

THE USE OF YOUTUBE VIDEOS IN EFL CLASSROOM

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***Abstract** – A resourceful English language teacher engaged with technology is desirable in EFL classroom. With the advanced development of technology in language teaching and learning, we have a lot to choose such as YouTube videos. YouTube videos allow English language teacher to access the desirable video content. This study attempts to compile the theory on the use of YouTube videos in EFL classroom. By using the appropriate YouTube videos, teachers will be able to follow the advance technology in order to improve teaching and learning as well as complying current learners' technological needs.*

***Keywords:** YouTube Videos, EFL classroom, teaching strategies*

I. INTRODUCTION

The development of the era is marked by the growth of various types of technology that can be used in language teaching and learning. Integrating technology in EFL classroom will assist both teachers and students to support the process of teaching and learning. Mathew and Alidmat (2013) said that language teachers can use a variety of teaching aids to make classroom activities interesting and interactive. With the rapid development of technology from time to time, language teachers can select and use the technology which is appropriate with the teaching purposes.

As stated by Omodora and Adu (2014), there are various types of technology utilized in teaching and learning process which are: computer system, microphone, mobile device, interactive whiteboard, digital video on demand, online media stream, digital game, pod cast, and so on. Using videos in language teaching and learning is not something new. According to Mekheimer (2011), since the 1970s and 1990s up till the present time, when video became widely available as a teaching resource, EFL researchers and educators have asserted the importance of incorporating video in the learning of language. Furthermore, Zhang, Zhou, Briggs and Nunamaker (2005) stated that video allows students to view actual objects and realistic scenes, to see sequences in motion, and to listen to narration.

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One kind of videos that can be used in teaching learning process is YouTube. According to Alexa (as cited in Kousha, Thelwall & Abdoli, 2012), YouTube is a video-sharing website for public use and the third most visited website after Google and Facebook. Terantino (2011) stated that this website established in 2005 and the founders are Steve Chen, Chad Hurley and Jawed Karim (who were employees in PayPal Company) with the domain's name **http://www.youtube.com**. The author added that in 2006, Google purchased YouTube for 1.65 billion.

YouTube videos are widely used in EFL classrooms as one of the main sources of language teaching learning. As explained by Morat, Saari, Abidin and Abdullah (2017), among the profusion of videosharing sites, YouTube has been widely recognised as the leading one as it offers access to a massive database of online videos. YouTube is an online service where every person can watch, download and create videos for free. YouTube also provides an active social networking community of YouTube members. According to Yoganarasimhan (2011), YouTube members can friend other members and interact with them through tools such as comment-boxes, messages, and activity feed subscriptions. These features have enabled a vibrant and active social network to thrive on YouTube.

In its implementation, there are several reasons behind YouTube's highly potential to facilitate EFL classroom. Morat (2017) mentioned the advantages of YouTube videos that can be exploited by English language teachers for educational purposes. In term of YouTube's huge video database, English language teachers are able to explore various types of video and have the opportunity to use videos for different language learning purposes in various creative ways. The length of YouTube videos is another advantage that separates YouTube from other traditional media content servers because YouTube is mostly consisted of short videos. Therefore, EFL teachers could choose videos of not only different types but also different length. Another advantage of YouTube videos is its free accessibility. Moreover, due to its popularity, YouTube videos are also widely embedded in various websites and blogs, making it highly accessible for numerous purposes including for teaching and learning.

Furthermore, Botirca (2007) explained that the use of video in classroom not only will make the class more interesting but also help students with different

learning styles. Visual learners can benefit from the visual input of video while auditory learners can listen to video more than once because it can be watched again and again, and provide repetition that language learners need. These statement also supported by Cakir (2006) stated that watching videos instead of listening to a recording engages not only auditory, but visual learners as well. If they have not understood something, they can rely on visual information such as gestures, facial expressions, clothing, movements and any other images on the video.

II. LITERATURE REVIEW

Types of YouTube videos

There is a wide range of video categories that can be used in the EFL classroom. According to Sherman (2003), there are two types of videos: fiction and non-fiction videos. Fiction videos can be defined as the ones that are based on imaginary people and events such as drama series, action films and sketches. Meanwhile, non-fiction videos can be defined as those that depict real-life events such as documentaries and educational videos, TV news, interviews and talk shows, and sport programs. Hence, throughout the types of YouTube videos, the EFL teachers should be skilful enough in choosing the right video to achieve the wanted goals.

Furthermore, Harmer (2001) mentioned three basic types of videos which can readily be used in class such as off-air programmes, real-world video, and language learning videos. Off-air programmes are programmes recorded from a television channel that should be engaging with the students, asensible length, and comprehensible. Real-world video is published videotape material such as feature films, exercise manuals, wildlife documentaries, and comedy. Language learning videos are videos made by publishers to accompany coursebooks thus likely to be comprehensible because it designed to appeal to students' topic interests.

Possible Activities using YouTube Videos

Watkins and Wilkins (2011) listed some possible activities that can be done by EFL teachers using YouTube videos in their classroom in the area of llistening, speaking, reading and writing.

1. Conversation analysis: This activity is well suited for intermediate to advanced students, and it can create a heightened awareness of effective

conversation techniques as well as common conversation problems that can be avoided. In the activity, students view teacher-selected clips (or browse YouTube and select clips for themselves) that demonstrate effective or ineffective conversational techniques to reinforce material taught in class.

2. Vlogging: This is a regular spoken activity that can be performed by any student who has achieved even the lowest degree of conversational proficiency. The activity allows for regular and extended extemporaneous speaking practice.
3. Note-taking and summarizing: The note-taking and summarizing activity requires students to use YouTube to listen to lectures on various topics, take notes on the main points and important details, verbally check and expand their notes with a partner, listen again to further expand their notes, and then write summaries from their notes. They can then look at a transcript of the clip and compare their summaries with those of their classmates and teachers. If the students' summaries differ considerably from the teacher's, then the teacher can point out why he or she chose the information included in the model summary.
4. "How-to" writing: The "how-to" paragraph (for beginners) or essay (intermediate to advanced) is a genre that lends itself well to the use of YouTube. The teacher first models the task for the students by choosing a video of appropriate length and complexity, writing a step by step guide to what is contained in the video, creating a cloze or sequencing activity, and having students complete the activity. Students are then instructed to find a video that interests them of similar length, complexity level, and topic. Next, students create their own cloze or sequencing activity. Finally, students exchange activities and try them out.

Criteria for selecting the appropriate YouTube videos

Berk (2009) proposed three sets of criteria that must be considered by EFL teachers when selecting videos for classroom use. The first set of criteria relate to the students' characteristics such as age or grade level, gender, ethnicity, and language-dominance. Teachers know their students and these characteristics are a must

consideration in choosing the right video. The second set of criteria concerns the possible offensiveness of the video, plus content irrelevant to the reason for showing the video, such as: put-downs or ridicule of females, racial and ethnic groups, professions, politicians, and celebrities; mental or physical abuse of anyone; drug use; and other offensive content. Finally, the structure of the video such as length, context, actions or visual clues, and number of characters must be appropriate for instructional use.

Meanwhile, according to Botirca (2007), there are further factors which should be considered when selecting a video if, however, the video is being used for presenting language or for comprehension tasks. The factors that need to be considered are comprise of speech delivery, density of language, language content, degree of visual report, clarity of picture and sound, and language level.

Guidelines for using YouTube videos

According to Berk (2009), the most common procedure for using videos in teaching consists of the following eight steps. First, pick a particular clip to provide the content or illustrate a concept or principle. Second, prepare specific guidelines for students or discussion questions so they have directions on what to see, hear, and look for. What's the point of the video then make it clear to the students. Third, introduce the video briefly to reinforce purpose. Fourth, play the clip. Fifth, stop the clip at any scene to highlight a point or replay clip for a specific in-class exercise. Sixth, set a time for reflection on what was scene. Seventh, assign an active learning activity to interact on specific questions, issues, or concepts in clip. Last, structure a discussion around those questions in small and/or large group format.

Meanwhile, Stempleski and Tomalin (1990) explained some basic techniques for using videos for less experienced teachers to familiarize themselves quickly with some of the things they can do with video. The first one is sound off/vision on (silent viewing); this techniques can be used either to stimulate language activity about what is seen on the screen or to focus on what is being said, by a variety of guessing/prediction tasks. The second one is sound on / vision off; this technique asks the students to guess the setting, action, characters, etc., from the soundtrack. The third one is pause/freeze-frame control; this technique is used to utilise with

sound on/off vision on/off controls. The fourth one is sound and vision on; this technique includes listening and viewing comprehension. The fifth one is jumbling sequences; this techniques requires the students to determine what has happened/what will happen in each case and then fit the sections into a correct or plausible sequence. The last one is split viewing; some of the students are asked to see a sequence but do not hear it while others hear but do not see.

III. CONCLUSION

Although YouTube videos has long been recognized as useful tool for teaching, it is still being widely researched primarily because of the many benefits it can give to a language teacher and learner. YouTube videos can be very useful source in language teaching and learning if the selected videos are based on certain criteria including proficiency level of the students, their cultural context, the lesson`s objectives. Then, teachers can take full the advantages of using YouTube videos in the classroom. Moreover, learners may apply their experiences of using YouTube in the EFL lessons into other learning contexts.

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