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](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 & Csizer, 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 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/](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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5. Music videos in the classroom
   • In addition to vocabulary and grammar, music videos provide:
     o Listening and oral production practice
     o Visual support, interest, and enjoyment
     o Opportunities to teach culture
   • Lesson demo using “I Just Called to Say I Love You”
     o Introduce and use vocabulary (months, holidays, seasons)
     o Listening and speaking (singing) practice
     o 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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   Jeff Cady, mentor teacher, College of Marin
   The CATESOL teachers who responded so generously to the survey (see attached table)

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


Broadcasting Ourselves: The official YouTube blog (updated weekdays), retrieved November 1, 2009 From http://youtube-global.blogspot.com/


Other resources

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

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

(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.)

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

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

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

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

Nik’s Learning Technology Blog
(Thanks to Dr. Casey Keck, SFSU, for recommending this blog)

(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 (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 metrolyrics.com elyrics.net

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