

The Effect of YouTube in ELT Online Classroom for Vocabulary Learning: Perceptions of Tertiary Level Students

KGI Randhuli and STB Galagoda

University of Kelaniya

University of Kelaniya

<irandhuli94@gmail.com>

Abstract – YouTube is one of the major social media platforms that is assumed to be making an impact and a reform in self-directed learning in English Language Learning since it addresses the issue of ‘exposure’, opening up to a wide range of teaching materials both instructional and authentic. The present study aims to investigate the impact that YouTube could make on Sri Lankan university undergraduates. The research questions cover two areas; the use of YouTube in-class and the use of YouTube for self-regulated learning. The research deals with qualitative data as perceptions are investigated. The sample contains twenty-five first-year undergraduates who are following a Humanities degree at the University of Kelaniya. A convenient sampling technique is used and data is collected using online audio calls which are recorded and transcribed. Thematic Analysis is used to extract the major themes and sub-themes. The findings reveal that the use of YouTube videos in class has been provoking, effective and entertaining although at times, due to connection issues and being “accented”, it has not reached the intended outcomes of using it. In contrast, outside the classroom YouTube videos have proven to have a positive impact in the teaching process where they have the ability to rewind and replay and sometimes to choose their own materials. The study concludes that, thoughtful use of YouTube videos could be of benefit in-class, if the appropriate materials are chosen considering the subjective needs of the group and could have various benefits in English language learning outside the ELT classroom.

Keywords: YouTube as a learning tool, videos to teach English, online teaching