

The Application of YouTube in TESOL: Enhancing English Teaching and Learning for EFL students

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Abstract. Today's advancements in social media have not only satiated people's needs for amusement and spiritual fulfillment, but video platforms like YouTube are also slowly evolving into tools for English teaching and learning, particularly in EFL classrooms. This research was conducted to examine whether the YouTube platform can be helpful for English learning and teaching, as well as students' perceptions and opinions about it. This research used the literature study in collecting the data, in which the researcher provided data support by collecting papers and essays on YouTube about the learning and teaching of English. The researcher then evaluated the data to arrive at the results. By comparing the results of students' tests taken before and after watching learning videos on YouTube, it can be said that these videos assist students in understanding English better. In addition, YouTube's variety of instructional and learning videos can help students become more engaged in learning English and draw more attention in class. Due to their ease of access to learning resources and their natural attraction to the video learning format, the majority of students felt that learning through YouTube was more efficient and effective in helping them enhance their proficiency in English. Thus, it is feasible to draw the conclusion that YouTube facilitates both the teaching of English to EFL (English as a Foreign Language) learners and their learning of it based on the outcomes of this research.

Keywords: YouTube; TESOL; EFL students; English teaching.

1. Introduction

English has long been an internationalized language for many years, and it is well ahead of its time in terms of influence and geographic scope. It is well-known that in Europe nearly all students are exposed to English at some time during their education [1]. Statistics show that English makes up 60% of all Internet material worldwide, which highlights the significant significance that English plays in both cross-cultural communication and the global economy [1]. As a result, English has become a "necessity" for international communication, which has also contributed to a boom in English learning and teaching to other speakers.

As a result of the Internet's development, communication and education between individuals have advanced to the point of virtual learning and teaching, and the search for and integration of resources with the aid of Internet platforms has given rise to a brand-new approach to learning and teaching English: online distance learning and teaching. This method of education differs from traditional classroom settings in that it is not constrained by time or location, offering a very simple and free learning environment. Social media, including large-scale video and text platforms like YouTube, Facebook, etc., has developed into a good platform for people to learn and communicate with one another in the context of this new learning and teaching environment and the "explosive" expansion of the Internet.

No longer are people limited to posting amusement, videos, and messages. As a result of the global epidemic, more authors are posting about their learning experiences rather than articles about entertainment, beauty, or sports. Professors and staff at universities are also using social media platforms to post course information and content, providing resources and online video recordings in order to keep students learning and teachers teaching. Nasution claims that when used as a classroom



tool, these social media platforms are intended to offer resources to students [2]. In this sense, YouTube excels, making it the most widely used online teaching and learning tool in existence today, whether it be for college students, high school kids, or EFL (English as a Foreign Language) students.

YouTube, as a social media platform, is famous for the fact that users can post videos, share videos, and comment on their content. In English language teaching, YouTube offers students not only the diversity of knowledge, but also the entertainment attributes that come with social media to increase learners' motivation [2]. As Binmahboob mentioned, YouTube stands out since it contains videos on a wide range of different topics and a variety of languages [3]. Together with the rich content and speeches by native English speakers, it can help students improve their English language skills in a holistic and comprehensive way, whether in the classroom or outside of it. At the same time, it can also assist non-native English speakers in learning English in a relatively easy and enjoyable way. In terms of improving English speaking skills, according to Binmahboob, watching YouTube videos can help students speak English more effectively by enhancing their understanding of what they hear, their ability to distinguish sounds, and their use of stress and intonation [3]. English professors also highly regard YouTube as a resource for teaching English. This is because speaking has always been a great challenge for EFL students and YouTube has succeeded in alleviating this dilemma [3].

YouTube is obviously beneficial for more than only teaching English as a foreign language and improving speaking abilities in EFL students; it also aids in the general development of English language proficiency. In addition to discussing students' and society's perspectives and attitudes about YouTube as a platform for English language learning, this study intends to highlight the effects of YouTube on English language learning and English language teaching.

2. TESOL Theory and Definition

The concept of TESOL was also influenced by the globalization of the English language, and the meaning of the term is not as simple as it seems. TESOL, derived from the name itself, stands for "Teaching English to Speakers of Other Languages." Professor Widdowson contends that the term TESOL actually has two meanings [4]. The "T" stands for more than just straightforward instructional activities, to start. Even though teaching is a one-sided activity, it is actually a two-way process where "teaching" and "learning" take place in turn. According to Widdowson, teaching and learning are tightly intertwined, and learning is a corollary of teaching [4]. The second letter "E," as everyone knows it, is frequently used as an acronym for English, which is correct but not exact. English is regional and non-monolithic in every place because of its extensive use, and language is frequently complex. Is TESOL trying to replicate native speakers' English? Professor Widdowson continues by pointing out that, in this instance, teaching involves chasing the English of the educated person in an ideal state [4]. Although the rules are not fixed in stone, this definition is abstracted to reflect the fact that teaching's goal is to accurately teach students how to obey the rules. There are a lot of variances in what is "taught" because everyone has a different view of what is expected of them, and regulations are sometimes vaguely stated.

The acronym TESOL's final three letters, "SOL," stands for "speakers of other languages," or non-native speakers of English. From the perspective of the student, this ambiguity is significantly heightened by the fact that speakers of various languages have quite varied perspectives of English. Perceptions vary greatly, and this variation can be seen in many facets of text, language, and other elements [4]. The employment of TESOL teaching techniques tends to be more challenging when they are not sufficiently adaptable and used to native speakers of various languages. This results in a more disjointed and unfamiliar relationship between learners and English.

Additionally, the English language may not be appropriate for all situations and goals as described by TESOL rules, which can leave learners with expressive deficiencies and usage difficulties. This is because adhering to the traditional definition of TESOL and creating rigid standards might prevent learners from naturally using the language for everyday communication.

Naturally, it must be acknowledged that TESOL is still widely used on a global scale, that it is undergoing reform and progress, and that standard language scholars appreciate its ability to provide clarity and measurability in both teaching and assessment [4]. In order to improve and innovate teaching and learning techniques, TESOL has grown more and more connected to the Internet in the context of globalization and informationalization. YouTube has developed into a valuable learning resource and an effective teaching instrument for EFL students in this trend by aiding in the development of TESOL.

3. YouTube As a Learning and Teaching Platform

YouTube is one of the popular social media today, as a video-sharing website, YouTube has more than 100 million video views per day [5]. Due to the rich resources and diverse content sections, it has become a way and a platform for learners and educators to access information, and it is also an embodiment of information and communication technology (ICT) in education, which is about the whole of various information and communication technologies coming together to optimize and create a better learning environment and learning process, and the development of information and technology (IT) also provides the fun of interactive learning for learners [6,7]. In 2010, YouTube simplified its pages and introduced a new design, which increased the amount of time users spent on the site, which provided students with theoretical intuition and also helped to increase student engagement [5]. It has been found through several different studies that the use of social media, YouTube for example, can support and help English language learners and educators, especially in the EFL classroom, where a limited number of single and conventional media and TESOL techniques are no longer sufficient for modern new learning and teaching environments. For example, in Indonesia, the use of social media enables students to be active in the classroom, which is also considered one of the most important changes in the classroom [8].

Since learning English using YouTube videos is a new concept, it is still not clear how to effectively promote language learning in the classroom [8]. The study findings listed below can be used to support opinions and provide support.

According to a study conducted in Saudi Arabia, they set up an experimental and a control group, where the experimental group of students was required to watch classroom videos and incorporate PowerPoint while the other group of students were still subjected to the traditional method of learning [9]. This was done to investigate the impact that the integration of YouTube into EFL students would have on their learning. After 6 weeks of 2 hours per week of instruction, an unexpected outcome was obtained: the experimental group's students greatly outperformed the control group's pupils in terms of test scores. This result showed that YouTube has a favorable impact on students' learning [9].

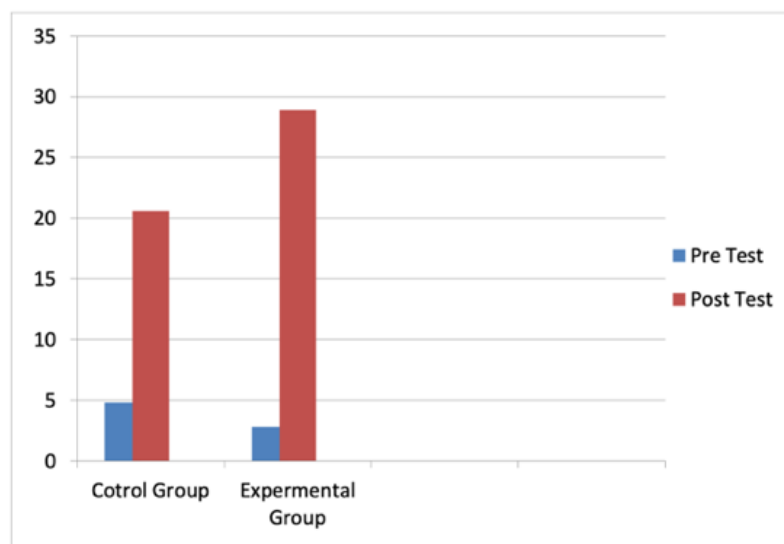


Figure 1. Illustrates the significant difference between the two groups on the post-test [9]

Comparably, Hariyono used descriptive research to observe seven 7-year-old elementary school pupils, three of whom were native Indonesian speakers, for her study on the use of YouTube for vocabulary instruction [10]. Finally, as Figure 1 shows, it was determined from the observation results that YouTube videos assisted them in learning the English language's vocabulary as well as the proper spelling of words and item shapes [10]. For young learners, interest and motivation are easier to stimulate, and as a result, whenever the teacher started to play the YouTube video, these learners would look at the computer screen intently, which successfully achieved the purpose and outcome of teaching using technology [10].

The most striking aspect of this method of teaching and learning is how it enhances students' English-speaking abilities without directly involving them in communication. Speaking is frequently regarded as one of the most challenging lessons because it involves more than listening; it requires more effort from both students and teachers due to the social context in which students need to master pronunciation, structure, discourse, and cultural competence [5]. It may seem that learners in offline classrooms have more time and opportunities to practice speaking, but in reality, most of the time is often taken up by the teacher's talk or pauses [5]. The monotony and limitations of the traditional TESOL classroom, which tends to keep students in a tense atmosphere, as well as the monotonous use of speaking skills by many teachers, do not have a substantial effect on the improvement of students' speaking skills, which can be ameliorated by utilizing the technological advantages of YouTube as a medium [7].

When using YouTube videos for self-learning, students have flexibility since they may pause the video, view it again, and learn the material again if they are unsure of what they are watching. Most essential, the students are given examples of communication, such as eye contact and body language, during this process in addition to learning about pronunciation norms [7]. A study by Ilyas & Putri (2020) aimed to find out the effect of using YouTube on students' speaking levels [5]. This study involved two classes with 101 students. The research methodology of this study was quasi-experimental research (QER) where two variables were present. Between the pre-test and post-test, the researcher utilized YouTube to teach speaking in the classroom, and the final results were obtained. The data collected revealed that, whereas the average score of the students completing the pre-test was 49.34, the average score of those taking the post-test was 62.10, a significant difference. Therefore, it is evident from the study's findings that YouTube can be beneficial for enhancing students' speaking abilities.

Referring to the aforementioned studies, it is evident that YouTube's method of video classroom instruction aids in English learners' understanding and piques their interest, which has a positive and active impact on the fields of English learning and teaching.

4. Perspectives on Using YouTube Video

YouTube has emerged as a crucial tool for enhancing English learning as a result of this new trend in digital teaching and learning. The perceptions of students about using YouTube videos for learning have been the subject of numerous research, and the results have often been favorable. Student perceptions of YouTube videos are frequently ascertained through research techniques like questionnaires or interviews. As an illustration, a questionnaire used in Tahmina's study revealed that almost every participant concurred that YouTube videos are appealing to them and that they pay particular attention to and get completely immersed in them [11]. Additionally, all 66 participants in the study were undergraduates majoring in English who frequently utilized YouTube as a learning tool and found that YouTube offered a multitude of educational resources that satisfied their needs in terms of learning English [11]. This finding is further reinforced by the results of the follow-up interviews, in which the students claimed that, in order to wrap up their projects and comprehend the subject at hand, they frequently viewed some documentaries on YouTube or looked up related subjects, both of which were more effective than using Google [11]. As mentioned by Nofrika in the field of teaching and learning, there are two benefits of social media, which are increasing students'

motivation as well as increasing students' socialization [12]. Interest is always the best teacher. Nofrika collected the views and opinions of the participants through interviews with four English Language Education (ELE) students who are all loyal users of YouTube and use it very frequently [12].

From their expressions, EFL students usually watch three main video genres on YouTube, namely arts and humanities, social sciences, and vlogs [12]. Having access to these resources is crucial for not only being able to learn English skills, such as listening and speaking, but also relaxing and gaining a lot of information and knowledge, which merely solves the inability of introverted or shy students to boost their confidence problem [12].

The usage of YouTube in EFL classrooms was the subject of a different study from Indonesia that focused on the viewpoints of the students. Initially, by determining the identities of the students and conducting a survey on how long they spend on YouTube, the results revealed that more than half of the 76 students access the English version of the content rather than the Indonesian version, which is their mother tongue. Afterward, by asking the students about their attitudes toward YouTube teaching and learning, it was discovered that fortunately, the vast majority of them had a positive attitude [8].

Due to the fact that YouTube video learning is highly appealing to students from their point of view, it can be concluded from the aforementioned facts and statistics that it can be widely utilized and promoted in English language teaching classrooms both now and in the future.

5. Conclusion

The major goal of this research is to comprehend how YouTube is used in classrooms as a platform for learning and teaching. The study demonstrates that YouTube usage in the classroom is beneficial and easily reproducible. The results of the speaking ability test show a significant difference between before and after the use of YouTube video teaching, and it is evident that YouTube plays a role in students' improved English language proficiency, whether it be for the 7 students who understood English vocabulary in elementary school or for the students who were separated into experimental and control groups. At the same time, the 66 students who often use YouTube as a learning resource can be seen in their attitudes. Through interviews with them, it was found that YouTube is not only intended to help them complete their assignments, but also the diverse resources can assist them to better understand English and learn the subject matter, so the vast majority of the students have a positive attitude towards the use of YouTube videos in EFL classroom teaching and learning. As a result, YouTube is an effective medium for TESOL to employ because the majority of students had positive opinions about using it in EFL classrooms.

In this case, students benefit from YouTube video learning by receiving not only a resource but also a new outlook on learning and teaching. Students perceived the videos as resources in the two studies described above, but much more so since they are engaging, and the video format is more likely to encourage students' interest and concentration in English learning and make them more comfortable in the classroom atmosphere. There is no doubt that this new way of learning and teaching English has been well received, as shown by these studies and student interviews, but it is hoped that in the future, the model of teaching and learning English with the use of YouTube videos will be more effective and that it will have the opportunity to help more English language learners in the EFL classroom to progress and advance their English language skills.

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