivation has been explored by many research studies. Gorbis and Hallgren (1999, p. 66) assert that "historically, visualization technology has played an important role in many fields and made a distinct and interesting environment.” Altman (1989) and Swaffar and Vlatten (1997) also shine light on animated films and their ability to transform students' negative perspectives into positive ones, which pays dividends in terms of their perseverance and achievement while learning a language. Furthermore, videos can be used to stave off boredom and decrease the teacher’s effort along with increasing retention (Abdo and Al-Awabdeh, 2017). Pisarenko and Bondarev (2015) state that introducing visualization brings about a positive educational outcome and creates an environment which is more psychologically relaxing and secure for learners. Karahan (2007, p. 84) notes that a "positive attitude lets learners have a positive orientation towards learning English.

2.6.5 Saving Time and Efforts

It is a false belief hold by some language teachers that videos can waste the time of the class and they only ought to be used in a certain context. Truly, videos can be time wasting and can be a complete fiasco if they are not being used in a professional manner to serve the language objectives. On the other hand, good exploitation of audio-visual materials can save considerable time and effort. Stephenson (1994) confirms that animation technology can decrease the time the

teacher uses in illustration by an average of 33% and they additionally can hone the quality of learning in comparison with traditional methodological techniques. Stoney and Oliver (1998) add that videos can save teaching efforts instead of time spent on drawing pictures, which might not achieve the intended aim.

2.6.6 Creating Dual-Channel Learning

Videos are attractive instruments that can help a learner to memorize details. Significantly, 65% of people are “visual learners” and 90% of the information sent to the brain is through visuals (Bedrina, 2018). Vision is our most predominant sense as it controls half of our brain’s abilities. In fact, all students, no matter the kind of intelligence, benefit from instruction that includes videos (Medina, 2009). Dale’s (1969, p. 108) cone of experience model, known today of “experiential learning” or “action learning” suggests that people will generally remember 10% of what they read, 20% of what they hear, 30% of what they see and 50% of what they hear and see. 70% of what they say and write, 90% of what they do.

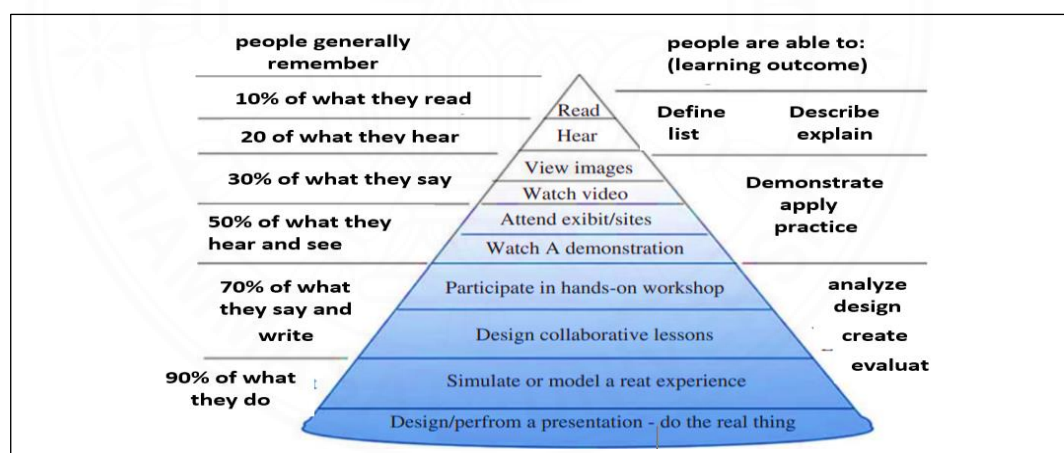


Figure 2.1 Dale’s Cone of Experience (1969)

2.7 Audio-visual Materials Help with all the Language Components

Many studies on the role of videos in English teaching have underpinned the practices of instructing different language components, namely reading, speaking, writing, listening, vocabulary and grammar. Zhao’s (2003) meta-analysis of 156

empirical studies revealed that technology is as effective at enhancing language learning as teachers, if not more effective. According to Zhao, although not all language components were investigated on an equal basis, there is a near unanimous belief among linguists and researchers that videos are useful and more advantageous than traditional methodologies.

In the second half of the twentieth century, the use of videos and integrating them into the pedagogical process have spread signally. English language experts (e.g., Berwald, 1985; McGovern, 1983; Lonergan, 1984; Allan, 1985; Cambre et al. 1992; Secules et al. 1992; Terrell, 1993) put an emphasis on the role of videos as valuable educational resources in language learning.

Harmer (2002) suggests that the advantages of engaging films in teaching and learning a language are (1) seeing language in practice, (2) cross-cultural awareness, (3) heightening motivation, and (4) developing creativity. In the EFL context, videos have proven to be useful not only to teach and learn one single part of the language but all the language components (Mekheimer, 2011). Waters (2007) reports that making use of animated movies assists students with improving all the language skills.

In connection to teaching listening, the number of satellites has soared dramatically, leading to the appearance of thousands of TV channels and website streaming services. Consequently, the availability of videos has broadened phenomenally, including authentic videos, talk shows, reality shows, soap operas, documentaries, etc. Researchers in the language field have tried to measure and to put many kinds of videos into practice in different leaning environments to teach listening. Studies have undertaken to investigate the exact functions that different kinds of videos can perform in teaching all the listening skills, for instance, macro skills and micro-skills (Ginther, 2002; Gruba, 2006; Ockey, 2007; Opat, 2008; Suvorov, 2008; Chung & Huang, 1998). Most of the findings of these papers and others underline the importance of utilizing videos to teach listening and their ability to complete the mental picture of the sound supplied. Chung (2009) confirms that using videos maximizes the

efficiency of learning all listening skills.

In reading, Koroghlanian and Klein (2004) indicate that audio animation can help with students' accomplishment, spatial abilities and recognition in reading comprehension. In his book *How to Teach Listening*, Wilson (2008) provides many activities in which ESL and EFL teachers can use videos to teach almost all the components of the English language. Some of the activities integrate different practices of two or three different language skills. For instance, he places emphasis on utilising videos with subtitles to “bridge the gap between reading and listening” (p. 49), arguing against the belief of some teachers that these videos deteriorate students' listening skills.

2.8 Using Audio-visual Materials to Teach Grammar

Grammatical structures, especially complicated ones, can impose a burden on teachers and learners, preventing thorough comprehension. The use of videos has helped to address this problem, as they act as a catalyst for changing these structures from tangled definitions into being more tangible and recognizable in speech. Harmer (1998) affirms that it is very important not only to see grammatical examples on the board but also to listen to the grammar embedded in real conversations. Thornbrury (1999, p. 8) argues that, heretofore, the grammar studied by learners of English has been presented mainly in dialogues or in a written form, and this was often exclusive to the “stilted style” of a large number of traditional textbooks; it is only lately that researchers have argued in support of teaching grammar through audio and video.

Scrivener (2010) suggests that using audio-visual materials provides English language teachers with an engrossing experience to teach almost all of the content of a language including grammar in a communicative way by enabling learners not only to observe moving figures but also their reactions, facial expressions, body language, culture, etc. He reports that English language teachers can pause and repeat any scene in a video to draw students' attention to pronunciation, to highlight a grammatical rule, to infer a meaning, or to improve communication. Wilson (2008) also

confirms that videos can turn a classroom into a more cooperative, positively challenging environment by adopting techniques and strategies to instruct vocabulary, grammar and functions. Alharbi (2019) mentions that many empirical studies that utilized varied technological applications as tools to teach grammar revealed that technology-based grammar instruction enhances students' achievement in grammar learning.

Moreover, grammatical structures for some students are as intricate as mathematical problems as they entail a great deal of concentration and special aptitude. Some students who dislike mathematics may hold the same negative attitude toward grammar as well. Videos can assist in this regard because they can be a source of a joy and at the same time develop students' critical thinking, as well as foster interaction with the teacher and collaboration with peers in the classroom. Students can benefit from using videos in teaching grammar; using animated visuals engages students in more interactive and intellectual activities, encouraging critical thinking and helping with memorization. Kurniawati (2013) indicates that videos increase the interactivity and create positive attitudes in language learning, and claims they are superior to other materials for instructing grammatical structures.

2.9 English “If” Conditionals

Conditional sentences are used in all languages around the world to indicate that one action is contingent upon another action; nonetheless, most of the time the form and meaning are entirely dissimilar between languages. Conditional sentences in the English language are also used to indicate that one thing depends on another. Native speakers of English use the conditionals to talk about “real or imaginary situations”: one of the clauses starts with “*if*” (or a similar word), and this is called conditional clause; the other clause talks about the result of the conditional clause happening (Conditionals1, n.d.). Conditionals are sometimes also used to talk about logical relations between two actions or things.

2.9.1 The Zero “if” Conditional Meaning and Use

Scrivener (2010, p. 232) points out that “the zero conditional is used to state things that are generally or always true such as rules, inevitable outcomes and consequences, mechanical working, scientific and economic laws, political truth, religious doctrines, guidelines”.

2.9.1.1 The Form of the Zero Conditional

The zero conditional is constructed of two clauses; the tense in both of them is the present tense, but the “if” clause may come first or second (Scrivener, 2010).

Table 2.1

The Form of the Zero “if” Conditional

If clause			Main clause	
If	noun/pronoun	Present tense	Noun/ pronoun	present tense

Example of the zero conditionals provided by Scrivener (2010, p.232)

1. There *is* a charge of £50 if you *are* over a week late with your payment.
2. The phone *doesn't work* if it *isn't* charged up.
3. An error message *is* displayed if invalid information *is* entered.
4. They *face* certain death if they *are* sent back to their home country.

2.9.2 First, Second and Third “if” Conditionals.

Thornbury (2006, p. 45) notes that first, second and third conditionals are used for expressing imaginary or hypothetical situations and often consist of a main

clause and a conditional clause, i.e., a subordinate clause typically beginning with “if” or “unless”. Thornbury further underscores that the conditionals can be categorized into real and unreal. A real condition can be likely accomplished either in the present or the future (first conditional), whereas an unreal condition is one that the speakers view as “unlikely” or “impossible” either in the present, past or future (the second and third conditionals). Scrivener (2010) highlights the difference between the first and second conditionals by stating that the first conditional is used to only describe the result of definite conditions in the future, while the second conditional is used to describe the result of definite conditions in the present or the future. By contrast, the only type of conditional type which is used to refer to past conditions is the third conditional case. Scrivener (2010, p. 233) notes that the third conditional is “a speculation about how past events might have been different” and refers to “an alternative reality.” He adds that the past perfect form is used in this case to signify that the action never happened.

2.9.2.1 Examples of the First conditional

First conditional: a real-world condition that is normal, possible or likely to be fulfilled.

1. If it *rains*, we *will eat* inside.
2. I’*ll make* you some coffee, if you *are not* in a hurry.

Table 2.2

2.9.2.2 The Form of the First “if” Conditional

First Conditional				
If clause			Main clause	
If	Noun/Pronoun	Present tense	Noun/Pronoun	will +Infinitive

2.9.2.3 Examples of the Second Conditional

Second conditional: Past simple = unlikely or impossible in the present or future.

1. I *'d speak* French if I *lived* in France.
2. If I *could* spend the day with someone, it *would be* with my husband.
3. I *'d go* for a walk along the beach if I *had* time.

2.9.2.4 The Form of the Second Conditional (Scrivener, 2010)

Table 2

Second Conditional				
If clause			Main clause	
If	Noun/Pronoun	Past tense	Noun/Pronoun	would + infinitive

2.9.2.5 Examples of the Third Conditional by the (British Council, n.d.)

1. If they *had left* earlier, they *would have arrived* on time.
2. He *wouldn't have missed* the bus if he *hadn't overslept*.
3. If I *'d seen* him, I *'d have asked* him to come over.
4. If I *had gone* to Kansas, *I'd have bought* it for you

(Table 2.3)

The Form of the Third Conditional

Third "if" Conditional				
If clause			Main clause	
If	Noun/Pronoun	Past perfect	Noun / Pronoun	Would + have + infinitive

2.9.3 Problems Learners face with the "if" Conditionals

Students most of the time face difficulties with grammar rules, especially the ones they do not have in their first language, such as conditional sentences. Tuan

(2012) investigated some problems related to using conditionals. The results showed that 70% of the participants always encountered hardships in using the three main kinds (1, 2, 3) of conditional sentences, whereas 33.68% could comprehend the exact usage of conditional adverbs. The questionnaires he used were centered on asking the participants in the study if they were able to comprehend the conditionals through the teacher's illustration. The results revealed that 40.82% did not comprehend the conditional rules illustrated by the teacher in the class and 53.06% did not understand the structures from the grammar book either. The findings of the research also detected that the probable causes of the challenges students encountered were the differences between L1 and L2 as reported by 75.52% of the participants, while 79.59% declared that these hardships might be because of the limited time designated to study the structure within the treatment.

Students usually make major errors because of their low degree of proficiency or lack of practice of the form. The errors are most always made because of the confusion that arises from the unclear memorization of the form of the two clauses that establish the "if" conditional sentences. For instance, according to "Common Mistakes Learners Make when Forming Conditional Sentences" (2012) in the zero conditional, both clauses are in the present tense. A common error is to use "will" in the main clause:

- *If people eat too much fattening food, **they become fat.** ~~they will become~~*
- *Water boils when **it reaches 100°C.** ~~it will reach.~~*

Some other common errors were highlighted in "Cambridge Online Dictionary" (Conditionals: Typical Errors, 1999) as follows:

1. We don't use will and would in the conditional clause:

If you **book** before April 30th, you will receive a 20% discount.

Not: ~~If you will book before April 30th, you will receive a 20% discount.~~

If we **had** a bigger flat, we could invite friends to come and stay.

Not: ~~If we would have a bigger flat, we could invite friends to come and stay.~~

If the weather **hadn't been** so bad, I could have gone to meet them.

Not: ~~If the weather would not have been so bad, I could have gone to meet them.~~

2. We don't use shall or will in the main clause in second conditional sentences:

If you worked harder, you **would** earn more money.

Not: ... ~~you will earn more money.~~

3. We don't use unless and if together:

I'll try to get there about 6.30 **unless** you want me to arrive earlier.

Not: ~~I'll try to get there about 6.30 unless if you want me to arrive earlier.~~

(para1)

2.10 Studies that Used Videos to Teach only Grammar

Accordingly, and in line with the theme of this paper, many researchers have tried using different parameters to scrutinize the efficiency or inefficiency of using all sorts of audio-visual materials to teach grammar in or out of the classroom setting using a considerable diversity of learners, genres and techniques. This section presents some studies which made use of assorted videos and animation to teach varied grammar structures.

Abu Naba'h et al. (2009) investigated the effect of utilizing an interactional software program of English language on students' attainment in grammar (passive voice). The software made use of the texts, animation and pictures. The participants were 212 students in a secondary school in Jordan. They were randomly assigned to four experimental groups and four control groups. The experimental group was instructed in the passive voice through the computer, while the control groups received the same information using a traditional method. The results revealed that there were significant statistical differences in favor of most of the experimental groups. The

researchers also concluded that TEFL teachers ought to use CALL lessons in their teaching methodology.

Arikan and Taraf (2012) undertook a study wherein the main focus was to investigate the effectiveness of authentic animated cartoons in instructing vocabulary and grammar to 30 students in grade four at a private Turkish school. Chunks, the verb to be, the present continuous and question formation were examples of the instructed themes. The students were divided into control and experimental groups. The learners in the experimental group were instructed via animated cartoons, while the control group was taught through a traditional approach to teaching. The results showed that learners' scores within the experimental group rose significantly more than the scores of the students in the control group when comparing the pretest and posttest. The researchers further reflected that this pattern proves the usefulness of using animation as a medium to teach grammar in the classroom.

Kurniawati (2013) undertook a mixed-methods research study with 72 students in Lampung, Indonesia in a bid to make a comparison between using YouTube videos to teach grammar and using textbooks. The study also sought to explore students' attitude towards integrating videos into the educational process to teach grammar. The findings suggested that (1) YouTube as media is more impactful than textbooks for grammar teaching. (2) The students who possessed positive attitudes had a higher performance compared to those with negative attitudes. (3) There is a relationship between students' attitudes and utilizing media in teaching.

Mohamed (2013) conducted a mixed-methods study investigating the impact of using subtitled videos on grammar learning. The study was based on the noticing hypothesis in the second language acquisition proposed by Richard Schmidt. The subjects of the study were nine intermediate students at a Midwestern university in the United States. The researcher used flooding of enhanced inputs to draw students' attention to the grammatical features of the target structure, the past perfect form. She used different materials such as cartoons, PowerPoint presentations and subtitled videos

to teach the rule. Explicit teaching occurred through animated videos, and implicit teaching was done using the enhanced subtitled videos. The results of the pretest and posttest of the form indicated that there was progress in the grammatical knowledge of the students with an average of 58.3 percent. Moreover, students' attitudes towards this approach to teach grammar was positive and assisted them in comprehending the context the grammatical rule was presented in; nonetheless, some students voiced some concerns.

Ilin et al. (2013) conducted an action research study to examine the effects of using specifically designed grammar videos to teach an ESP course on four adult learners' attitude towards this pedagogical technique. The data was collected through the repertory grid interviewing technique in order to find out what makes an effective grammar teacher. The conclusion the researchers arrived at after analyzing the repertory grid interviews showed that students passed through different phases of opinions about an effective grammar teacher. In general, the four participants put more positive emphasis on the role of the use of technology by the teacher. The other findings pointed out that the usage of videos for grammar teaching encouraged students to participate more in the lessons. Moreover, students declared in the interview that the examples presented by videos were conducive to long-term memorization.

Saeedi and Biri (2016) sought to teach conditional sentences utilizing an authentic English animated situation comedy (sitcom). The objectives were to research the effect of using videos on students' performance and attitudes toward the instructional process. The subjects were 34 undergraduate EFL students from two different institutions in Iran. The control group consisted of 17 students who were taught the grammatical rule explicitly, while the other 17 students in the experimental group learned the same rule through the presentation of an animated sitcom, *The Looney Tunes Show*. The results attested to the efficiency of using the animated sitcom to teach conditional sentences. Furthermore, students had a positive attitude towards animated sitcoms and their usage in teaching conditional sentences. Most importantly, students changed their opinions about grammar and began to deal with it from a more communicative view.

Suparmi (2015) explored the impact of learning the past simple and past continuous using two sorts of videos — tutoring and non-tutoring videos — in two English for specific purposes classes. The research design was based on quantitative research design. The participants were 25 chemistry students. The obtained findings after conducting the t-test between the two groups demonstrated that using video tutoring was more impactful in developing students' grammar mastery in comparison with the usage of non-tutoring videos.

Al-Mosawi and Nima (2017) research was conducted with the objective of using authentic YouTube videos as the treatment with the experimental group to teach grammar. The subjects of the study were Iraqi university students. The instruments used were a pre- and post-administration questionnaire that was constructed and validated, and a grammar posttest. The questionnaires were only distributed to the experimental group before and after the instructions using YouTube videos. The objective of the questionnaire was to inspect the variation of students' views toward using YouTube videos to instruct grammar structures after receiving the treatment. The statistical results demonstrated that “the mean ranks of the experimental group are 38.6 and the mean ranks of the control group are at 16.23 at 0.05 level of significance and under 29 degrees of freedom” p. 396. Additionally, the pre- and post-administration questionnaire indicated that there was a statistically significant difference between them in support of the posttest.

Abdo and Al-Awabdeh (2017) used animated video presentations to teach students in grade four from a Jordanian public school in Aaqba the use of English conjunctions and verbs in a humorous and economical way. The main aim was to investigate the students' learning outcomes and attitudes towards grammar teaching. The findings showed that exposure to the target language in this kind of technique made the classroom atmosphere more joyful. Additionally, the study indicated that using animation has a significant impact on students' achievement in learning grammar.

Satyawan and Yulia (2018) undertook a study based upon the principal of classroom action research. The objective of the study was to detect the problems in

instructing English to junior high students, to involve animation videos as media within the lesson plan in the process of learning, and to identify the effectiveness of using media on students' motivation during the course of the study. The participants were 28 students in grade eight in SMP1 in Banguntapan, Indonesia. The data was collected through questionnaires, interviews, lesson plans and observations. The research consisted of two cycles. In the first cycle, the problems students encountered were pinpointed: lack of vocabulary, poor interaction, poor knowledge of grammar (present continuous) and tedious learning process. The integration of videos, particularly in the second cycle, created a more interesting atmosphere, and as a result, the students reacted positively towards the instructional and learning process. The findings also revealed that the students' knowledge of vocabulary had improved, and the students' competency in grammar had developed.

Alharbi (2019) did research with 60 undergraduate students in the second year at a university in Saudi Arabia as the participants. Thirty students received information about grammatical rules through regular lectures and a video-based grammar instruction in a blog. These videos were YouTube videos that included the grammatical structures students were taught in the classroom: questions formulation, tenses in English, modal verbs, and first and second conditional. On the other hand, the control group was instructed in grammar through attending only lectures. The researcher made use of a pretest and posttest, online commentary exchange, and interviews. The results revealed that the experimental group had higher scores than the control group. Hence, the study suggested that using animated videos is an effective approach to learning grammar. Moreover, the students reacted positively towards having videos to supplement the traditional teaching in the classroom.

Wissem (2020) targeted to evaluate the role of educational videos in enhancing EFL learners' grammatical competence. The data was collected qualitatively through a semi-structure pre-questionnaire and post-questionnaire using the case study method. The participants were 47 second- year LMD students at the university of Mohamed Khider Biskra, Algeria. The findings indicated a high degree of interest and

positive attitudes toward the role of educational videos within the learning process. Students confirmed that videos helped them to become motivated and broke up the monotonous routine of learning. Students also highlighted that they were interested in authentic videos as well.

2.11 Studies that Used Videos to Teach Writing and Speaking (Grammar as a Sub-topic)

Setyabudi (2009) did a case study exploring the degree to which an animated movie (Kung Fu Panda 2) could assist in developing students' skills in two cycles. The study incorporated 42 participants. The researcher used a pretest, a posttest, observation, questionnaires and interviews. Students were instructed in the composition of narrative writing and the treatment included teaching different grammatical structures required in this type of writing, such as adjectives, adverbs, sentence composition and the verb to be. However, the past simple was discovered to be the most problematic in the first cycle and was thus the focal point of the treatment in the second cycle. The Kung Fu Panda 2 film was introduced in the second cycle to deal with the past simple problems. The findings revealed a significant statistical difference between the two posttests in the first and the second cycles at 26.85%. The questionnaires and interviews suggested that students' feelings towards the animated movie were positive as they expressed that using animated films in teaching was helpful and strengthened their narrative writing competency.

Mekheimer (2011) aimed to gauge the progress achieved in aural/ oral reading and writing by using mainly authentic videos within two semesters. Grammar teaching was one of the main components of the treatment in the experimental group that included 33 participants, while there were 31 participants in the control group. The study used a traditional method of teaching. The findings showed a statistically significant difference between the two scores in favor of the experimental group.

Setiyawan et al. (2019) did an action study on improving learners' writing skills using animated videos. The study took place in a junior high school in Surakarta, Indonesia, focusing on 28 students. One of the writing features targeted was grammar. The data were collected through applying a mixed-method approach. The qualitative techniques encompassed photographs, observations and interviews, and the quantitative method incorporated a questionnaire, a pretest and a posttest. The data was analyzed based on Miles and Huberman's theory. The research findings indicated that animated videos could develop writing skills as students progressed in terms of context organization, vocabulary, language usage and mechanics. In connection to grammar, students were able to construct sentences grammatically correctly in their descriptive text. The researchers highlighted the role of animated videos in creating a positive atmosphere and that most of the students (90%) believed that animated videos had assisted with writing and made it easier.

Marzuki (2019) explored whether a video blog could enhance the speaking abilities of the students of the English Education Department of FTK UINAM in the academic year 2017/2018. The study used a pre-experimental method with a one-group pretest and posttest design in the form of speaking tests. The participants were 20 students who were chosen based on the purposive sampling technique. Grammar competency was measured in the both tests. The findings of the study showed that the utilization of video blogs in teaching speaking can improve students' speaking accuracy including grammar. It also found a statistically significant difference between the t value of the students' grammar score in the posttest compared to the t value of the pretest in favor of the posttest.

Silvani (2020) intended to improve students' writing ability through using animation as instructional media in an action research. The participants were 38 second-grade senior high school students in Tasikmalaya, Indonesia. The researcher used observation as a technique for collecting the qualitative data while writing tests were used to obtain the quantitative data, which was the students' scores on the given test at the end of the cycle. In the first cycle, the problems were the lack of grammatical competency in punctuation, subject verb agreement, sentence structure, and usage of

tenses. Animation was used in the second cycle to address the detected problems. The criteria of minimum completion (Kriteria Ketuntasan Minimal or KKM) were used to make a comparison between the scores of the two cycles. The average score in the first cycle was 78.81, whereas the mean score rose to 83.55 in the second cycle, achieving a KKM of 77. The researcher concluded that the use of animation had improved the participants' grammatical competency.

Yuzahana (2020) undertook action research at a junior high school in Surakarta, Indonesia. The participants were 32 students. The purpose of the study was to determine whether the usage of animation enhanced students' skill in the writing of descriptive texts. A pretest was introduced initially to identify students' problems in writing. One of the problems was a lack of grammar knowledge. Animated videos were used in the second cycle to address the detected problems. The results of the study showed that most of the students' writing skills improved, including their grammar competency. Animated videos also created a positive atmosphere in teaching and learning and made students motivated.

Silalahi and Halimi (2020) used videos to teach the past simple to pre-secondary students in Tangerang, Indonesia. The research adopted a quasi-experimental approach with a posttest control group design. The control group comprised 31 students, while there were 33 students in the experimental group. The data was also collected through a questionnaire and interviews. The pretest and posttest applied the same techniques, depending mainly on viewing videos to students; they firstly observed and then wrote a paragraph using the past simple. The results of the study showed was a significant statistical difference between the scores of the two groups in favor of the experimental one. The questionnaire indicated that 87% of the 33 students showed a positive attitude to the idea of using videos to teach grammar. Students also preferred using the videos to learn in the classroom than using them outside the school.

Al-Bahadli (2021) used videos as the medium for instructions for Iraqi EFL college students to measure its effect on their performance in grammar. The participants

were 60 students in the Department of English at the University of Imam Alkdim, who were chosen randomly. Thirty students in the experimental group were taught grammar using online videotext and thirty students in the control group were instructed in grammar according to traditional methods. The statistical analysis of the data from the pretest and posttest indicated that there was a statistically significant difference between the experimental group and control group in favor of the experimental group.

2.12 Studies that Used Videos to Teach Grammar in Thailand

Tongboonyoung (2013) investigated the effect of the use of film clips to improve students' English communication and their attitudes toward them. The study used four authentic animated movies, including Tarazan and Rio. Observation, pre-questionnaires, post-questionnaires, a pretest, and a posttest were the instruments used to collect the data. The participants were 60 eight-grade students from Chu-uat School, Thailand. The study used a two-group pretest-posttest design wherein the experimental group received instruction through animation and the control group was taught through traditional teaching. The experiment lasted for 17 sessions. The animated videos were used to instruct different components of the English language including grammar structures in speaking and writing. The results of the study demonstrated that students' English communication in the experimental group increased significantly compared to the control group. The questionnaires suggested that students had a more favorable attitude toward the use of animation.

White (2019) examined the role of the Line application in a web-enhanced course and students' reactions to it. The participants were 30 textile engineering students taking an English language course at a Thai university. Conversational English and basic structures were taught through the Line application. Visuals and videos were used to teach the English language components including grammar. The results illustrated that students progressed and had a positive attitude towards the usage of these techniques.

Chuyen et al.'s (2020) research sought to gauge the effect of utilizing Ted Talk videos to improve students' presentation skills. Presentation skills were taught for five weeks along with grammar structures. The participants of the study were the first-year English majors at the Thai Nguyen University of Education. The tools used in this study to collect data were questionnaires, face-to-face interviews and observation. The experiment included a control group and an experimental group. The control group was instructed using a traditional method, while the experimental group was taught through Ted Talks. The outcome of the study suggested some helpful techniques on how to use Ted Talks to teach presentation skills. Interviews and the observation showed that students were motivated and liked being taught using Ted Talk videos.

Waedaoh and Sinwongsuwat (2019) investigated the effectiveness of CA-informed conversations in enhancing the conversational abilities of Thai learners of English. The researchers used 15-week sitcom lessons to teach mainly functional language and grammar. The results from both comparative statistical and closed single-case analyses indicated significant progress in all of the aspects assessed, especially in grammar and appropriacy.

2.13 Studies that Focused on the Meaning and the Form

Bandar and Gorjian (2017) investigated the effect of focusing on form and focusing on the meaning on 60 senior high school students' comprehension in Abdan, Iran. The teacher designed a Wh-question examination on the basis of the school book they studied to be the pretest. Students were placed into two groups: The experimental group was instructed using focus on form and focus on meaning and the controlled one was taught grammar using a traditional methodology, such as the use of examples and sentence exercises. The two groups made use of the same materials for eight consecutive sessions. Subsequently, they took a posttest. The quantitative data obtained were analyzed throughout independent and paired sample T-tests. The findings revealed that the experimental group performed better than the control group ($p < 0.05$). The researchers recommended that English teachers focus on form and meaning

concurrently in order to supply students with effective instruction.

Yilmaz (2018) conducted a study predicated upon Larsen-Freeman's (2001) three-dimensional (form- meaning-use) model of grammar teaching. The main objective was to determine which kind of clause (noun, adjective or adverbial) was the most problematic for students to learn. The study took place at a state university in Turkey. A diagnostic test was given to the students to obtain the results. The noun clauses (NCs) were discovered to be the hardest kind. An NCs test based on the same (form-meaning-use) framework was administered as the pretest to determine their knowledge about structure. The subjects were instructed in NCs in three intensive sessions using form, meaning and use triangulation. The quantitative analysis after taking the posttest suggested that there was significant development in the students' mastery of NCs in writing. The researchers also concluded that the form-meaning-use framework achieved effectual and successful instruction in the language classroom.

Kargar and Divsar (2019) aimed to assess the success or failure of using concept check questions (CCQs) on EFL learners' comprehension of grammar. The participants were 40 female students in Iran who were randomly divided into experimental and control groups. The experimental group was instructed using the CCQs while the control group was instructed using the traditional teaching methodology without using the CCQs. An IELST-based grammar pretest and posttest were conducted, followed by a paired T-test. The findings of the tests indicated that concept checking questions were beneficial in improving EFL students' competency. Thus, the study recommended the use of CCQs by EFL teachers as an 'alternative strategy' when traditional methodologies of teaching grammar are inefficient.

CHAPTER 3

RESEARCH METHODOLOGY

This chapter describes: (1) the participants, (2) the instruments, (3) the materials, (4) the procedures used in the collection and analysis of the data, and (4) the data analysis.

3.1 Participants

The population of the study was grade nine students at a private school, Sarasas Witaed Rangsit, in Phatum Thani Province in Thailand. There were six classes of grade nine in the bilingual program and one class in the English program. The participants were 15 students in the English Education program; they were chosen based upon the convenience sampling method. The convenience sampling technique is defined by Tavakoil (2012, p. 109) as “a type of non-probability sampling which involves choosing the nearest individuals.” Most of the participants had been studying English since kindergarten by foreign teachers using the content integrated language learning approach (CLIL). Nevertheless, most of them were at the pre-intermediate level in English and very few were at the intermediate level. The students were at the ages of 15 and 16, in other words adolescents who can be categorized as young learners.

Thornbury (2006) explicates that:

the term young learners is used to describe pre-primary and primary school age, although it is sometimes used to include adolescent. However, adolescents cannot be thoroughly as equal as children in relation to mentality and cognitive thinking. Comparing to children, adolescents start to develop their cognitive skills, they become more aware of their goals and they develop some metalinguistic awareness; furthermore, adolescence is an idyllic time to acquire a second language; adolescents tend to surpass adults and develop expeditiously than younger learners. However, some negative affective factors are affiliated with it, including acute self-

conscious. Changes within the adolescence stage occur rapidly, both physical and mental, due to adolescents seeking their inner identity and for their independent. (pp. 250-251)

The participants were from Phatum Thani Province, in the central part of Thailand. It is situated north of the capital city, Bangkok, and is part of the Bangkok metropolitan area. Therefore, it is the natural extension of the capital and contains many international and multinational companies and factories. The participants were from the Thaniaburi area in the province, which is the most populated part. Most of them were from the upper middle social class and were expected after finishing their college degrees to work in trading with their parents or in international companies in either Phatum Thani Province or Bangkok. As result, learning English is indispensable for them and that it is with families enrolled them in the international English program in the school.

3.2 Research Design

The present research is a mixed design study. The quantitative part was a one group pre-test and post-test design, with the main aim being to detect students' overall progress by making a comparison between their pre-test and post-test scores. The difference between the two scores is called "the gain scores", which is an indication of the success or the failure of the applied treatment in the experiment "but not necessarily because of it" (Nunan & Bailey, 2009, p. 91). The qualitative design included only semi-structure interviews with nine participants at the end of the study to assess the attitudes they had towards using animated videos to teach grammar. In this research, the independent variable was the animated videos, while the dependent variables were the grammatical structure (zero, first, second and third "if" conditionals).

3.3 Research Instruments

The instruments in this experiment were:

- 1) a pretest
- 2) a posttest
- 3) the computer software used for presenting the animated pictures and texts (PowerPoint)
- 4) the lesson plan
- 5) the semi-structured interviews

3.3.1 The Pretest

The pretest was a paper-based test consisting of forty multiple-choice questions; every question consisted of their distractors and the correct answer. Every conditional type from the four types was tested using 10 questions per each. These were listed in a disordered manner in the test. Some of the questions were adopted from Karanjakwut's (2014) study and some were designed by the researcher. The main aim of the pretest was to determine students' overall competency level and knowledge of the target grammatical components of the "if" conditionals. All the tests were revised and approved by three language experts before being put into practice to determine their validity.

3.3.2 The Posttest

The posttest was a paper-based test administered to students using exactly the same standards established in the pretests to measure the results of the treatment applied. Ten questions per conditional type were distributed in a disordered manner in 40 multiple-choice items with three distractors in each question. However, the questions in the posttest were different than the ones in the pretest in relation to the contexts and words. The reason behind this strategy was to examine students' comprehension of the structures instead of testing their memorization. The results of the posttest were compared with those of the pretest in order to determine whether there were significant differences between the two scores after receiving the treatment or not.

3.3.3 The Computer Program (PowerPoint)

PowerPoint is primarily a presentation program developed by Microsoft Company. It is often used for business presentations but is also utilized for educational purposes. Many teachers and university professors around the world use PowerPoint to integrate text with visuals in a tempting design to attract learners' attention. Babylon Dictionary (n.d.) defines PowerPoint as "a widely-used computer graphics program for preparing slides and presentations in a Windows environment." The program consists of slides, which can include text, videos and audio; it has also sound effects and animated transitions that can make a presentation more attractive (Lee, 2000). Visuals can be controlled to create different motions using 2D animation. Many studies have tried to determine the effectiveness of PowerPoint in education. Craig and Amernic (2006) note that several studies have shown that using graphics in PowerPoint enhanced students' retrieval of information, for instance, ChanLin (1998, 2000), Lowry (1999) and Szabo & Hastings, (2000). Craig and Amernic (2006) also indicate that information available about the effectuality of computer presentation in terms of developing students' level is very unclear, although most students prefer the use of it. PowerPoint provides 2D animation of pictures and texts using either preset animation or free animation designed by the user. The two kinds of 2D animation were used in the study to present the textual examples and pictures to the students.

3.3.4 The Lesson Plan and the Experiment Time

The experiment was carried out in 10 sessions including the pretest, treatment, review, posttest. Every session lasted for 50 minutes, two times a week. The distribution of the experimental topics was as follows:

Session 1: Pretest

Session 2: Present Simple Tense (positive, negative); Verb to "be"; Verb to "do" and Verb to "have".

Session 3: The Zero "if" Conditional (meaning and form).

Session 4: The First "if" Conditional (meaning and form).

Session 5: The Past Simple Tense and the Second "if" Conditional.

Session 6: Reviewing and Comparing the First and Second "if"

Conditionals (Meaning and Form).

Session 7: The Past Perfect Tense and the Difference between the Past Simple (meaning and form).

Session 8: The Third “if” conditional (meaning and form)

Session 9: Reviewing and exercise on the four types of the “if”

Conditionals Types.

Session 10: Posttest

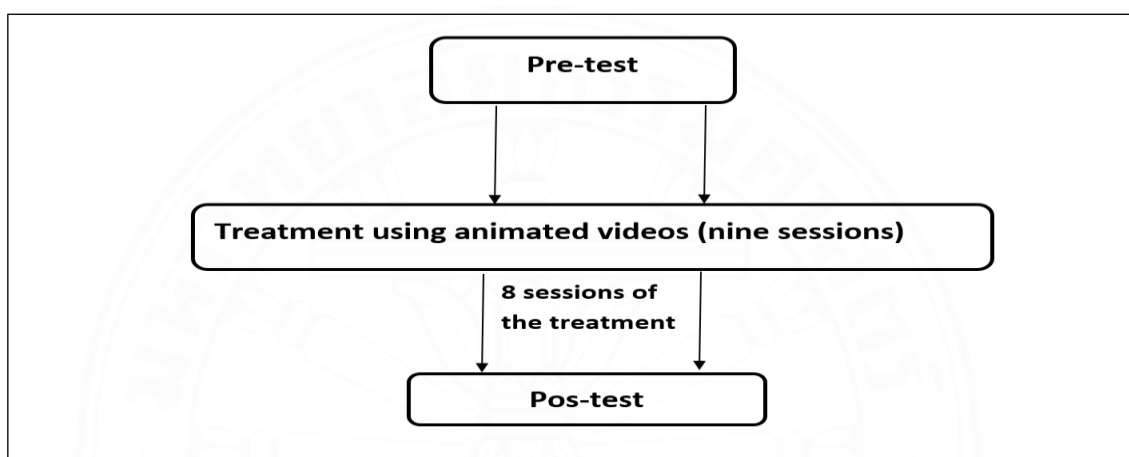


Figure 2.2
The Whole Process of Conducting the Experiment

3.3.5 The Semi-structured Interviews

Animation designed by teachers might promote newer ideas than other technological techniques used before because of the recent availability of supportive software. Additionally, motivation is a key in second language learning and one of the main determinants of second/foreign language achievement. Thus, the semi-structured interviews were of critical importance in the experiment as they assisted in determining students’ attitude towards the usage of animation designed by the teacher to teach grammar and also helped to construct a complete picture of the expected output. Newcomer et al. (2017) define semi-structured interviews as those that are “conducted conversationally with one respondent at a time, the semi-structures interview employs a blend of closed- and open-ended questions, often accompanied by follow-up *why* or *how* questions” (p. 493). The interviews were conducted with nine students chosen

based on their pretest and posttest scores (low, moderate and competent students).

3.4 Data Analysis

The data obtained from the pretest and posttest were analysed using a T-test. A T-test is “a statistical test involving confidence limits for the random variable t of a t distribution and used especially in testing hypotheses about means of normal distributions when the standard deviations are unknown (“Merriam-Webster Collegiate Dictionary”, n.d.).

According to Britannica Encyclopedia (n.d.) a hypothesis testing is: a form of statistical inference that uses data from a sample to draw conclusions about population parameter or a population probability distribution. First, a tentative assumption is made about the parameter or distribution. This assumption is called the null hypothesis and is denoted by H_0 . An alternative hypothesis (denoted H_a), which is the opposite of what is stated in the null hypothesis, is then defined. The hypothesis-testing procedure involves using sample data to determine whether or not H_0 can be rejected. If H_0 is rejected, the statistical conclusion is that the alternative hypothesis H_a is true. (para.1)

3.4.1 The T-test Formula

$$t = \frac{m - \mu}{s/\sqrt{n}}$$

t = Student's t-test

m = mean

μ = theoretical value

s = standard deviation

n = variable set size

3.5 The Teaching Procedures of the Lesson

3.5.1 Lead in

The aim was to engage students and activate their schematic knowledge (Spratt, et. al., 2010).

3.5.2 Establishing the Context and the Meaning Using Animation

Grammar rules can be introduced through different methods, such as examples, short stories, dialogues, audio texts, reading texts (Thornbury, 1999; Harmer, 2002; Scrivener, 2010). Accordingly, at the beginning of the lesson, the animated pictures accompanied by the animated textual examples were used to present short chain stories to expose the students to the target grammatical structure. Chain stories were employed due to their characteristics of being interesting and thought-provoking, and to increase the connectivity with the presented animation. Thornbury (1999, p. 146) asserts that “stories and songs offer a language-rich and highly engaging means of experiencing the language”, and they are also highly beneficial to teach grammar especially with young learners.

Almost all of the animated examples used in the treatment included gap-filling examples to act as catalyst for introducing the grammatical rules. Simultaneously, some text annotations were graphically designed to consequently fill these gaps when students answer them. Text boxes and arrows were placed above and below the animated pictures to present the different constituents of the grammatical form and its meaning. The rationale behind choosing gap-filling examples while teaching was because they have been experimentally proved to be effective to convey and practice the meaning, as underscored by Thornbury (1999). Moreover, this would make use of students’ initial comprehension of the grammatical constituents and their understanding of the chain story, as well as heighten students’ attention and their interactivity with the teacher. The techniques used in instructing the grammatical structures were elicitation and stimulating discussion with the whole class through 2D animation. Finally, concept checking questions (CCQs) were employed to check the comprehension of the meaning

of the grammatical structures.

3.5.3 Practice Stages

(1) Controlled exercises: In this stage, controlled exercises were supplied to enhance the usage of the grammatical rules and to observe it in diverse real-life examples. Controlled practices are “activities in which learners’ output is managed and controlled by the researcher or the materials to avoid the possibility of student errors” (Richard & Schmidt, 2006, p. 448). The exercises encompassed traditional questions such as multiple choice and fill in the gap. Within this stage, more controlled or semi-controlled exercises were provided to allow the students to gain more experience in the sentence structure of the rule.

(2) Free Practice: In the last stage, students practiced the language they studied, i.e. the grammatical structures. Students within this stage construct their sentences and dialogues themselves freely to use their own understanding of the topics they have studied (Richard & Schmidt, 2006, p. 448). The practice activities relied on productive skills, speaking and writing, by either doing in a role play or writing a short story. The free practice depended on writing and then dialogues because the main aim of the treatment focused on the accuracy and writing could help to draw students’ attention to the language form. The teachers’ role in this part was to scaffold students’ practice, which was done through reporting, paraphrasing, personalizing or reflecting on what students said or wrote (Thornbury, 1999).

3.6 The Targeted Grammatical Structures

The targeted grammatical structures of the study were the “if” conditionals (zero, first, second, and third). Teaching the “if” conditionals entailed instructing the present simple, future simple, past simple, past perfect, the verb to be, the verb to do, and the verb to have. All the grammatical structures were taught using animated pictures and texts; in very few cases, some authentic videos were used, followed by animation to highlight the meaning and the form. The reasons behind choosing the four

types of the “if” conditionals were as follows:

1. They are parts of students’ syllabus.
2. The “if” conditionals are quite complicated; many students are perplexed their use in different situations, and they usually make mistakes with the meaning and form. Therefore, animated videos might help to improve their competency in this regard.

3.7 Teaching Approach and Techniques

Instruction in the classroom depended mainly on short chain stories and examples through the animated pictures and texts and sometimes sound to illustrate the grammatical rules to the students as aforementioned.

The presentation of the grammatical rules was based upon the lesson structure known as PPP (present, practice, production). According to Richard and Schmidt (2017), a PPP lesson is a procedure used in traditional British-based language teaching methodology that refers to three stages in a language lesson, particularly one that is grammar-based, and is comprised of the following stages:

- a. **Presentation stage:*** The introduction of new items, with their meanings being explained, demonstrated, etc., and other necessary information being given.
- b. **Practice stage (also repetition stage):*** New items are practiced, either individually or in groups. Practice activities usually move from controlled to less controlled practice.
- c. **Production stage (also transfer stage, free practice):*** Students use the new items more freely, with less or little control by the teacher. (p. 447- 448)

PPP is part of what is called the situational presentation technique where the teacher establishes the context, establishes the meaning, introduces and encourages

practice of the target language, and has the students generate more from the context and record in notebooks before moving on to the practice stage (Harmer, 2002, p. 276).

The teaching approach used in the experiment was eclectic. Nevertheless, the inductive approach was the most utilized one, in which students were not instructed the grammatical rule in a direct manner but rather discovered the rule for themselves through examples. This has recently become known as the “awareness raising approach”, considered by many scholars as the best teaching technique because it imitates the natural way of learning a language (Thornbury, 2006). Other strategies were integrated into the teaching approach such as teaching grammar focusing on meaning, form and pronunciation. This framework (meaning, form, pronunciation) is applied in the CELTA course training around the world as one of the essential criteria to teach grammar and lexis (Thornbury & Watkins, 2007). Explicit teaching of the grammatical rules was also provided after the inductive instruction to avoid any miscomprehension of both the meaning and the form.

3.8 Materials

The computer program used was PowerPoint to control the presentation of the animated pictures and the texts. Some of the animation ideas were adopted from Scrivener’s book *How to Teach Grammar* (2010) and then developed by the researcher to be suitable for being animated. Almost all the written materials and the exercises offered within the experiment were compiled from a variety of sources selected by the researcher from published grammar books and textbooks such as the *Oxford Living Grammar* series (Harrison, 2009). Some materials were created individually, especially the ones for the free practice. The materials were compatible with the study’s eclectic methodology and the aforementioned lesson procedures.

CHAPTER 4

RESULTS

This chapter presents the results from the data analysis. The statistical analysis was done using the Statistical Package for the Social Sciences (SPSS V26) to compute basic descriptive statistics for hypothesis testing.

The present paper aimed to investigate the effects of using animated pictures and texts through a computer presentation to teach grammar (the four types of “if” conditionals) in the classroom on students’ performance and attitudes. The research questions which the study sought to answer were:

1. Does using only animated pictures and texts designed by the teacher to teach grade 9 students the “if” conditionals significantly increase their comprehension of the meaning and the form of them?
2. What are the students' attitudes towards using only animated pictures and texts designed by the teacher to teach the grammatical form and meaning of the four types of the “if” conditionals?

4.1 Participants

Table 4.1
Number and Gender of the Participants

	Number of males and females	Percent
Valid	6	% 40
Males	9	% 60
Females	15	% 100
Total		

Table 4.1 presents the number of participants in the study. They were six males and nine females, accounting for 40% and 60%, respectively. Among the participants, there were 13 Thai, one male Filipino and one male Chinese.

4.2 Analysis of Students' Pre-test and Post-test Scores

Table 4.2

The Scores and Percentages on the Pretest and Posttest

Student No.	Pretest	Percentage	Posttest	Percentage
1	24	60%	21	52.5%
2	21	52.5%	40	100%
3	15	37.5%	39	97.5%
4	19	47.5%	40	100%
5	18	45%	21	52.5%
6	26	65%	40	100%
7	30	75%	39	97.5%
8	30	75%	40	100%
9	26	65%	38	95%
10	14	35%	19	47.5%
11	27	67.5%	38	95%
12	35	87.5%	40	100%
13	20	50%	21	52.5%
14	26	65%	30	75%
15	27	67.5%	39	97.5%

From table 4.2, it can be recognized that all the students earned higher scores in the posttest in comparison with the pretest, except one participant. The minimum and maximum scores of the pretest were 14 and 35, while they were 19 and 40 in the posttest.

On one hand, five of the participants achieved the full mark of 40 in the posttest (student number 2, 4, 6,8 and 12). Two of them made dramatic increases in their score, namely student number 4, who previously failed the pretest, obtaining 19 marks, and student number 2, whose pre-test score was just above the half at 21 marks. Furthermore, five other students had an excellent score in the posttest; two gained 38 marks and three obtained 39 marks, one of them had failed the pretest (student number 3).

On the other hand, the other participants (number 5, 10, 13 and 14) showed a small increase in their scores in the posttest, ranging from 1 to 5 marks; however, one of them failed both tests, student 10. Student number 1 was the only participant who achieved a higher score in the pretest than the posttest.

4.3 Descriptive Statistics

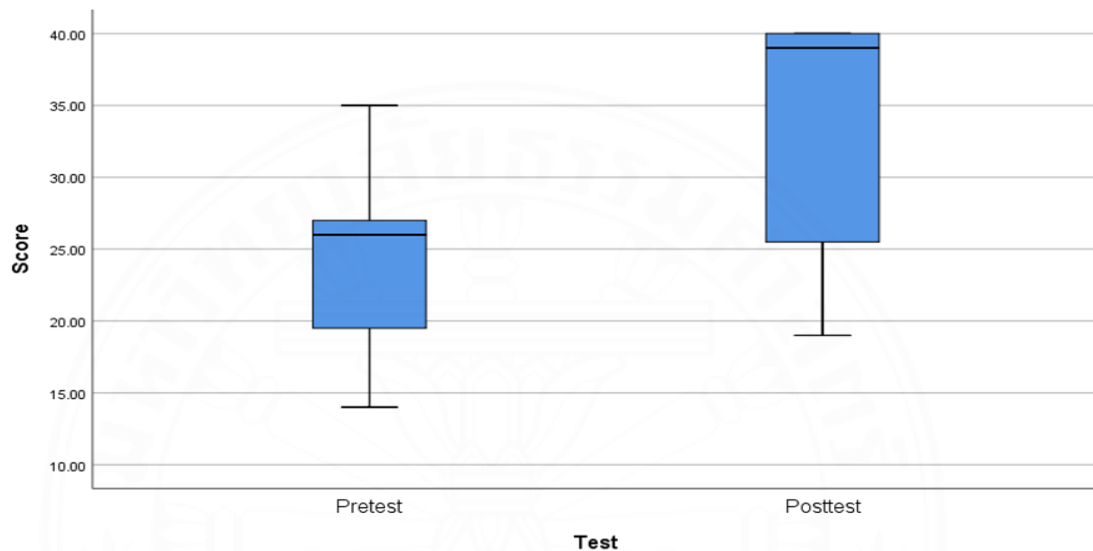
The descriptive statistics regarding the pretest and posttest were calculated and are reported in table (3), including minimum, maximum, mean (M), standard deviation (SD), and coefficient of variation.

Table 4.3

Descriptive statistics

Test	N	Minimum	Maximum	M	SD	CV
Pretest	15	14	35	23.867	5.914	24.78%
Posttest	15	19	40	33.667	8.591	25.52%
Total	30	14	40	28.767	8.795	30.57%

Figure 4.1: Boxplot for Pretest and Posttest



From table 4.3 and figure 4.1, it can be noticed that the values of the minimum and maximum scores of the posttest were greater than those of the pretest. The mean, SD, and CV of the pretest were $M = 23.867$, $SD = 5.914$, $CV = 24.78\%$, and in the posttest they were $M = 33.667$, $SD = 8.591$, $CV = 25.52\%$. The results of the descriptive statistics revealed that the average score on the posttest was greater than that of the pretest. Subsequently, in order to determine if there was a difference between the pretest and posttest and if the treatment students received in the experiment had a significant effect on their performance or not, a paired sample T-test was utilized. Conducting this kind of tests entails initially following some statistical procedures to guarantee the normality assumption of the data.

4.3.1 Normality test

One of the preliminary tests is the test of data normality to choose between either conducting parametric or nonparametric statistical tests. If the data is normally

distributed, the optimal choice is a parametric test; if it is not, a nonparametric test ought to be utilized instead. The most prevalent procedures followed for ensuring the normality assumption of data are the identification of the skewness and kurtosis values and the shape of the histogram of data distribution.

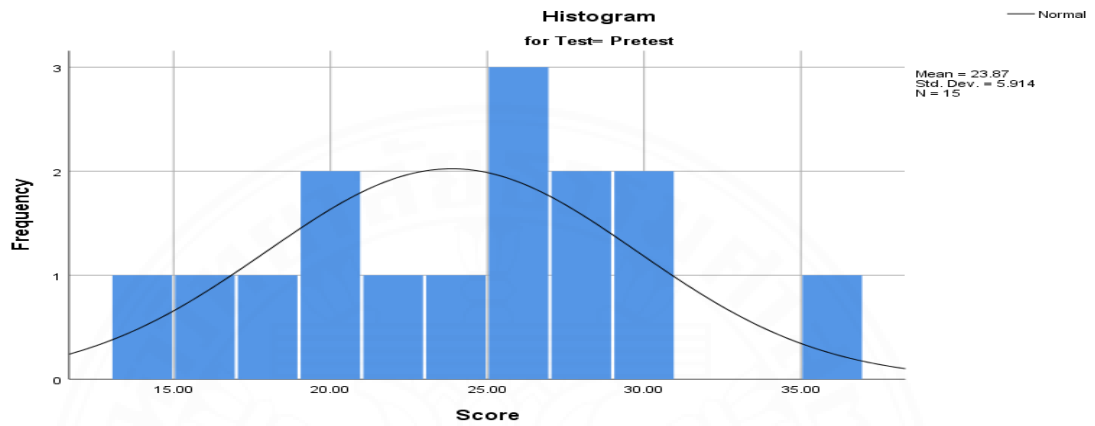


Figure 4.2: Histogram of the pretest with a Normal Curve

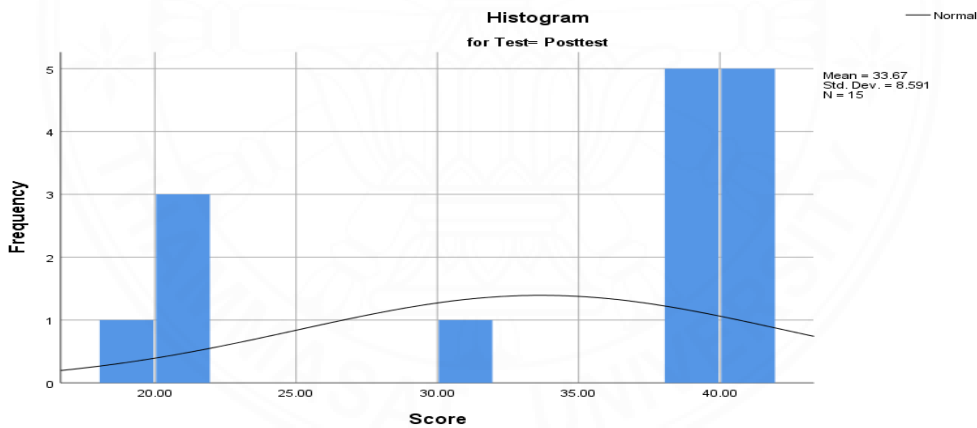


Figure 4.3: Histogram of the Posttest with a Normal Curve

Table (4.4)
Normality Diagnostics

Test	N	Skewness		Kurtosis	
	Statistic	Statistic	Std. Error	Statistic	Std. Error
Pretest	15	-.049	.580	-.523	1.121
Posttest	15	-.964	.580	-1.049	1.121

The values of the asymmetry and kurtosis between -2 and +2 were considered acceptable in order to prove the normal distribution (George & Mallery, 2010; Gravetter & Wallnau, 2014). Consequently, the results obtained from the normality test in table 4.4 demonstrate that the values of skewness and kurtosis of both the pretest and posttest were within this range of ± 2 . Hence, the data was normally distributed. This means that most of the data points were comparatively similar, occurring within a small range of values, and with fewer outliers on the high and low ends of the data range. Figures 4.2 and 4.3 also show that the histogram of the data distribution of both the pretest and posttest was compatible with the normal curve, therefore conforming the normality of the data.

4.3.2 Paired Sample T-test

Since the data was normally distributed, a parametric test was most suitable. In this case, the optimal test for testing the first hypothesis of this study was a paired sample T-test because the two samples were related and the number of participants was few.

Table 4.5**Paired Sample T-test**

	Paired Differences					T -Statistic	df	P-value
	Mean	SD	SE	95% CI of the Difference				
				Lower	Upper			
Pretest-Posttest	-9.800	7.599	1.962	-14.008	-5.592	-4.995	14	.000

CI= Confidence interval, df= Degrees of freedom, SE= Standard formating

From the mean differences between the two samples ($M = -9.800, SD = 7.599, SE = 1.962, 95\% CI = [-14.008, -5.592]$) shown in table number 4.5, it is clearly apparent that the difference between the two scores was negative. Therefore, the higher scores were for the posttest. The results of the paired sample T-test indicated that there was a statistically significant difference between the pretest and posttest since the p-value of the test was less than 0.05 ($t = -4.995, df = 14, P < 0.05$). This leads to the rejection of the null hypothesis $\mu_1 = \mu_2$ and the acceptance of the alternative hypothesis $\mu_1 \neq \mu_2$.

4.4 The Interviews (Questions and Answers)

1. Which is better: using animated pictures and texts to teach grammar as the teacher did or using the whiteboard together with the paper pictures or Google images?

The participants, aged 13 or 14, were still developing their metacognitive knowledge and therefore they might not be comprehensively cognizant of the different techniques applied in the class. Nevertheless, the abovementioned question would be conducive to determining students' basic reflections on the use of animation to teach

both the form and the meaning of grammatical structures and if they recognized the difference in connection to their previous experience. The analysis of students' answers would also assist in evaluating the usefulness of the applied materials and its emotional effect on them.

Students' Answers:

St1. Animation as we were taught. It is more enjoyable and makes me remember more.

St2. To use animated picture on the PC because it is more interesting than writing on the board all the time.

Follow-up questions

Researcher: What animation can you remember now? What about the moving pictures from right to left and from up to down?

St2: A moving animation from right to left and left to right, like a girl was arrested and skiing and a man climbed a mountain.

St3. Animated texts and pictures. It was moving up and down was interesting; also, it was very easy to understand.

Follow-up questions:

Researcher: Which one is more interactive?

S3: Animation makes me speak more.

St4. Animated pictures as the teacher designed them to attract my attention and they stimulated me a little more.

St5. Animation on PowerPoint because it is easy to remember.

St6. Animation because it is interesting.

St7. Animation examples.

St8. Animation. It's easier to understand.

St9. Animation similar to the way we were taught by.

Follow-up Question:

Researcher Which is more interactive?

Student 9: Animation, I like the animated pictures and texts. They help me remember a lot.

Question 2: Is it more useful for the teacher to design their own animated videos to teach or use ready- made online YouTube videos?

The aim of posing this question was to discover whether students were cognitively aware of the differences between the two kinds of materials and their usage in the classroom and their effect on them. The question also intended to analyze students' attitude towards both techniques. The result of this question would help offer encouragement for teachers to design their own personal animated materials to teach grammar structures.

Students' Answers:

St1. Animated videos are more enjoyable and interactive.

Follow-up questions:

Researcher: After I taught using animated pictures and texts, do you think grammar is easier for you? Did animation help you to answer during class and on the test?

St1: Yes, it is.

St 2. Animated videos; because I don't like YouTube; it is useless.

Follow-up questions:

Researcher: How about playing a YouTube video and then the teacher teaches at the same time?

S2: They are not the same because on YouTube they speak very quickly.

Researcher: Is it because the teacher interacts with you?

S2: Yes

St3: Sometimes YouTube is more useful or you can use both.

St4. Different classes have different needs.

Follow-up questions:

Researcher: Which of these two ways is more interactive and enjoyable to you?

ST4: Animation: the one we were taught by.

Researcher: What about YouTube videos—are they useful?

St4: They could be useful but not too much.

Researcher: How can we make it more enjoyable

St4: I think more animation like 3D.

St5. Both of them are interesting

St6. I think when the teacher designs for the class.

St7. I think both are beneficial, and it depends on the way the teacher explains the topic to his students.

Follow-up questions:

Researcher: Which is more interactive: the animation of pictures and texts on PowerPoint or on YouTube?

St 7: YouTube because students have more interest in the videos.

Researcher: What do you think after teaching (past simple/past perfect/present simple conditionals (0,1,2,3); do you have clearer ideas and understand more?

S7: I had no problem before, but I can remember more.

St8. I think the animated pictures and texts on PowerPoint. YouTube is a little bit boring.

Follow-up questions:

Researcher: What did you like or dislike in the class?

St 8: The teacher always talks with everyone in the class; it helps me visualize the images.

St9. I do not like YouTube because we look and write all the time.

Question 3: The teacher used some real videos and connected it to the grammatical rule using some subsequent animation based on the videos to explain the grammatical structure; which do you prefer real, authentic videos and animation afterwards or animated pictures and texts only?

The reason behind this question was to scrutinize students' viewpoint on this new technique and to determine if teaching the grammatical form through computer-based animation after watching interesting authentic videos was effective. The outcome of this question would assist in offering useful recommendations for better utilization of animation to teach the form of a grammatical structure. It would also help to conjoin the authentic materials to teach the meaning and animation, facilitating the instruction of form in an enthralling manner and alleviating the boredom of studying grammar rules.

Students' Answers:

S1: Real Vides are interesting

S2: Real videos with animation are more interesting

S3. Real videos are with animation are more interesting

St4. Real stories are more memorable

St5: Real videos; they were interesting.

St6: Real videos with animation are more interesting

St7. Real stories are more interesting

St8. For me, both of them

St9. Both of them are interesting.

CHAPTER 5

DISCUSSION AND CONCLUSION

This chapter discusses the results of the study.

5.1 Summary of the Study

5.1.1 Objectives of the Study

The study targeted to answer the following questions:

1. Does using only animated pictures and texts to teach grade 9 students significantly increase their comprehension of the meaning and the form of the four types of the English “if” conditionals?
2. What are the students' attitudes towards using only animated pictures and texts to teach the grammatical form and meaning of the English “if” conditionals?

5.1.2 Methodology, Materials, Procedures and Participants

The research was a mixed-method research design. It included a one group pre-test and post-test design and semi-structured interviews. The experiment was performed to answer the first question. It started in March 2021 and lasted for 10 sessions and finished on the 15th of April. The first and the final sessions were for the pretest and posttest and eight sessions were for applying the treatment. The interviews were carried out to answer the second research question. They took place after the experiment to extract information about the participants' attitudes towards the treatment.

The animation was presented through PowerPoint mostly using the free-style design animation option to move pictures where the designer controlled the movement of the pictures and texts freely. The grammar theme depended mainly on

chain stories and real-life examples, followed by controlled exercises and then free practice. The board was used only for a few minutes within the whole experiment. The grammatical rules taught in the experiment were the four types of the “if” conditionals and all the pertinent structures, namely the present simple, past simple, future simple, past perfect, verb to be, verb to have, verb to do. All of these were taught through animation. The teaching approach was eclectic, depending on the PPP lesson structure. Most of the exercises used were obtained from Karanjakwut’s (2014) published study. Free practices were utilized in most of the sessions to allow students to put the target language into practice by constructing and formulating their own language. Different interaction patterns were used while answering the questions to maximize the benefits of the participants’ practice.

The participants were 15 students: 13 Thai, 1 Chinese and 1 Filipino. They were in grade 9 in the English program in a private school, Sarasas Witaed Rangsit, in Pathum Thani Province, Thailand. They were selected based on the convenience sampling technique. The genders of the participants were nine females and five males. The English program in the school utilized the content and language integrated learning (CLIL) approach to teach English.

After taking the posttest, semi-structured interviews were conducted with nine of the participants based on their scores in the pretest and posttest (low, moderate and competent students) to analyze and investigate students’ attitudes towards the treatment.

5.1.3 Summary of the Pretest and the Posttest Results

The pretest was administered to assess students’ knowledge about the “if” conditionals. It consisted of 40 multiple-choice questions. Students’ scores in the pretest ranged from 14 to 35, while the mean score was 23.86, which indicated that student’s performance was weak. After receiving the intended treatment, all the students’ scores increased, ranging from 19 to 40, except one student who had a lower

score, and their scores ranged from 14 to 35. The mean value of the posttest was 33.66, which signifies a higher performance in comparison to the pretest. Additionally, four students attained the full score of 40 in the posttest, whereas no one achieved it in the pretest; only one student failed the posttest, while four students failed the pretest.

5.2 Results of the First Research Question and Hypothesis

In order to answer the first question of the research and to either accept or reject the research hypothesis, a paired sample T-test was done to detect the probable impact on students' level of performance after receiving the treatment. At the first stage, a skewness and kurtosis test was conducted to detect the normality assumption of the data. Then, a T-test was conducted; the results indicated that there was a statistically significant difference between the pretest and posttest since the p-value of the T-test was less than 0.05 ($t = -4.995, df = 14, P < 0.05$). This led to the rejection of the null hypothesis ($\mu = \mu_2$) and the acceptance of the alternative hypothesis ($\mu \neq \mu_2$). The first hypothesis was accepted because the statistical results showed that there was an increase in students' comprehension of the four types of the English "if" conditionals due to the usage of animated pictures and texts to instruct them in the classroom. Accordingly, the answer to the first question was positive, confirming that solely using animated pictures and texts in illustrating the four types of the English "if" conditionals significantly increased students' comprehension. The findings match those reported by Hoffler and Leutner's (2007) in their meta-analysis, which indicated that instructional animation generally takes precedence over the use of static images in relation to learning outcomes. Moreover, the significant statistical differences between the pre-test and post-test scores were consistent with the statistical findings of other similar studies conducted on the effectiveness of videos or animation to teach grammar (Abu Naba'h et al., 2009; Satyabudi, 2009; Mekheimer, 2011; Abdo and Al-Awabdeh, 2017; Marzuki, 2019; Waedaoh and Sinwongsuwat, 2019; Novita et al., 2020; Silvani, 2020). Specifically, the results agreed with the study of Saeedi and Biri (2016), which targeted teaching "if" conditionals using animation.

5.3 Results of the Study Second Question (Interview Results)

Semi-structured interviews were conducted to deeply explore students' attitude and their reflections on the usage of animated pictures and texts to teach grammar.

The answers to the first question revealed that although all of the utilized materials in teaching were 2D animation in a computer presentation, all the students had a positive attitude towards using them to teach grammar. Additionally, all of them preferred their use to the traditional teaching style of grammar that uses a whiteboard and paper images or computerized images. The findings of the interview in this context were compatible with many research studies conducted on the effects of videos and computer presentation using animated pictures and texts to teach different English components. For instance, firstly, this result accords with the findings of Craig and Amernic (2006) showing that most students preferred computer presentation to the use of the board. Secondly, they also conform to the results of numerous research studies that made use of animation to teach grammar, in which students had a positive attitude toward its usage, such as Mohamed (2013), Ilin et al. (2013), Satyawan & Yulia (2018), Setiyawan et al. (2019), Satyabudi (2009), Suparmi (2015) and Abdo and Al-Awabdeh (2017). Thirdly, and in a more specific manner, the findings matched those obtained by Saedi and Biris (2016), who found that students had positive attitudes towards using videos to teach conditional sentences.

The second question asked students about their preferences for either animated pictures and texts designed by the teacher or ready-made videos on YouTube. Six out of the nine interviewed students favored using animated pictures and texts designed by the teacher through a computer presentation over the use of some grammar YouTube videos, whereas two of them preferred both methods and one preferred only YouTube. It was surprising that most of the students preferred 2D animation to 3D videos on YouTube, even though the latter seem more attractive. This tendency was explained by some students when they highlighted some disadvantages pertinent to some different characteristics of some YouTube grammar videos, namely (1) fast

speech, (2) lack of interactivity with the teacher, (3) boredom. One of the students commented that when teachers design videos for their classes, it is better due to students' different abilities. The most prominent feeling that most of the students expressed was their preference for this technique of presenting grammar structures because of the constant interactivity with the teacher while illustrating using animation. It was believed that the great level of interaction was due to the usage of gap-filling examples when teaching grammar utilizing animation. This falls within the scope of the present study, which sought to find the optimal techniques teachers should use to obtain successful outcomes while teaching grammar.

The third question asked students about their preferences for either using authentic real videos followed by animated pictures and texts examples based on these video themes in PowerPoint to teach grammar, or the usage only of animated pictures and text examples. Eight students replied that they preferred the usage of real videos and animation together rather than the using of animated pictures and texts solely; and only one student preferred both of them. This finding was to some extent in harmony with some previously mentioned studies that used authentic videos and reported positive effects on students' feelings and attitudes in the classroom (ArÖkan & Taraf, 2012; Satyawan & Yulia, 2018; Mohamed, 2013; Kurniawati, 2013; Alharbi, 2019; Marzuki, 2019; White, 2019; Novita et al., 2020; Chuyen et al., 2020), although they used different techniques to present videos.

5.4 Pedagogical Implications

The results of the study may assist in helping many of the stakeholders in the EFL/ESL arena. For instance, firstly, the findings showed that using 2D animation designed by the teacher — even with a program that is not highly advanced such as PowerPoint — can achieve significant results. Most importantly, using 2D animation was appreciated by the participants, although it is not as attractive as the 3D animation they are familiar with from either televisual materials or on the Internet. Students also liked being educated through a computer presentation more than the use of the board. This might encourage English language teachers not to disregard the traditional method

of teaching entirely but to maximize the usage of animation in the classroom to present grammatical structures. They can use animation even when teaching timelines, presenting concept checking questions or listing the conjugations of verbs, etc. All in all, teachers should spare no effort to design their own materials, taking into consideration their students' different abilities and cultural backgrounds to overcome the difficulties students encounter when being taught grammar.

Secondly, based on the study results and interviewed students' opinions, there was an enormous amount of interactivity between the teacher and the students through the whole experiment. This is believed to be due to the maximum implementation of gap-filling examples while illustrating the grammatical structures using the animation of pictures and texts. This technique might help English teachers to increase the level of productivity and interaction with students when utilizing animation if it is put into practice in the classroom.

Thirdly, the findings may also help administrators to recognize the increasing importance of equipping classrooms with advanced technological tools and devices to suit the new generations' technological temperament and their increasingly short attention spans caused by hundreds of distractions around them. In this regard, schools ought to allocate some of their budget to purchase video-designing applications and train their English teachers to use them in order to create professionally developed materials to teach grammar and other language components in a compelling manner.

Fourthly, most language coursebooks supplement their written materials with either authentic or pedagogical videos in order to reinforce the language and grammar in a real-life context. Although this is surely beneficial, based upon the present study and the findings of other similar ones, it is also suggested that English coursebook authors design supplemental animated materials as well. This would help most teachers, especially novice ones, to teach grammatical form and meaning using a comprehensive and appealing technique, which would likely pay dividends in terms of increasing students' comprehensibility and improving their attitudes.

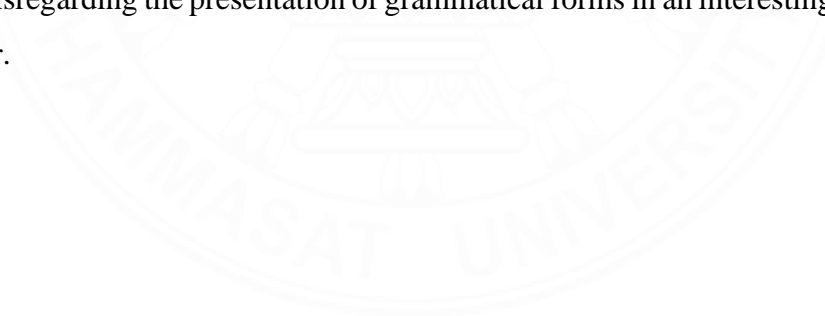
5.5 Recommendations for Further Studies

Based on the findings of the study, the following recommendation are offered for further studies:

1. It is recommended to apply the same treatment with a larger number of participants since the number of participants in this study was low at only 15 students. Salkind (2010, para. 1) states that “as the size of a sample increases, the sample statistics approach the value of the population parameters”. Salkind adds that the larger the sample, the more valid the outcome.
2. The study was conducted with only grade 9 students. Thus, it is recommended to apply the same treatment with participants of a wider variety of ages in order to determine whether age is a factor affecting the learning process, students’ comprehension and their level of performance in grammar.
3. It is recommended to make use of a two-group experimental design to make a comparison between the usage of animated pictures and texts designed by the teacher through computer animation and the usage of YouTube videos to teach grammar. The findings would assist in investigating to what extent both treatments have an influence on students’ competency and attitudes towards grammar.
4. The findings from the interviews showed that students were interested in conjoining authentic videos, followed by animated examples to instruct the grammatical structures. Future research centered on this technique ought to be done to scrutinize students’ production and attitudes towards such a style on a larger scale. This might help to develop some practical techniques for the precise utilization of video usage in teaching and learning when merging both authentic videos and animation to teach grammar in the classroom.

5.6 Conclusion

The research paper sought to assess and investigate the performance and attitudes of 15 students in grade 9 after being instructed grammar using animated pictures and texts. The findings showed that the participants' performance improved significantly after receiving the treatment. The overall outcomes of the study demonstrated that the utilization of only 2D animation in the classroom is still effective and can improve students' attitude and comprehension markedly when learning grammar despite the omnipresence of attractive 3D animation today. The outcomes of the study shed light on the importance of interactivity between the teacher and students and the positive attitudes that resulted from the usage of interactive animated materials when illustrating a grammatical structure. The study results might raise the awareness of teachers and textbook writers about the importance of designing specific and personalized animated materials for students to teach grammar structures. The most important recommendation arising from the study is to encourage teachers to instruct the form as well as the meaning of grammatical structures using animation. They ought not to be satisfied with merely exposing students to videos and then use the board all the time, disregarding the presentation of grammatical forms in an interesting and interactive manner.



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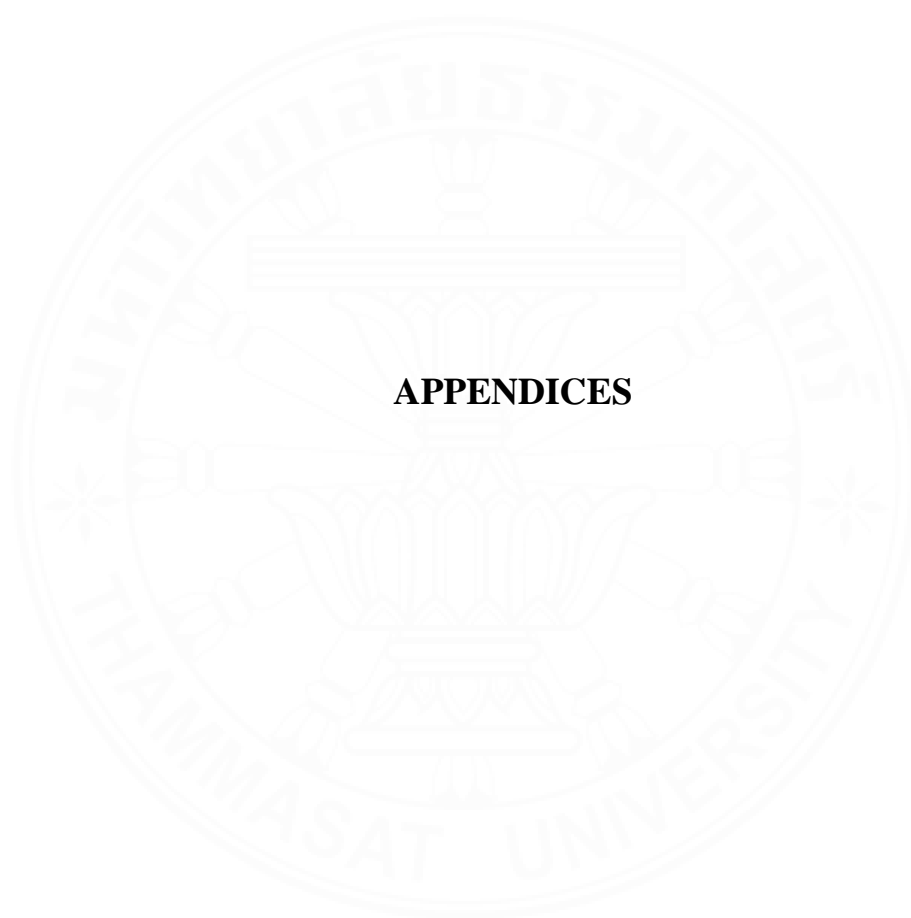
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APPENDIX (A)

The Lesson Plans

The First Session (The Pre-test) & The Second Session

(Present simple, Verb to Be & Verb to Have & Verb to Do)

Time	Activities & interaction patterns	Procedures		Goal	Material
		Teacher	Student		
Session 1	Pre-test	Teacher demonstrates to the students how to do the test.	Students answer the test.	To determine students' overall knowledge about the 'if conditionals' in English grammar.	The pre-test
Session 2	1 Lead in step 1 T-Sts St-St	Grammar Teacher Provides a review using animated pictures and texts through the use examples of some of the grammatical structures included in the zero and first types of <i>if conditional</i> , such as: - Verb to be conjugation - Verb to have conjugation -Present simple form and meaning including positive and negative statements and questions. - Future simple meaning and form.	Students retrieve and reconstruct their previous knowledge about these structures along with interacting with the teacher by either completing a grammatical structure or by asking illustrative questions.	Using attractive and interactive animation patterns to engage students through visuals and text movement along with teacher's illustration of the meaning, form and usage.	Intrusions
	(2) Controlled exercise T-St	Teacher distribute some handouts to the students to practice the	Students should do the exercises with fewer mistakes and recall the information they studied	A controlled activity in which learners' output is managed and controlled by the	handouts

St- St T-Sts	rules he has just revised.	before or the information they have just studies with the teacher.	teacher, or the materials to avoid the possibility of student errors.	
(3) Class Check T-Sts St-St	Teacher boards students' answers and highlights the mistakes. Consequently, the teacher may reuse the animated pictures and texts to provide more insight into the grammatical structure or only by using some written and verbal illustration of the mistakes on the board.	Students should realize the reasons behind making these mistakes in order not to repeat.	Evaluating students' comprehension of the grammatical structures.	The board
(4) Free- practice T-Sts St Sts-Sts T-Sts	Teacher asks students to write a letter to a friend to tell him about some general facts and habits in their lives and things they will do in the future using the present simple and future simple (negative and positive) -Teacher provides some handouts to students to use the revised target structure to produce sentences to use either in letter to put the grammatical structures in more realistic and personalized situations.	Students use their own language to formulate sentences using their understanding of the grammatical structures to use either in speaking (role play) or in writing (essay, letter, email...etc.).	This is a free activity to make the language relevant to students' life and to make the learners produce language using the target content freely. It provides more practice and engages students to build up the form completely along with the meaning.	Handouts

Worksheet 1

Exercice 1: Fill in the blanks using *is, are, isn't, aren't*

1. Sirina _____ a boy, she is a girl.
2. Paul and tom _____ taxi drivers.
3. _____ there a hotel nearby?
4. He _____ here now, he is at his house.
5. My company _____ on the fifth floor. We _____ there from 8 a.m to 10. Pm every day.
6. They _____ ready to take the test now, they did not study enough this month.

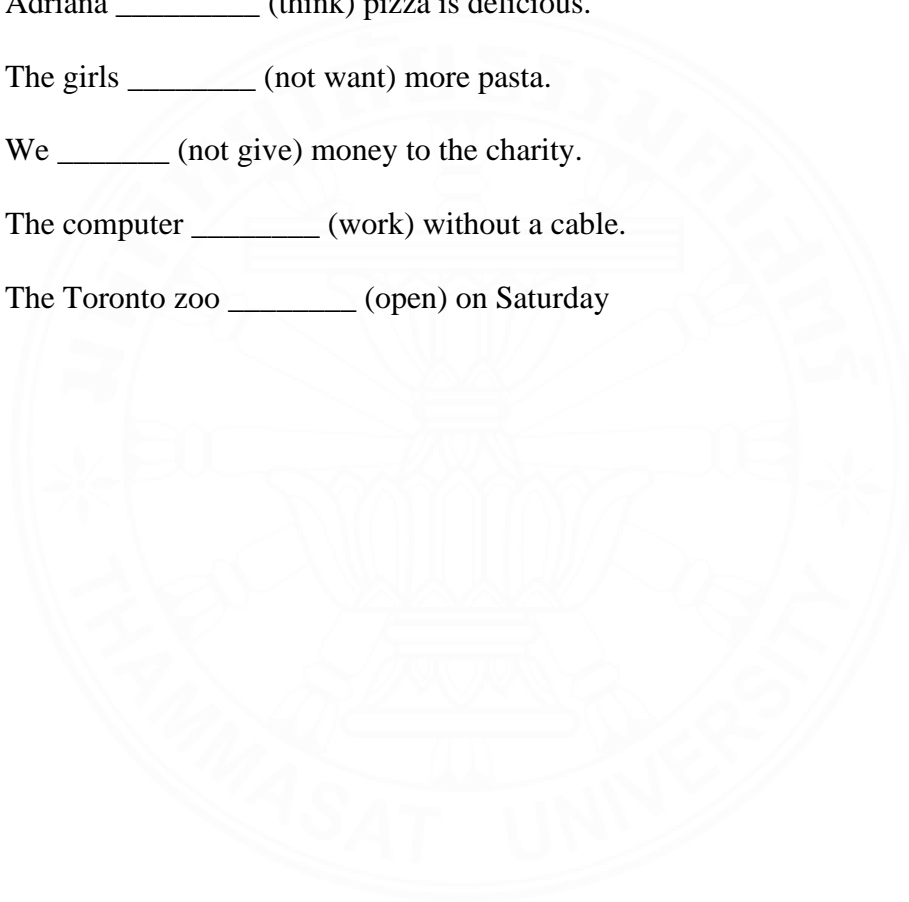
Exercise 2: Fill in the blanks using verb “to have”.

1. Sam _____ three apple pies.
2. Do you _____ my scissors?
3. The house _____ eight windows and three doors.
4. I _____ three phone calls so far today.
5. Before leaving yesterday, he _____ a conversation with his roommate.
6. They _____ a big car, they _____ a smaller one.
7. My father _____ three brothers and two sisters.
8. Doctors should _____ a lot of experience.
9. She _____ a headache and she went home.

Fill in the blanks using the present simple tense.

7. Cynthia and Salama _____ (work) on Monday.
8. I _____ (go) to school at 7 am.

9. Does computer technician _____ (fix) laptops as well?
10. My brother and I _____ (watch) TV at night.
11. Susana _____ (try) to learn new things every day.
12. My mother _____ (run) on Sunday morning.
13. She _____ (have) two brothers.
14. Adriana _____ (think) pizza is delicious.
15. The girls _____ (not want) more pasta.
16. We _____ (not give) money to the charity.
17. The computer _____ (work) without a cable.
18. The Toronto zoo _____ (open) on Saturday



Answer Key (Worksheet 1)

Exercice 1: Fill in the blanks using *is, are, isn't, aren't*

- | | |
|----------|-------------|
| 1. isn't | 4. isn't |
| 2. Are | 5. is - are |
| 3. Is | 6. aren't |

Exercise 2: Fill in the blanks using verb "to have".

- | | |
|---------|----------------------|
| 1. has | 6. don't have - have |
| 2. have | 7. has |
| 3. has | 8. have |
| 4. have | 9. has |
| 5. had. | |

Fill in the blanks using the present simple tense.

- | | |
|-----------|------------------|
| 7. work | 16. don't give |
| 8. go | 15. doesn't want |
| 9. fix | 14. thinks |
| 10. watch | 13. has |
| 11. tries | 12. runs |

Lesson Plan of Third session The Zero “if” Conditional

(Session 3) 50 minutes	Activities & interaction patterns	Procedures		Goal	Material
		Teacher	Student		
(3 min)	1 Lead in	1. Teacher asks students about some situations in their lives using the zero “if” conditional. Ex. what do you do if you are sick?	1. Students answer using the zero conditional, if they can.	Activating students’ schematic knowledge.	
(17 min)	2 Presentat -ion	Illustration of the rule through presentational situation of different connected events and examples using animated pictures and texts to teach the meaning and then the form and usage. The animated examples were predominantly based on chain stories. These situations are predicated upon situation at home and school which their results are always true, they are also about scientific facts.	2. Students learn the structure through observing the animated pictures and texts and answer teacher’s questions while eliciting some information about the meaning and the form.	2. Using attractive and interactive animation patterns to engage students through animated visuals and text movement along with teacher’s illustration of the meaning, form and usage.	Computer Presentatio n through 2D animation on PowerPoint
(10 min)	3 Controlled exercise T-Sts	Teacher distributes some handouts to the students to have more	Students should answer with fewer mistakes and comprehend the reason behind the mistakes they	A controlled activity in which learners’ output is managed and	Handouts

	Sts St-St T-Sts	practice of the zero conditional.	made when checking with colleagues and then the teacher.	controlled by the teacher, or the materials to avoid the possibility of students' errors.	
(10 min)	4 Semi Controlled Exercise T-Sts St St-St St	Teacher distributes a handout of some questions of the zero conditional. Ex. 1. What do you do, if you are late to school? 2. What does your mother do, if she is angry?	Students work individually to answer the questions and then work in pairs by taking turns asking and answering each question in a conversational activity.	Practicing the grammatical rule in speaking by scaffolding students through the designed exercise to notice and use the grammatical rule in real life situations when conversing with others.	Handouts
(10 min)	4 Free practice T-Sts St Sts-Sts	Teacher instructs students to write six sentences that are always true about their lives either at home or at the school or with friends and then work in groups to share their answers using zero if conditional	Students write six sentences about things that are always true in their lives or in the school or when they hang out with friends and then work in pairs to share their ideas with their colleagues.	This is a free activity to make the language structure relevant to students' life and to make the them produce language using the target content freely. It provides more practice and engage students to build up the form completely use the meaning.	

Worksheet 2

Name: _____

Grade: 9

Exercise on the Zero Conditional

Exercise 1: Fill in the gaps using the Zero conditional.

- 1) If I _____ (wake up) late, I _____ (be) late for work.
- 2) If my husband _____ (cook), he _____ (burn) the food.
3. If Sara _____ (not wear) a hat, she _____ (get) a sunstroke.
4. If you _____ (mix) water and electricity, you _____ (have) a shock.
5. If you _____ (heat) ice, it _____ (melt).
6. If she _____ (go) shopping, she _____ (buy) fancy clothes.

Exercise (2): Read the examples and answer the following question using the zero conditional. Then, work in pairs to ask and share your answers.

Ex.1. What do you do if a dog attacks you?

If a dog attacks me, I kick its face.

Ex.2. What does your mother do if you come late?

If I come late, my mother refuses to open the door to me.

1. What does your father do if he is bored?

2. What do you do if you feel sleepy in the morning?

3. What does your Thai teacher do if she catches you cheating?

4. What do you do if you go to the beach?

5. What does a person do if he has a cold?

6. What do your friends do if they go with you on a trip?

7. What happens if water boils?

Answer Key (Worksheet 2)

Exercise 1: Fill in the gaps using the Zero conditional.

1. wake up /am
2. cooks / burns
3. does not wear / gets
4. mix/ have
5. heat / melts
6. goes /buys

Exercise (2): Read the examples and answer the following question using the zero conditional. Then, work in pairs to ask and share your answers.

Different answers according to students' responses

The lesson Plan of the Fourth Session (First Conditional)

Time	Activities & interaction patterns	Procedures		Goals	Material
		Teacher	Students		
(1) 3 minutes	Lead in T-Sts St-St	Teacher asks students about their postsecondary educational goals and the profession they aspire to work and if they think their dreams are likely / possible to be achieved.	Students answer the questions	To pave the way for introducing the first “if” conditional.	
(2) 17 minutes	Presentation T-Sts	Teacher uses animated pictures and texts to teach the first conditional through a chain story of woman who is about to lose her job and she plans for her future. Teacher presents these different situations using animation, teacher asks concept checking questions to elicit the meaning and then instructs the form and highlight the usage through animated texts.	Students interact with the teacher to complete the given examples and understand the meaning, the form and usage of the of the <i>second if conditional</i> .	Using attractive and interactive animation patterns to engage students through visuals and text movement along with teacher’s illustration of the meaning, form and usage.	Computer Presentation through 2D animation on PowerPoint
(3) 10 minutes	Controlled Exercise T-Sts St St-St T-Sts	Teacher distributes handouts to the students to do exercises on the first conditional for practicing the rule they have just been taught.	Students answer with fewer mistakes and comprehend the reason behind the mistakes they made when checking with their colleagues and then the teacher.	This is controlled activity in which learners' output is managed and controlled by the teacher, or the materials. It provides more practice and exposure to the target structure.	Handouts
(4) 5 minutes	Semi-controlled Exercise T-Sts St	Teacher distributes handouts to students to answer some questions about themselves and then work in a group of three to share their answers.	Students answer the questions with more accuracy.	To have more practice of the rule and to reinforce students’ level of learnability.	Handouts

	Sts-Sts T-Sts	Ex. 1. What will you do, if you lose your money in a bus? 2. How will you react, if your best friend travels abroad for two years?			
(5) 10 minutes	Free practice T-Sts St Sts-Sts T-Sts	Teacher instructs students to imagine they will travel to America or any country they choose and they need to write chain situations of all the things they will do there. Ex. <i>1. If I visit America, I will go, to Washington.</i> <i>2. If I go to Washington, I will visit the white house.</i>	Students use their understanding of the instructed grammar rule (first “if” conditional) to construct the sentences and then work in pairs to share their answers and use it in a conversation by asking each other a question ex. <i>What will you do if you visit America?</i>	This is a free activity to make the instructed grammatical structure relevant to students' life and to make them produce the target language freely. It provides more practice and engage students to build up the form and the meaning completely themselves.	

Worksheet (3)

Exercise on Conditional Sentences, Type 1

Name: _____

Grade: 9

Exercise 1: Complete the sentences using the structure of the first “if” conditional type.

1. If I have enough apples, I _____ (bake) an apple pie this afternoon.
2. I will fix your bicycle if I _____ (have) a screwdriver of the proper size.
3. I _____ (go) to a movie tonight if they don't have any homework to do.
4. Sally will answer the phone if she _____ (be) in her office.
5. If you _____ (be) cold, I will make you a cup of tea.
6. My dad _____ (repair) my bike if it is broken.
7. If you _____ (forget) the map, we will lose our way.
8. If you turn on the Radio, we _____ (hear) the news.
9. If the temperature today _____ (fall) below zero, it will freeze.
10. If Sam _____ (come) this weekend, we _____ (go) to the theater.
11. If Ann _____ (write) to me, I _____ (tell) you what she says.
12. My father _____ (forgive) Emile if she _____ (pay) for the broken window.
13. Jack (feel) _____ a lot better if he _____ (stops) smoking.
14. If Mark _____ (listen) to the instructions, he _____ (know) what to do.
15. If Bob _____ (need) some money, we _____ (lend) him some.
16. If _____ (be, not) a student in this class, I _____ (not, behave) the same way as Adam.

Answer Key (Worksheet 3)

Name: _____

Grade: 9

Complete the sentences using the structure of the first “if” conditional type.

1. will bake
2. have
3. will go
4. is
5. are
6. repairs
7. forget
8. will hear
9. falls
10. comes / will go
11. writes / will tell
12. will forgive / pays
13. will feel / stops
14. listens / will know
15. needs / will lend
16. weren't / wouldn't behave

The Lesson Plan of the Fifth Session

Past Simple and the Second Conditional

Time	Stages & interaction patterns	Procedures		Goal	Material
		Teacher	Student		
3 minutes	1 Lead in T-Sts St-St	Teacher instructs students to work in pairs speaking about the dreams they would like to achieve but they think they are much unlikely to happen. Ex. 1. I would like to be the best actor in the world; 2. I would like to climb mountain Everest.	Students work in pairs to speak about their dreams that are unlikely or impossible to happen.	To draw students' attention to the situations that are unlikely or impossible to happen in life.	
7 minutes	2 Presentat- ion T-Sts	Teacher uses animated pictures and texts to teach the past simple using animated pictures and texts.	Students interact with the teacher to understand the usage, the form, positive and negative of the past simple.	Reviewing and reminding students of the past simple form and meaning in an interactive way.	Computer Presentation through 2D animation on PowerPoint
5 minutes	Exercise on the past simple T-Sts St-St T-St	Teacher distributes some handouts to the students to do exercises on the past simple.	Students answer with fewer mistakes and comprehend the reason behind the mistakes they made when checking with colleagues and then the teacher.	Students should answer with fewer mistakes and comprehend the reason behind the mistakes they made when checking with colleagues and then with the teacher.	Handouts
10 minutes	Presentat- ion	Teacher uses animated pictures and texts to teach second conditional through a story of a prisoner in a	Students interact with the teacher to complete the given examples and understand the meaning,	Presenting the new language through an animated story by creating the situations in which it happens in in	Computer Presentation through 2D animation

		maximum-security prison who received 100-year prison sentence. He is daydreaming of escaping and then doing many things as a free man after leaving the prison. Teacher presents these different situations using animation, Teacher asks concept checking questions to elicit the meaning and then instructs the form and the usage through animated texts.	form and usage of the of the <i>second if conditional</i> .	order to attract students' attention to the meaning, form and usage of the <i>second conditional</i> .	on PowerPoint
10 minutes	(3) Controlled exercise T-Sts St St-St T-Sts	Teacher distributes some handouts to the students to do exercises on the second "if" conditional.	Students should answer the questions with fewer mistakes and comprehend the reasons behind the mistakes they made when checking with colleagues and then the teacher afterwards.	This is controlled activity in which learners' output is managed and controlled by the teacher, or the materials. It provides more practice and exposure to the target structure.	Handouts
15 minutes	(4) Free Practice	Teacher asks students to imagine they are billionaires and write the things they would do. Ex. If I were a billionaire, I would build a palace in Patia. Then, they work in pairs to share their thoughts.	Students use their understanding of the instructed grammar rule (second "if" conditional) to construct the sentences and then work in pairs to share their answers and use it in a conversation by asking each other a question ex. What will you do if you visit America?	This is a free activity to make the instructed grammatical structure relevant to students' life and to make them produce the target language freely. It provides more practice and engage students to build up the form and the meaning completely themselves.	

Worksheet 4

Exercise on the past simple

Name: _____

Grade: 9

1. Fill in the blanks with past simple

1. Yesterday, Mrs. Wall 1. _____ (tidy) her house. She 2. _____ (wash) the windows and 3. _____ (clean) the floors. Then, she 4. _____ (go) to the kitchen and 5. _____ (want) to make an apple cake. She 6. _____ (take) some apples. But she 7. _____ (not+ have) any butter. She 8. _____ (be) very sad because she 9. _____ (like) apple cakes very much.

2. Change the sentences into negative.

1. She ate a shrimp pizza last week.

2. The girls were ill two weeks ago.

3. My mother had her birthday in March.

4. Mr. Jonson hurt his leg in the race.

5. My sister studied at Cambridge University.

3. Make Yes-No question in the past simple.

1. Helen Met her cousins on a cruise.

2. It was very warm this summer.

3. We had seven lessons on Sunday.

Answer key (Worksheet 4)

1. Fill in the blanks with the past simple

- | | |
|------------|-----------------|
| 1. tidied | 6. took |
| 2. washed | 7. did not have |
| 3. cleaned | 8. was |
| 4. Went | 9. liked |
| 5. wanted | |

2. Change the sentences into negative.

1. She didn't eat a shrimp pizza last week. She
2. The girls weren't ill two weeks ago.
3. My mother didn't have her birthday in March.
4. Mr. Jonson didn't hurt his leg in the race.
5. My sister didn't study at Cambridge University.

3. Make Yes-No question in the past simple.

1. Did Helen meet her cousins on a cruise?
2. Was it very warm this summer?
3. Did you have lessons on Sunday?

Answers Key (Worksheet 5)**1. Choose the correct answer from a, b, c or d**

1. a

2. c

3. b

4. a

2. Complete the sentence using the structure of the second “if” conditional.

1. was

2. were

3. knew

4. would buy

5. pressed

6. had

7. were / would try

The Lesson Plan of the Sixth Session

(Reviewing and Comparing First and Second “if” Conditionals)

Time	Stages & interaction patterns	Procedures		Goal	Material
		Teacher	Students		
(1) 5 minutes	Lead in T-Sts	Teacher asks students about what would they do if they became millionaires and reminds them of the structure they have studied.	Students engage in a dialogue with the teacher using the second conditional	Reminder of what they have studied.	
(2) 15 minutes	Presentation T-Sts	Teacher uses some of the animated texts and pictures he had shown previously on the PowerPoint to underscore the difference in the form and the meaning between the first and second conditionals. Then, he shows two animated pictures of two men that would like to buy a car; one of them has the half amount of money and the other does not have any money. Teacher asks students to choose which one of them they should use with the first if conditional (possibly likely to happen) and	Students engage interactively with the teacher while he illustrates and elicits the meaning and the form.	Using the 2D animated pictures and texts to attract students' attention and to put emphasis on the difference between the first and the second if conditional.	2D animation on computer presentation through PowerPoint

		<p>which one they should use with the second “if” conditional.</p> <p>- Teacher uses animated texts to view the correct answer and the exact form of every conditional.</p>			
<p>(3)</p> <p>15 minutes</p>	<p>Controlled Exercise</p> <p>T-Sts</p> <p>St</p> <p>St-St</p> <p>T-St</p>	<p>Teacher uses controlled exercise to deepen students’ understanding of the 0, 1, 2 conditionals.</p>	<p>Students answer with fewer mistakes and comprehend the reasons behind the mistakes they made when checking with their colleagues and then with the teacher.</p>	<p>To provide more practice on the grammatical structure by recognizing the differences between the zero, first and second conditionals</p>	<p>Handouts</p>
<p>(4)</p> <p>15 minute</p>	<p>Final review</p> <p>T-Sts</p> <p>T-St</p> <p>St-St</p> <p>T-Sts</p>	<p>Teacher boards some students’ mistakes in connection to the controlled exercise. He also uses animated texts to show the common mistakes related to the conditionals such as using modal verbs in the if clause, for instance, if I will go I will meet him.</p>	<p>Students listen to the teacher and interact with the him during illustration and answer the eliciting questions he poses.</p>	<p>Deepening students’ understanding of the conditionals and increasing students’ accuracy of the grammatical structure.</p>	<p>2D animation of the texts through PowerPoint</p>

Worksheet 6

Name: _____

Class: Grade 9

Exercise on the first and Second Conditional

Fill in the gaps using either the first conditional or the second conditional structure.

1. If I get home late tonight, I _____ (not eat).
2. If Jan could run 100 meters in 10 seconds, he _____ (be) an athlete.
3. If Tim catches a big fish today, we _____ (eat) it.
4. She _____ (buy) a Ferrari if she won the lottery.
5. If it _____ (rain) in the Sahara desert, everyone would be very surprised.
6. If it rains tonight, we _____ (not / go) to the cinema.
7. If your dog spoke, you _____ (sell) it to the circus.
8. If we play football on Saturday, I _____ (be) tired on Sunday.
9. You _____ (become) fat if you eat too much.
10. If I _____ (be) you, I wouldn't accept that job. It sounds terrible!!
11. If they had a garage, they _____ (park) your car in.
12. If he _____ to Paris, he will visit the Eiffel Tower.
13. His parents _____ (throw) a party if they had time.
14. What _____ they do if they wasted their money?
15. When _____ she come if she arrives early?

Answer key (worksheet 6)**Name:** _____**Grade: 9**

Question 1: Fill in the gaps using either the first conditional or the second conditional structure.

1. will not
2. would be
3. will eat
4. would buy
5. rained
6. will not go
7. would sell
8. will be
9. will become
10. were
11. would park
12. goes
13. would throw
14. would

The Lesson Plan of the Seventh Session

Past perfect and Past Simple Differences

Time	Stages & interaction patterns	Procedures		Goal	Materials
		Teacher	Students		
(1) 5 minutes	Lead in	Teacher asks students about their experience in relation to the airports, buses, train stations and if they missed one of these transports before when they were travelling.	Students engage in a dialogue with the teacher to share their experience in this regard.	To draw students' attention to situations happened in the past	
(2) 20 minutes	Presentation of the past perfect and comparing to the present simple	Teacher uses animated pictures and texts on PowerPoint to highlight the uses of the past perfect using some situational presentation of different daily life situation in the train station, gym and other places.	Students listen attentively and interact with the teacher.	Presenting the aimed structure through animated pictures and texts 2D animation of pictures and texts by creating the situations in which the examples occur. Therefore, attracting students' attention to the meaning, form and usage of the past perfect and the past simple and the difference between both of them.	2D animation on a computer presentation through PowerPoint
(3) 10 minutes	Controlled Exercise (Past perfect and Past Simple) T-Sts St St-St T-Sts	Teacher distributes handouts to the students to do exercises on the past perfect to practice the rule they have just been taught.	Students answer with fewer mistakes and comprehend the reasons behind making these mistakes when checking with colleagues and then the teacher.	To practice the meaning and grammatical form of the past perfect and the past simple, and the difference between them.	Handouts
(4) 10minutes	Group Checking and Feedback	Teacher boards students' answers and correct the mistakes and reuse some parts of the animation to highlight the mistakes	Students check their answers and recognize the mistakes they made.	Highlighting the mistakes and provide more clarification.	Board

Worksheet 7**Exercise on the past Perfect and Past Simple**

Name: _____

Date: _____

Fill in the gaps using either past simple or past perfect.

1. _____ (see) the tower, they _____ (go) to the theme park.
2. He _____ (ask) me which animals I _____ (see) in Africa.
3. After Columbus _____ (discover) America, he _____ (return) to Spain.
4. Before they _____ (move) to Liverpool, they _____ sell everything.
5. After he _____ (work) very hard, he _____ (fall) ill.
6. She _____ (open) the box after she _____ (find) the key.
7. They _____ (go) to a restaurant after they _____ (sail).
8. Before they _____ (start) the party, they _____ (invite) some friends.
9. After she _____ (wash) the curtains, she _____ (clean) the windows.
10. They _____ (go) for a sightseeing tour after the bus _____ (arrive).
11. They _____ (drink) a cup of tea after they _____ (finish) lunch.
12. After he _____ (finish) school, he _____ (work) for a newspaper.
13. When I arrived at the cinema, the film _____ (start).
14. She _____ (live) in China before she went to America.
15. After they _____ (eat) the shellfish, they began to feel sick.

Answer key (Worksheet7)
Exercise on the Past Perfect and Past Simple

Name: _____

Grade : 9

1. Fill in the gaps using either past simple or past perfect.

1. had seen / went
2. asked / had seen
3. had discovered / returned
4. moved / had sold
5. had worked / fell
6. opened / had found
7. went / had sailed
8. started / had invited
9. had washed / cleaned
10. went / had arrived
11. drunk / had finished
12. had finished / worked
13. had started
14. had lived
15. had eaten

The lesson Plan of the Eighth Session

The Meaning and Form of the Third “if” Conditionals

Time	Activities & interaction patterns	Procedures		Goals	Materials
		Teacher	Students		
(1) 5 min	Lead in T-Sts Sts-Sts T-Sts	Teacher asks student about problems they faced on a journey they had before. What these problems were and what they should have done to avoid having them.	Students work in pairs to speak about their past experiences.	To draw students' attention to some situations happened in the past and the problem they faced and wished if they could avoid.	instruction
(2) 10 min	Listening for details (1) T-Sts St St-Sts T-Sts	Teacher views an authentic video of a real crime and asks students to answer the questions he writes on the board about the theme of the video.	Students watch the video and answer the questions and then check in pairs.	Exposing students to the target structure (third conditional) in a context.	Authentic video
(3) 15 minutes	Presentation Illustration of the structure	-Teacher uses animation of pictures and texts on PowerPoint. These are taken from the previous presented video. The convicted person in the video uses the third type of the “if” conditional to show regret of the actions she did. - Teacher demonstrates the meaning and highlights video the form utilizing the 2D text movement and picture animation on PowerPoint.	-Students listen attentively to the teacher and interact with him when he elicits some answers within the illustration of the structure.	Presenting the aimed structure through animated pictures and texts 2D animation of pictures and texts by creating the situations in which the examples occur. Therefore, attracting students' attention to the meaning, form and usage of third “if” conditional.	2D animation through PowerPoint
(3) 10 minutes	Controlled Exercise T-Sts Sts-Sts T-Sts	Teacher distributes handouts to the students to do exercises on the third conditional to put into practice the rule they have just been taught.	Students answer with fewer mistakes and comprehend the reason behind the mistakes they made when checking	This is controlled activity in which learners' output is managed and controlled by the teacher, or the	Handouts

			with colleagues and then the teacher.	materials. It provides more practice and exposure to the target structure.	
(4) 10 min	Free practice	<p>-Teacher supplies students with some pictures of different people in different life-threatening situations. These people are thinking at the present of the procedures they should have done to avoid the danger they were exposed to using the third if conditional.</p> <p>-Teacher helps with guidance and correctness of the students' mistakes when they formulate their sentences.</p>	Students write their own version of the sentences using the third "if" conditional. Then, they work in groups to share their answers.	This is a free activity to make the target structure more salient and to put it into further practice. Learners produce language using the target content freely using their own words and their understanding of the structure. It provides more practice and engage students to build up the form completely use the meaning.	Handouts

Worksheet (8)

Exercise on the Third conditionals

Name: _____

Class: Grade 9

Put the right form into the right tense to form the third conditional sentences.

1. If I _____(have) the time, I _____(visit) you yesterday.
2. If you _____(not/ take) me to the hospital, I _____(die).
3. If they _____(invite) him to the party, he _____(go).
4. We (win) the match _____, if he _____(not/break) his leg.
5. If you _____(study) harder, you _____(pass) the test.
6. If Salam _____(leave) earlier, she _____(not/miss) the train.
7. We _____(get) lost if we (not/take) _____ a map with us.
8. If you _____(help) me, I _____(finish) the project earlier.
9. We _____(not/need) to call a taxi if you _____(repair) the car.
10. If I _____(know) you would come, I _____(cook) something for you.
11. Sam _____(tell) you if there _____(be) any changes in the plan.
12. I _____(know) if they _____(lie) to us.
13. If the bomb _____(go off), we _____(die).
14. Students in my class _____(no/be) so tired during the lesson if they _____(go) to beds earlier last night.
15. If I _____(have) enough money, I _____(buy) the other dress.
16. I _____(call) her immediately if she _____(give) me her phone number.

Answer Key (Worksheet 8)
Exercise on the Third conditionals

Name: _____

Class Grade:9

1. had had - would have visited
2. hadn't taken - would have died
3. had invited – would have gone
4. would have won / hadn't broken
5. had studied – would have passes
6. had left – wouldn't have missed
7. would have got – hadn't taken
8. had helped- would have finished
9. hadn't needed - had repaired
10. had known – would have cooked
11. would have told – had been
12. would have known- had lied
13. had gone off – would have died
14. wouldn't have been- had gone
15. had had -would have bought
16. would have called – had given
17. had seen – would have told

Lesson Plan of the Ninth Session

(Revision of the 4 Types of “if” Conditionals)

Time	Activities & interaction patterns	Procedures		Goals	Material
		Teacher	Students		
(5 min)	1 (warm up) T-Sts	Teacher asks students about their weekends.	To involve the students in an active discussion	To develop a rapport with students.	
(20 min)	2. Presentation T-Sts	Illustration of the rule through presentational situation of different connected events and examples using animated pictures and texts to review the four types of the “if” conditional types.	Students learn the structure through observing the animated pictures and texts and answer teacher’s questions while he is eliciting some information about the meaning and the form of the if conditionals.	Using attractive and interactive animation patterns to engage students through visuals and text movement along with teacher’s illustration of the meaning, form and usage to review the “if” conditionals.	Computer Presentation through 2D animation on PowerPoint
(10 min)	3 Controlled exercise T-Sts Sts St-St T-Sts	Teacher distributes some handouts to the students to do exercise on the 4 types conditionals.	Students should answer with fewer mistakes and comprehend the reason behind the mistakes they made when checking with colleagues and then the teacher.	This is a controlled activity to provide more practice on the conditionals in order to review the rule and to put it into practice.	Handouts
(15 min)	Final revision T-Sts	Teacher reviews students’ common mistakes when using the if conditionals using animated texts and pictures.	Students listen attentively and interacts with the teacher to answer the elicitation questions the teacher asks	Highlighting the mistakes students make in order to avoid when answering or using afterwards.	Computer Presentation through 2D animation on PowerPoint

Worksheet 9: Reviewing the 4 “if” Conditional

Name: _____

Grade: 9

Read the sentence and choose the correct answer from a, b, c or d.

1. I will buy the bag if the seller _____ it in blue.

- a. has
- b. will have
- c. would have
- d. had

2. If you _____ him, what will you do?

- a. had seen
- b. saw
- c. sees
- d. see

3. If I _____ you, I 'd speak to him.

- a. am to b. were
- c. would be d. will be

4. If he meets Sara, he _____ her the truth.

- a. telling
- b. told
- c. would tell
- d. will tell

5. If water reaches one hundred degrees, it _____.

- a. will boil
- b. would boil
- c. boils
- d. would have boiled

6. She would go to the agency if she _____ a job.

- a. had wanted b. will want
- c. wanted

7. What will you do, if you _____ an accident?

- a. see
- b. saw
- c. seen
- d. seeing

8. Children _____ angry if they are hungry.

- a. got
- b. would get
- c. get
- d. would have got

9. If she gave him the money, he _____ it on silly things.

- a. will spend
- b. spend
- c. would spend
- d. spent

10. If I saw a ghost, I _____ .

- a. would run
- b. have run
- c. will run
- d. ran

11. Snakes _____ if they are scared.

- a. bite b. bites
- c. will bite d. would have bitten

12. They _____ TV if the guests left early.

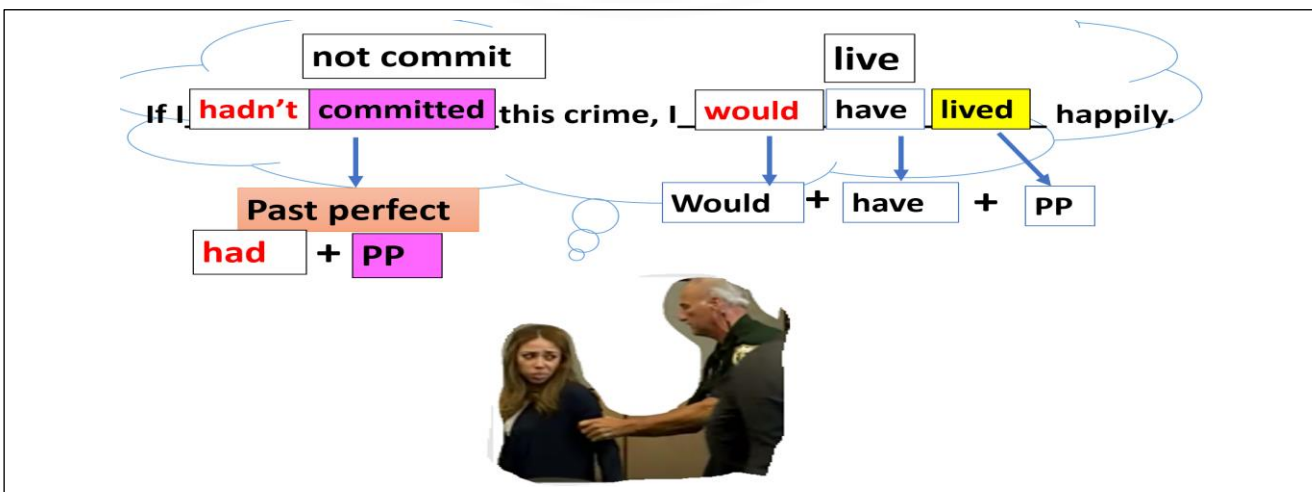
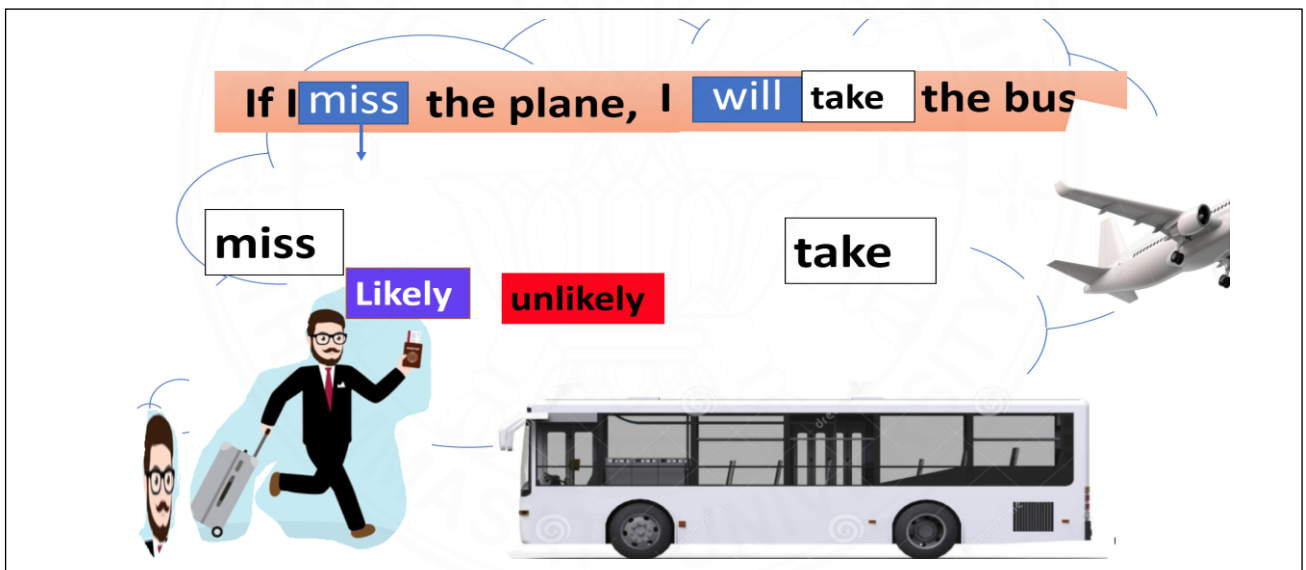
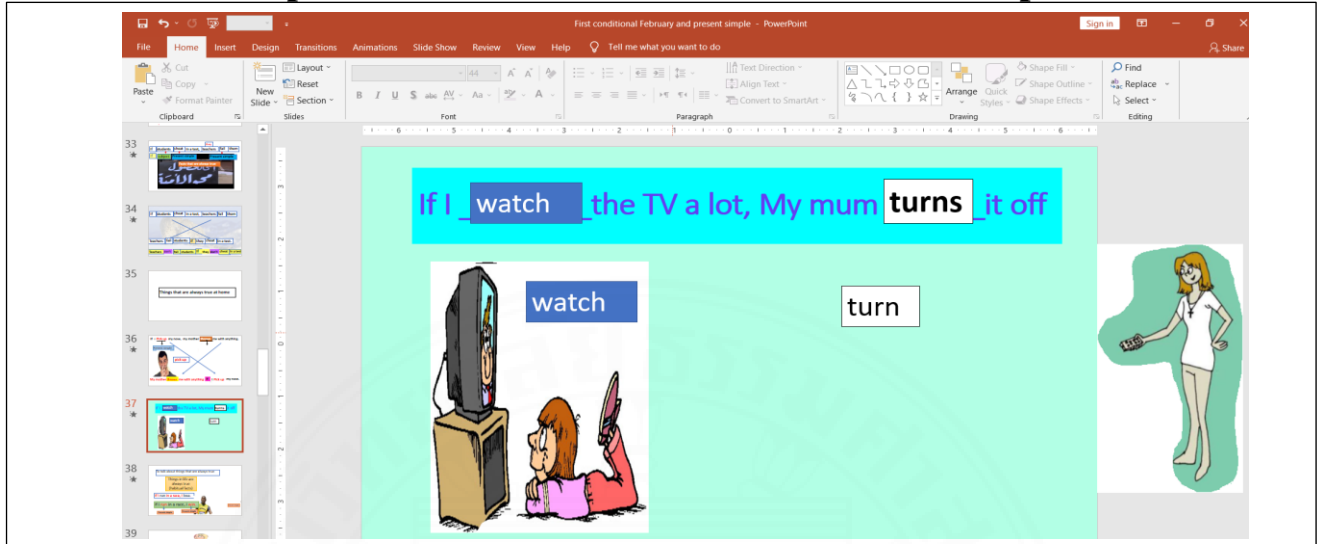
- a. would watch b. will watch
- c. had watched d. would have left

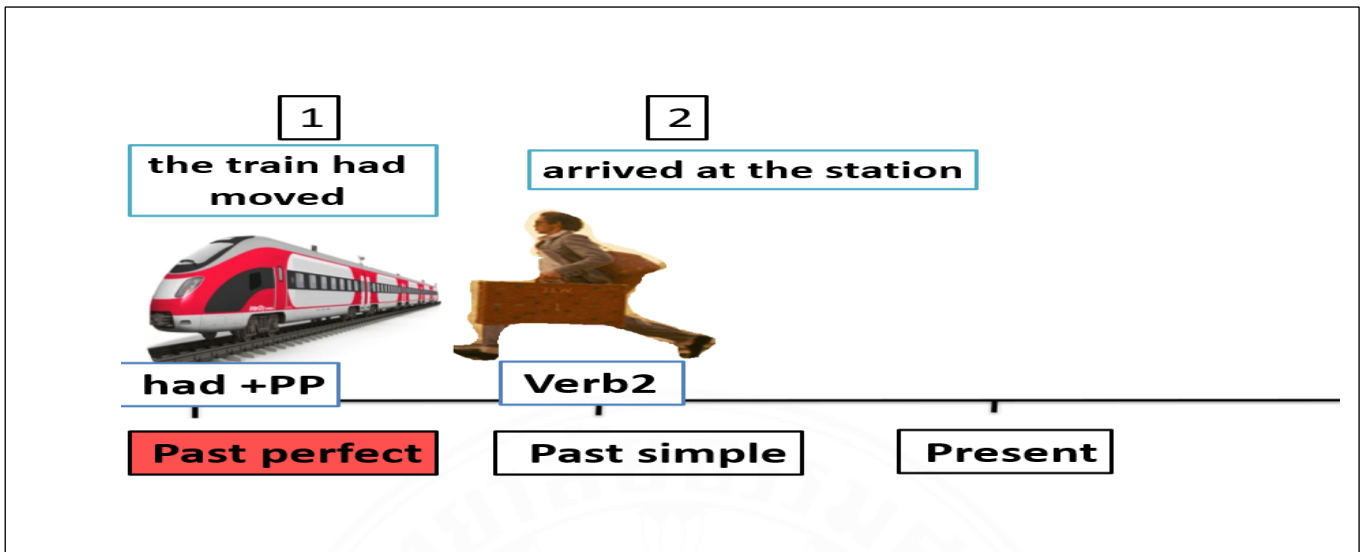
The Tenth Session (The Post-test)

Time	Instructions	Procedure		Goal	Material
		Teacher	Students		
50 min	Read the test and answer the 40 multiple choice questions.	Teacher distributes the exam paper and instruct the students to answer the question within the determined time	Students answer the questions	To determine and analyze the outcome of the study and the efficacy of the treatment the	Paper based test

APPENDIX (B)

Examples of the Animated Materials Used in the Experiment





If I travelled to France, I would eat cheese.

Unlikely / impossible

travel to France

eat cheese

100%
If children eat a lot of fast food , they get fat.

Present simple

I want this, mor waaa

Present simple

APPENDIX (C)
Pretest and Post-test

Item Objectives Congruence (IOC) of the Pre-test

Items	Each Experts Score			Total	IOC	Remark
	Evaluator 1	Evaluator 2	Evaluator 3			
				3	3	
1	1	1	1	3	3	
2	1	1	1	3	3	
3	1	1	1	3	3	
4	1	1	1	3	3	
5	1	1	1	3	3	
6	1	1	1	3	3	
7	1	1	1	3	3	
8	1	1	1	3	3	
9	1	1	1	3	3	
10	1	1	1	3	3	
11	1	1	1	3	3	
12	1	1	1	3	3	
13	1	1	1	3	3	
14	1	1	1	3	3	
15	1	1	1	3	3	
16	1	1	1	3	3	
17	1	1	1	3	3	
18	1	1	1	3	3	

19	1	1	1	3	3	
20	1	1	1	3	3	
21	1	1	1	3	3	
22	1	1	1	3	3	
23	1	1	1	3	3	
24	1	1	1	3	3	
25	-1	1	1	3	-0.33	
26	1	1	1	3	3	
27	1	1	1	3	3	
28	1	1	1	3	3	
29	1	1	1	3	3	
30	1	1	1	3	3	
31	1	1	1	3	3	
32	0	1	1	3	0.66	
33	1	1	1	3	3	
34	1	1	1	3	3	
35	1	1	1	3	3	
36	-1	-1	-1	3	-1	
37	1	1	1	3	3	
38	1	1	0	3	0.66	
39	1	1	1	3	3	
40	1	1	1	3	3	

Scoring ranks

+1 = Appropriate

0 = Not sure

-1 = Inappropriate

IOC Formula

$$IOC = \frac{\sum R}{N}$$

IOC = Index of congruence between objectiv

$\sum R$ = The summed marks given by five expe

N = Number of experts

Pretest

Name: _____

Grade:9

Topic: 'if' Conditional SentencesTime: 60 Minute

This is a grammar test of 40 questions. Each question has four choices. Read each question carefully and then choose the best answer.

1. I will buy the bag if the seller _____ it in blue.

- a. has
- b. will have
- c. would have
- d. had

2. I _____ to you if I had known your mail.

- a. will write
- b. would write
- c. wrote
- d. would have written

3. If you _____ him, what will you do?

- a. had seen
- b. saw
- c. sees
- d. see

4. If I _____ you, I 'd speak to him.

- a. am to
- b. were
- c. would be
- d. will be

5. If he meets Sara, he _____ her the truth.

- a. telling
- b. told
- c. would tell
- d. will tell

6. She would go to the agency if she _____ a job.

- a. had wanted
- b. will want
- c. wanted
- d. wants

7. If you had asked Tom nicely, he _____.

- a. would have helped
- b. helped
- c. would help
- d. will help

8. Children _____ angry if they are hungry.

- a. got
- b. would get
- c. get
- d. would have got

9. If she gave him the money, he _____ it on silly things.

- a. will spend
- b. spend
- c. would spend
- d. spent

10. She would have succeeded in the test if she _____ hard.

- a. had studied
- b. studied
- c. didn't study
- d. studying

11. If water reaches one hundred degree, it _____.

- a. will boil
- b. would boil
- c. boils
- d. would have boiled

12. My sister would have come to the party if you _____ her.

- a. have invited
- b. had invited
- c. invites
- d. invited

13. If I drink coffee before sleeping, I usually _____ well.

- a. wouldn't sleep
- b. wouldn't have slept
- c. had not slept
- d. don't sleep

14. If they had eaten the breakfast, they _____ hungry.

- a. would feel
- b. won't feel
- c. wouldn't feel
- d. wouldn't have felt

15. The manager _____ very happy if Henry signs the agreement.

- a. would be b. will be
c. was d. had been

16. They would stay longer if they _____ their trip.

- a. had cancelled b. cancelled
c. cancel d. will cancel

17. If the weather is hot, people in Thailand always _____ on beaches.

- a. walk b. would walk
c. walked d. had walk

18. Angela would have been able to advise us if she _____ here last night.

- a. were b. had been
c. was d. have been

19. You would wake up early, if you _____ to bed early.

- a. went b. go
c. would go d. will go

20. If my friends _____ me to the restaurant, they would have eaten pizza.

- a. followed b. have followed
c. had followed d. will follow

21. If I were you, I _____ smoking.

- a. would have quit b. quit
c. would quite d. am quitting

22. Emma _____ her sister a story if she had been awake.

- a. will have reading b. will read
c. would have read d. read

23. If I won a million dollar, I _____ a new car.

- a. will buy b. buy
c. would have bought d. would buy

24. What will you do, if you _____ an accident?

- a. see b. saw
c. seen d. seeing

25. If I saw a ghost, I _____ .

- a. would run b. have run
c. will run d. ran

26. It is hard to access the internet if I _____ a computer at home.

- a. won't have b. didn't have
c. wouldn't have d. don't have

27. If they spoke Chinese language fluently, they _____ easily to China.

- a. would travel b. will travel
c. travel d. would have travelled

28. Snakes _____ if they are scared.

- a. bite b. bites
c. will bite. d. would have bitten

29. If a tiger _____ over the fence of my house, I would hide in the cupboard.

- a. jumps b. would jump
c. won't jump d. jumped

30. Soap dissolves if you _____ it in water.

- a. leave b. leaves
c. leaving d. will leave

31. If my parents _____ problems with me today, I will go shopping with you.

- a. didn't make b. hadn't made
c. wouldn't have made d. don't make

32. If I have a sunburn, I _____ on some medical cream.

- a. put b. puts
c. had put d. would put

33. They _____ TV if the guests leave early.

- a. would watch b. will watch
c. had watched d. would have watched

34. If it _____ today, I will stay at home.

- a. rains
- b. rained
- c. will rain
- d. has rained

35. The students _____ the bus if they hadn't left early.

- a. will miss
- b. would miss
- c. would have missed
- d. miss

36. If we freeze water, it _____ into ice.

- a. will turn
- b. would turn
- c. turned
- d. turns

37. If they _____ my advice, they would have avoided the problem.

- a. took
- b. had taken
- c. take
- d. will take

38. If the company employees _____ Italy, they will visit the colosseum.

- a. visit
- b. visited
- c. visiting
- d. had visited

39. We will finish the project on time, if we _____ hard.

- a. had worked
- b. would work
- c. work
- d. worked

40. If you mix blue and red you _____ purple.

- a. will produce
- b. produce
- c. produces
- d. would produce

Answer key of the Pre-test

Subject: Fundamental English

Time: 50 minutes

Class: Grade 9

Topic: "if" Conditional

Sentences

Directions:

This is a grammar test consist of 40 questions. Each question has four choices. Read each question carefully and then choose the best answer from a, b, c or d.

1. a
2. d
3. d
4. b
5. d
6. c
6. a
7. a
8. a
9. c
10. a
11. c
12. b
13. b
14. d
15. b
16. b
17. a
18. b
19. a
20. c

21. c
22. c
23. d
24. a
25. a
26. d
27. a
28. a
29. d
30. a
31. d
32. a
33. b
34. a
35. c
36. d
37. b
38. a
39. c
40. b

Objectives Congruence (IOC) of the Post-test

Items	Each Experts' Score			Total	IOC	Remark
	Evaluator 1	Evaluator 2	Evaluator 3			
				3		
1	1	1	1	3	3	
2	1	1	1	3	3	
3	1	1	1	3	3	
4	1	1	1	3	3	
5	1	1	1	3	3	
6	1	1	1	3	3	
7	1	1	1	3	3	
8	1	1	1	3	3	
9	1	1	1	3	3	
10	0	0	0	3	0	
11	1	1	1	3	3	
12	1	0	1	3	0.66	
13	1	1	1	3	3	
14	1	1	1	3	3	
15	1	1	1	3	3	
16	1	1	1	3	3	
17	1	1	0	3	0.66	
18	1	1	1	3	3	
19	1	1	1	3	3	
20	1	1	1	3	3	

21	1	1	1	3	3	
22	1	1	1	3	3	
23	1	1	1	3	3	
24	1	1	1	3	3	
25	1	1	1	3	3	
26	1	1	1	3	3	
27	1	1	1	3	3	
28	1	1	1	3	3	
29	1	1	1	3	3	
30	1	1	1	3	3	
31	1	1	1	3	3	
32	0	1	1	3	0.66	
33	1	1	1	3	3	
34	1	1	1	3	3	
35	-1	0	0	-1	-0.33	
36	1	0	1	3	0.33	
37	1	1	1	3	3	
38	1	1	1	3	3	
39	1	1	1	3	3	
40	0	0	1	3	3	

Scoring ranks	+1 =	Appropriate
	0 =	Not sure
	-1 =	Inappropriate
IOC Formula	$IOC = \frac{\sum R}{N}$	
	IOC =	Index of congruence between objectiv
	$\sum R$ =	The summed marks given by five expe
	N =	Number of experts

Post-test

Name: _____

Class: Grade _____

9 Topic: "If" Conditional Sentences

Time: 60 minute

This is a grammar test of 40 questions. Each question has four choices. Read each question carefully and then choose the correct answer from a, b, c or d.

1. If my father knows that, he _____ angry with me
 a. would be
 b. will be
 c. would have been
 d. was

2. If she smiles a little bit, she _____ more friends.
 a. would make
 b. will make
 c. is making
 d. would have made

3. They would have scored many goals if they _____ harder.
 a. would train
 b. trained
 c. had trained
 d. will train

4. If someone doesn't pay the electricity bill, the company _____ it.
 a. would cut
 b. cuts
 c. would have cut
 d. had cut (0)

5. If Raool _____ his bike, he would go on it.
 a. repaired
 b. repairs
 c. would repair
 d. will repair

6. I would scream, if I _____ an alien.
 a. see
 b. saw
 c. will see
 d. seen

7. If it is Songkran Festival in Thailand, people _____ out to streets to celebrate.
 a. went
 b. would go
 c. go
 d. would have gone.

8. Their TV _____ properly if they had fixed it.
 a. will work
 b. would have worked
 c. had worked
 d. works

9. If you heat metal, it _____.
 a. will expand
 b. expands
 c. would expand
 d. would have expanded

10. They _____ me many presents if they went to the party.
 a. gave
 b. will give
 c. would give
 d. given

11. If the weather is stormy, school children always _____ at home.

- a. would have stayed b. would stay
c. stayed d. stay

12. If you come early, I _____ the shopping with you.

- a. would do b. would have done
c. doesn't do d. will do

13. We'd travel around the world if we _____ millionaires.

- a. were b. will be
c. would be d. would have been

14. If it gets cold, shoppers _____ blankets and wool jumpers.

- a. buy b. would buy
c. bought d. would have bought

15. My sister would have scored better on the test if the teacher _____ the grammar once more.

- a. has taught b. had taught
c. is teaching d. would teach

16. If a person _____ faster than the speed limit, he pays a heavy fine.

- a. will drive b. drove
c. had driven d. drives

17. If she hadn't damaged the laptop, she _____ it.

- a. will use b. would use
c. would have used d. use

18. If water vapor _____, it changes into liquid water.

- a. condenses b. will condense
c. would condense d. condensing

19. Many tourists will visit Phuket if the weather _____ to be suitable tomorrow.

- a. continues b. continued
c. will continue d. would continue

20. If Liverpool team wins the championship, its fans _____ in streets for days.

- a. would celebrate
b. would have celebrated
c. celebrate
d. had celebrated

21. If my neighbors _____ my favorite meal, they will invite me.

- a. would have cook b. will cook
c. cook d. cooked

22. What would you have done if they _____ you?

- a. hadn't helped b. haven't helped
c. won't help d. wouldn't help

23. What _____ if your teacher doesn't come on time.

- a. will you do b. would you do
c. did you do d. had you done

24. If your sister didn't pass the test, teacher Alex _____ her five marks.

- a. will deduct b. deduct
c. would have deducted d. would deduct

25. My friends _____ me at the station if they leave in the afternoon.

- a. met c. meets
b. will meet d. would have met

26. If Sara had practiced daily, she _____ an Olympic medal.

- a. would won b. will win
c. wins d. would have won

27. What _____ countries do if product prices get higher?

- a. do b. would
c. had d. would have

28. If I _____ a hat, I would look like an old man.

- a. wear b. will wear
c. would wear d. wore

29. She wouldn't pay in cash if she _____ a credit card

- a. had owned b. will own
c. would have owned d. owned

30. If I were a doctor, I _____ in Europe

- a. work b. works
c. will work d. would work

31. If the family called the police, officers _____ .

- a. will respond b. would respond
c. had responded d. responds

32. If they hadn't painted the house, they _____ a lot of money.

- a. will save b. saved
c. had saved d. would have saved

33. If I _____ smoking, I 'd save 1000 dollar a year.

- a. stop b. stopping
c. had stopped d. stopped

34. If it _____, you will get wet.

- a. rains b. rained
d. will rain c. had rained

35. If she had opened an office in Rome, she _____ from it.

- a. will have benefited b. would benefit
c. would have benefited d. benefited

36. If you _____ a lot of products, you would have gained too much money.

- a. have sold b. had sold
c. will sell d. would sold

37. You get water if you _____ hydrogen and oxygen.

- a. mix b. have mixed
c. will mixed d. mixed

38. If Mardona _____ the ball by his hand, Argentina wouldn't have gained the football world cup.

- a. hasn't touched b. didn't' touch
c. hadn't touched d. will touch

39. If the thieves _____ on this balcony, they will rob the house easily.

- a. jump b. jumped
c. had jumped d. will jump

40. If you take his advice, you _____ it useful.

- a. wouldn't find b. wouldn't have found
c. found d. won't find

Answer key of the Post-test**Subject: Fundamental English****Class: Grade 9****Topic: Conditional Sentences****Time: 60 minutes****Directions:**

This is a grammar test consist of 40 questions. Each question has four choices. Read each question carefully and then choose the best answer. Cross (×) your answer choice on the Answer Sheet.

1. a
2. b
3. c
4. b
5. a
6. b
7. c
8. b
9. b
10. c
11. c
12. d
13. a
14. a
15. b
16. d
17. c
18. a
19. a
20. c

21. C
22. a
23. a
24. d
25. b
26. d
27. a
28. d
29. d
30. d
31. b
32. d
33. d
34. a
35. c
36. b
37. a
38. c
39. a
40. c

BIOGRAPHY

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Publications	-

