

# THE NETFLIX OF LEARNING: USING YOUTUBE CONTENTS IN TEACHING ILQA' ABQARI PUBLIC SPEAKING MODEL

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## ABSTRACT

*YouTube is a treasure trove for those who are willing to take the initiative to watch, listen and learn. Choosing the correct channels and resources will take anyone to the right classes and teachers and it only left to the imagination the amount of knowledge ready to be discovered and devoured. This study is designed to discover various issues of online learning using YouTube platform among gifted students and prepare the relevant strategies in managing online learning in a new environment such as YouTube channels. This study employed a qualitative approach and students shared their feedback in the form of reflective journal and verbal feedback. Selected students were interviewed to get deeper insights into their experience in using the YouTube resources and learning many new information and ideas from their various teachers. Based on the feedback, majority of students enjoyed the new social media learning approach and acknowledged the new experiences as engaging and practical as they learned by watching, discussing, and practising the newly found knowledge from the videos they watched. The results have significant impact on students and teachers teaching the Ilqa' Abqari public speaking subject as the videos were found to be realistic in dealing with various topics and skills in public speaking and thinking. The findings can guide the effective design of the Ilqa' Abqari public speaking lessons and intervention and appropriate for teachers to adopt and apply it.*

**Keywords:** Social Media Learning, Ilqa' Abqari, Public Speaking, Gifted Students

## INTRODUCTION

In today's world, social media is considered as a very important and influential platform since it offers contents in various forms and applications. They are so popular that most of the standard social media applications become the must-have apps in mobile and computer devices. They are also the reasons many people decided to purchase various gadgets and devices. The attraction to its wide selection of topics and contents is too important to be ignored. The technology on social media and its applications is still evolving with additional new features that come to the apps almost every day or week. We have unintentionally developed a habit or behaviour which is related to getting updates every now and then because it has become part of the life cycle of maintaining a computer or mobile devices installed with all sorts of applications. This "Update" menu has become so synonym with our life and it has become part of the routine in apps maintenance on the available devices one has. Thanks to the existence of so many apps in our Android, iOS, Windows and other operating systems, our social existence has another form of life on the virtual world.

One of the greatest inventions born on the internet was the social media applications and platforms. The internet users were so excited to connect and interact with others especially their friends and family members that they were constantly looking for ways to be able to do just that. Nokia, once the giant of mobile phones in the global market, has “NOKIA Connecting People” mission statement that would flash on the screen every time a user switches on their Nokia phone. Those were the memories in the early days of mobile phones before the era of smartphones and devices that we experience today. The goal of the internet and smart devices we own today is still continuing the mantra of connecting people. Yet, the meaning and the experience could be different from the perspectives of the users. Depending on the age and technology accessibility, technology has defined life in a totally different way as in the way people communicate, work, play and study.

## **Social Media and Education**

Over the years, social media usage and education have seen a growing increase in its application by both the learning institutions and students (Karvounidis, Chimos, Bersimis & Douligieris, 2014; Manca & Ranieri, 2016a, 2016b; Mbatha, 2014; Moghavvemi, Paramanathan, Rahin & Sharabati, 2017). The use of social media (SM) and its potential as a learning tool (Osgerby & Rush, 2015) are becoming popular topics in research. Blogs, Wikis, YouTube, Facebook, and Twitter are some of the more common applications and platforms of SM (Gao, Luo, & Zhang, 2012; Manca & Ranieri, 2016a, 2016b). It was also pointed out that Facebook has been used to collect information (Junco & Cotten, 2012), and as a learning tool (Moghavvemi & Salarzadeh Janatabadi, 2017), connect students, and promote university culture (Yu, Tian, Vogel & Kwok, 2010). Wiki is especially useful in collaborative projects (Wang, Hao, Cao & Li, 2014) or as a blog interface for feedback and interactive learning (Churchill, 2009; Ellison & Wu, 2008). YouTube is an example of SM that fosters social relationships that revolves around uploaded videos. It was confirmed that many students used YouTube to learn and seek information, however, studies show that the use of YouTube for academic learning and its effectiveness as a teaching tool lag far behind other SM, such as Facebook.

## **YouTube and Learning**

The topic of adopting and using YouTube for learning purposes has received considerable interest in practice and research. With about two billion monthly active users, YouTube gains over a billion views daily on learning and educational content (Salim, 2019; Susan, 2018). There were many educational videos in YouTube covering content in different topics such as exercise instruction (Basch et al., 2017), computer programming (Lee et al., 2017), musical instruments (Hong et al., 2016) and foreign languages (Blattner and Fiori, 2009). A recent study by Pew Research Centre stated that YouTube was the top online platform used by most adults in the US, and about 87% of YouTube users found YouTube helpful in terms of how-to and learning content (Perrin and Anderson, 2019; Smith et al., 2018). The large collection of beneficial content makes YouTube a valuable learning resource for individual learners to engage in on-demand learning in school, work and/or everyday life, with low cost and high flexibility in time and location. The popular use of YouTube for learning encourages YouTube to support creators who make educational videos (Susan, 2018). Educators in academic and professional education also incorporated YouTube videos as a dynamic element of course teaching to improve knowledge transfer and skill development (Clifton and Mann, 2011; Copper and Semich, 2019).

According to Alexa (2015), YouTube is the third most visited website in the world, behind Google and Facebook. YouTube is a very robust platform with a vast array of contents covering education, entertainment, marketing, and science and they are constantly being uploaded since its inception in 2005. Its popularity has landed in many classroom settings in

higher education and it is still receiving more attention (Alon & Herath, 2014; Torres- Ramírez, García-Domingo, Aguilera & Casa, 2014; Tugrul, 2012). The birth of a YouTube channel in the University of California (Berkeley) ([www.youtube.com/UCBerkeley](http://www.youtube.com/UCBerkeley)) has driven other universities to launch their own channels, such as in medicine (Duncan, Yarwood-Ross & Haigh, 2013), sciences, and the performing arts (Everson, Gundlach, & Miller, 2013). These channels are intended to encourage the students/teachers to watch the videos, cultivate student-teacher coordinated efforts, enhance the learning process, and enable real-time feedback from students (Torres-Ramírez et al., 2014). More and more, universities are realizing the benefits of using technology as a teaching tool and are adopting YouTube to complement traditional teaching approaches. This realization prompted many studies pertaining to the effectiveness of supplementary teaching tools in a classroom setting.

### **INAQ and Gifted Communication Model**

Kolej GENIUS Insan had introduced public speaking as an additional component for the English subject. The move was taken to focus on students' speaking skills as they are required to perform oral presentation tasks throughout the academic semester. Since English is the medium of instruction in KGI, the presentations would be required for all subjects, and it is not limited only to the English subject. The main objective was to develop critical thinking skills using the presentation and public speaking tasks prepared by all the subject lecturers as a form of assessment.

Another important concept in the presentation tasks would be the integration of Naqli and Aqli knowledge as promoted in the teaching and learning process in USIM. In KGI, students are encouraged to prepare their tasks by referring to the subject resources as well as the Islamic references such as the Quran and hadiths. The basic Islamic references are also covered as part of their Quran education and Ulumuddin subjects. Since Quran memorisation or *hafazan* is compulsory for all students, they would also cover *Tadabbur* (interpretation of meaning) of the Quranic verses. The multi-layered lesson study of STEM and Quran components is quite challenging for the young, gifted students to digest as they need a proper guideline in understanding, analysing, and presenting their review of the themes or topics they covered in their subjects. Therefore, the establishment of a communication model for written and presentation would be a move in the right direction for the teachers in the college.

### **Problem Statement**

Learning public speaking skills through books and modules have been the traditional approach in language skills development classroom. Students will be reading on the theoretical aspect of the language and later will try to demonstrate the technical aspect of what they learn through the language production output. Undoubtedly, there are a lot of good books and manuals on public speaking, and they are inspiring indeed because they discuss many great exercises and strategies that can be applied in public speaking classes. The reality of standing in front of an audience and facing the crowd trying to make them listen and expect them to show their understanding on the topic presented is too much to bear for many. There are too many aspects and factors that should be taken into consideration since public speaking has always been branded as a 'nightmare' to almost every student.

Public speaking instructors have always tried to make the skill development process as less technical and more enjoyable so that students will always be able to convince themselves that the speaking task is something that they can handle and ready to perform. Getting good and relevant examples of public speaking in action would be motivating for young students especially those in secondary school. Presentation skills are really important in today's learning environment because lessons are becoming student-centred, and everyone is expected to speak in their classroom as part of the activities and assignments across the subjects they learn. It is

not restricted only to language subjects anymore and speaking skills will be required in other subjects too.

Communication model for presentation skills is a challenge for language instructors in KGI to develop. The model is supposed to cover the accurate elements for gifted Muslim students to apply in their communication tasks both written and oral presentation. The task is made tougher with the INAQ elements required in the teaching and learning process. The implementation of the integration of Naqli and Aqli knowledge is an ongoing process at every level of education in Universiti Sains Islam Malaysia. For the secondary level, Kolej GENIUS Insan has developed an integrated curriculum that combines various aspects of philosophy of education and ideas. The main objective has always been to inculcate the national education philosophy in the curriculum implementation of STEM, Ulumuddin and gifted education. This policy also covers the language and learning process in the college. Thus, the development of INAQ communication model in the public speaking subject is to allow students to practise the critical thinking process in their assignments and projects for all the subjects. This is the way forward for the gifted students to apply the INAQ communication model with the established criteria and process in their written and oral presentation assignments across the curriculum.

For this study, two research questions were established for further investigation:

- a. How do students use YouTube videos for their learning resource?
- b. What are the effects of using YouTube videos as learning content on gifted students?

## METHODOLOGY

The theoretical framework of this study is based on social constructivism. This theory asserts that students learn by constructing meaning from their experiences and that their active engagement during studying creates wide and flexible learning environments (Vygotsky, 1978). For learning to take place, learners need to be involved in the learning process (Estep, Roberts, & Carter, 2012) where they learn through their personal experiences. The role of educators is to provide learners with multiple opportunities to acquire knowledge (Patton, Parker & Neutzling, 2012). Students in this study were given the opportunities to collaborate, participate in discussions, share experiences, and reflect.

The study adopted the qualitative method in the implementation of the data collection and analysis. This approach was chosen to get in-depth first-hand information from the sample involved in the study. This is an action research approach implemented by the subject lecturer in the effort of improving the lesson experience and engagement among the students for the new Public Speaking subject in the college. The use of YouTube videos in the teaching and learning of Public Speaking skills would let the teacher understand the experience and feedback among the students in learning through this mode.

Five foundation 2 classes with 89 students from Kolej GENIUS Insan were chosen for this pilot project as part of the ongoing study on the development and effectiveness of a communication model known as Ilqa' Abqari for gifted students. During the implementation stage, students were asked to look for videos on public speaking skills in general. The teacher recommended a few popular channels which were known to be educational and informative in their collection of videos such TED and Khan Academy.

To help them in finding the relevant videos, a set of guidelines was given to them. Then, the students would form a group of three or four and search for the videos in YouTube. They would be given the time to view and analyse the chosen video. Once they have discussed and come up with their own notes, each group would present the video that they had chosen and discuss the public speaking elements or skills in the classroom. The whole class would watch the video together and the group members would discuss their findings with their classmates.

After each presentation, the students would give their feedback and opinion based on the video they watched, and the presentation given by the group members. Data was collected from the discussion and students were asked to write a lesson reflection on the videos and presentations in the classroom. The lessons were completed in three to four weeks since the class allocation time was only an hour per week. The verbal feedback and written reflection were then analysed and prepared.

## FINDINGS AND DISCUSSIONS

The video discussion was a very lively session since many students took part in sharing their opinions about what the speakers had presented in the YouTube videos. The analysis of the video gave the opportunity for the group members to talk about the important ideas and messages presented in the TED channel. This channel had videos that span between seven to 15 minutes, even though there are videos that exceeded that allocated time. Using the videos, students were involved in the constructivist model of experiential and self-discovery mode of learning. They shared their own interpretation and understanding of the videos and made relevant and vital points with regards to public speaking skills and presentation style.

Generally, it could be observed that all students were excited with the videos they presented. They explained how excited they were when they got to choose their own videos for the presentation and discussion. Since they were not that familiar with educational channel such as TED, they discovered many interesting personalities and famous leaders, artists and experts talking about topics that they could relate from their subjects in school. The fact that they could watch and choose the best available content or video made it more meaningful to them. In short, they learned many important ideas from their own choice of contents in the form of the YouTube videos.

Another important message shared by the students was that the YouTube videos were more practical and relevant because they could see real speakers in an authentic setting. In another word, the speakers were not actors who were recorded for the public speaking lessons just like those videos available in the form of CD/DVD that accompanied the textbook or reference used by the teacher. By using an established channel like TED, students discovered the variety in terms of topics and background of the presenters. They could watch and be inspired and motivated by the speakers, regardless of their race, religion or inclination. Students could find the freedom to listen and learn from those they like or discover their own interests.

The students' personal reflections revealed that they learned better from the videos. This process allowed them to review the videos at their own preferred way and jot down the notes relevant to the task given. The ability to watch the videos repeatedly was both convenient and useful to them. While reading might require extra effort on the students to comprehend and apply the skills, videos were more relevant and suitable to their learning style. This study is highlighting the importance of designing lessons based on students' learning style and study profile. Thinking and learning would be achieved better for most of the students who participated in this pilot classes of using YouTube as a learning resource.

Ilqa' Abqari communication model development research would adopt this practical approach in determining the relevant teaching and learning resources to develop the public speaking and presentation skills among the gifted students. From this initial study, TED channel was found to be a suitable model for students' video presentation. The contents available on this channel was branded as educational by the students and they could easily relate to the presentation style and format adopted in the videos. Content-wise, the available videos could be utilised and organised to be useful resources for the teaching and learning of oral presentations and ideas promotion. In short, the Ilqa' Abqari communication model could replicate the approach exhibited in the channel for further examination. The INAQ presentation style should be brief and informative and integrated with other elements of the model.

## CONCLUSION

Social learning platform offers a new dimension in teaching and learning at various level of education. There is a huge potential for the use of available resources on the platform. The familiarity of the social apps used daily by the young generation of students make a good reason for its integration in teaching and learning. YouTube is a popular platform and application in the mobile world and on the internet. Young students are familiar and they do not have to be convinced to use it in their daily life and hopefully, classroom learning.

YouTube is still expanding by minutes, and the number of videos published daily will be ready resources for study and learning in various subjects and topics. The potential is huge for videos to be embraced as one of the main references in teaching and learning. It is more relevant today since videos have become a medium of choice for many in sharing their ideas and opinions. Some people have become product ambassadors and media influencers with their presence on the platform. On the positive side, YouTube could be a social learning platform for the young generations as they are more receptive towards it. Students' engagement and positive feedback are positive factors for its use and implementation in schools and among young students.

In addition, students' reflection through class discussion was an encouraging activity for students since they took the role of instructors in examining important points from their YouTube video presentation and discussion. Self-analysis process in this activity was a constructivist approach towards learning and has proven to be effective and should be further expanded to other subjects and topics. While the task given was on the public speaking skills discussion, the activity could be applicable for other subjects and topics.

Finally, YouTube would be a useful resource for study and references in language learning or public speaking classroom. The channels dedicated to education in general and language learning specifically, are easily available for free. There are many individuals and enthusiasts who are productive and creative in their video production because they make the effort to produce quality and informative contents for the public. The videos on channels such as TED and Khan Academy are authentic materials for students to analyse and apply in their learning process. The instructors should take the advantage of the available resources on the platform and organise them into meaningful contents for their subjects and students.

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