

# **USING YOUTUBE AS UNLIMITED EDUCATIONAL VIDEO RESOURCES IN TEACHING ENGLISH SKILLS**

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## **ABSTRACT**

The video site YouTube can be a valuable tool to teach English and arouse learner independence. Using YouTube both inside and outside the classroom can improve conversation, listening and pronunciation skills. YouTube video can also be utilized as regalia to enhance exposure to the world and support authentic vocabulary development. If students and teachers/lecturers have unlimited access to the Internet, YouTube can be a useful tool through which multiple skills in English can be taught. This paper offered possible inadequacy that may come by using online video technology.

KEY WORDS: YouTube, video, English skills.

## **THE HISTORY OF YOUTUBE AT GLANCE**

The history of YouTube began in February 2005 when three former PayPal employees namely Chad Hurley, Steve Chen, and Jawed Karim activated the internet domain name “www.YouTube.com” and started to create a video-sharing website on which users could upload, share and view miscellaneous kinds of videos. The domain name was activated on February 14, 2005, and the website was developed over the subsequent months. The creators offered the public a preview of the site in May 2005, six months before YouTube made its official debut. The first YouTube video was entitled “Me at the zoo”, and shows co-founder Jawed Karim at the San Diego Zoo. The video was uploaded on April 23, 2005 and can still be viewed on the site. Since 2005 until now 2012 we can browse, watch, and upload any kind of interesting videos from YouTube.

Most of the content on YouTube has been uploaded by individuals, although media corporations including BBC, CBS and other organizations offer some of their material via this site, as part of YouTube partnership program. Unregistered users can watch videos, while registered users can upload an unlimited number of videos. Videos considered to contain potentially offensive content are available only to registered users at least 18 years old. In November 2006, YouTube, LLC (Limited Liability Company) was bought by Google for US\$1.65 billion, and now operates as a subsidiary of Google.

In 2012, YouTube said that roughly 60 hours of new videos are uploaded to the site every minute. Precisely in October 2012, for the first time ever YouTube offered a live stream of the United States presidential debate and had partnered with ABC News. All of the videos in YouTube come from any genres. It makes the site as unlimited resources of online video repository in which nearly any digital video file can be stored and exhibited for free of charge. Since launched in February 2005, YouTube hosts video that are cumulatively currently

viewed by more than 2 billion times each day. Even though there some issues related with copyright infringement and obscenity standards have often made the website controversial, the vast array of diverse content and its organic community interactivity make YouTube a tremendous resource for a multitude of educational endeavors (Watkins and Wilkins 2011).

## **YOUTUBE FEATURES**

There are several video technologies which applied in YouTube features some of them are:

### **1. Playback**

Viewing YouTube videos on a personal computer requires the Adobe Flash Player plug-in to be installed on the browser. The Adobe Flash Player plug-in is one of the most common pieces of software installed on personal computers and accounts for almost 75% of online video material. In January 2010, YouTube launched an experimental version of the site that uses the built-in multimedia capabilities of web browsers supporting the HTML5 standard. This allows videos to be viewed without requiring Adobe Flash Player or any other plug-in to be installed. The YouTube site has a page that allows supported browsers to opt in to the HTML5 trial. Only browsers that support HTML5 Video using the H.264 or WebM formats can play the videos, and not all videos on the site are available.

### **2. Uploading**

All YouTube users can upload videos up to 15 minutes each in duration. Users who have a good track record of complying with the site's Community Guidelines may be offered the ability to upload videos up to 12 hours in length, which requires verifying the account, normally through a mobile phone. When YouTube was launched in 2005, it was possible to upload long videos, but a ten-minute limit was introduced in March 2006 after YouTube found that the majority of videos exceeding this length were unauthorized uploads of television shows and films. The 10-minute limit was increased to 15 minutes in July 2010. File size is limited to 2 GB for uploads from the YouTube web page, or 20 GB if up-to-date browser versions are used.

YouTube accepts videos uploaded in most container formats, including .AVI, .MKV, .MOV, .MP4, DivX, .FLV, and .ogg and .ogv. These include video formats such as MPEG-4, MPEG, VOB, and .WMV. It also supports 3GP, allowing videos to be uploaded from mobile phones. Videos with progressive scanning or interlaced scanning can be uploaded, but for the best video quality, YouTube suggests interlaced videos are deinterlaced prior to uploading. All the video formats on YouTube use progressive scanning.

### **3. Quality and Codecs**

YouTube originally offered videos at only one quality level, displayed at a resolution of 320x240 pixels using the Sorenson Spark codec (a variant of H.263), with mono MP3 audio. In June 2007, YouTube added an option to watch videos in 3GP format on mobile phones. In March 2008, a high quality mode was added, which increased the resolution to 480x360 pixels. In November 2008, 720p HD support was added. At the time of the 720p launch, the YouTube player was changed from a 4:3 aspect ratio to a widescreen 16:9. With this new feature, YouTube began a switchover to H.264/MPEG-4 AVC as its default video compression format. In November 2009, 1080p HD support was added. In July 2010, YouTube announced that it had launched a range of videos in 4K format, which allows a resolution of up to 4096x3072 pixels. YouTube videos are available in a range of quality levels. The former names of standard quality (SQ), high quality (HQ) and high definition (HD) have been replaced by numerical values representing the vertical resolution of the video. The default video stream is encoded in H.264/MPEG-4 AVC format, with stereo AAC audio.

### **4. 3D Videos**

In a video posted on July 21, 2009, YouTube software engineer Peter Bradshaw announced that YouTube users can now upload 3D videos. The videos can be viewed in several different ways, including the common anaglyph (cyan/red lens) method which utilizes glasses worn by the viewer to achieve the 3D effect. The YouTube Flash player can display stereoscopic content interleaved in rows, columns or a checkerboard pattern, side-by-side or anaglyph using a red/cyan, green/magenta or blue/yellow combination. In May 2011, an HTML5 version of the YouTube player began supporting side-by-side 3D footage that is compatible with Nvidia 3D Vision.

### **5. Content Accessibility**

YouTube offers users the ability to view its videos on web pages outside their website. Each YouTube video is accompanied by a piece of HTML, which can be used to embed it on any page on the Web. This functionality is often used to embed YouTube videos in social networking pages and blogs. Embedding, as well as ranking and commenting, can be disabled by the video owner. YouTube does not usually offer a download link for its videos, and intends for them to be viewed through its website interface. A small number of videos, such as the weekly addresses by President Barack Obama, can be downloaded as MP4 files.

Numerous third-party web sites, applications and browser plug-ins allow users to download YouTube videos.

## **6. Platforms**

Some smartphones are capable of accessing YouTube videos, dependent on the provider and the data plan. YouTube Mobile was launched in June 2007, using RTSP streaming for the video. Not all of YouTube's videos are available on the mobile version of the site. Since June 2007, YouTube's videos have been available for viewing on a range of Apple products. This required YouTube's content to be transcoded into Apple's preferred video standard, H.264, a process that took several months. YouTube videos can be viewed on devices including Apple TV, iPod Touch and the iPhone. In July 2010, the mobile version of the site was relaunched based on HTML5, avoiding the need to use Adobe Flash Player and optimized for use with touch screen controls. The mobile version is also available as an app for the Android platform.

A TiVo service update in July 2008 allowed the system to search and play YouTube videos. In January 2009, YouTube launched "YouTube for TV", a version of the website tailored for set-top boxes and other TV-based media devices with web browsers, initially allowing its videos to be viewed on the PlayStation 3 and Wii video game consoles. In June 2009, YouTube XL was introduced, which has a simplified interface designed for viewing on a standard television screen. YouTube is also available for the Xbox Live.

## **THE ADVANTAGES OF USING YOUTUBE IN TEACHING ENGLISH**

Since YouTube's rise to Internet prominence is a fairly recent development, substantive scholarly work into the effects online video streaming can have in an EFL classroom is fairly sparse. Berk (2009) has examined the use of video clips in college classrooms and provided a detailed rationale and conceptual framework for the practice. While Berk's study is fairly extensive, its focus is across the field of education in general instead of EFL or even SLA pedagogy; nonetheless, his list of "learning outcomes" and review of neuro-cognitive research are engaging and enlightening enough to merit consideration by EFL teachers interested in incorporating video in their classrooms. Aside from Berk's study, unfortunately, specific inquiry into online video use in the classroom is fairly rare.

Teachers/lecturers may have discovered a great new Internet meme or cutting-edge footage of recent events on the popular video site YouTube. Teachers/lecturers may have even used the site to upload their own videos. But YouTube is not just for entertainment. The wealth of videos on current events, historical happenings and other diverse topics can be a valuable resource for educators to inject digital learning into their English classrooms (Kaput, 2012).

## **1. Identification**

YouTube is a site that can be used to share video content for free. This video content is uploaded from a user's computer to YouTube's website or vice versa. From there, anyone who navigates to the site using a Web browser can click on a video to view it. Users can also search for videos using the search bar at the top of the main YouTube screen.

## **2. Logistical Benefits in Teaching English**

Schools and Universities are increasingly using online tools to aid students in the classroom. Many of those tools are used to improve how assignment requirements are delivered and how assignments are turned in. Especially in English class where it has abundant tasks to be checked. YouTube is no exception. YouTube can be a great resource for classes required to create videos for class projects, presentations or graphic design work. These videos can be large files and hard or impossible to send via email. Teachers can instead have students post these videos to YouTube, where the class can then watch them in the classroom or at home. There are no more boundaries for watching the videos and giving comments at the same time at any place.

## **3. First-Hand Sources**

YouTube videos can also provide students with a unique view of an important current event. When teachers/lecturers are instructing students about political upheaval in a foreign country or an incident in their own, they can often find first-hand video taken by witnesses of an event on the video site. In conjunction with history books and news articles, these first-hand accounts can give teachers/lecturers an invaluable resource with which to instruct students about unfolding events. As we know that students can improve their creativity in using some unfamiliar vocabularies by directly watching the video rather than memorizing complicated vocabularies word per word.

## **4. Unlimited Educational Resources**

YouTube features a multitude of educational videos, from historical reenactments to visual aids that quickly illustrate scientific concepts and principles. Teachers/lecturers with a clutch of these videos can use them to supplement in-class material or refer students to them outside of the classroom as an at-home study aid. It is very useful to be used because teachers/lecturers can select a range of fascinating topics to be discussed and it will surely arouse the

students' curiosity towards brand new event or thing that happened around the world.

## **POTENTIAL APPLICATIONS IN TEACHING ENGLISH BY APPLYING YOUTUBE VIDEOS**

Teachers and lecturers can apply several YouTube features videos some of them are: Autos and Vehicles, Comedy, Education, Entertainment, Film & Animation, Gaming, How to & Style, Music, News & Politics, Nonprofits and Activism, People & Blogs, Pets & Animals, Science & Technology, Sports, and Travel & Events. The real advantage of YouTube from language learning point of view especially English is that it offers authentic examples (regalia) of everyday English used by everyday people which comes from around the world. This makes the teaching atmosphere is become fun and enjoyable for any level of students (Patel, 2009).

### **Listening and Speaking**

Since YouTube and other online videos are most instantly observed through sight and sound, creative teachers/lecturers can easily find new ways to use them in listening and speaking or English conversation classes. Watkins and Wilkins (2011) listed a few possible activities for teachers and lecturers as suggestion.

#### **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/lecturer selected clips (or browse YouTube and pick suitable clips for themselves) that demonstrate effective or ineffective conversational techniques to reinforce material taught in class. For example, students can find film or TV clips featuring conversations that suffer because of a lack of follow-up or clarification questions. Student's effort can be assessed by the number of illustrative conversations found on YouTube and how well the conversations demonstrate concepts discussed in class. Additionally, this project can be modified into a group presentation in which students share their videos with their classmates. This method can trigger enthusiasm of the students to use their English without hesitate of making mistaken such as normally happen in the classroom.

#### **2. Movie trailer voiceovers**

This challenging listening and speaking project can help advanced students recognize their pronunciation difficulties and improve the quality of their spoken English. In the activity, students select any two-minute movie preview from YouTube. Then students transcribe the audio in the preview. After this, the video can be downloaded from YouTube and stripped of its audio track using a free software program called YouTube Downloader (<http://youtubedownloader.com/>). With the aid of their transcriptions,

students can then record their own voices while paying close attention to mimicry and synchronization. Once the recording is done, students can use Apple or Windows video editors to redub the preview. This activity involves repeated close listening to create the transcript, and then repeated recordings in which students attempt to recreate native-like intonation and pronunciation. Assessment is based on both listening and speaking accuracy. Every student has the ability to measure their own English performance based on the recording. It means that they have a chance to analyze and learn from several mistakes which they made.

### **3. 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 speaking practice. Vlogging is short for “video blog,” and blog is short for “web log.” In essence, a vlog is an online diary in video form. A number of notable vlogs have emerged on YouTube, and students can be directed to them for extensive listening practice or for any other listening lesson in which authentic English regalia is needed. This would entail them speaking before a web-camera for a limited period of time, watching and evaluating their recorded statements before deciding to post, and then watching and listening to the vlog replies of their classmates or teacher/lecturer. Due to YouTube’s privacy settings, vlogs can be uploaded to YouTube in complete privacy and made available for viewing only to the student in question, the teacher/lecturer, and any invited classmates. Assessment could be performed in accordance to overall student pronunciation, level of vocabulary, use of grammar, and general communicativeness.

### **Reading and Writing**

At first, YouTube appears to lend itself mainly to listening activities in a foreign language, but there are also reading and writing activities that can be improved using YouTube. Watkins and Wilkins (2011) list two, but elements from the two can be expanded upon and blended with other reading and writing activities.

#### **1. Note-taking and summarizing**

This activity could be used for beginner and pre-intermediate level students; it works best for students at the intermediate level or above. 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/lecturers. A good source of speeches on a variety of topics is TED Talks. TED Talks are generally limited to less than 20 minutes and most have a transcript available at the TED Talks homepage (<http://www.ted.com>). While note-taking and summarizing are difficult to master, both are essential academic writing skills and necessary for numerous standardized proficiency tests.

YouTube provides opportunities to practice these skills with engaging materials. A possible alternative to checking students' notes would be to do as Flowerdew in Watkins and Wilkins (2011) suggests to use tasks that require students to reintegrate knowledge from their notes, such as writing a short essay on the topic or giving a brief oral report that can instead be used for evaluation (Flowerdew, 1994). Teachers/lecturers need to pay particular attention to words or sentences that used by students. There is probability that most of the students will use numerous kinds of vocabularies.

## **2. "How-to" writing**

The "how-to" paragraph (for beginners) or essay (intermediate to advance) is a genre that lends itself well to the use of YouTube. The teacher/lecture 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 it. It is easy for students to understand the genre of how-to videos and any skills learned will often be used receptively and productively in both real life and academic settings. Student assessment is based on accuracy of writing the important elements of the video. It is really interesting especially when the students can write complete procedures of doing or making something step by step. It will enrich their understanding of creative writing.

## **CONCLUSION**

Teaching English with sophisticated technology will make learning atmosphere much more meaningful experience for the students. The students will see and listen something in first hand rather than just simply reading about it. When using YouTube in the classroom that is also an ideal time to teach students to be responsible web users. YouTube Educational videos have a place in education because it shows the educators to use video content to support advanced learning. YouTube offers teachers/lecturers the greater opportunity to have the most up-to-date videos at their fingertips. Instead of purchasing videos, teachers/lecturers can now just merely download what they need free of charge and it can be from any kinds of topics. However, it is important to realize that there are some limitations. First, YouTube is limited to what copyright restrictions allow. If students are determined to focus on certain clips that are not available on YouTube due to copyright infringement laws, then students will have to procure these clips on their own. Secondly, given the vastness of the YouTube library, a certain amount of structuring and guidance from the teacher/lecturer might be necessary in order to prevent students from spending unproductive hours perusing the site. A third consideration teachers/lecturers might need to take into account is the nature of much of the material on YouTube. Although the site does not allow nudity, there is a fair amount of risqué content and provocative language available. Teachers of younger students would be well advised to take this into



account. Finally, certain countries have placed bans on YouTube and other video streaming sites (Toksabay, 2010), meaning that classes in those countries might have greater difficulty accessing useful online videos. However, YouTube remains a valid resource for teachers/lecturers seeking to enhance their lessons with lively, topical content, and further research into the use of the site (as well as other online video-streaming websites) would be very welcome for the EFL and SLA community. It is hoped that by using YouTube as a media in teaching English the students' English skills in speaking, writing, reading, and listening will be more developed than previous.

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