

USING TAILOR-MADE *YOUTUBE* VIDEOS AS A PRETEACHING STRATEGY FOR ENGLISH LANGUAGE LEARNERS IN MOROCCO: TOWARDS A HYBRID LANGUAGE LEARNING COURSE

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Abstract

This paper introduces the use of technology in the classroom and highlights the growing challenges and opportunities teachers face in its application. One specific technique, the use of teacher-made and annotated *YouTube* videos to preteach class-specific course content for English language learners is presented. These videos were created to 1) be under five minutes, 2) annotated with text to reinforce the key concepts, 3) specific to the teacher's classes and not necessarily for a wider audience, and 4) offer in-class incentives for online work. Qualitative and quantitative results of the use of this technique are described over four semesters of data, two before the preteaching videos intervention and two after.

The results conform to the previous research about preteaching in specific and the use of technology overall, but isolating the particular effect of the preteaching videos on learning remains a point for a future study. The paper concludes with a summary of the results and a discussion of the increasing role of technology in teaching and an exhortation for classroom teachers to make the most of these tools to remain relevant to learners.

1. Introduction - The Open Knowledge and teaching revolution: an overview

Knowledge seekers and sharers today are living in an incredible age of openness and opportunity. In just the past five years, sites such as *Wikipedia* and *YouTube*, among others, have created platforms for people to share knowledge and teach it to each other using just a computer and the Internet connection. This has constituted a major shift from previous ways of one-way knowledge sharing such as *Microsoft's Encarta*, which required the user to purchase an actual program, install the program on a computer, and only then have the opportunity to consume the information without the opportunity to contribute to the knowledge creation process. Today's knowledge sharing is revolutionary in that it is a multi-way process in which people not only

absorb knowledge but also contribute to the refinement of that knowledge or add new knowledge of their own.

Universities have also played a major role in this knowledge revolution. MIT, Harvard, Yale, and many other universities have had many of their courses' content, including syllabi, lecture notes, video of lectures, readings, and even assessments online for most of the past decade. Through these offerings, people from all around the world have been given free access to top-notch instructors and course materials. Although this type of knowledge sharing is more closely aligned with the one-way processes described above, it has the distinction of coming from institutions and individuals highly regarded for their contributions to learning and scholarship around the world. However, one of the main problems with these offerings was the lack of online teaching pedagogy that would offer guided learning activities, assessments, and a community of learners – in short, some of the traditional pedagogical elements.

Most recently, another development has occurred at the intersection of education and technology with the introduction of the Massively Open Online Course (MOOC). These courses, organized through individual universities and/or with technology startups (for example, www.coursera.org or www.edx.org), combine the open and free information revolution with a pedagogical basis for learning. These organizations offer courses from respected universities and teachers using the following elements:

- an entirely online platform,
- a combination of media such as recorded lectures and online readings to deliver content,
- social networking concepts and tools to create a classroom-like online collaborative environment,
- assessment tools ranging from automatically graded quizzes and assignments to peer-reviewed and graded written work,
- official certificates for successful completion of the course.

Thus, the MOOC strives to bring the best of both worlds, as an open and free learning environment that is also accountable and offers rewards to learners around the world. Many of these classes have participants in tens or even hundreds of thousands of learners from around the world.

In Morocco, as well as in the developing world in general, where high quality education and access to learning materials including books and educational software is not always

available, this openness and accessibility of knowledge is a welcome development for learners and teachers at all levels. Of course, this wide open framework raises issues of authenticity and authority that teachers and learners must wrestle with, but it is undeniable that access to and interaction with knowledge today is much more open, easier to access, varied, and cheaper than ever before.

This new educational landscape puts pressure on the classroom teacher. If a student can take a free online class in statistics (or any other field) from an expert at, for example, Princeton University and get credit for his/her efforts, what is the motivation to enroll at a traditional university? One possible solution to this issue for a classroom teacher is improving the quality of his/her classes through blending in-class and online pedagogies to form a hybrid course. Such an instructional design places much of the learning online in the form of videos, readings, and basic assessments while reserving the classroom for more in-depth learning through engaging discussion, activities, and complex assessment techniques. This type of class has already been shown in a recent randomized study of an introductory statistics course to have “comparable learning outcomes for this basic course and a promise of cost savings and productivity gains over time” (Bowen, Chingos, Lack, & Nygren, 2012). Thus, there exists considerable potential for classroom teachers to hybridize their courses through a creative combination of online and out-of-class materials with engaging in-class activities. What is more, this technique can be relatively easily implemented through the use of free, open, and popular online tools that both students and teachers should feel comfortable using.

2. Background

2.1. Open teaching, hybrid environments, and the English language classroom

Currently, organized MOOCs and hybrid classes tend to be heavily content-based with subjects such as computer science, mathematics, business, and history. These course offerings are growing exponentially and will continue to do so as long as the MOOC and hybrid model are meeting the needs of teachers and students. On the other hand, language learning may offer particular challenges to the MOOC and hybrid course model due to the need or desire for a communicative in-class environment to develop language proficiency. However, there is already an incredible array of resources for language learners to improve their ability. With respect to

English, there are dozens of high-quality sites dedicated to English grammar, thousands of hours of authentic listening material annotated with captions available at *YouTube* alone, and websites such as www.livemocha.com or www.duolingo.com that offer the learner opportunities to practice their speaking, listening, reading, and writing skills. These materials can be viewed anywhere and at any time that an Internet connection is available — what James Trier calls “space-shifting” and “time-shifting” and are incredibly “cool,” in that they enable the learner to interact with and contribute to the material if he/she wishes (Trier, 2007a). In addition, many of these English-learning sites are geared towards specific cultures and linguistic groups — one can find several sites with the title “English for Arabs”, for example. In short, a student can find online learning materials for English that are easily accessible, interactive, and culture-specific.

Again, for the language teacher and specifically the teacher of English, this proliferation of learning opportunities online is a challenge and an opportunity. The challenge is that the classroom teacher faces significant competition from the online world with its highly-engaging and multimodal environments that blend images, text, and sound to improve the learning and use of English (Doering, Beach, & O'Brien, Oct., 2007; Thompson, 2008; Strassman, MacDonald, & Wanko, 2010). In the future, there may even come a day when the quality and accessibility of free, online, interactive learning equal or even surpass the classroom environment. On the other hand, the opportunity for the classroom teacher comes from finding ways to use this material to enhance the classroom experience and help learners master content more quickly and thoroughly (O'Brien & Scharber, 2010; Trier, 2007b; Garcia-Barriocanala, Siciliaa, Sanchez-Alonso, & Lytras, 2011; Kruse & Veblen, 2012). For example, a hybrid or “hypermedia” approach that uses high-quality online material blended with in-class learning can create a learning experience that surpasses the classroom environment (Sanne, 1994/1995). In addition, the use of these materials can move instruction beyond the school and classroom, help students develop core competencies at home and, thus, make the use of in-class time more efficient and effective (Putman & Kingsley, 2009). However, despite this promise, more research into the feasibility and effectiveness of the hybrid approach in English language teaching is needed (Harrington, 2010). This study offers a modest effort in this direction.

2.2. Preteaching as a hybrid teaching strategy for a classroom teacher

The primary opportunity for the classroom teacher interested in engaging with the hybrid approach may be to capitalize on the fact that, while the Internet has a great deal of material that is general enough to be useful to most learners, there often exists a gap between what the Internet offers and what the classroom teacher is trying to accomplish in terms of quality, specificity, and student engagement. To look at just one area, *YouTube* videos, which this paper addresses in detail, the teacher may find that existing instructional videos are too long, vague, complicated, poorly produced, or simply just not appropriate for his/her learning goals. It is in this space between the general and the specific that the classroom teacher has the opportunity to produce material that will directly aid his/her students and, potentially but not necessarily, other learners around the globe.

One of the many opportunities for the classroom teacher to exploit in the use of this online material is preteaching. Preteaching is an instructional strategy that helps students build background knowledge of the material presented before the class period and may include introductions to key terms, facts, or concepts essential to the material presented. Preteaching provides a framework upon which to add new knowledge (Munk, 2010). For the teacher of English the previous knowledge of the learners is an essential key to progress in the classroom. For example, students who come to a classroom where developing academic English skills is the goal but do not know how to conjugate the English verb pose a serious challenge to the intended learning outcomes of the course. Thus, if the essential elements of the lesson can be delivered and learned by students before the class even begins, the class time may be used more profitably. Preteaching has been shown to help English language learners (ELLs) in a variety of areas, including reading comprehension (Chen & Graves, Winter, 1995), historical background to written texts (Rance-Roney, 2010), acquiring vocabulary (Christen & Murphey, 1991), and even improving outcomes for students with behavioral issues (Beck, Burns, & Lau, 2009).

The key components of effective preteaching are the planning, instruction, and evaluation phases (Munk, 2010). Careful planning includes thinking about the specific students involved, how far in advance to preteach the material, and the content and medium of the instruction. The instruction itself should follow traditionally effective methods of teaching that present the material clearly and efficiently and then lead to guided and individual practice. Following a preteaching exercise, teachers must review and revise their preteaching practice through both

quantitative (e.g. students' test scores) and qualitative (students' attitude towards the preteaching) measures.

The present study investigates preteaching as a possible strategy for creating a hybrid learning environment for ELLs, specifically those in pre-academic writing and grammar courses at a university in Morocco. The teacher created and annotated YouTube videos to preteach specific course content related to punctuation, capitalization, tenses, passive voice, and other issues related to pre-academic writing and grammar. As few studies about teaching English language and the hybrid environment exist, this work offers some insight into the potential of this approach for the classroom, English language teacher or the instructional program.

3. The study

3.1. Research questions

The central research question was whether using *YouTube* videos as a preteaching strategy for a pre-academic English writing course would be effective on a qualitative and/or quantitative level. A related question was whether a hybrid-type approach to ELL teaching would mirror the result offered for non-ELL teaching from the randomized study about the basic statistics course above; namely, that the hybrid environment would produce similar academic gains as the traditional classroom (Bowen, Chingos, Lack, & Nygren, 2012). This question, however, is not entirely valid because the current study focuses on traditional ELL classes that met five times a week for one hour. In these classes, the teacher used *YouTube* videos to preteach certain material in a hybrid-style. A true hybrid course would have eliminated some of the course hours and replaced them with online content. However, that was not possible at the time due to the requirements of the author's teaching position. Regardless, this question will be addressed in a small way in the discussion section.

3.2. The rationale for the study

This case study describes the author's use of self-produced and annotated *YouTube* videos to preteach material in pre-academic writing and grammar courses at a Moroccan university. The impetus for creating and using these videos came from various concerns and motivations in the author's mind. Some of these were responses to negative issues the author faced in the classroom:

for example, students' missing class or not hearing/misunderstanding class content, and the author's desire to address simple and avoidable errors observed in the students' work. On the other hand, some motivations were positive in the author's desire to connect more clearly with students, use culturally relevant instruction, offer students another way to learn the course content, and motivate students through the interaction of the Internet. Finally, the author felt that using the videos to preteach key items in the course would help the students to progress through the syllabus in a more quickly and accurately fashion.

The use of *YouTube* videos that were specifically geared to the writing and grammar courses offered the author the opportunity to overcome some of those negative concerns and engage the students in a new way. The author felt that there was, additionally, the opportunity to produce some videos that were more appropriate for the specific learners and course outcomes than many of the other *YouTube* videos available for English learners. The author felt that many of the available YouTube videos were:

1. too long to maintain the students' attention because many of the videos averaged ten minutes or more in length,
2. not engaging enough in that the videos featured unknown teachers lecturing with the aid of a whiteboard with handwritten explanations,
3. too often simply narrated PowerPoint presentations from an unknown teacher,
4. too complicated and not geared to the non-native speaker of English, which was especially true for videos made for native English speakers in Academic Writing courses in the United States,
5. lacking in cultural relevance and appropriateness for Moroccan students, and
6. lacking a direct connection to the classroom.

3.3. Design of the materials

Thus, the author felt that by producing videos that countered each of these points, a more engaging set of videos would exist for the students in pre-academic writing and grammar courses. This would be achieved by the following steps:

1. Making short (five minutes or less), relatively simple videos of the author speaking clearly, slowly, and directly to students.

2. Using *YouTube*'s annotation feature to create clear, on-screen notes that identify key parts of the lesson.
3. Incorporating the use of culturally specific examples and stimuli in the videos. For example, in some videos, the author used Moroccan Arabic or French to make a point about English grammar or writing (see for example, the "Verb Tenses Introduction" video <http://www.youtube.com/watch?v=VU12pOBbJ7U&feature=BFa&list=PL9B029B693F1F9957>). Another small detail is that the majority of the videos were shot in the author's office in front of a painting with the word "اقرأ, 'Read!,'" which is from the first verse revealed to the Prophet Mohamed and would be easily recognizable to students.
4. Adding a link to the classroom at the end of each video in the form of a "Challenge Item" that the students were invited to do for bonus points in the class. For example, at the end of the "Punctuation" video for writing, the students were given the opportunity to earn bonus points by presenting a properly punctuated sentence to the teacher in the classroom (<http://www.youtube.com/watch?v=KennuCk9xpU&list=PLB07181B55D5E0328&feature=g-list>).

Through these videos, the students would be able to watch the videos before class in order to understand the key items and background necessary to master the material. In addition, the students would have the opportunity to repeat the videos after the class to gain additional insight and mastery of the material. Finally, the students had the opportunity to connect the learning the classroom through the "Challenge Item" at the end of each video. However, it must be stressed that the author did not plan to create a series of videos to replace the classroom, only a series to help students enter the classroom more prepared for and interested in the material. After class, the students would also be able to rewatch the videos to help them fill in the gaps in their knowledge.

In preparation for the production of the series, the author spent time thinking about the key items that he wanted to preteach for both the writing and grammar syllabi. Each video was intended to help the students understand the main goal of the topic area, not to teach the item in detail. The videos, therefore, would present the information clearly in less than five minutes, and the author would reinforce the material through guided and individual practice in the classroom. In the end, the author produced a series of videos for writing that covered such essentials as punctuation, capitalization, subject-verb agreement, and how to organize a paragraph or essay. The grammar series covered the key items covered in the syllabus such as tenses, passive voice,

and modal verbs. The author produced these videos using a handheld iPhone 3G camera and/or Flip and chose to upload the videos to *YouTube* due to *YouTube*'s stable, fast, and uncomplicated uploading software as well as its built-in editing features, eliminating the need to use *iMovie*, *Microsoft Movie Maker*, or other editing software. For filming, the Flip camera produced greater video quality, but uploading the videos to *YouTube* took more than 30 minutes per five minute video, so the author switched to the iPhone 3G, which, though the video quality was lower, had acceptable sound quality and the upload time was less than ten minutes per video. After the videos were uploaded to *YouTube*, the author used *YouTube*'s video editing and annotation features to add clarifying text to the videos; for example, in the video about punctuation, the author demonstrated through on-screen annotations some of the typical punctuation mistakes such as the comma splice and the run-on sentence. The total time required to produce, upload, and annotate each video was approximately 30-45 minutes. Thus, the investment in time to create the series of about 15 original videos was about eight hours or a full day's work. While this time was considerable, it must be stressed that the videos would be used for many semesters and could be easily copied, modified, or edited within *YouTube* in the future, thus making the investment in time worthwhile.

When the series of videos was complete, the author sent links to each video via email to the students in advance of the class day so that the students could watch the videos the night before class and come to class with the video's content fresh in their minds. In addition, the author kept an online syllabus of each class in *Google Docs* that had the links to the videos so that students could access them from a variety of sources. Finally, the videos were also set to "public" in *YouTube* so that students could simply search for them if necessary.

In short, the creation of these two playlists of short, clearly annotated, culturally relevant, and engaging *YouTube* videos for writing and grammar and created the opportunity for the author to preteach key material and engage students before coming to the classroom. Although these videos were only recently created at the beginning of the Fall 2011 term, the results across two semesters have been encouraging in comparison to previous semesters.

4. Results

Creating these YouTube videos was a relatively simple way to create specific and relevant preteaching material. Evidence in the form of a personal reflection, student surveys, and comparison to final grades in previous semesters shed light on the effectiveness of this technique.

4.1. Personal reflection

Qualitatively, the classroom experience using the videos has been very positive. In class, the author often began by asking the students, “What did you take from the video last night?,” which provided a strong starting point for the classroom activities. Most students were able to recall the key points of the video in class, and, although some students had not watched the videos, enough students had watched them to lead the class into the material effectively. Some students had even taken detailed notes about the video and were, in effect, able to teach that section of the syllabus. In addition, the students enjoyed the videos’ use of Moroccan Arabic or French and even commented on the word from the Quran as elements that attracted them to the material. The “Challenge Items” at the end of the videos also offered the students a way to connect with the teacher and improve their course grades.

The most effective element of the videos, therefore, was that the students felt engaged by the videos, took control of their own learning, and set the tone in the classroom for an effective learning session. As a result, the author was able to take the class time to simply reinforce the lessons presented in the videos through activities rather than teaching the material from the beginning. In short, students were more involved in their learning and class time was more efficient and effective.

4.2. Student surveys

In order to gather some additional data about the series, two online surveys were administered: one in the Fall of 2011 for both the writing and grammar classes and another in the Spring of 2012 to assess the writing courses. The surveys assessed the students’ interaction with and reactions to the videos.

4.2.1. Results of Fall 2011 survey for grammar and writing students

Of the author's 34 students, 20 responded to the online survey. All 20 students reported watching at least one of the videos. 17 reported watching two or more videos, with the majority watching the entire series for the class. The following tables show the students' responses to the main questions in the survey:

Table 1: Question: Indicate on the scale how strongly you agree with this statement, "I found the videos helpful and useful."

<i>Response Options</i>	<i>Number of Students</i>	<i>Percentage of Total</i>
Strongly Agree	9	45%
Agree	9	45%
Neither Agree or Disagree	0	0
Disagree	0	0
Strongly Disagree	0	0

Table 2: Question: What do you think was most helpful? To watch the videos before or after class, or both?

<i>Response Options</i>	<i>Number of Students</i>	<i>Percentage of Total</i>
Before	7	35%
After	0	0
Both	13	65%

Based on their answer to the before, after, or both question, students were asked to elaborate on their choice (n.b. all student texts are unedited). Three students who answered "before" elaborated on their answer by writing:

- "Because we can have ideas about the futur cour"
- "because we will have an idea about the leçon,so we are going to understand more in the class.
- "It is helpful to watch the videos before because it gives u..."

Three students who answered "both" elaborated on their answer by writing:

- "In order to understand 100% the leçon."
- "when you listen before you have the prior knowldge, and when you listen after you correct your ideas about the video."
- "before: I can have a view of what we are go..."

Thus, the students found the videos helpful and useful in their learning and elaborated on this by saying that the videos helped them prepare for the lesson and to correct and consolidate their knowledge after the lesson.

A few of the students even reported in the survey that they had found the videos useful enough to share them with students outside of their class. To conclude, the response to the Fall 2011 online survey was positive in that a majority took the time to respond and all found the videos useful in some way.

4.2.2. Results of Spring 2012 survey for writing students

The Spring 2012 survey was administered to the author's 25 writing students. 16 students completed the survey. The following tables show the students' responses to the main questions in the survey:

The students reported engaging with the videos with one student reporting that he/she watched all the videos, seven said they watched most of the videos, six said they watched some of the videos, and only one student said that he/she did not watch any video.

Table 3: Question: Please rate the effectiveness of the YouTube videos for preteaching

<i>Response Options</i>	<i>Number of Students</i>	<i>Percentage of Total</i>
Not effective	0	0%
Somewhat effective	5	31%
Very effective	10	63%

Table 4: Question: How many of the videos did you watch?

<i>Response Options</i>	<i>Number of Students</i>	<i>Percentage of Total</i>
None	1	6%
Some of them	6	38%
Most of them	7	44%
All of them	1	6%

When asked to elaborate on the answers, only four students responded, two with positive and two with critical comments as follows:

- “For me, it was a new way of getting some knowledge from my professors that I really enjoyed and found interesting.”
- “Most of them were giving a clear overview of the topic we had to write about.”
- “I do not think that students need youtube video if they have a good teacher that explains everything in a good way in class.”
- “I do not think that this is a good way to Pre-teach because we are in writing class, so believe me no one will give importance to videos.”

In conclusion, the results from the Fall 2011 and Spring 2012 surveys showed generally positive responses to the preteaching videos. Students did watch at least some of the videos either before or after class and a majority found them to be an effective way to learn. The few written responses also showed that the students understood that the videos were helpful in preparing them for the class period and also for consolidating information after the class.

However, the critical comments given by the two students above point out that some students may not watch or find the preteaching videos useful in general, especially if they feel that the teacher is already effective in the classroom. Thus, the comments reinforce the power and necessity of quality in-class teaching but also raise questions of how to make preteaching material more engaging and useful for all students. More research in this area is needed to understand what online or hybrid materials, techniques, or assessments, if any, might attract the majority of students.

5. Discussion

The qualitative reflection and surveys above do give an indication of the effectiveness of use of the preteaching videos. However, some external validation of the technique may also be found in the final grades by comparing the final grades for students in the semesters before and after the preteaching videos were created and implemented. This comparison is the following:

Group	Group One: Non-Preteaching Video Semesters (Fall 2010 and Spring 2011)	Group Two: Preteaching Video Semesters (Fall 2011 and Spring 2012)
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Mean	74.59	76.01
Standard Deviation	7.09	6.68
Standard Error of the Mean	0.72	0.83
N=Number of Students	97	64

In addition to the descriptive statistics given here, an independent *t*-test on this data gives a *p*-value of .20, which, while showing some effect, is not statistically significant. Measuring Cohen's *d* gives 0.21 and a *r* value 0.10, which shows a small effect size for this group.

However, it must be stressed that these classes were not randomized controlled experiments that were focused on the preteaching intervention. There are a myriad number of confounds in the comparison between these groups, including but not limited to: improved teacher effectiveness, variation in individual classes, changes in grading standards, and so on. In addition, based on the previous research comparing traditional and hybrid classes cited in the literature review, no statistically significant difference between these groups was expected (Bowen, Chingos, Lack, & Nygren, 2012). Regardless, the modest improvements in the student's final grades are encouraging the use of the preteaching video strategy and further studies may help to isolate the effect of the videos on students.

The central research question for this study was whether using *YouTube* videos as a preteaching strategy for a pre-academic English writing course would be effective on a qualitative and/or quantitative level.

The author's own experience in the classroom after implementing the preteaching videos has been overwhelmingly positive. When students watch the preteaching videos, they come to class prepared for the lesson and often with detailed notes that they use to teach the material to other students. While before the teacher would have to explain all the material in the video to the students in class, now the students take the lead and teach each other. In addition, the videos offer the student a tangible connection to class through the "Challenge Items," and many students improve their grade by presenting those assignments to the teacher. The cultural connection also helps students who are impressed by the author's use of Moroccan Arabic or French and even the

presence of a key word from the Quran commanding all Muslims to “Read!” Finally, the videos exist online and can be viewed at any time by the students, and the teacher can also easily edit or update the videos in the future. Thus, the investment in time needed to create the videos was well-spent from the author’s perspective.

The qualitative data summarized above clearly show that students watched and appreciated the preteaching videos. The written student responses indicated that the videos were a new way for learners to engage with their classroom teachers and learn the material either before or after class. However, some critical responses showed some ambivalence about the videos, especially if the student felt that the classroom instruction itself was sound.

The results of the quantitative comparison between the final grades of two semesters of non-preteaching video classes (97 students) and two semesters of preteaching video classes (64 students) showed a small and not statistically significant effect between the two groups. However, this result is not surprising due to the previous studies, especially the randomized study of an introductory statistics course mentioned in the literature review. In addition, it must be noted that the preteaching videos were not used in a true hybrid teaching environment in which online instruction replaces some classroom time.

In sum, the introduction of preteaching videos for ELLs in Morocco seems to be a welcome intervention, even if it does not produce statistically significant gains in final grades. Thus, this study provides some additional insight into the efficacy of preteaching and possibly hybridizing traditional courses for ELLs.

6. Conclusions

In today’s world, technological tools for teaching are becoming faster, easier to use, and inexpensive, even free with *YouTube* being just one prominent and popular example. In addition, the variety and quality of information and instruction online has exploded with sites like *Wikipedia*, *Coursera*, *edX*, and others leading the way. As a result, language teachers who choose to incorporate what is already available to them on the Internet are able to enliven their lessons and teach with the smaterial that is constantly expanding. Preteaching material has been shown to be a useful strategy in many contexts, and these online tools only make preteaching easier to implement as a hybrid style of instruction.

In addition, language teachers in the Moroccan or developing world contexts now have the ability to create materials that are specific to their own classrooms and cultural contexts. Students all over the world are seeing the world of knowledge open up before them. In Morocco, the spread of cybercafes, the personal computer and Internet in homes, and mobile USB Wifi connection points sold today at relatively low costs are opening the doors to this information. For educators interested in creating their own content, sites such as *YouTube* do not require the user to buy expensive software or undergo lengthy training to become proficient in their use, further democratizing and diversifying the learning process.

For the classroom English language teacher placing key course content in online environments offers students the opportunity to learn English at their own pace and come to the class more prepared. In turn, the English teacher can spend less time presenting or reviewing basic information in class and instead turn the attention to organizing communicative or assessment tasks that challenge the learner to put the prior knowledge into practice. This is an opportunity that all language teachers should welcome, especially as the time investment to create, maintain, and update this online material is already reasonable and is going to decrease as technology becomes more advanced.

In summary, the technological tools available today are both a challenge and an opportunity that must be faced and embraced by the classroom teacher. Failure to do so may result in the increased competition from the online world making the classroom teacher obsolete. Although this day may seem a long way off, it may be much closer than many people realize.

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Appendix: List of YouTube Videos

1. Academic Writing Videos

Link to full playlist: <http://www.youtube.com/playlist?list=PLB07181B55D5E0328>

Individual Videos

Punctuation Video for Writing:

<http://www.youtube.com/watch?v=KennuCk9xpU&feature=BFa&list=PLB07181B55D5E0328>

Capitalization: <http://www.youtube.com/watch?v=0UjK8bzHphM&feature=BFa&list=PLB07181B55D5E0328>

Subject-Verb Agreement:

<http://www.youtube.com/watch?v=oejHtlT-ie0&feature=BFa&list=PLB07181B55D5E0328>

Types of Sentences:

<http://www.youtube.com/watch?v=8kV-AcIcjFw&feature=BFa&list=PLB07181B55D5E0328>

Sentence Problems:

<http://www.youtube.com/watch?v=aOBOztMiuMM&feature=BFa&list=PLB07181B55D5E0328>

Writing as a Process:

<http://www.youtube.com/watch?v=vV1StoCB1YM&feature=BFa&list=PLB07181B55D5E0328>

Academic Writing Style and Some Conventions:

<http://www.youtube.com/watch?v=6sV2QWAYaAI&feature=BFa&list=PLB07181B55D5E0328>

Unity and Coherence in Academic Writing:

<http://www.youtube.com/watch?v=q3iLAucl0KI&feature=BFa&list=PLB07181B55D5E0328>

Paragraph Structure:

<http://www.youtube.com/watch?v=1FRFGfgqbcO&feature=BFa&list=PLB07181B55D5E0328>

Rhetorical Patterns in Academic Writing:

<http://www.youtube.com/watch?v=O3bpPQKxdRg&feature=BFa&list=PLB07181B55D5E0328>

Essay Structure: <http://www.youtube.com/watch?v=fYW5rNiPqcc&feature=BFa&list=PLB07181B55D5E0328>

Process Analysis Writing:

<http://www.youtube.com/watch?v=0HL3EGR9sNg&feature=BFa&list=PLB07181B55D5E0328>

Classification Writing:

<http://www.youtube.com/watch?v=3RkBbesg50M&feature=BFa&list=PLB07181B55D5E0328>

Compare/Contrast Writing:

<http://www.youtube.com/watch?v=pO99skmAJRM&feature=BFa&list=PLB07181B55D5E0328>

Cause/Effect Writing:

<http://www.youtube.com/watch?v=ckTTCr4ylws&feature=BFa&list=PLB07181B55D5E0328>

Argumentative or Persuasive Writing:

<http://www.youtube.com/watch?v=uAckEEkGtq0&feature=BFa&list=PLB07181B55D5E0328>

2. Grammar Videos

Link to full playlist: <http://www.youtube.com/playlist?list=PL9B029B693F1F9957>

Individual Videos:

Verb Tenses Introduction:

<http://www.youtube.com/watch?v=VU12pOBbJ7U&feature=BFa&list=PL9B029B693F1F9957>

Subject-Verb Agreement:

<http://www.youtube.com/watch?v=oejHtT-ie0&feature=BFa&list=PL9B029B693F1F9957>

Simple Present and Present Progressive:

<http://www.youtube.com/watch?v=C9fTbfWrjuc&feature=BFa&list=PL9B029B693F1F9957>

Past Simple and Past Progressive:

http://www.youtube.com/watch?v=tV9Uk_uskG0&feature=BFa&list=PL9B029B693F1F9957

Passive Voice: <http://www.youtube.com/watch?v=o5e7t8gVO5E&feature=BFa&list=PL9B029B693F1F9957>

Count/Non-Count Nouns, Definite/Indefinite Articles, Quantifiers, and Modification of Nouns:

<http://www.youtube.com/watch?v=MRqT83CEA9I&feature=BFa&list=PL9B029B693F1F9957>

Prepositions:

<http://www.youtube.com/watch?v=7nCN-dfxAYQ&feature=BFa&list=PL9B029B693F1F9957>

Pronouns:

<http://www.youtube.com/watch?v=PDgwnXohIHs&feature=BFa&list=PL9B029B693F1F9957>

Modal Verbs: <http://www.youtube.com/watch?v=Q3dZpwKKUig&feature=BFa&list=PL9B029B693F1F9957>

Gerunds and Infinitives:

<http://www.youtube.com/watch?v=vjarEH0oBpY&feature=BFa&list=PL9B029B693F1F9957>

Conditions: <http://www.youtube.com/watch?v=cmxSZsL7NO4&feature=BFa&list=PL9B029B693F1F9957>