

THE USE OF YOUTUBE IN ENGLISH LESSONS IN FINNISH LOWER  
SECONDARY SCHOOLS

Bachelor's Thesis

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Tiivistelmä – Abstract <p>Teknologian kehittyessä ja uusien laitteiden ja tapojen ilmestyessä myös kouluihin, avartuvat luokkahuoneissakin käytettävät opetusmahdollisuudet. Tietokone löytyy nykyään melkein joka luokasta, ja internet-yhteys on monella oppitunnilla käytössä. Yksi internetin suosituimmista palveluista tällä hetkellä sosiaalisen median saralla on YouTube, videoiden jakamis- ja katsomispalvelu, jota käyttävät jo miljoonat ihmiset.</p> <p>Tämän tutkielman tavoitteena on selvittää YouTuben käyttöä suomalaisissa yläkouluissa englannin kielen oppitunneilla, ja varsinkin sitä, mihin tarkoitukseen YouTubea tunneilla käytetään, ja minkälaisia aktiviteetteja sen käyttöön liitetään. Tutkielma kertoo myös miksi juuri tietynlaisia tehtäviä käytetään kyseisten videopätkien yhteydessä.</p> <p>Tulokset kertovat YouTuben käytön yleisyydestä. Kaikki 15 vastaajaa, jotka olivat yläkoulun englannin kielen opettajia ja vastasivat internet-kyselyyn sähköpostilla lähetetyn linkin kautta, käyttivät YouTubea, suurin osa liittäen jonkinlaisia aktiviteetteja videopätkän katsomiseen. YouTubea myös käytettiin moneen eri opetustarkoitukseen: kulttuurin, kuullunymmärtämisen, kieliopin ja puheen opettamiseen, aiheen alustukseen, oppilaiden mielenkiinnon herättämiseen, viihteeksi ja muun muassa kannustamaan oppilaita oppimaan kieltä. Tehtävät, joita YouTuben käyttöön liitettiin, olivat hyvin monipuolisia. Opettajat kertoivat käyttävänsä videopätkien yhteydessä niin keskustelutehtäviä kuin sisältöön liittyviä ja luoviakin tehtäviä.</p> <p>Tutkimuksen otoksen ollessa pieni tulokset eivät juurikaan ole yleistettävissä, mutta tutkimus selventää sitä, miten YouTubea käytetään Suomen yläkoulujen englannin kielen tunneilla, ja avaa samalla mahdollisuuksia lisätutkimuksiin.</p>	
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## 1 INTRODUCTION

As globalization continues along with the development of new technologies, so does the use of the Internet, and especially the social media sites, such as Facebook, Twitter and YouTube. They are all also increasingly used in classrooms, and as most of the sites on the Internet exist in English, there is a lot of material for the use of English language classrooms. One website especially seems to be an endless reserve of material for classroom usage: YouTube. Teachers and students use YouTube both for uploading their own videos and watching others' videos, and in the recent years, they have learned to use it more and more productively in language learning and teaching too (see e.g. Pacansky-Brock 2013 and Leppänen 2012). YouTube is especially useful for classroom use, as it is full of authentic material, which in turn has been proven to motivate students better than mere school book activities (Peacock 1997).

However, there is little research conducted on the use of YouTube in classrooms. Mostly there are books about how best to utilize it, nothing about how it is actually used. In Finland too, the research has been quite sparse, and the use of YouTube has been only briefly mentioned in some small studies (see e.g. Leppänen 2012).

Thus, the present study aims to find out how much YouTube is used in classrooms in Finland, especially in lower secondary school classrooms of English, and why. It also looks into what kind of things YouTube is used for as it asks what kind of activities, if any, accompany the use of YouTube. With the answers to these questions, it could, for example, be possible to further improve the language teaching materials that the school book authors provide, and to thus better motivate the students to study.

Next, the background for the study will be introduced. It is divided into three: authenticity, social media and activities in language learning and teaching. Then, in chapter three, the present study will be described, including the research aims and questions, the methods and the participants. The results are presented and discussed in chapter four.

## 2 REASONS FOR USING YOUTUBE IN LANGUAGE LEARNING AND TEACHING

This chapter focuses on the background theory relevant to using YouTube in classrooms, and why it is beneficial. First, authenticity, how it relates to YouTube and how it is used in language classrooms, is explained. Then, social media in general and YouTube in particular are explained, also relating them to classroom use. Finally, some basic information about classroom activities is covered.

### 2.1 AUTHENTICITY IN LANGUAGE LEARNING AND TEACHING

Authenticity in language learning and teaching has gained more and more popularity in recent years, especially after the communicative approach in language teaching emerged in the 1970s. There are many studies about how using authentic materials in language learning situations is beneficial for learning languages. YouTube videos which are not explicitly made in order to teach a language are also authentic material, which is why authenticity and its importance to language learning is explained next.

It is difficult to give one simple definition for authenticity, as several researchers have defined authenticity differently. One of the most well-known definitions is Widdowson's (1979: 80). He states that authenticity is "a characteristic of the relationship between the passage and the reader and it has to do with appropriate response". Thus, in Widdowson's definition a text, or any input, is not authentic in itself but how it is used and what the result of the use is are what makes the input authentic. Lee (1995: 324) defines authentic material a bit differently: "A text is usually regarded as authentic if it is not written for teaching purposes, but for a real life communicative purpose, where the writer has a certain message to pass to the reader. As such authentic text is one that possesses an intrinsically communicative quality." This can be applied to other types of input too, such as spoken language. Another quite popular definition is Kramsch's definition (1993: 177). She writes that "The term authentic refers to the way language is used in non-pedagogic, natural communication." Although all three definitions are quite widely used, the present study employs Kramsch's definition of authenticity and authentic material. It was thought to be the most suitable definition, as YouTube video clips often involve natural

communication, or are otherwise made for non-pedagogic purposes, as for example video web logs, interviews and music videos are.

Authenticity, using authentic materials, has many advantages for language learning and teaching. When using authentic materials, such as videos or texts, students are able to listen to and read language used in real situations. The material also usually somehow informs students about the culture of the target language, which gives the task for which the authentic material is used for a whole new educational addition. Students also seem to be more motivated when using authentic materials (Peacock 1997), which is an important benefit for both the teacher and the students. In Peacock's (1997) study, the students' concentration on the task, on-task behaviour, was higher when using authentic materials than when using artificial materials. As it is the teacher who creates the tasks around the authentic material, it is also possible to use the material several times for different kinds of purposes. One can just take the same authentic material and create a different kind of task around it. Authentic materials, as they can be for example amateur videos from some social media website, can also have some mistakes in their language use, or the language can be somehow improper, which can show to the students that even native speakers' language use is not always flawless. This again can further motivate them to use the language as they do not have to fear making mistakes as much. With authentic materials it is possible to bring something new to every lesson.

## 2.2 SOCIAL MEDIA AND YOUTUBE IN LANGUAGE LEARNING AND TEACHING

The Internet, as well as authentic material, has become increasingly popular in the recent years. In Finland the use of the Internet increases steadfastly, and by November 2013, 92 percent of all Finnish people had used the Internet during the last three months (Tilastokeskus 2013). Students and pupils too use the Internet increasingly: in 2009, 39 percent of 10–14-year-olds were registered users of social media, and 72 percent watched videos sent by other people, for example in YouTube (Tilastokeskus 2009).

In addition to authenticity, social media, too, is a challenging term to define. However, for example Kaplan and Haenlein (2010) define it as “a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of User Generated Content.” This user-generated content can be for example text,

music or movie clips that a user of the Internet adds to a website, like YouTube, where other users may read, listen to, watch or share the content. As the use of social media increases, it has found its way to classrooms too, and there are numerous books and articles written on how to best utilize the web and social media in education (see e.g. Pacansky-Brock 2012 and Richardson 2010).

YouTube is a video publishing and sharing website owned by Google. It is one of the most popular means of social media nowadays as it has over one billion unique users every month and approximately one hundred hours of video are uploaded there every minute (YouTube.com). It is popular among Finnish teenagers (Aarnio and Multisilta 2011), as well as among Finnish teachers of English, and it is used as a part of language teaching (Leppänen 2012). However, there is little research about the use of YouTube in language teaching in Finland, and Leppänen's thesis is one of few to research it in a bit more detail. His study presents the purposes for which videos in general, and YouTube video clips among them, are used in Finnish classrooms, but not much else about the use of YouTube in Finland. These purposes include learning about culture, listening comprehension practice, invoking interest in students, previewing a topic, encouraging students to learn languages, entertainment, learning to speak, learning grammar and practicing communication skills (Leppänen 2012). In other countries, for example in the United States, YouTube is widely used to facilitate long-distance lectures and as a means for making and presenting group works (see e.g. Richardson 2010).

### 2.3 ACTIVITIES IN LANGUAGE LEARNING AND TEACHING

Although authentic material in itself is already quite a nice addition to classrooms, merely bringing it into the language learning and teaching situation is not enough. The teacher has to know how to use it to achieve the best results in teaching and learning. There are many different activities, exercises and tasks to use with authentic materials. This chapter is a brief summary of why having at least some kind of a task is important in language learning and teaching, and of how tasks can be categorized according to Nunan (2004), for example by categorizing them according to what kind of a learning strategy is the base for a task.

There are numerous different types of activities for language learning and teaching. Different kinds of activities are good for different purposes, and it depends on the goal of language

learning what kind of an activity the teacher decides to use. However, sometimes teachers do not use any kind of activities in their teaching, preferring to, for example, just entertain their students with YouTube videos, or to simply lecture, as Leppänen (2012) found. Nevertheless, using some kind of an activity when learning or practicing language skills is of the utmost importance. Having the students do some kind of an activity after, for example, learning a new grammar point consolidates the learning process as the students have to draw on what they have just learned. Having tasks also motivates learners to communicate with the input they receive and with other learners, and it offers more authenticity (Su and Liu 2012).

There are several different ways of categorizing tasks, for example dividing them into pre-task, task and post-task as in task-based teaching (TBT) (Johnson 2013), but for the present study, Nunan's (2004) categorization was thought to be the most suitable. According to Nunan (2004), language learning activities, or tasks, can be divided into five different groups according to what kind of strategies are the base for the tasks. The five strategies are the cognitive, interpersonal, linguistic, affective and creative strategies. When the cognitive strategy is the base for a task, it means that the task has the students manipulating the input they receive in some way, for example by classifying things into categories, or by just taking notes. The interpersonal strategy includes tasks which require communication with another person, such as in role playing. With the linguistic strategy, the main focus is on the language. Summarizing and doing controlled language exercises are examples of this. The affective strategy includes tasks with which the students have to understand their own feelings and opinions and use them in order to finish the task. Reflecting is an example of this. With the creative strategy, as the name suggests, the students create something new, be it a play or just for example brainstorming.



### 3 THE PRESENT STUDY

In this chapter, the research aims and questions, the data collection method and procedure as well as the pilot study are presented. In addition, the participants are introduced.

#### 3.1 RESEARCH AIMS AND QUESTIONS

The main aim of the present study is to find out for what purposes YouTube is utilized in Finnish lower secondary schools, and what kind of activities accompany the use of YouTube videos. As discussed above, the topic has not been studied in detail in Finland before, and as the use of YouTube increases all the time, both inside and outside classrooms, it seems relevant to know more about the occurrence. As YouTube clips used in classrooms are also authentic materials, they often motivate students better than for example school book materials. Thus it is also important to know how YouTube is utilized in classrooms in order to know how to improve the students' motivation even more.

The research questions that the present study aims to answer are the following:

1. How often is YouTube used in English lessons in Finnish lower secondary schools?
2. For what purposes is YouTube utilized in English lessons in Finnish lower secondary schools?
3. What kind of activities accompany the use of YouTube?

#### 3.2 DATA COLLECTION

A questionnaire was chosen as a suitable method for the present study, as it was a practical method to contact several teachers of English around Finland. As teachers seem to be quite busy and they do not have too much free time, it was also thought that more teachers would be able to participate in a questionnaire rather than, for example, an interview, as answering a questionnaire does not usually take a lot of time, and the teachers can answer it whenever they want. It also provides anonymity, which can, however, also be a problem. If the participants do not understand the questions, there is nothing to do: as the questionnaire is answered online, it is not

possible to ask for instructions while answering. In order to be as intelligible as possible, the questions were in Finnish.

The questionnaire was made with an Internet programme called MrInterview. The programme is freely available to the students of the Jyväskylä University, and easy enough to use in small studies, such as the present study. The questions were inserted into the programme, and the programme provided the link needed to access the questionnaire on a web page. The link was then sent to email lists of Finnish teachers of English. The email lists were chosen at random from a group of email lists of Finnish teachers of English.

Most of the questions in the questionnaire were multiple-choice questions, but there were some open-ended questions included too. The questions comprised of the background information about the teachers, why they used YouTube in their teaching, the amount of time YouTube was used for in classrooms, the length of the YouTube clips used, for what purposes the teachers used YouTube and did its use somehow vary depending on different teaching groups or courses, what kind of activities accompanied that use and why, and when did the activities take place in the teaching situation and how much time the activities took. All the questionnaire's questions can be seen in Appendix 1.

In order to ensure that the questionnaire was functional, the questions understandable and the Internet questionnaire itself functioning, a pilot study was conducted a couple of days before the actual questionnaire was sent at the end of February 2014. Four university students of English who had experience in teaching English answered the questionnaire. The pilot proved to be very useful, as it brought forward some problems of intelligibility, as well as some technical problems. After making the required improvements, based on the problems with the pilot study, the actual, finished questionnaire was sent to the email lists at the end of February. The questionnaire was sent to 18 email lists altogether, and the teachers were given one week to answer the questionnaire.

### 3.3 THE PARTICIPANTS

In the accompanying email sent to email lists of English teachers in Finland, it was specified that the questionnaire was for teachers of English who taught in Finnish lower secondary schools. It

was assumed that all the teachers who answered qualified for the questionnaire.

After the given week, there were 17 participants, 15 of which had successfully completed the questionnaire. Of the 15, only one was a man and the rest were women. Regarding the other background variables, the group was quite heterogeneous. As Table 1 shows, most of the participants, 60% of them, had taught languages for over 20 years, and 27% from six to ten years. Only one person (7%) had taught for less than five years, and only one other from eleven to 20 years. All of them taught English as was required. Table 2 shows that 47% taught also Swedish, 20% taught German, and one participant taught French beside English. Surprisingly, 33% of them taught only English, and one participant who taught English and Swedish also taught German. Every participant also used YouTube in their classroom, which may have resulted from the teachers seeing that the questionnaire was about YouTube, and thus, only those who used it, answered.

Table 1. Work experience

Years	Percentage
1-5	7
6-10	27
11-20	7
20+	60

Table 2. Languages the teachers taught

Languages	Percentage
Swedish	47
German	20
French	7
Only English	33

## 4 RESULTS AND DISCUSSION

In this section the data from the questionnaire is analysed and discussed. The chapter is divided into three: the basic information about the participants' use of YouTube, the purposes for which YouTube was used in English lessons in lower secondary schools in Finland, and the activities which were used with YouTube.

### 4.1 THE PARTICIPANTS' USE OF YOUTUBE

All the teachers who answered the questionnaire used YouTube in their classrooms. Of the 15 participants, 40% used YouTube more often than once a week, and another 40% more often than once a month. Of the rest, one teacher used YouTube once a week, another once a month and yet another less often than once a month. Although the sample was quite small, it is possible to say that YouTube is at least somewhat used in language learning and teaching in Finland, and some teachers use it even quite often (Table 3). Although the legality issue of using YouTube for teaching purposes in Finland, whether showing YouTube video clips in classrooms is legal or not, is not a part of the present study, it is interesting to note how often the participants used YouTube in their teaching even though they probably knew that using it is a bit of a grey area.

Table 3. The use of YouTube

The use of YouTube	Percentage
More often than once a week	40
Once a week	7
More often than once a month	40
Once a month	7
Less often than once a month	7

The video clips that the participants used in their classroom were mostly (87%) quite short, from zero to five minutes. However, a bit over half of the participants used also clips which were from

six to ten minutes long. Clips of 11-30 minutes were also used by two participants. From the data it is possible to draw the conclusion that the video clips used were mostly short as the teachers only wanted to, for example, introduce some topic or another, or to briefly motivate or entertain their students (Table 4). One participant, for example, wrote that she uses sing-alongs, and songs do not usually take more than a couple of minutes. Another participant wrote that she only shows clips about topics that they have already covered, which does not require longer clips. The longer clips were not used as often as the shorter ones, and it would be interesting to know what exactly was watched for almost 30 minutes, and for what purposes. Possibly a clip of a documentary to teach about a cultural topic, or a movie clip.

Table 4. The purpose for which YouTube is used

The purpose	Percentage
Culture	93
Introducing a new topic	80
Awaking students' interest	73
Entertainment	60
Listening comprehension practice	53
Encouraging students to learn languages	33
Grammar	27
Teaching to talk	7
Communication practice	0
Other	13

#### 4.2 THE PURPOSES FOR WHICH YOUTUBE WAS USED

According to the data, YouTube was used for various purposes in the English lessons. In the questionnaire, there were nine answering options given. It was possible to choose multiple options, and, in addition, the participants were able to write their own responses if there were not

enough suitable options. Of the participants, 93% used YouTube for teaching the culture of the target language, and 80% for introducing a new topic. YouTube was used for awaking the students' interest by 73% of the participants, and 60% used it for pure entertainment. Listening comprehension practice was also quite a popular goal as 53% of the participants used YouTube for practicing listening skills. Next came encouraging students to learn languages (33%), teaching grammar (27%) and teaching to talk in the target language (7%) (Table 4).

Three of the participants wrote about other uses of YouTube, too. These included rewarding students for a successful lesson, the students making their own videos, simplifying some more difficult language aspects, playing different music games and motivation.

It is interesting how almost every participant used YouTube for teaching the culture of the target language and for introducing a new topic. Awaking the students' interest was also quite common, as was using YouTube for pure entertainment. One could assume that also other teachers who use YouTube in their teaching, not just the participants of the present study, use YouTube for similar reasons. This could lead to the conclusion that teachers know quite widely that YouTube is an easy tool for language learning and teaching, and that they know what purposes it is most useful for. This could be studied more, as knowing the reasons for which teachers use YouTube, and knowing what they show their students from there, could, for example, help improve the quality of school book materials by helping to make school books, for instance, more interesting or motivating to students.

When asked if the use of YouTube varied depending on different teaching groups or courses, the answers were mixed. The question went unanswered by 33% of the participants. Another 33% thought that there are no differences in their use of YouTube between different groups or courses. The remaining 33% did, however, write that their use of YouTube varied a bit. The use depended on the age or maturity of the students according to two participants. Another two wrote that the topic of the class and the teaching situation were the reasons why their use of YouTube varied. One teacher said that some groups needed more motivation than others, and some groups were quicker than others, and that that was why she used YouTube a bit differently depending on the group. However, as the material one finds in YouTube already varies depending on what one looks for and, for example, what search words one uses, it might be that even with the 33% who said they do not vary their use of YouTube at all, the use actually varied a bit. The search word

choices could already be an unconscious act of modifying what the teachers want to show their students, as well as the actual choice of the video clip from the result list.

#### 4.3 THE ACTIVITIES USED WITH YOUTUBE

Although all the participants used YouTube in their classroom, only 60% of them claimed to use some kind of an activity with it. However, when asked why the remaining 40%, six people, did not use any activities with YouTube video clips, two wrote that they had some kind of a discussion task or questions about the video clip they had watched, thus actually having and using an activity. Another two wrote they only use YouTube for awaking their students' interest, introducing a new topic or teaching about the target culture by, for example, listening to and watching subtitled songs, which was why they did not need any additional activities. The remaining two participants wrote that there are already enough activities as it is, for example in the school books, and that they thought that was enough.

If the two participants who said they do not have any activities accompanying the use of YouTube even though they did are also counted, almost 75%, three-quarters, had activities accompanying the use of YouTube. The percentage is quite high, and it shows that at least some teachers do find using YouTube in classrooms worthwhile. Additionally, although having and using authentic material in classrooms is recommended, using YouTube raises the question of how and why teachers have the need, or want, to use some other material for teaching than the actual teaching books, and why they create their own activities around it. Are the school book materials, for example, deficient in something, or could they have too monotonous activities? Perhaps researching teachers' stand on the topic could prove to be fruitful.

Of the participants who used activities with YouTube, seven people had the students do the activities after watching the video clip. Five participants had the students do the activities also during the video clip, probably when finding some specific linguistic items. In three cases, the students had activities also before watching the video, but they then continued doing them either during or after watching the clip. It is not surprising that most of the participants who had accompanying activities had the students do them either during the video clip or after watching it, or both, as especially most of the activities in which students "pick up" things from the clips require for example taking notes, which often happens during and after watching the clips.

The participants who used activities with YouTube were able to write in an open-ended question about the activities they used. Out of these activities, four came up several times. The first of these four was discussion. Five of the participants used some kind of a discussion task with YouTube video clips. In some cases it was specified that the discussions were in Finnish, or that they were summaries, or that sometimes the students just talked about the video clip and sometimes they had to answer questions orally. Nevertheless, discussions in some form were used. The second group included questions about the content of the video clip. This group overlaps somewhat with the discussion, as sometimes the questions seemed to be oral, sometimes written. Sometimes it was the teacher who asked the questions, sometimes the students. Commenting on the content of the video clip was, however, a dominant activity, as it occurred in some form in 78% of the answers. Thirdly, noticing, either by hearing or seeing, things from the video clip was also popular. The teachers mentioned that their students had to notice for example grammar points, some particular words or vocabulary, find answers to questions given before watching the clip or pay attention to reactions and responses in the video. In principle, every participant who said they used activities with YouTube, had activities that required this kind of “picking up” different things. This group, too, overlaps somewhat with the two earlier groups, as noticing, or “picking up”, things from the video clips can be seen as commenting on the content of the clips. The last of the four groups was doing something creative. This included drawings about the video clip, dramatization and the students doing their own videos. What was especially interesting was that not one of the participants mentioned using YouTube for communication practice in the multiple-choice question discussed earlier, although for this open-ended question about why they used these particular activities, almost every teacher had an answer which suggested that YouTube was, in fact, used for communication practice. It may be that the participants somehow misunderstood the concept of “communication practice” in the multiple-choice question, or they did not think of their activities as communication practice. Regardless of the reason for not selecting “communication practice” as an exercise type, in the answers it became clear that, among other things, YouTube was actually used exactly for that.

It is interesting that YouTube video clips have these four different kind of “activity types”: discussion tasks, questions about the content of the video clips, noticing things from the clips, and doing something creative. All four of these “activity types” could be somehow included in school book materials, and usually, there are instances at least resembling these in school books. Naturally, it is not possible to have video clips in school books or on CDs, but nowadays when



many school book series have their own websites, video clips could be included there too. Having content resembling YouTube video clips and the activities the teachers create to accompany them in school books could be an important merit to the publishers, and having enough suitable exercises in school books could take care of the problem of the “grey area” regarding YouTube and legality in Finland, as teachers would not have to use YouTube anymore. Nevertheless, in addition to being full of authentic material and thus recommended, YouTube videos have such a wide range of topics and videos that it would be quite impossible to create as applicable a solution as it is. In addition, as students themselves use YouTube in their free time, using YouTube in classrooms is a motivating factor for them, whereas showing video clips which are already part of the teaching material might not be.

When analysing in a bit more detail the activities the teachers have accompanying the use of YouTube, one can divide them into groups according to categories presented by Nunan (2004). This gives a clearer picture of how YouTube can be used in classrooms, as the categories give an explicit classification of tasks that can be made use of with YouTube. Nunan’s categories are also more understandable than the categories drawn straight from the data as the categories do not overlap, at least not as much. In addition, Nunan’s categorization shows more clearly what language learning skills are required and practised with some specific activities. The categories are for different strategies used in classroom tasks, and they include the cognitive, interpersonal, linguistic, affective and creative strategies, which were discussed in section 2.3.2. One can find examples of all of these categories in the examples given by the participants.

First of all, among the data, there are some activities that use the cognitive strategy. For example when taking notes, the students are in a way manipulating the input they receive, and thus are using the cognitive strategy. As some participants wrote, they used discussions and questions, both oral and written, to see whether the students have understood the video, and to make sure they have learned something. These tasks sometimes require taking notes, and thus, use partially the cognitive strategy.

Secondly, the interpersonal strategy was also widely used among the participants. For example co-operating uses the interpersonal strategy, and all pair and group work can be considered co-operating. Even role playing uses the interpersonal strategy. These instances can be seen for example in these mentions from the participants:

“—parin kanssa aiheesta keskusteleminen—”

“—discussing with a pair about the topic—”

and

“—parikeskusteluja, esim. tien neuvomisen harjoittelu”

“—pair discussion, e.g. practicing how to tell the way”

Thirdly, the linguistic strategy is used, for example, when summarizing something, and when trying to find for instance the main points from the video clips. Summarizing is done both alone and in pairs, orally and in writing, and it is perhaps the most used strategy with the activities accompanying the use of YouTube. This is because at least some of the answers of all the participants who used activities with YouTube could be understood so that their students somehow summarize the video clips' content. An example of this is:

“Kerro parillesi suomeksi mistä oli kysymys”

“Tell your pair in Finnish what the video was about”

There were no direct instances of the use of the fourth category, the affective strategy, but for example discussion activities might include such a strategy. One participant wrote that she has questions in English about the topic of the video, and her students are then supposed to answer them. These questions are not necessarily directly about the video clip, but about the clip's topic. Thus, there might be questions which are somehow personalized and which allow the students to share their own experiences, opinions etc.

Finally, the creative strategy in this study mostly refers to the students making their own videos about some topic. They have to create something new, or dramatize the video, as in this example:

“-laululeikkiin osallistuminen, mukana laulaminen, oma esitys”

“-taking part in a musical play, singing along, an own performance”

As explained when discussing the previous studies about the use of YouTube in classrooms, this last strategy, the creative strategy, is also what most of the books about the use of YouTube in classroom are about: how to make your own videos and put them into your YouTube account.

On the whole, all of the strategies presented by Nunan (2004) were a part of the activities accompanying the use of YouTube in this study. It shows that YouTube can be used for several purposes, and that it is a very diverse source for language learning and teaching.

To the question *why do you use exactly these activities with YouTube*, the teachers gave again very varying answers. These answers could be divided roughly into three, and they also seemed to cover reasons for using YouTube in English lessons in general in addition to reasons for using some specific activities. First of all, the activities that the participants had chosen, as well as the use of YouTube in general, were considered to bring authenticity and variation into the classroom. Authenticity was the one thing hypothesized to be the main reason for the use of YouTube. This seemed to be important to the participants too, as one of them wrote:

“YouTubesta löytyy vaihtelevaa ja usein tosielämän materiaalia eikä tarvitse käyttää kirjantekijöiden keksimällä keksittyjä tehtäviä.”

“In YouTube the material is varying and it comes often from real life and one does not have to use the material which the authors of the school books have written and which is far from real life.”

The second category was motivation. According to a couple participants, the students like YouTube. This is probably because they use it at home, and thus, it makes the lessons more interesting. Authenticity also usually increases motivation, so the first two categories overlap somewhat again. The third reason was, in principle, that the use of YouTube, the searching and watching of video clips as well as doing some accompanying tasks, is so easy. As one of the participants wrote:

“Ne toimivat ja kaikki voivat osallistua eivätkä ole liian työläitä.”

“They work and everybody can participate and they are not too laborious.”

Many of the answers were similar to the example above. Watching YouTube videos seems to be quick and not too laborious, the teacher can easily attach any kind of activities to them, they make bringing culture to the classroom easier and watching them and doing the activities is a good way to repeat things.

As one of the participants mentioned, the activities accompanying the use of YouTube can be very swift. That is also what most of the other participants seemed to think. Almost half, 44%, of the teachers who answered the questionnaire wrote that the activities take from zero to five minutes out of the lesson, and another 44% that their activities take from six to ten minutes. Only 22% said the activities take 11-30 minutes, whereas one participant even said the activities take only as long as it takes to watch the video clip. This is the case with for example sing-alongs and other music related games. It is understandable that the activities do not take a long time,

especially if one does not count the video clips' length, as most activities that the participants mentioned seemed to be short discussions or lists of words and answers about the clips, which rarely take a long time.

## 5 CONCLUSION

The aim of the present study was to learn about the use of YouTube in English lessons in lower secondary schools in Finland. More specific aims were, for example, to learn how often YouTube is utilized in these lessons, for what purposes it is used, and what kind of activities accompany its use. The data provided interesting findings about the topic.

The participants used YouTube quite often in their lessons. Almost half of them, 47%, used YouTube at least once a week, and another 47% used it at least once a month. Only one participant used YouTube less often than once a month. The purposes for which YouTube was used were also quite diverse. Almost all participants used it for teaching about the target culture, as well as for introducing a new topic. Awaking their students' interest with YouTube was familiar to eleven participants, and nine participants used it for pure entertainment. This is similar to previous research which says that using authentic materials and things that the students are interested in motivates them better (Peacock 1997). Half of the teachers used YouTube for listening comprehension practice, and five in order to encourage the students to learn the target language. It was used for teaching grammar by four participants, and one even used it to teach how to talk. Even though not one of the participants chose "communication practice" as a purpose for using YouTube, in their written explanations it came out that communication was also practiced. Some other purposes which the teachers wrote themselves were for example watching YouTube as a reward for a successful lesson, and students making their own videos.

The activities accompanying the use of YouTube were also quite varied. They included for example discussion tasks, activities about the content of the video clips, and doing something creative about the video clip, for instance the students doing their own dramatization. These activities also reflected categories presented by Nunan (2004). According to Nunan, language learning activities can be divided into five groups according to what kind of a language learning strategy is the base for a task: the cognitive, interpersonal, linguistic, affective or creative strategy.

Altogether, the study was quite successful. However, if it were done again, some things should be taken into consideration. Firstly, when using a questionnaire there are always some dangers. The biggest problem regarding this study was that it was difficult to attract participants and

hence the answering time had to be doubled. In addition, even though a pilot study was conducted, there were still some participants who had misunderstandings with the questions. They were not able to ask for clarification when answering the questionnaire, and there could be no specifying questions afterwards, which created a bit of ambiguity. The categorization of the purposes and activities was also a bit difficult as the answers were given in open-ended questions, which meant that they varied quite a lot and were thus somewhat difficult to analyse.

As this was only a small study, the results cannot be reliably generalized and more research has to be done in order to be able to draw any specific conclusions about the use of YouTube regarding language learning and teaching in Finland. The study only gave an introduction on how YouTube is used in Finnish lower secondary schools, and specifically in English lessons. In the future, more research could be conducted on for example on what basis the video clips are chosen, what are the clips about, does for instance the legality issue of using YouTube in schools in Finland have an influence, and on whether Finnish teachers of English use YouTube as a channel for giving homework and doing presentations, as for example American teachers are instructed to do (see e.g. Pacansky-Brock, 2013). Researching the relationship between school book materials, especially school book activities, and the activities accompanying the use of YouTube could also prove to be interesting. It would be nice to know whether YouTube, and activities with it, are used because school book materials are lacking something, and if so, what could be done to rectify the situation.

In conclusion, the present study gave a small introduction on the use of YouTube in English lessons in Finnish lower secondary schools, as well as on the activities accompanying the use of YouTube. According to the results, YouTube was quite widely used in Finnish lower secondary schools. From, for example, Aarnio and Multisilta (2011) one can also learn that YouTube is quite widely used among Finnish teenagers too, and YouTube's own website gives more exact numbers of its use in general. However, more research could be done on the topic.

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## APPENDIX 1 – The questionnaire

1. Mikä on sukupuolesi?
  - Mies
  - Nainen
2. Montako vuotta olet työskennellyt opettajana?
  - 1-5
  - 6-10
  - 11-20
  - yli 20
3. Mitä kieliä opetat englannin lisäksi?
  - Ruotsi
  - Saksa
  - Ranska
  - Venäjä
  - Muu
  - Vain englanti
4. Käytätkö YouTubea opetuksessasi?
  - Kyllä
  - Ei
5. Jos vastasit edelliseen kysymykseen "ei", kerro miksi. Sinun EI tarvitse tämän jälkeen vastata enää muihin kysymyksiin, mutta teknisistä syistä sinun täytyy "seuraava"-nappia painamalla mennä kyselyn loppuun asti (n.10 kohtaa) jotta vastauksesi tallentuvat.
6. Kuinka usein keskimäärin käytät YouTubea opetuksessasi?
  - Useammin kuin kerran viikossa
  - Kerran viikossa
  - Kerran parissa viikossa
  - Kerran kuukaudessa
  - Harvemmin kuin kerran kuukaudessa
7. Kuinka pitkiä pätkiä näytät YouTubea? Voit valita useamman vaihtoehdon.
  - 0-5min
  - 6-10min

- 11-30min
  - yli 30min
8. Mihin tarkoitukseen käytät YouTubea opetuksessasi? Voit valita useamman vaihtoehdon.
- Kulttuurin opetus
  - Kuullunymmärtämisen opetus
  - Puheen opetus
  - Kieliopin opetus
  - Kommunikaatioharjoitukset
  - Aiheen alustus
  - Mielenkiinnon herättäminen
  - Kielen opiskeluun kannustaminen
  - Viihde
  - Muu
9. Jos vastasit edelliseen kysymykseen "muu", mihin muuhun tarkoitukseen käytät YouTubea opetuksessasi? Kerro mahdollisimman tarkasti.
10. Onko YouTubeen käyttö sinun kohdallasi kurssi- tai ryhmätyökohtaista, ja jos on, niin miten?
11. Liittyykö YouTubeen käyttöön opetuksessasi tehtäviä tai aktiviteetteja?
- Kyllä
  - Ei
12. Jos vastasit edelliseen kysymykseen "ei", kerro miksi. Sinun EI tarvitse tämän jälkeen vastata enää muihin kysymyksiin, mutta teknisistä syistä sinun täytyy "seuraava"-nappia painamalla mennä kyselyn loppuun asti (4 kohtaa) jotta vastauksesi tallentuvat.
13. Millaisia tehtäviä tai aktiviteetteja YouTubeen käyttöön opetuksessasi liittyy (esimerkiksi puhetehtäviä, millaisia?). Kerro mahdollisimman tarkasti.
14. Miksi liität juuri näitä tehtäviä tai aktiviteetteja YouTubeen käytön yhteyteen? Kerro mahdollisimman tarkasti.
15. Tekevätkö oppilaat yleensä YouTubeen käyttöön liittyvät tehtävät tai aktiviteetit: (Voit valita useamman vaihtoehdon)
- Ennen YouTube-pätkän katselua
  - Katselun aikana
  - Katselun jälkeen

16. Kuinka kauan aikaa YouTuben käyttöön liittyvien tehtävien tekeminen yleensä vie tunnilla, silloin kun niitä käytetään (pelkkien tehtävien teko aika, tähän ei lasketa YouTube-pätkän katselua)? Voit valita useamman vaihtoehdon.

- YouTube-pätkän katselun ajan
- 0-5min
- 6-10min
- 11-30min
- yli 30min