

Integration of YouTube Video Clips in the Class Room for Teaching English to the L2 Learners

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Abstract—English language teaching has become the focal point all over the world after globalization. Literature has been taught as backup for learning the language in many countries where English is spoken as the second language. Various methods are adopted to make English language teaching more effective. Among all methods of teaching, blended learning is found to be more rewarding and provides better learning environment. In this way, online support in imparting English language especially comprehensive vocabulary and pronunciation has become the need of the hour. YouTube is one of the most influential online social media. It has become very handy for the students with its multiple effects by its colourful videos, pictures, graphics, subtitles with virtual streaming and live programmes with instant comments and views. Videos of lectures by eminent professors, trainers, and linguists can be easily watched and downloaded. Students themselves can create their own videos and upload and get feedback from the professors and peer group. It can be done as individual as well as group learning. This paper foregrounds that the English language teaching can be done effectively with the help of YouTube video clips in the class room. The analytical perspectives explore the impact of blended teaching method for second language acquisition.

Key words: Second language acquisition, Blended teaching, YouTube, Social media, Pronunciation.

I. INTRODUCTION

Technology undoubtedly provides incredible source of information in the field of education. There are a significant number of online materials that can be integrated into the pedagogy of teaching. YouTube is lately considered as the most popular and effective social media used for teaching English language in the class room and language lab. Many researchers have observed that the learners can learn positively when they watch authentic and real life video clips (Maness 2004). YouTube videos can also be used as supplementary material to provide the knowledge and wider understanding to lectures taught in the class. In addition, the use of YouTube video clips can make the teaching and learning process meaningful. They also make the teaching and learning process easy with more fun.

II. LITERATURE REVIEW

“Learning English from YouTubers: English L2 learners’ self-regulated language learning on YouTube,” published in *Innovation in Language Learning and Teaching*, investigates EFL university students’ self-regulated language learning on YouTube outside of the classroom.

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“The Effectiveness of Using Youtube for Vocabulary Mastery,” by DwiHeriyanto, published in *ETERNAL (English Teaching Journal)*, explores the observations of both students as well as teachers towards the inclusion of YouTube on the development of vocabulary.

“Using YouTube as a Platform to Learn Social Expression,” by Suhashini A. P. published in *Creative Education*, is envisioned to divulge the effectiveness of using YouTube in teaching social expression.

“Perception of Students in Using YouTube Videos to Enhance Their Autonomous Learning,” by Nabila Shamsuddin in his PhD thesis, emphasizes about the independent English language learning. It includes outside class room learning. They are taught to learn by reading magazines, newspaper and novels; watching videos clips especially with the help of YouTube and listening audio books and music.

III. THE STUDY OBJECTIVES

This research is aimed to enhance English language teaching and make the pedagogy both interesting and engaging. One of the objectives of using YouTube video clips is to process supplementary materials for learning. Another objective is to assist the learners to grasp the syllabus accurately. It would give larger access to online videos through video lectures. It gives chance to learn outside class and assist them to understand English. The most important goal of this blended teaching with YouTube clips is to make the students active and independent. The final objective is to make the teaching English language teaching more efficient and effective.

IV. COGNITIVE THEORY OF MULTIMEDIA LEARNING

The learners try to grasp meaningful connection between images and words. They learn better when they are presented words with pictures. Multimedia is defined as the mixture of text and pictures supported with audio visual. The proponent of the theory, Mayer argues that meaningful learning from picture and texts happen when the learner participates in the five cognitive functions known as selecting, memorizing, etc.

V. USING YOUTUBE FOR DEVELOPING VOCABULARY AND NEUTRALIZING ACCENT & RESULTS

Chun & Plass (1996) supports the view that learning with pictorial verbal cues can enhance the retention and recalling



of lexical items. Use of video clips with text description is more creative in the acquisition of new vocabulary. An experiment was conducted with a group of Science students. There were 30 students in a class. They were divided into two groups. One group was taught vocabulary using YouTube clips while the other group was taught with audio clips. The group of students who listened to the audio remembered fewer words than the group that listened to the video clips.

When the students were asked of the reason for their poor performance, they told that they were easily distracted while listening to the audio conversations. On the other hand, the students who were watching and listening video clips stated that the words visual pictures had an impact and helped them to retain the words learn easily. Most of the technical words were easily learned with the help of showing video clips of the words with their exact pronunciation and pictorial description.

Today there are thousands of video clips related to the pronunciation of words by native and non-native speakers. Initially the L2 learners can be exposed to non-native famous language expert and then gradually they should be taught with the video clips of native speakers who are expert in English language teaching. These type of exposure to the native speakers will give confidence to the L2 learners provided, they are receptive to what they watch and listen.

VI. CONCLUSION

To make English language teaching effective to L2 learners, use of YouTube clips has become relevant today. The research here points out the impact and stresses the need for this innovative method of teaching and learning process. In order to make this process of teaching happen effectively, extra infrastructure is needed. A smart class room with ICT enabled TV, Wi-Fi enabled internet facility with laptop and student console to monitor the progress of the performance of the students are mandatory for this innovative teaching and learning.

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