



The Potential of YouTube for Teaching and Learning for English Learners

Tươi Phạm Thị Kim,

Faculty of Foreign Languages Dong Nai Technology University

Abstract: As technology has become an indispensable part of human life, people can utilize it in every aspects of their daily life, such as entertainment or management. Especially in education in which teaching methods change rapidly and need to be upgraded accordingly. For instance, even though the ubiquitous social media platform, Youtube, is often demonitized for its addictiveness, people cannot deny the fact that it can provide an incredible amount of learning materials and useful knowledge without costing much money. This article will discuss the great potential of YouTube for teaching and learning for students.

Key words: YouTube for teaching and learning, Youtube to learn English, learning English with YouTube

I. Introduction

With the prevalence of English certificates such as IELTS, TOEFL AND TOEIC, Vietnamese students are willing to pay top dollar for prominent language centers and online courses to earn those aforementioned certificates as they're believed to hold the key to a more opportunistic future. However, as it is easy for some people to naturally absorb knowledge, others find it difficult to learn English even though they have put in great effort to improve their English skills. And the problem lies in the old-fashioned teaching and learning methods of the Vietnamese which make students lose their interest quickly in learning the language as well as prove no efficiency in practical situations. That's when a famous social media platform has to step in to fix the problem – YouTube. It is believed to be an effective yet economical tool in aiding students to improve their English skills since people can find a great number of videos in English of different interesting topics which can function as an entertaining way to learn English.

II. Using YouTube as a tool for teaching and learning

Before, most schools in Viet Nam still used the traditional teaching method which consisted a minimum of visual demonstrations from textbooks. This caused students to lose interest in the lessons as all they had to do was write down everything from the black board into their notebooks. Some admitted that they were confused during the lesson as they couldn't comprehend what the teacher was saying with the poor images from textbook only. Others even fell asleep during the middle of the class as they weren't bothered about the dull lesson. Studies have shown that the use of multimedia, including videos are effective for learning. The use of multimedia in teaching and learning has been found to be effective for enhancing knowledge (Mohd Arif Ismail, Zamri Mahamood and Norizan Abdul Razak, 2000).

This resulted in poor academic performance of the students and lack of interaction between the teacher and the students. Just until recently that all public schools were installed with TVs serving to improve the quality of the teaching and learning process. Teachers now are using more visual demonstrations in class by searching for video clips on YouTube. In fact, students have already been familiar with the use of technology in

studying. Prior to the application of digital devices such as TV in classes, students had done a few presentation using the modern software called Powerpoint occasionally. And to serve for their personal studying, students use Word, another widely-used software, to present their learning materials. So using technology in learning is not an unfamiliar concept to students, and they won't have any problems adapting to such new changes in the learning process. For teachers, most of them know how to use YouTube since it is a widely-used social media platform not only to youngsters but also to other age groups as well. Usually, teachers have to shout their throat out to get the attention of the students during classes who are busying chatting with their deskmates most of the times. However, with the use of YouTube in teaching, teachers won't need to explain much as there are videos that can help with the explanation effectively by using images and audio. Social media has been shown to be effective for learning. Learners are able to develop higher level thinking skills such as decision making and problem solving, as well as communicating and collaborating using social media (Bunus, 2010; Greenhow and Robelia 2009). In addition, connections can be made to what they had learnt in their classrooms (Greenhow and Robelia 2009) and learning becomes more engaging (Bunus, 2010). Hence, there is a potential for YouTube, as both a video with audio and visual elements, as well as a social media to be used for instruction.

The videos can capture students' interest and naturally, they will pay attention to the lesson and stop being noisy. Not to mention the role of YouTube during this pandemic when all activities come into a halt and students have to perform distancing learning. In this case, teachers can send YouTube videos to students for them to revise the lesson at home while also learning new lessons without direct instructions from teachers.

Since technology has long become an indispensable part of human life on a daily basis, educators should also find ways to engage the use of digital devices in the teaching and learning process. moreover, rather than just focusing on English grammar and writing skills, teachers should also assign oral assignments to their students to better assist them in a practical situations. Using YouTube as a tool for learning: for students who are unable to attend extra classes after mandatory classes at school, they can still keep up with other peers by using YouTube as a source of learning materials. In fact, a growing number of students have been switching into self-studying instead of attending cram schools because of a wide range of benefits this new approach can offer. Learners remember and understand better when they see, hear and do. The level of a students' understanding of a subject when they see, hear and produce materials during instruction is higher (75%) compared to students who only see during instruction (20%), and see and hear only (40%) (Lindstorm, 1994).

Students can be independent of their timetable and flexibly adjust however they want to maximize the result of their studying unlike others who have to follow a rigid schedule and end up not having enough time to take care of their personal life in terms of mental and physical health, which is also one of the factors causing an increasing rate in sedentary lifestyle amongst youngsters. Students who cannot stand monotonous videos of just teaching English can search for other interesting ones in different topics that are to their liking. They can kill two birds with one stone in this way by learning and also enjoying the video at the same time.

III. Conclusion

Students can easily lose their interest in the lesson if there's no visualisation illustrating the information as well as no audio effects contributing to making the whole process of teaching and learning more enjoyable. As time passes by, the students won't be able to absorb any new and useful knowledge as they didn't learn anything from the lessons due to lack in interest and concentration. If we let the situation worsens, both the teacher and students cannot earn any profit. Thus, the bond between two parties will weaken. That's why we need to look for new and enjoyable methods in teaching English by incorporating visualisation and audio effects into the process through Youtube videos. This will not only increase the progress made by students in their English skills but also making them look forward to the lessons.

IV. REFERENCES

1. Alhamami, M. (2013). Observation of YouTube language learning video (YouTube LLVS). Teaching English with Technology, 13(3), 3-17.

2. Carlisle, M. C. (2010). Using YouTube to enhance student class preparation in an introductory java course. Proceedings of the 41st ACM Technical symposium on computer science education,.470-474.
3. Greenhow, C. and Robelia, B. (2009). Informal learning and identity formation in online social networks. Learning, Media and Technology, 34 (2), 119–140.
4. Hsu, C.-K., Hwang, G.-J., Chang, Y.-T., & Chang, C.-K. (2013). Effects of video caption modes on english listening comprehension and vocabulary acquisition using handheld devices. Educational Technology & Society, 16 (1), 403–414.
5. Mohd Arif Ismail, Zamri Mahamood dan Norizan Abdul Razak. (2000). Multimedia dan aplikasinya dalam pembelajaran bahasa. Proceeding of the International Conference on teaching and learning, 3, 916-929.
6. Watkins, J., & Wilkins, M. (2011). Using YouTube in the EFL classroom. Language Education in Asia.