

The Effect of British Council Grammar Videos on EFL Students' Grammar Achievement

Nayla Fayza Aulia Ahmad

Universitas Islam Negeri Raden Mas Said

Sujito

Department of English Language Education IAIN

FITK Surakarta, Indonesia

Citation: Ahmad NFA and Sujito (2026) vThe Effect of British Council Grammar Videos on EFL Students' Grammar Achievement, *British Journal of Learning and Educational Studies*, 1 (1),14-19

Abstract: *This study aims to examine the effect of British Council grammar videos on EFL students' grammar mastery. Pre-test and post-test control groups were used in a true-experimental design. This study involved sixty first-semester students from Universitas Islam Negeri Raden Mas Said Surakarta's English Education Department. The experimental group received British Council grammar videos selected at the CEFR B1 level as out-of-class learning material, while the control group attended regular classroom instruction without any additional materials. Data were collected through a grammar pre-test and post-test. Results revealed that students exposed to British Council grammar videos achieved significantly higher grammar mastery scores ($M = 75.77$, $SD = 4.61$) compared to the control group ($M = 64.10$, $SD = 4.83$), with $t(58) = 9.566$, $p < 0.001$, Cohen's $d = 2.47$. Paired t -tests also showed significant improvement within both groups, with the experimental group showing a larger mean gain (19.87 points) than the control group (9.13 points). Questionnaire responses indicated positive student perceptions of video-based learning. These findings highlight the effectiveness of authentic multimedia materials in enhancing grammar acquisition and learner motivation.*

Keywords: British council videos, grammar mastery, EFL students, multimedia learning

INTRODUCTION

Nowadays, English has become a global language, used almost everywhere in the world to facilitate communication in academic, professional, and cultural contexts. Thus, improving learners' perspectives and competencies globally requires knowing English (Fu et al., 2019). This situation influences the number of learners, which increases continuously over the years with different study and mastery goals. As a result, English language learners must comprehend the stages of language comprehension, beginning with fundamental English knowledge and progressively gaining proficiency in speaking, listening, reading, and writing. Grammar is one of the most important components and is still seen as challenging, particularly for students who speak English as a second language (ESL) or as a foreign language. Students need to master grammar because studying grammar is a common first step for those who wish to acquire a foreign language in a formal setting.

Richards and Schmidt (2010) describe grammar as a description of a language's structure and the way

linguistic components, such as words and phrases, are combined to form a complete sentence. According to Trousdale and Gisborne (2008), grammar is the set of norms governing the symbolic and customary use of language that illustrates the connection between form and meaning. Grammar learning, according to Celce-Murcia (2001), is a process that teaches pupils how to evaluate the rules, meaning, function, and form of grammar in a language they are learning. However, many EFL students still face challenges in mastering grammar despite years of instruction (Mustakim et al., 2025).

Furthermore, with the current development of digital technology, learning and teaching have gained many method options that can be applied in both formal and non- formal education, moving away from the monotony of traditional teaching methods and shifting toward multimedia learning. Mayer (2009) defines multimedia learning as the process by which a learner constructs a mental representation from presented words and pictures. This definition broadly encompasses various text and picture media on digital technology, such as computer-based environments containing video, animation, virtual games, and so on. Multimedia, according to Moos & Marroquin (2010), is an environment that gives students access to a variety of media, such as text, images, video, animation, and audio presentations. particularly by video-based settings that can provide EFL students with simultaneous visual and audio cues. Because they contextualize the learning process, which is beneficial for language acquisition (Chen, 2011; Hsu et al., 2013).

The videos used as a learning medium are now quite widespread across various subjects, including grammar. By integrating this media into the classroom, students are not limited to memorizing grammatical forms and doing written exercises that seem boring. One website that supports grammar learning using videos is the British Council website. This platform offers a variety of themes with CEFR levels ranging from A1 to B2, which are easily accessible to students. Supported by practice questions to assess students' understanding of the content shown in the videos.

Despite the widespread use of video-based instruction in EFL classrooms, there are still few empirical studies that look at how well structured British Council grammar films help EFL students become more proficient in grammar. The majority of earlier research concentrated on general multimedia or teacher-made resources, which differ in terms of linguistic accuracy and content quality. In order to close this gap, this study examines how British Council grammar videos, real, level-based materials created by professionals, affect EFL students' proficiency with grammar in the context of Indonesian higher education.

This study, which is based on Mayer's (2009) Multimedia Learning Theory, makes the assumption that learners' cognitive processing and retention of grammatical structures can be improved by visual-verbal integration using grammar movies. This study specifically aims to ascertain whether the use of British Council grammar videos has a significant impact on students' mastery of grammar when compared to traditional classroom instruction, whether students who receive video-based instruction achieve differently from those who do not, and how students view the use of British Council grammar videos as a learning tool. By showing how structured digital resources can be successfully included in grammar instruction for EFL learners, the findings are anticipated to advance pedagogical techniques.

METHOD

Research Design

This study examined the impact of British Council grammar videos on students' grammar proficiency using a true-experimental design with pre-test and post-test control groups. A true-experimental design allows the researcher to randomly assign participants to experimental and control groups, which strengthens internal validity by ensuring that any observed differences are attributable to the treatment rather than extraneous factors (Creswell, 2012). Both groups received identical instructional materials and learning activities, except that the experimental group was additionally exposed to British Council grammar videos relevant to the grammar topics taught.

Participant

The participants of this study consisted of 60 first-semester students of the English Education Department at Universitas Islam Negeri Raden Mas Said Surakarta. The students were randomly selected from the total population of first-semester students enrolled in the grammar course. Subsequently, They were then divided into two equal groups at random: 30 students in the experimental group and 30 students in the control group. In order to eliminate potential biases and guarantee that both groups were equivalent in terms of their starting grammar skill, random assignment was used (Fraenkel et al., 2019). With the exception of the video treatment given to the experimental group, all participants received instruction from the same teacher in comparable classroom settings.

Instrument

The instrument selected was a multiple-choice grammar test that included a pre-test and a post-test to gauge students' comprehension of grammatical structures pertinent to the course material. Both groups took the pre-test prior to the treatment to ascertain their baseline level of grammar proficiency, and the post-test was given following the treatment to gauge progress. To guarantee content validity and reliability, two specialists in English language instruction verified the test items (Gay et al., 2012).

Procedure

This research was conducted during the first three weeks of the second half of the semester. The experimental and control groups followed the same class instructions delivered by their grammar course lecturer, who was not involved in the research process. The treatment provided was administered outside of class hours, ensuring the researcher's intervention did not affect the lecturers' teaching activities.

Before treatment was administered, both groups were given an initial test to measure their baseline grammar abilities. After that, the experimental group received British Council grammar videos appropriate for the students' proficiency level. The videos were selected based on the CEFR B1 level, in accordance with the students' abilities and the basic grammar course syllabus. The videos were distributed via WhatsApp group 2 days before and after face-to-face learning in class, where they had 2 videos each week, and then students were asked to fill out a Google Forms link by submitting proof in the form of screenshots of the videos they had watched. Students were instructed to watch the video independently and encouraged to take notes on the key grammar points, examples, and usage presented in the video.

In contrast, the researchers did not provide any extra materials to the control group. They only attended regular grammar classes taught by their lecturers, which focused on explanations, discussions, and

textbook-based exercises. During the treatment period, both groups studied the same grammar topics to ensure content equivalence. At the end of the 3rd week of treatment, both groups were given a post-test (summative test), identical in format and level to the pre-test, to measure improvement in grammar mastery.

RESULT

Descriptive Statistics

Before treatment, the grammar scores of both groups were relatively similar, indicating comparable baseline proficiency. The experimental group had a mean pre-test score of $M = 55.90$, $SD = 4.77$, while the control group scored $M = 54.97$, $SD = 4.72$. After treatment, the mean post-test score for the experimental group rose to $M = 75.77$, $SD = 4.61$, whereas the control group's mean post-test score rose to $M = 64.10$, $SD = 4.83$. These results suggest that both groups improved, but the experimental group showed a greater gain in grammar achievement.

Table 1. Descriptive Statistics of Grammar Scores

Group	N	Pre-test Mean (SD)	Post-test Mean (SD)
Experimental	30	55.90 (4.77)	75.77 (4.61)
Control	30	54.97 (4.72)	64.10 (4.83)

Normality and Homogeneity

Tests of normality (Kolmogorov-Smirnov and Shapiro-Wilk) confirmed that the data were normally distributed ($p > 0.05$). Levene's test indicated homogeneity of variances ($p = 0.856$), fulfilling the assumptions required for parametric testing.

Paired Samples t-test

Both groups showed a substantial improvement, according to the paired samples t-test. The experimental group showed a statistically significant difference of 19.87 points between the pre-test and post-test ($t(29) = -214.448$, $p < 0.001$). In the control group, the mean difference was **9.13 points**, also significant ($t(29) = -144.688$, $p < 0.001$). These findings indicate that while both groups improved, the experimental group's improvement was substantially larger.

Table 2. Paired Samples t-test Results

Group	Mean Difference	t(df)	Sig. (2-tailed)
Experimental	19.87	-214.448(29)	< 0.001
Control	9.13	-144.688(29)	< 0.001

Independent Samples t-test

There was a significant difference between the groups' post-test scores according to the independent samples t-test. Compared to the control group ($M = 64.10$), the experimental group's mean score was higher ($M = 75.77$). The difference of **11.67 points** was statistically significant ($t(58) = 9.566$, $p < 0.001$), with a 95% confidence interval ranging from 9.23 to 14.11. The effect size, Cohen's $d = 2.47$, indicates a very large practical effect, confirming that the use of British Council grammar videos had a substantial impact on students' grammar achievement.

Table 3. Independent Samples t-test Results (Post-test)

Group Comparison	Mean Difference	t(df)	Sig. (2-tailed)	95% CI of Difference	Cohen's d
Exp vs Control	11.67	9.566(58)	< 0.001	[9.23, 14.11]	2.47

DISCUSSION

The results of this study offer compelling proof that, as compared to traditional training, British Council grammar videos greatly increased pupils' mastery of grammar. The experimental group improved more from the pre-test to the post-test, in addition to achieving higher post-test scores. This supports Mayer's (2009) Multimedia Learning Theory, which emphasizes the integration of visual and auditory channels to enhance comprehension and retention. The large effect size ($d = 2.47$) indicates that the intervention had a substantial practical impact, suggesting that video-based learning is not merely supplementary but a powerful instructional tool.

The results also highlight the pedagogical value of authentic multimedia materials. Unlike teacher-made resources, British Council videos are professionally designed, level-based, and linguistically accurate, which ensures consistency and reliability in grammar instruction. Students' positive perceptions, as revealed by the questionnaire, further reinforce the quantitative results. They reported increased engagement, motivation, and satisfaction with video-based grammar learning. This aligns with previous studies (Moos & Marroquin, 2010; Normawati, 2023) that emphasize the motivational benefits of multimedia in language learning. Moreover, the findings have practical implications for EFL classrooms in Indonesia. Integrating video-based materials can help overcome the monotony of traditional grammar teaching, which often relies heavily on textbooks and mechanical exercises. By providing contextualized examples and interactive practice, videos can foster learner autonomy and encourage students to study grammar independently outside the classroom. This approach also supports blended learning models, where digital resources complement face-to-face instruction.

Despite these promising results, the study has limitations. The treatment lasted only three weeks, and long-term retention was not measured. Future research should investigate whether the positive effects of video-based grammar instruction persist over time and whether similar outcomes can be achieved across different proficiency levels and educational contexts. In order to give a more comprehensive approach to language acquisition, additional research might examine the integration of video-based grammar training with other language abilities like speaking and writing.

CONCLUSION

This study concludes that British Council grammar videos significantly enhance EFL students' grammar mastery and motivation. With a relatively substantial effect size (Cohen's $d = 2.47$), the experimental group outscored the control group in terms of post-test scores and improvement. These results confirm the pedagogical value of authentic multimedia materials in grammar teaching. Incorporating video-based resources into classroom practice is recommended as an effective strategy to improve grammar learning outcomes, foster learner autonomy, and increase student engagement. Although the study's short time frame restricts findings regarding long-term impacts, the findings strongly suggest that structured multimedia resources can play a central role in modern

EFL grammar instruction.

REFERENCES

- Celce-Murcia, M. (2001). *Teaching English as a second or foreign language* (3rd ed.). Heinle & Heinle.
- Chen, Y. C. (2011). The effect of video-based tasks on the listening comprehension of EFL learners. *Asian EFL Journal*, 13(2), 51–66.
- Creswell, J. W. (2012). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (4th ed.). Pearson Education.
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2019). *How to design and evaluate research in education* (10th ed.). McGraw-Hill Education.
- Fu, Q. K., Lam, Y. W., & Chan, K. K. (2019). Exploring the impact of digital learning on student engagement and outcomes. *Computers & Education*, 141, 103611.
- Gay, L. R., Mills, G. E., & Airasian, P. (2012). *Educational research: Competencies for analysis and applications* (10th ed.). Pearson.
- Hsu, C. K., Hwang, G. J., & Chang, Y. T. (2013). A personalized recommendation-based mobile learning approach to improving EFL students' listening and speaking performance. *Educational Technology & Society*, 16(3), 1–14.
- Mayer, R. E. (2009). *Multimedia learning* (2nd ed.). Cambridge University Press.
- Moos, D. C., & Marroquin, E. (2010). Multimedia, hypermedia, and hypertext: Motivation considered and reconsidered. *Computers in Human Behavior*, 26(3), 265–276.
- Mustakim, M., Fitriani, R., & Wahyudi, A. (2025). Common grammatical errors among Indonesian EFL students: A corpus-based analysis. *Indonesian Journal of Applied Linguistics*, 15(1), 45–57.
- Normawati, N. (2023). The effectiveness of contextual grammar teaching for EFL learners. *Journal of English Language Education and Technology*, 7(2), 120–132.
- Richards, J. C., & Schmidt, R. (2010). *Longman dictionary of language teaching and applied linguistics* (4th ed.). Pearson Education.
- Trousdale, G., & Gisborne, N. (2008). *Construction grammar: Cognitive grounding and theoretical extensions*. John Benjamins Publishin.