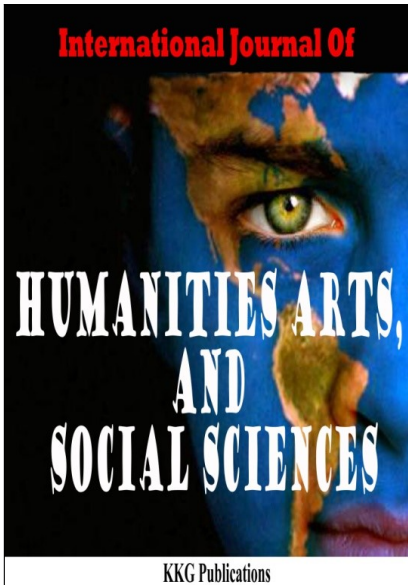


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YouTube or Writing Tube: A Technology-Mediated Learning Tool for TESOL

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YOUTUBE OR WRITING TUBE: A TECHNOLOGY-MEDIATED LEARNING TOOL FOR TESOL

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Abstract. The paper gives a brief overview of the role of the internet for qualifying authentic writing and defines the meaning of YouTube as well as explains how this tool can be used. This is followed by a discussion of the benefits and limitations of using this tool in a classroom and the theoretical framework of using YouTube in an ESL classroom. Later, it proceeds to discuss how YouTube can help promote writing skills in an ESL classroom. The next section of the paper deals with the importance of some pedagogical procedures of video comment tasks for contexts with access to the internet, and provides my own practice of YouTube videos in an ESL classroom. The paper ends with recommendations and a conclusion derived from the findings of the paper. Overall, the paper advocates YouTube as a technology-mediated learning tool to promote authentic writing for ESL/EFL learners. "If we teach today as we taught yesterday, we rob our children of tomorrow" (Dewey, 1944, p. 167).

INTRODUCTION

New generation teachers should integrate technology into their classroom in order to get maximized learning. As a matter of fact Mullen and Wedwick (2008) rightly state, the new generation of children and young adults have grown up digital. Our growing digital world has created an abundance of virtual spaces and tools for communication, expression, and information creation and acquisition. Being literate no longer only involves being able to read and write. The literate of the twenty-first century must be able to download, upload, rip, burn, chat, save, blog, Skype, IM, and share.

Driven by that same spirit, this paper addresses the possibility of using YouTube as a technological tool in promoting authentic writing in EFL/ESL classrooms through examining some instructional implementations or pedagogical procedures for contexts with access to the internet. Mayora (2009) maintains that it is not an easy task for a language teacher to teach effective writing to ESL or EFL students because of "a composite of different factors among which the very complex nature of the writing skill in and of itself is central". He believes that we as English language teachers should admit the fact that writing is a hard process to teach EFL/ESL students because writing is a complicated task. Likewise, Kern (2000) and Brown (2004) assert that both native speakers and ESL/EFL learners need to learn effective writing, but teaching writing for the latter group seems to be harder. Their reason for asserting that idea is because of the higher linguistic, cognitive and

social demands of the writing process for the ESL/EFL learners (Kern, 2000; Brown, 2004).

Another reason that English language teachers may find teaching writing hard for ESL/EFL students is because of the limited opportunities or practical conditions in their classrooms (Mayora, 2009). So, there seems to be a crucial issue of teaching authentic writing to ESL/EFL learners. In order to solve this problem, English language teachers may use Internet Communication Technologies (ICTs) such as wikis, blogs, etc. in their classrooms (Mayora, 2009). Thus, this paper attempts to answer the question posed by Mayora (2009) on whether YouTube could be used as an authentic tool to enhance ESL/EFL students' writing skills together with some instructional implementations. Besides, YouTube has been used as a valuable technological tool for teaching in many classrooms. For instance, according to Balcikanli (2009), YouTube helps second language learners to infinite openings and more efficacious necessities for acquiring a language in a more meaningful way. In my paper, I'll explain more about the need for YouTube in ESL/EFL classrooms in order to promote authentic writing.

Organization of the Paper

The paper gives the theoretical framework and the application of using YouTube in an ESL classroom, and the usefulness of internet for authentic writing and defines the meaning of YouTube as well as explains how this tool can be used. This

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is followed by a discussion of the benefits and limitations of using this tool in a classroom. Later, it proceeds to discuss how YouTube can help promote writing skills in an ESL classroom. The next section of the paper deals with the importance of some pedagogical procedures of video comment tasks for contexts with access to the internet, and provides my own practice of YouTube videos in an ESL classroom. The paper ends with recommendations and a conclusion derived from the findings of the paper.

THEORETICAL FRAMEWORK

Using YouTube for authentic writing can be seen to conceive the situated learning theory of Lave and Wenger. For example, according to their theory, knowledge needs to be presented in authentic contexts- settings and situations that would normally involve that knowledge. Social interaction and collaboration are essential components of situated learning-learners become involved in a “community of practice” which embodies certain beliefs and behaviors to be acquired Lave and Wenger, (as cited in Learning Theories Knowledgebase, 2010).

Therefore, wisdom or knowledge, according to Lave and Wenger is required to be displayed or demonstrated in an authentic context, and learning demands communication in a social environment. In other words, learning is an unintentional process which is placed in an authentic context, activity, and culture (Learning Theories Knowledgebase, 2010). Using YouTube for authentic writing, for ESL learners, can be seen to conceptualize the essence of a Lave and Wenger’s theory to learning. This is because, knowledge can be presented with a real audience in the process of watching a video from YouTube, and students can communicate or exchange their ideas with one another collaboratively and learn. Specifically, people can learn through watching YouTube by engaging in mutual activities such as discussion questions, group works, etc. about the video, presented by their teacher, and answering or discussing those questions in groups and sharing ideas both verbally and in written forms.

Application of Lave and Wenger’s Theory

Based on Lave and Wenger’s theory, English language teachers need to use an authentic context in their classrooms in order to help their students acquire knowledge, and they need to provide a social environment where the ESL learners can interact with one another and learn. I have applied Lave and Wenger’s theory in my classroom practice in Turkey by providing the Turkish ESL students with a social learning environment with the help of a YouTube video activity. Letting the Turkish students watch a video from YouTube helped me provide an authentic

context for my ESL students who needed to be exposed to a real audience of Native American speakers. The activity not only helped the Turkish students improve their understanding of Native American speech, but also created for them a social environment where they interacted with each other about the video both verbally and in written. Further down the paper I will explain my classroom practice and activities in detail (Kongmanus, 2016; Chadyiwa & Mgutshini, 2015).

In my opinion, by providing YouTube as a writing tool, English language teachers can not only provide an authentic context for knowledge, but also help the ESL students learn through the help of collaborative activities in the classroom. This also enables the English language teachers to create a community of practice in the classroom, where students have; a goal, to improve their writing; a shared repertoire, Standard English; and mutual engagements which are their collaborative activities about YouTube.

The Usefulness of Internet for Authentic Writing

There seems to be little consensus among researchers on what the term authenticity refers to; in fact, Kreber, Klampfleitner, McCune, Bayne and Knottenbelt (2007) explain that the term authenticity is a multidimensional phenomenon and “that one dimension of authenticity in teaching relates to educators’ care for the subject matter and thus engaging students in genuine dialogue around ideas that matter”. Granger, Hung and Petch-Tyson (2002) assert that the term authenticity can refer to the “genuine communications of people going about their normal business”. On the other hand, according to McDonough and Shaw (1993, p. 43), authenticity is “a term which loosely implies as close an approximation as possible to the world outside the classroom, in the selection both of language material and of the activities and methods used for practice in the classroom”. From another perspective, Duke, Purcell-Gates, Hall and Tower (2007) assert that authentic literacy can be defined as “activities that occur in the lives of people outside of a learning-to-read-and-write context and purpose. Each authentic literacy activity has a writer and a reader a writer who is writing to a real reader and a reader who is reading what the writer wrote”. They actually imply that in authentic writing, the students are engaged with writing in their own voice to one person or a group of people about their issue.

What is interesting is that in his article, “Using YouTube to Encourage Authentic Writing in EFL Classrooms”, Mayora (2009) defines authentic writing clearly through three crucial features as given below:

- Authentic writing occurs for a communicative purpose.
- Authentic writing is intended for an audience.

- Authentic writing is usually integrated with other receptive skills.

In a traditional writing classroom, with no access to internet, the ESL/EFL students would probably feel that their writing activities are not authentic because they are not provided with the three important features given above. This is because, according to Duke et al. (2007), teachers in ESL/EFL writing courses just give a topic, purpose, and imaginary audiences as an assignment, thus students are provided with neither the real world situations nor the real audience. In these types of situations, students just pay attention to the grammar, vocabulary, syntax and the spelling parts of the writing since those would affect their grade even though their writing activity is not authentic (Mayora, 2009).

However, using the Internet could help the writing teachers use Mayora's three crucial features for providing authenticity in the classroom. For instance, when ESL/EFL students are required to write a comment under a YouTube video or in a blog entry, they not only write for their teacher, but also their classmates and even for people outside their classroom. In fact, Balcikanli (2009) rightly states, "YouTube is useful in many ways for learning a language in and out-of- the classroom".

Moreover, Mullen and Wedwick (2008) believe that "blogs are highly effective communication tools that create a variety of authentic writing experiences for students and learners". Likewise, Balcikanli (2009) asserts that YouTube videos provide "authentic language, essential for effective language learning. Authentic materials enable learners to interact with the real language and content rather than the form". This is important because ESL/EFL learners need to be exposed to real language or native speakers' language in order to learn how they pronounce the words and use them in their dialogue so as to improve both their vocabulary and speaking skills. Unfortunately the internet-based writing activities such as blogs, YouTube videos, digital storytelling, etc. are rarely used in today's educational system as Hartley (2009) asserts, "schools and universities continue to push the literate modern technologies of library and laboratory-as if these hold a monopoly on knowledge". Having provided the different definitions of authentic writing along with the role of Internet in writing classes, the following section focuses on the definition of YouTube and how it can be used specifically in writing classes (Branzburg, 2007).

Defining YouTube

According to Burgess and Green (2009), YouTube can be defined as a video-sharing website where people can "upload, publish, and view streaming videos without high levels of technical knowledge, and within the technological constraints

of standard browser software and relatively modest bandwidth" (p. 1). Besides, there are also four crucial features of YouTube such as; "video recommendations via the 'related videos' list, an email link to enable video sharing, comments (and other social networking functionality), and an embeddable video player" (Gannes, 2006, cited in Burgess & Green 2009, p. 2). Burgess and Green (2009) also note that users can upload as many videos as they could.

The creators (Chad Hurley, Steve Chen, and Jawed Karim) of this website were the previous workers of the website PayPal (Burgess & Green 2009). According to James (2007), it is easy to search the videos from YouTube, in the Search box, you simply type either a word or phrase that seems likely to bring up a desired video and then click the Search button. When a search is successful, a thumbnail image of a video appears, and to the right of the image the following information is provided: the video title, the video's time span, the tags (keywords) used by the video uploader to describe the video, the date the video was added, the uploader's username, the category of the video (e.g. music, entertainment, comedy), the number of views the video has received, a red-star rating by viewers, and the number of times the video has been rated by viewers.

An interesting quote that Hartley (2009) gives about the general uses of YouTube is given below:

- Show off your favorite videos to the world
- Take videos of your dogs, cats, and other pets
- Blog the videos you take with your digital camera or cell phone
- Securely and privately show videos to your friends and family around the world and much, much more! (Hartley, 2009).

The quote does really explain how YouTube could be used and it is implied that anyone (children, teachers, employers, etc.) who has access to the internet can easily use YouTube both in and outside the class. One can also comprehend that with the help of YouTube, people can post videos virtually on anything. So, it would be interesting and motivating for the ESL/EFL learners to post their favorite videos on YouTube and both talk and write about them, in order to improve their writing skills as well as speaking skills. One should not forget that motivation is a must in learning.

YouTube and Teaching

Through my observations, I have also found that some ESL teachers do use YouTube in their classroom. Here is an example of an ESL teacher's conversation on his/her use of YouTube in his/her classroom. I've used YouTube to have students research job interview tips, stress patterns, pronunciation problems, and

informational interviews. The results have been consistently positive as I have students write concise video reviews and email me their reviews for homework before the next class. Then I slightly edit the reviews, watch the videos and add my own comments in blue ink, and combine the reviews into a single document that is emailed to all class members. Use or lose I say, but here are the reviews from your classmates. Result: almost every student watches every video recommended and spending far more time on the topic than I could allocate in class. It's both popular and quite effective. As English teachers, we are truly blessed to be working in the YouTube era (Chimayo Press, cited in *Compelling Conversations* 2010).

Moreover, according to Gentry (2009) and Yee and Hargis (2010), YouTube can indeed be used in the classroom to aid learning. In his article, *Using YouTube: Practical Applications for 21st Century Education*, Gentry (2009) discusses how YouTube can assist ESL teachers to evaluate the oral performance of their students. He also suggests that uploading speech presentations could be a practical way of using YouTube for students so that both their teachers and their friends could watch and observe their demonstrations (Gentry, 2009). The YouTube video sharing site could also be used as a tool to make portfolios of the students (Gentry, 2009).

In addition, Yee and Hargis (2010) also support the usage of YouTube videos in the classroom when they say "YouTube can now be easily and usefully adopted by instructors for educational purposes, and indeed many professors use YouTube in their classroom teaching already" Brooks (as cited in Yee & Hargis). They assert that YouTube could be used on presenting subjects, talking about and analyzing case surveys (Yee & Hargis, 2010). Like Gentry (2009), Yee and Hargis (2010) also suggest using YouTube videos for classroom projects or tasks, especially for the oral ones for expressing students' opinions about the videos.

According to Balcikanli (2009), YouTube is a wonderful resource which promotes language learning when used as a teaching tool. For instance, he asserts that ESL/EFL students can "listen to all kinds of spoken language (formal, neutral, informal) and genres (songs, parodies, debates, political speeches, talk shows, lectures) and learn a lot of vocabulary in context, which, without doubt, will help memorize more easily". In other words, through YouTube videos English language teachers can provide various styles of language for their students. Besides, he suggests that "YouTube can offer more as well as its authentic texts heavily addressing cultural competence and pragmatic considerations" and it can also "cater to learners' needs for real world language use and their interests in exploring the world". Thus, ESL/EFL learners can be aware of the cultural

frames of the English language, which can help them learn the language more efficiently and enthusiastically. Further down the paper, I will also explain how YouTube can be used in an ESL classroom, specifically for teaching authentic writing.

What are the benefits and limitations of using YouTube in a classroom?

One advantage of using YouTube in the classroom is that the videos are a source that can captivate the whole projection screen which could be used as an instructional aid (Yee & Hargis, 2010). Besides, Yee and Hargis (2010) argue that in order to supply an environment where there is close contact between the teachers and their students in a combined or mixed classroom, YouTube could be beneficial. According to Hartley (2009), teens use YouTube in order to entertain themselves, so why do teachers not use this technology in their classroom in order to motivate and entertain their students? As I have stated, motivating our students is a must for ESL teachers in order to help ESL/EFL students learn in an enjoyable way. We as ESL teachers should provide the most enjoyable and motivating environment for our students so that they love learning English as a second language.

In addition, Burgess and Green (2009) also note that YouTube supplies an "opportunity to link to other users as friends, and provides URLs and HTML codes that enable videos to be easily embedded into other websites" (p. 1). Thus, teachers could also use this advantage of YouTube for accessing their class blogs (Burgess & Green, 2010). It is not a very hard process to use YouTube, so teachers or students can refer back to the video again and re-watch it by clicking on the same title. According to James (2007), a crucial advantage of YouTube "involves saving videos so that when you are ready to show them in class they can be immediately accessed". Lastly, one should not forget the useful classroom videos as stated by Yee and Hargis (2010), and one example could be that they provide authentic examples of formal and informal English used by people.

One disadvantage about using YouTube in a classroom is that sometimes there are inappropriate images incorporated into videos or used as advertisements on the screen, thus many schools block YouTube from their systems. Hartley (2009) asserts that the "education system has responded to the digital era by prohibiting school-based access to digital environments including YouTube, apart from walled gardens' under strict teacher control" (p. 130). However, Hartley (2009) argues that this indeed is really harmful in that students may tend to think that the goal of the education system is to defend them from any kind of unsuitable component instead of making them digitally literate, thus, leading the students to even worse situations such

as daydreaming and mischievous behaviors.

According to Mullen and Wedwick (2008), “there are highly inappropriate videos available on the site; however, there are also priceless tools for education. Instead of eliminating this resource from the education community, administrators, teachers, and students need to be taught how to use this valuable tool”.

What is more, Mick (2010) argues that most of the subjects shown in YouTube are informative and entertaining and that pornography on television is worse than in YouTube. Likewise, James (2007) believes that schools must not block YouTube videos because of its education-related content. A minor disadvantage of using YouTube videos is that some of them may have poor sound quality and slang, but teachers would have already watched the video before showing it to her/his students, so I believe that they would choose the best one with the highest quality. Hence, researchers seem to reach a consensus on the importance of using YouTube videos in classrooms as an aid for better learning. Having established the importance of YouTube videos in classrooms, the following section discusses the importance of YouTube videos specifically for authentic writing.

Can YouTube promote authentic writing for Learners of English as a Second Language?

One technique that has been advocated to promote writing skills among ESL/EFL students is that of using YouTube videos. One way of using YouTube videos to improve the writings of ESL/EFL learners is by watching a variety of videos on YouTube, thus, students would be given an opportunity to write their comments and thoughts about the video they have watched (Mayora, 2009). These comments would involve; “evaluating, expanding, criticizing, or questioning the audiovisual text” (Mayora, 2009). Hence, students would not only improve their writing, but also develop their critical thinking by expressing their own ideas. He also suggests that one way of posting students’ comments online would be becoming a YouTube member.

Commenting on Videos

Using the activity, comment-posting, with the help of YouTube videos could be defined as the best way of promoting authentic writing since it involves all the features of authentic writing (Mayora, 2009). In stressing the importance of comment-posting for authentic writing skills, there are four features of authentic writing, which could be found in a comment-posting activity:

- the author of the comment writes about the video content (thus integrating listening and writing)
- if the author has decided to post a comment, it is most

probably because of feeling compelled to do so for personal reasons (communicative purpose)

- the author might be writing to the YT member who originally uploaded the video but knows that anyone else who watches that video is likely to read the comment (real audience)
- since there are no evaluations other than what other YT members might provide in a reply, “the viewer focuses on the message and on making that message reachable for the readers rather than focusing on form” (Mayora, 2009).

According to Lange (2007), these crucial features in a comment-posting activity are highly likely to promote students to socialize. This is because, Lange (2007) asserts that “youth and young adults use YouTube’s video sharing and commenting features to project identities that affiliate with particular social groups”.

Balcikanli (2009) also suggests that with the help of reading the comments written on YouTube videos, English language teachers can “use YouTube texts to start discussion/writing tasks”.

However, according to Mayora (2009), there seems to be one minor problem in the video-commenting process. He questions whether ESL students could still improve their writing skills by writing comments on YouTube videos, which imposes only a maximum of 500 characters. This indeed seems to be answered positively by the research conducted by Pino-Silva (2007).

According to Pino-Silva (2007)’s year-based school research, ESL learners were more confident in themselves when they were writing comments under YouTube videos. He also implies that when compared to longer essays, ESL students are more relaxed and enthusiastic to write about YouTube videos in English. One can infer that as long as an activity is motivating and appealing, ESL/EFL students can develop their writing gradually no matter how long or short it would be.

Critiquing Videos

There are also other researchers who believe that using YouTube videos in classrooms will enrich students’ learning, specifically in writing such as James (2007); Avery (2007); Mullen and Wedwick (2008); Christy (2009); Berk (2009). According to James (2007), YouTube videos can help students critique the visual-aural representation such as the discussion among the characters, and the events, in class, and write comments or arguments on them by creating a YouTube account. James (2007) also suggests that English language teachers can devise many different activities for their students through the help of YouTube videos such as; watching a motivating, nice short film in class or at home and writing a response to it, which could

also be developed into writing comments on their classmates' responses, thus creating a social discussion environment and developing critical thinking skills at the same time (Amaya-Anderson, 2008).

James' suggestion seems to conceive all the students, whether native English speakers or non-native speakers. However, one can apply his method specifically to ESL/EFL learners too, because we as English language teachers need to improve our ESL/EFL students' ability to criticize with the help of the YouTube videos that they have watched. This is important because, ESL/EFL students also need to express their opinions or reflect their ideas and thoughts in their real life experiences, so with the help of critiquing videos one can help them reach that goal.

It is inferred that through watching videos from YouTube, ESL/EFL students would be provided with authentic material and be able to interpret the video using their own critical thinking skills, post a comment on the YouTube website about it, and share and discuss their thoughts or socialize with their friends besides improving their writing skills. YouTube also provides a valuable opportunity for the teacher to save his/her favorite videos for his/her writing course so that the students can re-watch the videos even when they are not at the school environment (Mullen & Wedwick, 2008). If using YouTube videos is that beneficial, why do English language teachers not use them in their writing courses for ESL/EFL students?

My Classroom Practice in Turkey

I suggest that English language teachers use the YouTube comment-based task after they teach a short story. For instance, I had prepared and applied a short story lesson plan for 25 advanced level ESL learners at Baskent University, where I was teaching to my classmates for my presentation. The name of the short story that I had found from YouTube videos was 'Of Mice and Men. My major objectives and goals were to let the students catch words from the video and brainstorm in order to improve their listening skills, consider John Steinbeck's characterization, revise the order of the main events in the novel, consider the main themes of the novel and their application to each character, analyze the ending of the novel and its effect on the reader through writing a comment under the YouTube video.

While watching a video about the classic novel "Of Mice and Men", which was a commercially released video, in the classroom, I let the students take notes as much as they could and brainstorm. I had also written some categories on the board, so that students could write words that they were able to catch while brainstorming. The categories included names, places,

clothes, characteristics, and materials. This activity not only warmed up the class, but also made them watch and understand a film in their second language.

In the next activity, I gave the students some cards on which the names of the major characters were listed. Their job was to write some quotes next to the characters. The quotes were supposed to be something that the characters say or something that describes them either from the video or quotes of their own making. This activity also measured how much the students understood from what they had heard.

The later activity consisted of a collaborative discussion group work. I provided the students with papers in which the significant events in the novel were outlined. The students were required to read the statements and put the events in the order that they occurred in the film. This activity not only provided the students to express, and share their thoughts based on the video that they had watched, but also enhanced their speaking skills.

The third activity consisted of some comprehension questions. In order to improve students' comprehension from what they had heard and watched, I made a list of true/false sentences and they tried to find the answer to them using their knowledge from the film. An example of the two of the true/false sentences is given below:

- The name of the town from which George and Lennie flee is Salinas.
- Lennie tends to break small things because he likes doing so.
- 1-false/weed 2-false/he does not know his own strength.

This activity, with the same purpose, followed a multiple choice comprehension question. The students were required to choose the best answer according to 'Of Mice and Men' in small groups so that they could exchange their ideas.

As a post activity, I let the students first write their thoughts on a piece of paper and then speak aloud in the classroom giving reasons why one of the characters, George, was right or wrong in killing Lennie, who was another character in the film. My activities covered not only the writing skills of the students, but also their listening, reading, and speaking skills.

According to my observations and findings, all the ESL students were interested in the activities, and they were motivated. At the end of the class they all said they liked watching the YouTube video so much that they wanted to re-watch it at home. They said it was enjoyable to write about the video that they had watched in the classroom.

In my opinion, it would be interesting to create a comment-based task activity as a follow-up. For instance, the following week, students could be required to get into small groups and

create a role-play activity based on the characters in the film that they had already watched. After creating their own plays, with authentic costumes, and recording them, they could post their own plays to YouTube, so that their classmates could watch, and write a response to their videos. Thus, ESL teachers can help create an authentic environment in which students can even write a comment to each others' own unique video, which could enable them to think critically and express their own opinions in a maximum motivating environment and socialize.

Applying Lave and Wenger's theory to My Classroom Practice My classroom practice fits into the Lave and Wenger's situated learning theory, because I had provided a motivating situated learning environment with an authentic material, YouTube video, through which the ESL learners gained knowledge about 'Of Mice and Men'. Turkish ESL students were able to first observe the short film, catch words from it and brainstorm in order to improve their understanding or listening skills, and improve their pronunciation skills by imitating the real audience, American, speeches. Later, they did group activities about the film and interacted with one another by discussing John Steinbeck's characterization, revising the order of the main events in the novel, considering the main themes of the novel and their application to each character. At the end, the students analyzed the ending of the novel and its effect on the reader through writing a critical comment under the YouTube video by recalling the reinforced film. These activities helped the Turkish

ESL students socialize and created collaboration among the groups, because they were given the opportunity to exchange their ideas with one another through the help of the YouTube activities. Thus, they not only gathered their knowledge in a socially constructed manner, but also improved their writing skills.

Recommendations

Based on the findings of this paper, the following recommendations can be made:

- Due to their authenticity, comment-task activities should be employed in the ESL classrooms to promote writing skills socially and effectively.
- Using YouTube videos in an ESL classroom can encourage and motivate students for a better understanding of writing, so why do we, as English teachers, not try it?

CONCLUSION

In conclusion, this paper attempted to examine the possible use of YouTube videos for the promotion of authentic writing in ESL/EFL classroom. I believe that it would be very time-consuming to find separate DVD videos, reserve, check-out, and return them, so YouTube is an indispensable opportunity for the teachers to use in their class by just creating a channel. It is proposed that with the help of YouTube videos, students can write comments using their critical thinking skills and have an opportunity to share their ideas about those videos.

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– This article does not have any appendix. –