

Research Paper

Dynamics of Teaching English Use of YouTube in teaching and learning

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As English Professors we are able to engage our imagination so that the characters in the literature we teach come alive. We chuckle at Don Quixote as he mistakes the windmills for giants. The entertaining novel by Cervantes tickles our funny bone, but most of our students prefer the comedic exploits of Chris Rock over the misfit antics of the antiquated hero penned by Cervantes. There is a unanimous “Amen” when we English Professors anguish over the challenges of trying to engage our students with the musings of Macbeth. How can we make Shakespeare come alive, be more relevant, or even more easily understood for our college students? Between the lectures, grading papers and student conferences it can be challenging to find material to enhance the classroom experience for our World Literature students. Thankfully, there are many creative souls out there who have put their collective thoughts into designing and producing visuals that are much better than anything we might produce in our spare time. Why re-invent the wheel when the extra elements needed to visually enhance the literature we are teaching are available on YouTube? Once we have considered the dynamics of our college literature class, we need to investigate the extra elements available to us on YouTube, then we can determine how we can incorporate those elements into our own college literature classes. Not only literature but for teaching language and grammar we have you tube videos to make our understanding come alive.

Key words: Dynamics, Learning, Teaching, videos, Flipped class room, language acquisition, You Tube

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INTRODUCTION

As English Professors we are able to engage our imagination so that the characters in the literature we teach come alive. We chuckle at Don Quixote as he mistakes the windmills for giants. The entertaining novel by Cervantes tickles our funny bone, but most of our students prefer the comedic exploits of Chris Rock over the misfit antics of the antiquated hero penned by Cervantes. There is a unanimous “Amen” when we English Professors anguish over the challenges of trying to engage our students with the musings of Macbeth. How can we make Shakespeare come alive, be more relevant, or even more easily understood for our college

students? Between the lectures, grading papers, and student conferences it can be challenging to find material to enhance the classroom experience for our World Literature students. Thankfully, there are many creative souls out there who have put their collective thoughts into designing and producing visuals that are much better than anything we might produce in our spare time. Why re-invent the wheel when the extra elements needed to visually enhance the literature we are teaching are available on YouTube? Once we have considered the dynamics of our college literature class, we need to investigate the extra elements available to us on

YouTube, then we can determine how we can incorporate those elements into our own college literature classes. Not only literature but for teaching language and grammar we have you tube videos to make our understanding come alive.

In February 2005, three former PayPal employees created the YouTube Website. The purpose of the website is to upload, view and share short videos. Soon, the website has gained the popularity and many people subscribe to it. The popularity of the website has drawn the attention of Google Company leaders. They have realized the potential role that YouTube will play in the people's life in terms of education, health, politics and economy. So, the company acquired the website in 2006. In the current design of the YouTube website, there are several categories where people can find what they are interested in such as education, music, news and sports. YouTube is a very attractive social medium that contributes to the global education (Bonk, 2009). It is being increasingly used by educators to teach the English language (Duffy, 2008). It "offers fast and fun access to language and culture-based videos and instruction from all over the globe" (Terantino, 2011, p. 11). According to the press link

"http://www.YouTube.com/t/press_statistics", YouTube is localized in 43 countries and across 60 languages, YouTube had more than 1 trillion views or around 140 views for every person on the Earth. 100 million people take a social action on YouTube (likes, shares, comments, etc) every week. These statistics show the influence of YouTube on sharing information and knowledge with other people.

Due to the popularity of the website, its free-of-charge availability and easiness of use, many language teachers have started to use the website to teach different languages by uploading language learning videos. Language learners around the world like these videos, and some of these videos have reached millions of views. For example, this video titled "Learning English -Lesson One (Introduction)" has more than 8 million views so far; see

<http://www.YouTube.com/watch?v=ohJCdihPWgc>.

Based on second language acquisition theory, previous research, and language learning and teaching practices, this paper presents a comprehensive information on use of You tube Video in English literature and language learning.

I met many teachers of English Literature who had used you tube videos successfully in their teaching and learning. Tolstoy's short story "The Death of Ivan Ilyich" is a weighty piece of literature that forces our students to dig deep regarding life and death. To really understand Ivan Ilyich, the reader must first appreciate the perspective of the author. The teachers usually found

that relating the history of the author can often be a dry experience for the students in the class. In order to make the author segment of the lecture more engaging, they provided a YouTube video link that provides insight into the life and vision of Leo Tolstoy. The following is the video provided:

<http://www.youtube.com/watch?v=9XjN4DCNt6E>

I went to the link and watched the video. This video actually captures pictures and activities of this author. We hear about his successes and we are exposed to his failures. We are surprised at the people's response to his death, and the two minute video leaves us wondering what Tolstoy did that created such a response from the people. This snippet on film helps provides a backdrop to the short story of a man who grappled with what made life worth living, and on his deathbed discovers the value of people over things. We see from this video that Tolstoy also grappled with significant questions in his own life, and continued the struggle even to his death bed. This video not only gives some insight into the author's life, but it also provides a jumping off point for further discussion regarding the students' view regarding the meaning of life.

One of the teacher chose "The Love Song of J. Alfred Prufrock." Poetry is difficult for many students to grasp; whereas, prose is much easier to understand because of the straightforward approach to the subject matter. For many students, they can't relate to the symbolism, vocabulary, or tone that is developed within a few short lines, and even the activity of re-reading poetry leaves many a student confused and frustrated. So to help students see that they can approach a piece of poetry from a number of different perspectives the teacher suggested an unusual approach to the reading of T.S. Eliot's famous poem. Even before students opened their anthology and read a word, the teacher asked them to watch the following video:

<http://www.youtube.com/watch?v=YNmZgHUFv4Y>

After an independent reading of the poem, the teacher suggested that the second reading of the poem be done in conjunction with T.S. Eliot's own voice. She provided the following link for that second reading:

<http://www.youtube.com/watch?v=JAO3QTU4PzY>

I went to the link and what I love about this particular YouTube video is that it provides a current setting for the reading of this poem. The video shots highlight words and phrases, but they also provide meaning and emotion that is part of this piece of literature. You can take this opportunity to discuss the value of different approaches to a single piece of literature. Ask the

students how this particular video has changed their view of what T.S. Eliot is trying to address. The wonderful thing about this poem is that the theme is common to all. Whether we were in fourth grade or in college, we have all had a crush on someone who did not return the same sentiments. Our range of emotions can bounce from disappointment to embarrassment to a broken heart, but the theme of unrequited love is one we all share. At the end of the analysis of "The Love Song of J. Alfred Prufrock" it would be preferable to do one more reading where they can soak in the nuances woven into the fabric of T.S. Eliot's writings. At this point the poem has become very familiar to the students, so the teacher suggested a familiar voice that most of the students know from the big screen. The following YouTube video is the reading of the poem by Anthony Hopkins:

<http://www.youtube.com/watch?v=PLNsPhKlucY>

This varied approach to re-reading "The Love Song of J. Alfred Prufrock" has proven very effective for students as they respond to the discussion afterwards. I myself taught The Paradise lost book 2 using the same method. The following link was provided to the students

<https://www.youtube.com/watch?v=4XeXpedi464>

In teaching language also I used You tube .The following link is given for Language Teaching Methods, it explores various methodologies of English language teaching. This was a joint project by Diane Larsen-Freeman and the U.S. Information Agency and was produced in 1990. This video demonstrates the Communicative Approach with Alex Silverman.

<https://www.youtube.com/watch?v=3kRT-rsKxn4>

While discussing language teaching I will mention Language teaching methodologies according to Wikipedia's review of language teaching methodologies, these are some of the more popular second language teaching methods of the last half century.

The Direct Method-In this method the teaching is done entirely in the target language. The learner is not allowed to use his or her mother tongue. Grammar rules are avoided and there is emphasis on good pronunciation.

Grammar-translation-Learning is largely by translation to and from the target language. Grammar rules are to be memorized and long lists of vocabulary learned by heart. There is little or no emphasis placed on developing oral ability.

Audio-lingual-The theory behind this method is that learning a language means acquiring habits. There is much practice of dialogues of every situation. New language is first heard and extensively drilled before being seen in its written form.

The structural approach-This method sees language as a complex of grammatical rules which are to be learned one at a time in a set order. So for example the verb "to be" is introduced and practised before the present continuous tense which uses "to be" as an auxiliary.

Suggestopedia-The theory underlying this method is that a language can be acquired only when the learner is receptive and has no mental blocks. By various methods it is suggested to the student that the language is easy - and in this way the mental blocks to learning are removed.

Total Physical Response (TPR)-TPR works by having the learner respond to simple commands such as "Stand up", "Close your book", "Go to the window and open it." The method stresses the importance of aural comprehension.

Communicative language teaching (CLT)-The focus of this method is to enable the learner to communicate effectively and appropriately in the various situations she would be likely to find herself in. The content of CLT courses are functions such as inviting, suggesting, complaining or notions such as the expression of time, quantity, location.

The Silent Way-This is so called because the aim of the teacher is to say as little as possible in order that the learner can be in control of what he wants to say. No use is made of the mother tongue.

Community Language Learning-In this method attempts are made to build strong personal links between the teacher and student so that there are no blocks to learning. There is much talk in the mother tongue which is translated by the teacher for repetition by the student.

Immersion-This corresponds to a great extent to the situation we have at our school. ESL students are immersed in the English language for the whole of the school day and expected to learn math, science, humanities etc. through the medium of the target language, English.

Task-based language learning-The focus of the teaching is on the completion of a task which in itself is interesting to the learners. Learners use the language they already have to complete the task and there is little correction of errors.

The Natural Approach -This approach, propounded by Professor S. Krashen, stresses the similarities between learning the first and second languages. There is no correction of mistakes. Learning takes place by the students being exposed to language that is comprehensible or made comprehensible to them.

The Lexical Syllabus -This approach is based on a computer analysis of language which identifies the most common (and hence most useful) words in the language and their various uses. The syllabus teaches these words in broadly the order of their frequency, and great emphasis is placed on the use of authentic materials.

So the key to teaching and learning through You Tube

is to select proper Videos. The best way to approach selecting a helpful video that will provide insight regarding a reading is to wisely choose your key words that you will put into the search engine. The title of the piece or the author's name is an effective way to help you find what you are looking for. Now, I must confess that there is a lot of junk that is also posted to YouTube, so it takes some time and effort to find a video that will work well for your students. Keep in mind your audience and what would appeal to them. We might like the style of a particular video, but if our students don't like it, then we have lost them to Facebook before the video ends. Also, make sure that the visual is clear and the audio is easily understood. If you frustrate them with a video of poor quality, then they will not take the time to watch and engage in any of the other videos you post further on in the class. We have the privilege of introducing our students to some great works of literary art, and we need to make sure that we highlight the wonder of the pieces we study with well-done video elements.

Now it is your opportunity. Take a look at your syllabus and select a few pieces of literature that you believe could benefit from another creative approach. Visit YouTube and see what is available. Make sure that you provide guidance for each piece presented, and then take the time to receive feedback from the students regarding the effectiveness of the choice you made. If the feedback is good, the discussion from the element effective and understanding is increased, then you have made a good choice, and the YouTube element can be added to your syllabus for future use. Based on the observation guidelines that were supported by the literature, we can come to some suggestions that will help language teachers to create effective YouTube LLVs. However, these ideas might not be applicable to all YouTube LLVs that language teachers create or observe. To create more effective YouTube LLVs, language teachers should pay attention to the following points. First of all, YouTube LLVs require preparation. Before starting the YouTube LLVs, instructors should try to visualize the lesson on a map and see what it will look like and what materials they need such as software, websites, flashcards, personal assistants etc. Using the resources that are available and accessible might be sufficient to create effective lessons. There are free educational resources that are available online. For example, language teachers can create and edit videos by using free video editing software such as Windows Movie Maker. Creating effective YouTube LLVs might require a camera, a microphone, video editing software, music, images, video clips, slides, websites' pages and related matter that are necessary for the lesson.

While designing the lesson, the three-stage format is the most appropriate. YouTube Videos creators should write the objectives of the lesson at the beginning of the video so that learners will have an idea what they will

achieve at the end of watching the video. The introduction should have motivational music and images that will decrease students' anxiety and motivate them to watch the video. Keeping this stage as short as possible is a good idea. After it teachers deliver the main content of the lesson. It varies based on the purpose of the lesson. However, there are some points teachers might need to keep in mind. The pace should be slow; the background music should be as silent as possible. As language research suggests, teachers should repeat the important words and phrases and explain difficult terms. In YouTube Videos teachers can show the important words as subtitles to help learners to see the spelling. Karakaş and Sariçoban (2102) suggest that language teachers should "incorporate only the keywords as subtitles since the whole subtitled sentences make it difficult for learners to follow the flow of speech, as they either concentrate on the speech or the subtitles" (p. 13). In grammar lessons, teachers might color the grammatical points in the sentences to draw students' attention. While presenting the lesson, teachers should look at the camera when they are addressing students. In addition, teachers should give students enough time to answer questions or ask them to pause the video. Teachers can summarize the lesson; make a quiz or any kind of assessment to help students test their understanding of the lesson. At the end of video teachers might put music to leave students with good feelings about the video. In addition, they should write acknowledgement of anyone who help to make this video. Teachers also can write contact information about their organization, school or university such as the website and the email. To upload the video to the YouTube website, teachers should write the title that reflects the content of the lesson. If the teacher has different playlists, the video should go under the appropriate list. For example, if a video about a grammar lesson, it should go under the grammar playlist. The next step is writing the video tags, which are the keywords that search engines use to find the video. For example, if the lesson is about the English present tense, the tags that might be used are: English, present tense, grammar, ESL, learn English. The more related tags to the video, the more opportunities that the video is going to be displayed in the search results. The tags should be relevant to the content of the video. Another point is putting the video in the right category: Education. Even the lesson is funny and has some jokes, listing it under the comedy category will mislead target users. Language learning videos are logically aimed to teach not to entertain. In conclusion, this paper has shed some light on one of the most used social media tools to teach and learn languages. The paper discusses some aspects that language teachers should be aware of while creating new YouTube Videos. These different aspects came from the current language learning and teaching literature. So, the

paper tries to fill in a gap where the language teachers might find it difficult to measure the effectiveness of their YouTube LLVs by providing a novel rubric. However, language teachers should bear in mind their own contexts and target audience when it comes to include images and topics that might create conflict in other cultures. Future research in the use of YouTube Videos is necessary, especially to investigate students' attitudes towards the use of YouTube Videos, difficulties that language students have found while learning new languages through YouTube or teachers' experiences in using YouTube Videos. These different topics will help researchers to optimize the use of YouTube in language learning and teaching.

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