

## **You Too Can YouTube!** **Using YouTube as a source of authentic material**

**1. Introduction:** “Did You Know?” <http://www.youtube.com/watch?v=bKZEP-xruH4>  
(thanks to Maria Ruiz, Victor Valley College, for sending this link)

**2. The benefits of authentic material** (Dörnyei & Csizér, 1998; Keslan, 2009; Field, 2002; Spelleri, 2002; Ur, 1984)

- *What is “authentic” material?*
  - Material designed for native speakers, used for an authentic purpose.
- *Why use authentic material?*
  - To increase motivation by adding visual interest and by using information that is relevant
  - To approximate the “real world” outside of the classroom
    - Informal vs formal speech; paralinguistic cues
    - Visual cues vs disembodied speech; cultural references, current events
- *When should authentic material be used?*
  - Anytime – introduce early in the course
  - Appropriate for every level – simplify the task, not the text

### **3. YouTube Overview**

- YouTube is currently the largest video sharing website
  - 1 billion views per day, 120+ million unique users per month in the US alone
  - Over 20 hours of new video uploaded *every minute*
- You can upload your own videos if you are a registered user (no charge, 10 minutes)
- You can access the video library without registering or signing in
  - Video library = amateur (“home movies”) and professional (entertainment and education)
- YouTube EDU is the education *channel*
  - 200+ college and universities from the US, Canada, Europe, and Israel
  - 200 full courses, up to 40 lectures per course (long-form playback to accommodate lectures)
  - 45,000 videos in the EDU corpus (includes events, promotions, sports)
  - Will begin piloting the “automatic-caption” feature soon with selected partners (speech-to-text)

### **4. CATESOL<sup>1</sup> Survey**

- Email survey sent to CATESOL community college listserv
- 27 respondents, many supplied detailed examples
- Reasons for not using YouTube
  - Poor quality of picture/sound; too culture-specific/difficult to understand
  - AV equipment challenges; time-consuming
- Reasons for using YouTube (for details, please see the handout available on our MATESOL website: <http://sfsumatesolfall2009.wordpress.com/>)
  - To encourage learner autonomy; for community-building/cultural awareness
  - To activate schema/as a warm-up; to provide “how to” information/tips
  - To supplement pronunciation lessons
  - To supplement reading, writing, listening, and speaking lessons
    - Provide cultural background information; illustrate topic

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<sup>1</sup> California Teachers of English to Speakers of Other Languages

- Provide information on authors
- Prompt discussion and/or writing; source for research projects
- For grammar and vocabulary practice (e.g. adverbs of sequence, idioms)

## 5. Music videos in the classroom

- In addition to vocabulary and grammar, music videos provide:
  - Listening and oral production practice
  - Visual support, interest, and enjoyment
  - Opportunities to teach culture
- Lesson demo using “I Just Called to Say I Love You”
  - Introduce and use vocabulary (months, holidays, seasons)
  - Listening and speaking (singing) practice
  - Group work (create chart of seasons and holidays by month)

## 6. Advantages of YouTube over traditional videos

- More convenient than renting movies or recording TV clips from home (e.g. food shows, news, ads)
- Can use traditional video lessons with movie trailers and TV clips (avoid searching for scene in DVD)
- Hard-to-find content readily available (e.g. historical footage, classic TV shows, “how to” presentations, university lectures, old news broadcasts)

## 7. Tips for using YouTube videos

- Establish learning objectives; search by topic, author, or title
- Preview video for appropriateness (audio/visual quality, lesson fit, your particular students)

## 8. Using other (non-music) videos in the classroom (for details, please see the handout available on our MATESOL website: <http://sfsumatesolfall2009.wordpress.com/> )

## 9. Conclusion “Video is not an end in itself but a means toward achieving learning goals and objectives.” (Duffy, 2008, p. 124)

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\* We encourage you to join CATESOL – it’s a great community of teachers! [www.catesol.org](http://www.catesol.org)  
 Student and TA memberships = \$35/yr, regular membership = \$50/yr

## References

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## Other resources

- Ahola, S. K. (2005). Digging deeper into songs: A writing activity. *The Internet TESL Journal*, 11(2).  
Retrieved November 1, 2009 from <http://iteslj.org/Lessons/Ahola-Songs.html>

(This article outlines the steps the author followed to create a lesson using song lyrics for an intermediate-advanced level class.)

Beare, K. (2008). YouTube in the classroom. Retrieved November 1, 2009 from <http://esl.about.com/od/listeninglessonplans/a/youtube.htm>

(This webpage is an outline of the steps to take when creating lessons using short videos)

Blake, A. (2009). ESL/EFL Listening Comprehension Lesson for the Movie “*Super Size Me*”. *The Internet TESL Journal*, 15(3). Retrieved November 1, 2009 from <http://iteslj.org/Lessons/Blake-SuperSize.html>

(The author describes her experience using the movie “Super Size Me” in an EFL class. It includes an intermediate-level lesson plan that focuses on eating habits and life styles.)

Kisito, F. (2005) ESL-Galaxy.com. Teach English with movies - ESL video worksheets. Retrieved November 1, 2009 from <http://www.esl-galaxy.com/video.htm>

(This website contains printable worksheets to use with specific movies)

Kisito, F. (2007). ESL-Galaxy.com. Teach English with song - ESL through music. Retrieved from <http://www.esl-galaxy.com/music.htm>

(This website contains printable worksheets to use with specific songs)

Marsha Chan YouTube video: “Kathy’s Busy Month of May – focus on *th* and *h*”

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

(Search for other lessons by Marsha Chan. She requests that you post comments after viewing)

McKinnon, M. (2008). Teaching technologies: teaching English using video. Retrieved November 1, 2009 From <http://www.onestopenglish.com/section.asp?docid=146527>

(This webpage contains links to a variety of lesson plans using video)

Musical English lessons international, England. Using video to teach. Retrieved November 1, 2009 from <http://www.musicalenglishlessons.org/video/bean.htm>

(This website lists guidelines and tips for creating lessons using “Mr. Bean” videos)

Nik’s Learning Technology Blog

<http://nikpeachey.blogspot.com/2007/04/tutorial-using-videos-from-youtube.html#uds-search-results>

(Thanks to Dr. Casey Keck, SFSU, for recommending this blog)

Orlova, N. (2003). Helping Prospective EFL Teachers Learn How to Use Songs in Teaching Conversation Classes. *The Internet TESL Journal*, 9(3). Retrieved November 1, 2009 from

<http://iteslj.org/Techniques/Orlova-Songs.html>

(The author details the three stages of her Model of Speech Development Through Songs.)

For current Disney, Comedy Central, Fox, and NBC television episodes, check out:

[hulu.com](http://hulu.com) (full-length episodes and clips)

To find song lyrics, Google the song title, or use one of the many websites. A few examples:

[lyrics.com](http://lyrics.com)

[metrolyrics.com](http://metrolyrics.com)

[elyrics.net](http://elyrics.net)

If you do not have internet access in the classroom, you can download videos using:

[keepvid.com](http://keepvid.com)

[savevid.com](http://savevid.com)