PARTICIPATORY POSSIBILITIES AND MULTISENSORY TEACHING ON YOUTUBE

Bachelor's Thesis
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Tiivistelmä – Abstract

Opettajien kognitiota ja ääntämisen opettamista koskeva tutkimus on ollut vähäistä. Myös uusien opettamiseen soveltuvien tekniikoiden ja verkko-opetusalustojen tutkimusta tarvitaan lisää, jotta voidaan todentaa niiden hyödyllisyys opetuksessa, minkä myötä käyttö voi lisääntyä. Edellä mainitut alat yhdistyivät tässä tutkimuksessa, jonka tarkoituksena oli selvittää huomioivatko englannin kielen opettajat YouTube-videopalveluun lataamissaan ääntämisvideoissa yksilölliset oppimistyylit, käyttävätkö he opetuksessaan moniaistillisia metodeja ja millaisia metodeja he hyödyntävät. Tutkimus tarkasteli onnistuivatko opettajat luomaan aktiivisen oppimisyhteisön YouTubeen ja toimimaan siinä itse aktiivisesti. Toisaalta tarkasteltiin katsojien mahdollisuuksia kommunikoida yhteisössä ja olla mukana kehittämässä oppimisympäristöä. Tutkimus etsi videokanavilta merkkejä osallistavasta pedagogiasta sekä vertaili kommentoinnin aktiivisuutta YouTubessa ja opettajien omilla Internet-sivuilla tai yhteisöpalveluissa.

Tutkimuksen aineistoksi poimittiin YouTubesta valikoivalla otannalla kahdeksan kappaletta koulutettujen opettajien videokanavia ja kaikkiaan 36 videota, jotka analysoitiin ei-osallistuvaa havainnointia hyödyntäen. Tuloksista käy ilmi, että koulutetut opettajat hallitsevat moniaistilliset metodit hyvin ja huomioivat opetusvideoissa yksilölliset oppimistyylit, mutta auditiiviset ja visuaaliset oppijat huomioidaan yhä paremmin kuin taktuaaliset ja kinesteettiset. Niitä oppijoita, jotka oppivat helpoiten muiden ihmisten seurassa ei juurikaan huomioitu videoissa. Oppimistyylien huomioimisessa on siis yhä parantamisen varaa.

Oppimisyhteisöjen aktiivisuus vaihteli eri kanavien välillä runsaasti. Osa opettajista pystyi ylläpitämään yhteisöä myös YouTubessa, mutta opettajien omilla Internet-sivuilla ja yhteisöpalveluissa (Facebook, Google Plus) yhteisöjen toiminta oli vilkkaampaa. Oppijoiden osallistuminen jäi YouTubessa erilaisten kommenttien ja pyyntöjen tasolle, joskin uusien aiheiden pyytäminen ja videoiden korjauspyynnöt tuottivat myös tulosta.

Asiasanat – Keywords e-learning, learning styles, multisensory methods, participatory pedagogy, pronunciation, social media, video, videocy, YouTube
Säilytyspaikka – Depository JYX
Muita tietoja – Additional information

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1 INTRODUCTION

The Internet is increasingly utilized in teaching languages and it offers interesting new possibilities both for classroom teaching and for independent study. The future of pronunciation technology is claimed to lie within the possibilities of the Internet (Celce-Murcia, Brinton, Goodwin and Griner 2010: 360). On the Internet, language teaching materials can be easily reached almost all over the world and there are many alternative channels for studying languages and pronunciation, often free of charge. It can be presumed that the social media, including YouTube, will gain more importance in language teaching. YouTube, being also a visual media, may have something new to offer, but it also has some limitations compared to traditional classroom teaching and even to other social media platforms. It is justifiable to ask how "social" a media YouTube really is if communication occurs in one direction only. One could also ask if passive watching is enough to motivate learners or whether there are any multisensory methods used in YouTube to activate people.

Utilizing the Internet in language teaching will continue increasing and there are many examples of teaching, even on university level, having been transported to the Web. For these reasons it is justifiable to research this teaching channel thoroughly. Teaching of pronunciation on the Internet and especially on video sharing platforms, in this case YouTube, is an area on which little research has been conducted. Chaka (2011) has studied Web 2.0 technologies in education and points out that videos have a positive effect on learning but that there are many obstacles to overcome before these technologies can succeed. Apparently there is still a digital divide between students and academics. More than twenty years earlier, Ulmer (1989) claimed that video needed to be assimilated into education but, as Mason and Rennie (2006) point out, technology has developed faster than pedagogy. In fact, in e-learning, the role of the teacher is changing and learners' contribution has become more important. Mason and Rennie state that learner participation plays an important part in online learning environments, and not only there: Carter and Arroyo (2011) predict that participatory pedagogy is emerging in our classrooms.

The Internet offers excellent material for classroom teaching, but the teaching itself can also take place in an online learning community on the Internet. Teaching on the Internet and on YouTube presents new requirements for both teachers and learners. The problems, but also the possibilities of teaching online, are different from those in classroom teaching and more

research is needed on modern teaching platforms and on the ways in which global learning communities function and interact, how YouTube is used in language teaching at the moment and how it could be used in the future. The usefulness and effectiveness of new digital technologies need to be evaluated further because they have not been widely adopted in education yet. The other areas covered in the present study – teaching of pronunciation and teacher cognition – have also been neglected and further research is definitely needed. The aims of the present study are to deepen the understanding of YouTube as a teaching channel and to survey how teachers utilize the possibilities of video in teaching pronunciation. The present study also aims to find out whether teaching in social media is really social, whether it is possible to create an active learning society in YouTube with people participating and creating new content and whether there are signs of participatory pedagogy in YouTube.

The data consists of videos meant for teaching English pronunciation. The videos have been created by trained native teachers who, presumably, are familiar with individual learning styles and the challenges that learners in an online environment may have to face. A further aim of the present study is to find out if multisensory teaching methods are applied in video, whether teachers are aware of the importance of such methods and whether they are able to convert their knowledge into useful and inspirational lessons that people representing different learning styles (auditory, visual, tactual and kinaesthetic) could enjoy. Here the present study also touches on teacher cognition and on possible problems with teacher training. Baker and Murphy (2011: 31) describe teacher cognition research as something that studies, for example, subjective cognitions of beliefs and attitudes or objective cognitions of knowledge types such as knowledge about language or students. Teaching pronunciation has not always been considered important and neglecting certain areas of pronunciation or sticking to traditional methods may tell of shortcomings in teacher training or of problems with teachers' attitude. The present study aims to shed light on teacher cognition and on the connection between knowledge or training and how teachers actually handle the pronunciation teaching, the use of multisensory methods and the maintenance of the learning society on the Internet. However, since it is not possible to go very deep into the subject of teacher cognition in such a short research paper, the present study merely acknowledges that these factors may play an important part in teachers' approach to pronunciation teaching. The area of teacher cognition is introduced in the following background section and the aims of the present study are further dealt with in the third chapter.

2 NEW DIGITAL TECHNIQUES AND INDIVIDUAL LEARNING STYLES IN TEACHING PRONUNCIATION

The theoretical framework for the present study consists of research on different areas: firstly, e-learning and digital techniques, secondly, the challenges that teachers have to face when teaching pronunciation and learning to master new media skills and, lastly, individual learning styles and multisensory teaching. These areas are discussed in their own sections below.

2.1 Digital techniques, e-learning and YouTube in teaching

YouTube is a video-sharing platform and a social networking site and it is also counted among the new electronic learning (e-learning) or digital education tools among other social networking sites, blogs, wikis or virtual learning environments (VLE). The term Web 2.0 can also be used for these technologies. In addition to serving as a database for educational video clips, educational uses for YouTube also include creating, producing and sharing video clips and embedding them into Web sites and learning content (Chaka 2011). It is characteristic of social networking sites to invite comments and other participation from the members and for educational purposes this is essential in building a functioning online learning society.

The use of video in teaching can give the learner more power to decide when, where and with whom to watch the lesson. The video can be paused and continued later whenever it suits the learner. Less interesting topics can be skipped and lessons watched in any order. If the teaching is not satisfactory, there are other teachers and topics to choose from. On the other hand, the learner is not able to communicate with the teacher, make questions or disagree in real-time; the video has its drawbacks too.

Video as a medium has existed long before the birth of YouTube, however, and the idea of using video in teaching is not a new one either. As early as in the 1980's Ulmer (1989) wrote an ambitious theory in search of a new genre for academic discourse that would include video with the traditional oral and literate media. He criticized the humanities for keeping these three separate and for not learning how to use the media when other institutions were beginning to assimilate video and an average 18-year-old American had been spending more time watching television than attending school. Ulmer claimed that the shift to an electronic culture could

mean a change in cognition itself and that people would begin to speak and write differently within an electronic culture.

Ulmer's terms for the new form of discourse and learning, "videocy" and "video intelligence", have been adopted by Carter and Arroyo (2011) who write about the use of YouTube and other video sharing platforms in teaching. They noticed that viewers were attracted to YouTube videos not only because of the content but also because of the comments and the participatory collaboration in video culture. They claim that video has inventional and participatory possibilities and introduce the concept of participatory pedagogy. This involves participation in video sharing and active contribution from the learners, multiple perspectives and opinions and a feeling that this contribution matters. Carter and Arroyo claim that this kind of pedagogy with an inventional core will emerge in classrooms and say that "according to the Cisco Visual Networking Index, more than 91 percent of the Web's global consumer traffic will be video by 2014" (Carter and Arroyo 2011: 293). If video and participation are going to have so much importance in the future and if, as Carter and Arroyo point out, the world of print-based literacy does not offer ways to interact with digital culture, a new kind of "tubing" literacy is required.

The participatory possibilities are present more generally in the online learning environment where learners can become involved in an online community and learn through interaction. According to Mason and Rennie (2006), members of a successful online community are valued and they contribute to the learning environment for example by creating content for the site. Social networking is vital for community development and it creates a sense of trust between the members. Many course designers create areas for social interaction because it can enhance learning. According to Mason and Rennie, learner engagement is one of the key components of online interaction. In several studies on the nature of e-learning interaction the findings are similar: In their messages students mainly share information and express a point of view. Between 10 and 30 per cent of messages express feelings and very few messages contain questions (Mason and Rennie 2006: 62-64).

Videos have been accepted among the teaching tools in classrooms and it has been acknowledged that they have many benefits especially from the perspective of multisensory teaching. However, the process of adopting video and other new technologies in teaching is far from finished with the rapid development of technologies and new forms of media and with teachers often knowing less than their students about the new technologies. These two sides of

the matter are recognized by Chaka (2011) who writes about the use of Web technologies in education and refers to case studies which indicate that these technologies have wide-ranging applications for teaching and learning. Chaka explains that although new digital technologies have been introduced globally for teaching purposes these have not been adopted widely in the higher education sector for many reasons such as variable learner and staff backgrounds and capabilities, staff attitudes and institutional infrastructure (Luckin et al. 2008, and Melville et al. 2009, as quoted by Chaka 2011: 37).

According to Chaka there is a need for more sustainable longitudinal studies if the usefulness and effectiveness of new digital technologies in teaching are to be evaluated further. Only through demonstrating their usefulness can these technologies improve their image. Chaka points out that Web 2.0 technologies must overcome certain factors such as the digital divide between students and academics, the divide between the formal and informal learning and certain privacy and security problems. The availability of top-quality content needed for teaching purposes is also a concern here, because this tends to be copyrighted (Chaka 2011: 54-55). So, although YouTube and other new technologies show promise, there are still many obstacles to overcome.

2.2 Challenges for teachers in e-learning and in teaching pronunciation

The role of the teacher in e-learning is changing as learning moves away from teacher-directed toward student-directed learning. However, as Mason and Rennie (2006: 97, 102) point out, teachers are still necessary as facilitators. High-quality online tutoring requires many skills and willingness to communicate with students online. This need for developing online tutoring skills has led to the growth of online courses. Experiencing the online environment personally helps in developing an online community. However, Mason and Rennie claim that, in e-learning, the pedagogy has not kept pace with technological developments. A usual explanation is that, under workload, academics have no time to plan how to teach their subject in a facilitative manner and they are more interested in research than teaching (Mason and Rennie 2006: xxvii-xxviii).

In her recent research Tergujeff (2013) also mentions lack of time and energy as some of the reasons for why Finnish school teachers, instead of finding extra materials or making their own,

rely too heavily on textbooks. In their teaching, teachers sometimes neglect certain areas of pronunciation, if these have been omitted from the books. As a further example, the books may offer recommendations to use e.g. rhyme for teaching, but without instructions on how to do this. In Finland, the pronunciation teaching of English relies on traditional techniques and it seems that teachers are unable to make use of potential material if they lack instructions or ready-made exercises. Tergujeff's research shows that many school teachers are dissatisfied with their training in the area of pronunciation teaching. Although they have been well trained in their own pronunciation, they have not received specific training on how to teach it. Tergujeff suggests that more training in pronunciation teaching should be given.

Baker and Murphy (2011) have noticed a similar neglect of pronunciation teaching in teacher preparation programs. They suspect that the limited amount of teacher cognition research in the area of pronunciation teaching is the reason for this and it also explains why actual classroom practices have not been analysed in the few studies addressing pronunciation teaching. They claim that research into pronunciation instruction and into teacher cognition is still limited. The cognitive processes should be investigated in the context of actual classroom practices and what is interesting in this area of research is the connection between teachers' knowledge and beliefs and what they do in classrooms (Baker and Murphy 2011: 31, 33).

2.3 Individual learning styles

There are many ways of teaching pronunciation and the results not only depend on which method the teacher has chosen but also on the personality of the learner and whether the method is suitable for that particular person. There are many models of learning styles and different aspects are emphasised. In the present study, the model by Carbo, Dunn and Dunn is applied. Carbo et al. (1986: 2, 12) categorize learning styles into five classes, each of which contains minor elements. When trying to learn and remember new information and skills, students are affected by their (a) immediate environment, (b) own emotionality, (c) sociological needs, (d) physical characteristics and (e) psychological inclinations. Two of these five learning style categories are interesting when the Internet or YouTube and teaching pronunciation are being discussed. Because of the social aspect of online learning communities and media-sharing platforms, category (c), the sociological elements, should be described. People have sociological preferences for either studying alone or with others (in pairs or in a team, with

colleagues, authorities or mixed groups of people. Even some sort of media (e.g. television or YouTube) may help in creating surroundings that enhance learning.

The physical elements (d) include perceptual strengths, intake, time of day or night, energy levels and mobility. This second category, and especially perceptual strengths are important when pronunciation teaching is dealt with, because several researchers, such as Celce-Murcia et al. (2010) and Odisho (2003), have pointed out the importance of using different senses in learning pronunciation. Based on perceptual strengths, Carbo et al. (1986: 12-15) divide learning styles into four types: auditory, visual, tactual and kinaesthetic learners. Auditory learners learn easily by listening and remember what they hear. Visual learners learn by seeing and remember what they read or see. Tactual learners use their fingers and hands while learning, and writing notes, drawing or just moving their fingers help them to remember. Kinaesthetic learners learn by a combination of tactual and kinaesthetic experiences and need plenty of doing and involvement. Carbo et al. point out that secondary and even tertiary senses should be utilized in addition to (or after) the strongest sense in order to reinforce the learning process.

2.4 Teaching pronunciation with a multisensory approach

Many scholars and teachers acknowledge the importance of multisensory teaching. Celce-Murcia et al. (2010: 337), for example, question the dominance of hearing as the primary sense in learning pronunciation and state that not all learners are capable of hearing a sound and repeating it consistently. Also Acton (1984) questions the importance of hearing and auditory input in learning pronunciation. Acton encourages learners to feel the sound or to develop a visual image with the help of a dictionary. All learners benefit from multisensory teaching because, as Celce-Murcia et al. point out, multisensory reinforcement techniques reach learner awareness on multiple levels. Therefore, learners can benefit from single techniques that best suit their individual needs and involve the use of their strongest sense but also from several different multisensory techniques which require the use of several senses either simultaneously or in phases one after another.

Odisho (2003), who promotes a multicognitive and a multisensory approach, states that, in teaching, one should pay attention to more than one sensory modality and to non-verbal gestures which are connected with speech production. Some of the techniques he describes are

kinaesthetic and help the learner to sense the difference between voiced and voiceless sounds by, for example, sensing the vibration of the vocal folds and trying how the sound feels through internal or bone conduction or through air conduction. Techniques described by Odisho (2003: 66, 70, 75) include, for example, comparing the feeling produced by humming to that of sheer exhalation of air, the prolongation or exaggeration of voiced and voiceless fricatives, dramatizing the postural difference in the articulation of two different sounds, the use of colours and pictures and placing fingers in front of the lips to feel the puff-of-air in pronouncing aspirated sounds.

According to Odisho's multicognitive and multisensory approach there are certain sets of procedures to teach most sounds. The procedures consist of separate phases dedicated to each sense. Learners move through all the phases and, thus, use all their senses in learning pronunciation. The first phase is cognitive orientation which includes watching facial gestures and exercising with minimal pairs. This is followed by auditory, visual and kinaesthetic or proprioceptive orientation. After the orientation phases comes cognitive reinforcement, where the brain processes the information. Finally come internalization and follow-up procedures where, through rehearsal, the impression of the sound moves from sensory to short-term memory and further into long-term memory.

Another scholar specializing in pronunciation teaching is Lane (2010) who gives very comprehensive and practical instructions on how to teach pronunciation and describes a lot of generally known methods suitable for various learning styles. The obvious method for auditory learners would be the listen-and-repeat method and dictation, which also requires good listening skills, is one of the methods Lane mentions. Other methods for auditory learners are emphasizing the stress or exaggerating intonation, tapping out the syllables or rhythms and reading limericks. Visual methods include various notations or visual markings for stress, syllables, pitch pattern, intonation and thought groups. These may be circles, lines, grave marks or capital letters. Other visual methods are exaggerating visible articulation or using one or two hands to represent the mouth. Aspiration can be demonstrated by holding a sheet of paper close to the face while pronouncing voiceless stops. Tapping the rhythm is a visual (and auditory) aid and the teacher can also make sweeping, underlining hand gestures to demonstrate the length of thought groups and even stretch a rubber band to demonstrate the length of the stressed syllable.

Many visual methods listed by Lane can also be useful to tactual and kinaesthetic learners if they repeat, for example, the hand gestures or mouth positions after the teacher or are asked to stretch rubber bands or tap the rhythm themselves. Both will find useful the method of testing voicing by placing fingers alongside the vocal cords and pressing slightly to feel the vibration change while pronouncing /v/ and /f/ and the same applies to the paper method described above. Tactual learners may benefit from writing after dictation and marking notations for stress and intonation, whereas kinaesthetic learners could utilize dialogues, acting and improvisations. The last methods could also be useful to those who prefer to learn with other people.

Whatever method is used, it seems that communication, interaction and the use of more than one sense are essential to learning. As mentioned above, teachers may not receive adequate training for teaching pronunciation, but they should at least be aware of the different learning styles and be willing to try different methods if a chosen approach does not appear to suit all learners. Some teachers may still be reluctant to apply these methods in their teaching, maybe because of personal preferences. In pronunciation teaching there may be similar resistance towards new methods as in the adoption of digital teaching tools such as the Internet. One of the objects of the present study is to find out if there are signs of such resistance towards multisensory methods in pronunciation teaching in YouTube or if the teachers are able to combine the benefits of multisensory teaching and video in their lessons.

3 THE PRESENT STUDY

This chapter begins with the reflection on the main themes after which the research questions are posed. In the second section, the research data and the methods used for the selection, collection and analysis of the data are introduced.

3.1 Research questions

The present study is a qualitative case study which concentrates on the hitherto little-researched subject of teaching English pronunciation by using video in YouTube. The aim of the present study is to expand the scarce research on pronunciation teaching into the growing field of the Internet and to examine the multisensory possibilities of YouTube without forgetting the disadvantages. The aim is to deepen the understanding of video as a teaching channel, to introduce examples of cases where YouTube's potential is successfully utilized and to survey and describe the use of multisensory techniques in YouTube at this moment. The present study tries to find out whether the teachers have been able to overcome the limitations of YouTube as a teaching channel and to create an active and functioning learning society. In those cases where multisensory teaching methods and the possibilities for participation are not utilized in the videos, the present study tries to find reasons for such absence of diversity.

Despite its limitations, YouTube is a good channel for learning languages both for individual students and for groups. As noted in the previous chapter, it is still a new channel, constantly developing, and all its potential is surely not yet utilized by teachers. Research can help in making this channel more familiar to teachers and, thus, make it easier for them to adopt YouTube as one teaching tool among others. Hopefully, the present study will assist in future research on YouTube's potential in language teaching and it will work as inspiration for more profound research on language teaching on the Internet.

The research questions of the present study are:
1. Are multisensory teaching and different learning styles taken into consideration in the YouTube videos meant for teaching English pronunciation and if they are, what kind of multisensory teaching methods are applied?

2. Is YouTube a one-way teaching channel or are the possibilities for participation, contribution and interaction utilized and how is that done?

3.2 Data and methods

YouTube is the best-known and the most popular video-sharing platform. According to YouTube's statistics, 100 hours of video are uploaded every minute; the amount of videos is overwhelming. The data for the present study was selected from YouTube using a selective/judgment sampling method and the search phrase used was "English pronunciation lessons". In order to narrow the selection of videos down to a reasonable amount, but also in order to find useful material for the analysis, the research data was limited only to a small sample of videos by professional or certified teachers. The reason for this was that if teachers have received proper pedagogical training, they should be aware of different learning styles and the importance of using multisensory techniques. Thus, tutorials by professional teachers would be more likely to include different teaching methods and multisensory reinforcement techniques. Hoping to verify that the teachers had received training, I chose channels with more than 20 videos and which included further information on the teacher or the organization, such as name, contact information, education or degree or a link to the teacher's external web page bearing similar information. Requiring more than 20 videos per channel perhaps left out some professional teachers who had opened their channel only recently, but this also eliminated most amateur and occasional teachers from the sample. If no information on the teachers' education could be found or if they only had a degree in another field, for example music or acting, their video channels were ruled out. The final sample of data consists of eight channels and 36 videos. All these teachers have an internationally recognised qualification, TESOL (Teaching English to Speakers of Other Languages), TEFL (Teaching English as a Foreign Language) or TESL (Teaching English as a Second Language) certificate and they also have other degrees in fields of business, social sciences, linguistics, other languages, psychology, education and international studies.

The following eight YouTube channels run by trained native teachers from the USA, United Kingdom and Canada were chosen as the source of data:

1. *Teacher Melanie*

2. *Anglo-Link*

3. *JenniferESL (English with Jennifer)*

4. *EnglishMeeting – Dave Sconda*

5. *Speak English with Steve Ford*

6. *FunEasyEnglish.com*

7. *GoNaturalEnglish*

8. *Collolearn*

Some of these channels had very few lessons on pronunciation concentrating more on grammar or on vocabulary; some had a wider selection of pronunciation videos that were filmed using different styles and approaches. In order to avoid narrowing down the data too much and hoping to find as many different examples of multisensory methods as possible, videos with different topics were chosen, some videos on vowels and diphthongs, some on consonants and some on stress, rhythm and intonation. See Appendix 1 for the full list of videos and for the web addresses of each channel and video.

Data collection was carried out by non-participatory observation, in other words, by watching the sample videos and making notes. In order to answer the first research question, the various multisensory techniques used in the videos were analysed and defined and then categorized according to the appropriate learning styles. In addition to this, the quantitative method was used to present the findings in chart form. The amount and frequency of various multisensory techniques was presented by marking on the charts which methods were used in each video.

As it is characteristic of YouTube's viewer comments to change rapidly, with new comments and links being added and inappropriate comments removed, the nature of the interaction in YouTube may be quite different soon after the observation. The data collection and analysis concerning the second research question (participation, contribution and interaction by viewers) was performed by reading the viewer comments and teacher's responses, following the links and comparing the behaviour and communication to those found on the teachers' web pages and other social media platforms they used such as Facebook or Google Plus. The findings are described in their own section with examples and the aim is to give a general picture of the situation within this sample only.

4 RESULTS AND DISCUSSION

In this chapter the results of the study are presented. In section 4.1 the framework created for the present study is set up. The different classes of multisensory teaching methods, which were gathered mainly from the studies of Odisho (2003) and Lane (2010) and which were found present in one or more of the videos, are listed here. This section includes a general description of the methods according to their usefulness in teaching people with different learning styles. The various approaches and styles used in the video channels are also described, one by one, and some prominent examples and applications of the multisensory methods used in the lessons are presented. The section demonstrates to what extent different learning styles are taken into consideration in these video lessons.

In section 4.2 the social interaction and participation found on these YouTube channels is analysed based on the comments of some of the videos and on the main discussion page of each channel. The comments are classified by their intention and the level of activeness of both viewer and teacher participation are reported in the discussion.

4.1 Multisensory teaching methods and learning styles

The first research question asked if multisensory teaching and different learning styles are taken into consideration in YouTube's pronunciation lessons and what kind of methods are applied. The present study does not deal with all the learning styles categorized by Carbo et al. (1986) in section 2.3. It concentrates mainly on the physical elements and looks at whether the learning styles based on perceptual strengths (auditory, visual, tactual and kinaesthetic) are taken into consideration when choosing methods. However, in the present study, the social media is in the spotlight. Because of this social aspect, the social learner (a person who prefers to study with others) has been included as the fifth learning style in the present study.

4.1.1 Classification of teaching methods

It is obvious that hearing and seeing are the most important senses needed when learning languages from video films. Therefore, it is not surprising that many teaching methods cater

mainly to auditory and visual learning styles not only in video films but also in classrooms. Such methods also form the core dealt with in this study. A classification of teaching methods and learning styles considered in the present study is shown in Table 1 below. This list of methods was gathered mainly from the studies of Odisho (2003) and Lane (2010) and forms the basis for the observations of the video lessons. However, some methods used in the video material - and very typical of this sort of media - did not fit any of the preselected types. For example, the use of subtitles, images or animation were added to the list as their own categories.

Table 1. Classification of multisensory teaching methods

Teaching method	Learning styles				
	Auditory	Visual	Tactual	Kinesthetic	Social
Exaggerating pronunciation/intonation	x				
Verbal explanation of articulation	x				
Listen-and-repeat method	x				
Dictation and taking notes	x		x		
Rhythm expressed as sound	x				
Poems and songs	x				
Sets of words with similar articulation	x	x			
Minimal pairs	x	x			
IPA/other phonetic notation		x	x		
Graphic notations		x			
Written explanation of articulation		x			
Imitating mouth with hand gestures		x	x	x	
Other hand gestures		x	x	x	
Exaggerating visible articulation		x		x	
Rhythm expressed as movement		x		x	
Objects aiding in visualizing pronunciation		x	x	x	
Subtitles		x			
Picture of oral cavity		x			
Images or concrete objects as illustration		x			
Colours/colour coding		x			
Advising how to sense the sound physically	x	x	x	x	
Animation (pictures or text)		x			
Dialogue, acting, real-life situations	x	x		x	x

The methods listed under auditory learning style include all those that involve speaking and hearing: verbal instructions, dictation, listen-and-repeat method, use of poems and songs, words and phrases pronounced in a normal way or with exaggeration and demonstrating syllable stress and rhythm by using sound (e.g. clapping hands or snapping fingers).

On video, words and phrases containing the sound that is being taught can also be shown in visual form as additional text. Instructions can be given in writing and teacher's utterances can be subtitled. Graphic notations to mark intonation or stress, as well as the International Phonetic Alphabet (IPA) belong to this category, as well as gestures and movements, for example

emphasizing rhythm by nodding or by waving a hand or showing the position of lips, tongue and teeth by using one or two hands. Other examples of methods which help visual learners are the use of drawings, images, colours, animation or concrete objects to illustrate or to give a visual form to a word or a sound. Pronunciation can be visualized by using objects such as a piece of tissue or silk paper to demonstrate the air stream in plosive sounds.

If we ignore the fact that we all learn by using several senses simultaneously and, instead, think of the learning styles as separate categories, video format does not convey information directly to tactual, kinaesthetic and social learners. Their learning happens outside the video environment through physical experiences, by putting knowledge into practice in real-life situations. However, some pronunciation teaching methods that help primarily auditory or visual learners may also cater to tactual and kinaesthetic learning styles, if the learner imitates what the teacher is doing on the video, follows the gestures and movements, makes notes after dictation, practises phonetic or graphic notation or tries out how the sound feels in the body. Some teachers give instructions to imitate them and some do not, in which case it is up to the learner to show initiative and try these exercises.

Although film is only imitation of real life and many people watch YouTube films for studying purposes all alone, it does not mean that these videos could not be watched together with other people and the information gained from the films be put into practice in social situations. The video format, which seems to offer little for a social learner, can at least serve as inspiration and the learner can, for example, follow a conversation on the video and imagine being part of it although he or she may not be able to join in. As shall be later demonstrated, video in social media has already taken a step further from one-way communication and from simply watching videos passively towards more intelligent networking. Small devices capable of showing video can be taken anywhere and people are no longer confined to their homes if they want to watch a video. Sharing videos with friends is easy either in real-life situations or in social media platforms. This is why, in the present study, a new teaching method for social learners has been listed. This method lacks a proper name but, in the present study, includes dialogues, all real-life situations shown in the video, acting and imitating social situations.

4.1.2 Video channels and their approaches to teaching English pronunciation

In the following paragraphs the different approaches of each video channel shall be discussed on a general level and some prominent examples of the multisensory methods used in the videos shall be given. See Appendix 2 for more detailed classification of methods used on each channel and video lesson.

FunEasyEnglish.com had an approach that differed noticeably from the other channels. Although the teacher was shown talking in the other videos, he had chosen not be seen in the pronunciation videos and only his voice could be heard. Thus, the videos lacked the possibility of being able to follow the teacher's movements, the position of the lips and tongue, for example. A real moving person and real-life situations were replaced by a diagram of the oral cavity explaining the formation of the sound. For visual learners this was a useful picture, but the other images used in the video lesson (a play-dough face and some kind of plastic teeth demonstrating the position of the mouth) were too obscure as they resembled human face and mouth only remotely and did not really help in visual reinforcement. Teaching methods were mostly aimed at auditory and visual learners. A positive thing about the video lesson was that the teacher advised (using both text and speech) how the learner could sense the vibration produced by the voiced sound /i:/ and this was illustrated by a photo of a real person. Thus, kinaesthetic and tactual learners too might be able to benefit from the lesson. However, for social learners these videos had little to offer and because all the videos followed the same structure, with hardly any variation, they seemed a little mind-numbing and only two videos were chosen to be examined: one lesson and one practice lesson.

The other seven channels better utilized the possibilities of video, some with more traditional approach using a whiteboard (or alternatively a piece of paper or an animated chalk board) to write down examples, phonetic or graphic notations or to draw diagrams (*Collolearn, GoNaturalEnglish, Jennifer ESL and TeacherMelanie*), some with more inventive approaches. Music was an essential part in the videos of *Collolearn* and *Steve Ford*, and Jason R. Levine, the man behind the *Collolearn* channel, had even created an alias for himself as a rapper called Fluency MC. In some of the videos he performed a catchy tongue twister rap song, undoubtedly popular among the young people but in the other videos he used a more traditional approach with the videos filmed in a normal classroom situation. The strength in the *Collolearn* videos was clearly the emphasis on rhythm, syllable stress and intonation and, to assist visual learners,

the stress or intonation was clearly marked with graphic notations. He used a lot of movement to emphasize the rhythm and also performed a dialogue with one of his students in the classroom, so the social aspect of learning was also taken into consideration. *Collolearn's* approach seemed interesting and well-functioning.

Steve Ford's music was more like pop music but with a strong beat and good for teaching word stress. He had also added a visual element by using animated text, lots of colours and background images. In one of the videos he encouraged the learners to use graphic notation, so he also paid attention to the tactual learning style. The videos relied heavily on text and some had subtitling. IPA notation was not used but, instead, another notation to mark the sounds and stressed syllables. For example, the teacher argued that by writing gAHvernment for government he tried "to visualize the sounds with this spelling".

Dave Sconda was another teacher with a fast moving and visually appealing approach. He set up several theatrical situations in his videos and even finished one lesson with a short movie called *Misunderstandings* in which he acted with three other people. What is special about *Dave Sconda*, is that he gives live online lessons via Skype and Google Hangouts, records some of these lessons and shares them in YouTube. None of these videos were picked for the present study, because of their length, but this is another proof of this channel paying attention to social learners and possibly showing in which direction e-learning is about to develop. *Dave Sconda* also emphasized the auditory and visual aspects of pronunciation with strong exaggeration of pronunciation and mouth movements.

Another channel using a lot of exaggeration in both pronunciation and visible articulation was *GoNaturalEnglish*. This teacher also gave advice on how to sense the sounds physically. The quality of the videos, however, was not very good and in one of the videos the lights were reflected on the whiteboard blurring the text she was writing and due to this, subtitles had been added at the request of the viewers.

Anglo-Link had unfortunately a very small selection of pronunciation videos. The two videos had the same topic, vowels and diphthongs, and therefore the methods used were limited to those relevant to teaching vowel sounds. The chosen approach was strongly auditory, especially because the teacher's mouth and face were not shown when she pronounced the words in the

dictation exercise. She encouraged the learners to write down the words after dictation, so the tactual learners perhaps benefit from this exercise.

Teacher Melanie was the only teacher who used an object to visualize the pronunciation. She used a mirror in two videos and urged the viewers to get one too in order to see their mouth position. For tactual and kinaesthetic learners this visual method may also be useful. *Teacher Melanie* also turned slightly sideways so that her mouth could be seen from several angles. Both the sounds /l/ and /r/ were also visualized in two photos side by side showing the difference between the mouth positions. To this multisensory approach she added a profound verbal explanation of the tongue position and also used her hand to imitate the tongue and to show how it should be positioned inside the mouth. In the rest of the sample videos the teacher was not shown and the approach was more audio-visual and based heavily on text. For social learners this is perhaps not the best channel.

In the first videos by *JenniferESL (English with Jennifer)* the quality of the video is quite bad. For the voiceless TH sound /θ/, an older video was chosen and for the voiced /ð/, a reformatted version was found from her video selection, so the teacher had clearly wanted to make improvements to her lessons and was willing to update the channel. However, the better film quality did not compensate for the poor lighting and the shadow cast on the teacher's face in the dark room greatly obscured her features and prevented seeing the movements of her mouth. At least the first videos had an amateur feeling to them but the range of methods used in the videos helped in dealing with these shortcomings. *JenniferESL* used nursery rhymes to teach rhythm and illustrated the topic with a family quilt and a drawing of a river boat. She drew a picture of the oral cavity, used graphic notations and hand gestures to visualize the pronunciation and showed how to feel the vibration of vocal chords with voiced sounds. For social learners the videos had little to offer.

The selection of methods in these eight channels was impressive and some videos used truly multisensory approaches. However, there could have been more material or exercises to inspire and motivate tactual and kinaesthetic learners and especially social learners.

4.1.3 The popularity of methods

The sample of videos was too small to make any generalisations, especially because some sounds or aspects of pronunciation were represented only in two channels. However, some points arose during the analysis and these shall be shortly discussed here. As expected, auditory and visual methods were the most used. Explaining the articulation verbally, exaggerating pronunciation and visible articulation and using minimal pairs and sets of words with similar sounds to practise were among the most popular. Certain methods were used more in videos teaching rhythm, stress and intonation, such as using graphic notations and colour. Movement, hand gestures and different ways of emphasizing the rhythm were naturally more relevant in these videos than in teaching vowels and offered more to do for the kinaesthetic learners. All channels, except *Anglo-Link,* advised at some point how to sense the sound physically and this deviation is explained by the fact that the sample of videos on this channel consisted only of vowel and diphthong lessons whereas the others also dealt with consonants and/or stress/intonation. YouTube's limitations as a teaching channel explain partly the lack of teaching methods for social learners, but if two of the channels used dialogue or acting in their videos, there is no reason why the rest of the channels could not apply these methods and make their videos more appealing to a larger audience in the future.

Clearly, the teachers are aware of multisensory teaching methods and they are more likely to use them if these make their channels more popular and thus lead people to their home pages in search of two-way communication and more efficient teaching from which the online teacher earns his or her living. The teachers in this sample all teach on the Internet or provide study material there. Their familiarity with and interest in modern technology and social media may also explain why they have an open mind for multisensory teaching. So, willingness to use different teaching methods and the use of Internet as their chosen teaching channel may go hand in hand. Videos and edutainment are fun to share with friends and the future will tell whether social learners will have more opportunities to study languages via the Internet. At the moment, many videos still appear to be aimed at the lonesome learner. Also, tactual and kinaesthetic learners have to show lots of initiative if they are to benefit from audio-visually emphasized videos. On the videos the teacher may give advice on good ways of practising, but without two-way communication and the possibility for participation people who need movement or company look for feedback and dialogue outside YouTube either in real-life situations or through other platforms in social media.

4.2 Participation and interaction in YouTube

The second research question concerned the possibilities of participation and interaction in YouTube. In this section the findings shall be presented and discussed. Examples show how the viewers are able to contribute to the videos and teaching and how they might be able to join an online learning society.

4.2.1 Types of communication in YouTube

The video shared in YouTube may represent a one-way teaching channel, but in the comments section the viewer finds a way for participation and communication. Each video has its own comments section, which can also be disabled and the main discussion page serves as a general communication place for the whole channel.

The present study showed that in the pronunciation teaching channels there are three types of people that communicate with each other in three dimensions: teacher – learner, learner – learner and teacher - teacher. In the last example, the communication takes place between the teacher running the channel and other teachers watching his or her videos. This three-faceted division is visible in the following categorization of YouTube comments based on communicational intention and resulting from my observations:

1. *Positive comments from viewers (learners or other teachers) with no other intention than thanking or congratulating*

2. *Questions concerning the topic of the video and requests for further information or help*

3. *Requests for new videos on different topics or suggestions for improvements (including feedback on possible mistakes in the video or teaching)*

4. *Comments from other teachers wishing to use the video as teaching material or other work related comment*

5. *Requests from viewers to the teacher for closer contact or for two-way communication (e.g. for contact information or information on online lessons)*

6. *Comments concerning other viewers comments (e.g. answering learning-related questions on behalf or instead of the teacher and intentions to form an online learning group or find someone to practice English with).*

7. *Miscellaneous messages (trolls, personal or inappropriate comments, inexplicable messages)*

8. *Messages concerning other platforms of social media (links, messages concerning sharing or embedding the video)*

In the comments, a strong desire for two-way communication was occasionally present. There were no examples of people creating their own videos as response to the pronunciation teaching videos, but people were interested in sharing the videos with their friends or using them in their own teaching for which permission was always granted.

Some behaviour can be interpreted as participatory pedagogy as defined by Carter and Arroyo (2011), such as the feedback given on one of the videos by *GoNaturalEnglish* mentioned above, which resulted in the teacher adding subtitles to the film. Some kind of a vague learning society may be identified in many of the comments sections, but whether these are active and functioning online learning societies depends very much on the teacher.

4.2.2 The role of active commenting in creating a learning society

The approach chosen by the teacher has a great effect on the future popularity of the channel. Frequent tracking of viewer activity and behaviour may be necessary in maintaining a learning society. If the viewers do not find the videos useful or notice that the channel is not maintained they may turn to other channels for more dynamic teaching and active discussion. The viewer rates on some of the videos were rather small and there were few comments from the viewers or none at all. On the main discussion page the amount of comments varied greatly from 20 comments on the discussion page of *FunEasyEnglish.com* to 5.828 comments on *JenniferESL* (the numbers at the time of the analysis). The teacher running *FunEasyEnglish.com* informed on his web page that he was "semi-retired" and he was clearly not active on the comments section. It is possible that he chose the wrong approach if he intended to build a learning society, but if his only intention was to gather a source of pronunciation information without more personal teaching, then his channel works as expected.

Some of the teachers in the present study were very active in commenting and replying to comments in YouTube making it very easy to approach them. For example, *JenniferESL*, whose comments rate was at the high end of the continuum, had deactivated the comments section on each video but on the main discussion page she was extremely active, e.g. giving longish replies and wishing people happy holidays. Similar activity was also noted in *Steve Ford'*s channel. The rest of the teachers were less active, some replying to questions only occasionally. However, most teachers had formed interesting and active learning societies on other platforms

in social media. Some had found ways to share the videos and other material in surprising sites such as Pinterest and iTunes. Mostly the videos were embedded either in Facebook or Google Plus and on these sites the teachers were able to share pictures, photos, exercises and news among other material. The most entertaining Facebook or Google Plus posts received lots of comments from the viewers. Quite a few of the teachers informed giving private online lessons or leading a discussion group using Skype. Another platform for video conferencing was Google Hangouts, used by *Dave Sconda*.

The findings show that it is possible to build a functioning yet incomplete learning community in YouTube but, if effective two-way communication is needed, it cannot compete with other more flexible sites in the social media scene nor with the teachers' own home pages which contain a huge amount of various information, entrance to private (though often expensive) lessons and often a better forum for the learners to use in communicating with the teacher or with each other. Skype will probably continue to gain popularity in teaching languages and it offers the possibility for real-time global conversations within the learning community. In its current form YouTube cannot extend its scope beyond the video format and its greatest benefit to teachers is that it functions as a good advertisement or CV for the teacher and as a lure which leads new learners into the functioning learning communities.

Lastly it should be noted that learning societies could also be extended into teaching societies and there were some signs of teachers collaborating in YouTube and other social media, for example by cross-promoting each other and appearing in each other's videos. Increase in such behaviour could be leading into interesting developments in online teaching in the future.

5 CONCLUSION

The present study dealt with multisensory teaching and learner participation in YouTube, teachers' ability to utilize the possibilities of video in teaching and to create a functioning online learning environment. In this chapter I shall summarize and consider the results. First of all, different learning styles and multisensory teaching were taken into consideration on all of the eight video channels. They offered material which made it possible to learn using multiple senses. Variation in teaching styles, lesson designs and approaches explains to a great extent why some channels used more multisensory methods than other channels. Naturally, the topic of the video also affected the choice of the methods and this is the reason for why *Anglo-Link*, for example, used fewer methods fitting auditory and visual learning styles. Some teachers had really put effort in creating quality lessons and experimented with music, film and animation and these videos, perhaps, could be classified as edutainment. All in all, there was less material for tactual, kinaesthetic and the social learners, as expected, and this follows the lines of Tergujeff's research (2013). These learners must show more initiative and be more active outside the video environment.

Twenty-three main types for multisensory methods were found in the videos and teachers had invented many variations of these. The methods used were mainly audio-visual and among the most popular were minimal pairs, sets of words with similar articulation and verbal explanation of articulation (seven of eight channels presented these methods in at least some of their videos). To help tactual and kinaesthetic learners the teachers used gestures and exaggeration but the most important method was advising how to sense the sound physically; again seven of eight teachers used this method. Only two channels used methods such as acting, filming real classroom discussions or dialogue, which could be of interest to social learners.

It can be judged from the data that trained teachers are aware of multisensory methods and learning styles and are capable of using these in their teaching. However, more attention should be given to tactual and kinaesthetic learners and teachers should try to find ways to overcome the limitations of video to also help those who prefer to learn with other people. These teachers have chosen to teach via electronic channels, they are willing to learn and use new technologies and some are quick to adopt new channels, such as Skype, in their teaching. This open-mindedness towards technology could also partly explain why they use multiple methods in their teaching.

The present study was not able to shed much light on teacher cognition, mainly because the research setting and the chosen methods did not enable the acquisition of such information. Further research in this area would require a personal contact with the teachers, information on the content of their training and, perhaps, comparison between different training programs and their requirements. A more profound follow-up of the teachers' work would also be necessary. A few videos are not enough to draw conclusion on teachers' knowledge, beliefs and attitudes.

Moving on to the learner participation and interaction in YouTube, it must be stated that there were great differences between these eight channels. Some clearly invited viewers to participate and answered the comments actively, some were more passive or distant and some were active on other platforms. Viewer participation in YouTube, of course, consisted of comments. These comments were mostly positive and they were either questions, requests or feedback. Some expressed a wish for personal contact. There was no commenting in video format or videos created by viewers in response to the original video lesson. One must remember that contributing to the videos with videos demands time and technical skills from the viewer also, and although most people watch videos in YouTube, not all know how to create these and even fewer want to show their videos publically.

One aspect that was noticed, but which is not thoroughly dealt with in the present study, is the use of Skype and other services utilising a webcam. This could be one of the ways in which learners could participate more in YouTube. There was very little proof of contribution to the videos from the viewers, but at least some of the requests for new topics or complaints concerning video quality had resulted in the teacher making changes to the videos or producing new material. The interaction found in YouTube does not, perhaps, represent the sort of participatory pedagogy that Carter and Arroyo (2011) had in mind, but there were signs of people sharing the videos, embedding them elsewhere and other teachers using the videos in their teaching and, in general, people expressing their opinions openly.

YouTube's greatest limitation is that, although commenting works both ways, the video is still transferred in one direction only. Time will show whether other services such as Skype will solve this problem and, perhaps, replace YouTube as a teaching channel. At the moment, other social media platforms seem to offer better chances for participatory pedagogy and for creating learning societies. Many of the teachers in the present study had embedded the videos on their

Facebook or Google Plus pages or on their own web pages. On these platforms it is easier to post comments and share other material, such as exercises, in a compact form, in addition to the embedded videos. On teachers' own web pages the questions and replies are longer than in YouTube and some have proper forums where learners can have discussions. On YouTube the learning society may include occasional viewers and commentators who visit the channel only once or twice, but on dedicated web pages and teaching platforms the learner is already more deeply involved in the learning society. It is obvious that even though YouTube may work well as an advertisement for the teacher, it may be better for the teacher to invest in developing the website. It might even be better if the videos could be embedded directly onto the website without using YouTube, but it is questionable if learners would then find their way to the site. YouTube's advantage is that it is well-known and reaches a wider audience. In YouTube learners and teachers may find each other and from there teachers may find new teaching material.

One of the drawbacks of the present research is the small sample. With eight teachers and 36 videos concentrating on pronunciation only, this is hardly a representative sample of all the teaching offered in YouTube and only a superficial survey of the multisensory teaching methods. However, the present study is a brief case study and broad generalization was not its main purpose. Due to the changeable nature of YouTube and the enormous amount of videos, it would have been impossible to view and analyse all the English pronunciation videos available and to make generalizations. Furthermore, web technology is developing fast and the current situation of language teaching in YouTube may not be long-lasting. Therefore, the significance of the present study may be only momentary. Due to the rapid development of the Internet and the social media, future studies in the same field may produce different results and the reliability of the methods and results of the present study remain to be verified.

Since the social media and teaching in YouTube are fairly new research topics and multisensory teaching potential of YouTube has not been widely surveyed yet, there was not much similar research or existing research models available to be used in the present study. The present study deals with so many different areas – teaching methods, teacher cognition, e-learning, learning styles and new technology – that a more profound study would have been necessary to consider all the aspects properly. These areas could, and maybe should, have been researched separately. In the effort of trying to find answers to the research questions, more interesting questions arose giving, perhaps, ideas for further research.

Further studies should, at least, include a survey on the teachers' personal experiences on using YouTube and other platforms in the social media and on teaching in the Internet. Teacher collaboration in the Internet could also be a prolific subject for research and this could help in creating new teaching methods and providing material for classroom teaching also. If teachers have no time to create their own material for teaching pronunciation, as Tergujeff (2013) argues, and textbooks lack instructions, then maybe this material could be obtained from online teachers. The Internet should not be ignored in the classrooms. It could offer new forms for co-operation in the field of education and possibilities for creative people to develop new teaching material. The next generation of teachers will have grown up with the Internet, the social media and YouTube videos as natural parts of their lives and it is possible that these platforms and technologies will be better utilized and new teaching platforms created by them. Ulmer's (1989) wish of videocy having a place beside literacy and orality in academic discourse might soon be true in our electronic culture.

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APPENDIX 1

List of video channels, videos and their Web addresses

Teacher Melanie
http://www.youtube.com/user/TeacherMelanie

1. *L and R - Part 1 - English Pronunciation Lesson (ESL)*
http://www.youtube.com/watch?v=uv84Gu2hH-4&list=UU4sSYj7jY2aQwIBSFgNN5vA
2. *L and R - Part 2 - Exercises - English Pronunciation Practice (ESL)*
 http://www.youtube.com/watch?v=2cmmBS0f5X4&list=UU4sSYj7jY2aQwIBSFgNN5vA
3. *'th' /θ/ & /ð/ vs. /s/ & /z/ - American English Pronunciation Lesson*
http://www.youtube.com/watch?v=lozWvC8Yg9o
4. *'th' /θ/ & /ð/ vs. / t / & / d / - American English Pronunciation Lesson*
http://www.youtube.com/watch?v=ewQyUi4QvC0
5. */v/ and /w/ - American English Pronunciation Lesson*
http://www.youtube.com/watch?v=BpB2oQDwhS8
6. */ v / and / b / - American English Pronunciation Lesson*
http://www.youtube.com/watch?v=RCT8nke9f-g

Anglo-Link
http://www.youtube.com/user/MinooAngloLink

1. *Vowels & Diphthongs - English Listening & Pronunciation Practice (Short and Long Vowels)*
http://www.youtube.com/watch?v=Di6h9rIpQbs
2. *Vowels & Diphthongs - English Pronunciation & Listening Practice (similar sounds)*
http://www.youtube.com/watch?v=y0ATVX681P4

JenniferESL (English with Jennifer)
http://www.youtube.com/user/JenniferESL

1. *Lesson 1a - TH - English Pronunciation* (2007)
http://www.youtube.com/watch?v=Wxzieu-WXt4
2. *Lesson 2 - TH Voiced - English Pronunciation (reformatted)* (2010)
http://www.youtube.com/watch?v=cbpE6fW4jgo
3. *Lesson 3a - Rhythm through Rhymes - English Pronunciation*
http://www.youtube.com/watch?v=N86BsL3l5ZQ
4. *Lesson 3b - Rhythm through Rhymes - English Pronunciation*
http://www.youtube.com/watch?v=Jzc29ktRfps
5. *Lesson 4a - L - English Pronunciation*
http://www.youtube.com/watch?v=KG0GwIDm2qA
6. *Lesson 5a - R - English Pronunciation*
http://www.youtube.com/watch?v=3PJ2jZlVf-M
7. *Lesson 6a - WORD STRESS - English Pronunciation*
http://www.youtube.com/watch?v=WX1rrFh4OZw

8. *Lesson 10a - INTONATION - English Pronunciation*
http://www.youtube.com/watch?v=g2bHdXcszJ4
9. *Learn Pronunciation of English Vowel Sounds 1 - Introduction*
http://www.youtube.com/watch?v=qMM_hwyHxaI

EnglishMeeting – Dave Sconda
http://www.youtube.com/user/EnglishMeeting

1. *"TH" Pronunciation English Meeting ESL Lesson*
http://www.youtube.com/watch?v=Ag4qoNzEH4w
2. *W pronunciation & ESL "Misunderstandings" Film*
http://www.youtube.com/watch?v=SfT5DV1BPdQ
3. *Pronunciation: th (ð), f, i, ɪ, z, g, ʊ, d, r with icebreakers (Part 1)*
http://www.youtube.com/watch?v=rykBDerKWyU
4. *Pronunciation: ɪ, ɚ r, d, ð TH, f, æ, n, t, k & icebreaker (Part 2)*
http://www.youtube.com/watch?v=kjB7CNCx3jI

Speak English with Steve Ford
http://www.youtube.com/user/PrivateEnglishPortal

1. *Peppy English Pronunciation Lesson 3-Learn English with Steve Ford (Word Stress)*
http://www.youtube.com/watch?v=DniS53RrZZg&index=4&list=PL99AD0EB3EFC5C338
2. *Peppy English Pronunciation - Learn English with Steve Ford - Peppy Pronunciation lesson 4 ("O" –sounds)*
http://www.youtube.com/watch?v=MztfFvyjmf4&list=PL99AD0EB3EFC5C338&index=5
3. *How to learn American pronunciation - Peppy Pronunciation Lesson 9 with Steve Ford (Minimal pairs e/a)*
http://www.youtube.com/watch?v=60XMy1xHikE&index=11&list=PL99AD0EB3EFC5C338

FunEasyEnglish.com
http://www.youtube.com/user/FunEasyEnglish

1. *American English Pronunciation Lesson 1*
http://www.youtube.com/watch?v=kYe1LLDJXaE&list=PLastfixkxvRUPbo5PoP2uziNNhdKcE6mr
2. *American English Pronunciation Practice Lesson 1*
http://www.youtube.com/watch?v=xGoQZIXpe24&list=PLastfixkxvRVA0jKB7SYzvtfI2Tk-W_73&index=4

GoNaturalEnglish
http://www.youtube.com/user/GoNaturalEnglish

1. *Go Natural English - ESL Lesson - Pronunciation Instruction – R and L*
http://www.youtube.com/watch?v=ZkMg3Emj4ic

2. *Go Natural English - Free ESL Pronunciation & Accent Reduction Lesson – S sounds*
http://www.youtube.com/watch?v=dyV62pN6tS4
3. *Go Natural English - Intonation Lesson - Free Secrets for Speaking and Understanding Conversation*
http://www.youtube.com/watch?v=iAUscjvlHgU
4. *Go Natural English - Pronunciation Lesson for ESL - P vs. B*
http://www.youtube.com/watch?v=6VTwanhdIaA

Collolearn
http://www.youtube.com/user/collolearn

1. *ESL Th Sound English Tongue Twister Pronunciation Vocabulary grammar rap with Fluency MC!*
http://www.youtube.com/watch?v=iOqlPXvnG34&index=3&list=PLE536992EFD9B5ECA
2. *ESL English Pronunciation Tip #1 Vowel Sounds with Fluency MC!*
http://www.youtube.com/watch?v=d0lRYM-h5Pw&index=5&list=PLE536992EFD9B5ECA
3. *ESL English Pronunciation Tip #2 Syllable Stress Lesson with Fluency MC!*
http://www.youtube.com/watch?v=dT30zZCXjIU&list=PLE536992EFD9B5ECA&index=6
4. *ESL/EFL English Pronunciation Tip #3, Part 1 Intonation Lesson with Fluency MC!*
http://www.youtube.com/watch?v=E2DFtsUqOac&index=7&list=PLE536992EFD9B5ECA
5. *ESL/EFL English Pronunciation Tip #3, Part 3 Intonation Lesson with Fluency MC!*
http://www.youtube.com/watch?v=P1uoL3-UMNE&list=PLE536992EFD9B5ECA
6. *ESL Sh English Tongue Twister Pronunciation Vocabulary grammar rap with Fluency MC!*
http://www.youtube.com/watch?v=JEg9xQ50BgE&index=4&list=PLE536992EFD9B5ECA

APPENDIX 2

Table 1. Classification of multisensory teaching methods

Teaching method	Learning styles				
	Auditory	Visual	Tactual	Kinesthetic	Social
Exaggerating pronunciation/intonation	x				
Verbal explanation of articulation	x				
Listen-and-repeat method	x				
Dictation and taking notes	x		x		
Rhythm expressed as sound	x				
Poems and songs	x				
Sets of words with similar articulation	x	x			
Minimal pairs	x	x			
IPA/other phonetic notation		x	x		
Graphic notations		x			
Written explanation of articulation		x			
Imitating mouth with hand gestures		x	x	x	
Other hand gestures		x	x	x	
Exaggerating visible articulation		x		x	
Rhythm expressed as movement		x		x	
Objects aiding in visualizing pronunciation		x	x	x	
Subtitles		x			
Picture of oral cavity		x			
Images or concrete objects as illustration		x			
Colours/colour coding		x			
Advising how to sense the sound physically	x	x	x	x	
Animation (pictures or text)		x			
Dialogue, acting, real-life situations	x	x		x	x

Table 2. Summary of all the channels and all the teaching methods used in them

Teaching method	T. Melanie	Anglo-Link	Jennifer ESL	D. Sconda	S. Ford	FunEasyEng.	GoNat.Eng.	Collolearn
Exaggerating pronunciation/intonation				x	x		x	x
Verbal explanation of articulation	x		x	x	x	x	x	x
Listen-and-repeat method	x	x	x		x	x		x
Dictation and taking notes		x			x			
Rhythm expressed as sound			x		x			x
Poems and songs			x		x			x
Sets of words with similar articulation	x	x	x	x	x	x		x
Minimal pairs	x	x	x	x	x		x	x
IPA/other phonetic notation	x	x	x	x	x			x
Graphic notations			x		x	x		x
Written explanation of articulation	x		x			x		
Imitating mouth with hand gestures	x		x	x				
Other hand gestures			x				x	x
Exaggerating visible articulation	x		x	x	x		x	x
Rhythm expressed as movement			x		x			x
Objects aiding in visualizing pronunciation	x							
Subtitles					x	x	x	x
Picture of oral cavity			x			x		
Images or concrete objects as illustration	x		x	x	x	x	x	
Colours/colour coding			x	x	x	x		x
Advising how to sense the sound physically	x		x	x	x	x	x	x
Animation (pictures or text)					x			
Dialogue, acting, real-life situations				x				x

Table 3. Summary of teaching methods per video (Teacher Melanie and Anglo-Link)

	Teacher Melanie						Summary of	Anglo-Link		Summary of
Teaching method	**1**	**2**	**3**	**4**	**5**	**6**	**methods**	**1**	**2**	**methods**
Exaggerating pronunciation/intonation										
Verbal explanation of articulation	x						x			
Listen-and-repeat method		x		x		x	x	x	x	x
Dictation and taking notes								x	x	x
Rhythm expressed as sound										
Poems and songs										
Sets of words with similar articulation	x	x	x	x	x		x	x	x	x
Minimal pairs		x	x	x	x	x	x	x	x	x
IPA/other phonetic notation	x		x	x	x	x	x	x	x	x
Graphic notations										
Written explanation of articulation			x		x		x			
Imitating mouth with hand gestures	x						x			
Other hand gestures										
Exaggerating visible articulation	x						x			
Rhythm expressed as movement										
Objects aiding in visualizing pronunciation	x						x			
Subtitles										
Picture of oral cavity										
Images or concrete objects as illustration	x						x			
Colours/colour coding										
Advising how to sense the sound physically	x						x			
Animation (pictures or text)										
Dialogue, acting, real-life situations										
Teacher Melanie videos										
1: L and R, Part 1										
2: L and R, Part 2 exercises										
3: TH /θ/ & /ð/ vs. /s/ & /z/										
4: TH /θ/ & /ð/ vs. /t/ & /d/										
5: /v/ and /w/										
6: /v/ and /b/										
Anglo-Link videos										
1: Vowels and Diphthongs (Short and Long)										
2: Vowels and Diphthongs (Similar Sounds)										

Table 4. Summary of teaching methods per video (Jennifer ESL/English with Jennifer)

Teaching method	Jennifer ESL (English with Jennifer)									Summary of methods
	1	2	3	4	5	6	7	8	9	
Exaggerating pronunciation/intonation										
Verbal explanation of articulation	x	x			x	x	x	x	x	x
Listen-and-repeat method	x	x	x	x	x	x	x		x	x
Dictation and taking notes										
Rhythm expressed as sound				x						x
Poems and songs			x	x						x
Sets of words with similar articulation	x	x			x	x				x
Minimal pairs									x	x
IPA/other phonetic notation	x	x			x	x	x		x	x
Graphic notations	x	x	x	x		x	x	x		x
Written explanation of articulation					x		x	x	x	x
Imitating mouth with hand gestures	x				x	x				x
Other hand gestures									x	x
Exaggerating visible articulation					x				x	x
Rhythm expressed as movement				x						x
Objects aiding in visualizing pronunciation										
Subtitles										
Picture of oral cavity	x	x			x	x				x
Images or concrete objects as illustration		x	x	x				x	x	x
Colours/colour coding	x	x					x	x		x
Advising how to sense the sound physically		x			x	x			x	x
Animation (pictures or text)										
Dialogue, acting, real-life situations										
Jennifer ESL (English with Jennifer)										
1: TH Voiceless (2007)										
2: TH Voiced (2010)										
3: Rhythm through Rhymes, Lesson 3a										
4: Rhythm through Rhymes, Lesson 3b										
5: L, Lesson 4a										
6: R, Lesson 5a										
7: Word Stress, Lesson 6a										
8: Intonation, Lesson 10a										
9: Vowel Sounds 1										

Table 5. Summary of teaching methods per video (Dave Sconda and Steve Ford)

Teaching method	E.M. Dave Sconda				Summary of methods	S.E. w. Steve Ford			Summary of methods
	1	2	3	4	methods	1	2	3	methods
Exaggerating pronunciation/intonation	x	x	x	x	x	x	x	x	x
Verbal explanation of articulation	x	x	x	x	x	x		x	x
Listen-and-repeat method								x	x
Dictation and taking notes						x			x
Rhythm expressed as sound						x	x	x	x
Poems and songs						x	x	x	x
Sets of words with similar articulation	x				x	x	x		x
Minimal pairs		x			x		x	x	x
IPA/other phonetic notation	x	x	x	x	x		x		x
Graphic notations						x	x		x
Written explanation of articulation									
Imitating mouth with hand gestures			x	x	x				
Other hand gestures									
Exaggerating visible articulation	x	x	x	x	x	x			x
Rhythm expressed as movement						x	x	x	x
Objects aiding in visualizing pronunciation									
Subtitles						x			x
Picture of oral cavity									
Images or concrete objects as illustration			x		x			x	x
Colours/colour coding	x	x			x	x	x		x
Advising how to sense the sound physically	x		x	x	x			x	x
Animation (pictures or text)						x	x	x	x
Dialogue, acting, real-life situations		x	x	x	x				
English Meeting - Dave Sconda									
1: TH									
2: W and "Misuderstandings" Film									
3: TH (ð), f, i, ɪ, z, g, ʊ, d, r - Part 1									
4: ɪ, ɚ, r, d, ð TH, f, æ, n, t, k - Part 2									
Speak English with Steve Ford									
1: Word Stress									
2: O-sounds									
3: Minimal Pairs E/A									

Table 6. Summary of teaching methods per video (FunEasyEnglish.com and GoNaturalEnglish)

	FunEasyE.		Summary of	GoNaturalEnglish				Summary of
Teaching method	1	2	methods	1	2	3	4	methods
Exaggerating pronunciation/intonation				x	x	x		x
Verbal explanation of articulation	x		x	x		x	x	x
Listen-and-repeat method	x	x	x					
Dictation and taking notes								
Rhythm expressed as sound								
Poems and songs								
Sets of words with similar articulation	x	x	x					
Minimal pairs				x			x	x
IPA/other phonetic notation								
Graphic notations	x		x					
Written explanation of articulation	x		x					
Imitating mouth with hand gestures								
Other hand gestures						x	x	x
Exaggerating visible articulation				x	x	x		x
Rhythm expressed as movement								
Objects aiding in visualizing pronunciation								
Subtitles	x		x				x	x
Picture of oral cavity	x		x					
Images or concrete objects as illustration	x		x			x		x
Colours/colour coding	x		x					
Advising how to sense the sound physically	x		x	x	x		x	x
Animation (pictures or text)								
Dialogue, acting, real-life situations								
FunEasyEnglish.com								
1: Lesson 1 /i:/								
2: Practice Lesson 1 /i:/								
GoNaturalEnglish								
1: R and L								
2: S Sounds								
3: Intonation Lesson								
4: P vs. B								

Table 7. Summary of teaching methods per video (Collolearn)

	Collolearn						Summary of methods
Teaching method	**1**	**2**	**3**	**4**	**5**	**6**	**methods**
Exaggerating pronunciation/intonation	x	x	x	x	x	x	x
Verbal explanation of articulation			x	x			x
Listen-and-repeat method	x		x		x		x
Dictation and taking notes							
Rhythm expressed as sound	x		x		x	x	x
Poems and songs	x					x	x
Sets of words with similar articulation	x	x				x	x
Minimal pairs		x					x
IPA/other phonetic notation		x					x
Graphic notations	x		x		x		x
Written explanation of articulation							
Imitating mouth with hand gestures							
Other hand gestures				x			x
Exaggerating visible articulation		x					x
Rhythm expressed as movement	x		x		x	x	x
Objects aiding in visualizing pronunciation							
Subtitles	x	x	x				x
Picture of oral cavity							
Images or concrete objects as illustration							
Colours/colour coding		x	x		x		x
Advising how to sense the sound physically		x					x
Animation (pictures or text)							
Dialogue, acting, real-life situations			x	x	x		x
Collolearn							
1: TH Sound Tongue Twister							
2: Vowel Sounds (long e/short ɪ)							
3: Syllable Stress Lesson							
4: Intonation Lesson, Part 1							
5: Intonation Lesson, Part 3							
6: SH Sound Tongue Twister							