YOUTUBE WITHIN ESL CLASSROOM: EXPLORING AN INSTRUCTOR'S AND HER LEARNERS' EXPERIENCES CONCERNING THE AUTHENTICITY OF LANGUAGE AND TECHNOLOGY USE

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ABSTRACT

Purpose – This study was aimed to explore the experiences of an instructor and her learners concerning the authenticity of language and technology use in YouTube-aided ESL classroom.

Methodology – A qualitative case study was employed involving an ESL instructor and seven learners from a higher learning institution in Malaysia. To achieve the objective, the experiences were uncovered through in-depth interviews and a series of journal entries.

Findings – The findings demonstrate that the content of YouTube could be exploited to expose the learners to authentic English. In addition to that, the web 2.0 features of YouTube can familiarise the learners with the current technology application.

Significance – This study is significant as it shares with the readers the experiences of an ESL instructor and the learners concerning the potential of YouTube in offering authentic materials and use of technology. By adopting an online video platform and not relying solely on textbook and other printed materials, ESL practitioners are anticipated to be more creative in delivering the subject. This is especially true in teaching today's generation who is the digital native. Accordingly, it helps ESL instructors to be able to keep pace

with the trendy technology in order to enhance teaching and learning as well as fulfilling current learners' technological demand.

Keywords: YouTube, ESL, authentic materials, technology

INTRODUCTION

The challenging nature of teaching English as a second language (ESL) is well acknowledged in the literature. One of the common challenges that ESL instructors have to deal with is making sure that classes are meaningful, practical and fun (Ismaili, 2013; Ryan, 2001). Therefore, in embracing such challenge, many ESL instructors have become more creative and innovative in formulating their teaching techniques as to ensure interesting and fun ESL lessons. In harmony with the advancement of technology, the use of multimedia element, particularly videos, is notably popular among English instructors (Ismaili, 2013; Mohamed Amin Abdel Gawad Mekheimer, 2011; Tuzi & Mori, 2008; Williams & Lutes, 2007).

The popularity of video in language learning is mostly attributed to its features that offer both audio and moving visual stimuli (Canning-Wilson, 2000), providing learners with content, context, and language (Abunowara, 2014; Burt, 1999). Furthermore, the salient reason for the use of video is related to learners' increased motivation as they find it interesting (Harmer, 2011). The booming emergence of Internet sites offering free online video viewing services; in which they can upload, view, and share various types of videos, has immensely facilitated the practice of using video among ESL instructors (Taylor, 2009). Among the profusion of video-sharing sites, YouTube has been widely recognised as the leading one as it offers access to a massive database of online videos. Its development into the biggest and most visited online video-sharing platform on account of technological advancement has generated more interest of its potential for educational purposes (Chintalapati & Daruri, 2016; Snelson, 2011).

Godwin-Jones (2007) asserts that a number of ESL instructors have started to utilise YouTube because of the vast amount of authentic English videos which can benefit language teaching and learning. For that matter, various studies investigating the use of YouTube for

language lessons have been conducted, specifically in familiarising language learners with authentic English input (Azizah, 2016; Hwang, 2008; Kelsen, 2009; Silviyanti; 2014). These studies, however, were mostly conducted quantitatively. Thus, this very study aimed to fill in the gap by describing the phenomenon using a qualitative approach. In view of that, the objective of this study was to explore an instructor's and her learners' experiences on the authenticity of language and technology use within a YouTube-aided ESL classroom.

LITERATURE REVIEW

Incorporating Technology into Instructional Practice

With the advanced development of technology, the incorporation of multimedia element such as video in classroom teaching is also popular among many ESL/EFL (English as a foreign language) instructors (Mohamed Amin Abdel Gawad Mekheimer, 2011; Tuzi & Mori, 2008; Williams & Lutes, 2007). The fact that video is able to provide both audio and moving visual stimuli (Canning-Wilson, 2000) could explain its popularity. In fact, the use of videos in language teaching has actually been practiced since the 80's where videos were introduced "to give a lift to methodology in terms of interest and motivation", to enrich the teaching techniques available, and "to add an extra dimension to course design" (Macknight, 1983, p. 2). Burt (1999) regards videos as a powerful tool that could possibly help learners to improve their language skills because they offer learners with content, context, and language. Harmer (2001) also believes videos "can add a special, extra dimension to the learning experience" due to several reasons which are related to learner's opportunity to "see language in use, understand other culture, and experience creating own video" (p.282). Apart from these opportunities, as Harmer (2001) further explains, the salient reason for the use of video is related to learners' increased motivation as they find video usage in the teaching and learning interesting.

The vast use of videos in language teaching nowadays is also supported by the available technological facilities that make it possible for language instructors to incorporate videos as part of their teaching technique. This is especially useful in classrooms

which are equipped with multimedia equipment such as computer and projector that allow the use of video in the classroom. In realising this, Malaysia particularly has recognised the importance of technology in facilitating the teaching and learning by spending a large amount of money to provide these technological facilities (Nurul Atikah Abdullah, Mohamad Jafre Zainol Abidin, Wong, Omar Majid & Hanafi Atan, 2006).

The use of video in language teaching and learning is highly known for its ability to provide authentic language learning environment for the learners (Burt, 1999; Tuzi & Mori, 2008; Xiaoning, 2007). The authenticity of a video could be illustrated through videos in the form of movies, television programs, and news broadcasts, which "generally present real language that is not simplified and is spoken at a normal speed with genuine accents" (Burt, 1999). Hence, with its authentic content, language learners, especially ESL learners, could be introduced to the nature of the language in a more realistic manner as presented by the characters in the videos. This is especially important for ESL learners who have minimal exposure to authentic English as they are not living among the native speakers. Moreover, as video materials are available from different English speaking countries, ESL instructors, specifically, could introduce learners to variety of English, which include different accents and dialects (Tuzi & Mori, 2008).

By using authentic videos, learners are also presented with realistic cultural view of the target language, which helps to enrich their understanding of the language. This is because, it is essential for language learners to be not only competent in the target language but also its background, history, and culture (Supyan Hussin, Nooreiny Maarof, & D'Cruz, 2001). This would indirectly allow the learners to see "situations that are far beyond their classrooms" and inculcate cross-cultural awareness among them in aspects such as body language, attire, food and others (Harmer, 2001, p. 282). As stated by Tuzi and Mori (2008), video that contains authentic language for example, could be used to focus on grammar and vocabulary such as to introduce new words and grammatical components. This could be done through various production activities such as drills, scripts, surveys, information gap activities and others. Besides authentic video, instructional video that contains instruction in learning certain grammatical aspects could also be incorporated

into the lesson to provide further clarification for the learners. The authentic content of a video could also be manipulated for various speaking activities which focus on accuracy such as a catalyst to trigger certain discussion, role-play, dialogue, debate, and group presentations (McGill, 2010; Tuzi & Mori,2008; Xiaoning, 2007). McGill (2010) also asserts that videos which depict interesting, authentic situation in which relevant English is utilised, can attract ESL learners' attention and interest. Hence, they would possibly be more motivated to learn English, which they may have found difficult, through exciting way.

YouTube's Potential in Offering Authentic Materials

As one of the leading online video sharing sites, YouTube's immense popularity is demonstrated through the latest statistics which reflect its dominance with over a billion users (YouTube, 2017). With such huge database and popularity, YouTube is highly potential as a resource to facilitate ESL teaching and learning. Accordingly, many ESL instructors have been exploring the potential of YouTube as a "pedagogic resource" to teach learners within an ESL course (Brook, 2011; Duffy, 2008). The videos are of different types including authentic real-life moments caught on tapes, video clips from movies, dramas, television shows, news, advertisement, music videos, and others. Such presentation of authentic materials in ESL/EFL classrooms allows the instructors to expose the learners to numerous input sources that enriches their language learning experience rather than relying too much on the instructors' dialect (Abunowara, 2014).

The increasing number of videos being uploaded, viewed and shared on YouTube also reflects the abundance of videos of various types and categories. Some of the categories include autos and vehicles, comedy, education, entertainment, film and animation, science and technology, sports, and others. The different categories also indicate the advantage of using YouTube as ESL instructors are able to choose videos from various types for a variety of language learning activities and tasks. Moreover, since videos on YouTube are uploaded by users from all over the world, it will help in demonstrating variety of English, in an authentic way. The length of YouTube videos is another advantage that separates YouTube from other traditional media content servers because YouTube is

mostly consisted of short videos (Cheng, Dale & Liu, 2007, 2008). Therefore, ESL instructors could choose videos of not only different types but also different length. This is especially because video length is one of the essential aspects that need to be considered by ESL instructors in incorporating it in any lesson (Burt, 1999; Xiaoning, 2007).

Apart from its key features which enable users to watch, upload and share videos on an online platform, YouTube also allows its users to like, search for, subscribe to and comment on other videos, through its web 2.0 characteristic. In fact, one of the unique and interesting features that differentiate YouTube and its competitors from the traditional media servers is the users' abilities to comment on the videos, which brings new social networking experience to video viewing (Cheng, et al., 2007). Such social experience in YouTube provides more opportunities for YouTube users to get connected with one another. It could also be used as a medium to promote peer-to-peer interaction among the learners especially in encouraging them to use English among their peers.

Another advantage of YouTube as a resource for ESL teaching and learning is its ease of accessibility (Jones & Cuthrell, 2011; Kabooha & Elyas, 2018). Allowing free video sharing, its users are only required to be online in order to view the videos, despite having less privilege such as in uploading video and subscribing videos. YouTube videos are also widely embedded in various websites and blogs, making it highly accessible for numerous purposes including for language teaching and learning. YouTube is also known for its user-friendly features which make video searching, watching, and sharing experience, easier (Cheng et al., 2007).

Previous Related Research

Past studies have described the practice of using YouTube in English language classroom specifically as a resource to present learners with authentic English (Hwang, 2008; Mayora, 2009; Silviyanti; 2014). Mayora (2009) for example, examined the use of YouTube among English language learners (ELLs) by focusing on children with limited English proficiency. Interestingly, Mayora (2009) investigated the potential of YouTube comment feature in offering

the learners with authentic writing opportunities. Through the comment feature, the learners were able to respond to certain videos and form social bonds with other users who were also commenting on the videos.

Similarly, Hwang (2008) conducted a quantitative study to investigate the use of YouTube videos in providing authentic materials. In this study, the Chinese EFL learners in a Taiwanese university were shown the examples of spoken English by native speakers. A web based activity using English videos specifically from YouTube was designed to enable the learners to distinguish English regional accents and culture in America, British, and Australia. The activity was conducted within and outside of the classroom setting. The preliminary study result indicated that watching YouTube videos, both in Chinese and English, were popular among the learners, which also suggested the learners' familiarity with the website. Moreover, from the study, majority of the EFL learners hold positive attitudes towards the learning of regional English and culture via the web-based YouTube activity due to various reasons such as the enjoyment of experiencing foreign culture using both sight and hearing. The learners also felt that the activity helped to improve their listening comprehension, allowed peer discussion, and motivated them to perform the activity on their own, in the future.

Silviyanti (2014) investigated EFL learners' perceptions of listening activities using English movie clips on YouTube. The learners agreed that using YouTube in class is beneficial to their English oral communication. The learners further explained that using YouTube made the class interesting because they could see the native speakers talking, they were motivated to use the materials assigned in the classroom and they could practice the way the native speakers speak.

The past studies discussed are mostly conducted quantitatively. Considering the need to understand the phenomenon qualitatively, this study was hence conducted with the following objectives; (1) to explore the experiences of an ESL instructor and her learners concerning authenticity of language within YouTube-aided ESL lessons and (2) to explore the experiences of an ESL instructor and her learners concerning technology use within YouTube-aided ESL lessons.

METHODOLOGY

The current study employed a qualitative case study design as it attempted to explore the instructor's and the learners' experiences in using YouTube within the ESL teaching and learning; with particular attention being given to the authenticity and technology use. The design was also applied as it helped the researcher "to gain an in-depth understanding of the situation and meaning for those involved" (Merriam, 2001, p. 19). The situation in this context of study could be understood as the practice of using YouTube as a resource in aiding ESL teaching and learning and how the use was perceived by both instructor and learners – those who were involved in the process.

Sample and Site Selection

The targeted participants were both the ESL instructor and the ESL learners. They were purposely selected based on several essential criteria. The instructor must be an advocate of YouTube usage for ESL teaching and learning who practices it at least once in a fortnight. Accordingly, Miss N (pseudonym) was identified to fulfil the criteria. Aside from the researchers' knowledge that she had been constantly practicing the use of YouTube as a resource in facilitating ESL teaching and learning, Miss N was also selected as she was teaching the basic English courses which focus on the four language skills: speaking, listening, writing, and reading.

Since her ESL learners were also directly involved in the practice, their experiences of undergoing lessons which incorporated YouTube were discovered as well. For this reason, the learners from the ESL instructor's selected classroom were chosen. The class basically consisted of semester two learners who were undergoing an English subject which aimed at preparing them for the Malaysian University English Test (MUET). Seven of them were selected to represent the learners from the low, moderate and high English proficiency levels. The selection was made based on the result of their first semester English subject. Besides, the ESL instructor's recommendations and their commitment to the study were also taken into considerations. In addition, a number of seven ESL learners were determined as to reduce the potential of dropout among them and to ensure the attainment of sufficient data.

In meeting the objective, this research was conducted in a public higher learning institution in Malaysia where the instructor and the learners under study were based at. It is important to note that two of the researchers had experienced being in the system and thus, were familiar with the ESL teaching practices of the university. Conforming to the nature of a qualitative study, researchers' familiarity with the research setting is seen as a merit as it helps the researchers to gain more understanding of the phenomenon (Hanson, 1994). As this study focused on the usage of YouTube, the selected site was confirmed to provide such fundamental conditions of which most classrooms were equipped with multimedia facilities like computers, LCD projectors, and projection screens. This is in line with Xiaoning's (2007) notion that there are three aspects to be fulfilled in using videos in the classroom - video clips, creative teachers, and multimedia equipment.

Data Collection and Analysis Procedure

Conducted in a full qualitative manner, the experiences of the participants in undergoing YouTube-based English lessons were uncovered through a series of journal entries, in-depth interviews and classroom observations. The three different data collection methods were used to explore the participants' experiences concerning the authenticity of language and technology use. The journal entries were written by both the instructor and the learners after every lesson that integrated YouTube while the interviews were conducted at the end of the semester. In completing the journal entries, the participants were asked to briefly describe their insights and reflections of the YouTube-aided ESL lessons specifically in relation with the authenticity of language and technology use. As for the semi-structured interviews with both the ESL instructor and the learners, they were employed face-to-face and recorded using an mp3 player as well as a video camera. An interview protocol was established to assist the process. Generally, the protocol consisted of: 1) the introductory section which explains the research objectives, the participant's consent and the confidentiality matter, 2) the related open-ended questions, and 3) the closing section. Besides journal entries and interviews, classroom observations were also conducted for approximately six times when YouTube was used by the ESL instructor to assist the lessons. The observations helped in describing the YouTube content that was used and the activities following it.

Having collected all the data, as suggested by Creswell (2003), the analysis process began with the preparation and the organisation of those data. In achieving this, the content of the journal entries were understood, the interviews were transcribed and the field notes from the observations were typed up. The data from the journal entries and the transcribed interviews were then reduced through the coding process before collapsing them into several themes. Throughout the data analysis, the following aspects were considered (Table 1):

Table 1

Questions to Guide Data Analysis

Authenticity of language	•	How does the ESL instructor use authentic YouTube videos?
	•	What are the benefits of using the authentic YouTube videos on learners' ESL learning?
	•	What are the challenges in using authentic YouTube videos?
Authenticity of technology use	•	How does the ESL instructor utilise YouTube technological features?
	•	What are the benefits of using YouTube technological features on the learners' ESL learning?
	•	What are the challenges in using the YouTube technological features?

Detailed discussion of the themes and the interpretation made from the interviews and the journal entries were later triangulated with the significant observation field notes and reported in a qualitative narrative.

FINDINGS

YouTube as an Exposure to Authentic English

Having explored both the lecturer's and the learners' experiences in undergoing YouTube-aided ESL classroom, it was uncovered that YouTube did serve as an exposure to authentic use of English. This was apparent from the researcher's observations of some of the lessons in which the class hour activities basically involved the incorporation of various types of authentic YouTube videos into the English lessons to enhance the four language skills. This is

supported by the interview data in which Miss N said that she had used authentic YouTube videos in aiding her English lessons:

Music videos, National Geographic videos, process and procedure, cooking video.

In addition, Miss N confirmed in her journal entry of her purpose of using one of the videos in the listening activity:

> And I want to expose them to the authenticity of English language spoken by native speakers of English.

As shown throughout the classroom observations as well, Miss N was observed using 5 videos of cooking TV shows for listening comprehension activities in which the ESL learners had to watch the videos and answer several listening comprehension questions in various forms such as filling in blanks and multiple- choice questions. Apart from listening activities, according to Miss N, she also used TV programmes such as National Geographic documentaries for speaking activities. The activities were basically classroom discussion of the video content because as Miss N believed:

> When they look, when they see, when they watch, when they hear, they would be able to speak, they would be able to see anything. (Interview)

Besides the use of off-air television programmes for listening and speaking activities, Miss N has also incorporated authentic videos in reading and writing activities. As observed by the researcher in one of the classroom lessons, Miss N used a documentary-like video created by a YouTube user entitled 'Christian the Lion' which told a real story between a lion and two men. As the video was made with text and images, Miss N used the video for reading and writing activities as explained in her journal entry:

> I want to incorporate the videos with sentences into the lesson to practice their reading and writing.

From the observation, the reading activity required the learners to answer several objective and subjective comprehension questions based on the content of the video and later write an essay related to the

topic of the video. Besides that, Miss N mentioned in the interview that she had used a video of the same kind or an inspirational video as she classified it, about a cancer survivor named Mas Afzal. Based on the real story, Miss N asked her ESL learners to write an essay of their wishes before they die. Apart from that, Miss N revealed that she had used other moving video for writing activity as she explained in the interview:

> So it's basically a journey about parents who wrote on the video, who share in the video about their love towards their son. So what I would ask them is for them to share on paper, their experiences of losing someone that they love so much.

Apart from touching videos, Miss N stated in the interview that she also used funny videos such as 'Annoying Orange', also an authentic video created by a YouTube user, to add entertainment in the class. Nevertheless, Miss N's usage of YouTube videos did not entail the authentic ones only as she explained in the interview that she had also utilised some instructional videos to assist her English lessons especially for grammar activities. As she mentioned in the interview:

> I just tried to find if there are any videos concerning the grammar part, the part of speech. I just tried, there I found, there are actually videos basically for pronouns, adverbs, verbs, adjectives.

Of allowing her ESL learners to experience authentic English, Miss N revealed in the journal entry that she purposely chose different videos for the listening activities because she wanted her learners to be able to recognise the different accents of the native speakers. Miss N clarified:

> I purposely chose these 3 different videos because I want them to recognise the different accents of the native speakers.

Correspondingly, the learners stated that their English listening skills were improved through the listening activities using YouTube videos as they were able to listen to the different accents used by the speakers. Hence, they could familiarise themselves with the accents and recognise the difference in their pronunciation of certain words.

As mentioned by them in the journal entry and interview:

> It also increases our listening skill because we have to listen to the accent which is different from our accent that we heard before. (Syarifah, Journal entry)

> Macam boleh [tahu]… slang ni sebut perkataan ni lain, perkataan ni lain. Kita boleh tahu banyak benda.
> (Like we could [know] ... these words are pronounced differently in different slangs [accents]. We could know many things.) (Hazidah, Interview)

Moreover, three of the learners stated that they were motivated to learn to speak in English with other accents due to the exposure towards the different accents used by the speakers in the videos. As mentioned by some of the ESL learners:

> . . . so kita minat untuk tau cakap umm bahasa-bahasa, bahasa BI tapi dalam slang yang lain kan.

> (. . . so [I am] interested to know how to speak English but with different slang [accent]) (Aminah, Interview)

> Rasa seronok dok dengar depa [mereka] cakap kan. Macam "oh, teringin juga nak sebut" kan. Selalunya bila dah dengar macam tu, balik akan dok sorang-sorang, try cakap bahasa depa [mereka].

> ([I] feel interested listening to them [speakers in the videos]. Like "Oh, I would like to pronounce words like that". Usually after that, I would be alone and try to speak like them [with the accents]. (Husnina, Interview)

Despite the intention of offering opportunities for learners to experience authentic language, it is undeniable that it somehow became challenging when Miss N described her learners' difficulty in understanding the authentic language due to their unfamiliarity with it:

> . . . they don't understand the video. First time for them listening to authentic conversations (Interview)

> . . . the language because some of the speakers speak too fast.
> (Interview)

Having discussed that, with regard to YouTube materials, six out of the seven ESL learners found the language of the speakers in some of the videos to be difficult mainly due to their unfamiliarity with the authentic English utilised including the different accents. As evident in their journal entries and the interviews:

> I think it quite difficult to listen to other accent. (Syarifah, Journal Entry)

> When first time listen to the video, I feel hard to understand as its accent is not really familiar. (Aminah, Journal entry)

> Yang British [speaker] tu macam susah sikit nak tangkap rasanya apa yang dia cakap sebab dia punya slang macam agak pekat sikit.
> (It was hard to catch what the British [speaker] was saying because of the thick slang [accent]) (Aisyah, Interview)

> Kadang-kadang tak boleh nak tangkap slang dia tu dengan maksud dia.

> (Sometimes I could not catch the meaning because of the slang [accent]) (Hazidah, Interview)

Authenticity of Technology Use in YouTube-aided Classroom

Apart from promoting authenticity in language use, with the incorporation of YouTube into the lessons, Miss N was found to instil value-added skills such as the skills of technology. Besides incorporating YouTube videos into the lessons, Miss N also implemented activities in which the ESL learners had to experience using YouTube themselves, outside of the classroom setting. As she mentioned in the interview:

> So I want them to experience the features of YouTube themselves.

According to Miss N, the activities were in the form of follow-up activities in which through these activities, the learners were able to

experience basically all the main features of YouTube. As she stated in the interview:

> . . . first they have to sign up and they have to log in, and they have to upload their video . . . they reply to their friend's comments, they reply to my comment, they like, they subscribe, they friend. So basically all [YouTube features].

To illustrate, based on the interview, Miss N gave an example of a grammar activity she had conducted in which, as the follow up activity, the learners were required to watch a YouTube video in the YouTube website by providing them with the website address. The video was a song with lyrics and they had to find all the Pronouns in the lyrics and discuss them in the next class.

Moreover, as observed in the researcher's second classroom observation, Miss N gave a task for the learners to visit the YouTube website and find their most favourite English movie trailer and convince her with three reasons why they want to watch the movie by just watching the trailer. Instead of writing them on a piece of paper or discuss them in the next class, Miss N asked the learners to sign up a YouTube account, 'friend' her on her YouTube page and leave comments of the reasons on her YouTube page.

Apart from that, as observed in one of the classroom observations, Miss N also let her learners to experience making video themselves and upload them on YouTube. Based on the journal entry, Miss N explained that the reason behind the group video project was to encourage the learners to use the language. Throughout the classroom observation, the researcher was able to experience observing videos made by the learners which were about promoting polite language. The videos were later uploaded by Miss N on her YouTube page and instead of merely watching the videos on YouTube, all of the learners were required to 'like' and comment on the videos based on the quality, language, and message. Miss N's use of YouTube within the ESL practice resulted in various responses from her learners. Among the feedbacks include:

> Menarik sebab boleh tengok video orang lain. Video yang kita buat pun ada orang komen kan.

(Interesting because [I] can watch video from other students. Other students also give comment on my video) (Syarifah)

Seronok la kita nak komen pasal benda yang lawak-lawak pastu guna English kan.
(It is exciting to comment on funny things using English) (Aminah)

Bagi saya menarik la sebab lagi pun first time [guna fungsi komen YouTube]
(It is interesting for me because it is my first time [using YouTube comment feature] (Aishah)

I'm very excited because first time have my personal YouTube account. ** (Zainab)

Some of the learners, too, claimed that the incorporation of YouTube into the lessons allowed them to gain value added skills such as IT skills. The learners specifically stated that they were motivated to improve English on their own as they started to be aware of how YouTube could be made useful. As the learners mentioned in the interviews:

Melalui penggunaan YouTube saya dapat menambah ilmu IT saya.

Through the YouTube usage I could increase IT knowledge. (Zainab)

… selama ni macam tak ada guna YouTube sangat untuk improve English tapi bila dalam kelas dah buat macam tu, macam bolehla tingkatkan lagi English dengan guna YouTube. Tengok video atau pun benda berkaitan untuk tingkatkan Bahasa Inggeris.

… before this, [I] did not really use YouTube to improve English but when [Miss N] has used it in the class, [I feel like] I can improve my English using YouTube. Like watching videos or anything related to improve English. (Aisyah)

DISCUSSION

This present study reveals that the use of YouTube in aiding language teaching and learning is beneficial in preparing the learners for the real world. Using YouTube as a resource, the content of YouTube could be exploited to expose the learners towards authentic English while its Web 2.0 status and features are able to familiarise them with current technology. As demonstrated by the ESL instructor of this study, she purposely chooses videos on YouTube which portray the different accents of the native speakers to help the learners to recognise the variety of English. Such attempt by Miss N in exposing the learners to various input sources helps widen their language learning experience (Abunowara, 2014). This is also supported by the ESL learners' claim that they are able to listen to more English with different accents through the activities using YouTube as a resource. This indeed implies the potential of YouTube in offering sources for authentic materials specifically in video form to demonstrate real English in use from various parts of the world.

Of exposing learners to the authentic ESL materials, the findings of the study are discovered to be parallel to Hwang's (2008), whose study assisted the EFL teaching and learning by designing a web based activity using English videos from YouTube. The videos were authentic videos to help the EFL learners distinguish the English regional accents and culture specifically in America, British and Australia. Through the web based activity, the learners were required to perform certain activities such as listening comprehension and peer discussion using the features of YouTube. Besides, Miss N's intention of highlighting language authenticity is as similar as what was found by Mayora (2009, as cited in Jones & Cuthrell, 2011) who exposed the potential of YouTube 'comment' feature, in particular, in offering language learners with authentic writing opportunities by responding to certain video content that arouses their emotional feelings.

The findings of these studies are also supported by numerous literatures which have recognised the ability of video usage in language teaching and learning in providing authentic language learning environment for the learners (Burt, 1999; Tuzi & Mori, 2008; Xiaoning, 2007). With YouTube's gigantic video database in which these types of videos are easily available, this also implies

the potential of YouTube to provide ESL instructors with various authentic content especially in introducing the nature of the language in a more realistic manner as presented by the characters in the video. This familiarity towards authentic English is especially important for ESL learners who have minimal exposure to authentic English as demonstrated by the ESL learners of this particular study. This is based on the ESL learners' enthusiasm of listening to the other accents portrayed in the videos as expressed by them in the study.

For these reasons, the use of authentic materials is not only due to its potential to present real language and culture but also because of its rich story content, character development, accessibility, visual and linguistic elements, and popularity. The use of various videos by Miss N, such as cooking shows and documentaries, demonstrates realistic cultural view of the target language. As claimed by Supyan Hussin et al. (2001) and Harmer (2001), such an exposure allows learners to foster cross-cultural awareness among the learners which may invite them to explore situation beyond their classroom. This explains the heightened learners' interest in this study which consequently get them hooked to the learning (McGill, 2010), especially in learning a language that is considered as foreign to some of them.

In relation to providing authentic materials, it is undeniable that the YouTube incorporation into the ESL classroom is challenged when some learners were found to express their unfamiliarity with the language authenticity. This finding is a little contradictory to the finding of Silviyanti's (2014) in which the learners were motivated to be exposed to the way the native speakers speak the language. Beside they, too, felt encouraged to practice speaking like the natives. With such unfamiliarity among the learners of the current study, it is believed that the use of authentic YouTube videos may help them to get used to variety of English accents being spoken in the world. This exposure is seen as a good familiarisation activity which may hinder learners from awkwardness when facing or conversing with other English speakers, especially of those using different accents. Albeit its difficulty at the very first few stages, the learners would somehow get themselves familiar with such authentic English, especially with continuous use of appropriate YouTube videos.

Besides its ability to familiarise ESL learners with the authenticity of the language which is English, the incorporation of YouTube

in the lessons is also able to keep the learners up to date with the latest in technology which is an exceptionally essential requirement among graduates. This is because, based on this research, the ESL instructor reveals that she incorporates YouTube into ESL teaching and learning to instil value added skill and general knowledge in relation to technology. Moreover, it is surprisingly discovered that some of the learners also express their excitement of having the chance to create their own personal YouTube account and explore its other features which they had not experienced before.

Prior study by Hwang (2008), which investigated the potential of online video specifically from YouTube in aiding the teaching and learning in an EFL classroom context, also clearly exhibits the variety of activities that could derive from the use of YouTube. Apart from the huge video database, this study reveals the possible ways to exploit the other features of YouTube including its social networking characteristic which is in line with its Web 2.0 status. As exemplified by the ESL instructor of this particular study, she also allows her learners to experience using YouTube for language learning, on their own. Through the activities, the learners could practice their listening, reading, writing and speaking skills using the social networking features of YouTube such as 'comment', 'message' and 'like' as propagated by Cheng et al. (2007).

CONCLUSION

All in all, with the exposure towards authentic English and current technology advancement, YouTube incorporation in the ESL lessons helps prepare learners for the real world circumstances especially as they embark on their career undertakings. Hence, ESL instructors may take advantage of YouTube's potential as a pedagogic resource (Brook, 2011; Duffy, 2008) in aiding them to deliver real English and real technology to ESL learners. Besides that, learners, too, may apply their experiences of using YouTube in the ESL lessons into other learning contexts.

The advantages of YouTube as a pedagogic resource are believed to substantiate the Ministry of Higher Education agenda in bringing Information and Communication Technology (ICT) into the educational realm. Utilising YouTube features in the teaching and

learning conforms to the Malaysian Education Blueprint for Higher Education (2015-2025) (Ministry of Education Malaysia, 2015) through its reflection of the 21st century classroom which advocates a learning environment that is active, student-centred, personalised and driven by technology (Gurnam Kaur Sidhu, Ranjit Kaur & Lim, 2017). The aspiration of making blended learning models a staple pedagogical approach in Malaysian higher learning institutions (as stated in the Blueprint) is believed to be possible with the support of YouTube in lesson executions - inside and outside the classroom.

Albeit its potentials, the use of authentic YouTube videos is challenging that it may require time, thought, and careful planning on the part of the ESL instructors (Burt, 1999). To illustrate, authentic videos may not be used to explain complex concepts or to practice specific grammar or writing skill (Johnston, 1999, as cited in Burt, 1999). Besides, as authentic videos tend to portray real language and context which are not controlled (Burt, 1999), ESL instructors must first ensure that the video is suitable and contain level-appropriate language (McGill, 2010). Thus, proper planning and selection of videos is crucial in ensuring the success of the practice.

Considering the YouTube potentials and challenges, the research provides several pedagogical implications. In terms of ESL teaching and learning practice, the experiences gathered in this study offer ESL instructors ideas and suggestions on how to employ their lessons using YouTube especially in providing authentic materials to the learners. Besides, the findings imply that technology could be benefitted for language learning and instruction beyond classroom settings, in which YouTube may be made a platform to guide learners to learn English on their own. Not only that, this study provides an outlook into the future of ESL teaching and learning, especially in addressing the recent need of preparing learners for the world of evolving technology. Therefore, it is important for ESL instructors to be educated and guided in using YouTube for ESL teaching and learning through a proper channel such as a workshop. This workshop would allow the advocates of this practice to share their knowledge and enthusiasm in integrating YouTube for ESL teaching and learning. By having such program, a module introducing the feasible ways of integrating it could also be produced in helping the ESL instructors to apply the knowledge effectively.

LIMITATIONS AND SUGGESTIONS FOR FUTURE RESEARCH

Some limitations and suggestions for future research are also derived from this study. Due to the limited number of ESL instructor who fulfilled the criteria as an avid user of YouTube as a resource in aiding ESL teaching and learning, the researchers were only able to identify one ESL instructor to help with the research. Furthermore, as the study employed a qualitative case study research design, the findings are limited to the participants and the university context only and therefore cannot be generalised to other different ESL settings.

Since there was only one ESL instructor's experience explored in this research, it is recommended that future studies consider adding up the number of ESL instructors as it may help in obtaining a more detailed and in depth understanding of this practice. In addition, further studies on the effectiveness of using YouTube in enhancing learners' language learning should be conducted, particularly on the impact of authentic English input on learners' specific language skills.

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