

## THE USE OF YOUTUBE IN TEACHING ELEMENTARY ENGLISH

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### ABSTRACT

Teaching strategies and instructional materials used by the teachers are an important part of learning. This study aims to determine the impact of incorporating YouTube video clips as an enhancement activity in teaching professional education courses. It also assesses students' perceptions of using YouTube's videos in instructions. Using the mixed method, researchers used questionnaires to collect data and interviews were also conducted. Using videos from YouTube enhances learning. This study aims to determine the impact of incorporating YouTube video clips as an enhancement activity in learning. It also assesses students' perceptions of YouTube's involvement in reading development.

There were 40 Grade 6 learners who participated in the study. The researchers conducted a 40 item-test before and after to the said group of students to determine the effectiveness of YouTube in teaching elementary English. Findings revealed that the use of YouTube as enhancement activities increases the students' motivation and improves their academic performance. YouTube videos are very effective to develop reading comprehension skills then it is highly recommended to teachers and students to utilize such strategy in the classroom.

**Keywords:** enhancement, YouTube, instructional materials, learning

### INTRODUCTION

Teaching English is not an easy job. Students learn when there will be integration of videos in instruction. Everything that people see, from the street signage's, mails, text messages, newspapers, food menu and everything else, they read. It is one of the important skills in learning language in which many of the students have neglected nowadays. This is one of the most important language learning skills that many students ignore today. According to a 2017 National Library Development Commission survey, only 27% of teenage readers in the Philippines read at home to improve their reading, grammar, comprehension and vocabulary. Lyon (2002), as quoted in Csillag (2016), has large gaps in improving vocabulary and other reading skills for non-readers, and activities that require reading in most cases. Reading serves as the foundation for every student's academic success because it helps to develop their minds in acquiring new knowledge and relating it better to their experiences. Miranda, et.al (2011) as cited in Ragandang (2018) shared that reading is an essential factor in a person's success, both in school and at work. Once they engage in reading, they can attain the mastery of language skills and enrich the vocabulary to make them understand and comprehend the text well. As a result, this will boost their confidence to overcome each struggle in reading and communicating. Indeed, no one would question or deny its significance as an instrument of all learning.

Elementary school teachers employ different strategies when teaching reading. Others use the Graphic Organizer to believe that they can visually see the context they are reading, adding learning to what they already know and activating prior knowledge. To help you understand and remember for a long time. Some use voice and rhyme methods and alphabetic methods. Creating distance learning courses emphasizes that it can be difficult to use purely printed material when developing concepts such as moving concepts. Therefore, the reader, not the text, is the focus of the reading process. Considering the student's unfavorable approach to reading printed matter, teachers have devised strategies to improve the student's attitude towards reading. One of the strategies that came to my mind was the use of multimedia. Obiedo (2009) stated that the students will be attracted more when the teacher uses multimedia (PowerPoint presentation, MS word, Virtual classroom, and other apps like YouTube) because students can picture out the abstract text/lecture through actual pictures or model. As Wood, et. al (2008) as cited in Baterna (2018) asserts that one of the strategy that would facilitate teachers in giving instructions is by using computer-assisted instruction which help learners in enhancing their reading proficiency and expand their learning opportunities by giving them differentiated instructions or activities. This can positively contribute to the reading skills of the students especially to students who are identified with learning difficulties. Thus, finding the appropriate materials is particularly essential for the students who have the hard time in reading. (Richek, Caldwell, Jennings & Lerner 1996).

YouTube made an impact to her learning. Some researchers have also observed certain students in Malate Catholic School changed their way of reading because of technology. In the same study of Ragandang (2018), mentioned that students were more motivated in reading and to seek for information with the use of computers, iPods, smart phones and others. In connection to this, the teacher can utilize strategies that can satisfy the needs of the students in their reading difficulties. Students will also be aware that the use of YouTube will help them enhance their

reading capabilities. Hence, the study will also help the researchers in collecting information and facts that will be useful to their future researches.

The researchers of this study aim to find out the result of the usage of YouTube as a strategy in teaching reading. Using the tools such as audio and video would make it easier to teach effectively. This opportunity will be given to the students to respond their interest and reading engagement to enhance their reading skills (Ragandang, 2018). Indeed, YouTube can also be an educational tool that can create an interactive classroom.

### **Objectives of the Study**

This study determines the effectiveness of YouTube in teaching and learning. Specifically, this seeks to answer the following:

1. performance profile of the student in the pre-test and posttest
2. significant difference between the pre-test and posttest
3. challenges and opportunities encountered by the students as they use YouTube

### **Statement of the Hypothesis**

H<sub>0</sub>: There is no significant difference between the Pre-test and Post-test when the computed value is less than the t-value.

### **REVIEW OF RELATED LITERATURE**

Several literatures cited the advantages of using YouTube videos as instructional materials in teaching English. The way a human's brain functions were influenced by a lot of factor. According to Mayer and some other cognitive researchers, multimedia is one of the factors that support the way it performs. In addition, the study of Gilakjan, Ismail and Ahmadi (2011) stated that the use of multimedia including videos is efficient in learning. Learning will take place way better with having multimedia because the learners can make meaningful connections between words and pictures than with pictures alone. YouTube, which is mainly used, is a website where users can watch and upload videos. This allows users to view different categories of videos. Beauty and Fashion; Comedy; Training; Entertainment; Family Entertainment and more ("YouTube Category", 2019). YouTube is full of information from foreigners to locals, professionals to amateurs. Of course, classes can be learned not only in the four corners of the classroom, but also outdoors and online like YouTube. Harven (2015) states that YouTube created a channel called YouTube EDU in 2009 and stores educational videos on that channel. Last year in 2015, there were over 700,000 videos, which are still being counted. The teacher then simply selects the topic to cover.

Based on Bloom's Taxonomy, Hayikaleng, Nair and Krishnasamy (2016), stated that "YouTube can be one of the tools that activates students' schema. Many EFL Learners used YouTube as means to develop their reading comprehension skills. Also, YouTube enables teachers to link students to real life nature. YouTube plays a major role in approving the process of Language learning and YouTube is a useful resource for language learning which helps the learners to remember easily." In connection to schema building, is also recalling prior experiences. Experiences reenacted in the media can be more meaningful to students' understanding. Second, YouTube attracts young children by learning at the same time as they see and hear. Martin et al. (2014) (cited in Csillag, 2016) argued that researchers found a positive correlation between computer intervention and reading. Therefore, how teachers, and parents use this technology, and how to guide learners are one of the major factors in the overall process. As Csillag (2016) added in his study, these multimedia operations are affected by two reasons: B. Teacher training and media availability.

Alwehaibi (2015) also pointed out that there is a greater possibility to increase in to the development of student's learning especially in reading by using YouTube. Obiedo (2009) cited on her study that instructional media attracts students' attention physically and mentally. Students can visualize the abstract text or lecture through the concrete pictures and models. Neeraja (2011) confirmed that learning experiences that engage students physically and expose them to the different examples learn more than simply sitting down listening to the discussion. Csillag (2016) discussed that in order for the students to learn, engage and be entertained, they should read using technology to also convince others the value of reading.

Biancarosa and Snow (2006) as cited in Csillag (2016) explained that the technology is both moderator of knowledge and a medium of literacy and technology should be used as an instructional topic and tool. Good readers are innovative wherein they used different techniques in comprehending text. Miller (2012) mentioned on his several books that readers can sum up ideas to form a complete summary of which is based from what they have been trying to understand.

The theory of anchored instruction proposed by Bransford, Sherwood, Hasselbring, Kinzer and Williams (1990) as cited in Krist2366 (2015) stated that promoting a successful learning about the topic in the first place, the involvement of "anchor" material on media in giving instruction will make the learning environment engaging and efficient to the learners. Thus, students can learn and engage reading comprehension and word recognition fluency skills when there is a piece of media. The teachers should also use multimedia in a smart and proper way so that the involvement of multimedia by the students will not be wasted and through this both teachers and students will benefit in it.

The above mentioned studies and literatures support the purpose of this study and address the gap between the uses of multimedia specifically YouTube and the use of traditional way of teaching English.

**RESEARCH METHODOLOGY**

This study utilized a mixed method, a combination of quantitative and qualitative research using researchers' made questionnaires in the collection of data. This is an experimental design where a single group of test units is exposed to an experimental treatment and a single measurement is taken afterwards. The researchers conducted a 40-item Pre-test and Posttest to evaluate the effectiveness of YouTube in students' learning and interview was also conducted. The teacher made test was validated b experts. There were 10 sessions and 1 hour per session administered for the study. The data gathered were treated by getting the *mean* and *standard deviation* of the pretest and posttest. Thematic analysis was administered to deliberate the themes arise in their observations. This research is purely academics and there's no financial involvement. The researchers are not going to give anything to the respondents to avoid bias results. The names and personal information of the respondents are not stated in the study. If photos or videos are taken, the researchers make sure to ask permission from the respondents and the assurance of privacy to blur their faces. The data and information that have been collected are confidential. Then they will be eradicated and burned after the researchers make use of them. The students were informed of the purpose of the study. Informed consent was also given to the students. Briefing and debriefing were also conducted to ensure that the students understand the purpose of the study.

**RESULTS AND DISCUSSION**

This part covers the presentation, analysis and interpretation of data obtained from the conduct of pretest and posttest and interview.

**Table 1. Performance of the students in the Pretest and Posttest**

TEST	N	MEAN	STD. DEVIATION	INTERPRETATION
<b>Pretest</b>	15	17	5.85540	Average
<b>Posttest</b>	15	20	6.89149	Above Average

*Range:* Below Average- 0-13      Average- 14-25      Above Average- 26-40

Table 1 shows the performance profile of the students in the pre-test and post-test. There is an increasing change of computed value of the mean after the integration of YouTube in reading and a nominal difference found between the standard deviation of the pre-test and the post-test. This implies that using YouTube videos in teaching enable the students to learn better. Online materials are easily available on the internet. One such provider of materials is YouTube. This shows that students' learning performance changes positively after using YouTube (Pratama, Hartanto, & Kusumawardani, 2018). This implies that using YouTube videos as instructional materials increases students' performance.

**Table 2. Comparison of the Mean Scores of Pre-Test and Post-Test**

TEST	N	MEAN	STD. DEVIATION	MEAN DIFFERENCE	CV	df	TV
Pretest	15	17	5.85540				
Posttest	15	20	6.89149	3.0	1.402	28	2.048 Significant

Level of significance= $p < 0.05$       CV= computed value      TV= Table value

Findings from the independent samples t-test revealed that there is no significant difference in the mean score between the pre-test and post-test. The result of the Pre-test signifies that the students already have the knowledge even before the instruction. Evidently, other reading competencies no longer need a YouTube-integrated instruction. The result of the Post-test reveals that YouTube-integrated instruction helped in some competencies like making inferences. Chikalanga (1992) stated that readers should comprehend what they are reading because not all the text are clearly stated. They could also infer or make conclusion by understanding the text. Csillag (2017) stated that words can also be inferred by the students knowing that they can make inferences with comics, videos or pictures. Hence YouTube could be a tool to aid the participants as they make inferences regarding the text they have read that brought positive difference after the use of YouTube. Time is an element in any experimental research. If the experiment is given longer time, it would be evidently effective not just on one competency but also other competencies.

**Opportunities and Challenges**

Focus group discussion was conducted and these are the students’ narrative about the use of YouTube in learning English. The following themes emerged:

**Theme 1: Visual learning enhances performance**

YouTube provides videos with good graphics and high quality of sounds. Asking about how the YouTube can help the participants in their reading difficulties, some of them said:

*I listen to what the video says. I will watch the video properly so that I can understand. (S2)*  
*I like when my teacher used video in her class, I feel I will understand the lesson better. (S6)*

YouTube videos can really support students to improve their reading skills through audio and visual. Affirmed from the study of Obiedo (2009) as mentioned above that instructional media attracts students’ attention physically and mentally. Students can visualize the abstract text or lecture through concrete pictures and models. Moreno and Mayer (1999) as cited in Ljubojevic, Vaskovic, Stankovic and Vaskovic (2014) stated that in order to process multimedia information productively, it is important to choose the significant connection of the ideas and classify it into a linguistical and graphical concept.

YouTube videos show authentic concepts with spoken language which provides better understanding and convenience. YouTube videos develop the students to think and understand the entire meaning of the video easily. As Hayikaleng, et. al. (2016) where they based their study to Bloom’s Taxonomy confirmed that YouTube as a language learning tool helps the students to remember easily. Thus, using YouTube is a big help in showing the different aspects of knowledge.

**Theme 2: Values integration through videos**

Students lean values through some videos presented by the teacher. Stories can be a good way to impart lessons to those who read. Different channels from YouTube were giving different videos that can be used in teaching values. Asking about what morale the participants could learn from the stories, some of them said:

*I am now cooperative with my mother because I have seen this in the video presented as mention by one student.* This implies that stories from the YouTube videos inculcate values which are very significant as they deal with their lives’ endeavor. Values integration is more than just teaching the students what is right, it is about promoting within the students’ perception in life. (Australia Islamic College, 2019). George and Dellasega (2011) (as cited in Fleck, Beckman, Sterns & Hussey, 2014) stated that teachers make use of YouTube as another way to transfer ideas through real-life situations which students can associate the learning to their culture to their own means. Hence, learning the content with the integration of values helps the students to be a better individual.

### **Theme 3: Learning is enjoyable**

YouTube is categorized by many as an entertainment site. Many users are attracted to view varied videos, not only for their own satisfaction but also for their learning. Asking about what the participants feel about using YouTube in the classroom, some of them said:

*I enjoy every time my teacher will present a video. Me and my classmates were entertained (S10).  
Learning is fun with videos. Dancing and singing were also taught to us by our teachers (9).*

It was evident when the researcher observed that the learners were very attentive and focused their attention to the video. Some of those students who were seated at the back transferred in front just to watch closely. YouTube videos are very engaging and interactive to the students. In the findings of June, Yaacob and Kheng (2014) where the students reflected that YouTube videos attracted their attention and it made the lessons more interesting and fun wherein it is also relevant. Added by Sherer and Shea (2011) stated that YouTube is one of the popular teaching aids which can be used by the teachers and the students inside and outside the classroom that will make the teaching-learning process more engaging and met the objectives. Therefore, students are much willing to learn when they are engaged and interested.

### **CONCLUSION**

The use of YouTube in teaching reading is effective since it shows a positive impact in the students' critical reading comprehension. This concurs with the theory of Anchored Instruction which is a technology-centered learning approach which falls under the social constructionism paradigm. In addition, the students enjoy learning when they can see motion pictures and understand the concepts and values behind it.

### **RECOMMENDATIONS**

Based on the findings of the study, the researchers suggested the following significant insights.

1. School administrators may conduct seminars/ workshops to train teachers on how to carry out effectively YouTube videos in their respective classes.
2. The teacher may use the researchers-made YouTube- Integrated lesson plan in delivering the topics in the class.
3. More engaging, appropriate and relevant YouTube videos may be incorporated in their classes.
4. The principal may encourage the teachers to integrate YouTube videos in their instruction.
5. The future researchers may conduct a similar study in other teaching topics like Math, Science, Civics, etc.

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