Chapter 7

A Video-Based Multimedia Curricular Design and Implementation for Advanced English Language Learners (ELLs):
A Comparison Between ESL and EFL Contexts

Hanh Dinh
University at Albany, USA

ABSTRACT

Based on the theoretical framework by Ellis, this chapter analyzes the conceptual orientation in curriculum design that teachers in each context (ESL vs. EFL) used and addresses a variety of in-class activities that were utilized to integrate YouTube videos into their English teaching. Data collection for this study includes two curriculum artifacts and a group focus interview from a university in the USA (ESL context) and in Vietnam (EFL context). The results demonstrated fundamental differences on the two video-based curricula. While the video-based curriculum in ESL context focuses on knowledge application for English language learners from a more societal and learner orientation, the video-based curriculum in EFL context emphasizes a knowledge-centered orientation.

INTRODUCTION

In recent years, integrating the teaching of languages with the teaching of academic subject matter (or Content and Language Integrated Learning, CLIL) has become a more prevalent approach worldwide. In that approach, language is taught in an isolated manner where the emphasis is on the mastery of

linguistic knowledge (grammar, semantics, syntax, pragmatics). Instead, it is regarded as a vehicle for solving communicative situations that emerged in a specific setting, and in this case, the academic or schooling discourse. The focus of CLIL is more like immersing ELLs in both the English language to read and write and the domain-specific language to do and talk about science simultaneously. According to García & Kleifgen (2018), instructional practices for English language and literacy for ESL in the USA shall prioritize using teaching tools in content tasks to contextualize new vocabulary learning. Those English as a Second Language (ESL) programs adopting the CLIL approach has to organize activities so that students are scaffolded to acquire a target knowledge the first time in their non-dominant second language. However, the application of CLIL and the nature of the CLIL program is not the same in other parts of the world. For instance, in the context of Vietnam, where English is considered a foreign language (EFL), the connection between the English language and academic content is inherently different from America's case. EFL students there have already been taught almost the entire curriculum in Vietnamese, the mother tongue. First language literacy helps these students cope with the demands of academic objectives. Thus, while CLIL is an addition to the mainstream education in order to prepare students for future employment and academia where English is used for global communication, English is considered a new code to obtain for decoding the English materials rather than a communicative device for survival and cultural integration into speech communities of English native speakers.

The thing is that the operational goal of a CLIL curriculum is to introduce various forms of pedagogical materials and discourses that present socio-cultural contexts for accelerating meaningful language use and increasing the interaction between the student and the language environment. Hence, no matter what socio-cultural and contextual differences CLIL programs might display, the common assumption is that, in those programs, learners must have rich access to an interactive English speech to obtain its structural information and practice its functions. YouTube, a platform providing a forum to connect, inform, and inspire individuals globally via sharing videos, has been nominated as an optimal way to offer authentic input and increased student-centered learning participation (Brünner, 2013; Snelson, 2016; Willmot et all, 2011, 2012). Launched more than 15 years ago, YouTube hosts videos that are highly suitable for English teachings, such as TeacherTube, TED Talks, TED Edu, Crash course, and other channels designed exclusively for teaching English such as BBC Learning English. Those media channels are accessible resources for educators and language teachers in the era when their students are digitally native, technology-savvy, and video content consumers (Roodt & Peier, 2013; Sherer & Shea, 2011). They stimulate both hemispheres of the brain, triggering areas related to verbal/linguistic, musical, and visual information to exchange information and accelerate memorization. Such stimulation in those areas created ideal learning and memory (Beck, 2009; Logan, 2012).

The benefits of YouTube have been endorsed in ESL learning settings in the USA. Teachers have been using YouTube videos to improve students' linguistic knowledge and language skills (Alharthi, 2017; Bakar et al., 2019; Brook, 2011; Chun, 2012; Jalaluddin, 2016; Thoms et al., 2018), increasing their English exposure in several subject domains (Desmet, 2009; Eick & King, 2012; Giles & Yazan, 2020; Jaffar, 2012; Logan, 2012; Tan & Pearce, 2011), and clarifying abstract concepts teachers find challenging during science instruction (Copper & Semich, 2019; Pecay, 2017; Reynolds & O'Loughlin, 2019). Similar benefits have been affirmed in EFL contexts in other countries. YouTube videos in English teaching is used to develop English vocabulary, language skills and introduce cultural knowledge of English-native-speaking communities (Alwehaibi, 2015; Arndt & Woore, 2018; Chen, 2013; Hsu et al., 2013; Kabooha & Elyas, 2018; Kuo, 2009; Maryani & Aguskin, 2019). However, the application of YouTube videos for teaching other subjects in English in EFL contexts before higher education is

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