YOUTUBE AS A RESOURCE IN FACILITATING ESL TEACHING AND LEARNING EXPERIENCES

By

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ABSTRAK

Berikutan cabaran dalam pengajaran dan pembelajaran Bahasa Inggeris sebagai Bahasa Kedua (ESL), para pensyarah ESL sentiasa mencari idea baru dan bahan pengajaran yang kreatif sebagai salah satu cara meningkatkan kualiti pengajaran dan pembelajaran mereka. Sejajar dengan perkembangan teknologi, penggunaan video dalam pembelajaran merupakan salah satu contoh tersebut. Sebagai laman sesawang perkongsian video utama dan terbesar, YouTube semakin popular dalam kalangan pensyarah ESL untuk digunakan sebagai sumber pedagogi. Dalam penyelidikan ini, seorang pensyarah ESL telah dikenalpasti menggunakan YouTube untuk membantu pengajaran dan pembelajaran ESL dan pengalaman beliau telah dikaji dengan lebih mendalam terutamanya dalam konteks pengajian tinggi. Memandangkan pelajar-pelajar ESL beliau turut terlibat secara langsung, penerokaan pengalaman mereka dalam menjalani pembelajaran yang melibatkan pengaplikasian YouTube turut menjadi objektif kajian ini. Menggunakan pendekatan kualitatif, data telah diperoleh melalui beberapa siri penulisan jurnal serta proses temu bual bersama pensyarah ESL tersebut dan pelajar-pelajarnya. Beberapa pemerhatian kelas pembelajaran turut dijalankan. Melalui kaedah analisa bertema, hasil kajian menunjukkan potensi penggunaan YouTube dalam memupuk pengajaran dan pembelajaran ESL yang kreatif, tanpa sempadan dan autentik. Selain itu, kesan-kesan seperti yang ditanggapi oleh para peserta kajian turut menunjukkan kemampuan penggunaan YouTube dalam meningkatkan kemahiran bahasa Inggeris serta motivasi mereka dalam mempelajari bahasa kedua itu. Dapatan kajian, secara tidak disangka, mendapati pemerolehan kemahiran teknologi serta kemahiran hidup dalam kalangan pelajar. Kajian ini turut memaparkan keunikan apabila para pelajar dikenalpasti menggunakan YouTube secara berterusan meskipun terpaksa melalui cabaran-cabaran tertentu. Beberapa kekurangan yang

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YOUTUBE AS A RESOURCE IN FACILITATING ESL TEACHING AND LEARNING EXPERIENCES

ABSTRACT

Due to the challenging nature of teaching English as second language (ESL) learners, ESL instructors are constantly looking for fresh idea and innovative teaching materials as one of the means to enhance the teaching and learning. In harmony with today's technology driven world, the incorporation of video into the lessons is one of the instances. As the leading and web's largest video sharing website, YouTube is increasingly being used by ESL instructors as a pedagogical resource. In this research, an advocate of this practice was identified and her experience in using YouTube as a resource to facilitate ESL teaching and learning in a Malaysian higher learning institution context was explored. Since her ESL learners were also directly involved, their experiences of undergoing lessons which incorporated YouTube were discovered as well. Conducted in a full qualitative manner, the experiences were uncovered through a series of journal entries by the ESL instructor and seven of her learners as well as in-depth interviews with them. A number of classroom observations of the lessons were also carried out to further examine the implementation. Through thematic data analysis, the findings demonstrated the potential of YouTube incorporation in the lessons in fostering a creative, borderless and authentic ESL teaching and learning. Moreover, the impacts as perceived by the participants indicated the potential of its incorporation in enhancing the ESL learners' language skills as well as the motivation in learning the language. Unexpectedly, the learners were found to learn not only content based knowledge yet also technological and life related skills. Furthermore, another unique finding is the continuous practice despite the challenges and difficulties faced by the participants. The drawbacks discovered in this very research, in a way, suggested rooms for improvements. The recommendations drawn from the conclusions and implications of the study would hopefully implicate the ESL pedagogical practice and future research positively.

CHAPTER ONE

INTRODUCTION

1.0   Overview

Teaching English as a second language (ESL) is indeed challenging, for ESL instructors are often associated with challenging tasks of making the classes meaningful, practical, and fun for the learners (Ryan, 2001). Moreover, in planning their teaching strategies, ESL instructors have to consider ESL learners' individual differences which involve several aspects such as learners' aptitude, learning styles and strategies, personalities, motivation and interest (Dornyei, 2005). This is because these variables could affect the ESL classroom teaching and learning which could eventually lead to the success and failure of ESL learners.

Hence, in dealing with this inevitable issue of classroom teaching and learning, many ESL instructors have become more creative and innovative in formulating their teaching techniques as to ensure more interesting and fun ESL lessons. Instead of the conventional way of teaching that mostly utilises blackboard or whiteboard and chalk as the main tools, many ESL instructors, at all level of education, have been creatively using images, songs, animations, videos, and even movies as their teaching aids (Burt, 1999; C. Kelly, L. Kelly, Offner & Vorland, 2002; McGill, 2010; Orlova, 2003; Tatsuki, 1998). Compared to ESL

instructors who depend heavily on textbooks, these creative ESL instructors, in some way, tend to employ these teaching aids to supplement the content of the textbooks and for some other reasons such as to arouse their learners' interest on the topic of a lesson or as set induction, as catalyst for classroom discussion, or simply as to add entertainment element in classroom activities to make them more *edutaining.*

With the advanced development of technology, the incorporation of multimedia element such as video in classroom teaching is also popular among many ESL/EFL (English as a foreign language) instructors (Mohamed Amin Abdel Gawad Mekheimer, 2011; Tuzi & Mori, 2008; Williams & Lutes, 2007). The fact that video is able to provide both audio and moving visual stimuli (Canning-Wilson, 2000) could explain its popularity. In fact, the use of videos in language teaching has actually been practiced since the 80's where videos were introduced "to give a lift to methodology in terms of interest and motivation", to enrich the teaching techniques available, and "to add an extra dimension to course design" (Macknight, 1983, p. 2). Moreover, Burt (1999) regards videos as a powerful tool that could possibly help learners to improve their language skills because they offer learners with content, context, and language. Moreover, Harmer (2001) believes videos "can add a special, extra dimension to the learning experience" due to several reasons which are related to learner's opportunity to "see language in use, understand other culture, and experience creating own video" (p.282). Apart from these opportunities, according to Harmer (2001) also, the salient reason for the use of video is related to learners' increased motivation as they find video usage in the teaching and learning interesting.

The vast use of videos in language teaching nowadays is also supported by the available technological facilities that make it possible for language instructors to incorporate videos as

part of their teaching technique. This is especially useful in classrooms which are equipped with multimedia equipment such as computer and projector that allow the use of video in the classroom. In realising this, Malaysia has recognised the importance of technology in facilitating the teaching and learning by spending a large amount of money to provide these technological facilities (Nurul Atikah Abdullah, Mohamad Jafre Zainol Abidin, Wong S. L, Omar Majid & Hanafi Atan, 2006).

All these notions – innovative teachers, video, and multimedia facilities- which describe how video has been used widely in ESL teaching and learning, are in line with Xiaoning's (2007) description of the three aspects that need to be fulfilled in using video in the classroom. Their relationships are illustrated in Figure 1:
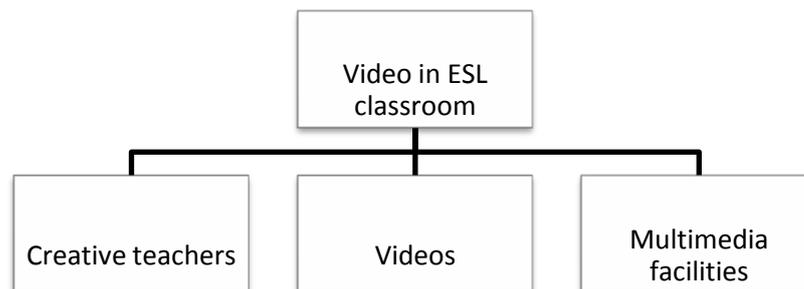
Figure 1. The Relationships between the Important Aspects in Using Video in ESL classroom

Apart from that, the use of video as part of the teaching technique also enables the ESL instructors to creatively embrace the use of technology especially in this era of 21st century. This is especially true in teaching learners of today's generation specifically learners at tertiary level of education who are mostly engaged with the demand of technology in dealing with their everyday workload. This includes assignments, projects, and even in managing

their educational affairs such as registration for courses and in obtaining examination results. Thus, it is not surprising that even the language instructors in higher education, specifically, are discovering that students of current generation have quite sophisticated technology skills and habits (Godwin-Jones, 2009).

This scenario is also applicable to learners of higher institution in Malaysian context where they have also been exposed to technological knowledge and skills. This is because the Ministry of Education and the Ministry of Higher Education has been constantly emphasising the use of Information and Communication Technology (ICT) especially in assisting ESL teaching and learning (Kabilan, Norlida & Mohd Jafre, 2010). This effort could be translated through the Malaysian government's active promotion of ICT among Malaysians by improving the Internet connection across Malaysia. As mentioned in The Star dated April 14, 2010, according to Malaysia's Information, Communication and Culture Minister Datuk Seri Rais Yatim, the government's target of reaching 50% broadband penetration by year-end is well progressing and this would enable a better and faster Internet reception for Malaysians. He also regards the effort as part of Malaysian government's "social responsibility to ensure that everyone, be they rich or poor, young or old, is empowered with basic telephony and Internet services in any part of the country''. With ICT being highly promoted, ESL instructors as well as learners, including in higher education, have vast opportunity to manipulate its educational benefits, especially in ESL teaching and learning. This is also among the reasons, as discussed earlier, that encourages the use of video in ESL teaching and learning.

1.1   Background of the Study

The emergence of highly sophisticated technological feature like Internet has added even more opportunities for the practice among ESL instructors due to its immense video resources. This could be illustrated through the booming emergence of Internet sites that offer free online video sharing services where people can upload, view, and share variety of videos (Taylor, 2009). Therefore, it has, in some way, provided more opportunities and convenience to the ESL instructors in incorporating videos in the classroom compared to the previous method of using video tapes and video discs, as practiced in the 80's (Allan, 1982).

One of the leading Internet sites that offer this type of service is YouTube, which provides possible access to a huge database of online videos. Founded in 2005, YouTube is gaining more popularity for its services and features. This could be demonstrated through its latest statistics in which YouTube videos receive almost 2 billion views per day and 35 hours of video being uploaded every minute (YouTube, 2011). In relating its usage in education field, according to Mullen and Wedwick (2008), the phenomenon of YouTube was quite new and educators as well as researchers were just embarking on discovering its potential in this field. However, with rapid development of technology, YouTube has developed to become the biggest and most visited online video-sharing, leading to more interest of its potential for educational purposes (Snelson, 2011).

Many educators in various educational fields, including ESL instructors, have also been exploring the potential of YouTube as a "pedagogic resource" to teach learners within an ESL course (Duffy, 2008). Godwin-Jones (2007) also states that a number of ESL as well as English as a foreign language (EFL) teachers have started to turn to YouTube because there

are huge amount of videos in English, which could be exploited for the purpose of language teaching and learning. The videos include videos of authentic real-life moments caught on tapes, video clips from movies, dramas, television shows, news, advertisement, music videos and others, available in its database.

Besides that, another possible reason for the use of YouTube as a resource to aid the teaching and learning, besides the huge source of video database, is the fact that the videos are short in length. This is because YouTube only allows its users to upload videos with maximum length of between 10 to 15 minutes only. This feature is important as, in incorporating video in ESL teaching and learning, one of the aspects that need to be thoroughly considered by all ESL instructors is the length of video to be used in the process (Burt, 1999). Harmer (2001) suggests that "language instructors could generate a number of exercises from short video sequences of between one and four minutes with satisfying range of language shown" (p.283). Furthermore, it is also mentioned that short video is also easier to manipulate and can be greatly motivating. This aspect is also important because according to Balatova (1994, in Canning-Wilson, 2000), there has been empirical evidence that shows the lowering of attention span when watching videos used to teach foreign languages. Balatova (1994, in Canning-Wilson, 2000) further explains that

> the first signs of distractions in those groups appeared after the first minute, and by the end of four minutes, distraction spread all over the groups, while in the video conditions several more students became distracted after six minutes, more students lost concentration after ten minutes and around one third of them kept watching until the end. (no page number indicated)

This explanation somehow gives an idea of a more practical use of short video in language teaching and learning. This is because learners' attention towards the video is important as it plays role in determining whether the objective of using video in the teaching and learning is

successful or not. Therefore, the use of YouTube as a resource could possibly be seen as practical as it mostly consists of short videos of various types. Besides that, YouTube is also equipped with other features such as flag, tag, channels, related videos, subscribe, comments, views, and rating, that can be exploited by ESL instructors in using YouTube to facilitate ESL teaching and learning. This is because, as suggested by Duffy (2008):

> Educators need to go beyond treating video sharing sites as only virtual libraries and instead emphasise the features more aligned with Web 2.0 (a perceived second generation of web-based interactions, applications and communities) such as the role of social comments, video responses to existing content, flexible possibilities for collaborative assessment and other features of media sharing collaboration (p. 126)

Hence, this, in some way, implies the opportunities for more ideas in incorporating YouTube as a resource as well as a tool to facilitate ESL teaching and learning, depending on ESL instructors' creativity and effort, as well as the available connection.

Besides the various features, the popularity of YouTube among young generations, especially college aged population, is also among the prominent reasons for its increasing use by educators in tertiary level of education (Skiba, 2007 in Haridakis & Hanson, 2009). This shows that some educators are incorporating YouTube into the classroom as a way to attract their learners' interest and motivate them in the teaching and learning by using a medium that is familiar and current to them. This is because YouTube has been proven to be popular among the young generation including the young generation in Malaysia. This could be illustrated through the annual survey conducted by ADMA or Asia-Pacific Digital Marketing Association in 2009, which reports YouTube as Malaysia's top entertainment site. In addition, a survey in 2008 by Nielsen, a renowned global information and media company, has shown that Malaysians are prolific users of Internet and most of them spend time on the Internet by watching videos such as full-length movies, movie trailers, television shows,

music videos, and others (The Nielsen Company, 2009). Hence, as watching video is a common or familiar activity, the incorporation of video into classroom lesson may contribute to a positive classroom atmosphere through the lowering of learners' affective filter and anxiety level (Taylor, 2009). With the immense popularity of YouTube, the utilisation of video material from this video sharing website could possibly attract learners' interest in the lessons.

Apart from that, through the use of YouTube, which is popular among the young generation, ESL instructors could possibly provide a more *edutaining* classroom lesson through the 'marriage' of entertainment element in YouTube with educational values. This *edutainment* in classroom could also possibly lead to a more fun and positive environment which is motivating for the learners in learning ESL. Apart from that, through this *edutainment* also, ESL instructors would be able to expose a new side of YouTube to ESL learners which is the ability of YouTube to be entertaining and educating at the same time. This is because it is commonly known that YouTube users especially the young generations mostly use YouTube for entertainment purposes (Haridakis & Hanson, 2009). Thus, by exposing this innovative learning experience among ESL learners, they would probably be motivated to learn English through the use YouTube not only in the classroom but also outside of the classroom where YouTube is accessible. This would possibly lead to learners' autonomous learning as the ability to motivate oneself is an attribute that is part of essential aspects of autonomous learning (Crome, Farrar & O'Connor, 2009).

Generally, the potential of YouTube in aiding teaching and learning have been reported by educators of various fields. Burke, Snyder, and Rager (2009), for example, found instructors who use YouTube in their course consider it as an effective teaching resource specifically in

enhancing college health education course material. Everheart (2009) has also incorporated YouTube into science class to help the learners in understanding clearly on certain topics such as weather through the display of authentic videos. Through the incorporation of YouTube into the lesson, it has helped to energise the teaching and motivate the learners. Duffy (2008) also assures that through proper planning and right activities, both educators and learners will discover that video, as found in YouTube, could serve as both catalyst and facilitator for classroom discourse and analysis, effectively. In relating its use specifically to the teaching and learning of English, studies by Hwang (2008), Kelsen (2009), and Mayora (2009, in Jones & Cuthrell, 2011) have explored the potential of YouTube in aiding language teaching and learning through various interesting ways. These include its use to demonstrate examples of native English, as supplementary material to supplement textbook, and to explore its social networking features. Generally, positive feedbacks from their respective learners also exhibit YouTube's potential in enhancing learners' language learning and motivation.

Nevertheless, since YouTube videos are commonly associated with authentic videos, the use could also be challenging as the videos could contain language, content, or themes that are controversial, or not suitable to be used in adult ESL classroom specifically (Burt, 1999). Therefore, it would take time and effort on the instructor's side to review the videos first and make careful planning in incorporating the videos into the lessons. These steps are also important as to avoid the potential of non-optimum uses of video in the classroom by ESL instructors. This is because certain educators have the tendency to use video only to benefit their needs and does not contribute towards learners' meaningful learning (Hobbs, 2006). Apart from that, certain learning institutions including Malaysia have either restricted or banned YouTube from being accessible in their institutions (Alif Firdaus Aziz, 2010; Jones &

Cuthrell, 2011). This is mostly due to their concern over the learners' vulnerability towards YouTube negative content as well as the bandwidth issue.

These issues that have been discussed could be regarded as challenges that might hinder the potential of YouTube in enhancing teaching and learning as well as educators' motivation in advocating its use. However, albeit these barriers, there are educators, specifically ESL instructors, who are advocating the use of YouTube to facilitate ESL teaching and learning and thus, there is, in some way, a need to explore their motivation in using this web-based material.

With YouTube's popularity, huge video database and Web 2.0 features that can be exploited by ESL instructors through various ways, it is believed that more studies need to be conducted to provide more empirical evidence of the potential of YouTube to facilitate ESL teaching and learning, in particular. Moreover, its increasing usage among educators, specifically ESL instructors, as a resource also triggers the researcher's interest to explore their practice of using YouTube as a resource to facilitate ESL lessons.

1.2   Statement of the Problem

English is indeed an important language in Malaysia, for it is considered as a second language. This is especially due to the globalisation, which sees the increased demand towards literacy and proficiency in the English language (Melor Md Yunus & Hern, 2011). However, the teaching and learning of English in Malaysia is often threatened by various factors such as motivation. Lack of motivation has been a perennial issue of concern that is affecting Malaysian ESL learners especially those who consider English as very foreign to

them and have difficulty in learning it (Chan Yuen Fook, Gurnam Kaur Sidhu, Norhamimah Rani, & Norazah Abdul Aziz, 2011; Norrizan Razali, 1992; Supyan Hussin, Nooreiny Maarof, & D'Cruz, 2001). Consequently, they have the tendency to be passive, disinterested, and quiet during English lessons. Thus, as one of the ways in dealing with this issue, Malaysian ESL instructors' creativity in making the lesson more interesting is indeed demanded. This is not only to enhance ESL learners' motivations in learning English but also to sustain them.

This effort, in line with the globalisation era, is also supported by the advancement of technology, which offers the delivery of English lesson through various interesting ways. To illustrate, technology allows instructors to integrate multimedia element such as video in the English lessons. Apart from its ability to present learners with content, context, and language (Burt, 1999), the salient reason for the use of video is related to learners' increased motivation as they find video usage in ESL teaching and learning interesting (Hammer, 2001). The use of video in aiding ESL teaching and learning is also supported by the abundant video resources available to be explored by instructors, including online video (Taylor, 2009).

YouTube is an example of a famous online video website which is increasingly being used by ESL instructors as a pedagogic resource (Duffy, 2008). This includes the usage of video from newsworthy events from all across the globe to "slice-of-life" videos, uploaded by YouTube users. As the use of ICT to assist English teaching and learning is highly encouraged by the Malaysian government (Kabilan et al., 2010), it is believed that ESL instructors in Malaysia have vast opportunity to use YouTube as a resource to facilitate ESL teaching and learning. This would also help ESL instructors from being overly dependent on textbook and printed

materials especially in teaching today's young generations or NET generation who are actively exposed to the world of technology such as the Internet. With YouTube being popular among the young generation including in Malaysia, it is worth to study if its usage as a resource could help to motivate ESL learners in ESL teaching and learning. This is especially because, besides it immense popularity as a video sharing website, YouTube is also recognised for its huge database which consists of videos of various kinds and lengths, user-friendly features, and social-networking characteristic. In fact, one of the unique and appealing features that differentiates YouTube and its competitors is its users' abilities to comment on the videos, which brings new social networking experience to video viewing (Cheng, Dale & Liu, 2007). Hence, this may allow more peer-to-peer interaction in English among the learners using YouTube as the medium.

Moreover, even though YouTube's potential in aiding ESL/EFL (English as a foreign language) teaching and learning through various ways has been reported by several researchers (Duffy, 2008; Hwang, 2008; Kelsen, 2009; Mayora, 2009, in Jones & Cuthrell, 2011), it has been a dilemma for the researcher to conclude that the same notion also applies in Malaysian context. This is due to the deficiency in the research that describes the practice of using YouTube as a resource to facilitate ESL teaching and learning among Malaysian ESL instructors. Hence, this has led the researcher to embark on the research as it is believed that Malaysian ESL instructors, especially those who are unaware of this trend, need to be enlightened on the prospective of YouTube as current Internet phenomenon through the experiences of its advocates.

This enlightenment is also important for the use of YouTube to facilitate teaching and learning is reported to have challenged by certain technological barriers such as bandwidth

and banning issues (Jones & Cuthrell, 2011; Mullen & Wedwick, 2008). Malaysia is no exception to these issues because as a developing country, it is still lack in certain ICT infrastructure such as multimedia facilities and Internet connection, which are also affecting classrooms of Malaysian higher education institutions (Chan & Sidhu, 2009; Shamsul Anuar Mokhtar, Rose Alinda Alias, & Azizah Abdul Rahman, 2006). To illustrate, even though some classrooms are equipped with multimedia facilities such as computer and LCD projector, the Internet connection may not be available in the classrooms. Apart from that, YouTube is also having the same problem of being banned or restricted in some offices and universities in Malaysia (Alif Firdaus Aziz, 2010). Therefore, all these challenges warrant a study exploring the experiences undergone by any Malaysian ESL instructor who has been using YouTube as a resource in aiding ESL teaching and learning and the drives that motivate them to continue practicing it.

Apart from that, it is believed that the enlightenment should also be delivered through the perspectives of ESL learners who are undergoing ESL lessons which integrate YouTube features such as the videos. This is because their perceptions are essential in describing the practice in certain aspects including the usefulness, language learning impacts, and challenges, as they are directly involved in it. The previous research also found learners who have experienced the use of YouTube in the teaching and learning consider the usage as interesting, fun, useful, and beneficial (Duffy, 2008; Everheart, 2009; Kelsen, 2009). However, the same findings may not necessarily true of Malaysian ESL learners. Therefore, it is believed that there is a need for a deeper investigation to further understand the impacts of this practice among Malaysian ESL learners.

1.3   Research Objectives

This study is aimed to achieve the following objectives:

1. To explore the ESL instructor's experience of using YouTube as a resource in aiding ESL teaching and learning in terms of:

    -   the lesson execution;

    -   the perceived learners' language learning impacts;

    -   the challenges and difficulties; and

    -   the motivation.

2. To explore the ESL learners' experiences in undergoing ESL lessons which integrate the use of YouTube as a resource in terms of:

    -   the attitudes towards language learning activities;

    -   the perceived language learning impacts;

    -   the motivation in language learning; and

    -   the challenges and difficulties.

1.4   Research Questions

The following research questions are formulated in order to meet the research objectives:

1. What is the ESL instructor's experience of using YouTube as a resource in aiding ESL teaching and learning in terms of:

    -   lesson execution;

    -   perceived language learning impacts;

- challenges as well as difficulties; and

- motivation?

2. What are the ESL learners' experiences in the learning of ESL through the use of YouTube as a resource in terms of:

- the attitudes towards the language learning activities;

- perceived language learning impacts;

- motivation in learning English; and

- challenges as well as difficulties?

1.5   Significance of the Study

The significance of this study can be explained in terms of practice, research field and methodology. In relation to practice, this study is significant as it provides ESL instructors with the possible uses of YouTube as a resource in facilitating ESL teaching and learning, through the experience of its advocate. Thus, ESL instructors could adopt some of the techniques and incorporate them into their own lessons. This would somehow help them in being more creative in their teaching technique by adopting the use of video and not relying solely on textbook and other printed materials. This is especially true in teaching today's generation who is mostly technology savvy. Moreover, as proven in this study, the ESL teaching and learning through this practice is not only borderless, but also authentic. Therefore, ESL instructors in particular, are able to keep pace with the latest in technology to enhance teaching and learning as well as fulfilling current learners' technological demand.

Apart from that, as this study offered insights from both the ESL instructor and learners on the impacts of using YouTube as a resource in aiding ESL teaching and learning through deeper investigation, the findings might be helpful in improving this practice in the future. This is because, as described in the study, the use of YouTube as a resource in aiding teaching and learning has often being associated with various technological challenges such the Internet connection and restriction issue. Hence, the findings of this study could possibly help to improve on these matters by providing certain alternatives as practiced by the ESL instructor as well as some practical guidelines for future users.

This study is also significant in terms of research field as it aimed to explore the possible uses of a popular video sharing website in aiding ESL teaching and learning. Even though there have been several studies on the use of YouTube in various educational fields, further study is needed as the use of YouTube for educational purposes is gaining more interest. Therefore, this study serves as a promoter which has uncovered more possible potential of YouTube for ESL teaching and learning especially because of its ever developing web 2.0 features. Moreover, as this study focused on Malaysian context, it is significant as it adds variety to the current studies from a different setting.

Furthermore, as this study also aimed at describing the usage of YouTube as a resource to facilitate ESL teaching and learning and the experiences undergone by ESL instructor and learners, it was well studied using qualitative approach. Unlike the quantitative approach, which aims at quantifying or testing hypothesis, this current study is significant as it provides a better way to understand the phenomenon through the three methods which were interviews, journal entries and lesson observations. The various methods used have indeed helped in recording the experiences of the participants from various aspects. This is shown

through this study as the findings did not only reveal the aspects under investigation but also unexpected benefits such as technological and life related skills which were shared by the participants of the research themselves.

Last but not least, this study is also significant as it could possibly contribute to future research on the use of YouTube in ESL teaching and learning specifically in Malaysian context. This future research could possibly be conducted to investigate the potential of YouTube in aiding ESL teaching and learning in different context such as other educational setting or level. This is especially because even though this research was conducted in an educational setting where YouTube was restricted and its opportunity to be used online was limited, it provides the ground for future research studying it online. In other words, future research might be conducted by bringing YouTube into the classroom, consistently.

1.6 Limitations of the Study

The researchers' bias is one of the limitations of this research. This is because the identified ESL instructor, who is an avid user of YouTube in aiding ESL teaching and learning, used to be the researcher's colleague. Nevertheless, this was useful in helping the researcher to obtain richer and deeper data because of the rapport that had been established between the researcher and the ESL instructor.

Due to the limited number of ESL instructor who fulfilled the criteria as an avid user of YouTube as a resource in aiding ESL teaching and learning, for the current research, the researcher was only able to identify an ESL instructor to help with the research. Moreover,

taking into consideration the time and location constraints, the identified ESL instructor and learners from Universiti Teknologi MARA Kedah were considered as the only accessible participants for this research. The researcher might be able to obtain more detailed understanding of this practice should the researcher was able to identify more participants to elicit data from.

The restriction issue is another limitation of this study as this study was conducted in an educational setting where the use of YouTube was restricted through the learning institution's wireless service. Hence, due to the restriction, there was limited direct access to YouTube webpage as it would only be available at certain time. Nonetheless, there were alternatives in using it such as by using personal broadband modem or downloading the YouTube content using certain YouTube downloader.

1.7 Definition of Terms

1.7.1 *YouTube*

YouTube refers to a video-sharing website where users can upload, watch, and share various video clips from all around the world.

1.7.2 *YouTube as a resource*

The term 'YouTube as a resource', in this context of study, refers to YouTube's potential to supply material from its content in aiding ESL teaching and learning. This may also include

the use of YouTube features such as 'upload', 'share', 'like', 'comment' and others – also known as the features of Web 2.0.

1.7.3   ESL instructor and ESL learners' experiences

Naidu, Cunnington and Jasen (2002) through their study, which explores the experience of educators with technology-enhanced teaching and learning, describe the experiences as stories from the perspectives of the educators who have been engaged in this practice. The stories also aim to provide deeper level of understanding of the practice by answering questions on what works, why, and in what way? Likewise, this current study aimed to unfold the stories behind the involvement of an ESL instructor who was using YouTube as a resource to facilitate ESL teaching and learning and also ESL learners who were involved in the practice. In this context of study, the experience of the practitioner and the participants were explored by eliciting their insights towards this practice based on several aspects which are lesson execution, perceived language learning impacts, attitudes towards the language learning activities, motivation, and challenges or difficulties they might encounter.

1.7.4   Lesson execution

Lesson execution, in this study, refers to the overall process that is involved in using YouTube as a resource to aid ESL teaching and learning, on the ESL instructor's part. This includes the preparation of the material for the lesson as well as the implementation.

1.7.5 *Perceived language learning impacts*

Perceived language learning impacts are defined as the perceived impacts that are gained from the perspectives of both the ESL instructor and ESL learners towards the learning of English by using YouTube as a resource. This involves the impacts towards learners' English skills which cover the four language skills - speaking, writing, reading, listening and grammar.

1.7.6 *Attitudes towards the language learning activities*

The attitudes towards the language learning activities refer to the ESL learners' feelings towards the overall usage of YouTube in aiding the ESL lessons as well as on the specific activities. The feelings are identified as positive, negative, neutral and uncertain.

1.7.7 *Motivation*

In this study, motivation is a general term which refers to "some kind of internal drive that pushes someone to do things in order to achieve something" (Harmer, 2001, p. 51). It includes ESL instructor's motivation in using YouTube as a resource to facilitate ESL teaching and learning as well as ESL learners' motivation in learning English through this practice, inside and outside of the classroom context. `

1.7.8 Challenges and difficulties

Challenges and difficulties refer to the obstacles that may be faced by both the ESL instructor and ESL learners in using YouTube as a resource to teach English and in learning English through the practice, respectively.

1.7.9 ESL teaching and learning

ESL teaching and learning refers to a process that involves ESL instructor and learners in a formal classroom context, particularly of English as a second language subject. The process includes activities to enhance the four language skills of speaking, writing, listening, and reading, as well as grammar.

1.8 Summary of the Chapter

To summarise, this first chapter provides the readers with an overview of some issues related to ESL teaching and learning and ESL instructors' effort in dealing with them through the usage of certain teaching aids such as video. With the advancement of technology, the potential of YouTube as a resource in offering various videos and its practicality are also generally discussed. Moreover, this chapter presents the readers with the research objectives and the research questions followed by the significance as well as the limitations. Besides that, the definitions of terms are included in this chapter as to provide enough understanding of the whole research.

CHAPTER TWO

LITERATURE REVIEW

2.0   Introduction

Language instructors, including English as second language (ESL) instructors, are constantly looking for fresh idea and innovative teaching materials as one of the means to enhance the teaching and learning (Davis, 1998; Dikilitas & Duvenci, 2009). This is because teaching ESL, in particular, is undeniably challenging, for ESL instructors are responsible in making the classes meaningful, practical, and fun for the learners (Ryan, 2001). Hence, this implies that their creativeness is, in some way, demanded. In addition to that, the perennial issue of individual differences such as learners' aptitude, learning styles and strategies, personalities, motivation, and interest, are some of the concerns that ESL instructors need to consider in planning the teaching and learning strategies (Dornyei, 2005). Since these factors could influence the outcome of ESL learners' English learning, they have, in one way or another, provided strong ground for the importance of ESL instructors' creativeness in dealing with these issues.

As mentioned earlier, many ESL instructors are living up to the challenges by continuously coming up with new and innovative ideas in preparing their lessons (Dikilitas & Duvenci, 2009). Therefore, instead of having too many chalk and talk as well as relying too much on textbook, these ESL instructors, of different level of education, have been creatively utilising

images, authentic materials such as map and newspaper, songs, animations, videos, and even movies as their teaching aids (Burt, 1999; Kelly et. al., 2002; McGill, 2010; Orlova, 2003; Tatsuki, 1998). These teaching aids are employed for several purposes such as to complement the content of a textbook, as set induction to the lesson, as catalyst for classroom discussion, and to add entertainment element into the lesson.

Apart from that, the use of teaching aids is also associated with ESL instructors' effort to expose their learners to authentic English through the use of authentic materials, which are available in the form of audio, visual, and multi sensory such as role-play, demonstrations, visits and simulations (Asokhia, 2009). According to Davis (1998b) also, the use of authentic material such as comic strips is not only due to its potential to present real language and culture but also because of its rich story content, character development, accessibility, visual and linguistic elements, and popularity. Hence, the combination of these elements will help to heighten learners' interest and get them hooked to the learning, especially in learning a language that is considered as foreign to some of them.

2.1   Video as a Supplementary to the Teaching and Learning of ESL

As discussed earlier, video is also one of the teachings aids and its usage in education is not a new phenomenon (Cruse, 2007). In fact, its existence in the educational field has been reported since the early 1960s (Williams & Lutes, 2007), including in higher learning education (Hart, 1984). The video was mainly utilised by the teachers to meet certain educational aims such as, "to review a topic already taught, to demonstrate the importance of a content by a real-life example, or to help the students solve a particular problem" (Tennyson & Breuer, 1984, p. 51).

Educators in the field of language teaching and learning were no exception to the phenomenon, as they also took advantage of the exciting new opportunities offered through the development of video technology (Geddes & Sturtridge, 1982).

Nowadays, the use of video is no longer a new trend among language instructors, including ESL instructors at all level of education, as it has been creatively used by them as one of the teaching aids in aiding the teaching and learning (Burt, 1999; Davis, 1998; Tuzi & Mori, 2008; Wolf, 2006; Xiaoning, 2007). Its appealing features also enable it to serve as an alternative source of input to the conventional ones: the written or audio texts (Taylor, 2009). The rapid development of technology has also propelled its incorporation in the teaching and learning by providing the necessary facilities and sources (Melor Md Yunus, Maimun Aqsha Lubis, Chua & Ismail Suardi Wekke, 2009; Taylor, 2009). Hence, these could possibly be among the reasons for its popularity among ESL instructors who have been advocating its usage, including ESL instructors in Malaysia.

2.1.1 *The benefits of using video in ESL teaching and learning*

The use of video specifically in ESL teaching and learning is also known for its numerous benefits, which could be further understood through the following examples:

a) The ability to present authentic language

The use of video in language teaching and learning is highly known for its ability to provide authentic language learning environment for the learners (Burt, 1999; Tuzi & Mori, 2008; Xiaoning, 2007). The authenticity of a video could be illustrated through videos in the form of movies, television programs, and news broadcasts, which

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