Powerful Impact of YouTube upon Presentation Skill

Development of MBA Students

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Abstract: The influence of English and digital technologies becomes growingly intense in the Internet era where English is used as the *lingua franca*. Specifically, in the today's business world, giving presentations in English is turning to be a common feature of working life ever more. When giving a presentation in English, even those with high English proficiency tend to be agitated, apprehensive, reluctant, diffident, etc. Many presenters feel terrified that their presentations are not powerful and attention-grabbing enough due to a lack of suitable techniques and skills. More importantly, the only feedback from the instructor may be deemed inadequate. The present study examined the influence of YouTube on the presentation skill development of 195 MBA students in a 36-hour intensive English course in June 2012. With the course contents consisting of 30% lecture and 70% practices, the participants were trained to familiarize themselves with presentation skills as an essential requirement of the business world. After having been given in class, all presentations were then uploaded onto YouTube. Employing a simple 4-option questionnaire, the co-authors asked the participants to express themselves by describing and comparing their feelings evoked from the in-class votes compared to the views gained from the Internet network. The findings revealed that most participants (66.7%) believed that, combined, both approaches enhanced their English learning with greater effectiveness, while 28.2% preferred merely the in-class presentation activity ensuring higher reliability than YouTube. Despite being the generation of cutting-edge technology, only 5% preferred presentation uploaded onto YouTube only.

Key words: English learning, MBA students, presentation skills, Thailand

1. Introduction

When the world becomes borderless, mounting globalization facilitates the exchange of knowledge and ideas. An international language like English has become invaluable and inevitable. This situation is true for both non-English immigrants and for the people of the non-English-speaking host countries. For the former group, non-English immigrants must learn English as the official language of the English-speaking country in order to survive. For the latter, both immigrants and hosts must be able to speak English for effective communication in diverse settings such as at the workplace, hospital, school, department store, etc. As a member country of the ASEAN Economic Community (AEC), Thailand will become a bilingual nation. The country thus needs to

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prepare her people in the domain of English proficiency. It has been observed that Thai learners, who are traditionally reticent, tend to value harmony and respect to authorities (Lohsiwanont, 2001, pp. 33–39). Examining the cultural adjustment of 15 Thai Ph.D. students at a Midwestern university in the U.S., Lohsiwanont (2001) found three major difficulties, one of which was oral English proficiency (p. 65).

Cultural norms are found to be a major influence affecting language use (Macias, 1987; Heath, 1983; Delpit, 1988; Delpit, 1992; Heller, 1997; Jaturongkachoke, 2001; Lohsiwanont, 2001; McDermott & Varenne, 1995; Sakdisubha, 1987; Shin, 2012, for instance). Macias (1987), for instance, found that cultural conventions of some non-English speaking students may cause them to be silent as silence means respect in their culture. However, in the English-speaking classroom, especially the American one, all students are expected to share thoughts and be voluntarily involved in class discussions. Extensive research has been conducted the effect of the racial and cultural background on English acquisition (e.g., Heath, 1983; Delpit, 1988; Delpit, 1992; Lohsiwanont, 2001; Long, 1998; McDermott & Varenne, 1995; Heller, 1997), especially when there is a collision of two or more languages where one becomes *dominant* and the other *inferior* (Grosjean, 1982). Such introversion may even make plenty of non-native English learners sound incompetent. Students who are considered incompetent in English may experience limited opportunities for both the realms of education and employment (Chanseawrassamee & Shin, 2009).

This current study explores how YouTube, a new mode of pedagogical media, can be used to help Thai students to become proficient Thai-English bilinguals. It is interesting to know whether or not the cultural trait of being *reserved* has changed or still continues to exist, and YouTube can help these young-blood Thais to overcome their shyness, diffidence, and considerateness (if any). It will also establish a record of English as a Foreign Language (EFL) learners' attitude towards sharing knowledge on YouTube.

2. Influence of the Internet Media upon English Learning

It is obvious that the Internet has great contribution in English learning and teaching process. Loads of researchers and technological gurus have reported that the fast development of technology has created a novel learning way by using IT while countless e-learning courses emerge everywhere (Brandon, 2005; Crichton & LaBonte, 2003; Dudeney, 2007; Dudeney & Hockly, 2007; Frank, 2010; Frendo, 2005; Horton, 2006; Limlumlertkul & Liu, 2010; Leong & Koh, 2012; Martin, Parker, & Deale, 2012; Pagram & Pagram, 2006; Pufahl, Rhodes, & Christian, 2001; Sharif, 2012, among many others). In Thailand, modern technologies like the Internet, computer, and digital become common in its educational and occupational realms. Even Thai first graders now learn how to use tablets. The following section provides information on studies of the use of technologies in language teaching.

Horton (2006) stated that e-learning is the use of digital, information, and computer technologies to construct learning experiences in distant modes. Brandon (2005) asserted that this pedagogical approach allows learners to access pedagogical contents which will be included in the common templates along with instructions and examples. Willie (1979) found that the use of media positively correlates with language development; nonetheless, to have plenty of e-learning courses may be useless. Brandon (2005) suggested there may be only an online course, but that one must be able to transform the business. Online or e-learning can support three organizational tenets for learning: timely topics, greater freedom, and cost retrenchment; while the actual learning remains the same or even better (Crichton & LaBonte, 2003). In Thailand, the importance of the Internet is highlighted for information

retrieval (Pufahl et al., 2001).

Pagram & Pagram (2006) proposed that e-learning includes an immeasurable variety of electronic materials in instructions comprising CD-ROM, computer-based learning, and web-based learning, among many others. Likewise, there are plenty means of communicating via the Internet, but people usually use only the World Wide Web and e-mails (Dudeney, 2007). Dudeney and Hockly (2007) claimed that the introduction of the Internet or other technologies to the classroom is not easy because some negative attitude towards the world of technology still exits (pp. 8–9).

In this study, the authors thus use the term *e-learning* to cover the use of YouTube, a website or the Internet medium, as a form of e-learning. The usual classroom-based pedagogy remains the same as known for centuries. YouTube is the only one electronic medium employed under examination in this business English classroom. In the current study, the co-authors will look specifically into both optimistic and pessimistic attitudes towards technology which may arise from the presentation activity.

3. How to Teach Business English

In his book *How To Teach Business English*, Evan Frendo (2005) has suggested that "teacher" functions as a *trainer*, who alters learners' behavior or ability so that they can perform a particular job effectively, "a *coach*, who knows how to help learners to recognize their personal strengths and weaknesses so that they can plan the lessons and activities accordingly", and a *consultant*, who offers knowledge gained from his or her business know-how and expertise (p. 5). Keeping these roles in mind, the co-authors planned to teach around 240 MBA students by starting the class with some necessary concepts of grammar, reading and writing, or so-called "linguistic competence". For the speaking part, oral presentation is used as a means to apply such linguistic competence to their real-life experiences, or so called "discourse competence". To master English, students need to be well-equipped with both linguistic and discourse competence as strong foundation (Frendo, 2005).

As the Internet became popular among students at the moment, if you key the words "Oral presentation", approximately 8,350,000 websites will pop up (September 30, 2012). If one looks into YouTube and click the same phrase, millions of websites display. What is meaningful here is that the Internet drastically intrudes our daily life at all realms including education, business, and medicine, among many others. In a study conducted with students in the United States, positive perception was found among the respondents "as a means of enhancing learner-learner, learner-instructor, learner-content, and learner-interface interaction" (Martin et al., 2012). Such constructive influence made the co-authors — who were also the co-instructors in the present course — decided to use the Internet for business learning and teaching. As billions of people love to watch YouTube and there are many sample videos of good presentation there, the authors came to a decision to embrace such website in their pedagogy. Most recently, Leong and Koh (2012) studied the attitude towards online education or online learning among lecturers of higher education in 5 schools including Schools of Business, Engineering, Computing & Information Technology, Language Centre, and Centre of Excellence for Pre-University Studies. They have found that School of Business lecturers have shown the most positive views of online course. Thus, in this study, it is interesting to examine whether business students favor the use of YouTube in their English learning or not.

4. AEC 2009–2015 as A New Requirement

To non-specialists in the field, ASEAN stands for the Association of Southeast Asian Nations. As a member

state which is a political paragon in the region, Indonesia became the ASEAN Secretariat. To empower its ten member states, consisting of Brunei Darussalam, Cambodia, Indonesia, Lao PDR, Malaysia, Myanmar, Philippines, Singapore, Thailand, and Viet Nam, the ASEAN Economic Community (AEC) was formed with its roadmap from 2009 to its full enforcement operations in 2015 (Association of Southeast Asian Nations, 2009). According to such roadmap, professionals and skilled labor can cross the border more legally and conveniently, whereby an exchange of personnel will be widely accepted (Association of Southeast Asian Nations, 2009, pp. 29–30).

As a State Member, Thailand, where interculturalism has long been highly valued, has warmly embraced the new economic requirements in a vast variety of aspects including employment and English as a *lingua franca*. Fasold (1987) addressed a remark that even though Thailand has never been colonized, English, *a world language*, has been taught to Thais fundamentally for economic reasons (p. 10). In Thailand, at least one foreign language is compulsory for all students (Pufahl et al., 2001) and that language is English. Regarding AEC as the most recent requirement, Thai subjects have to adjust themselves both at work and in their study life to survive.

For the former reason — employment, to abide by the AEC roadmap, many private behemoths started to hire foreign staff from Cambodia, Myanmar and Viet Nam. Likewise, Thai applicants for a private company's job have to attain the 550+ TOEIC score. Even the employed have to develop and/or maintain their English proficiency accordingly. A good example of a telecommunication state-owned conglomerate's endeavor to drive its employees to master English was well demonstrated in Chanseawrassamee's most recent work (2012).

For the latter — education, numerous Thai academic institutions have increasingly provided many bilingual and international/English programs from the kindergarten up to the university level. A similar trend has been found in the higher education programs in both public and private institutions; namely, 356 international programs in 1999, 465 in 2002, and 521 in 2003 (Office of the Educational Council, 2004, p. 149).

In the present study, YouTube is used as a way for MBA students to learn English and become more outgoing via YouTube. The influence of YouTube on learning English will then be examined. Approximately 240 MBA students in the Flexible Program took the Intensive English Course for 36 hours. Even though the MBA Flexible Program is a Thai program and the English subject is a non-credit course, the students are found to be eager to be prepared their English skills for the full form of AEC enforcement in 2015. Significantly, the number of class hours has doubled from 18 hours in almost twenty previous cohorts to 36 in the most recent one — the cohort investigated in the current study. This is an obvious attempt of a public higher-education institute to cope with the forthcoming AEC in two years ahead.

5. Methodology

5.1 Nature of the Intensive English Course at a Postgraduate Institution

The Intensive English Course is a non-credit course which lasts 36 hours. The class meets once a week on Saturday for 6 hours per day (from 9 to 16 hours) for 6 weeks. The course is provided at an outstanding postgraduate institute in Bangkok. The major purpose of the course is to prepare the MBA students for reading textbooks and assignments, most of which are in English. However, as the time passed and the imposition of technology and English became apparent, teaching English by using the grammar-translation approach may be deemed improper. The co-authors thus added some interesting activities, e.g., self-introductory talk, oral presentation, etc., to make the class more interactive and lively. In the previous cohorts, students were asked to present on an exciting variety of topic including moon cakes, mobile phones, tourist spots, and cars.

Each day, grammatical concepts, reading assignments, and writing practices were provided in one 3-hour session. The other 3-hour session would allow all students to apply what they had learned in the first session to their speaking and/or presentations. For this batch, students were assigned to give a presentation on the "buffet restaurant". The presentation was tape-recorded on June 16, 2012, which was the third day of class so that there would be some time for each group to increase the views. The second author undertook the task of uploading the vieotape of each group onto YouTube, but one. Group 6 Cake Makeup of Section 2 had videotaped the group presentation and uploaded the file onto YouTube itself a week before the other videotapes were uploaded. It is thus interesting to know whether such variables can affect the results or attitude of the participants in the current study or not.

In each speaking/presentation period, a brief glimpse of preparatory presentation skills and techniques were provided. Concurrently, students learned how to pronounce English at the word, sentence, and passage levels. Some speaking activities included tongue twister, stress and rhythm, -*ed* and –*es* ending pronunciation, non-existent sounds in Thai, and patterns of professional business English statements. The students were then asked to do many speaking tasks both individually and collectively. Winning each activity, each group was rewarded. When giving presentations, students had to learn how to make a good introduction, systematic outline, understandable visual aids, effective ending, and ample questions&answers. The reward for presentation depended on the prompt in-class votes as well as the views on YouTube. In this research study, the group which had won the in-class votes in each section were awarded 12 gift vouchers from Oishi Express, a Japanese restaurant. Each voucher was valued at 450 baht. The winning group based on the number of views on YouTube received gift vouchers from Oishi Grand for 12 persons. The gift voucher cost around 650 baht each. The impact of rewards upon the students' learning progress, in-class interaction, and learning attitude is fully discussed in Chanseawrassamee's work (2012).

To persuade MBA students to pay more attention to the Internet results, they were apprised of some famous people such as Justin Bieber who became successful because of YouTube. As there were over 200 students in this cohort, the class was divided into two sections. Each section studied the same lecture topics alternatively in the morning and afternoon sessions.

5.2 Number of In-class Votes and Number of Views after being Posted on YouTube

This portion reports the number of both in-class votes and views which, to some extent, is believed to influence the option selected by the students in each section. Table 1 shows the number of views each group of the first section gained.

In the first section, Group 10 Le Saab Hour won the in-class vote on June 16, the day when the presentation was made by all groups. However, based on the views after uploading the video file onto YouTube, Group 1 Siam Savory won the contest. Only one group — Group 2 The Eight Eggs — did not change its number of views even three months passed (as of September 30, 2012). According to Assistant Professor Dr. Sutep Tongngam, a Vice Dean for Planning at the Graduate School of Applied Statistics, The National Institute of Development Administration, a computer science professor, such phenomenon can happen if the attempt to add the number of views made from the same URL was detected. This phenomenon also occurred to Group 10 Village Buffet Restaurant of the second section (Table 2).

It is well worth mentioning that throughout the first day of posting the videotapes from June 16 until September 30 that there have been no destructive, offensive, or disapproving comments posted by viewers.

In the second section, Group 6 Cake Makeup won both the in-class votes and YouTube views. Like the first section, only one group's number of views did not change. As aforementioned, such phenomenon led to the same elucidation: when the repeated attempt to add the number of views made from the same URL is detected, YouTube automatically blocks such transactions.

Table 1   Number of All Options Selected by MBA Students of Section One

Group	Brand Name	Total Vote (June 16)	Total View (June 30)	Total view (July 7)	Total View (July 14)	Total View (Sep 30)
1	Siam Savory[1]	10	526	910	1,692***	1,789
2	The Eight Eggs[2]	10	312**	312**	312**	312**
3	Choco Flex[3]	2	325	558	577	597
4	Sweetest Things[4]	10	83	106	151	160
5	Ka-Nom-Thai[5]	1	78	107	119	147
6	Full Moon Buffet on the Beach[6]	18	258	328	348	361
7	7 Bizarre[7]	16	301	435	645	691
8	May Rise[8]	14	640	926	1,189	1,251
9	Wow Zaab[9]	6	19	111	135	142
10	Le Saab Hour[10]	30*	268	314	330	346

Note: *This group won the in-class vote; **This group's number of votes ddid not change all through the whole course and beyond; ***This group won the view vote.

Table 2   Number of All Options Selected by MBA Students of Section Two

Group	Brand Name	Total Vote (June 16)	Total View (June 30)	Total view (July 7)	Total View (July 14)	Total View (Sep 30)
1	Kaiseki Ryori[11] Buffet	7	16	290	294	298
2	Lady Blah Blah[12]	1	219	301	325	347
3	Low Cal Buffet Restaurant[13]	7	19	157	472	515
4	Zab...Zaa Buffet Restaurant[14]	1	519	868	964	1,003
5	Dezato[15]	2	22	1,000	1,939	2,105
6	Cake Makeup[16]	43*	990	1,202	1,951***	2,127
7	Der Ka Der Esan Buffet[17]	33	74	121	135	149

(To be continued)

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[1] *See* http://www.youtube.com/watch?v=w4Vn8I9CuSM&feature=channel&list=UL.

[2] *See* http://www.youtube.com/watch?v=VeeZ9ujI6K0&feature=plcp.

[3] *See* http://www.youtube.com/watch?v=dRvRZvMnde8&feature=plcp.

[4] *See* http://www.youtube.com/watch?v=hJo1oFggi1Y&feature=plcp.

[5] *See* http://www.youtube.com/watch?v=IvhfJUSWm9o&feature=plcp.

[6] *See* http://www.youtube.com/watch?v=SO7f0max1n8&feature=plcp.

[7] *See* http://www.youtube.com/watch?v=OiTBJjx52DY&feature=plcp.

[8] *See* http://www.youtube.com/watch?v=VmOiMTI4MZA&feature=plcp.

[9] *See* http://www.youtube.com/watch?v=rGg-4_0Mi54&feature=plcp.

[10]*See* http://www.youtube.com/watch?v=nhMlbkwQoU8&feature=plcp.

[11] *See* http://www.youtube.com/watch?v=r6ZGa3PmVeU&feature=plcp.

[12] *See* http://www.youtube.com/watch?v=xOQnMb12_ms&feature=plcp.

[13] *See* http://www.youtube.com/watch?v=KzfKhkIndsY&feature=plcp.

[14] *See* http://www.youtube.com/watch?v=RHOGHd5h_hI&feature=plcp.

[15] *See* http://www.youtube.com/watch?v=OsQMJwoHMss&feature=plcp.

[16] *See* http://www.youtube.com/watch?v=om8INhBcHuM&feature=plcp.

[17] *See* http://www.youtube.com/watch?v=7loRYZev1zI&feature=plcp.

(Continued)

8	World Wine Lounge[18]	8	69	169	243	253
9	7 Heavens[19]	6	30	120	215	237
10	Village Buffet Restaurant[20]	6	310**	310**	310**	310**

Remarks: *This group won the in-class vote. **This group's number of votes ddid not change all through the whole course and beyond. ***This group won the view vote.

As there were some significant differences in the videotaping and uploading time, which may modify the results of both sections, it is interesting to know if such results may or may not affect responses to questions in the questionnaire.

5.3 Questionnaire

In the present study, both authors acted as the participatory co-researchers as they were the two instructors of the course. The co-authors' main purpose of introducing YouTube into their course was due to the website's growing popularity among modern, young Thais. Despite such belief, the co-authors wished to test if the new approach fitted their students and could help them to learn English more effectively. The 2-page questionnaire was designed to determine whether students liked either one of in-class activity and also presentation videotaping share on YouTube, or both, or neither of them. In particular, the co-authors wanted to know if YouTube could really help young Thai learners to come across their shyness and diffidence as a cultural trait. Initially, a singing contest was planned to be included. Nevertheless, some activities including a sing-along contest, had to be removed due to temporal constraints. The number of students (approximately 240 in total) was also another factor of the best selected activities. The respondents were asked to complete the questionnaire in either Thai or English as they wished. In the questionnaire, they were asked to select the most favorable way of learning related to making an effective presentation in English. Four options available for them to select only one were:

(1) Prefer English presentation as an in-class activity only;

(2) Prefer English presentation as exchange of knowledge on YouTube;

(3) Prefer English presentation both as an in-class activity and exchange of knowledge on YouTube; or

(4) Dislike English presentation both as an in-class activity and exchange of knowledge on YouTube. Percentage of each option was then calculated to find the respondents' overall preference. Open-ended questions for free expression of opinion were also provided for each student's free articulation. One hundred per cent of the participants were willing for further informal discussion.

5.4 Participant

On the last day of class, questionnaires were distributed, filled in, and returned from 195 students (male: 80; female: 115) out of the entire 240 in the "Intensive English" course provided at a postgraduate institution in Thailand. Their ages were between 23 and 38, with an average of 27 years old. Their fields of study varied from one to another because this is an MBA course, which, by nature, incorporated diverse fields of study comprising technology, information technology, biotechnology, engineering, English, arts, decorative arts, science, political science, medical technique, veterinary science, commerce, accounting, management, finance, finance & banking, statistics, marketing, economics, international business, and law. To take this intensive course, all these students

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[18] *See* http://www.youtube.com/watch?v=NpzsenjGJ9Q&feature=plcp.

[19] *See* http://www.youtube.com/watch?v=S8W-Ys-91Bg&feature=plcp.

[20] *See* http://www.youtube.com/watch?v=jM9oQTPxnzY&feature=plcp.

had passed a written examination and an interview at a famous postgradaute institute where this research was conducted. Hence, the participants were considered to have a medium to high degree of English proficiency. Since the participants in the current study were young generations of the country who were believed to be adept at the Internet and/or other multimedia skills, the introduction of YouTube was performed in order to see whether or not such cutting edge of computer technology will assist in their English acquisition and development.

As the "Intensive English" course was provided before the first semester began, all participants were new to each other and needed to learn to work both as an individual and as a group. This Intensive English course thus functioned as a place where all newcomers learned to know each other whilst learning English.

6. Findings & Discussions

This portion discloses the number of each option selected by each section. Table 3 shows such a number.

Table 3   Number of Each Option Selected by MBA Students of Sections One and Two

Section	Option 1	Option 2	Option 3	Option 4	Total
1	23	5	70	0	98
Percentage	23.5	5.1	71.4	0	100
2	32	4	60	1	97
Percentage	33	4.1	61.9	1.0	100
Total	55	9	130	1	195
Percentage	28.2	4.6	66.7	0.5	100

Table 3 reveals that most respondents of both sections (66.7%) prefer the instructor to employ both in-class and Internet activities (Option 3) rather than either or neither activity. Fewest participants selected Option 4. This may be explained in the sense of saving-losing face culture in Thailand, where teachers or instructors are highly respected. In the Thai culture, saying something against the teacher may be deemed unacceptable or even aggressive.

Looking at Option 1, the percentage of preference for in-class activity of the first section is roughly 10% lower than the second section. There seems to be some relevance to the way Option 3 was chosen by the two sections.

Option 2 gained a very low percentage in both sections. This may be mainly because of the unreliability of the Internet votes for the time being. Students tended to depend more on the real-time activity rather than in the cloud. While most students who chose Options 1 may have firmly believed that it would be fairer if all participants experienced the same in-class activity together, students who chose Option 2 may valued the tenet of knowledge exchange online. For this group of students, even though the in-class votes seemed fair, reliable and spontaneous, posting their presentation on the Internet may have been regarded as a door to be seen and appreciated.

Despite the majority of Option 3 alike, the higher percentage of the first section (71.4%) is found approximately 10% over the second one (61.9%), in reverse to Option 1. This can be best explained by the winning group of each section. For the first section, different groups won the in-class and Internet contests. Students in this section may have regarded the Internet views as an additional means to win. For the second section, the same group — Group 6 Cake Makeup won both the in-class votes and the YouTube views. As aforesaid in Paragraph 2 of 5.1, it should be noted here again that this group themselves uploaded their videotape

onto YouTube a week prior to other groups. Some students may be of the opinion that the result was, to some extent, unfair.

As each Option entails plenty of comments and complaints, it will be better to let respondents articulate their comments freely. These constructive comments should be reported using the respondents' own words because they were not only involved in the presentation activity, but also other pedagogical concepts. These comments are precious to all instructors, educators, and program directors for the course improvement in the future. "Feedback from students can provide the impetus for professional development activities aimed at improved teaching" (Murray, 1987, p. 3). Subheadings 6.1–6.4 will reveal comments made by students of each section on the four options one by one.

6.1 Discussion on Option 1: Prefer English Presentation as an In-class Activity Only

As discussed in Section 5, the differences between the results of the in-class votes and the YouTube views may affect the comments of the respondents. For that reason, the co-authors reported the comments made by each section separately.

6.1.1 Section 1 (23.5%)

Students of the first section loved the in-class presentation activity because it was deemed fairer than YouTube. It allowed students to freely express themselves and actively participate in the activity. Some students even asked for some more presentation practices. Details are followed.

• It looks fair as the audiences show up where the presentations really take place.

• The result comes from audiences who really participate in the presentation live rather than from the virtual attendance via the Internet.

• I like this way because the vote of YouTube presentations depends mostly on the name of the presentation. The presentation should focus on the content, not the key word.

• Taperecorded and live presentations are different in terms of atmosphere, setting, time, conciseness, readiness, etc. Unlike the in-class activity, clipped videotapes on YouTube just show part of such attempts.

• In-class votes seem to be fairer. YouTube votes are not real because they depend on the number of the size of a particular group's social network.

• In-class activity is completed in class.

• The in-class vote reflects the reality more than YouTube. One man one vote.

• It's a real communication in the classroom. All teams compete against each other. This is much better than YouTube.

• I prefer in-class votes because it is a way to practice English. I feel that I always actively participate in the in-class activity.

• In-class activities reflect the real number of students' votes and feedbacks in the classroom. The number of views on YouTube may not reflect the attention of the live audience. YouTube can be cheated.

• Live presentation creates more participatory feelings.

• Too many factors affect the number of views on YouTube.

• In-class votes are fair.

• There should be more in-class presentation activities.

• I don't like YouTube views because the number of viewers does not reflect or guarantee the quality of our presentation. If any group has more friends or acquaintances or more time, they can get a lot of votes. Fun

presentations do not necessarily mean that they are good. I want the work to be judged by the quality not by quantity.

• In-class presentation makes students to become more confident in their presentations. This is good for our future careers.

6.1.2 Section 2 (33%)

It would be best to let participants express their own voices. Like those in the first section, most students in the second section who favored this option mentioned that the number of views gained from YouTube was unfair, distorted, or even unethical. Some students were worried about the quality of the presentation and afraid that thier work might be not worth being posted on YouTube. Some of their critical comments are as follows:

• In-class activties allow students to learn to know each other and exchange ideas. In-class votes are quite fair and transparent for all groups, while the YouTube views only reflect the number of clicks made by the same person. Personally, in-class activities are more useful.

• In-class presentation (including evaluation) is more advantageous and fairer than learning via YouTube because some students may be inconvenient to access the Internet. The number of views received is not transparent.

• In-class activities offer fair voting than the Internet views. On YouTube, the number of views can incraese speculatively, thereby the number of views gained is unethical.

• The presentation on YouTube does not truly reflect the English proficiency, knowledge, or ability. I think in-class presentation practices should be more highlighted by adding more cases in different situations.

• In-class activities allow students to see the audience's behaviors and the class's response spontaneously. The exchange of ideas and comments is real, not exaggerated. More actions are brought into the classroom, which is quite different from YouTube.

• I believe that in-class activities allow students to participate more actively in the presentation. Students are sitting, watching others, and voting. This is much better than adding views on YouTube which can increase much more easily. It's not a good way to do or to give the fact/truth due to the fact that they can use many ways to increase the total views.

• In-class activities allow students to express themselves in the domain of knowledge applications, language usage skills, and self-introduction.

• The number of in-class votes is real according to the number of the present students in the real time. All in-class voters jointly perceive the atmosphere, teaching media, and interaction among students and between students and the instructor. The YouTube votes can't decide the real data.

• I don't want to use the number of views in selecting the winning group because the group which presents well may not win. The group which does not present well may win because sharing the video on the Internet or any other media can be done quite easily. In-class vote is thus more preferable.

• Uploading the video on YouTube may be unable to measure the quality of the presentation because the number of views can increase by sharing link. Rather, in-class activity allows all to see the quality of the presentation of each group more clearly.

• Time used in preparing ourselves for the presentation is quite limited, thereby the work may not be good enough. The presentation thus should be done in class only and should not be posted on YouTube.

• In-class activities are not boring and fun being rewarded.

• All students get involved in the in-class activity. The number of views is not a good indicator for the best

presentation.

• Students have ample opportunities to practice pronunciation, presentation, and aloud reading, thereby learning to know the rights and wrongs. YouTube has both advantages and disadvantages, but most views come from just clicking, not really watching the presentation or evaluating its quality.

• In-class presentation activity promotes expressiveness of students, but is not suitable for the class consisting of over 100 students. In addition, in-class votes may support and promote only students with higher English proficiency, but not those with lower to lowest. This activity thus may encourage only competent students to become outstanding rather than embrace all students.

• I prefer the in-class activity because over 100 students can show their potential, jointly do activities, and share attitude. The activity enables students to evaluate their own potential and try harder to fill their gaps.

• For the efficiency of the presentation evaluation, the in-class presentation activity is more direct to the point. This is because all participants jointly decide the winner and compare good presenters with the poorer. The uploaded files on YouTube are viewed by the voters who are not present in the classroom.

• In-class presentation activities enhance both listening and speaking skills. This can attract attention of the students and doesn't make them feel asleep and bored.

• It's unfair because the Group Cake Makeup had uploaded their presentation a week before the instructor did for other groups. The instructor should do this for all groups so that time is not a variable affecting the number of views.

• In brief, the participants of both sections who preferred this option highlight the importance of fairness, spontaneity, close cooperation, active participation in class and among group members rather than on YouTube where everybody could see, but offered less face-to-face interaction. Respondents also valued class and presentation attendance as a means to practice English skills and exchange of ideas, thoughts, and experiences freely. Some even asked for such an in-class activity more.

The difference in terms of uploading time slightly affected the responses because there was only one person who stated such trouble. The following section reports the comments made by technological enthusiasts.

6.2 Discussion on Option 2: Prefer English Presentation as Exchange of Knowledge on YouTube

6.2.1 Section 1 (5.1%)

Around 5% of the first section liked YouTube rather than the in-class activity. Only three explanations were provided by "*technogeeks*, a technology enthusiast" (Dudeney & Hockly, 2007, p. 9) as follows:

• I want to create a video file like an advertisement and add sounds rather than the in-class presentation which emphasizes only fun and produces unclear pictures.

• This is intended to exchange knowledge in a vast array, ubiquitous manner, and extensive publicity across the cyber world.

• Nowadays, the Internet is widely used and there are a lot of Internet users. Uploading the presentation onto YouTube allows exchange of knowledge to happen, enables diverse audiences to view our work, and invites comments from them for our improvements.

6.2.2 Section 2 (4.1%)

Only 4% of this section preferred the YouTube medium only. Despite such a few respondents who chose this option. The number is meaningful in the sense that it shows the trend of technogeeks. Below are some salient comments.

• YouTube allows me to practice English in various ways including listening, writing, and speaking. I just want the instructor to check my English script before giving a presentation. The sheets distributed in class should be bound for tidiness. It's a waste of time to go around and get the loose sheets one by one.

• YouTube is a medium for sharing knowledge. It allows students to receive comments or critiques from many people in various fields. We can bring those comments into our presentation improvement process in the future.

• The public can come and see the presentation. We can take the comments into our consideration and make our presentation better in the future.

• YouTube makes students to become more attentive because the video is open to the public, not limited to the class only.

From both sections, the answers, even few, are significant in the sense that Thailand is going to become part of the AEC in 2015, thereby this 5% from the first section and 4% from the second one can be seen as a signal of new generations who welcome comments from people around the world and become more and more open-minded. In other words, they feel positive towards the cutting edge of technology. This finding directly accords with many technological gurus in the 21st century (Brandon, 2005; Crichton & LaBonte, 2003; Dudeney, 2007; Dudeney & Hockly, 2007; Frank, 2010; Frendo, 2005; Horton, 2006; Limlumlertkul & Liu, 2010; Leong & Koh, 2012; Martin, Parker, & Deale, 2012; Pagram & Pagram, 2006; Pufahl, Rhodes, & Christian, 2001; Sharif, 2012, for instance) that learning via technology is unavoidable and irresistable.

Like other students who chose Option 3 in 6.3 below, students who preferred both pedagogical approaches have found that YouTube helped them to become outgoing and, simultaneously, encouraged them to perform better. This viewpoint accords with Hawthorne's effect that satisfactory performance can be created when people are overseen.

6.3 Discussion on Option 3: Prefer English Presentation both as an In-class Activity and Exchange of Knowledge on YouTube

While in-class activities only (Option 1) tend to be valued more because they ensure fairness, Option 2, despite its lower number, highlights the fact of modernity and technological absorption. This section has shown that a combination of both is preferable because students long for both real-life experience and share their thoughts to the global viewers. Some even mentioned that uploading their videotapes onto YouTube made them learn fundamentals of marketing like e-commerce. Some sample comments made by the first section are shown first.

6.3.1 Section 1 (71.4%)

• So fun and every member can join our presentation activities in the class and expand to others who can vote for our presentation too.

• In-class presentation may produce the fairer number of votes, but the number of views on YouTube may reflect the quality of the presentation which sparks more viewers' interest in the presentation.

• The in-class presentation highlights creativity without any impact of connections. YouTube focuses on connections. More friends, more views.

• In-class votes come from the impression on the presentation. Thus, the sequence of the presentation somewhat influences the number of votes. YouTube votes come from popularity or public relations. Both results come from different sources, so it depends on the objectives of votes.

• YouTube uploading can increase comments from outsiders about our work. These viewers come from

assorted occupations, so their comments can help us improve our work in the future.

• In-class presentation allows the audience to see the preparation and attentiveness of presenters. The YouTube presentation requires a competent cameraman to record pictures and media, which is much more difficult. Both activities are thus interesting in terms of learning.

• In-class activities let the audiences to perceive the live atmosphere of presentations. On YouTube, the basic marketing principles, e.g., e-commerce, are learned.

• Both are interesting because the comments are made by both inside- and outside-class viewers.

• Each has pros and cons. In-class presentation let all group members to participate in the work. The audiences have a chance to learn how to present effectively from other groups as well. However, the vote result is made in a narrower mode. Votes on YouTube allow the outsiders to help judge the presentation. However, the number of views may not really reflect the number of viewers, just clickers.

• Gain new experiences both inside and outside class.

• In-class presentation activity allows the audience to see all preparations. The YouTube activity reflects the group's unity, attempts through an increase of views.

• In-class activity — prompt decision made by a small group; YouTube activity — long-term decision made by the public.

• I agree with this teaching method and both ways of presentation activities. This makes me feel that joining this class gives me more than knowledge.

• I like both ways. An interesting thing based on these two ways is that the in-class winner may not be the YouTube winner.

• The comments coming from both the class and the public can help add more perspectives.

• YouTube votes should have more control.

• In-class activity makes English not so boring and learning English from YouTube opens students' eyes to worldwide English.

• In-class vote is good because the audience's feedback is clear. However, the in-class vote may be based on fun rather than quality. Some may vote for their group however poor their presentation is. YouTube activity is also good, but it may be a result from sharing information or plenty of friends.

• In-class presentation creates fun and lightens the atmosphere. Uploading the presentation onto YouTube creates interactions among group members outside class. We became closer very fast because we mutually plan and present our group work.

• In-class presentation activity develops outgoing personality and enhances public speaking skills. Uploading the presentation on YouTube enables us to know the public impression.

• The preparation time should increase for another week. The video should show the presenters faces more clearly.

6.3.2 Section 2 (61.9%)

Around 62% of the second section chose this option. This means that the majority of this section truly belonged to the modern world full of state-of-the-art technologies while firmly rooting themselves in the classroom-based pedagogy. In other words, they incorporated both traditional classroom and state-of-the-art online learning together. Their comments are shown below.

• Both are the best.

• In-class activities allow students to practice in front of the audience. So, they gain real-life experience.

Uploading the video onto YouTube helps to gain more comments from the audience online.

• Both are ways of sharing thoughts in the form of presentation both inside and outside class. We can also attend and watch other groups' presentations, which are very useful.

• I like both kinds of the presentation activity because they are useful and knowledgeable. I can apply the knowledge gained to my daily life. The presentation activity also provides me a chance to familiarize myself with English usage. This activity thus allows me to develop my English skills, potential, and applications. It helps to encourage me to express myself or communicate more freely.

• The in-class activity is useful, whereas the YouTube activity attracts comments from others outside the classroom, which is also good. However, there should be some cautions in terms of rights and privacy. It is an activity in the institution. After uploading, anyone can come and see the video. Some presenters may not want to show off publicly.

• The in-class activity gets an immediate result and the result is direct. That is, the result accords the audience's mind. YouTube provides each group a chance to establish advertising strategies. Such techniques may prevent to evaluate the real satisfaction of the audiences.

• I like both ways, but the YouTube vote should be done in the long run, not in the short run. The number of views may be clearer in the long-term competition.

• In-class activity allows classmates to make comments. The YouTube activity allows the general public to critically comment. Students also learn to know how to work as a team in order to attract more people to view the presentation of their groups. I like both ways.

• I like both even though the number of views on YouTube may not accord with the fact.

• It's a way to allow students to jointly do an activity with other classmates in the classroom while allowing the general public to view our activity so that they see us in various forms. They can also join the activity by voting.

• In addition to the comments given by classmates, YouTube allows students to gain comments from the public. This allows students to learn both advantages and disadvantages of their posted presentation and such knowledge will enable them to improve their presentations in the future.

• I like both because they help me to develop my English skills. I can share the video and watch it repetitively in order to review my mistakes.

• More time should be given. The format of presentation should be assigned beforehand so that when being uploaded onto YouTube, all videos will have the same format and easy to understand.

• As for results of the presentation on YouTube, the presentation format should be more emphasized so that the format is suitable for viewing.

• I like the teaching method by incorporating both in-class and online activities. However, I don't like the way the number of views is used in deciding the winning group.

• In-class activity allows all students to actively participate and they become more enthusiastic and attentive to the class. The teaching and learning activity is not boring. I want the instructor to keep this teaching format. In addition, presentation uploading on YouTube encourages students to work harder and more efficiently.

• I like both of the activity — in class and uploading on YouTube because in-class activity emphasizes participation in other groups' presentations and YouTube is worldwide displayed.

• Both of them always make the students to participate in class. Moreover, they make the group of students know each other more and communicate more not only in class but outside class as well.

• The students knew beforehand that their presentation would be uploaded onto YouTube. This encourages the

students to pay more attention and add more new ideas into their presentation. This is because our work is made public.

- They provide two-way communication.
- It's a way to share knowledge and information both in class and worldwide. Good idea!
- Add confidence to the presenter and feedbacks both in class and the public. More inspiration in giving a presentation.
- The in-class activity allows non-business students to learn new jargons and to become more confident. The YouTube activity opens a window for others to see us, share knowledge, and give useful feedbacks.
- Right now, the Internet becomes more and more important, so uploading a video onto YouTube allows other people to know what we are doing. However, the uploading method may sometimes experience technical problems, resulting in the stagnant number of views.
- This course covers a wide range of activities which make the class interesting, not boring. Good for further learning and self-development.
- I like both because they make the class fun. However, <u>all students</u>, not some, should be involved in the activity.

In short, the respondents who like both the in-class and the YouTube activities realize the growing importance of the Internet in their daily life. While they favor the social interaction which comes from group work, they embrace the global change in the area of technology, especially the Internet. Some even mentioned the technical problem arising from using the YouTube uploading application. Unlike the group which prefers only in-class activities, for this group, allowing the public to watch the in-class presentation videos and provide feedbacks is seen as an encouragement rather than an obstruction. Despite the seemingly unfair number of views, respondents who prefer this option still have positive attitude towards the use of YouTube in the classroom. Such positive views include: personality improvement, English competency enhancement, active encouragement for better performance, and foundation for e-business, among many others. Next, Option 4 selection is quantitatively reported and qualitatively discussed.

6.4 Discussion on Option 4: Dislike English Presentation Both as an In-class Activity and Exchange of Knowledge on YouTube

This option was the least selected by the respondents in both sections.

6.4.1 Section 1 (0%)

No one in the frist section select this option. This may be concluded that most students loved the activity, whether in class or on YouTube. However, it can be also interpreted that they do not dare to show some resistance against the instructors who acted as the researchers in the present study. As noted by Lohsiwanont (2001), Thais preserve harmony and respect to authorities.

6.4.2 Section 2 (1%)

Outliers are always valuable and require scrupulous attention. Even though there was only one respondent in this category, it is worth mentioning his or her comments. The sole comment from a participant in Section 2 was:

"I like small-group activity. I think students gain more from working in a small group than a big one."

As mentioned above, students are not culturally supposed to act against the teacher. As one can see in the answer, it does not look like that this student does not like the activity per se. However, as each section consists of around 120 students, it is quite impossible for the instructors to efficiently embrace all students. The fact that no

one had known before that there would be a questionnaire handed out on the last day of class, and this questionnaire was distributed on the very last day can confirm a fact that, despite the huge class, this student kept coming to the class until the end of the course.

7. Conclusions, Limitations, & Recommendations

Both the in-class and YouTube activities are found to be useful in the respondents' English learning. In spite of some serious difficulties, plenty of students positively regarded YouTube as a way to practice and sharpen their English skills, build up self-confidence, share knowledge & experiences, and provide them with a window of opportunity to receive public feedbacks.

It is also interesting to learn that though these young adults are familiar with modern technologies, some still have problems with YouTube or the Internet access, whereby making them prefer the traditional classroom-based pedagogy. Also, despite technological abundance in a developing country like Thailand, it may be too soon to conclude that all urban citizens fond of or excel at technology, can catch up with its cutting edge, or even have equal Internet access. Rather, the digital divide still exists in Thailand even in the urban area.

Although most respondents prefer a combination of the in-class and the YouTube activities, doubts are still legion, especially in the area of reliability, complexity, and system requirements of YouTube. Whether selecting Option 1 (in-class only) or Option 3 (a combination of the in-class and YouTube activities), many students mentioned some negative experiences when trying to increase the number of views for their groups; therefore, they may have some dislike, uncertainty, or even fears of technology — here YouTube. So, such technological introduction should be performed by teachers with due caution, profound knowledge, and deep sensitivity (Dudeney, 2007; Dudeney & Hockly, 2007; Frendo, 2005, for instance).

As complex as it may be at the first start, the total number of respondents who preferred technology (a combination of Options 2 and 3) is greater than those who preferred the other two options. This is meaningful to all educators and instructors in planning their futuristic course contents and activities. Like what many participants mentioned, technology makes their learning more fun and interesting. Significantly, the saving-losing face culture existing in Thailand for a long time gradually disappears from this young generation. Likewise, despite the personality trait of introversion among Thai students, the respondents mentioned that they became more outgoing and confident after joining the presentation activity in class and posting their videotape on YouTube.

The influence of Hawthorne's effect of being watched is also proved to be solidly constructive in the current study. A significant number of respondents stated that YouTube allows them to trace back how they had given their presentation. Also, they felt that they had to be more attentive and work harder because the video would be shown to the world, not their class only. A student who preferred both ways of learning wrote, "The in-class activity allows non-business students to learn new jargons and to become more confident. The YouTube activity opens a window for others to see us, share knowledge, and give useful feedbacks."

Technology has apparently evolved around and gradually intruded in language pedagogy for centuries. As such, people involved in the field should embrace it while pointing out both advantages and disadvantages to our learners. We need to remind ourselves that technology can be used to enhance language teaching and learning. This paper is only one of the preliminary studies to ascertain that technology is keenly anticipated.

8. Notes

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