
**ENHANCING STUDENTS' ENGAGEMENT IN LEARNING THROUGH YOUTUBE-
BASED INSTRUCTION**

Kadija Fathi^{1*}, Nafiseh Zarei²

Faculty of Education and Humanities,
UNITAR International University, Malaysia

Abstract

The rapid development of Information and Communication Technologies (ICT) has sparked the creative incorporation of social media into current pedagogical applications and processes. This study explored the effect of YouTube as a learning tool on students' engagements in the classroom. This study used qualitative approach and data were collected using observation checklist and pre-post semi-structured interviews among 20 Libyan secondary school students in Malaysia. The findings of the study revealed constructive improvements regarding the students' engagements in learning via YouTube intervention. The students' learning process was enhanced as they were motivated to learn new lessons using YouTube videos.

Keywords: YouTube-based instruction, English language learning, students' engagements

Introduction

The use of web 2.0 technology in education plays a significant role in English language learning in terms of content delivery. Selecting appropriate learning materialises critical in terms of capturing students' attention (Berk, 2009; Flerket al, 2014). This will make learning more effective and give the learners the chance to work equally in their classes (Abukhattala, 2016, p 263). One of the methods that can be used in the classroom as recommended by many researchers is YouTube (Berk, 2009). In developing countries such as Libya, most of lectures who teach English language use traditional teaching methods in the classroom and they use teacher-centred pedagogy. This will lead to have passive learning which incorporate unsuitable tasks, insufficient learning sources, and lack of practice (Omar, 2014; Abushafa, 2014).

Therefore, with advancements of technology, traditional teaching pedagogy alone might no longer be sufficient to make students' active in learning. Since students' engagement is a process that is experienced on a continuum and it results from the synergistic interaction between motivation and active learning (Abukhattala, 2016). Students' engagement is concerned with the interaction among them, effort and other relevant resources invested by both students and their institutions intended to optimize the students' experience and enhance the learning outcomes and performance (Tarantino et al, 2013). The use of YouTube and other Web 2.0 technologies in

education has been recommended as a learning platform to motivate and engage Net Generation students (Duffy, 2008; Roodt&Peier, 2013). It is worth noting that the effect of YouTube-based instruction on students' engagement has not been explored in the context of Libyan education. Therefore, this study aimed to investigate how Libyan secondary school students benefit from YouTube-based instruction in English language class to improve their engagements during English class.

Literature Review

Previous studies have proved that the use of web 2.0 technologies in educational improves students 'learning engagement (Lamb & Johnson, 2010; Ghasemi, 2011; Fewkes& McCabe, 2012; Tarantino et al, 2013). Student's engagement is an expansive concept which comprises several significant factors. These factors establish the practical ways in which students learning engagement can be comprehended (Tarantino et al, 2013). Flerk et al, (2014) believes that students rate the amount of learning, the excellence of a course, and the excellence of the teacher based on their classroom experiences.

Student's engagement is important because it recognises various goals, methods, and motivations of each student as well as the collective student's voice. Student's engagement in learning and teaching underpins deep, transformational learning. Likewise, it enables the attainment of skills, thus enhancing teacher's employability. Juillerat (2009) stated that the link between student's learning engagement and teacher's excellence is very crucial since it improves the learning process and creates positive effect on creativity and complex problem-solving. Student's engagement therefore is significant and critical because their level of engagement over time is the vehicle through which classroom instruction influences students' outcomes. So, motivation to engage in learning is the first step to improve students' learning and acquisition (Irvin, Meltzer & Dukes, 2007).

All aspects of students' engagements need to be considered in order to implement strategies which casual teachers can use in the class successfully. One of these strategies is incorporating social media as technology tools into classroom lessons as a means for teaching and learning. Web 2.0 technological tools which promote collaborative learning and knowledge sharing (Fewkes& McCabe, 2012), should be utilized in academic settings to enhance students' learning engagements and facilitate teaching (Tarantino et al, 2013). Roodt and Peier (2013) collected data from second year undergraduate course at the university to explore the use of YouTube in the classroom for the engagement of Net Generation students. The findings of their study revealed a positive influence on students' engagement. Similarly, Kelsen (2009) explored the implementation of YouTube as supplementary material among students in Taiwan. He found that students favoured the use of YouTube to study English because it is interesting, relevant, and beneficial. This indicates that student's learning engagement is a process which is experienced on a continuum and results from the synergistic interaction between motivation and active learning (Fralinger& Owens, 2009). Clifton and Mann (2011) conducted a study in nursing context and found that using YouTube improves students' engagement, critical awareness, and

facilitated deep learning. Vygotsky (1978) believed that learning should be a socially mediated process which can be facilitated by people's verbal conversational exchange to create meanings. He also believed that students' interactions in the classroom create the active learning environment which contributes to learning improvement. The literature suggests that the videos on YouTube can be utilized in numerous ways to inspire student's participation to counteract his/her lack of interest often reported in traditional learning setting.

Methodology

This study explored the effect of YouTube as a learning tool on students' engagements in the classroom. The underlying philosophy of the research was interpretive. The study was carried out among Libyan students in Malaysia which sought new insights into the usage of YouTube in education. The purpose of conducting YouTube class was to capture students' engagements in learning. All students took part in the class discussion and answered the questions regarding the lessons in YouTube video which was on "Describing and Identifying Objects" <http://www.youtube.com/watch?v=D3BghKo11x4>. This session was a combination of the media and discussion in which the students discussed the posed questions with the researchers and their peers. The students discussed the lessons after watching the video. The participants of the study involved 20 students (14 males and 6 females) from a Libyan secondary school in Malaysia. The students were between 16 to 17 years old.

The researchers used observation checklist and Pre- post semi-structured interviews in order to collect data for the purpose of this study. The purpose of the observation was to collect data in a "natural setting" (Hancock, 2013). During the observation, continuous notes had been written in terms of the activity in which the students were engaged, and how the lesson was differentiated to meet individual learning needs to engage effectively. Reflecting on the three dimensions to students' engagements identified by Bloom (1956), which are Behavioural, Emotional, and Cognitive engagement. Therefore, evaluation criteria for observing the effect of YouTube-based classroom was in terms of students' attention in learning (alert, tracking with their eyes); students' interest and enjoyment in learning or a sense of belonging (taking notes ; listening) ; student's involvement in learning activities(asking questions content related; and responding to questions (students 'interactions with each other, gesturing, and moving).

Pre- post semi- structured interviews were conducted with students in English language class and recorded using audio camera within the regular class time for 60 minutes. Before each interview, the researchers provided the students with an outline of what was going to be discussed. The researchers interviewed the students to find out if using YouTube in English language class was helpful for them. The researchers asked participants the questions related to their experiences with YouTube-based class in terms of their interest. The semi- structured interview was conducted for encouraging a free flow of students' ideas. The observation allowed the researchers to take notes of visual aspects such as participants' gestures and facial expressions. (Hancock, 2013).

Results and Discussion

According to the obtained data for this study, YouTube-based instruction class created an interesting environment for the students to be engaged in learning process actively. The students had meaningful interactions in order to discuss the lessons that they watched in YouTube. The interaction between students and the teacher as well as the discussion among the students played a vital role in improving their English language. The students were more confident to take part in conversations in order to exchange their thoughts and views regarding English lessons they watched. After integrating YouTube-based Instruction in the class, all students stated that they enjoyed learning in the classroom because they found it interesting and fun. According to the students' responses, they like English language subject but they used to feel bored, uncomfortable, and unconfident during the traditional teaching classroom, however, with the integration of YouTube-based Instruction in the class, they became more motivated to learn English.

The results of this study showed that the students understood the contents of the topics taught through YouTube videos. They found this method helpful and constructive in order to learn English language. In addition, it is worth stating that most of the students used to attend traditional English classes because it was a compulsory subject and they used to feel bored in the classes due to teacher-centred setting. They mentioned that little interaction among them and with their teacher was one of the issues which disturbed their learning process. They believed that with the help of YouTube-based Instruction they were able to practice verbal communication as well as listening skill. Therefore, providing learning tools such as YouTube videos in the classroom enhances students' interests and motivations towards learning English language. This approach of engagement keeps the information in working memory for a longer period of time (Irvin et al, 2007). Vygotsky (1978) believed that learning should be a socially mediated process in order to enhance meanings. In this study, the process of integration YouTube in the class transformed the students' engagements from being passive to active within the learning environment.

Furthermore, the students can be motivated by providing them with interaction opportunities in the classroom. According to Flerk et al., (2014) and Gilakjani et al., (2013) a teacher should arouse the students' motivation to learn English language in the classroom. Consequently, the researcher used YouTube-based Instruction to inspire the students and attract their attention to learn English in the class. Accordingly, Omar (2014) instructors may better to convey ideas and concepts through audio-visual methods rather than print medium. Previous studies investigated the effects of YouTube as a teaching tool on facilitating second language learning. These studies have supported and recommended the effectiveness of YouTube usage among adult learners in the classroom.

Conclusion

The results of this study revealed that it is beneficial to use YouTube in academic courses to enhance students' learning in order to support them to be active participants in the collaborative learning community. English language teachers should be able to play an active role in the

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collaborative process as well. English language teachers should not only promote creativity and assess students' activities but also, consider incorporating YouTube into their classes. They should ensure that YouTube lessons match the students' learning styles and course objectives. Using such social media for learning purpose motivates the students and enhances their academic performances and it assists the students to be engaged actively in learning. Future research needs to be carried out on addressing assessment of YouTube effects on improving students' English language skills such as reading and writing. Therefore, further research should take a closer look on how reading and writing skills could be improved via YouTube-based instruction in the classroom. Researchers should explore the best practices for English language teachers on how effectively integrate YouTube lessons into the classroom in order to enhance students' learning process.

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