The Affordances of *YouTube* for Language Learning and Teaching

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Abstract

The Web 2.0 site *YouTube.com* was examined with respect to how it affords authentic, student-centered instruction in English as a second or foreign language classrooms. A review of literature showed that there has been empirical and action research studies on the use of *YouTube* in both ESL and EFL contexts. *YouTube* has been shown to be a tool that facilitates language learning and teaching and confidence building, as well as affords authentic, student-centered activities with increased participation. With this said, some potential limitations of the use of *YouTube* and other Web 2.0 tools, such as student privacy and inappropriate material, is discussed. Finally, the paper concludes with sample lessons that demonstrate how *YouTube* can be used as a tool to produce an authentic, student-centered project.

Introduction

The field of Teaching English to Speakers of Other Languages (TESOL) has focused both empirical and action research efforts toward Computer Assisted Language Learning (CALL) in an attempt to determine if technologies such as software (*PowerPoint, iMovie, The Gimp*), websites (*Wikipedia, YouTube, Podomatic*), and corpora (*Corpus of Contemporary American English*), have positively contributed to learners' mastery of English. In recent years, as millions of people around the world have begun to interact and communicate in different ways through Web 2.0 technology, a large subsection of CALL scholarship has focused on the affordances of Web 2.0 for both language teaching and learning (Warschauer & Grimes, 2007). Since their inception, Web 2.0 sites such as *YouTube* (2005) have gained popularity with over 100,000 videos created and shared on the site each day (SIGTE Leadership and NTLS Program Committee, 2008 as cited in Jones & Cuthrell, 2011). This growth has not gone unnoticed by the educational community as, according to Jones and Cuthrell (2011), educators at all levels of instruction are using sites like *YouTube* to "disseminate information, … enhance learning either by incorporating material from the sites in daily instruction, or by displaying student-produced projects and comments on the sites" (p. 75). This paper will examine the extent to which the Web 2.0 website *YouTube* as a technological tool not only facilitates language learning and teaching, but also affords authentic, student-centered activities with increased interaction and student confidence when using integrated English skills. Finally, I will conclude with suggested activities for use within the context of a college-level ESL classroom.

What is Web 2.0?

When attempting to understand the terminology associated with Web 2.0, social networking, and social media, one should note that these terms are used interchangeably to describe the same notion in the literature. In this paper, the term Web 2.0 will be used to describe the phenomenon associated with websites such as *YouTube*. According to Jones and Cuthrell (2011), Web 2.0 is the technology that allows users around the world to communicate with others over the Internet via social networking websites, blogging tools, and wiki entries. However, a more detailed examination of the dichotomy between what is known as Web 1.0 and Web 2.0 illustrates that the shift from old to new is more than merely having the ability to communicate and connect with others on the web (O'Reilly, 2005). Indeed, up until the late 1990s, the primary foci of websites in Web 1.0 was on disseminating information to a passive

audience, rather than focusing on requiring users to provide their own creative and collaborative content. In contrast, at its very core, Web 2.0 focuses more on the publication of products that are the collaborative works of the crowd; Web 2.0 sites rely heavily on user-generated content, thus highlighting individuals over information (Warschauer & Grimes, 2007). In this vein, Web 2.0 supports the "many-to-many pattern" of media, which allows for collaboration, interaction and "coordination" wherein content is not merely just disseminated, it is created to be shared and discussed (Shirky, 2009). Thus, the shift from Web 1.0 to Web 2.0 illustrates the movement from a "top-down to a bottom-up environment." One way that Web 2.0 sites accomplish this is to invite live comments and contributions from their users (Alm, 2006, p. 30).

In its vibrant nature, Web 2.0 emphasizes the peer-to-peer model that "obeys the dynamics of cooperative participation….and mediates against *fixed*-hierarchies and authoritarianism (Bauwens, 2005, as cited in Dieu, Campbell & Ammann, 2006, p. 1, emphasis original). Along the same lines, Chau (2011) described how the participatory culture of Web 2.0 lowers the barriers to artistic expression, supports the creation and sharing of projects, provides informal mentorship, and promotes the idea that one's contributions matter. Additionally, Web 2.0 is a platform for which questions regarding "what it means to exercise authorship, communicate with an audience, and produce a text or multimodal artifact" can be critically examined by both learners and teachers alike (Warschauer & Grimes, 2007, p. 3). Through these practices, Web 2.0 affords learner-centered activities by enabling students to become engaged and interested in the subject matter. It also provides the environment for students to interact, co-construct meaning, and become more engaged, which positively affects the dynamic of the classroom (Malhiwsky, 2010) and possibly language acquisition. Additionally, the "immediacy of feedback and the reinforcement that the learner receives through visual or auditory signals" greatly contributes to learner motivation, especially within the sphere of language learning (Alm, 2006, p. 30).

What is *YouTube*?

YouTube (http://www.youtube.com) is a Web 2.0 site that is primarily based around video sharing, commenting, and viewing (see Figure 1). On this website, users can post self-created videos, create appropriate tags related to the video's content (taxonomy) (see Figure 2), write a title and description for the video's content, comment on his or her own or other users' videos (see Figure 3), create or join other users' video channels on various topics of interest, search for videos based on titles or keywords, create video responses to others' videos, etc. According to Jones and Cuthrell (2011), *YouTube* is considered to be a Web 2.0 site and not merely a collection of information because members of the website share their work and participate in peer feedback through asynchronous interaction with other users.

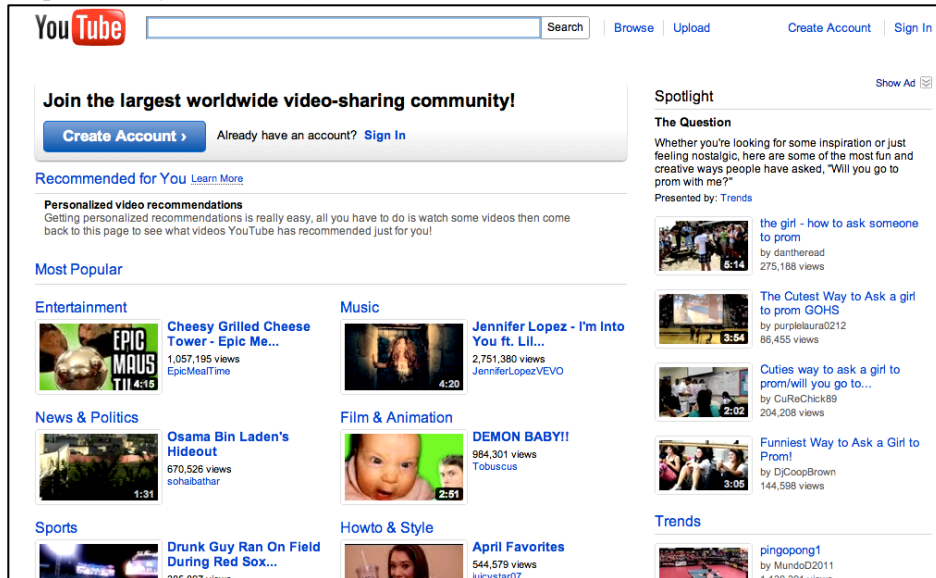*Figure 1.* Frame grab of *YouTube*.com's main page
(http://www.youtube.com)

Figure 2. Frame grab showing *YouTube*.com's use of tags (taxonomy)
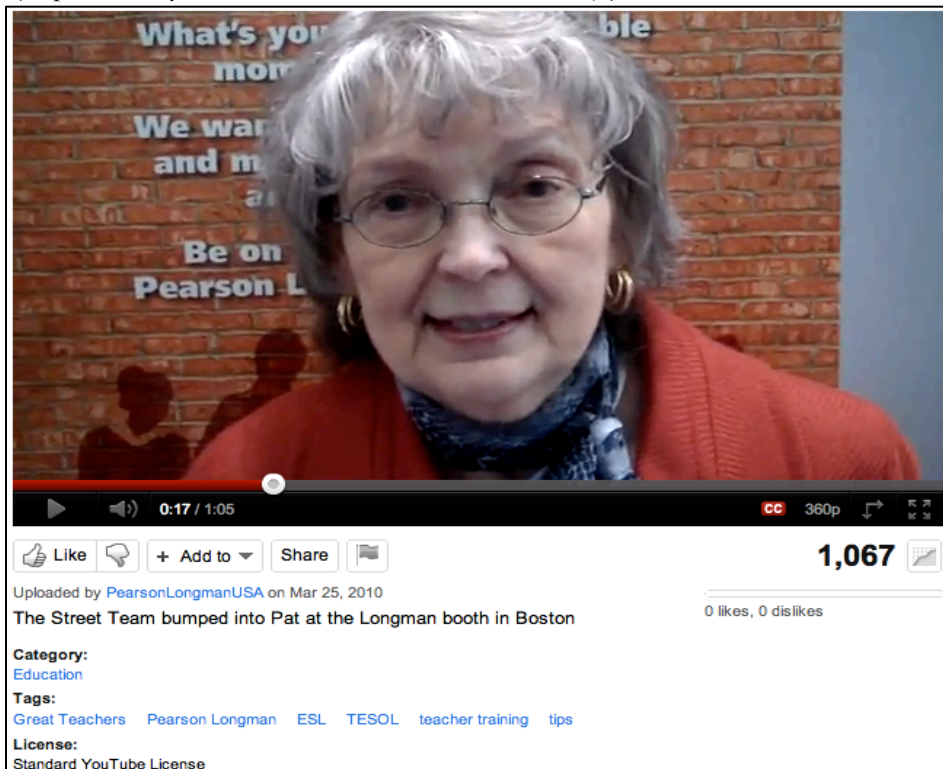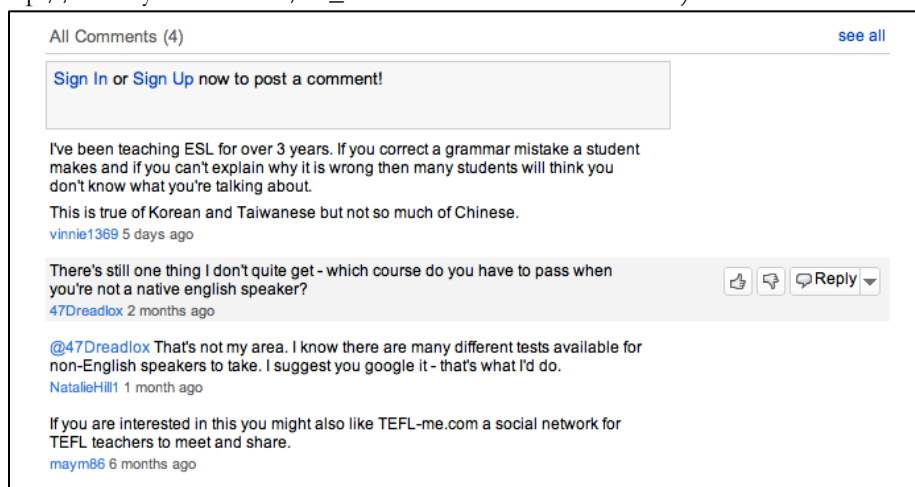(http://www.youtube.com/watch?v=MA7UP1B7tjc)

Figure 3. Frame grab showing user comments as interaction on *YouTube*
(http://www.youtube.com/all_comments?v=5A9X9-W-ShA)

The Affordances of *YouTube* for Language Learning and Teaching

YouTube has been incorporated into language classrooms in a variety of applications that range from the viewing of video clips in order to supplement textbook materials to an entire class of students creating and sharing their own videos. The scope of the current research on the use of *YouTube* in language classrooms has, for the most part, reported that it encourages student-centered learning ecologies, increased peer-to-peer interaction (Jones & Cuthrell, 2011; Dieu, Campbell & Ammann, 2006), heightened motivation (Alm, 2006; Malhiwsky, 2010) and increased authenticity of tasks (Malhiwsky, 2010; Mayora, 2009; Pong, 2010; Kelsen, 2009), all while also improving teachers' knowledge and aiding in preparation for lessons (Warschauer & Grimes, 2007). Furthermore, the use of *YouTube* in its various forms has also reportedly improved students' oral, aural, and writing skills in action research studies (Warschauer & Grimes, 2007; Kelsen, 2009; Malhiwsky, 2010; Hazzard, 2006; Pong, 2010; Mayora, 2009; Alm, 2006).

YouTube *as a Supplementary Tool for Learning and Teaching*

Derived from the notion that visual materials, specifically videos, are essential for effective language learning and teaching to take place, educators have turned to *YouTube* as a rich source of materials (Britisch, 2009; Warschauer & Grimes, 2007). Even though simply using *YouTube* as a supplementary tool by showing short clips does not engage the students in the Web 2.0 aspects of the website directly, it is an important use of *YouTube* in language teaching. For example, Jones and Cuthrell (2011) discussed the use of *YouTube* videos to introduce more difficult subject matter, to illustrate a point during a lesson, or to review concepts taught during a lesson. Videos may also be used in order to prompt language learning activities with a focus on specific skills, concepts, or cultural aspects to be reinforced or explored. Sherman (2003) provided an exhaustive list of skill-based activities centered around everything from dramas to non-fiction to advertisements, all of which are readily available through *YouTube*.

YouTube also has many other uses outside of classroom activities. It is important to mention that teachers can also use *YouTube* as a supplementary tool in their own teaching

practice without even showing the clip to their students. Jones and Cuthrell (2011) discussed how *YouTube* is an excellent resource for teachers who would like to "check their own understanding and to ensure accuracy" on a variety of subjects or to review other teachers' lesson plans that have been posted to the site (p. 79).

YouTube *for Authenticity, Motivation, and Peer-to-Peer Interaction*

Several studies have found that authenticity of the tasks that can be performed through Web 2.0 materials, such as *YouTube*, increase both motivation and peer-to-peer interaction. This notion is also summed up by Alm (2006), who discussed how the use of *YouTube* increases motivation based on self-determination theory, which states that students need to have a feeling of relatedness (connected to the community), competence (effective interactions), and autonomy (independence of actions) (p. 31). Students can obtain relatedness by interacting with peers in the process of video production and by commenting on others' videos. Competence can be achieved by receiving feedback on their *YouTube* videos from authentic audiences both inside and outside of the classroom. Autonomy can be achieved by allowing students to choose the topics that they will explore through the site or by allowing them to personalize the videos that they share. Given that language learning relies upon how closely activities approximate "real-world tasks" (Nunan, as cited in Mayora, 2009, p. 2), the importance of Web 2.0 tools such as *YouTube* is immense.

Additionally, Dieu, Campbell and Ammann (2006), discussed how authenticity and interaction are interrelated to motivation in the use of *YouTube*. In authentic situations, language is used in a variety of contexts, with different people, in different places, and at different times. In the same manner, educators can use *YouTube* to expand students' language use and interaction outside of the classroom. This can be achieved by priming the students to comment on videos of interest, post video responses, and interact with users who have commented on their videos. By designing activities that encourage language use in this way, teachers can use *YouTube* to "[provide] a realistic context for communication and interaction," while also encouraging the students to negotiate for meaning, learn from others, develop fluency, and foster creativity (Dieu, Campbell, & Ammann, 2006). Similarly, Warschauer and Grimes (2007) claimed that Web 2.0 sites such as *YouTube* increase the possibility that students will go beyond interacting with only the teacher and their classmates, but potentially with millions of users.

Mayora (2009), whose focus was on *YouTube*'s use for eliciting improved writing by language learners, also explored how authenticity, interaction, and motivation are intertwined. He concluded that certain features of *YouTube*, including the written comments and the possibility for students to express their ideas by constructing meaning through the stimulus of the videos can improve student's writing skills through authentic interaction.

In an action research project on university-level EFL students in Taiwan, Pong (2010) sought to ascertain his students' feelings of and reactions to the tasks of posting comments and producing public *YouTube* videos. He reported that even though some learners experienced anxiety about sharing their videos on *YouTube*, if the topic chosen was useful and authentic to the students, they were willing and able to put up with some anxiety in order to reap the benefits of interacting with others in the process. Additionally, as also reported in Mayora's study, Pong's students also saw improvement in their writing and communicative skills after the *YouTube* project.

Also pointing to the benefits of *YouTube* in language learning, a study conducted by Malhiwsky (2010) showed comparable results. In this study, students not only felt motivated in spite of their anxiety, they were also able to co-create and construct content that was viewed by an authentic audience around the world. Another action research study conducted in Taiwan by Kelsen (2009) concluded

that sharing videos on *YouTube* made the class more interesting and relevant, while also enabling self-directed student projects.

Hazzard (2006) also conducted action research that explored her students' motivation as well as their level of interest and interaction after creating their own films and posting them on *YouTube*. Through the analysis of student surveys, she reported that, as in the other studies, her students felt that the creation of *YouTube* videos was engaging, motivating, and assisted in the improvement of their English language skills. Hazzard reported that 82% of her students would rather make a movie and post it on *YouTube* than take a traditional test even though much more time and effort was required to create the movie. In this same study, 80% of students reported that making the movie motivated them to use English more and 98% of the students enjoyed making the movie and then responding to viewers' comments on *YouTube*.

Caveats and Further Research

Even though recent research on the effectiveness of using Web 2.0 tools such as *YouTube* has shown great promises, some teachers may still face barriers in using this technology. For instance, some schools may not have access to computers or the Internet, while other schools may block *YouTube* for various reasons. The most common reasons that *YouTube* may be blocked by school administrators are also the reasons that some teachers may cite for being apprehensive about using this website in their classroom. These reasons include concerns that students may use the website to view inappropriate or off-topic videos, especially when they appear in search results or along with the main video as related videos. Students may also post inappropriate or derogatory comments on videos, and other *YouTube* viewers could make inappropriate comments on students' videos. There is an also general concern about students' privacy as they broadcast their images to millions of people over the Internet. These are all legitimate concerns that cannot be entirely abated; however, with careful lesson planning, classroom management, and familiarity with the settings in *YouTube*, these issues can be alleviated. For example, teachers can create lesson plans that have clear objectives, goals, instructions as well as expectations for a final product so students will remain focused on the task at hand. Another strategy that teachers have used is to give the students five minutes at the beginning of the class period to watch videos of their choosing on *YouTube* while attendance and other classroom business completed so they will not be tempted to get diverted later in the class period. Additionally, the privacy settings on *YouTube* videos and/or channels can be adjusted in order to avoid any unwanted comments from others. By adjusting privacy settings teachers can ensure that the privacy of both the students and the school is maintained. When a teacher opts to alter the privacy settings in *YouTube*, it is recommended to change the settings to *unlisted*, which will allow the students or teacher to send a link to the video to partner classes or approved individuals. When choosing the *unlisted* setting, only these approved viewers can see or comment on the videos. Also, *YouTube* settings can be changed to require that either the teacher or the students must approve any comments on the videos before they are posted on the website (see Figure 4). Both of these options allow for additional privacy and deter any unwanted comments yet still allows for the students to interact with others.

Figure 4. Frame grab showing *YouTube*.com's customizable privacy settings (inside user's account)

Teachers should also be aware of other technological considerations when using *YouTube* in instruction, including the availability of cameras and production software for the recording, editing, and uploading of student-created videos to *YouTube*. Additionally, for those who plan to simply view videos on *YouTube,* it is important to keep in mind that videos are routinely deleted from the site by users and thus may suddenly become inaccessible (Jones & Cuthrell, 2011, p. 82). One way to get around this issue is to use a website such as http://www.saveyoutube.com to download the video so it can be saved and viewed offline.

Another issue that was examined in previous research is the extent to which the tasks posed to the learners are truly authentic. Teachers must ask themselves if the task is relevant to the students' interests or match what they might have to perform in the real world (Mayora, 2009). As previously mentioned, this ties to motivation as well as the practice and attainment of skills. Merely showing a *YouTube* clip or asking students to comment on an assigned video are not authentic tasks just because they are utilizing Web 2.0 technology.

With the current research regarding the use of *YouTube* for language teaching in mind, the following lesson plans have been developed as suggestions for how it may be incorporated in language learning classrooms. Although the lessons are geared toward the ESL context, they may be easily adapted for use in EFL context as well. These lessons promote peer-to-peer interaction (discussions, peer editing, cooperation, commenting, interaction with the general public), authenticity (Ss choose a local topic of interest, interaction with native and non-native speakers, practice academic skills of presenting, summarizing and organizing a logical argument etc.), and a student-centered classroom where the teacher acts as a facilitator.

Lesson Plans: Using *YouTube* to Share Local Culture

BACKGROUND

A. Description of the program

This mini-unit was designed for use in a university-level ESL program in the United States, but could be adapted for use in an EFL or other foreign language context. The aim of the program is to improve the students' academic English in the integrated-skills (reading, writing, speaking and listening). This improvement is needed in order for the students to enroll in a degree program (bachelor's or master's) at the university they are currently attending. The program's courses are designed as thematic, content-based courses.

B. Description of Students

Students in this program are at the high intermediate to advanced level as determined by a university designed placement test. There are 10 students in the class, who vary in age from 17 to 25 years old. Most of the students have been learning English for two to ten years. The students have various native languages including Swedish, Japanese, Korean, Russian, Turkish, and Spanish. In fact, English is the third language for many of the students. The students are taking the course in order to improve their academic English skills and to learn more about both local and global issues and culture through this course. The students enrolled in the course plan to enroll in a degree-seeking program at the university and thus wish to gain university-level academic competency in English. The students enrolled in this course are interested in pursuing degrees in journalism, political science, education, business or law. The students are highly motivated.

C. Description of course

This *Contemporary Local and World Culture* course is designed for advanced and high intermediate learners of English. The course's topics are organized thematically based on and drawn from students' interests as well as current events and analysis of a wide array of cultural, social, and political issues. The class meets twice a week for 90 minutes each class. The goal of the class is to improve students' integrated skills and to produce academic language in order to explore the themes/topics discussed.

D. Description of the unit

This mini-unit is a series of four 90-minute classes with a focus on local culture. The students will be asked to write, shoot, and edit short video segments on a topic of their choice related to the local culture and points of interest that will then be shared on *YouTube.com*. The primary purpose of this unit is for students to not only explore a topic of local interest in more depth (as to become an expert), they are also creating the videos for an audience of future exchange students, international students and students who will be entering their program. As an extension of this unit, students will then comment on their videos and interact further with the other students from abroad.

E. Recent Work

The students have been examining various aspects of local culture, social issues, and news stories through discussions, readings, guest speakers, field trips, and short written assignments. Students have been asked to research a topic that they know a lot about or are interested in becoming an expert in for the purpose of the next assignment. The teacher gave the students a prompt listing some possible topics including a local restaurant, a popular hangout on campus, a coffee shop, the library, the computer lab, a sports field, a store/mall, a local landmark, a park etc.; however, the final

choice of topic is selected by the students. Once the students have chosen a topic, they must post an outline of their research using the given template (Appendix A) on the class blog to which other students and the teacher can make comments or suggestions. For the research and video-making portion of the project, Ss are able to work with a partner if they choose to; however, students have to pair up with another student in order to assist each other in being a "director" for each other. The students have been familiarized with both posting to the classroom blog and with viewing videos and posting comments on *YouTube* through past assignments. Students are often expected to finish some work at home before the next class. The scoring of this project is based on participation in class discussions and online postings, the completion of a research proposal, completion of a constructive peer review, the viability and execution of the script, final video (in terms of both content and aesthetics), as well as interaction and responses to comments made on the videos. Each individual teacher can adapt a scoring rubric based on his or her class and the goals of the assignment for his or her classroom.

LESSON 1: INTRODUCTION TO LOCAL CULTURE ON YOUTUBE

Goal of this Lesson

To familiarize students with examples of local culture depicted on *YouTube* as a prompt for composing and creating their own videos that highlight local culture.

Student Learning Outcomes: By the end of this lesson Ss will be able to
- Identify and summarize information about a topic of local interest

- Outline key information such as location, services offered, main facts etc. of a local point of interest

- Compare the chosen local topic with a point of interest or a point of familiarity from the Ss' home country

- Locate and provide a brief comment on a *YouTube* video related to Ss-chosen topic

- Compose a script regarding the topic with an audience in mind

- Post the script on the classroom blog and peer review another Ss script, providing feedback

Vocabulary:
YouTube, *audience*. Other vocabulary and grammatical forms reviewed will depend on each Ss-chosen topic.

Materials

Computers (enough for each student to have a computer or for Ss to pair up at a computer terminal), Internet access, a class blog, Local Topics Exploration Handout (Appendix A*)*, Script Peer Review Handout (Appendix B*)*.

Teaching the Lesson

Activity 1: Opening (5 minutes)
        Ask Ss to log into their computers while role is taken.
        Ask Ss if they have any questions from the previous lesson/posting the outline of research on their topic on the Internet.
Activity 2: Research Outline Review and Discussion (20 minutes)

Ask Ss to log into the class blog to view the research outlines that have been posted to the class' blog.

Each student or group will orally summarize their topic and what they hope to explore/ explain or convey in the video in front of their peers in the class.

Ss can then discuss, ask questions, clarify, or elaborate on peer/teacher suggestions on the research outline that was posted on the class blog.

Activity 3: *YouTube* Video Examples & Commenting (35 minutes)

Ask Ss to log into their *YouTube* accounts.

Ask Ss to use the search function on *YouTube* to locate at least two videos that are related to the topic that they have chosen for their video. The video does not have to be on the exact same topic (e.g. if the student choose to highlight a specific restaurant, they might search for a video about any restaurant in Hawaii).

Ss should view each video at least once (the full video) and note how the video was created. Ss answer the following questions: *What was the topic? Who is the intended audience? What is something new that you learned? What does the video look like esthetically? Would you recommend this video? Was it easy to understand the language?*

Ss will post a comment on the video for the creator of the video and others to view. Comments should contribute to an ongoing discussion thread, provide constructive feedback, ask the creator a question etc.

Ss should copy and paste the link to each video that they viewed onto the class blog along with the title, a description of the video, and response to at least three of the questions posed (see above).

Teacher will facilitate a class discussion about the videos that were viewed and the comments made. Questions for discussion include: *What did Ss think of the video? Did Ss agree or disagree with the content? What about the production? Who was the audience of the video?*

Activity 4: *YouTube* Video Script/Story Board Draft (25 minutes)

Tell Ss that they will now use their research outline as well as the ideas that they gathered from viewing the *YouTube* videos to outline and produce their own video to be posted on *YouTube.* The final videos are to be approximately 2-3 minutes in length. Give Ss 25 minutes of class time to compose their script or review their research.

T will assist Ss if needed to clarify language/ other ideas/ issues.

Once the script is completed it must be posted onto the class blog for peer feedback and the teacher's comments. Ss can post it later if it's not completed by the time the class ends. Assign Ss a peer review partner or another group to review the script to provide comments and feedback before the beginning of the next class meeting.

Remind Ss that it is their responsibility to get permission ahead of time to shoot their video if they plan to record in a private space (e.g. restaurant) or in a public space where the video may possibility be an interruption (e.g. a classroom, the library, etc.)

Activity 5: Closing/Homework (5 minutes)

Ask Ss if they have any questions or concerns.

Ss must post their video's tentative title, purpose/description and script by 12:00 pm the following day.

Ss must read and comment on a peer's script and purpose by the beginning of the next class according to the Peer Review Handout (Appendix B).

LESSON 2: SCRIPT REVISION AND VIDEO SHOOTING

Goal of this Lesson

The students will revise their script and purpose based on their peer's and the teacher's comments, feedback, and classroom discussion. The students will then execute their plan by beginning to tape their video.

Student learning outcomes: By the end of this lesson students will be able to:

* Revise a video script based on peer and teacher comments and suggestions

* Execute their plan as outlined in the script by creating a video

* Summarize knowledge about a topic in order to convey concise information

* Communicate effectively in order to convey useful information and purpose to an audience

* Cooperate and negotiate a creative vision with peers

* Gather information about a local topic and evaluate most appropriate information to include

* Negotiate permission to create a video in a public or private space

Vocabulary: Vocabulary and grammatical forms will vary depending on the student's topics.

Materials

Computers, Internet access, video cameras (e.g. Flip cameras, camera phones, digital cameras with video recording capability, camcorders), tripods)

Teaching the Lesson

Activity 1: Opening (5 minutes)
> Ask Ss to log into the computers and the class blog as roll is taken.
> Ask Ss if they have any questions or concerns.

Activity 2: Script Revision (20 minutes)
> Ask Ss to view peer comments and suggestions made on their posted scripts and make any changes deemed appropriate.
> T is available to review the scripts and to provide additional assistance.
> After the script is finalized Ss may collect their video equipment and begin filming their video or practice their script before filming.

Activity 3: Video Production (60 minutes)
> Remind Ss that they must keep their intended audience in mind when creating the video.
> Ss are now able to tape their video. They may go on location but they have to report to the T where they will be filming and return to the classroom for the last five minutes of class.
> T is available for technical assistance and any help needed and should visit Ss locations to check in on Ss progress.

Activity 4: Closing (5 minutes)
> After the Ss return to the classroom, T ask Ss if they have any questions or concerns.
> Tell Ss that they can continue to shoot on their own time, if needed.
> All footage should be taped by the next class meeting as the Ss will have some time to edit their videos in class.

LESSON 3: VIDEO EDITING AND PRODUCTION

Goal of the Lesson

Students will review simple video editing techniques and upload their video to *YouTube.com*
Students will edit their self-created videos using simple video editing techniques and upload their completed video and description to *YouTube.com*

Student learning outcomes: By the end of this lesson students will be able to
- Synthesize video clips in a logical and coherent manner

- Utilize computer technology to edit video clips

- Relates the topic of a local interest to a specified audience

Vocabulary: Vocabulary and grammatical forms taught will vary dependant on students' topics. Vocabulary items related to video editing include: *clip, paste, edit, still image, import, export, transition, effects, fade-in, fade-out, voiceover, background music, subtitles, credits,* etc.

Materials

Computers, video camera, cable to connect camera to the computer in order to upload images, Microsoft Moviemaker or Apple's iMovie, video projector, screen

Teaching the Lesson

Activity 1: Opening (5 minutes)
    Ask Ss to log onto the computers as role is taken.
    Ask Ss if they have any questions or concerns.
    Ask Ss if they were able to complete their video recording.

Activity 2: Video Editing (65 minutes)
    Ask Ss to transfer their movie files over to their computer either via the cable or a flash drive.
    Ask Ss to open the Microsoft Movie Maker Software (or another comparable software) and import their clips into the software.
    Demonstrate on projector and answer Ss questions as needed.
    If the teacher is not confident in showing Ss how to edit their video, simple instructions and tutorials can be found on *YouTube*.
    iMovie (for Mac): http://www.youtube.com/watch?v=ihCylGqPu3E
    MovieMaker (for PC): http://www.youtube.com/watch?v=JZXK68NS7gU
    Ss can then upload their videos to *YouTube* either through their video editing software or by saving the video to the desktop of the computer or a flash drive and then uploading the video through the *YouTube* site. Students should use the *YouTube* account that they have created for the class in order to upload the video.
    When uploading the video, remind Ss to create a short summary or description that describes the video, as well as appropriate tags based on the keywords brainstormed on the Local Research Proposal handout.

The video should be saved publicly on *YouTube* (not private or viewable with a link, unless determined to be appropriate by the teacher). The purpose of this is to elicit comments from new Ss to the university as well as the general public. The T will elect a lead Ss to monitor the channel for inappropriate comments during the time given to respond to comments on the videos (see the next lesson).

Activity 3: Closing (5 minutes)

Ask Ss if they have any further questions or concerns regarding creating their video.

If Ss did not have enough time to finish their editing, tell Ss that they can complete their work at the computer lab after class.

Ss should upload their video to *YouTube*, along with their description of their movie before the next class meeting.

Ss should also post a link to their *YouTube* video on the classroom blog.

LESSON 4: YOUTUBE VIDEO SHARING AND INTERACTION

Goals of the Lesson

This lesson will emphasize peer feedback and input as well as interaction with the intended audience. Students will interact with their peers in writing to answer questions and respond to their video.

Student learning outcomes for this lesson: By the end of this lesson students will be able to:

- Explain, justify, and defend topic choice to peers

- Respond to comments on video in writing

- Retell information that was not understood by the audience in an alternate fashion

- Reflect on experience of making a video

Vocabulary: The vocabulary and grammatical forms will vary based on the topics discussed in the Ss *YouTube* videos.

Materials

Computers, video projector, white screen

Teacher's preparation before class:

1. The teacher should review the Directions for Creating a *YouTube* Channel Handout (Appendix C) after the Ss' videos have been uploaded in preparation for this class. The T must create a *YouTube* channel for the Ss' videos. The name of the *YouTube* channel should be something that is easily recognizable and searchable such as "Class X Presents Local Hawaiian Attractions!" A *YouTube* channel is similar to a book that houses several chapters (each Ss video).

2. The Teacher should add the Ss' uploaded videos to the channel. The link can then be shared with the other international, exchange, study abroad, and ESL students via e-mail or blog post before the class meeting. An alternative to this option is to approach another class at a partner university or school in order to encourage interaction, while also allowing each group to learn more about each others' university or city, creating a information gap and meaningful interaction.

3. The teacher should also add the link to the *YouTube* channel to the class blog so Ss' can access the channel easily.

Teaching the Lesson

Activity 1: Opening (5 minutes)
>   Ask Ss to log into their computer while role is being taken.
>   Ask Ss if they have any questions or concerns.

Activity 2: Video Presentation and Comments (50 minutes)
>   Ask Ss to log onto the course blog to view the post the teacher has posted before the beginning of the class. The blog post contains a link to the class' *YouTube* channel that the T has created.
>   Explain *to the S*s that their videos have been published here much like a book is published. The T should also explain that the link has been shared with the other international, exchange, study abroad, and ESL students. .
>   Each Ss should present their final product to the class. First briefly introducing the video and playing it. Allow for about 2-3 minutes for questions/discussion for each Ss' video.
>   The audience must write one thing that they learned about the topic through the video, one thing they liked about the video and one suggestion for improvement to be passed along as peer feedback after each presentation.

Activity 3: Commenting (30 minutes)
>   After each student has introduced their final product, the Ss must leave a comment on at least five of their peer's videos (The T may assign each student 5 videos to leave a short comment about so there is an equal distribution of comments.)
>   Students should then monitor their video to read and respond to comments made from other students or the general public. 5-10 minutes of class time will be given at the beginning or end of each class until the end of the term to monitor and respond to other users who have commented on the videos.
>   The future extension of this activity and to allow the Ss to communicate/develop a rapport with new students as well as general *YouTube* users who have viewed the videos. This can be furthered by encouraging the Ss to create and post additional short videos on topics of interest to the class *YouTube* channel.
>   Also, once the new Ss arrive on the campus, the class could design a "mentoring" day where the Ss in this class design a day of interactive, orientation activities based around the local attractions etc. that were highlighted in their videos (and viewed by the new Ss from afar).

Activity 4: Closing (5 minutes)
>   Ask Ss if they have any questions.

Conclusion

The provided sample lesson plans have incorporated the findings of research as well as cautions about using *YouTube*. For example, peer-to-peer interaction and collaboration, which was highlighted in research as a prominent benefit of *YouTube*, was implemented as learners' cooperation in the selection of a topic, writing, creation and production of the film, as well as online and in-class discussions, blogging, peer editing,

and interaction with the general public. Authenticity, another affordance of *YouTube* as gleaned from the research, was incorporated by giving the students the opportunity to choose a local topic of interest, while also encouraging interaction with native and non-native speakers in and outside of the classroom. Throughout these activities, students also practice the academic skills of presenting, summarizing, and organizing a logical argument, which are all abilities that students who wish to enter an American university would need to excel at. Together with the literature, the lesson plans above demonstrate that the use of Web 2.0 tools within the field of TESOL can afford communicative, authentic and student-centered classroom environments.

It is also recognized that there are some challenges in carrying out the lesson plans proposed in this paper or with using *YouTube* in classroom instruction in general. First, carrying out a major project as proposed in these lesson plans is time-consuming as the teacher needs to teach the students how to operate the video equipment, use the software to create the video, and learn how to upload the video. In many classrooms, the teacher may not have the liberty to use this amount of instructional time outside of language learning to dedicate to a single project. One way to shorten the length of the project without compromising its objectives would be to have the students upload short raw videos to *YouTube* without editing in a program such as *iMovie* (Mac computers) or *Movie Maker* (PC computers). If the students were to tape a shorter segment, there would be a lowered need for editing while they are still able to practice the research, writing, speaking and listening skills throughout the project. Another way to shorten the length of the project would be to omit the blogging portion of the assignment or make commenting on other student's videos an activity to be completed over the course of a class module or semester. The teacher could assign this commenting task as a weekly homework assignment or by using only a nominal amount of class time (15-20 minutes) per week for this task.

Another challenge in implementing these lesson plans is the fact that many schools do not have access to the technical equipment necessary for an entire class to utilize. Some students, even in ESL contexts, may not have used computers extensively and therefore, would need extra support in order to complete this type of project. If there are some computers available at the school, the project could be modified so that students could be put into bigger groups in order to share the available computers. Furthermore, as mentioned in the lesson plan section of this paper, even the camera available on some phones or the video recording function of most modern digital cameras can be just as effective in the completion of this type of project. Since the focus is on developing language, motivation and peer-to-peer interaction and not on producing a professional video, students do not need to use more sophisticated equipment such as camcorders. Additionally, by surveying the students and placing those who are more comfortable with using technology with those who have had little experience using computers could set up an effective peer-to-peer teaching situation.

Finally, some teachers may still harbor the concern that using the Internet and websites such as *YouTube* may cause students to be distracted from language learning. However, as mentioned before, setting specific student learning outcomes, having clear instructions, and some kind of tangible product for any project or activity utilizing Web 2.0 tools such as *YouTube* will keep students focused. By planning out the project beforehand, a teacher can also anticipate any classroom management issues.

In conclusion, in spite of some concerns with the use of *YouTube*, the benefits clearly outweigh these drawbacks. With respect to research on Web2.0 technology in language teaching, given that most of the recent studies have been theoretical or based on action research that looked at small groups of students, future research could investigate the

use and the effects of *YouTube* on the four skills from an empirical standpoint. Much research and practical application is needed to further explore the effectiveness of *YouTube* on specific aspects of second language learning, such as the acquisition of vocabulary, syntax, pragmatics, and the four language skills.

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Appendix A

Local Research Proposal

Topic:
Location:
Why did you choose this topic?:

How is it (your topic) different in your home country or culture? Does it exist in your home country?

List and describe three (3) interesting points or facts about your topic that you think would be useful to others:

How do you plan to represent at least two of these points (from above) in a video format?

List 5-10 keywords (tags) that describe the topic that you will be exploring (e.g. Hawaiian food, musubi, rice, seaweed, restaurant, review etc.):

Peer Review Guidelines

Name: _____   Person Reviewing: _____

Please read through **all** of the guidelines before beginning!

Please go on to the class blog and find your assigned peer's post (with their script and purpose for their *YouTube* video). Comment on the points below by responding to your peer's post on the class blog. When commenting, please expand your answer beyond a YES/NO response.

*Remember that this is a rough draft! No one should feel embarrassed about their writing as it is not expected to be polished. Remember that any criticism or suggestions made should be constructive! Give at least one point of praise for each suggestion given. Keep things positive.

What is the focus or main point of this script? Is the focus clear?

Is the topic appropriate? As a new student would you learn something new from this video?

What, specifically, interested you about the draft? Was there something about it that you particularly enjoyed?

What do you suggest as the single most important revision your peer could make to their script (be specific)?

_____

Adapted from:
Mauricio, D. (2010). Peer Review Guidelines for Narration (1st Draft). Unpublished hand out.

Appendix C

Creating a $YouTube$ Channel (Simple Steps)

- Sign up for a YouTube account

- Each user is given their own *YouTube* channel automatically!

- In order to add the students' uploaded *YouTube* videos to a single channel, click on the url (or search) each student's video

- Once the video is located, click on the "Add to" icon, which is below the actual video and choose create a playlist. Repeat until all of the relevant videos have been added to the playlist
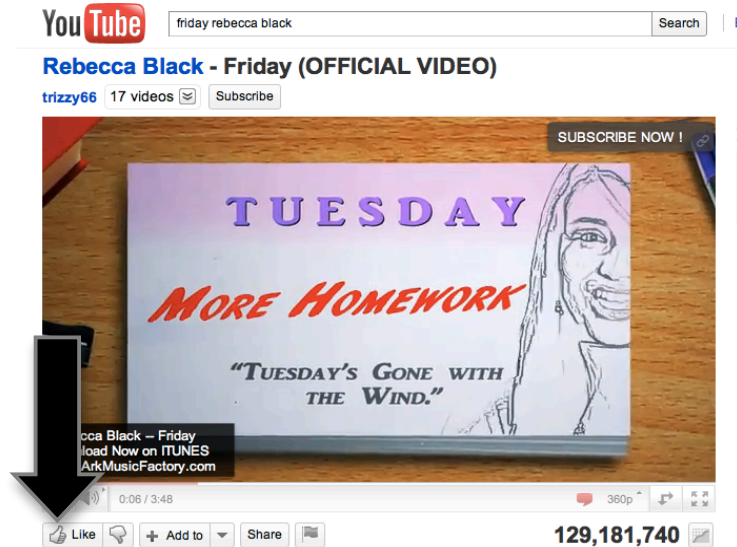
- Once you have created a playlist and added the video, you can also rename the playlist to a title that meets the needs of the project.

- Click on the "My Channel" button (see the picture example below) to access your channel
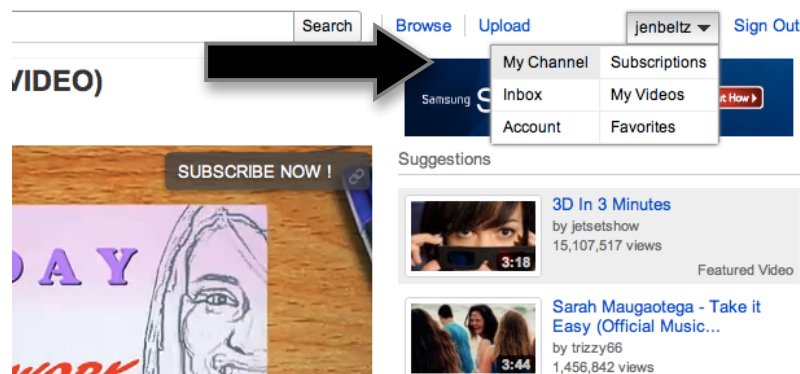
- Click on the "Videos and Playlists" button

- Click the box next to "Playlist" and save to make your playlist viewable and prominent on your channel!